

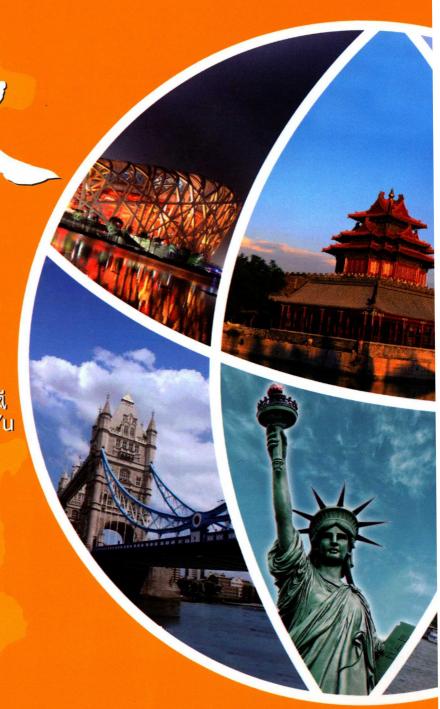
Feiyue Basic Chinese Simplified and Traditional Characters

Simplified and Traditional Characters 汉语初级教程 简、繁体汉等

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学生用书 上册 Student's Book 1

主编 林柏松 编者 李蓓 于岚 By Patrick Lin, Bei Li, Lan Yu



Feiyue Basic Chinese



汉语初级教程

Student's Book 1

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Preface

Feiyue Basic Chinese is a set of basic level Chinese textbooks intended for English-speaking undergraduate students, high school students and adults to learn Chinese. The Chinese name Feiyue means to fly forward, which serves as a metaphor for the progression that will occur in students' Chinese proficiency levels after actively working through these meticulously designed textbooks. Upon completion, the student will have learned about 1000 frequently used Chinese words and 800 characters; as well as a proficiency level expected to reach Intermediate Mid as rated by the American Council on the Teaching of Foreign Languages (ACTFL), and Level 1 of the Interagency Language Roundtable (ILR). Feiyue Basic Chinese and Feiyue Intermediate Chinese, which has already been published, will form a two-year textbook series that meets the basic needs of teaching and learning Chinese as a foreign language outside China.

There are 22 lessons in this set of textbooks for one academic year, with the content divided evenly into two books. Each book requires about 80 class hours to complete, or one semester in the U.S. school system. Each textbook has 11 lessons and each lesson requires approximately seven 50-minute class periods. The student book is accompanied by a CD of listening materials in MP3 format and a teacher's book, which provides the keys to all the exercises and the transcripts of all listening exercises. A glossary and a character list for 22 lessons in alphabetical order are also included. In addition to the printed copy, an Internet edition is also being planned which can be used online or downloaded to computers, cell phones or iPads.

Feiyue Basic Chinese textbook is a trinity of traditional textbook, workbook, and homework book. The same format is used for each lesson in the two books:

- 1. Lead-in: This section aims to activate students' related memories and bring out the subject matter and the key words of the lesson with four or five pictures associated with the lesson. Practice has shown that a few minutes' lead-in is an important stage for students before they learn a new lesson.
- 2. The text: Starting from Lesson 4, each lesson consists of a dialog and a narrative passage, the former helping students learn spoken Chinese and the latter, written Chinese. The lesson texts mirror all aspects of American students' real life with vivid and interesting scenarios and embody the principle of "a textbook reflecting real life". Both simplified and traditional characters are used to present the texts. This agrees with the reality that both forms of writing are used in overseas Chinese communities. Tips along the margin highlight the corresponding

text's communicative functions.

- 3. Vocabulary: Each lesson text is followed by a vocabulary list, in which new words are arranged according to the order of their appearance in the text, with both simplified characters and traditional characters listed side by side. In addition to pinyin transcription and precise English language explanation, the parts of speech and examples of usage for each new word are also provided. This prevents students from relying on English definitions of the new words as their only guide to word usage. A glossary of all lessons is provided at the end of each book for the convenience of word searching.
- 4. Exercises: A considerable amount of exercises in listening, speaking, reading, writing and translation follow each lesson text. Content questions and exercises on the use of words deepen students' understanding of the contents of the texts and usages of the key words. Such understanding lays a good foundation for the comprehensive use of language skills needed in the last part of the lesson, "Using the Language". Reflecting the principle to attach more importance in listening and speaking in foreign language teaching, this set of textbooks provides a significant amount of listening exercises, ensuring language input in large quantity and with high quality.
- 5. Phonetics: A special section of "Phonetics" is added to Lessons 1-7 in the attempt to help build a solid foundation on Chinese phonetics. Chinese initials, finals, tones, neutral tones, tone sandhi, retroflex ending "-r", and pinyin spelling rules are systematically introduced in this section with a great amount of practices and exercises, including the pronunciation and transcription of single syllables, multi-syllables, phrases, and sentences. One thing worth mentioning is this book's new teaching approach on the Chinese third tone, which is based on current research findings and successful teaching experience. The third tone is treated as a low falling tone when it is first introduced to students, thus effectively avoiding problems that foreign students often have in pronouncing the so called "half-third tone".
- 6. Chinese characters: Learning Chinese characters is a difficult yet important task for foreign learners of Chinese. Following the principle of "recognizing long form, writing in short form, and typing with pinyin," which is accepted by many overseas Chinese teachers, this set of textbooks introduces characters with the innovative character-component teaching approach. Each new character is introduced with an analysis of its components, which helps students learn the formation of Chinese characters. Students are required to hand-write all the one-component characters, which are considered the basic characters, so that they will gain a better understanding of the stroke order and character components to avoid producing "strokemissing" characters. Since radicals are the most important components, we have selected 44

high frequency radicals from the texts of Book 2 to explain their origin and meaning. In order to stimulate students' enthusiasm for learning characters, we have designed many fun exercises such as character formation games. Chinese composition used to be the bottleneck in teaching Chinese as a foreign language due to difficulties in writing and recognizing Chinese characters. Taking full advantage of computer technology, this set of textbooks provides a large amount of exercises for typing characters on the computer, in addition to writing characters by hand, to enhance students' skill in recognizing, reading and typing characters.

- 7. Language Points: This set of textbooks explains grammar in a simple, precise and practical way without trying to present a complete grammar system using complicated grammar terminology. The language points are selected with an eye on the special difficulties that English-speaking students often have in learning Chinese, and exercises are designed accordingly. Easy language points are introduced before more difficult ones and important language points are recycled with progression in spirals.
- 8. Using the Language: This is the teaching focus of the entire lesson. The aim is to develop students' abilities to use Chinese in the real world. Authentic materials related to each lesson's topic are used, such as store names, street signs, advertisements, handwritten notices and letters etc. The words and sentence structures in these materials are not confined to those taught in the texts. Therefore, this section not only helps students review what they have learned but also expands upon the lesson contents. The exercises in this section take a variety of forms that feature an integration of listening, speaking, reading and writing. The formats that American students often encounter in major tests such as the AP Exam and OPI Test are adopted in the designing of the exercises, such as multiple choice questions, situational role plays and writing essays based on pictures. The "Cultural Tips" of this section familiarizes students with the cultural knowledge and is thus of considerable reference value.

This set of textbooks is an attempt at applying new approaches to Chinese teaching and is by no means complete. We welcome feedback from fellow teachers and experts in the field so that we may further improve the textbooks. Thank you in advance for your help and support.

Patrick Lin October 2013

词类简称

Abbreviations for Parts of Speech

adj. adjective 形容词

adv. adverb 副词

a.v. auxiliary verb 助动词

conj. conjunction 连词

intj. interjection 叹词

m. measure word 量词

n. noun 名词

nc. numeral-classifier 数量词

num. numeral 数词

ono. onomatopoeia 拟声词

part. particle 助词

pn. proper noun 专有名词

pron. pronoun 代词

pref. prefix 前缀

prep. preposition 介词

suff. suffix 后缀

v. verb 动词



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ー、导入 Lead-in

Exercise 1 🕮 🗀

Look at the pictures below and say any relevant greetings that you know in Chinese.



After learning this lesson, you will be able to:

- 1. Understand common Chinese greetings and greet Chinese people appropriately.
- **2.** Understand Chinese syllables, the four basic Chinese tones, 3rd tone changes, and spelling rules.
- **3.** Recognize traditional and simplified characters, recognize the basic characters presented in this lesson.
- 4. Use an adjective as a predicate, and use the particles 吗, 呢 and the suffix 们 correctly.

二、课文 Texts

课文(一) Text (1)

你好

简体版

Xiao Wang meets Xiao Zhang on campus for the first time.

小王: 你好!

小张: 你好!

Tips: the most common Chinese greeting



你好

繁体版

Xiao Wang meets Xiao Zhang on campus for the first time.

小王: 你好!

小張: 你好!

Kèwén (yī) Text (1)

Nĭ Hǎo!

拼音版

Xiao Wang meets Xiao Zhang on campus for the first time.

Xiǎo Wáng: Nǐ hǎo!

Xiǎo Zhāng: Nǐ hǎo!



生词(一) New Words (1)

a de la companya de	简体 (繁體)	拼音	词性	解释
1	徐	nĭ	pron.	you 你好!/你早!
2	好	hǎo	adj.	good 你好!/你好吗?

课文(二) Text (2)

你早

简体版

Miss Jiang meets Mr. Wang in the morning.

江小姐: 王先生, 你早!

王先生: 早, 江小姐。 Tips: a common greeting in the morning

江小姐: 再见!

王先生: 再见!

你早

繁体版

Miss Jiang meets Mr. Wang in the morning.

江小姐: 王先生, 你早!

王先生: 早, 江小姐。

江小姐: 再見!

王先生: 再見!

Nĭ Zǎo

拼音版

Miss Jiang meets Mr. Wang in the morning.

Jiāng xiǎojiě: Wáng xiānsheng, nǐ zǎo!

Wáng xiānsheng: Zǎo, Jiāng xiǎojiě.

Jiāng xiǎojiě: Zàijiàn!

Wáng xiānsheng: Zàijiàn!

生词(二) New Words (2)

	简体 (繁體)	拼音	词性	解释
1	先生	xiānsheng	n.	Mr., gentleman 王先生 / 先生 , 你好!
2	早	zăo	adj.	early; morning 你早!/老师早!
3	小姐	xiǎojiě	n.	Miss; young lady 江小姐 / 小姐, 你早!
4	再见(見)	zàijiàn	ν,	goodbye 老师, 再见!/王先生, 再见!
专有名词 Proper Nouns				
1	江	Jiāng	pn.	a Chinese surname, Jiang
2	王	Wáng	pn.	a Chinese surname, Wang

Exercise 1 🦻 🗀

Listen to Texts (1) and (2). Repeat after the recording until you can pronounce the words correctly.

Exercise 2 9 🔌

Listen to the two short dialogs and fill in the missing words with pinyin and tone marks.

Dialog 1

A: Zhāng _____, nǐ hǎo!

B: Wáng _____, nǐ hǎo!

Dialog 2

A: _____ xiǎojiě, zàijiàn!

B: _____ wáng, zàijiàn!



Exercise 3

Match the Chinese words in Column I with the appropriate English equivalents in Column II.

Column I	Column II
() 1. 早上好	a. Thank you
() 2. 先生	b. Good morning
() 3. 小姐	c. Miss
() 4. 谢谢	d. goodbye
() 5. 再见	e. Mr.

课文(三) Text (3)

你好吗?

简体版

In the classroom, Xiao Wang meets Xiao Zhang again.

小王: 小张, 你好吗?

小张: 我很好。你呢?

小王: 我也很好, 谢谢!

(Instructor Jiang comes in.)

同学们:老师,您好!

江老师:同学们,你们好!

Tips: greetings between friends

Tips: a polite way to greet a senior

你好嗎?

繁体版

In the classroom, Xiao Wang meets Xiao Zhang again.

小王: 小張, 你好嗎?

小張: 我很好。你呢?

小王: 我也很好, 謝謝!

(Instructor Jiang comes in.)

同學們:老師,您好!

江老師: 同學們, 你們好!

Kèwén (sān) Text (3)

Nǐ Hǎo ma?

拼音版

In the classroom, Xiao Wang meets Xiao Zhang again.

Xiǎo Wáng: Xiǎo Zhāng, nǐ hǎo ma?

Xiǎo Zhāng: Wǒ hěn hǎo. Nǐ ne?

Xiǎo Wáng: Wǒ yě hěn hǎo. Xièxie!

(Instructor Jiang comes in.)

Tóngxuémen: Lǎoshī, nín hǎo!

Jiāng lǎoshī: Tóngxuémen, nǐmen hǎo!

生词(三) New Words (3)

	简体 (繁體)	拼音	词性	解释
1	吗(嗎)	ma	part.	(question marker) 你好吗? /老师好吗?
2	我	wŏ	pron.	I, me 我是老师。/我很好!
3	很	hěn	adv.	very 他很好。/我也很好。
4	呢	ne	part.	(question marker) 我很好, 你呢? /我是学生, 你呢?
5	也	yě	adv.	also 我也很好。/我也是学生。
6	谢谢(謝)	xièxie	ν.	thank, thanks 谢谢你。/ 谢谢小王!
7	们(們)	men	suff.	(plural marker for people) 先生们 / 小姐们 / 你们好!
8	老师(師)	lăoshī	n.	teacher 谢谢老师。/他是王老师。
9	您	nín	pron.	you (polite form) 您好! / 您早! / 王老师, 您好吗?