

Educators' English

Speaking and Listening for Chinese Teachers

教师英语

Carolyn Dirksen, Ph.D.



东北师范大学出版社

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English Language Institute/China

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President Jiang Dajun and Dean Yao Ruoguang, Anhui Institute of Education, were also invaluable in getting the text into the classroom. President Jiang, as director of the Anhui research and Training Program, provided facilities and moral support for the work. Dean Yao reviewed and revised portions of the text and gave cultural information and insight. He also gave valuable input into the design of the book and helped establish its goals and procedures. The dialog tapes were made possible by Kent and Ann Kedl, who coordinated the effort and produced the tapes at a radio station in Minneapolis.

Murl Dirksen provided assistance as Director of the Middle School Program but mostly as a supportive husband, and Sara Dirksen made her immeasurable contribution just by being Sara.

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教师英语

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前 言

中国教育国际交流协会和美国英语学会自 1985 年以来在我国 20 余省、直辖市、自治区和有关部委教育部门的协助下，利用暑期开展中学英语教师的培训工作。8 年来，美方派遣了 800 余名北美教师，逾万名中学教师接受了培训。在这一过程中，中美双方应广大中国教师要求编写了这本教材。

该书的作者卡罗琳·德克森教授积 20 余年在美国大学教授语言、文学的经验及其多次来华任教的体会，于 1989 年在安徽教育学院完成本书的编写工作。在试用中作者广泛吸收了有关项目院校、北美教师和参训学员的意见，对内容和篇幅进行了两次修改，形成了现在的版本。

《教师英语》以两位我国中学英语教师赴美、加两国学习、生活一年的经历和他们的经验，通过作者富有感情色彩的笔调，以规范、流畅的语言，比较客观地介绍了北美文化的特点及社会、教育制度的现状，读起来使人感到亲切。所有这些都与本书作者严谨的治学态度和我国中学英语教师的友好感情密切相关。我们在此向她以及所有在这一合作中提出宝贵意见和建议的中外教师和学员致以衷心的感谢。

3 年来的实践证明：这是一本融中西文化为一体，具有显著教师职业特点的英语教材。我国的一些高等院校、师范院校已开始选用本书作为师资培训的补充教材。特别值得一提的是，本书在教师《专业合格证书》英语听、说单科工作中起到了积极配合和补充作用。我们希望本书在即将开展的继续教育工作中，在其姊妹篇《教师英语学习辅导书》中的教学法和文化背景知识讲座的配合下，能在中学教师英语的培训中进一步发挥积极作用。

本书在编写过程中得到了北京外国语学院、清华大学、国际关系学院以及安徽、四川、湖南、河南教育学院等高等院校许多教授的积极支持和指导，我们对此表示诚挚的感谢，并希望社会各方面对本书给予关怀和支持，使它在使用中日臻完善。

李 滔

常务副会长

中国教育国际交流协会

1992 年 11 月 15 日

INTRODUCTION

Educators' English was written specifically for Chinese middle school teachers of English who want to improve their language ability while living in China. It is different from many English-as-a-Second-Language textbooks in that it recognizes Chinese as the students' first language and does not assume that students will need to function in North American culture. This focus should be helpful to students in two ways: First, the book addresses specific problems which result from differences between Chinese and English, and lessons include practice in those areas. Secondly, the book includes vocabulary, discussion, and topics which should be of specific interest to English teachers, but it does not burden the student with cultural details which are irrelevant to anyone not living in North America.

Each lesson is intended to take approximately 1-1/2 hours, and a set of two lessons will include a dialog, a series of questions on the dialog, structure practice, vocabulary exercises, a communication exercise based on the functional approach, a pronunciation drill, a reading with a series of questions, some suggestions for compositions, and a proverb. The dialogs concern the adventures of two Chinese middle school teachers who travel to North America for a cultural exchange, and unit topics include transportation, families, education, the cost of living, mass media, values, and literature.

The dialogs and readings intend to expand the students' understanding of North American culture while drawing on their own experiences for discussion. Each lesson includes a section called "Beyond the Dialog" or "Beyond the Reading" which asks students to compare the situation described with a similar situation in China. This approach is based on the belief that speaking is easier if the student has something to say and that every student will have something to say on these topics. Discussion is based on familiar ideas rather than on unfamiliar situations from a foreign culture.

A variety of reading passages have been included even though *Educators' English* is essentially a speaking and listening book. Research indicates that Chinese students learn best by reading, and the selections can serve as springboards for discussion—real speaking and listening practice.

The goal of this text is to improve the communicative competence of the students who use it by providing contexts and structure for appropriate use of English and by giving cultural information about Canada and the U.S. It is intended to develop language facility by providing vocabulary, information and practice in language use appropriate for professional educators in China.

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DIALOGS

GLOSSARY

ABOUT THE AUTHOR

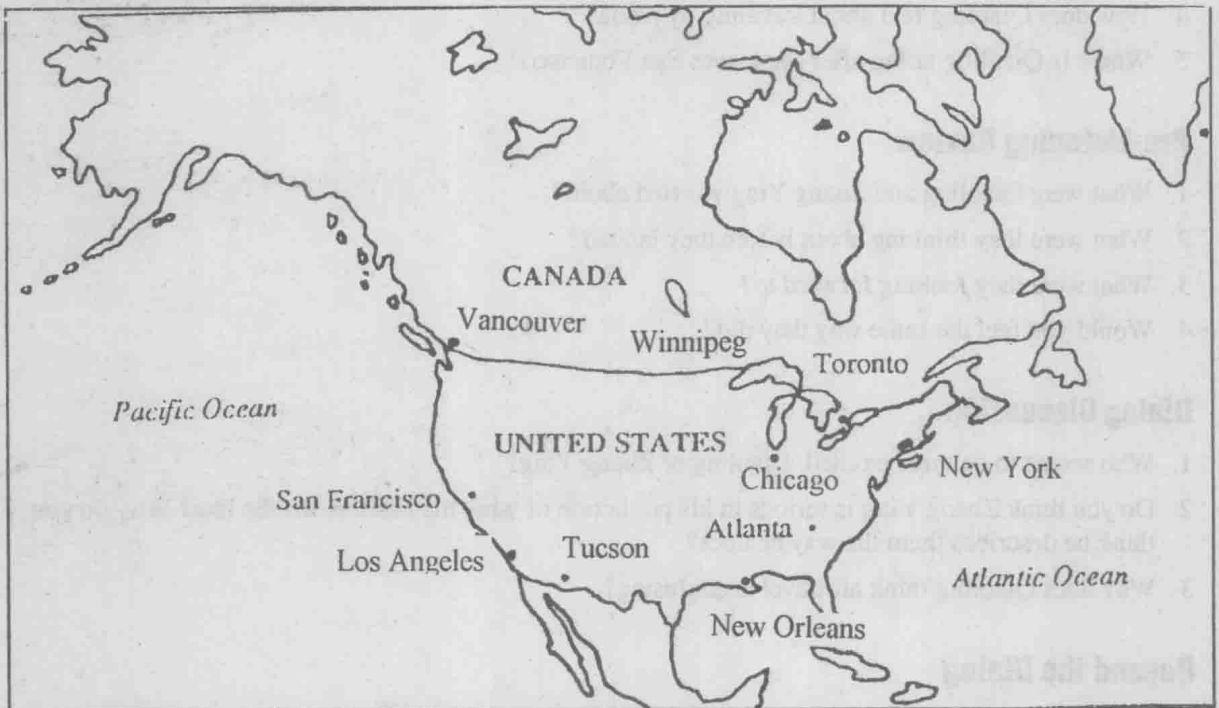
Unit One: TRANSPORTATION



1

LESSON ONE

DIALOG ONE: *Arriving in San Francisco*



Zhang Ying and Lu Qiaoling will arrive in San Francisco. From there, Zhang Ying will travel to Toronto, Ontario, in Canada, and Qiaoling will travel to Atlanta, Georgia. Find these three locations on the map.

Introduction

The dialogs in this book center around the adventures of two Chinese middle-school teachers who are taking part in a cultural exchange program. During their visit to North America, they will visit several schools and learn as much as they can about the educational systems and cultures of the U.S. and Canada.

In the first dialog, they are on board a CAAC jet approaching San Francisco, California. In San Francisco, they will go their separate ways, taking different flights to their final destinations.

Pre-Listening

1. Qiaoling and Zhang Ying are excited and a little nervous. What do you think they might be worried about as they prepare to begin their adventure in North America?
2. If you were just landing in the United States, what would you be thinking about?
3. In Lu Qiaoling's and Zhang Ying's place, what would you most look forward to?
4. Listen carefully to see whether your feelings are similar to theirs.

Dialog on Tape

Dialog Comprehension Check

1. Which person says he/she is homesick?
2. How does Zhang Ying say Mr. Martin will look?
3. How long is Qiaoling's layover?
4. How does Qiaoling feel about traveling by plane?
5. Where is Qiaoling going after she leaves San Francisco?

Pre-Listening Review

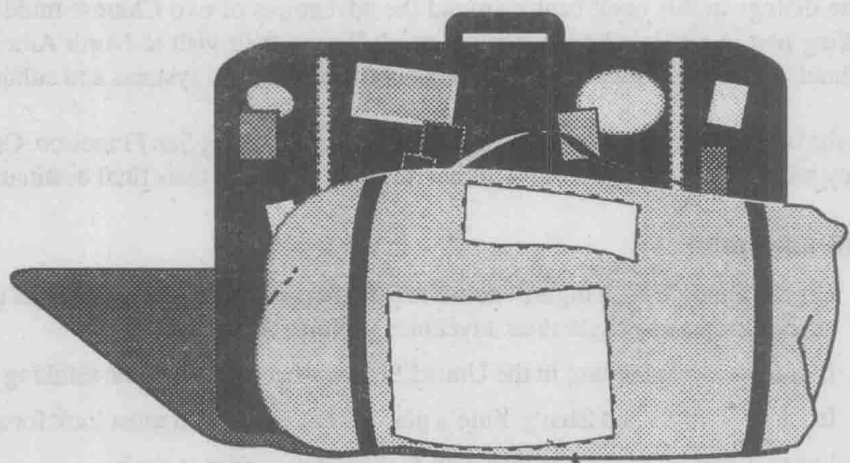
1. What were Qiaoling and Zhang Ying worried about?
2. What were they thinking about before they landed?
3. What were they looking forward to?
4. Would you feel the same way they did?

Dialog Discussion

1. Who seems to be more excited, Qiaoling or Zhang Ying?
2. Do you think Zhang Ying is serious in his prediction of what the Martins will be like? Why do you think he describes them the way he does?
3. Why does Qiaoling think air travel is confusing?

Beyond the Dialog

1. Have you ever been in a situation similar to that of Qiaoling and Zhang Ying? What was the situation? What happened?
2. What are some problems you have faced in traveling by train? Do you think traveling is convenient, confusing, or both?





LESSON TWO

STRUCTURES

BE GOING TO as an expression of future tense

As as can.

I. *be going to*

A. Restate each of the following sentences using a form of **be going to** in the place of the future tense

1. What will it be like?
What is it going to be like?
2. We will study intensive reading next term.
We are going to study intensive reading next term.
3. The students will need their textbooks for the lesson.
4. Xiao Li will bring the candy for the party.
5. Who will bring the tape player?
6. I will bring all my tapes of English songs.
7. This will be the best party of the year.

B. Use **be going to** to indicate future tense in the following dialogs.

1. study for the exam/ this evening
s1: **Are you going to study for the exam this evening?**
s2: No, I'm not. I'm going to go to the cinema.
2. prepare your lesson plans/ tomorrow morning
s1: **Are you going to prepare your lesson plans tomorrow morning?**
s2: No, I'm not. I'm going to go shopping.
3. wash your clothes/ tonight
4. read a novel/ this afternoon
5. go to the Number One Department Store/ after class
6. tutor your students/ Tuesday afternoon

C. Make up your own dialogs, choosing things to do from the list below:

Follow this model:

- s1: **Are you going to eat baozi for supper?**
s2: No, I'm not. I'm going to make noodles.

eat baozi

make noodles

do your exercises

buy a new shopping basket

take the train to your hometown

ride the bus to work

prepare lesson plans

correct papers

- D. Create your own real conversation based on the model in exercise C. First, guess what your speaking partner might do this evening and ask him/her. For example, "Are you going to listen to your tapes this evening?" Your partner should respond by telling you the truth. If he/she is not going to do what you guessed, he/she should tell you what he/she is really going to do. Next, ask your partner what he/she is going to do tomorrow. Again, he/she should tell the truth. Next, change roles and go through the dialog again.

II. as _____ as _____ can

- A. Restate each of the following sentences using as _____ as _____ can.

- I will come back soon.
I will come back as soon as I can.
- The bus driver is driving fast.
The bus driver is driving as fast as he can.
- The children will eat the candy quickly.
- Miss Wang will answer the letter promptly.
- I will come to see you soon.
- They are singing softly.
- The little girl is walking fast.

- B. Use as _____ as _____ can in each of the dialogs below:

- type the paper/ faster
s1: You should type the paper faster.
s2: I'm typing as fast as I can.
- come/ soon
s1: Please, come see me soon.
s2: I'll come as soon as I can.
- sing/ softly
- play the drum/ loudly
- speak/ slowly
- think/ hard
- study/ diligently

- C. Make up your own dialog based on the list below:

s1: You should go to the bank (soon).
s2: I'll go as soon as I can.

go to the bank	soon
fix dinner	fast
prepare for the exam	quickly
eat supper	loudly
write the letter	softly
play the trumpet	carefully
paint the house	
repair the chair	
bring the hot water	

COMMUNICATION

Expressing anxiety/ offering comfort

Asking for information

I. Expressing anxiety/offering comfort

- A. Imagine that you are Qiaoling or Zhang Ying. Tell your partner something you feel nervous or worried about. You might want to use one of the phrases below.

I'm worried about

I'm nervous about

I'm concerned about

I'm afraid that

Your partner should try to comfort you using one of the following phrases plus some additional information:

Don't worry

Relax

Calm down

s1: I'm afraid that Mrs. Martin will speak so fast that I can't understand her.

s2: Don't worry. You'll get used to fast speech.

s1: I'm concerned about the food in the United States.

s2: Calm down. A lot of Americans eat Chinese food.

- B. Start a conversation with your partner in which you express some real anxiety. Use some of the phrases listed in Exercise 1 above. Your partner should try to comfort you by using one of the phrases above or others he/she might know. Each one of these phrases should be followed by some additional information which is intended to make you feel better.

s1: I'm afraid that my English isn't good enough for this course.

s2: Don't worry. Your English is fine.

s1: I'm nervous about speaking English out loud.

s2: Relax. Everyone else is nervous too.

II. Asking for information

- A. Qiaoling and Zhang Ying are worried that they might not be able to find the correct terminal at the airport. They might have to ask for information. Imagine that you are Qiaoling or Zhang Ying and that your partner is someone at the airport whose job is to give information. Make up a dialog using the following phrases or some others that you might know. After you have made up a few dialogs, change roles.

Excuse me, could you tell me...?

Pardon me, where is...?

Can you tell me...?

Excuse me, do you know...?

s1: Excuse me, could you tell me how to get to the Delta terminal?

s2: Certainly, it is just around the corner.

s1: Excuse me, do you know where I should go to get my luggage?

s2: Yes, the baggage area is down that hallway.

- B. Imagine that your speaking partner is a stranger to you, but someone who knows about the campus where you are studying. Ask him/her for some information which you really need. After you have made up a few dialogs, change roles.

s1: Can you tell me where the dining hall is?

s2: Sure, it's next to the library.



LESSON THREE

DIALOG TWO: *On the Plane for Atlanta*

Pre-Listening

Lu Qiaoling is on board a plane bound for Atlanta. Zhang Ying has gone on to Canada, so Qiaoling is traveling alone. The woman sitting next to Qiaoling starts a conversation with her.

1. Lu Qiaoling and her seatmate are strangers; what do you think her seatmate will say to start the conversation?
2. What will Qiaoling tell the woman about herself since they are strangers? What will she ask the woman?
3. Qiaoling is used to traveling by train; what might she tell her seatmate about train travel in China?

Dialog on Tape

Dialog Comprehension Check

1. According to Qiaoling's seatmate, what is the weather like?
2. How many times has Qiaoling been to the United States?
3. How many times has Qiaoling ridden on an airplane?
4. Are the trains in the United States crowded?
5. Are trains in the United States the most common means of transportation?

Pre-Listening Review

1. What did the woman say to start a conversation with Qiaoling?
2. What did Qiaoling tell the woman about herself?
3. What did she say about train travel in China?

Dialog Discussion

1. Why does the woman say something about the weather?
2. Does Qiaoling really think her English is very poor? Why does she say so?
3. Why do you think passenger trains in the United States are not as crowded as trains in China?

Beyond the Dialog

1. Do you agree that trains in China are always on time? Have you ever missed a train? Have you ever had a problem because your train was delayed?
2. Do you agree that it is sometimes difficult to get train tickets? What experiences have you had trying to get tickets?
3. Do you agree that Chinese trains are crowded? Do you remember a particular time when you were on a very crowded train? Sometimes, when a train is very crowded, people can't get off at their stop. Has this ever happened to you? If so, what happened next?

VOCABULARY: Dialog One

Words and expressions for active use

Discover the definition of each word below by following this procedure:

- 1. Look at the tape script for dialog one and underline each word from the list.
- 2. Look at the word's context and guess at its meaning. Write your guess down.
- 3. Look the word up in an English dictionary and find the definition which is closest to what you guessed. See whether that meaning makes sense in the context of the dialog. Correct your guess if it was wrong and write down your corrected definition.
- 4. Look the word up in a Chinese-English dictionary to confirm your guess.

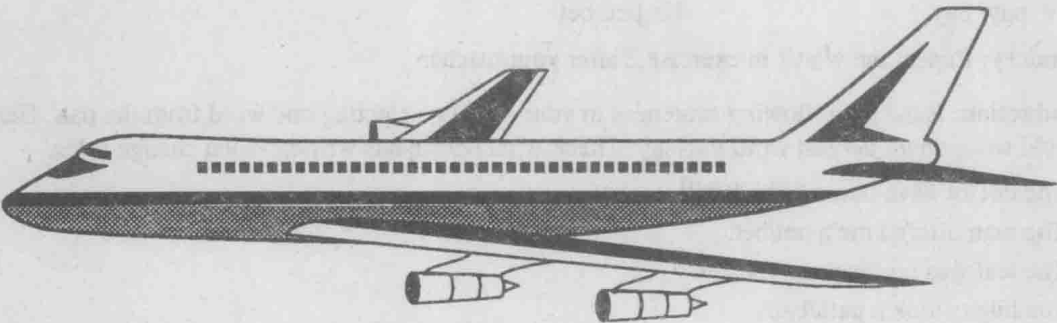
nervous	teasing	system
can't help	looking forward to	figure out
have to/ has to	seldom	

- 5. Using only the words and expressions for active use, fill in the blanks in these sentences.
 - a. Before the examination, she became very _____.
 - b. She _____ study very hard in order to do well.
 - c. Sometimes it is hard to _____ the answers to the questions.
 - d. Everyone is _____ summer vacation.
 - e. The naughty child _____ getting into trouble.
 - f. The train _____ in China is very efficient.
 - g. Charles is _____ her with his silly jokes.
- 6. Make up sentences using each of the words in the active list.

Words and expressions for passive understanding

Look these words up in an English dictionary and find a definition which makes sense in context. If you still don't understand the word, look it up in a Chinese-English dictionary.

initial descent terminal



Dialog Two

Words and expressions for active use

Follow the same procedure as you did above. Write a definition for each word which consists of at least two of the following: 1) an English synonym, 2) an explanation in English, 3) a translation into Chinese.

what brings you observe opposite seldom transportation discover

1. Choose the word from the list above which best goes with the definition:
 - a. not often
 - b. learn, find, find out
 - c. watch, look at closely
 - d. means of travel
2. Fill in the word which fits best into each sentence:
 - a. Air travel is a popular method of _____.
 - b. If you _____ ants carefully, you will _____ that they are very organized.
 - c. We _____ travel by train in the United States.
 - d. Sweet is the _____ of sour.
3. Make up sentences using each of the words in the active vocabulary list for Dialog Two.

PRONUNCIATION

/b/ and /p/ initial position

A. Discrimination: Number your paper from 1-10. Next to each number write **same** and **different**. Listen to your teacher and indicate whether he/she is repeating the same word twice or saying two different words. Circle the correct response.

B. Identification: Number your paper from 1-10 and write the following words next to each number. Circle the word your teacher pronounces.

- | | |
|-----------------|-----------------|
| 1. path/ bath | 2. bat/ pat |
| 3. pill/ bill | 4. perch/ birch |
| 5. bet/ pet | 6. path/ bath |
| 7. peach/ beach | 8. pour/ bore |
| 9. pay/ bay | 10. pet/ bet |

C. Mimicry: Repeat the words in exercise 2 after your teacher.

D. Production: Read the following sentences to your partner, selecting one word from the pair. He/she should write down the last word you say. Check what he/she has written. Then change roles.

1. The doctor gave him a big pill/bill.
2. The man offered me a pet/bet.
3. The leaf was on the peach/beach.
4. The hikers took a path/bath.



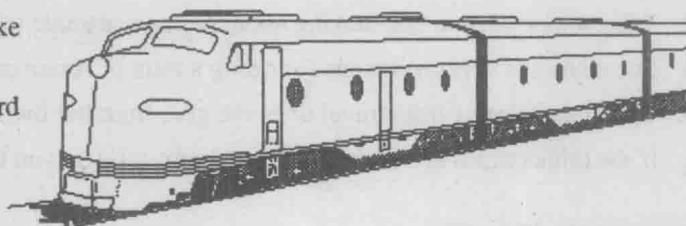
LESSON FOUR

READING

Reading Preview

You will read an explanation of one American's attitude toward trains.

1. Do you think most Americans ride trains often?
2. Do you think this person will like or dislike train travel?
3. Do you think Americans' feelings toward trains are similar to those of Chinese?



MY EXPERIENCES WITH TRAINS

[1] Many Americans have never ridden on a train, but many others ride trains to work every day. Some people have been on trains only in **amusement parks**, and others take trains **occasionally** on long trips. Because our **experiences** with trains are so different, we have very different ideas about trains and very different feelings toward them.

[2] Personally, I think trains are romantic and exciting. I must admit that I have ridden trains in Mexico, Europe and China more than in the United States, but I also have some experience with American trains. When I was a child, growing up in a small town with very little **entertainment**, we used to go to the station to watch the passenger trains come in. There was something exciting about the steaming, roaring string of cars coming into view around the mountains, slowly growing larger and louder and finally **spilling** **rumpled** strangers onto the platform.

[3] I took my first train trip when I was ten years old and went with my older sister to visit cousins six hundred miles away. It was our first time away from our parents, so it was exciting and frightening. Because I had expected so much, I was a little **disappointed** when I was finally one of the passengers I had watched for so long. The train—so loud and **ferocious** on the outside—was gentle and rocking inside.

[4] As a college student, I used to ride the overnight train to my roommate's home town. We could never **afford** a sleeper, so we played cards, sang, ate, read and talked until we finally fell **uncomfortably** asleep in the straight-backed seats.

[5] My idea that trains are romantic may come from the fact that my husband and I took the train on our **honeymoon**, spending the extra money to eat in the dining car, and gazing out the window as the desert **scenery** slid past.

[6] Now, when I make a trip, I always fly or drive, and trains aren't a very important part of my life. Still, when I hear the train whistle far away on a quiet night, I want to pack my bags and jump on board, entering a **unique** world of motions, sounds, sights, and experiences which just aren't matched in the **sterile** **environment** of an airplane.

Comprehension Check

1. According to the author, do most Americans ride trains often?
2. What is the author's attitude toward trains?

3. Why did she go to the station to watch trains come in when she was a child?
4. Why was she disappointed when she made her first train trip?
5. Why does she think trains are romantic?
6. Does she often take the train now?

Reading Review

1. What major point is the author making about train travel in America?
2. What major point is she making about her own attitude toward train travel?
3. She mentions several reasons for riding a train in America. What are they?
4. What examples of train travel does she give from her own life?
5. If she thinks trains are exciting and romantic, why do you think she doesn't take the train more often?

Beyond the Reading

1. Look at your answer to number 3 above. What reasons do people have for riding the train in China? Are they similar to the reasons the author lists in this reading? How are they similar and different?
2. How old were you when you took your first train trip?
3. Do you think trains are exciting and romantic? If so, why do you think so? If not, what is your attitude toward train travel?
4. About how often do you ride a train?
5. Write a paragraph explaining how you feel about trains.

VOCABULARY

Words and expressions for active use

occasionally	experiences	entertainment	spilling
disappointed	afford	uncomfortably	unique

Discover the meaning of each of these words using the procedure in Lesson Three. Write a definition for each which consists of at least two of the following:

- 1) An English synonym
- 2) A short explanation in English
- 3) A Chinese equivalent

Be sure that your synonym and translation are correct for the context.

A. Judging from the context in the reading, which is the best meaning for each word below:

1. **occasionally:** (a) often (b) recently (c) once in awhile
2. **experiences:** (a) difficulties (b) personal understanding or observations (c) attitudes
3. **entertainment:** (a) something that is amusing or interesting (b) something harmful (c) something expensive
4. **spilling:** (a) removing (b) scattering as if by accident (c) throwing

5. **disappointed:** (a) made unhappy by the failure of one's hopes (b) deprived of a decent standard of living (c) made excited and happy
6. **could never afford:** (a) never wanted (b) would not have enough money to pay for (c) never liked
7. **uncomfortably:** (a) in a relaxed way (b) in a pleasant way (c) in a way which caused stress or pain
8. **unique:** (a) interesting (b) optional (c) one of a kind; totally distinctive
- B. Use each word in a sentence.

Words and Expressions for passive understanding

amusement parks	passenger trains	rumpled	ferocious
honeymoon	scenery	sterile	environment

Look these words up in an English dictionary or a Chinese/English dictionary. Make sure your definition fits the context of the reading.

PROVERB

Do not be wise in your own eyes.

1. Try to put this proverb into your own words. What does it mean to "be wise in your own eyes"?
2. Do you think this is good advice? Why or why not?
3. In your opinion, what attitude should you have concerning your own wisdom?
4. Is there a proverb or saying in Chinese which is similar?

