



学生用书

Student

Book

3

环球汉语

汉语和中国文化

Encounters

Chinese Language and Culture

(美) 任友梅 (Cynthia Y. Ning)

(美) 唐 润 (Stephen L. Tschudi)

(美) 孟德儒 (John S. Montanaro)

编著



Sinolingua
华语教学出版社

A **CIPG** Yale Program

Scratch off the silver strip to reveal
the access code. Use the code to
gain access to the online materials
that accompany the lessons.

环球汉语

汉语和中国文化

Encounters

Chinese Language and Culture

学生用书 3

Student Book 3

责任编辑：韩 颖
英文编辑：薛彧威
封面设计：新 乐
印刷监制：汪 洋

图书在版编目 (CIP) 数据

环球汉语 . 3. 学生用书 : 汉英对照 / (美) 任友梅, (美) 唐润, (美) 孟德儒编著.
-- 北京 : 华语教学出版社, 2018. 1
ISBN 978-7-5138-1482-9

I . ①环… II . ①任… ②唐… ③孟… III . ①汉语—对外汉语教学—教材 IV .
① H195. 4

中国版本图书馆 CIP 数据核字 (2017) 第 311213 号

环球汉语 . 3. 学生用书

任友梅 唐润 孟德儒 编著

*

© 华语教学出版社有限责任公司, 耶鲁大学
华语教学出版社有限责任公司出版
(中国北京百万庄大街 24 号 邮政编码 100037)

电话: (86)10-68320585 68997826

传真: (86)10-68997826 68326333

网址: www.sinolingua.com.cn

电子信箱: hyjx@sinolingua.com.cn

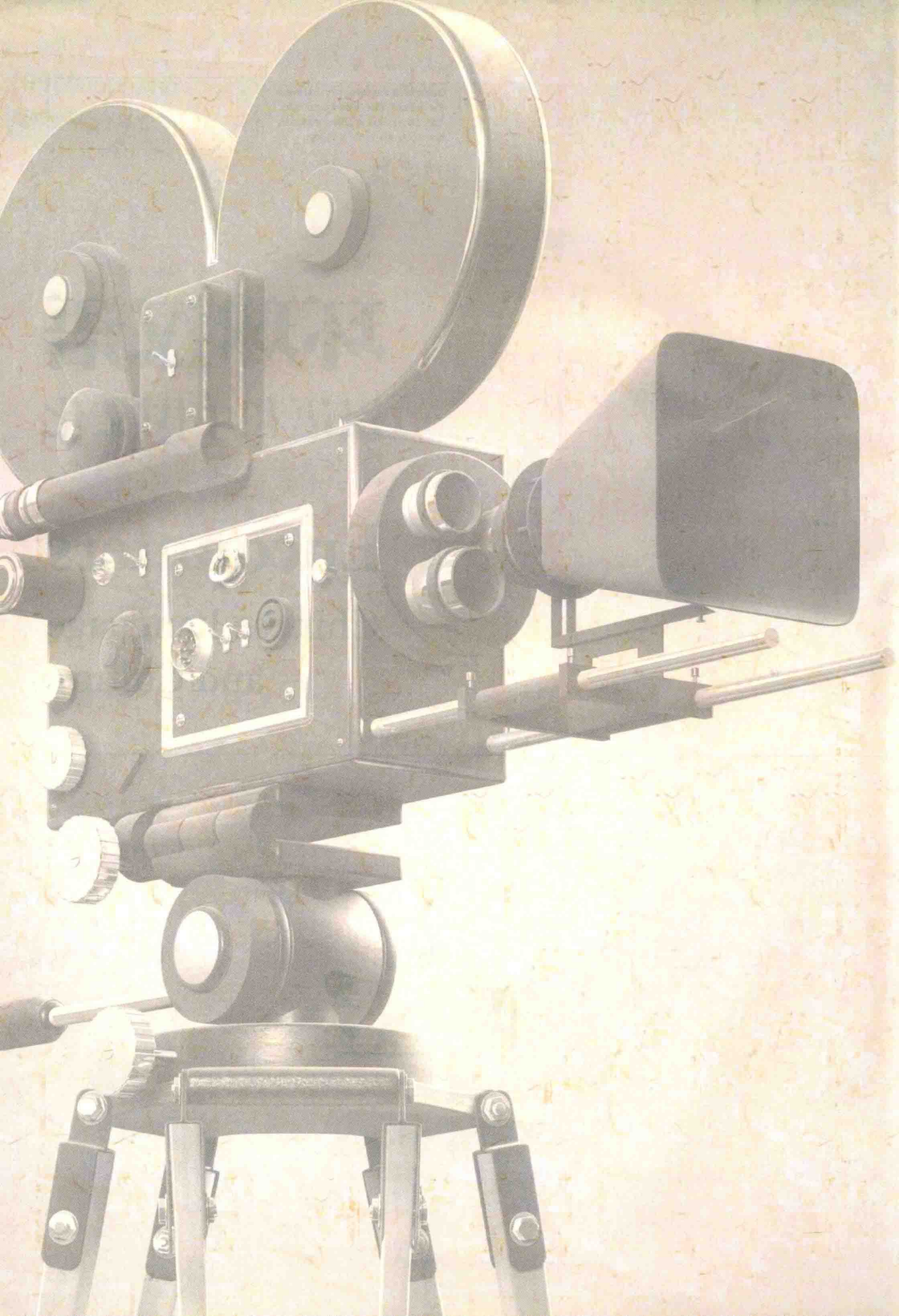
北京玺诚印务有限公司印刷

2018 年 (16 开) 第 1 版

2018 年第 1 版第 1 次印刷

ISBN 978-7-5138-1482-9

定价: 119.00 元



环球汉语

汉语和中国文化

学生用书

Student
Book

3

Encounters

Chinese Language and Culture

(美) 任友梅 (Cynthia Y. Ning)

(美) 唐 润 (Stephen L. Tschudi) | 编著

(美) 孟德儒 (John S. Montanaro)

Sinolingua
华语教学出版社

Yale UNIVERSITY PRESS
New Haven and London

First Edition 2018

ISBN 978-7-5138-1482-9

Copyright 2018 by Sinolingua Co., Ltd and Yale University

Published by Sinolingua Co., Ltd

24 Baiwanzhuang Road, Beijing 100037, China

Tel: (86) 10-68320585 68997826

Fax: (86) 10-68997826 68326333

<http://www.sinolingua.com.cn>

E-mail: hyjx@sinolingua.com.cn

Facebook: www.facebook.com/sinolingua

Printed by Beijing Xicheng Printing Co., Ltd

Printed in the People's Republic of China

Qualifications and specifications: Useful expressions to spice up your language

全部; 所有 All

suǒyǒu (de) 所有(的) all
quánbù 全部 all, whole, everything
zhěnggè 整个/整个 all of it, the whole thing
lián... dōu... 连...都.../连...都...
even... (too)
yíqiè 一切 everything

非常接近 Almost

chàbuduō 差不多 almost
chàdiǎnr 差点儿/差点儿 just about, almost
jīhū 几乎/几乎 almost, just about

转折; 让步 Although

suīrán... kěshì | dànshì... 虽然...可是 |
但是.../虽然...可是 | 但是...
although... but still...
suīrán... háishi... 虽然...还是.../虽
然...还是... although, even though...
but still...
jǐnguǎn 尽管/儘管 although, even though, in
spite of

原因 Because

yīnwèi... suǒyǐ... 因为...所以.../因為...
所以... because... therefore...
yóuyú... (suǒyǐ...) 由于... (所以...) / 由
於... (所以...) because, due to the fact
that, since... (therefore...)
zhī suǒyǐ... shì yīnwèi | yóuyú... 之所以...是
因为 | 由于... / 之所以...是為 | 由
於... the reason why... is because...
jìrán 既然 since, as long as
nàme 那么/那麼 in that case, so, then

比较 Comparisons

A gēn B yíyàng A跟B一样/A跟B一樣 A is
the same as B
A gēn B yíyàng adj. A跟B一样 adj./A跟B一樣
adj. A is as adj. as B
A gēn B chàbuduō adj. A跟B差不多 adj. A is
about as adj. as B
A bǐ B adj. A比B adj. A is more adj. than B
A bǐ B adj. yídiǎnr A比B adj. 一点儿/A比B
adj. 一點兒 A is a little more adj. than B
A bǐ B adj. de duō A比B adj. 得多 A is much
more adj. than B
A bǐ B adj. duō le A比B adj. 多了 A is much
more adj. than B
A méiyǒu B (nàme) adj. A没有B(那么) adj./
A沒有B(那麼) adj. A is not as adj. as B
A bùrú B (nàme) adj. A不如B(那么) adj./A不
如B(那麼) adj. A is not as adj. as B

连词 Conjunctions

zàishuō 再说/再说 besides
ránhòu 然後/然后 and then
lìngwài 另外 besides, also
xiān... zài... zuìhòu... 先...再...最后.../
先...再...最後...
hòulái 后来/後來 afterward, later
tūrán 突然 suddenly
hé 和 and, with
gēn 跟 with, to
hái yǒu 還有/还有 and, besides
kěshì 可是 but, however

dànshì 但是 but, however
búguò 不过/不過 but, however
háishi 还是/還是 still
huòzhě 或者 or
érqiè 而且 moreover, and
hái hǎo 還好/还好 fortunately
bùzhǐ... bìngqiè... 不只...并且.../不
只...並且... not only... but also...
bùjǐn | búdàn... érqiè... 不仅 | 不但...而
且.../不僅 | 不但...而且... not
only... but also...

想法迥异 Contrasting ideas

bú shì... ér shì... 不是...而是... not... but...
yuánlái 原来/原來 it turns out, actually
běnlái 本来/本來 originally, at first

交流回应 Conversation commentary

Wǒ háishi yǒu yídiǎn tīng bu dǒng. nǐ kěyǐ
zài jiěshì yíxià ma? 我还是有一点听不懂,
你可以再解释一下吗? / 我还是有一点聽
不懂, 你可以再解釋一下嗎? I still don't
quite understand, can you explain it again,
please?
À, yuánlái shì zhèyàng! 啊, 原来是这样! /
原來是這樣! Oh, so that's the way it is!
Wǒ wánquán tóngyì. 我完全同意。 I agree
completely.
Wǒ yě zhènmè juéde. 我也这么觉得。 / 我也
這麼覺得。 I think so too.
Zài wǒ kàn lái... 在我看來... / 在我看來...
The way I see it...
Nǐ de yìsi shì shuō...? 你的意思是说...? / 你
的意思是說...? Do you mean to say...?
Gè yǒu gè de xiǎngfǎ ba. 各有各的想法
吧。 Well, everyone has his own opinion.
Wǒ bú zhènmè juéde. 我不这么觉得。 / 我不這
麼覺得。 That's not how I feel.
Nà kě bú jiàndé. 那可不见得。 / 那可不見
得。 Not really, that's not necessarily so.
Yìbān lái shuō... 一般来说... / 一般來說...
Generally speaking...

诸如此类 Etc.

děng děng 等等 etc., and so on
shénme de 什么的/甚麽的 and so forth

例外情况 Except for

chúle... (yǐwài), dōu bù... 除了... (以外), 都
不... nothing except for..., nothing besides...

极端程度 Extremes

X jí le X 极了/ X 極了 extremely X
X de bùdéliǎo X 得不得了 very very X; X to
no end
X de yàomìng X 得要命 X to within an inch of
(one's) life; totally X
X sǐ le X 死了 X to death; extremely X
juéduì 绝对/絕對 absolutely

填充词 Filler words

zhège 这个/這個 this
nàge 那个/那個 that
nà 那 then

频率 Frequency

chángcháng 常常 often

jīngcháng 经常/經常 frequently
píngcháng 平常 usually
zǒng shì 总是/總是 always
lǎoshì 老是 always
cónglái bù 从来不/從來不 never
cónglái méi 从来没/從來没 have never
yǒu shíhou 有时候/有時候 sometimes
ǒu'ěr 偶尔/偶爾 occasionally
hěn shǎo 很少 seldom

表达条件 If, only if, or else

yàoshi... (dehuà) 要是... (的话) / 要是...
(的话) if
rúguǒ... (dehuà) 如果... (的话) / 如果...
(的话) if
yàobù 要不 or else, what if, why not
yàobùrán 要不然 or else
fǒuzé 否则 / 否則 otherwise
zhǐyào... jiù... 只要...就... as long as...
zhǐyǒu... cái... 只有...才... only if...
chúfēi... yàobùrán | fǒuzé... 除非...要不
然 | 否則... / 除非...要不
然 | 否則...
unless... or else...
chúfēi... cái... 除非...才... only if...
bùguǎn... dōu... 不管...都... no matter
whether/what...
wúlùn (búlùn)... dōu... 无论(不论)...都... /
無論(不論)...都... no matter whether/
what...
jiù suàn... yě... 就算...也... even if...

额外情况 In addition

chúle... (yǐwài), yě | hái... 除了... (以外), 也
| 还... / 除了... (以外), 也 | 還... in
addition, besides, there is also...

不在乎 Indifference

búzàihu 不在乎 don't care, doesn't matter
wúsuǒwèi 无所谓/無所謂 don't care, doesn't
matter
bùguǎn 不管 don't care

似乎; 好像 It looks as if

hǎoxiàng 好像 it seems, looks as if
kàn lái 看来/看来 looks as if

越来越 Progression

yuè... yuè... 越...越... more and more...
yuè lái yuè... 越来越... / 越來越...
becoming more and more...

得悉真相; 惊讶 Realization, surprise

nándào 难道/難道 do you mean to say
jīngrán 竟然 even
nánguài 难怪/難怪 no wonder
guàibudé 怪不得 no wonder

一边...一边... Simultaneous action

yíbiān... yíbiān... 一边...一边... / 一邊...
一邊... at the same time, ... while ...

部分 Some

yǒuxiē 有些 some
yí bùfen 一部分 some, a portion, a part
yǒude... yǒu de... 有的...有的... some...
others...

Preface

Congratulations, you've reached Level 2 of *Encounters: Chinese Language and Culture!* We hope that by now, you have a grounding in useful language skills that allow you to communicate well enough to meet many basic needs: ask for the price of an item, find out simple directions, meet and greet someone new. Level 2 will build on that foundation and take you further. We hope that your sentences will become slightly more complex, you'll be able to meet daily survival needs with more facility, and you will get to know more about people and allow them to get to know you better. Book 3 takes you further afield in daily life than you had ventured in Level 1. We visit a health clinic, find out about using banking services, sample the offerings at a hair and beauty salon, shop for a cell phone, visit shopping malls, and get deeper into dealing with personal relationships.

As in Level 1, Book 3 takes a four-skill approach to learning Chinese. You will work on listening, speaking, reading, and writing—all in a cultural context—but as in Books 1 and 2, the curriculum emphasizes listening and speaking. We believe that these skills will help you build the strongest foundation to develop competency in Chinese.

Book 3 integrates content from the dramatic series, filmed in present-day Beijing. The episodes provide the basic content of each unit. You will find that you are able to understand much more of the language used in these episodes than you did in Books 1 and 2. The language in the episodes is useful both for training in comprehension and as the basis for picking up new vocabulary and grammar and developing functional competence. As in the past, though, don't try to learn *everything* in each unit; there is simply too much.

We have introduced an innovation in Book 3. In addition to reading realia (real-life examples of written Chinese), each lesson includes a generally humorous, illustrated, self-contained story linked to the theme of the unit. It is our hope that the story will inspire you to write your own stories and that these texts can become additional reading material for your class. Selected student texts may, with permission, be uploaded to the *Encounters* website in the future so that students can choose freely and extensively among texts of high interest to further develop reading ability.

We wish you continuing success on your journey of learning Chinese!

—Cynthia Y. Ning

—Stephen L. Tschudi

University of Hawai'i at Mānoa

Academic Committee

CHINA INTERNATIONAL PUBLISHING GROUP

- Cai Mingzhao** 中国国际出版集团 前任总裁
蔡名照 Former President, China International Publishing Group
- Zhou Mingwei** 中国国际出版集团 前任总裁
周明伟 Former President, China International Publishing Group
- Huang Youyi** 中国国际出版集团 前任副总裁、总编辑
黄友义 Former Vice President and Editor-in-Chief, China International Publishing Group
- Wang Gangyi** 中国国际出版集团 副总编辑
王刚毅 Deputy Editor-in-Chief, China International Publishing Group
- Wang Junxiao** 高级项目主管
王君校 Senior Project Officer
华语教学出版社 社长
President, Sinolingua
- Han Hui** 项目主任
韩晖 Project Director
华语教学出版社 总编辑
Editor-in-Chief, Sinolingua
- Guo Hui** 项目主任助理
郭辉 Assistant Project Director
华语教学出版社 前任副总编辑
Former Deputy Editor-in-Chief, Sinolingua
- Zhou Kuijie** 文化顾问
周奎杰 Culture Consultant
新世界出版社 前任总编辑
Former Editor-in-Chief, New World Press
- Lu Jianming** 北京大学中文系 教授
陆俭明 Professor, Peking University
- Ma Jianfei** 孔子学院总部 副总干事
马箭飞 Deputy Chief Executive, Confucius Institute Headquarters/Hanban
- Cui Xiliang** 北京语言大学 前任校长
崔希亮 Former President, Beijing Language and Culture University
- Li Xiaoqi** 北京大学对外汉语教育学院 教授
李晓琪 Professor, School of Chinese as a Second Language, Peking University
- Wu Zhongwei** 复旦大学国际文化交流学院 院长
吴中伟 President, School of International Cultural Exchanges, Fudan University
- Liu Songhao** 北京大学对外汉语教育学院 教授
刘颂浩 Professor, School of Chinese as a Second Language, Peking University
- Wu Yongyi** 华东师范大学对外汉语学院 院长、教授
吴勇毅 Dean, Professor, International College of Chinese Studies, East China Normal University
- Zhou Xiaobing** 广州中山大学国际交流学院 副院长、教授
周小兵 Director, Base for International Chinese Teaching Materials Development and Teacher Training, Sun Yat-sen University
- Sun Dejin** 北京语言大学 教授
孙德金 Professor, Beijing Language and Culture University
- Geng Zhi** 语言顾问
耿直 Language Advisor
- Zhao Rongguo** 制片
赵荣国 Producer
- Liu Jiefeng** 制片
刘杰锋 Producer

YALE UNIVERSITY PRESS

- Richard C. Levin** 前耶鲁大学校长
理查·德雷文 Former President, Yale University
- Peter Salovey** 耶鲁大学 校长
彼得·萨罗维 President, Yale University
- Linda K. Lorimer** 耶鲁大学 副校长兼环球策略负责人
罗琳达 Vice President for Global and Strategic Initiatives, Yale University
- Dorothy Robinson** 耶鲁大学 校长资深顾问
多乐茜·罗宾逊 Senior Counselor to the President, Yale University
- John Donatich** 耶鲁大学 出版社 社长
约翰·多纳蒂奇 Director, Yale University Press
- Mary Jane Peluso** 项目发展人
玛丽珍·珀卢索 Project Developer
前耶鲁大学出版社世界语言部 发行人
Former Publisher of World Languages, Yale University Press
- Timothy Shea** 项目发展人
提姆·西薛 Project Developer
前耶鲁大学出版社世界语言部 编辑
Former Editor of World Languages, Yale University Press
- Sarah Miller** 项目主任
莎拉·米勒 Project Director
耶鲁大学出版社世界语言部 教科书编辑
Editor of Course Books and World Languages, Yale University Press
- Cynthia Y. Ning** 语言教学部分撰稿人
任友梅 Author
夏威夷大学中国研究中心 副主任
Associate Director, University of Hawai'i Center for Chinese Studies
孔子学院 院长
U.S. Director, Confucius Institute at the University of Hawai'i
中文教师学会 执行主任
Executive Director, Chinese Language Teachers Association, 2000 - 2009
- Stephen L. Tschudi** 语言教学部分撰稿人
唐润 Author
夏威夷大学外语教育技术专家
Specialist in Technology for Foreign Language Education, University of Hawai'i at Mānoa
- John S. Montanaro** 语言教学部分撰稿人
孟德儒 Author
耶鲁大学 资深中文讲师
Senior Lecturer in Chinese, Yale University
- Hugo Krispyn** 总制片、总导演
胡果·克里思平 Executive Producer and Creative Director
- Xiao Yu** 制片人、编剧
于晓 Producer and Screenwriter

Acknowledgments

Encounters was initiated in the fall of 2006 by Mr. Cai Mingzhao, then President of China International Publishing Group and Richard C. Levin, then President of Yale University. A number of people have been and continue to be involved in this extraordinary program. We thank everyone who has touched *Encounters* in some way.

The publishers thank:

Zhang Jianmin 张建民
Kathy Fan 范颖超
Cindy Tang 唐星怡
Wang Hong 王鸿
Ivan Li 李一凡
Wang Qihan 王其寒
Zhan Zhili 詹之黎
Era Ji 纪元
Nora Wang 王小檬
Yan Ning 闫宁
Wen Bo 温波
Wang Xin 王鑫

Joey Wang 王一卓
Zimu Cookie 子木
Crystal Gong 宫淳
Li Baoquan 李宝泉
Zhang Shuo 张硕
Zhang Jun 张俊
Chen Lu 陈璐
Zhu Liang 朱亮
Lee Ah Ting 李亚丁
Su Zhijun 苏志军
Zhao Bozuo 赵伯祚
Song Baiqi 宋柏琪

Fan Jing 樊京
He Jianchao 何建超
Ma Shoudu 马首都
Li Shuanglei 李双雷
Zhao Yanjie 赵延杰
Zhao Shaohua 赵韶华
Su Su 苏甦
Zhang Hui 章珩
Xu Ruihan 徐睿涵
Zhang Mengqiong 张梦琼
Mark 马克
Wang Lihong 王立红

Qi Ziyang 齐子樱
Lynn 柳素英
Sun Deyuan 孙德元
Zhao Haoting 赵浩廷
Xia Tian 夏添
Zhang Yang 张阳
Zou Hwei 邹赫威
Li Yatian 李亚天
Song Weizhi 宋维芝
Chen Longhe 陈隆赫
Leslie Collings 柯陵斯
Guo Jianxiong 郭建雄

Introduction

Overview

The comprehensive *Encounters* program:

- Includes two complete levels of two books each (Level 1: Books 1 and 2; Level 2: Books 3 and 4).
- 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 students and teachers streaming video and audio content, and other resources for speaking, reading, and writing Chinese.

Level 1 Recap

The 20 units in Level 1 (Books 1 and 2) touched on making introductions and sharing personal information; dealing with time and money; talking about travel, foreign languages, and currency; discussing school, study, and daily routines; arranging for food and eating; discussing leisure activities; comparing living arrangements; moving around

town and going on excursions; and chatting about the experience of learning Chinese.

Level 1 followed the experiences of expatriates living and learning in China, a pair of visitors to China, and the Chinese professionals and students they came to know. Some of these people you will meet again, several years later, in Level 2. There were also 20 mini-documentaries in Level 1, which presented the points of view of a diverse range of people on the topics covered in each unit. The mini-documentaries are expanded in Level 2.

The Cast of Characters



MAO ZHIPENG (Máo Zhìpéng, 毛志鹏 / 毛志鹏) In Level 2, Mao Zhipeng returns as a core character. He is no longer working with Chen Feng but has instead become a professor at the Communication University of China (the true profession of the actor who plays him).



LUO XUETING (Luó Xuěting, 罗雪婷 / 羅雪婷) Professor Mao is now engaged to a Chinese American physician, Luo Xueting, played by a woman previously interviewed in the mini-documentary section of Level 1. Dr. Luo is interning at the clinic of the Communication University of China.



MICK (Mìkè, 米克) Also returning is Mick, the Australian tea connoisseur. The actor who plays him is really a tea connoisseur and the owner of a real-life establishment called *The Hutong*, which also figures in Level 2. Mick is now dating Lynn, who does not appear in Level 2.



FANG LAN (Fāng Lán, 方兰 / 方蘭) New to Level 2 are two dynamic characters. The first is the puckish Fang Lan, a student of Professor Mao. She is outspoken and strong-minded, and she has an opinion about everything. She lives at home with her parents, who also appear in the series.



EMMA (Àimǎ, 艾玛 / 艾瑪) Emma, the second new character, is an American exchange student at the Communication University of China and is living at the home of Fang Lan and her parents. Emma has a positive outlook and is not afraid of making mistakes, but she does succumb to bouts of homesickness and occasional physical illnesses.



TANG YUAN (Táng Yuǎn, 唐远 / 唐遠) Tang Yuan comes to the capital as well, with A-Juan, now his wife. He is a successful artist seeking to establish himself in the art community in Beijing.



A-JUAN (Ā Juān, 阿娟) A-Juan is now married to Tang Yuan and expecting their first child. The character is played by a different actress than in Level 1 (the original actress left the cast to start a family).



CHEN FENG (Chén Fēng, 陈峰/陳峰) Chen Feng is still in advertising, and although he and Xiao Mao are no longer partners, he still calls on his old friend for help with the occasional project.



XIAO FEI (Xiǎo Fēi, 小飞/小飛) Chen Feng's cousin, Xiao Fei, still works for Chen Feng's company but is now almost presentable as a member of the team.

A number of other memorable characters round out the cast: Fang Lan's real-estate agent mother and opera-singing father, a comic chef, a cool spa manager, Fang Lan and Emma's school friends, Professor Mao's colleagues, a famous actress, and an agile martial arts instructor and his students. All work together to portray life in the rich and diverse communities of metropolitan Beijing.

▶ The Dramatic Story Line

The lives of all the major characters intersect in the course of an academic year. Xiao Mao and Luo Xueting reconnect with Mick, Fang Lan helps Emma settle in, Emma joins Xiao Mao's media class, Xiao Mao introduces Fang Lan to Chen Feng as a potential intern, Xiao Fei develops a crush on Fang Lan, and Xiao Mao suffers through a massage. The characters experience many of the normal ups and downs of life at home, in school, and at work.

▶ The Mini-documentaries

The content of the documentary series could constitute a parallel and completely independent textbook. Here, the documentaries serve to enrich the video offerings of Level 2 significantly. Via a plethora of interviews intercut with footage of sites, products, and activities, the depth of Chinese culture pertaining to each topic in the textbook is explored. We hope you will take the time to savor the wealth of knowledge on offer in this documentary series and come away with a much fuller sense of the breadth and depth of contemporary Chinese culture.

▶ 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 light-hearted attitude encourage learners to approach the study of Chinese with enthusiasm and confidence. “FYI” boxes provide in-depth glimpses into Chinese language and culture, and appealing illustrations keep interest levels high. By weaving cultural information throughout the text—rather than relegating it only to end-of-unit notes—*Encounters* reinforces the notion that language is inseparable from culture.

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

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

23

“A person of good character obtains wealth properly”

君子爱财，取之有道

Jūnzǐ ài cái, qǔ zhī yǒu dào

Finance and banking



In this unit, you will learn how to:

| | |
|--|--|
| <ul style="list-style-type: none"> ■ ask for help opening a bank account. ■ interact with bank employees. ■ open a bank account. ■ deposit money into a bank account. ■ withdraw money from a bank account. | <ul style="list-style-type: none"> ■ use an ATM. ■ decipher some signs in a bank. ■ comprehend a short story about banking and finance, and write one yourself. |
|--|--|

四十五

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

45

Encounter 1 Using banking services

23.1 The Fang family (Lǎo Fāng = father, Zhāng Suyún = mother, Fāng Lán, Emma) is gathered at home, conversing before a meal. Mr. Fang is a teacher and an amateur performer of jīngjù (Beijing opera). He is also the cook of the family. His wife, Ms. Zhang (Chinese women generally do not take their husbands' family names), is a real estate broker, and she manages the family expenses. 请把中文跟英文对上。 / 请把中文跟英文对上。

- | | |
|----------------------------------|--------------------------------|
| ___ a. jīngjù 京剧 / 京剧 | 1. performance fee |
| ___ b. sān chǎng xì 三场戏 / 三场戏 | 2. three shows |
| ___ c. chàng xì 唱戏 / 唱戏 | 3. Beijing opera |
| ___ d. yǎnchū fèi 演出费 / 演出费 | 4. Beijing opera face painting |
| ___ e. piàoyǒu 票友 | 5. amateur performer |
| ___ f. jīngjù liǎnpǔ 京剧脸谱 / 京剧脸谱 | 6. sing in musical theatre |

23.2 View Episode 23, Vignette 1. Put the following events in the order in which they occur.

- ___ Zhang Suyun complains that her husband is singing one line over and over.
- ___ Mr. Fang says that the Communications Bank (Jiāotōng Yínháng) is offering a new service.
- ___ Emma says she needs to open a bank account.
- ___ Mr. Fang is surprised to learn that his last performance fee hasn't been deposited yet.
- ___ Zhang Suyun says that her husband is an amateur performer of Beijing opera.
- ___ Fang Lan offers to accompany Emma to the bank tomorrow.



23.3 View Episode 23, Vignette 1 again. Identify who makes each of the following statements (presented in the order in which they are made).

- a. Zhang Suyun b. Mr. Fang c. Fang Lan d. Emma

- ___ Why are you always singing this one line?
- ___ I'm learning a new play.
- ___ ¥3,000 for three shows.
- ___ The performance fee hasn't reached our account.
- ___ All you know is teaching and Beijing opera artistry!
- ___ The Communications Bank has a new service.
- ___ They inform you by text message.

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

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

- ___ That sounds convenient.
- ___ Is this a Halloween mask?
- ___ Our teacher mentioned it today.
- ___ We paint this mask on our faces.
- ___ We don't need to open a new account.
- ___ I need an account at a Chinese bank.
- ___ You're a good father and a good husband.
- ___ Go cook!

FYI 供你参考

Beijing opera



Fang Lan's father is an amateur singer of jīngjù 京剧 / 京剧, which is also called Beijing opera. He sings a male role—in this case, specifically the part of Zhūguāng 诸葛亮 / 诸葛亮, a legendary military strategist in Chinese history and a frequent subject of Beijing opera. Beijing opera actors represent role types more than individualized characters; for example, "dignified older male," "virtuous upper-class woman," "handsome young man," "vivacious young female," "larger-than-life male," and "clown." The larger-than-life males sport colorful painted faces, with each of the colors indicating a distinct personality trait—red for loyalty, white for trickery, black for integrity, green for bravery and recklessness, yellow for uprightness, and so on. All the actors speak, sing, and move in time to music played by a live orchestra.



23.4 View Episode 23, Vignette 1 again. 请把中文跟英文对上。 / 请把中文跟英文对上。

- | | |
|---|------------------------------------|
| ___ a. dào zhàng 到账 / 到账 | 1. been deposited |
| ___ b. Jiāotōng Yínháng 交通银行 / 交通银行 | 2. funds |
| ___ c. guǒgǎng 广告 / 广告 | 3. convenient |
| ___ d. yínháng zhànghù 银行账户 / 银行账户 | 4. Communications Bank |
| ___ e. zījīn 资金 / 资金 | 5. direct deposit into the account |
| ___ f. tōngzhī 通知 | 6. advertisement, commercial |
| ___ g. fāngbiàn 方便 | 7. to inform |
| ___ h. kāi yí gè xīn zhànghù (hétóu) 开一个新账户 (户头) / 开一个新账户 (户头) | 8. bank account |
| ___ i. zhíjiē dǎdào yínháng hétóu lì qù 直接打到银行账户头里去 / 直接打到银行账户头里去 | 9. open a new account |

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

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

23.12 Pair work: Work with a partner to practice the following guided dialogue between a customer and a bank teller. Switch roles and repeat when you are done.

| Bank teller | Customer |
|--|---|
| Greet the customer. | Greet the teller. Say you'd like to open an account. |
| Confirm that he/she is opening an account. | Confirm. Ask if there's a charge. |
| Say there is a ¥15 charge. | Say that's not a problem. |
| Ask for his/her ID. | Hand over your ID and say what it is. (jiàoshìzhèng 驾驶证/驾驶证 driver's license) |
| Say you'll make a photocopy. Ask him/her to wait. | Say that's not a problem. |
| Hand over a form and ask him/her to fill it out. | Say OK. Ask where you should sign. |
| Tell him/her to sign in the lower right corner. | Say OK. Say you're done. (Tiánhǎo le. 填好了。) |
| Ask how much he/she wants to deposit. | Say you want to deposit ¥1,000. |
| Confirm the amount. | Confirm. |
| Ask if he/she wants a bank card. | Say that you want a bank card. |
| Hand over the bank card. Say it has ¥1,000 on it. | Say thank you. Ask if you should pay the ¥15 now. |
| Say yes. | Hand over ¥15. |
| Say thanks. Hand over a receipt and say what it is. (shōujù 收据/收据 receipt). Ask if he/she needs anything else. | Say thanks, no, you're all done. |
| Thank him/her for choosing your bank. Ask him/her to come again. | Say thanks. Say good-bye. |

Reading real-life texts

23.14 These are some signs Fang Lan and Emma saw at the bank.

- a The name of the bank is written in traditional characters, for elegance. Write the pinyin.



- b The Chinese for this sign is rhymed, and it says more than the English. Fill in the blanks in the translation. 用英文填空。

Jìn mén qǐng shuā kǎ, wú xū shū mǐ mǎ.
To enter the door, please _____.
There's no need to enter a _____.

- c Again, the English is terse, and the Chinese says more. 用拼音填空。

Nín yǐ _____
24 _____ jiān kòng qū yù.
You have entered an area under 24-hour surveillance.



- d This counter offers a list of charges for various services. 用英文填空。

Fú wù jià gé zī xún chù
Jiāo tōng Yínháng
Nín de cǎi fú guǎn lǐ yínháng
Jiāo tōng Yínháng fú wù shōu fèi míng lù
èr líng yī èr nián sān yuè
_____ prices inquiry (counter)
Bank of Communications
Your _____ for wealth management
Bank of Communications _____ roster
March 2012

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

Reading a story

23.16 故事：田里的黄金/田裡的黄金。Work with a partner or in a small group to read the story below.



很久很久以前，在中国的一个小乡村里，有一对老夫妇，他们都是农民。他们家很穷(qiǒng poor)，只能靠种自己的一块地过日子。

这对老夫妇有一个儿子。这个孩子已经长大了，身体很好，身材也不错，又高又壮(zhuàng strong)。只可惜他生来就很懒(lǎn lazy)。他看见邻居都比自己家有钱，觉得很公平(gōngpíng fair)。为什么别人有钱，自己就没有？



有一天，妈妈看见儿子特别不高兴，也不到地里来干活(gānhuó to work)了，就跟他说：“儿呀，其实我们家也有自己的财产(cáichǎn property, possessions)。我们也有金子，是我们祖先留给我们的。”

儿子听到这话就高兴地跳了起来，说：“真的吗？金子在哪儿呢？为什么不赶快拿出来用？”

妈妈说：“金子不能随便放。我们把它藏(cáng to hide)起来了，埋(mái to bury)在田地里，需要的时候才能去取。”



儿子很生气地说：“为什么我们不能现在就去把金子找出来，开始花呢？那样我们就可以跟别人一样过上舒适(shùshì comfortable)的日子了。妈，赶快告诉我，我们的金子在哪里？我现在就去取。”

妈妈回答：“我不是说了吗？金子都埋在田地里，具体(jùtǐ specifically)哪儿我也说不清。你自己去找吧，去挖(wā to dig)吧。”

Beautifully illustrated stories written in characters facilitate intensive reading and develop reading comprehension skills. The engrossing storyline also deepens students' understanding of the unit topic.

Encounter 3 Extension: Cultural mini-documentary

View the cultural mini-documentary for this unit and complete the exercises below.

23.18 The speakers in the video (0:00-1:52) first talk about generational differences among Chinese people's conception of money. 请用拼音填空。/ 請用拼音填空。

a. Duì qián de kǎnfá, lǎo yìdài hé wǒmen kěndìng _____, yīnwèi jīnglì de niándài bù yíyàng. Hái yǒu, jùshì shuō, yíxiē guānniàn yě bù yíyàng. Tāmen rènwéi qián _____ zài chūlái de, wǒmen rènwéi qián shì zhèng chūlái de. Hái yǒu yí gè, xiànzài de huánjìng kěnéng shuō xiǎng _____ hěn nán, dànshì nǐ yào shuō xiǎng nǚlì qù _____, hái yǒu jīhuì.



对钱的想法，老一代和我们肯定不一样，因为经历的年代不一样。还有，就是说，一些观念也不一样。他们认为钱应该是攒出来的，我们认为钱是挣出来的。还有一个，现在的环境可能说想挣钱很难，但是你要说想努力去挣钱，还有机会。

When it comes to attitudes toward money, the older generation is certainly **not the same** as we are, because they lived through a different time. And, I mean, some concepts are not the same. They think that money **should be** made by saving it; we believe that money is made by earning it. Also, you might say that in the current environment, **saving money** is difficult, but if you put a real effort toward **making money**, then there are opportunities.

b. Shì fēicháng bù yíyàng de, wǒ juéde. Jiù shì, lǎonián rén, tāmen de sīxiǎng, jù shì háishì dàizhe yíxiē lǎo _____, shì yǐ bǎoshǒu, jù shì, wéi jīchǔ. Jiù shì, shéi jiādōu huì yǒu yíxiē _____ a, bāokuò shì zhànghù lǐ de, yínháng lǐ cùn de qián a, _____ shì huì yǒu de. Dànshì xiànzài de niánqīng rén jù shì yǐ xiǎngshòu shēnghuó wéi, zuóbèi zìjǐ de yí gè, jù shì shēnghuó fāngshì, tāmen jù shì _____ míngtiān zěnmeyàng, jù shì jīntiān kǎixīnle jù hào. Dànshì lǎonián rén huì xuǎnzé bǐjiào _____ de nà zhǒng lǐcái fāngshì, zhè shì tāmen chuántǒng de nàgè guānniàn zāochéng de.



是非常不一样的，我觉得。就是，老年人，他们的思想，就是还是带着一些老思想，是以保守，就是，为基础。就是，谁家里都会有一些现金啊，包括是账户里的，银行里存的钱啊，肯定是有。但是现在的年轻人就是以享受生活为，作为一个的一个，就是生活方式。他们就是不在乎明天怎么样，就是今天开心了就好。但是老年人会选择比较保守的那种理财方式，这是他们传统的那个观念造成的。

I think they are extremely different. I mean, older people, their way of thinking, they still carry some old ways of thinking; they are grounded in conservatism. I mean, everyone's family has some cash on hand, including what's in their accounts; the money they have put in the bank, they'll definitely have that. But young people nowadays take the enjoyment of life as their own sort of lifestyle. They just don't care how tomorrow will be, just as long as they are happy today; then fine. But older people will choose a relatively conservative style of money management; this is a product of their traditionalist worldview.

Mini-documentaries extend students' control of the language and enrich their understanding of the unit topics. Authentic interviews offer a closer look into Chinese society and its people, encouraging students to investigate how Chinese culture is different from or similar to their own.