

Chinese for 2 Living in China

真实生活汉语2

吴德安 (De-an Wu Swihart)
刘宪民 (Xianmin Liu)
魏久安 (Julian K. Wheatley) 编著
梁新欣 (Hsin-hsin Liang)
李金玉 (Jinyu Li)
胡龙华 (Lung-hua Hu)



配有录音光盘



北京大学出版社
PEKING UNIVERSITY PRESS

Chinese for 2 Living in China

真实生活汉语 2

吴德安 (De-an Wu Swihart)
刘宪民 (Xianmin Liu)
魏久安 (Julian K. Wheatley) 编著
梁新欣 (Hsin-hsin Liang)
李金玉 (Jinyu Li)
胡龙华 (Lung-hua Hu)



配有录音光盘



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目(CIP)数据

真实生活汉语. 2/吴德安等编著. —北京: 北京大学出版社, 2016.7
ISBN 978-7-301-27127-8

I. ①真… II. ①吴… III. ①汉语—对外汉语教学—教材 IV. ①H195.4

中国版本图书馆CIP数据核字(2016)第100146号

封面图片由 <http://www.123rf.com> 提供

Copyright: boggy22 / 123RF Stock
Photo = 25155450 TIFF

书中照片由吴德安(De-an Wu Swihart)拍摄

- | | |
|-------|--|
| 书 名 | 真实生活汉语 2
ZHENSHI SHENGHUO HANYU 2 |
| 著作责任者 | 吴德安(De-an Wu Swihart) 刘宪民(Xianmin Liu) 魏久安(Julian K. Wheatley)
梁新欣(Hsin-hsin Liang) 李金玉(Jinyu Li) 胡龙华(Lung-hua Hu) 编著 |
| 责任编辑 | 周 鹂 邓晓霞 |
| 标准书号 | ISBN 978-7-301-27127-8 |
| 出版发行 | 北京大学出版社 |
| 地 址 | 北京市海淀区成府路205号 100871 |
| 网 址 | http://www.pup.cn 新浪微博: @北京大学出版社 |
| 电子信箱 | zpup@pup.cn |
| 电 话 | 邮购部 62752015 发行部 62750672 编辑部 62767349 |
| 印 刷 者 | 北京大学印刷厂 |
| 经 销 者 | 新华书店 |
| 定 价 | 889毫米×1194毫米 16开本 20.25印张 465千字
2016年7月第1版 2016年7月第1次印刷
115.00元(配有录音光盘) |

未经许可,不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有,侵权必究

举报电话: 010-62752024 电子信箱: fd@pup.pku.edu.cn

图书如有印装质量问题,请与出版部联系,电话: 010-62756370

前言 Qiányán

《真实生活汉语》全套共4册，每册10课，是适合欧美外国学生使用的初级到中级的汉语教材。本套教材也适用于准备去中国学习、工作、旅行，希望尽快掌握一些在中国生活所需中文的外国人，或已经生活在中国且需要开始或继续学习生活所需中文的外国人。

一、本书缘起

这套《真实生活汉语》系列教材是在《外国人实用生活汉语》（上、下）（北京大学出版社，2004年）的基础上重新编写的。《外国人实用生活汉语》是为参加CTLC（组织英语国家大学毕业生去中国教英语的美国教育组织）与北京大学外国语学院合作的暑期外教强化培训（1997年开始）的外教编写的。这些外教在培训后去深圳的公立中小学担任英语老师，在中国至少住一年。他们是英语为母语的外国人，有的学过中文，有的没有学过，有不同的学习需求。《外国人实用生活汉语》的编写反映了他们的需要，是一套直接与他们在中国的日常生活紧密相关的汉语课本，所以很受他们的欢迎。至今为止，已有1000多名学生使用过那套教材。另外，《外国人实用生活汉语》也适合在中国留学或在中国工作居住一年以上的外国人。

经过10年的积累，这套全新的《真实生活汉语》把原教材扩充至4册，课文内容根据当前的生活用语重新编写，增加一倍，足够使用两年。一般的汉语教材在第二年时会从对话课文过渡到阅读课文，更强调汉字读写，本书则继续以对话交流为主。这套新教材已经在北京大学暑期强化中文课和深圳大学对外汉语课上试用了3年，反映良好。

基于上千学生的使用经验，我们希望《真实生活汉语》系列教材将为在中国生活的外国人继续提供有益的帮助。

二、编写理念

1. 口语交流——培养学生听和说的能力

外国人在中国生活的关键是能与中国人进行口头交流，本书在设计上首先注重的是外国人在中国生活的会话需要，也就是注重培养学生听和说的实践能力。要培养这一能力，就需要精选生活在中国的外国人会遇到的典型情景会话。在中国的外国人都希望在课堂学到的汉语可以马上用到现实生活中去，这套书可以说满足了他们的需要。书中每课都与他们的现实生活有直接关系：换钱，买东西，理发，上饭馆，打的，看病，住宾馆，在学校上课或教书，在公司上班，租房，坐火车、飞机、地铁，安排在中国的旅游，文化参观，等等。本书作者根据多年对外国人在中国生活的调查，按照来华外国人的需要进行了精心选择，把他们最迫切需要的话题及用语都收入此书。因此《真实生活汉语》不但对话内容具有很强的真实性和实用性，而且对话语言简洁、生动、自然，非常适合学习者到中国后的生活需求。这些特点能极大地提高学生学汉语的兴趣，增强他们的学习动力，使他们学得更快更好。教学实践表明，本教材受到了已经在华或准备来华学习汉语的外国人的喜爱。

2. 汉字学习——培养学生读和写的 ability

怎样解决英语为母语的外国人学习汉字困难的问题？本书采取了一些教学策略。

首先，为了不让汉语学习变成“老牛拉着汽车走”，要想办法不让缓慢的汉字读写速度拖住他们快速学会汉语会话的步伐。《真实生活汉语》是为英语为母语，而且没有汉语学习经验的人设计的。所以最开始是拼音会话，比如第一册中每课的语音中大量运用拼音练习词汇发音和对话；再逐渐进入到汉字加拼音，让他们先学会说话；最后逐渐进入汉字学习。对于母语为拼音文字的人来说，有这样一个从拼音到汉字的渐进过程会比较容易接受，而且可以帮助他们准确发音。本系列4册课本都是拼音与汉字同时出现，就是为了减轻英语为母语的学生在学汉语时读写汉字的负担。学生需要较长时间才能把汉字的形状和声音联系起来并记住；按他们母语的习，记住了每个汉字的声母才能帮

助他们阅读中文。我们认为这个过程大约需要两年的时间。

其次，汉字的读写不是要学生们死记硬背，而是强调让他们学会如何在生活实践中使用这些学过的汉字。本书所有汉字下面都附有拼音，学生可以把拼音用作拐杖。比如学习对话时，老师可以让学生盖住课文的拼音部分，利用已经熟悉的对话内容，只看汉字来试着复述课文内容。当然，老师应该为学生分析每个汉字的结构和细节，这样可以帮助他们认出和记住一些字的相同偏旁部首，也可以要求学生们手写汉字帮助记忆。老师还应尽量将已经学过的汉字搭配成新词组，以帮助加深学生对汉字的理解并扩大词汇量。

本书采用的是标准简体字，但是在每课的词汇表中，如果出现的简体汉字同时有繁体字写法，就把繁体字并列在旁边。学生应该了解哪些汉字是有繁简两种字形的，并能辨认两种字形，因为在中国香港、中国台湾和海外的中国城都还使用繁体字。每课词汇表以外的其他部分则仅使用简体字。本书没有全书采用繁简字体对照是因为：其一是两种字形并用占用的空间太大，影响可读性；其二，也是最主要的原因，本书的主要目的是训练学生适应在中国大陆的生活，而中国大陆很少看到繁体字。由于本书强调培养学生的阅读能力，如果是已经学过繁体字的学生，应该能迅速适应应用简体字阅读，并逐渐学会用简体字写作。

三、教材结构形式

1. 课文：本书每课的课文几乎都是对话。比如：在饭馆里顾客和服务员之间的交谈，中国学校里外教和中国老师之间的交谈，外国人在超市向服务员询问并付款，外国病人在中国医院和大夫谈病情，外国旅行者在机场寻找丢失的行李或购买火车票、飞机票，等等。

2. 生词：每课的新词在词汇表中列出，包括汉字、拼音、词性及英文翻译，并提供繁体字以便对照。

3. 用译文复述课文：每课的课文后面有英文译文，但那不是单纯地给课文提供翻译，而是希望学生借助英文提示的会话情景，用中文复述本课的对话内容。

4. 语法点：每课都详细讲解本课对话中出现的重要语法点，以便学生充分理解中文的句子结构。同时为学生设计句型练习，帮助他们利用句型自己生成新句子。

5. 练习：每课设计了丰富的练习和课堂活动帮助学生进一步掌握本课所学内容。练习包括：句式操练、发音训练、听力训练、交际活动、角色扮演，以及各种复习等。

6. 中国日常生活文化：每课介绍三四个与课文内容相关的，在中国生活必须了解的中国文化常识，比如：怎样在医院挂号，如何寻找丢失的行李，如何存取款等。

7. 拼音卡片（只在第一册有）：第1册书后附有拼音卡片，由石安妮（Anne Swihart）设计。每张卡片正面是拼音字母，背面讲如何发音——用英文的近似发音进行说明，并带有插图提示。比如解释“b”的发音用“similar to boh in boy”，插图提示是一个男孩（boy），这样就更容易被学生接受。学生可以把所有卡片剪切下来使用。

对老师来说，把每课的内容材料转化为课堂活动的过程是一个挑战。课堂活动的重点应放在与口语交流相关的练习活动上，以提高学生在实际生活中与中国人交流的能力，满足学生的需要。

四、作者简介

吴德安 (De-an Wu Swihart) 博士：毕业于北京大学中文系，在普林斯顿大学获得博士学位。在美国和加拿大教授汉语、中国文学和文化20多年，任教学校包括明德大学和麦基尔大学暑期学校、罗德大学、孟菲斯大学等。曾经任CTL与北京大学外语学院合作的暑期外教强化培训项目主任15年。现为美国大学中国教学中心主任。出版过意大利文版和德文版两本中文教材，还是其他两套汉语系列课本的主要作者，也出版过3本中英文诗歌小说。主要负责《真实生活汉语》系列教材的总体设计及初稿编写。

刘宪民 (Xianmin Liu) 博士：美国明尼苏达大学汉语语言学博士。在美执教20余年。目前任教于美国范德堡大学，是该校汉语语言教学项目主任及范德堡大学在中国的暑期项目主任。在此之前，曾任教于明尼苏达大学、俄勒冈大学、俄亥俄大学及哈佛大学。曾多次担任美国CET留学暑期项目教学主任。主要研究方向为汉语句法、语义、语用学及汉语教学语法。曾合著其他对外汉语教材。是《真实生活汉语》第1册第三作者和第2册第二作者。

魏久安 (Julian K. Wheatley) 博士：曾在康奈尔大学任教11年，在麻省理工大学任教9年，还曾在美国杜兰大学、新加坡南洋理工大学国立教育学院和香港教育学院任教。目前是美国大学中国教学中心的负责人之一。专门研究东南亚大陆及中国的语言和语言学（特别是缅甸语和汉语）。是《真实生活汉语》1-4册的作者之一。

梁新欣 (Hsin-hsin Liang) 博士：美国密执安大学语言学博士。曾任教于美国威斯康辛大学、密执安大学、康奈尔大学、明德大学中文暑校，以及美国各大学联合汉语中心（ACC）。现为美国弗吉尼亚大学东亚语言文学及文化系副教授、现代中国语言项目主任，同时也是“弗大在上海”暑期中文项目主任。是《真实生活汉语》系列教材第3、4册的第二作者，以及第1、2册作者之一。

李金玉 (Jinyu Li)：毕业于南京大学和澳大利亚国立大学，在美国莱斯大学获得硕士学位。在美国从事大学汉语教学20多年，在任教于哈佛大学的十几年间曾任多门中文课主任教师。现为塔芙茨大学中文部高级讲师。主要研究方向为中英文句法特点的比较、文化与语言、词汇教学。是《真实生活汉语》第2、3、4册作者之一。

胡龙华 (Lung-Hua Hu)：美国哥伦比亚大学英语教学硕士，曾任教于美国国务院外交学院台北华语学校、明德暑校、普林斯顿大学、普林斯顿北京培训班、哥伦比亚大学北京暑期培训班、杜克大学北京暑期培训班，现任布朗大学高级讲师及中文部主任、新英格兰中文教师协会副会长及执行长。在美国从事汉语教学二十余年，其“中级汉语课程”曾遴选为美国大学理事会美国十大最佳汉语课程之一。主要研究方向为汉语语音、语法、词汇教学。是《真实生活汉语》第2册作者之一。

五、鸣谢

衷心感谢帮助《真实生活汉语》成功出版的同事及朋友们，他们是：北京大学英语系的马乃强博士、于莹教授、陈冰老师，中国人民大学的陆姚老师，重庆大学的范红娟老师，深圳大学的朱庆红教授、贾陆依教授。他们曾为此书的编写提供过建议和修改意见，并且协助收集学生对此书的意见。此外，石安妮 (Anne Swihart) 女士设计了第1册的插图。我们在此向他们表示诚挚的感谢。

同时也要衷心感谢北京大学出版社，多位编辑对此书提供了很多宝贵建议，为本系列教材的出版作出了很大贡献，在此一并表示感谢。

主笔：吴德安 (De-an Wu Swihart)

参编作者：刘宪民 (Xianmin Liu)

魏久安 (Julian K. Wheatley)

梁新欣 (Hsin-hsin Liang)

李金玉 (Jinyu Li)

胡龙华 (Lung-hua Hu)

Preface

Chinese for Living in China is a textbook series in four volumes, each with ten lessons, which serves as a foundation for beginning and intermediate levels of language instruction and learning. It is designed for people studying Chinese with the intention of going to China to work or to continue their studies; and for people already in China, starting or continuing to learn the language there.

Conversational skills

Chinese for Living in China is designed for speakers of English who have no prior knowledge of Chinese. Since the key ingredient for living successfully in China is being able to talk to people – to communicate orally, *Chinese for Living in China* is organized first by conversational needs (listening and speaking). Initial conversational instruction proceeds incrementally, with *Pinyin* transcription providing access to language material and to correct pronunciation.

Lessons cover topics that are typically encountered by foreigners living in China: buying things, eating out, taking or teaching classes, mobile phones, banks, changing money, transportation, hotels and airports, doctor's visits, finding a place to stay, working in an office, making travel arrangements, finding employment, and so on. Many of these topics have immediate application in the daily lives of foreigners living in China and, as such, provide a powerful learning incentive which speeds up the process of mastery. The topics have been selected on the basis of the authors' own experiences, living, traveling, and working in China and observing the needs of their students.

Reading skills

The ability to communicate in Chinese can, with proper practice, proceed quite quickly. This provides learners with a sense of accomplishment. Learning the literary skills of reading and writing in characters, on the other hand, is much more challenging. It simply takes a long time to learn to reliably associate characters with sound. (Learners are doubly handicapped by not being able to utilize the sound hints found in the phonetic components of many characters which prove so useful to native speakers.)

Chinese for Living in China deals with the character problem in this way: In the first place, it does not let character recognition dictate the pace of spoken language learning. The dialogues that begin each lesson are natural, cover the topic sufficiently, and introduce new material at a rate that can be absorbed and utilized in conversation. In the second place, *Chinese for Living in China* emphasizes recognition of characters in context. Almost all Chinese material in the series is introduced in both characters and *Pinyin*. In the case of the narratives and dialogues, *Pinyin* is written below the character lines as continuous script. As learners become more familiar with the language through speaking practice in and out of class, they can cover the *Pinyin* lines and try to read the characters, using their familiarity with the text as a crutch, and checking the *Pinyin* as much as necessary. Naturally, a lot of attention will still need to be paid to hand-writing and character analysis to ensure proper attention to character detail. But as much as possible, characters will be learned by reading familiar material, where the focus can be on finding ways to associate characters with known words.

For character reading, *Chinese for Living in China* uses the simplified set of characters that is standard on the Mainland (as well as in Singapore). In vocabulary lists, whenever two forms exist, traditional characters are given alongside simplified ones. But elsewhere, only the simplified set is used. There are several reasons for the limited use of the traditional set. One is space and readability; having two versions of character material takes up excessive space and can be confusing. The main reason, however, is that the series is specifically geared to life on the Mainland where the traditional characters are rarely seen. In any case, given the emphasis on reading over writing in *Chinese for Living in China*, even those students who have started their study with traditional characters should be able to quickly adapt to reading the simplified, even if they cannot write them.

Organization

1. The dialogues: Lessons begin with a dialogue that illustrates the lesson's subject matter: a conversation between a customer ordering a meal and a waiter, for example; or one between two teachers (one foreign, one Chinese) and a supermarket worker about finding items and about check-out procedures; or a conversation between a foreign patient and a Chinese doctor in China; or a foreigner looking for lost luggage at an airport or buying train tickets; and so on.

2. Vocabulary: Individual words for each lesson are listed with characters, *Pinyin*, part-of-speech and English equivalents. For those cases in which the traditional form of the character differs from the simplified, the two are placed together in the vocabulary lists.

3. Re-enacting the dialogue: Along with the Chinese version of the texts, a fluid English translation is provided so that learners can cue the Chinese and, as a first step, practice producing Chinese, not just reading it.

4. Grammatical points: Important grammatical topics introduced in the course of the dialogues are discussed and further illustrated individually to help learners understand Chinese sentence structure and start to produce novel sentences themselves.

5. Exercises: Each lesson provides exercises and activities designed to help learners internalize new material. These include practice with sentence patterns, pronunciation drills, listening practice, and a host of communicative activities involving role play and group work.

6. Chinese everyday culture: Each lesson ends with three or four cultural notes relevant to the dialogues. These provide information crucial to everyday life in China: how to check in at a hospital, for example, how to find lost luggage, or how to deposit and withdraw money, etc.

7. *Pinyin* cards (Only Book I): At the back of the book there are ten pages of *Pinyin* cards, designed by Anne Swihart. On one side of each card is a letter – given in upper and lower case. On the other side is a picture of an object whose name in English begins with that letter. "Ff" is matched to the number "four" (Ff=f); "Qq", is matched to a wedge of "cheese" (Qq=ch). Along with the illustration is a hint (with color coding) that explains in terms of English spelling how the letter (on the front) is pronounced in *Pinyin*. So for "Qq", along with the picture of "cheese" is the hint "similar to chee in cheese"; with "Ff" and the picture of "4" is the hint "similar to foeh in four". The cards can be cut out and joined together to make *Pinyin* syllables (words) for self-testing.

For teachers, the process of transforming textbook material into classroom activities that serve the learner's needs is facilitated by the focus on the spoken language and the provision of communicatively relevant activities in each lesson.

Origins

Chinese for Living in China is based on an earlier two-volume series that was also published by the Peking University Press. It was called *Practical Chinese for English Speakers*, written by De-an Wu Swihart and Cong Meng, and edited by William H. O'Donnell. That series was written for overseas teachers participating in the Center for Teaching and Learning in China (CTLC). Since 1997, CTLC has been recruiting English teachers from English speaking countries to teach for at least a year in the Shenzhen school system. In collaboration with the Peking University School of Foreign Languages, CTLC has provided these teachers with an initial period of intensive training in the teaching of English in China, as well as intensive instruction in Mandarin. *Practical Chinese for English Speakers* was written to respond to the need for a textbook that would allow these teachers to make use of Chinese in their everyday lives.

The new *Chinese for Living in China* series has been completely revamped, with all content – including dialogues – rewritten to reflect changes in language usage and in society since the earlier volumes were written. The new series, with four volumes rather than the earlier two, doubles the amount of material and allows teachers and learners to use one series over the equivalent of two years of non-intensive language study. One of the unique features of the new series is that, while many texts shift from a conversational approach to a focus on reading and character recognition at the intermediate level, *Chinese for Living in China* retains the conversational format through all four volumes. Initial drafts of the new series have been tried and tested to good effect by over 1000 students over the last three years in CLTC's intensive language course at Peking University, and in the regular Chinese courses for foreigners at Shenzhen University. It is our hope that the series will continue to serve the many new learners who have plans to study, travel or work in China.

The authors

Dr. De-an Wu Swihart graduated from the Chinese Department at Peking University and received her Ph.D. from Princeton University. She has taught courses in Chinese language, literature and culture for over 20 years at a variety of institutions in the United States and Canada, including the University of Memphis, Rhodes College, Middlebury College Summer School, and McGill University Summer School. She has been director of the Summer Intensive Foreign Teachers' Training Program at Peking University, School of Foreign Languages for 15 years. She has been co-director of the Center for Teaching & Learning in China since 1997. She has published two Chinese textbooks in Italian and German and has been the main author of two other Chinese textbook series. She is also the author of three books on English and Chinese poetry and fiction. Dr. Swihart designed the *Chinese for Living in China* series and was responsible for initial drafts of all four volumes.

Dr. Xianmin Liu received her Ph.D. in Chinese linguistics from the University of Minnesota. She has taught for over twenty years in the U.S. She is currently teaching at Vanderbilt University, where she is the coordinator of the Chinese language program and director of the Vanderbilt Summer-in-China Program. Before joining the Vanderbilt faculty, she also taught at Minnesota, Oregon, Ohio and Harvard Universities. She has also served a number of times as the academic director for CET summer immersion programs in China. Her research interests include Chinese grammar, semantics and pragmatics, as well as Chinese language pedagogy. She has co-authored several Chinese textbooks for English speakers. She is third author for volume 1 of *Chinese for Living in China*, and second author for volume 2.

Dr. Julian K. Wheatley taught for eleven years at Cornell University and for nine years at MIT. More recently, he has been a guest teacher at the Singapore National Institute of Education, at the Hong Kong Institute of Education and at Tulane University. He is currently one of the directors of the CTLC program. His research and publications involve the languages and linguistics of mainland Southeast Asia and China (particularly Burmese and Chinese). He is co-author of all four volumes of *Chinese for Living in China*.

Dr. Hsin-hsin Liang received her doctorate in linguistics from the University of Michigan. She has taught at a number of institutions, including the University of Wisconsin, the University of Michigan, Cornell University, Middlebury Summer Program, and the Language Center of the Associated Colleges in China (ACC). She is currently associate professor of Chinese in the Department of East Asian Languages, Literatures and Cultures at the University of Virginia, where she is director of the modern Chinese language program and field director of the UVA-in-Shanghai Chinese language program. She is second author of volumes 3 and 4 of *Chinese for Living in China*, as well as one of the co-authors of volumes 1 and 2.

Jinyu Li received B.A. degrees from Nanjing University and from Australian National University, and an M.A. from Rice University. She has been involved with Chinese language teaching in the U.S. for almost 30 years. Before taking up her current position as senior lecturer at Tufts University, she was a preceptor at Harvard University, where she taught a variety of courses in the Chinese program. Her main areas of interest are Chinese-English comparative grammar, culture and language, and the teaching of vocabulary. She is one of the authors of volumes 2, 3 and 4 of *Chinese for Living in China*.

Lung-Hua Hu received her Master's degree in TESOL (Teaching English to Speakers of Other Languages) at Teachers College, Columbia University in New York City. She taught at CLASS (the Chinese Language and Area Studies School under FSI) before moving to the United States in 1994. She is senior lecturer and coordinator of the Chinese Language Program at Brown University, and had taught at Princeton University and its intensive summer program PiB (Princeton in Beijing), Middlebury College Summer Chinese School, Columbia University's summer program in Beijing, and Duke University's Beijing summer program. She currently serves as Vice President and Executive Director of NECLTA (New England Chinese Language Teachers Association), and will begin to serve as its President in October 2016. Her "Intermediate Chinese" course was identified as one of the ten Best Practices in Teaching Chinese in the US by the College Board in 2006. Her research focuses on Chinese phonetics and phonology, syntax, and lexicon. She is a co-author of *Chinese for Living in China*, Volume 2.

Acknowledgments

The authors wish to express sincere thanks to colleagues and friends who have made the publication of *Chinese for Living in China* possible, and who provided valuable advice and suggestions for improvement, as well as helping to collect student feedback on draft versions of this book. They are: Dr. Ma Naiqiang, Professor Yu Ying and Senior Lecturer Chen Bin all from the English Department at Peking University; Lu Yao from Renmin University of China and Fan Hongjuan from Chongqing University; Professors Zhu Qinghong and Jia Luyi from Shenzhen University. In addition, artist Anne Swihart

designed the illustrations for the first volume of the series. We are deeply grateful for the help and support these people have provided towards making *Chinese for Living in China* a success.

The authors would also like to thank the people at Peking University Press, several editors provided useful suggestions for the series and we deeply appreciate their help and support.

Editor in chief: De-an Wu Swihart

Participating authors: Xianmin Liu

Julian K. Wheatley

Hsin-hsin Liang

Jinyu Li

Lung-hua Hu

Abbreviations 缩略语 Suōlüèyǔ

Abbreviation	English	Pinyin	Chinese
Adj	Adjective	xíngróngcí	形容词
Adv	Adverb	fùcí	副词
Attr	Attributive	dìngyǔ	定语*
Aux	Auxiliary	zhùdòngcí	助动词
BF	Bound Form	zǔhé xíngshì	组合形式
Conj	Conjunction	liáncí	连词
Det	Determiner	xiàndìngcí	限定词
DirC	Directional Complement	qūxiàng bǔyǔ	趋向补语
Exp	Expression	xíguàn yòngyǔ	习惯用语
Intj	Interjection	tàncí	叹词
IntPron	Interrogative Pronoun	yíwèn dàicí	疑问代词
Meas	Measure Word	liàngcí	量词
N	Noun	míngcí	名词
Num	Numeral	shùcí	数词
Part	Particle	zhùcí	助词
Pot	Potential Form	kěnéng bǔyǔ	可能补语
Pref	Prefix	qiánzhuì	前缀
Prep	Preposition	jiècí	介词
Pron	Pronoun	dàicí	代词
PropN	Proper Noun	zhuānyǒu míngcí	专有名词
PW	Position Word	fāngwèicí	方位词
RC	Resultative Complement	jiéguǒ bǔyǔ	结果补语
Q	Quantifier	shùliàngcí	数量词
Suf	Suffix	hòuzhuì	后缀
V	Verb	dòngcí	动词
VO	Verb-object	dòngbīn jiégòu	动宾结构

* 本书的“定语”就是一般所说的“非谓形容词”。

The “Attributive” in this book means what is generally called “non-predicative adjective”.

Contents 目录

Preface

前言

Qiányán

i

Abbreviations

缩略语

Suōlüèyǔ

viii

Lesson Eleven In a Chinese School

第十一课 在中国学校

1

Dì-shíyī Kè Zài Zhōngguó Xuéxiào

Lesson Twelve At the Supermarket

第十二课 在超市

30

Dì-shí'èr Kè Zài Chāoshì

In this lesson you will learn how to do the following

- Introduce yourself
- Talk about your schedule of classes
- Ask about adding and dropping classes
- Talk about classroom facilities

Grammar

- Complements of manner: V + “得 de” + Adjective Phrase
- Potential compounds: “看得懂 kàn de dǒng” “看不懂 kàn bu dǒng”
- Cause: “因为 yīnwèi……所以 suǒyǐ……” (because...[so...])
- The auxiliary verb “会 huì” (ability, likelihood)
- “除了 chūle……以外 yǐwài, 还 hái/也 yě/都 dōu……” (in addition to, besides)
- The “把 bǎ” construction
- Verbs with resultative complements
- Destination expressed with “到 dào”

Culture Notes

- Schools and other educational institutions
- School administration
- The school year
- A sample school calendar

In this lesson you will learn how to do the following

- Invite friends or colleagues to dinner
- Ask where you can shop for items
- Locate items in a supermarket

Grammar

- Duration phrases and objects
- Pivotal constructions
- Alternative questions with “还是 hái shì” (or); alternatives with “或者 huòzhě” (or)
- “又 yòu……又 yòu……” ([both]... and...)
- Resolution with “就 jiù……了 le”
- Movement to a location: V + “在 zài”/“到 dào”

Culture Notes

- Traditional Chinese weight and liquid measures
- Discounts
- Morning markets and street markets
- Bargaining

Lesson Thirteen Taking the Bus

第十三课 坐车

55

Dì-shí sān Kè Zuò Chē

Lesson Fourteen Getting a Haircut

第十四课 理发

80

Dì-shí sì Kè Lǐ Fà

In this lesson you will learn how to do the following

- Talk about where you work or study
- Ask how to get places by bus
- Talk about changing buses
- Buy bus tickets

Grammar

- Adverbs “又 yòu” versus “再 zài”
- The suffix “极了 jí le” (extremely)
- “多 duō” and “几 jǐ” in questions and statements
- More on conditional sentences: “如果 rúguǒ……就 jiù……” (if... [then]...)
- Expressing direction with “从 cóng” (from), “到 dào” (to) and “往 wǎng” (to, towards)
- Adverbs expressing degree of intensity
- “让 ràng” (to let, to allow) as a pre-pivotal verb

Culture Notes

- Public buses in China
- Taxis

In this lesson you will learn how to do the following

- Request services at a barbershop or hairdresser
- Describe the sort of shampoo and cut that you want
- Discuss getting a shave
- Consider issues about hair coloring

Grammar

- The verb suffix “过 guo” (usually with neutral tone)
- “的 de” used as a nominalizer
- The verb suffix “着 zhe”
- The verbs “掉 diào” and “成 chéng” used as resultative complements
- Omitted subjects and objects
- Same or different: “A 跟 gēn B (不 bù) 一样 yíyàng”

Culture Notes

- Shampooing
- Massage

Lesson Fifteen Shopping for Clothes

第十五课 买衣服

107

Dì-shíwǔ Kè Mǎi Yīfu

In this lesson you will learn how to do the following

- Find out what sort of clothes are appropriate for particular occasions
- Find out where to buy clothes
- Talk about size and color
- Compare items
- Request slightly different sizes or colors
- Bargain

Grammar

- The position of question words
- More examples of the adverb “就 jiù”
- Coordinate verb phrases
- Questions with “多 duō”
- Comparison: “比 bǐ” and “没有 méiyǒu” patterns
- “还可以 hái kěyǐ” as an expression of acceptance

Culture Notes

- Weights and measures: Length and distance
- Height
- Converting metric to non-metric
- International shoe sizes
- Receipts: “小票 xiǎopiào”

Lesson Sixteen At the Hospital

第十六课 在医院

131

Dì-shíliù Kè Zài Yīyuàn

In this lesson you will learn how to do the following

- Explain your symptoms to a doctor
- Explain how you hurt yourself or got injured
- List any medicines you are taking
- Get instructions for your prescription

Grammar

- Resultative complements
- Events in succession: “先 xiān……然后 ránhòu……” (first... then...)
- Expressing uncertainty with “不知道 bù zhīdào” ([I] don't know if/whether)
- Directional complements (“下来 xiàlai”, down here; “上去 shàngqu”, up there, etc.)
- Ongoing action: the adverbs “正 zhèng”, “在 zài” and “正在 zhèngzài”
- The intensifying suffix “得很 de hěn”

Culture Notes

- Registering at the hospital
- The medical examination room
- Payments
- The pharmacy

Lesson Seventeen Mary's Apartment

第十七课 玛丽的公寓

158

Dì-shíqī Kè Mǎlì de Gōngyù

In this lesson you will learn how to do the following

- Talk about your co-worker(s) or classmates
- Describe your place of work
- Describe where you live in terms of rooms, furniture, utility bills, etc.
- Talk about preparing a meal and the kitchen implements you use

Grammar

- The preposition “被 bèi” (by)
- The three “de's”: “的”, “地”, and “得”
- Purpose with “为了 wèile” (in order to)
- Concession, with “虽然 suīrán……但是 dànshì……” (although... [but]...)
- Coordination, with “不但 búdàn……而且 érqiě……” (not only... but also...)
- Simultaneous actions, with “一边 yìbiān……一边 yìbiān……” (while ..., as well as...)

Culture Notes

- How to address people
- Visitors who come by unannounced
- What to bring as a gift
- Work units and the provision of daily-use items

Lesson Eighteen Traveling over Chinese New Year

第十八课 春运

185

Dì-shíbā Kè Chūnyùn

In this lesson you will learn how to do the following

- Talk about vacation plans
- Talk about the problems of traveling over the “Spring Rush” period
- Discuss train and other forms of transportation in China
- Buy train tickets, and choose types of seat or berth, etc.

Grammar

- The adverb “才 cái” (only then, not until)
- The paired adverbs “一 yī……就 jiù……” (once, as soon as, whenever)
- Complete action with “了 le” and “没(有) méi (yǒu)”
- Double negatives, expressing insistence: “不能 bù néng bù”, etc.
- “只要 zhǐyào……就 jiù……” (so long as... [then]...)
- “为什么不 wèi shénme bù……” (why don't..., how come [you] don't...)

Culture Notes

- How to buy a train or airplane ticket
- Types of trains in China
- Types of ticket
- Round-trip and one-way tickets
- Things to take when you travel by train
- Meals or snacks on the train

<p>Lesson Nineteen How's the Weather? 第十九课 天气怎么样? 215 Dì-shíjiǔ Kè Tiānqì Zěnmeyàng?</p>	<p>Lesson Twenty Celebrating the New Year 第二十课 过年 240 Dì-èrshí Kè Guò Nián</p>
<p>In this lesson you will learn how to do the following</p> <ul style="list-style-type: none"> ■ Talk about the weather and the seasons ■ Become familiar with the language of weather reports ■ Compare the weather in different areas <p>Grammar</p> <ul style="list-style-type: none"> ■ The scope of negation (e.g. “不都 bù dōu” versus “都不 dōu bù”) ■ Ambient sentences: describing the weather ■ Vivid reduplication ■ Comparison with “有 yǒu” and “没有 méiyǒu” ■ The construction “以 yǐ……为 wéi……” (take... as...) ■ Four-syllable expressions: a favorite type <p>Culture Notes</p> <ul style="list-style-type: none"> ■ “The 24 Solar Terms” of the traditional Chinese seasonal calendar ■ Centigrade to Fahrenheit conversion table 	<p>In this lesson you will learn how to do the following</p> <ul style="list-style-type: none"> ■ Talk about family ■ Talk about preparations for the Chinese New Year ■ Describe the various activities associated with the New Year ■ Talk about the significance of the various foods eaten at the New Year <p>Grammar</p> <ul style="list-style-type: none"> ■ Topic-comment ■ Providing reassurance with “没什么 (不) méi shénme (bù)” ■ Comparison with “不如 bùrú” (not as [good as], be inferior to) ■ Elliptical “的 de” phrases ■ Rhetorical questions, with “不是 bú shì……吗 ma?” ■ Coordinate clauses <p>Culture Notes</p> <ul style="list-style-type: none"> ■ “春节 Chūn Jié”: The Spring Festival ■ “压岁钱 yāsuìqián” (New Year's money) ■ “拜年 bài nián” (Paying New Year's calls)
<p>Vocabulary 词汇表 265 Cíhuì Biǎo</p>	
<p>Listening Scripts 录音文本 290 Lùyīn Wénběn</p>	

Lesson Eleven In a Chinese School

第十一课 在中国学校

Dì-shíyī Kè

Zài Zhōngguó Xuéxiào

In this lesson you will learn how to do the following

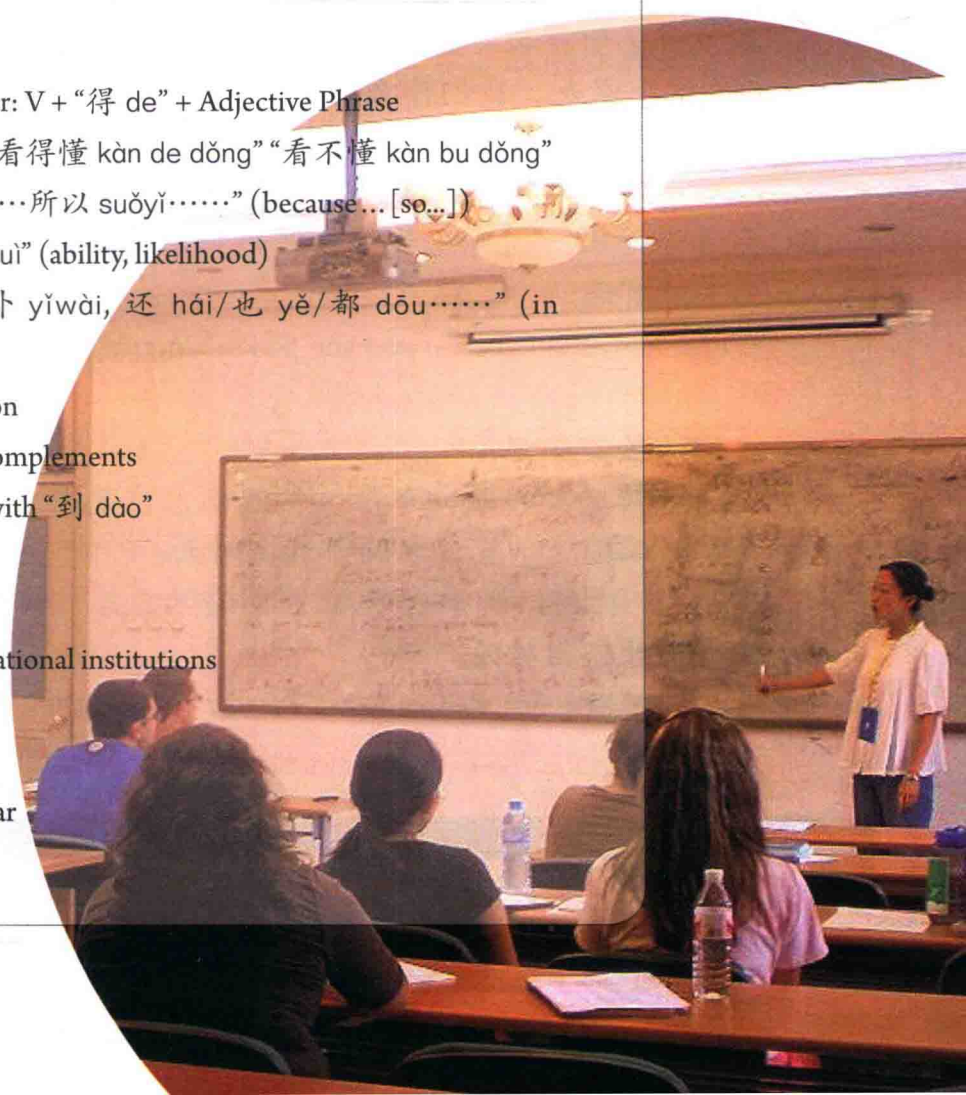
- Introduce yourself
- Talk about your schedule of classes
- Ask about adding and dropping classes
- Talk about classroom facilities

Grammar

- Complements of manner: V + “得 de” + Adjective Phrase
- Potential compounds: “看得懂 kàn de dǒng” “看不懂 kàn bu dǒng”
- Cause: “因为 yīnwèi……所以 suǒyǐ……” (because... [so...])
- The auxiliary verb “会 huì” (ability, likelihood)
- “除了 chūle……以外 yǐwài, 还 hái/也 yě/都 dōu……” (in addition to, besides)
- The “把 bǎ” construction
- Verbs with resultative complements
- Destination expressed with “到 dào”

Culture Notes

- Schools and other educational institutions
- School administration
- The school year
- A sample school calendar



Dialogue



A: 习文, 日本留学生

Xí Wén, Riběn liúxuésēng

B: 白老师, 英语老师

Bái lǎoshī, Yīngyǔ lǎoshī

C: 技术人员

jìshù rényuán

习文是日本留学生。他在中国读本科学位。这个学期他选了四门课：中级汉语、世界历史、中国文学和英语口语。他的英语老师是美国人，姓白。今天他去找白老师问英语课的问题。

Xí Wén shì Riběn liúxuésēng. Tā zài Zhōngguó dú běnkē xuéwèi. Zhège xuéqī tā xuǎnle sì mén kè: zhōngjí Hànyǔ, shìjiè lìshǐ, Zhōngguó wénxué hé Yīngyǔ kǒuyǔ. Tā de Yīngyǔ lǎoshī shì Měiguórén, xìng Bái. Jīntiān tā qù zhǎo Bái lǎoshī wèn Yīngyǔkè de wèntí.

A: 白老师, 您好! 我是日本留学生, 可以问您几个问题吗?

Bái lǎoshī, nín hǎo! Wǒ shì Riběn liúxuésēng, kěyǐ wèn nín jǐ ge wèntí ma?

B: 可以。请进。你叫什么?

Kěyǐ. Qǐng jìn. Nǐ jiào shénme?

A: 我姓习, 叫习文。我注册了您的英语口语课。我汉字认得不太多^{G1}, 看不懂^{G2}这个课表。我们什么时候上课?

Wǒ xìng Xí, jiào Xí Wén. Wǒ zhùcèle nín de Yīngyǔ kǒuyǔkè. Wǒ Hànzì rèn de bú tài duō^{G1}, kàn bu dǒng^{G2} zhège kèbiǎo. Wǒmen shénme shíhou shàng kè?

B: 英语口语班一周有三节课: 星期一、三、五上午的第¹三节上课。今天第三节就有课。

Yīngyǔ kǒuyǔbān yì zhōu yǒu sān jié kè: xīngqīyī, sān, wǔ shàngwǔ de dì¹-sān jié shàng kè. Jīntiān dì-sān jié jiù yǒu kè.

A: 我们的教室在哪儿?

Wǒmen de jiàoshì zài nǎr?

B: 教学楼二楼 207 室, 在汉语教室对面。

Jiàoxuélóu èr lóu èrlíngqī shì, zài Hànyǔ jiàoshì duìmiàn.

A: 我们用什么教材呢?

Wǒmen yòng shénme jiàocái ne?

Notes

1. Ordinal numbers (1st, 2nd, 3rd...) are formed by the addition of prefix “第 dì” to the cardinal number: “第一课 dì-yī kè” (the first lesson); “第三节 dì-sān jié” (the third period). Notice that in *Pinyin*, ordinal numbers are written with hyphens: dì-yī, dì-èr. (In its ordinal form “yī” is always first tone.)

- B:** 因为是口语课, 所以我们没有教材^{G3}。我每次²上课会^{G4}发材料给你们。
Yīnwèi shì kǒuyǔkè, suǒyǐ wǒmen méiyǒu jiàocái^{G3}. Wǒ měi cì² shàng kè huì^{G4} fā cáiliào gěi nǐmen.
- A:** 这门课有考试吗?
Zhè mén kè yǒu kǎoshì ma?
- B:** 有。每星期有一次小考, 期末有大考。平时的课堂表现和出勤率也算分。
Yǒu. Měi xīngqī yǒu yí cì xiǎokǎo, qīmò yǒu dàkǎo. Píngshí de kètáng biǎoxiàn hé chūqínlǜ yě suàn fēn.
- A:** 我的室友也想上您的口语课, 还可以加课吗?
Wǒ de shìyǒu yě xiǎng shàng nín de kǒuyǔkè, hái kěyǐ jiā kè ma?
- B:** 我不太清楚加课和退课的日期, 你们可以去查一下儿³校历, 或者问一下儿教务处。
Wǒ bú tài qīngchū jiā kè hé tuì kè de rìqī, nǐmen kěyǐ qù chá yíxià³ xiàolì, huòzhě wèn yíxià jiàowùchù.
- A:** 您有没有办公室时间?
Nín yǒu méiyǒu bàngōngshì shíjiān?
- B:** 在中国, 教师没有固定的办公室时间。除了上课, 我都在办公室^{G5}。你随时可以来。
Zài Zhōngguó, jiàoshī méiyǒu gùdìng de bàngōngshì shíjiān. Chúle shàng kè, wǒ dōu zài bàngōngshì^{G5}. Nǐ suíshí kěyǐ lái.
- A:** 好。谢谢您。
Hǎo. Xièxie nín.

(在教室 Zài jiàoshì)

- B:** 师傅, 我一会儿就要上课了, 这间教室太热了, 是不是空调坏了?
Shīfu, wǒ yíhuìr jiù yào shàng kè le, zhè jiān jiàoshì tài rè le, shì bu shì kōngtiáo huài le?
- C:** 我来看看。空调没有坏。我把^{G6}空调的温度调低^{G7}, 关上门和窗户, 等一会儿就不热了。
Wǒ lái kànkan. Kōngtiáo méiyǒu huài. Wǒ bǎ^{G6} kōngtiáo de wēndù tiáodī^{G7}, guānshang mén hé chuānghu, děng yíhuìr jiù bú rè le.

2. “次 cì” is a verbal measure, meaning “times, occurrences”: “去过一次 qùguo yí cì” (have gone there once). “每 měi” combines with nominal or verbal measure words to mean “every, each”: “每天 měi tiān” (every day); “每本书 měi běn shū” (every book); “每次 měi cì” (every time).