

Table of Contents

| | |
|---------------------------|-------------|
| PREFACE | <i>xiii</i> |
| INTRODUCTION | <i>xvi</i> |
| Abbreviation Key | <i>xix</i> |
| Putonghua Sound Structure | <i>xx</i> |
| Classroom Expressions | <i>xxx</i> |

Lesson

1

Making friends 认识新朋友

| | |
|--|-----------|
| Linguistic functions: self-introduction (informal); greeting (when meeting new friends) | <i>1</i> |
| 1. Contexts and linguistic functions 语境特征与语言功能 | <i>1</i> |
| 2. Texts 课文 | <i>2</i> |
| 3. Vocabulary in use 活用词汇 | <i>3</i> |
| 4. Notes on language structure 语言结构知识 | <i>5</i> |
| 5. Notes on pragmatic knowledge 语用知识注解 | <i>10</i> |
| 6. Contextualized speaking exercises 情境说话练习 | <i>12</i> |

- | | | |
|----|--|----|
| 7. | Listening and speaking 听说练习 | 16 |
| 8. | Texts in conventional characters 繁体课文 | 16 |

Lesson

2

Meeting the teacher 见到老师

- | | | |
|----|--|----|
| | Linguistic functions: making inquiries; exchanging personal information | 18 |
| 1. | Contexts and linguistic functions 语境特征与语言功能 | 18 |
| 2. | Texts 课文 | 19 |
| 3. | Vocabulary in use 活用词汇 | 20 |
| 4. | Notes on language structure 语言结构知识 | 23 |
| 5. | Notes on pragmatic knowledge 语用知识注解 | 28 |
| 6. | Contextualized speaking exercises 情境说话练习 | 30 |
| 7. | Listening and speaking 听说练习 | 34 |
| 8. | Texts in conventional characters 繁体课文 | 35 |

Lesson**3****Asking and showing the way**
问路和指路

Linguistic functions: showing the way;
requesting for leave of absence 37

1. Contexts and linguistic functions
语境特征与语言功能 37
2. Texts
课文 38
3. Vocabulary in use
活用词汇 40
4. Notes on language structure
语言结构知识 43
5. Notes on pragmatic knowledge
语用知识注解 49
6. Contextualized speaking exercises
情境说话练习 50
7. Listening and speaking
听说练习 54
8. Texts in conventional characters
繁体课文 55

Lesson**4****Making appointments**
邀约

Linguistic functions: inviting & making appointments
(informal); negotiating time and other details 58

| | | |
|----|--|----|
| 1. | Contexts and linguistic functions 语境特征与语言功能 | 58 |
| 2. | Texts 课文 | 59 |
| 3. | Vocabulary in use 活用词汇 | 62 |
| 4. | Notes on language structure 语言结构知识 | 65 |
| 5. | Notes on pragmatic knowledge 语用知识注解 | 71 |
| 6. | Contextualized speaking exercises 情境说话练习 | 72 |
| 7. | Listening and speaking 听说练习 | 75 |
| 8. | Texts in conventional characters 繁体课文 | 76 |

Lesson

5

Leaving a message

留言

Linguistic functions: leaving voicemail messages;
ordering takeout 79

| | | |
|----|--|----|
| 1. | Contexts and linguistic functions 语境特征与语言功能 | 79 |
| 2. | Texts 课文 | 80 |

| | | |
|----|---|----|
| 3. | Vocabulary in use 活用词汇 | 84 |
| 4. | Notes on language structure 语言结构知识 | 87 |
| 5. | Notes on pragmatic knowledge 语用知识注解 | 92 |
| 6. | Contextualized speaking exercises 情境说话练习 | 94 |
| 7. | Listening and speaking 听说练习 | 98 |
| 8. | Texts in conventional characters 繁体课文 | 99 |

Mid-term Review L1-L5

| | | |
|-----|--|-----|
| 1. | Summary of main linguistic functions introduced in Lesson 1-5 | 103 |
| 2. | Additional listening and speaking exercises | 104 |
| 2.1 | Self-introduction 自我介绍 | 104 |
| 2.2 | Asking for information 询问 | 104 |
| 2.3 | Providing information 提供资讯 | 105 |
| 2.4 | Asking for and providing information 询问及提供资讯 | 105 |

| | | |
|-----|---------------------------------------|-----|
| 2.5 | Reminding 提醒 | 106 |
| 2.6 | Requesting for leave of absence 请假 | 107 |
| 2.7 | Ordering takeout by phone 打电话叫外卖 | 107 |

Lesson

6

Dining out 去饭馆吃饭

| | | |
|----|---|-----|
| | Linguistic functions: describing the process of an event; asking for information | 108 |
| 1. | Contexts and linguistic functions 语境特征与语言功能 | 108 |
| 2. | Texts 课文 | 109 |
| 3. | Vocabulary in use 活用词汇 | 112 |
| 4. | Notes on language structure 语言结构知识 | 115 |
| 5. | Notes on pragmatic knowledge 语用知识注解 | 121 |
| 6. | Contextualized speaking exercises 情境说话练习 | 123 |
| 7. | Listening and speaking 听说练习 | 124 |

| | | |
|----|--|-----|
| 8. | Texts in conventional characters 繁体课文 | 124 |
|----|--|-----|

Lesson

7

Shopping 购物

| | | |
|----|---|-----|
| | Linguistic functions: making recommendations; bargaining | 128 |
| 1. | Contexts and linguistic functions 语境特征与语言功能 | 128 |
| 2. | Texts 课文 | 129 |
| 3. | Vocabulary in use 活用词汇 | 132 |
| 4. | Notes on language structure 语言结构知识 | 135 |
| 5. | Notes on pragmatic knowledge 语用知识注解 | 139 |
| 6. | Contextualized speaking exercises 情境说话练习 | 140 |
| 7. | Listening and speaking 听说练习 | 141 |
| 8. | Texts in conventional characters 繁体课文 | 142 |

Lesson

8

Traveling 旅行

Linguistic functions: explaining why you were absent or late; planning a trip

145

1. Contexts and linguistic functions
语境特征与语言功能 145
2. Texts
课文 146
3. Vocabulary in use
活用词汇 148
4. Notes on language structure
语言结构知识 151
5. Notes on pragmatic knowledge
语用知识注解 156
6. Contextualized speaking exercises
情境说话练习 159
7. Listening and speaking
听说练习 160
8. Texts in conventional characters
繁体课文 160

Lesson

9

Talking about your family 谈谈家人

Linguistic functions: requesting help; talking about your family

164

| | | |
|----|--|-----|
| 1. | Contexts and linguistic functions 语境特征与语言功能 | 164 |
| 2. | Texts 课文 | 165 |
| 3. | Vocabulary in use 活用词汇 | 167 |
| 4. | Notes on language structure 语言结构知识 | 170 |
| 5. | Notes on pragmatic knowledge 语用知识注解 | 174 |
| 6. | Contextualized speaking exercises 情境说话练习 | 175 |
| 7. | Listening and speaking 听说练习 | 176 |
| 8. | Texts in conventional characters 繁体课文 | 177 |

Lesson

10

Saying goodbye 告别

Linguistic functions: expressing thanks (semi-formal);
proposing a toast 180

| | | |
|----|--|-----|
| 1. | Contexts and linguistic functions 语境特征与语言功能 | 180 |
| 2. | Texts 课文 | 181 |

| | | |
|----|---|-----|
| 3. | Vocabulary in use 活用词汇 | 184 |
| 4. | Notes on language structure 语言结构知识 | 186 |
| 5. | Notes on pragmatic knowledge 语用知识注解 | 190 |
| 6. | Contextualized speaking exercises 情境说话练习 | 192 |
| 7. | Listening and speaking 听说练习 | 193 |
| 8. | Texts in conventional characters 繁体课文 | 194 |

General Review L6-L10

| | | |
|-----|---|-----|
| 1. | Summary of main linguistic functions introduced in Lesson 6-10 | 197 |
| 2. | Additional listening and speaking exercises | 197 |
| 2.1 | A trip 我的一次旅行 | 197 |
| 2.2 | Offering help 提供帮助 | 198 |
| 2.3 | Declining an invitation 拒绝邀请 | 199 |
| 2.4 | Giving a speech titled "A birthday party" 演讲“一次生日会” | 200 |

| | | |
|-----|-------------------------|-----|
| 2.5 | Asking for help 请求帮助 | 201 |
| 2.6 | Proposing a toast 祝酒 | 201 |

Appendices 附录

| | |
|---|-----|
| Appendix I: Index of pragmatic points 语用点索引 | 203 |
| Appendix II A: Index of grammatical points 语法点索引 | 206 |
| Appendix II B: Index of grammatical points 语法点索引 | 213 |
| Appendix III: Index of vocabulary in use 活用词汇总表 | 220 |
| Appendix IV: Index of Proper Nouns 专有名词总表 | 247 |

Lesson 1 Making friends

认识新朋友

1. Contexts and linguistic functions

语境特征与语言功能 Yǔjìng tèzhēng yǔ yǔyán gōngnéng

| Contexts 语境特征 | Linguistic functions 语言功能 |
|---|--|
| Who: new acquaintance Where: school, casual gathering, etc When: first encounter | Core function: 自我介绍 (非正式) Self-introduction (informal) |
| Language scenarios: 在学校初次见面 First meeting at school | Supplementary function: 打招呼 Greeting (when meeting new friends) |

| Notes on pragmatic knowledge 语用知识注解 | Notes on structure 语言结构知识 |
|--|--|
| I. How to greet people with similar status 如何与平辈打招呼 1. Greeting with “你好 nǐhǎo” 2. How to ask someone’s name in Chinese II. Related knowledge 相关知识 1. Chinese names 2. The usage of “姓 xìng”, surname in Chinese 3. Omission of pronoun | Pronunciation guide: 1. syllables 2. initials 3. finals 4. tones Structure notes: 1. Basic Chinese sentence: Sub + Predicate 2. Sentences with “是 shì” 3. Affirmative-negative questions 4. The adverb “也 yě” 5. Questions with “呢 ne” 6. Structural particle “的 de” 7. WH-question formation 8. Asking questions with “吗 ma” |

2. Texts

课文 Kèwén

2.1 In the classroom

| | | | |
|------|--------------|----------------------|-------------------------------------|
| 张老师： | 你好！ | Zhāng lǎoshī: | Nǐ hǎo! |
| 大卫： | 你好！ | Dàwèi: | Nǐ hǎo! |
| 张老师： | 你叫什么名字？ | Zhāng lǎoshī: | Nǐ jiào shénme míngzi? |
| 大卫： | 我叫大卫。 | Dàwèi: | Wǒ jiào Dàwèi. |
| 张老师： | 你好，大卫。我是张老师。 | Zhāng lǎoshī: | Nǐ hǎo, Dàwèi. Wǒ shì Zhāng lǎoshī. |
| 大卫： | 哦，张老师好！ | Dàwèi: | Ò, Zhāng lǎoshī hǎo! |

2.2 In the classroom

| | | | |
|-------|------------------|--------------------------|---|
| 张老师： | 大家好！我姓张，是你们的老师。 | Zhāng lǎoshī: | Dàjiā hǎo! Wǒ xìng Zhāng, shì nǐmen de lǎoshī. |
| 学生们： | 张老师好！ | Xuéshēngmen: | Zhāng lǎoshī hǎo! |
| 张老师： | 很高兴认识大家。你是不是日本人？ | Zhāng lǎoshī: | Hěn gāoxìng rènshi dàjiā. Nǐ shì bu shì Rìběn rén? |
| 中本英二： | 是，我是日本人。她也是日本人。 | Zhōngběn Yīng'èr: | Shì, wǒ shì Rìběn rén. Tā yě shì Rìběn rén. |
| 张老师： | 哦，你们都是日本人。你们呢？ | Zhāng lǎoshī: | Ò, nǐmen dōu shì Rìběn rén. Nǐmen ne? |
| 林大一： | 我和他是韩国人，他们都是英国人。 | Lín Dàyī: | Wǒ hé tā shì Hánguó rén, tāmen dōu shì Yīngguó rén. |

2.3 On the campus

| | | | |
|-----|-----------|---------------|----------------------------|
| 子安： | 你好！我叫林子安。 | Zǐ'ān: | Nǐ hǎo! Wǒ jiào Lín Zǐ'ān. |
| 大卫： | 你好！我叫大卫。 | Dàwèi: | Nǐ hǎo! Wǒ jiào Dàwèi. |

| | | | |
|-----|--------------|--------|--|
| 子安： | 你是英国人吗？ | Zǐ'ān: | Nǐ shì Yīngguó rén ma? |
| 大卫： | 不是，我是美国人。你呢？ | Dàwèi: | Bú shì, wǒ shì Měiguó rén. Nǐ ne? |
| 子安： | 我是中国人。 | Zǐ'ān: | Wǒ shì Zhōngguó rén. |
| 大卫： | 你也是中文大学的学生吗？ | Dàwèi: | Nǐ yě shì Zhōngwén Dàxué de xuéshēng ma? |
| 子安： | 是，我学英文。你呢？ | Zǐ'ān: | Shì, wǒ xué Yīngwén. Nǐ ne? |
| 大卫： | 我学中文。 | Dàwèi: | Wǒ xué Zhōngwén. |
| 子安： | 很高兴认识你。 | Zǐ'ān: | Hěn gāoxìng rènshi nǐ. |
| 大卫： | 我也很高兴认识你。 | Dàwèi: | Wǒ yě hěn gāoxìng rènshi nǐ. |

3. Vocabulary in use

活用词汇 Huóyòng cíhuì

3.1 Common Vocabulary

| Number | Simplified character | Conventional character | Pinyin | POS | English |
|--------|----------------------|------------------------|--------|-------|--|
| 3.1.1 | 老师 | 老師 | lǎoshī | n. | teacher |
| 3.1.2 | 你 | | nǐ | pn. | you |
| 3.1.3 | 好 | | hǎo | adj. | good, well |
| 3.1.4 | 叫 | | jiào | v. | be called / named |
| 3.1.5 | 什么 | 甚麼 | shénme | pn. | what |
| 3.1.6 | 名字 | | míngzi | n. | given name; full name |
| 3.1.7 | 我 | | wǒ | pn. | I, me |
| 3.1.8 | 是 | | shì | v. | be, am, is, are, was, were |
| 3.1.9 | 哦 | | ò | intj. | Oh (expressing realization or understanding) |

| | | | | | |
|--------|----|----|----------|-------|---|
| 3.1.10 | 大家 | | dàjiā | pn. | everybody, everyone, all of us / you |
| 3.1.11 | 姓 | | xìng | v. | surname |
| 3.1.12 | 们 | 們 | men | pn. | adjunct pronoun indicating plurality (used after personal pronouns or nouns referring to people) |
| 3.1.13 | 的 | | de | part. | (possessive suffix) ...'s |
| 3.1.14 | 很 | | hěn | adv. | very, quite |
| 3.1.15 | 高兴 | 高興 | gāoxìng | adj. | happy, glad |
| 3.1.16 | 认识 | 認識 | rènshi | v. | know; get to know |
| 3.1.17 | 不 | | bù | adv. | not; no |
| 3.1.18 | 人 | | rén | n. | human being(s), people |
| 3.1.19 | 她 | | tā | pn. | she, her |
| 3.1.20 | 也 | | yě | adv. | also, too |
| 3.1.21 | 都 | | dōu | adv. | all, in every case |
| 3.1.22 | 呢 | | ne | part. | (sentence-final particle for question in context) |
| 3.1.23 | 和 | | hé | conj. | and; with, together with |
| 3.1.24 | 他 | | tā | pn. | he, him |
| 3.1.25 | 大学 | 大學 | dàxué | n. | university, college |
| 3.1.26 | 学生 | 學生 | xuéshēng | n. | student, pupil |
| 3.1.27 | 吗 | 嗎 | ma | part. | (sentence-final question particle) |
| 3.1.28 | 学 | 學 | xué | v. | learn, study |

3.2 Proper Nouns

| Number | Simplified character | Conventional character | Pinyin | POS | English |
|--------|----------------------|------------------------|---------------------|-----|--|
| 3.2.1 | 张 | 張 | Zhāng | n. | a surname |
| 3.2.2 | 大卫 | 大衛 | Dàwèi | n. | a given name; David |
| 3.2.3 | 日本 | | Rìběn | n. | Japan |
| 3.2.4 | 中本英二 | | Zhōngběn Yīng'èr | n. | Nakamoto Eiji |
| 3.2.5 | 林大一 | | Lín Dàyī | n. | Lim Dea-il |
| 3.2.6 | 韩国 | 韓國 | Hánguó | n. | Korea |
| 3.2.7 | 英国 | 英國 | Yīngguó | n. | United Kingdom |
| 3.2.8 | 子安 | | Zǐ'ān | n. | a given name |
| 3.2.9 | 林 | | Lín | n. | a surname |
| 3.2.10 | 美国 | 美國 | Měiguó | n. | America, the US; American |
| 3.2.11 | 中国 | 中國 | Zhōngguó | n. | China |
| 3.2.12 | 中文大学 | 中文大學 | Zhōngwén Dàxué | n. | The Chinese University of Hong Kong |
| 3.2.13 | 英文 | | Yīngwén | n. | English (language) |
| 3.2.14 | 中文 | | Zhōngwén | n. | Chinese (language) |

4. Notes on language structure

语言结构知识 Yǔyán jiégòu zhīshi

4.1 Pronunciation guide:

4.1.1 Syllables

A syllable in Standard Chinese (also known as Putonghua and Mandarin) consists of three

parts: an initial, a final and a tone. For example, in “是shì” (to be), “sh” represents the initial, “i” the final, and the symbol “`” indicating a high falling tone.

4.1.2 Initials

Listed below are the 21 initials in Pinyin, the official Romanization system for Standard Chinese, with International Phonetic Alphabet equivalents in parentheses.

| | | | |
|---------|----------|--------|-------|
| b [p] | p [pʼ] | m [m] | f [f] |
| d [t] | t [tʼ] | n [n] | l [l] |
| z [ts] | c [tsʼ] | s [s] | |
| zh [tʂ] | ch [tʂʼ] | sh [ʂ] | r [ʐ] |
| j [tɕ] | q [tɕʼ] | x [ɕ] | |
| g [k] | k [kʼ] | h [x] | |

4.1.3 Finals

The 36 finals in Putonghua fall into three categories: single vowel finals (7), compound finals (13) and finals with nasal endings (16).

4.1.3.1 Single vowel finals

| | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|
| a [a] | o [o] | e [ə] | ê [ɛ] | i [ɪ] | u [u] | ü [y] |
|-------|-------|-------|-------|-------|-------|-------|

4.1.3.2 Compound finals

| | | | |
|---------|---------|-----------|-----------|
| ai [ai] | ao [au] | | |
| ou [ou] | | | |
| ei [ei] | | | |
| ia [ia] | ie [iɛ] | iao [iau] | iou [iou] |
| ua [ua] | uo [uo] | uai [uai] | uei [uei] |
| üe [yɛ] | | | |

4.1.3.3 Finals with nasal endings

| | | | |
|----------|----------|--|--|
| an [an] | ang [aŋ] | | |
| ong [uŋ] | | | |

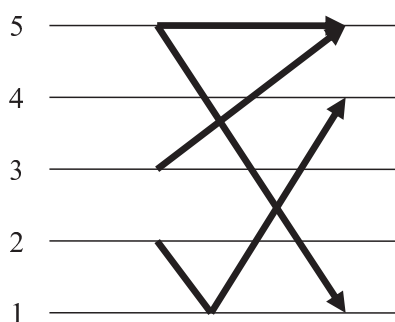
| | | | | |
|-----------|------------|-----------|------------|------------|
| en [ən] | eng [əŋ] | | | |
| in [in] | ing [iŋ] | ian [iɛn] | iang [iaŋ] | iong [yʊŋ] |
| uen [uən] | ueng [uəŋ] | uan [uan] | uang [uaŋ] | |
| ün [yn] | üan [yɛn] | | | |

4.1.4 Tones

Tones are a distinctive feature of tonal languages like Putonghua. They are an integral part of a syllable and help to disambiguate words with same initials and finals. For example, with different tones, the syllables with the same initial “sh” and the same final “i” mean totally different things:

| Syllable | Chinese character | Tonal pattern | Meaning |
|----------|-------------------|---------------------|----------------|
| yān | 烟 | high level | cigarette |
| yán | 盐 | high rising | salt |
| yǎn | 眼 | low dipping / level | eye |
| yàn | 燕 | high falling | swallow (bird) |

As shown in the examples above and the diagram below, there are four basic tones in Putonghua (numbers in the diagram denoting relative height of pitch).



On top of the four tones, when some syllables are pronounced quickly and lightly when following another syllable, losing their normal tonal value, they are called neutral tones. See examples below (the underlined syllables without tone marks):

| | | | | | |
|----------------|----|-------------|---------------|----|-----------------|
| bāo <u>zi</u> | 包子 | stuffed bun | qié <u>zi</u> | 茄子 | eggplant |
| jiǎo <u>zi</u> | 饺子 | dumplings | dòu <u>fu</u> | 豆腐 | beancurd / tofu |

4.2 Structure notes

4.2.1 Basic Chinese sentence

A basic sentence is formed by two parts, a subject and a predicate.

See examples below:

| Subject | Predicate | Subject | Predicate | Subject | Predicate |
|---------|-----------|---------|-------------|---------|-----------|
| 你 | 好。 | Nǐ | hǎo. | 你 | 好。 |
| 我 | 姓张。 | Wǒ | xìng Zhāng. | 我 | 姓張。 |
| 我 | 是老师。 | Wǒ | shì lǎoshī. | 我 | 是老師。 |

4.2.2 Sentence with “是 shì”

“Shì” is used between two nouns or noun phrases, when the subject and the predicate have the same referent. The form of “shì”, like the other verbs in Chinese, is not influenced by person, time, etc.

See examples below:

| | | |
|------------|----------------------|--------|
| (1) 我是老师。 | Wǒ shì lǎoshī. | 我是老師。 |
| (2) 他是中国人。 | Tā shì Zhōngguó rén. | 他是中國人。 |

4.2.3 Affirmative-negative question

A declarative sentence can be made into a question by putting affirmative and negative side by side.

See examples below:

| | | |
|-------------|-------------------------|---------|
| (1) 你是不是老师？ | Nǐ shì bu shì lǎoshī? | 你是不是老師？ |
| (2) 她是不是学生？ | Tā shì bu shì xuéshēng? | 她是不是學生？ |

4.2.4 The adverb “也 yě”

“也 yě” basically means “too, also, as well”. As an adverb, it always comes after subjects and before the verbs or adjectives it modifies.

See examples below:

| | | |
|-----------------------|---|-------------------|
| (1) 我是日本人， 她也是日本人。 | Wǒ shì Rìběn rén, Tā yě shì Rìběn rén. | 我是日本人， 她也是日本人。 |
| (2) 文生也学中文。 | Wénshēng yě xué Zhōngwén. | 文生也學中文。 |

4.2.5 Question with “呢 ne”

The particle “呢 ne” forms questions of fragment statements. It is often equivalent to saying “and...?”, “what about...?” or “how about...?” in English.

See examples below:

| | | |
|----------------|-----------------------------|------------|
| (1) 我学中文，你呢？ | Wǒ xué Zhōngwén, nǐ ne? | 我學中文，你呢？ |
| (2) 他是日本人，你们呢？ | Tā shì Rìběn rén, nǐmen ne? | 他是日本人，你們呢？ |

4.2.6 Structural particle “的 de”

It is used after a noun or pronoun to express possession of something.

See examples below:

| | | |
|----------------|------------------------------------|------------|
| (1) 他是我们的老师。 | Tā shì wǒmen de lǎoshī. | 他是我們的老師。 |
| (2) 他是中文大学的学生。 | Tā shì Zhōngwén Dàxué de xuéshēng. | 他是中文大學的學生。 |

When the first noun describes the characteristic of the second noun instead of showing a possessive relationship, normally “de” is not used.

See examples below:

| | | |
|---------------|-----------------------------------|-----------|
| (3) 大卫是美国学生。 | Dàwèi shì Měiguó xuéshēng. | 大衛是美國學生。 |
| (4) 张老师是中文老师。 | Zhāng lǎoshī shì Zhōngwén lǎoshī. | 張老師是中文老師。 |

4.2.7 WH-question formation

Converting a declarative sentence into a question requires no change of word order when an interrogative pronoun is used. Just put the interrogative word, such as “什么 shénme”, where the answer is expected.