INTRODUCTION

Keys to Chinese Language is a comprehensive package of course material for elementary learners of Mandarin Chinese. It is a set of two volumes of textbooks, workbooks, and an interactive tutorial software (CD-ROM).

In each lesson of the textbooks, a pinyin text precedes a Chinese character text. All the lessons basically include (1) a short text (most of them are in the form of conversation), (2) an annotated vocabulary list with illustrated sentences, (3) sentence pattern drills, (4) a Sentence Building section, and (5) a Questions and Responses section.

In the pinyin texts of some of the lessons, extra sections—Cultural Notes and Fun Activity— are included. The Cultural Notes section is designed to explain some of the cultural difference between China and the western world. Interesting genres such as songs, word-play, and tongue-twisters are also introduced in the Fun Activity section, to enliven and vary the language experience.

In the Chinese character texts of each lesson, a reading section is included at the end. In this reading section some characters and expressions not covered in class are deliberately introduced, providing learners with an opportunity to take the initiative to learn outside class.

The pinyin text focuses or pronunciation, accuracy of intonation and fluency of speech, while the Chinese character text stresses character recognition and reading comprehension. Therefore, the pinyin text should be used prior to the Chinese character text.

A list of the 18 most frequently-used radicals and a set of flash cards (numbered with proper stroke order) are included for reference.

The workbooks contain different drillings, namely, (1) New Character Practice; (2) New Word and Expression Practice; (3) Grammar Practice and (4) Reading and Writing Exercises. All of these exercises are designed in such a way that learners can revise what they have learnt efficiently.

An interactive tutorial software (CD-ROM) comes with the text. It is designed to help students prepare class assignments. Each lesson consists of four sections: 1. Listening Comprehension, 2. Vocabulary (Chinese to English and English to Chinese translations), 3. Illustrative Sentences. 4. Audio-Only Grammar Exercises (Sentence Patterns, Sentence Building and Questions and Responses.) In the Listening

Comprehension section, students are asked to listen to a dialogue and complete a multiple-choice, self-correcting quiz. In the Vocabulary section, students will take part in an interactive flashcard game. The Illustrative Sentences section provides students with listening exercises combined with the Chinese characters for each sentence and images to aid in comprehension. The Audio-Only Grammar Exercise section allows students to listen to native speakers read exercises while they follow along in their textbook. The tutorials give the language learner a concrete sense of accomplishment for work done on that lesson, and clearly link up what the students learn outside the classroom scenario with the classroom experience. What's more, through the online tutorials, students can receive immediate feedback and recognize their progress.

Traditional Chinese characters are used in *Keys to Chinese Language*. According to many experienced educators, it is easier for students to begin with learning traditional Chinese characters, before switching to simplified Chinese characters. The phonetic transcription used in the book is the punyin system adopted by the People's Republic of China after 1949.

There are ten lessons in *Keys to Chinese Language (Book I)*. Although only ten new characters are introduced in each lesson, students will actually be learning 20 to 30 compound words, idioms and / or expressions. Students will have learned a total of 225 characters, 347 compound words/expressions, and 117 basic sentence patterns from *Keys to Chinese Language (Book I)*. When finishing the materials of this package, students should also be able to use familiar everyday expressions (e.g., greetings, self-introduction, requests, and preferences) and some basic phrases for making conversations, telephone conversations, letter and e-mail writing.

Keys to Chinese Language (Book II) consists of 12 lessons. A total of 120 new characters, 361 compound words/expressions, and 89 sentence patterns are introduced. With the successful completion of this set of materials, students will be able to report on events in the past, discuss plans for the future, make comparisons, express cause, effect and purpose, talk about holidays and birthday parties, ask permission, express emotion, give advice and make suggestions.

Keys to Chinese Language is based upon and constitutes a logical continuation of the introductory course materials Keys to Chinese Character Writing, in which a systematic instruction in the writing of Chinese characters is introduced. It is strongly recommended to use both of the texts together for more effective learning.

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ABBREVIATIONS OF PARTS OF SPEECH

Adj	Adjective	xíngróngcí	形容詞
Adv	Adverb	fùcí	副詞
As	Aspect Marker	tǐmào cíwěi	體貌詞尾
AV	Auxiliary Verb	zhùdòngcí	助動詞
Conj	Conjunction	liáncí	連詞
CV	Coverb	fǔdòngcí (jiècí)	輔動詞(介詞)
Det	Determinative	zhĭshìcí	指示詞
DO	Direct Object	zhíjiē bīnyŭ	直接賓語
EV	Equative Verb	duìděng dòngcí	對等動詞
IE	Idiomatic Expression	xíguan yöngyů	習慣用語
IO	Indirect Object	Jiànjiē binyǔ	間接賓語
IV	Intransitive Verb	bíjíwù dòngcí	不及物動詞
MA	Movable Adverb	kěyí fùcí	可移副詞
MW	Measure Word	liàngcí	量詞
N	Noun Se XI	míngcí	名詞
Neg	Negative	fŏudìngcí	否定詞
Nu	Number	shùcí	數詞
O	Oøject	bīnyǔ	賓語
Pron	Pronoun	dàimíngcí	代名詞
PW	Place Word	dìfāngcí	地方詞
QP	Question Particle	yíwènyǔ zhùcí	疑問語助詞
QW	Question Word	yíwèncí	疑問詞
S	Subject	zhǔyǔ	主語
SV	Stative Verb	jìngtài dòngcí	靜態動詞
TW	Time Word	shíjiāncí	時間詞
V	Verb	dòngcí	動詞
VO	Verb-Object	dòngbīn fùhécí	動賓複合詞

CAST OF CHARACTERS



Mǎ Sīwén 馬思文



Mǎ Àiwén 馬愛文



Mǎ xiānsheng 馬先生



Mă tàitai 馬太太



Xǔ Xiǎoměi 許小美



Lín Hǎiyīng 林海英



Mǎ Hóng 馬 紅



Jīn Jiàn 金建



Wáng lǎoshī 王老師

18 MOST FREQUENTLY-USED RADICALS

們

問

地

姐

後

Radical (部首)

Chinese Character (漢字)

人/1

口

土

女

1 心/小

手/扌

日

木

水/;

竹/炊

糸 /糸

+

言

足/显

定/让

金/金

他 喝 土

媽 很 想

手日本

紙 草茶 許 誰

足 跑 近 遠 金

晚 林 海

災 煩 筆 第 紅 累 葉

説

錢

跳 送 銀

報 姓 從 愛 拿才 是 本 樂 酒 熱 等 笨

給

花

請

跟

進

鉛

待

怕

早

湯

緊

菜

話

過

錶

路

燙

來

呢

第一課 你姓甚麼? Lesson 1 What is your family name?



The Chinese How King Hilling the Chinese How I have the chinese How the chines

Lesson 1 Pinyin Text

CONTENTS Text 4 Vocabulary and Illustrative Sentences 5 (tóng, xué, shēng, shì, lǎo, shī, shén, me, bù/bù, mǎ) Pattern Drills 8 (shì and xìng, ma, shénme, yè, ne, yào, hé, děi, bù/bú, zhème and nàme) Sentence Building 15 (shénme, shi, xìng) Questions and Responses Fun Activity

4 漢語入門(上冊)

Text

Nǐ xìng shénme?

What is your family name?

Lǎoshī : Tóngxué zǎo! Wǒ xìng Wáng.

Wǒ shì nǐmen lǎoshī. Nǐ xìng

shénme?

Good morning, students! My

family name is Wang. I am your

teacher. What is your family

name?

Xuésheng 1: Wǒ xìng Xǔ. My family name is Xu.

Lǎoshī : Nǐ xìng shénme? What is your family name?

Xuésheng 2: Wǒ xìng Mǎ. Wy family name is Ma.

Lǎoshī : Nǐ ne? And you?

Xuésheng 3: Wǒ yě xìng Mǎ. My family name is also Ma.

Lǎoshī : Nǐ shì tā jiéjie ma? Are you his elder sister?

Xuésheng 3: Bú shì. Wò shì tā mèimei. No. I am his younger sister.

Lǎoshī Nǐ xìng shénme? What is your family name?

Xuésheng 4: Wǒ xìng Linden. My family name is Linden.

Lǎoshī : Nǐ xìng Lín, hǎo ma? Your family name is Lin, okay?

Xuésheng 4: Hǎo. Okay.

>>> Vocabulary and Illustrative Sentences

1. tóng same, similar, be the same (SV)

tóngxué be in the same school, fellow student, schoolmate; a form of address used in speaking to a student (N)

(1) Tā hé wǒ shì tóngxué. He and I are classmates.

(2) A: Tóngxuémen, nimen Students, how are you?

hǎo ma?

B: Women hao, laoshī. We are fine, teacher.

2. xué study, learn; imitate, mimic; knowledge, subject of study (V)

(1) Nǐ yào xué shénme? What do you want to study?

(2) Tā xué wǒ shuōhuà. He initates the way I speak.

xuéwèn learning, knowledge, scholarship (N)

(1) Tā hěn yǒu xuéwèn. He is very knowledgeable.

(2) Yàoshi nǐ xiǎng yǒu xuéwèn, If you want to have knowledge, you have to "study" and "inquire."

3. shēng give birth to; unfamiliar, unacquainted (V)

☞ shēngrì birthday (N)

A: Míngtiān shì nǐ shēngrì ma? Is tomorrow your birthday?

B: Shì. Míngtiān shì wǒ shēngrì. Yes, tomorrow is my birthday.

xuésheng student, pupil, disciple, follower (N)

(1) Tā shì hǎo xuésheng. He is a good student.

(2) Jīntiān lǎoshī gěi xuésheng Today the teacher gave the zhǐ hé bǐ. Students pens and paper.

4. shì be, am, is, are; correct, right, yes (EV)

(1) A: Tā shì Wáng lǎoshī ma? Is he Professor Wang?

B: Shì. Yes.

6 漢語入門(上冊)

(2) A: Mă lăoshī shì Rìběnrén Is Professor Ma Japanese?

B: Tā yĕxǔ shì Rìbĕnrén. He may be Japanese.

5. lǎo old, aged (SV); always (doing something) (AV)

(1) Tā shì wǒ lǎo tóngxué. He is my old schoolmate.

(2) Wǒ xiǎo mèimei lǎo ài hē My little sister always loves to aìshuǐ.

lăorén old people (N)

Lăorén dou hěn ài shuōhuà ma? Do all old people like to talk?

6. shī teacher, master (N)

(1) A: Nǐ de làoshī xìng shénme? What is your teacher's family

name?

B: Tā xìng Jīn. Her family name is Jin.

(2) Women looshi hen ai women. Our teacher loves us very much.

7. shén very, extremely, more than (AV)

8. me (suffix for shénme, zhème, nàme, zěnme and duóme)

shénme what (thing) ? (QW)

(1) A: Zhè shì shénme? What is this?

B: Zhè shì qián. This is money.

(2) A: Nà shì shénme? What is that?

B: Nà shì qiānbǐ. That is a pencil.

(3) A: Nǐ shuō shénme? What did you say?

B: Wǒ shuō wǒ yào hē qìshuǐ. I said I want to have soft drinks.

zhème so, such, this way, like this (Adv)

(1) Māma jīntiān zhème kuàilè. Mother is so happy today.

	(2) Nĭmen jīntiān dōu zhème máng ma?	Are you all so busy today?
☞ nàme	like that, in that way; then, in tha	nt case (Adv)
	A: Nǐ nàme ài nǐ jiějie ma?	You love your elder sister that much?
	B: Shì. Wǒ hěn ài wǒ jiějie. Tā yě hěn ài wǒ.	Yes. I love my elder sister very much. She also loves me very much.
9. bù/bú	no, not (Neg/Adv)	Mater
	(1) Wǒ bú ài hē jiǔ.	I don't like to drink wine.
	(2) Wǒ bù xiǎng qù Rìběn.	I don't want to go to Japan.
	(3) A: Nǐ jīntiān lái-bu-lái wŏ jiā?	Are you coming to my house today?
	B: Wǒ jíntiān bú qù, míngtiān qù.	I am not going today, but I will go tomorrow.
☞ bú dà	not very, not too (AV)	
	(1) Wǒ jiějie zvijîn bó da kuàilè.	My elder sister has not been very happy lately.
	(2) Tā gege bú dà ài shuōhuà.	His elder brother does not like to talk much.
☞ búguò 🔨	but, however (Conj)	
	A: Tā ài nǐ ma?	Does he love you?
	B: Tā ài wŏ, búguò wŏ bú ài tā.	He loves me, but I don't love him.
10. m ắ	a surname; horse (N)	
	Wǒ māma xìng Mǎ. Tā yě yǒu mǎ.	My mother's family name is Ma. She also has a horse.

Pattern Drills

1.1 THE EQUATIVE VERBS shì AND xìng

Verbs such as <u>shì</u> and <u>xìng</u> are called equative verbs. These verbs connect or equate two nominal expressions on either side of the verb, like the English "is" in the sentence "She is a teacher." In this sentence, "is" equates "she" with "teacher."

S	EV	N
Tā	shì	lăoshī
She is a t	eacher.	1 Dia

1. Wǒ shì xuésheng.

I am a student.

2. Tā xìng Mǎ.

His family name is Ma.

3. Tā shì wǒ mèimei.

She is my younger sister.

4. Tā shì wǒ māma.

She is my mother.

1.2 QUESTIONS USING ma

One way to form a question in Chinese is to add the question particle $\underline{m}\underline{\sigma}$ at the end of a statement.

S	EV	N	QP?
Nĭ	shì	lăoshī	ma?
Are yo	u a teacher?		

1. Nǐ shì xuésheng ma?

Are you a student?

2. Tā shì lǎoshī ma?

Is she a teacher?

3. Nǐ xìng Wáng ma?

Is your family name Wang?

4. Zhè shì biáo ma?

Is this a watch?

1.3 QUESTIONS USING shénme

Another way to form a question in Chinese is to add the question word <u>shénme</u> at the end of a statement. <u>Shénme</u> can also be used to modify persons, things, times, and places.

S EV QW?

Nǐ xìng shénme?

What is your family name?

1. A: Nimen làoshī xìng shénme? What is your teaches's family name?

B: Tā xìng Wáng. His family name is Wang.

2. A: Tā shì shénme rén? Who is he?

B: Tā shì wǒ gēge. He is my elder brother.

3. A: Nǐ yào shénme? What do you want?

B: Wǒ yào qián.

1.4 THE ADVERB ye

<u>Yě</u> "also, too" is a nonmovable adverb. Nonmovable adverbs must precede the verb or stative verb in a sentence.

S	Adv	V/SV	QP
Nĭ	уě	lěng	ma?
Are yo	u cold too?		

1. A: Nǐ shì xuésheng, tā yě shì You are a student. Is he also a student? xuésheng ma?

B: Shì, tā yĕ shì xuésheng. Yes, he is also a student.

2. A: Tā ài hē qìshuǐ, nǐ yě ài hē She likes to have soft drinks. Do you qìshuǐ ma? like to have soft drinks too?

B: Wǒ yě ài hē qìshuǐ. I like to have soft drinks too.

3. A: Wǒ hěn lèi, nǐ lèi ma? I am very tired. How about you?

B: Wǒ yě hěn lèi. I am also very tired.

1.5 THE QUESTION PARTICLE ne

<u>Ne</u> has many uses. In the question "What about (that person or thing)?", <u>ne</u> is used as a question particle. In discourse, both the speaker and the listener know what the question refers to either from the previous conversation or from the context. A new question can be made by adding <u>ne</u> to a new subject. <u>Ne</u> can also be added after a noun or pronoun to create a question.

S	EV	N	S	QP?
Nĭ	shì	xuésheng.	Τā	ne? .
You	are a stu	dent. What al	out l	nim?

1. A: Wǒ xìng Qián. Nǐ ne?

My family name is Qian. And you?

B: Wǒ xìng Mǎ.

My family name is Ma.

2. A: Tā shì Rìběnrén. Nǐ ne?

He is Jacanese. What about you?

B: Wǒ yě shì Rìběnrén.

I am also Japanese.

3. A: Xuésheng hěn máng. Lǎoshī re?

Students are very busy. How about

teachers?

B: Lǎoshī yě hěn máng.

Teachers are very busy too.

1.6 THE WORD <u>yào</u>

<u>Yào</u> "want, want to" can function either as a verb or an auxiliary verb. When <u>yào</u> ar pears in a sentence with a simple direct object, it functions as a verb.

1.6.1 Yào "want" as a verb

S	V	О			
Wŏ	yào	biǎo.			
I want a watch.					

1. A: Nǐ yào shénme?

What do you want?

B: Wǒ yào qián.

I want money.

常一課 你姓甚麼?

2. A: Nǐ de xuésheng yào shénme? What do your students want?

B: Tāmen yào qiānbǐ. They want pencils.

1.6.2 Yào "want to" as an auxiliary verb

When \underline{yao} occurs in a sentence with another verb, it functions as an auxiliary verb.

S AV V O
Wŏ yào hē jiǔ
I want to drink wine.

1. A: Nǐ māma yào hē shénme? What does your mother want to drink?

B: Tā yào hē chá. She wants to drink tea.

2. A: Nǐ yào shuō shénme huà? What language do you want to speak?

B: Wǒ yào shuō Rìběnhuà. I want to speak Japanese.

1.7 THE CONJUNCTION hé

 $\underline{H\acute{e}}$ "and" is a conjunction that can connect two or more nouns or pronouns.

1.7.1 Hé joins two nouns or two pronouns as the subject of a sentence

When using $\underline{h}\underline{\acute{e}}$ to join two nouns or two pronouns as the **subject** of a sentence, the subject is often followed by the adverb \underline{dou} "all" to indicate plurality.

S	Conj	S	Adv	EV	N
Wŏ	hé	tā	dōu	shì	lăoshī.
Both she and I are teachers.					

 Wŏ mèimei hé jiĕjie dōu shì xuésheng. My elder sister and younger sister are both students.

2. Wáng lăoshī hé Jīn lăoshī dōu shì wŏmen lăoshī.

Both Professor Wang and Professor Jin are our teachers.

1.7.2 Hé joins two nouns or two pronouns as the object of a sentence

When using $\underline{h}\underline{\acute{e}}$ to join two nouns or two pronouns as the **object** of a sentence, do **not** add the adverb \underline{dou} "all" to the sentence.

S V O Conj O Wŏ yŏu qiānbǐ hé zhǐ. I have a pencil and paper.

1. Tā yǒu gēge hé mèimei.

He has elder brothers and younger sisters.

2. Wǒmen yào hē qìshuǐ hé chá.

We want to have soft drinks and tea.

1.8 THE AUXILIARY VERB děi

<u>Děi</u> "have to, must, ought to" is an auxiliary verb which always follows the subject and comes before a verb in a sentence.

S AV V O
Wŏ děi hē shuǐ.
I have to drink water.

1. Tā děi qù Rìběn.

He has to go to Japan.

2. Wŏmen dōu dĕi jìnqù.

All of us have to go in.

1.8.1 The pattern yàoshì ... děi ...

<u>Yàoshì</u> ... <u>děi</u> ... "if, suppose, in case ... have to, must" creates a conditional sentence.

Yà<u>oshì</u> S AVV0 S V0 děi Yàoshì nĭ yào xué Rìwén, nĭ děi qù Rìběn. If you want to learn Japanese, you have to go to Japan.

1. Yàoshì nǐ míngtiān lái, wǒ děi If you're coming tomorrow, I have to děng ni. wait for you.

2. Yàoshì nǐ qù, wǒ yě děi qù. If you go, I have to go too.

1.9 THE NEGATIVE ADVERB bù/bú

In Chinese, all verbs (except the verb <u>you</u>) can be negated by placing the adverb <u>bù/bú</u> "not, no" before them. <u>Bù</u> is pronounced in its fourth tone when it is used alone or is followed by a word with the first, second or third tone. When it is followed by a word with the fourth tone, bu is pronounced in its second tone.

S	bú V/SV	0
Τā	bú shì	xuésheng.
He is no	ot a studeoù	

 A: Nǐ shì làoshī ma?
 B: Wò bú shì. Are you a teacher?

I am not.

2. A: Nǐ lèi ma? Are you tired?

B: Wǒ bú lei. I am not tired.

3. A: Nǐ māma máng ma? Is your mother busy?

B: Tā bù máng. She is not busy.

4. A: Jīntiān hěn lěng ma? Is it very cold today?

B: Jīntiān bù hěn lěng. It's not very cold today.

1.9.1 The choice-type question V-bu-V

Choice-type questions are formed by stating affirmative and negative forms of a verb in rapid succession. <u>Bu</u> is pronounced in a neutral tone in choice-type questions.

S	<i>V-</i> <u>bu</u> - <i>V</i>	0?
Tā	shì-bu-shì	nĭ jiějie?
Is she you	ır elder sister?	

1. A: Nǐ jīntiān qù-bu-qù zhǎo Wáng lǎoshī?

Are you going to see Professor Wang

today?

B: Wǒ jīntiān bú qù, míngtiān qù.

I am not going today, (I) am going

tomorrow.

2. A: Nǐ yào-bu-yào xué Rìwén?

Do you want to study Japanese?

B: Wǒ bú yào xué Rìwén.

I don't want to study Japanese.

1.9.2 The split choice-type question V O bu-V

Split choice-type questions are formed by placing the negative form of a verb at the end of a sentence. \underline{Bu} is pronounced in a neutral tone in split choice-type questions.

S	V	0	<u>bu</u> -V?
Τā	shì	nĭ jiějie	bu-shì?
Is she y	our elder si	ster?	

1. A: Nǐ jīntiān qù zhǎo Wáng lǎoshī bu-qù?

Are you going to see Professor Wang

today?

B: Wǒ jīntiān bú qù, míngtiān qù.

I am not going today, (I) am going

tomorrow.

2. A: Nǐ yào xué Rìwén bu-yào?

Do you want to study Japanese?

B: Wǒ bú yào xué Rìwén.

I don't want to study Japanese.

1.10 THE ADVERBS zhème AND nàme

<u>Zhème</u> "so, such, this way, like this" and <u>nòme</u> "like that, in that way; then, in that case" are adverbs. They always come before a verb or a stative verb in a sentence.

S	AV	Adv	V/SV		
Nĭ	děi	zhème/nàme	shuō!		
You must say it this/that way!					

1. Xuésheng dou zhème kuàilè. The students are all so happy.

2. Nǐ děi zhème dǎ qiú. You have to play ball this way.

3. Jīntiān zhème lěng! It is so cold today!

4. Tā tiāntiān dōu nàme xiǎoxīn. He is so careful every day.

Sentence Building

1. 2. 3.

Shénme? Shì Xìng

Shì shénme? Shì shén? Xìng shénme?

Zhè shì shénme? Nǐ shèi? Tā xìng shénme?

Zhè shì Rìběn zhǐ. Wơ shì Wáng lǎoshī. Tā xìng Mǎ.

Questions and Responses

1. Nǐ xìng shénme? Wǒ xìng Mǎ.

What is your family name? My family name is Ma.

2. Tā xìng shénme? Tā xìng Lín.

What is his family name? His family name is Lin.

3. Nǐmen làoshī xìng shénme? Wǒmen làoshī xìng Wáng.

What is your teacher's family name? Our teacher's family name is Wang.

4. Shéi xìng Mǎ? Tā xìng Mǎ.

Whose family name is Ma? His family name is Ma.

5. Shéi xìng Wáng? Whose family name is Wang?

6. Zhè shì shénme? What is this?

7. Nà shì shénme? What is that?

8. Nà shì shénme zhǐ? What kind of paper is that?

9. Nà shì shénme biǎo?
What kind of watch is that?

10. Zhè shì shénme bǐ?
What kind of writing tool is this?

11. Nà shì shénme jiù?
What kind of wine is that?

Wǒ xìng Wáng. Tā yě xìng Wáng. My family name is Wang. His family name is also Wang.

Zhè shì bǐ. This is a pen.

Nà shì jiǔ. That is wine.

Nà shì Rìběn zhǐ. That is Japanese paper.

Nà shì jīnbičo. That is a gold watch.

Zhè shi qiānbi. This is a pencil.

Nà st. Rìběn jĭu. That is Japanese wine.

Fun Activity

eer for Your Team

Dé Dì-Yī To Be Number One		
Yī èr sūn	One two three	
Sān èr yī	Three two one	
Yī èr sān sì wǔ liù qī	One two three four five six seven	
Qī liù wǔ sì sān èr yī	Seven six five four three two one	
Wŏmen yào dé dì-yī	We want to be number one	

第一課 漢字本

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課 文

你姓甚麼?

老師 :同學早!我姓王,我是你們老師。

你姓甚麼?

學生1:我姓許。

老師 : 你姓甚麼?

學生2:我姓馬。

老師:你呢?

學生3:我也姓馬。

老師 : 你是他姐姐嗎?

學生3:不是,我走他妹妹。

老師 . 你姓甚麼?

學生4:我姓Linden。

老師 : 你姓林, 好嗎?

學生4:好。

生詞及例句

- 1. 同 same, similar, be the same as (SV)
- 同學be in the same school, fellow student, schoolmate; a form of address used in speaking to a student (N)
 - (1) 他和我是同學。
 - (2) A: 同學們, 你們好嗎?
 - B: 我們好,老師。
- 2. 学 study, learn; imitate, mimic; knowledge, subject of study (V)
 - (1) 你要學甚麼?
 - (2) 他學我說話。
- ☞ 學問 learning, knowledge, scholarship (M
 - (1) 他很有學問。
 - (2) 要是你想有學問、你得"學"也得"問"
- 3. 生 give birth to; unfamiliar, unacquainted (V)
- ☞ 生日 birthday (N)

A: 明天是你生日嗎?

B. 是。明天是我生日。

- ☞ 學生 student, pupil, disciple, follower (N)
 - (1) 他是好學生。
 - (2) 今天老師給學生紙和筆。
- 4. 是 be, am, is, are; correct, right, yes (EV)
 - (1) A: 他是王老師嗎?B: 是。
 - (2) A: <u>馬</u>老師<u>是日本</u>人嗎?B: 他也許是日本人。

- 5. 老 old, aged (SV); always (doing something) (AV)
 - (1) 他是我老同學。
 - (2) 我小妹妹老爱喝汽水。
- ☞ 老人 old people (N) 老人都很愛說話嗎?
- 6. 師 teacher, master (N)
- ☞老師 teacher (N)
 - (1) A: 你的老師姓甚麼? B: 他姓金。
 - (2) 我們老師很愛我們。
- 7. **甚** very, extremely, more than (AV)
- 8. Kg (suffix for shénme, zhème, name, zěnme and duóme)
- ☞ 甚麼 what (thing)? (QW)
 - (1) A: 這是甚麼 B: 這是錢。
 - - B: 那是鉛筆。
 - (3) A: 你說甚麼?
 - B: 我說我要喝汽水。
- ☞ 這麼 so, such, this way, like this (Adv)
 - (1) 媽媽今天這麼快樂。
 - (2) 你們今天都這麼忙嗎?
- ☞ 那麼 like that, in that way; then, in that case (Adv)
 - A: 你那麼愛你姐姐嗎?
 - B: 是。我很愛我姐姐。她也很愛我。

。不 no, not (Neg/Adv)

- (1) 我不愛喝酒。
- (2) 我不想去日本。
- (3) A: 你今天來不來我家? B: 我今天不去,明天去。
- ☞ 不大
- ☞ 不過

a: 他爱你嗎?
B: 他爱我,不過我不爱他。
surname; horse (N)

支媽媽姓馬。她也有馬。 10.馬

▶ 句型練習

1.1 THE EQUATIVE VERBS 是 AND 姓

Verbs such as <u>是</u> and <u>姓</u> are called equative verbs. These verbs connect or equate two nominal expressions on either side of the verb, like the English "is" in the sentence "She is a teacher." In this sentence, "is" equates "she" with "teacher."

> S EVΝ 她 是 老師。 She is a teacher.

- 1. 我是學生。
- 2. 他姓馬。

- 3. 她是我妹妹。
- 4. 她是我媽媽。

1.2 QUESTIONS USING <u>嗎</u>

One way to form a question in Chinese is to add a question particle <u>嗎</u> at the end of a statement.

S	EV	N	QP?
你	是	老師	
Are yo	u a teacher?	20.1	Mal

- 1. 你是學生嗎?
- 2. 她是老師嗎?
- 3. 你姓王嗎?
- 4. 這是錶嗎?

1.3 QUESTIONS USING <u>基麼</u>

Another way to form a question in Chinese is to add the question word <u>甚麼</u> at the end of a statement. <u>甚麼</u> can also be used to modify persons, things, times, and places.

S EV QW? 你 姓 甚麼? What is your family name?

- 1. A: 你們老師姓甚麼?
 - B: 他姓王。
- 2. A: 他是甚麼人?
 - B: 他是我哥哥。
- 3. A: 你要甚麼?
 - B: 我要錢。

1.4 THE ADVERB 也

<u>&</u> "also, too" is a nonmovable adverb. Nonmovable adverbs must precede the verb or stative verb in a sentence.

S	Adv	V/SV	QP?
你	40	冷	嗎?
Are yo	u cold too?		

1. A: 你是學生,他也是學生嗎?

B: 是,他也是學生。

2. A: 他愛喝汽水,你也愛喝汽水嗎?

B: 我也愛喝汽水。

3. A: 我很累, 你累嗎?

B: 我也很累。

1.5 THE QUESTION PARTICLE 呢

<u>呢</u> has many uses. In the question "What about (that person or thing)?", <u>呢</u> is used as a question particle. In discourse, both the speaker and the listener know what the question refers to either from the previous conversation or from the context. A new question can be made by adding <u>呢</u> to a new subject. <u>呢</u> can also be added after a noun or pronoun to create a question.

SEVNSQP?你是學生。他呢?You are a student. What about him?

1. A: 我姓錢。你呢?

B: 我姓<u>馬</u>。

2. A: 他是日本人。你呢?

B: 我也是日本人。

3. A: 學生很忙。老師呢?

B: 老師也很忙。

1.6 THE WORD 要

要 "want, want to" can function either as a verb or an auxiliary verb. When 要 appears in a sentence with a simple direct object, it functions as a verb.

1.6.1 要 "want" as a verb

S	V	О
我	要	錶。
I want a	ı watch.	

1. A: 你要甚麼?

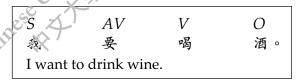
B: 我要錢。

2. A: 你的學生要甚麼?

B: 他們要鉛筆。

1.6.2 要 "wan' to" as an auxiliary verb

When 要 occurs in a sentence with another verb, it functions as an auxiliary verb.



1. A: 你媽媽要喝甚麼?

B: 她要喝茶。

2. A: 你要説甚麼話?

B: 我要說日本話。

1.7 THE CONJUNCTION <u>和</u>

 $\underline{\boldsymbol{\mathcal{P}}}$ "and" is a conjunction that can connect two or more nouns or pronouns.

1.7.1 $\frac{1}{2}$ joins two nouns or two pronouns as the subject of a sentence

When using $\underline{\wedge}$ to join two nouns or two pronouns as the **subject** of a sentence, the subject is often followed by the adverb $\underline{\wedge}$ "all" to indicate plurality.

SConjSAdvEVN我和他都是老師。Both she and I are teachers.

- 1. 我妹妹和姐姐都是學生。
- 2. 王老師和金老師都是我們老師。

1.7.2 <u>种</u> joins two nouns or two pronouns as the object of a sentence

When using <u>**</u> to join two nouns or two pronouns as the **object** of a sentence, do **not** add the adverb ****** "all" to the sentence.

S V O Conj O 我 有 鉛筆 和 紙。 I have a pencil and paper.

- 1. 他有哥哥和妹妹。
- 2. 我們要喝汽水和茶。

1.8 THE AUXILIARY VERB 得

径 "have to, must, ought to" is an auxiliary verb which always follows the subject and comes before a verb in a sentence.

S AV V O 我 得 喝 水。 I have to drink water.

- 1. 他得去日本。
- 2. 我們都得進去。

1.8.1 The Pattern <u>要是</u>…… <u>得</u>……

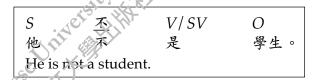
<u>要是</u>……<u>得</u>……"if, suppose, in case … have to, must" creates a conditional sentence.

要是 S AVV0 S 得 V0 要是 你 要 學 日文, 你 得 去 日本。 If you want to learn Japanese, you have to go to Japan.

- 1. 要是你明天來,我得等你。
- 2. 要是你去,我也得去。

1.9 THE NEGATIVE ADVERB X

In Chinese, all verbs (except the verb $\underline{\Lambda}$) can be negated by placing the adverb $\underline{\Lambda}$ "not, no" before them. $\underline{\Lambda}$ is pronounced in its fourth tone when it is used alone or is followed by a word with the first, second or third tone. When it is followed by a word with the fourth tone, $\underline{\Lambda}$ is pronounced in its second tone.



- 1. A: 你是老師嗎?
 - B: 我不是。
- 2. A: 你累嗎?
 - B: 我不累。
- 3. A: 你媽媽忙嗎?
 - B: 她不忙。
- 4. A: 今天很冷嗎?
 - B: 今天不很冷。

1.9.1 The choice-type question V-<u>不</u>-V

Choice-type questions are formed by stating affirmative and negative forms of a verb in rapid succession. $\underline{\mathcal{K}}$ is pronounced in a neutral tone in choice-type questions.

S V-<u>不</u>-V O? 她 是不是 你姐姐? Is she your elder sister?

- 1. A: 你今天去不去找王老師?
 - B: 我今天不去,明天去。
- 2. A: 你要不要學日文?
 - B: 我不要學日文。

1.9.2 The split choice-type question V O <u>不</u>-V

Split choice-type questions are formed by placing the negative form of a verb at the end of a sentence. $\underline{\mathcal{K}}$ is pronounced in a neutral tone in split choice-type questions.

S V O <u>不</u>-V? 她 是 你姐姐 不是? Is she your elder sister?

- 1. A: 你今天去找王老師不去?
 - B: 我今天不去,明天去。
- 2. A: 你要學日文不要?
 - B: 我不學日文。

1.10 THE ADVERBS 這麼 AND 那麼

這麼 "so, such, this way, like this" and <u>那麼</u> "like that, in that way; then, in that case" are adverbs. They always come before a verb or a stative verb in a sentence.

漢語入門(上冊)

SAVAdvV/SV你得這麼/那麼説!You must say it this/that way!

- 1. 學生都這麼快樂。
- 2. 你得這麼打球。
- 3. 今天這麼冷!
- 4. 他天天都那麼小心。

造造句

甚麼?

1.

是甚麼? 是誰?

這是甚麼?

你是誰?

2.

是

這是日本紙。

姓

姓甚麼?

他姓甚麼?

他姓馬。

▶ 問答

1. 你姓甚麼?

2. 他姓其麼?

3. 你們老師姓甚麼?

4. 誰姓馬?

5. 誰姓王?

6. 這是甚麼?

7. 那是甚麼?

8. 那是甚麼紙?

9. 那是甚麼錶?

10. 這是甚麼筆?

11. 那是甚麼酒?

我姓馬。

他姓林。

我們老師姓王。

他姓馬。

我姓王,他也姓王。

這是筆。

那是酒。

那是日本紙。

那是金錶。

這是鉛筆。

那是日本酒。

▶ 閲讀

第一課 你姓甚麼?

王老師

我們老師姓王。我們同學,有人姓馬、有人姓許。

王老師問我姓甚麼。我說:"我姓 Linden。"他說:"你姓<u>林</u>,好嗎?"我說:"好。"他也問我是不是<u>日本</u>人。我說:"我不是<u>日本</u>人,我媽媽是<u>日本</u>人。"王老師問我們累不累?我們說。"我們今天很累。"

王老師很好,他也很有學問。他說,要是我們想要有學問,我們得"學",不要怕"問"。