



New

# Contemporary Chinese

## 新当代中文

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课本 1  
Textbook

**Sinolingua**

华语教学出版社

全国教材建设先进集体

First Edition 2023

ISBN 978-7-5138-2231-2

Copyright 2023 by Sinolingua Co., Ltd

Published by Sinolingua Co., Ltd

24 Baiwanzhuang Street, Beijing 100037, China

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Printed by Beijing Zhongke Printing Co., Ltd

*Printed in the People's Republic of China*

## User's Guide to *New Contemporary Chinese*

The Chinese language learning coursebook series *New Contemporary Chinese* has been designed around the basis of grammatical structure and integrated with differing topics, functions, and cultural aspects. This series aims to develop students' comprehensive skills of listening to, speaking, reading, and writing Chinese. It includes **Textbooks** volumes one through four, with an accompanying **Exercise Book**, a **Teacher's Book**, **Supplementary Reading Materials**, and **Testing Materials** for each volume, as well as a **Character Book** for Volume 1 and Volume 2 and the companion **Character Writing Workbook** (two books for Volume 1 and two books for Volume 2).

As a complete textbook series, *New Contemporary Chinese* is tailored to beginners of the Chinese language and aims to develop the abilities of listening comprehension, speaking, reading, and writing of the language. This series is adapted from *Contemporary Chinese*, which has been widely used worldwide for nearly two decades. *New Contemporary Chinese* follows the Chinese Proficiency Grading Standards for International Chinese Language Education while keeping up with the development trends in Chinese society. The series has the following new features: re-structured content and teaching procedures to provide an easier approach for both students and teachers; more specific learning objectives; updated topics; more exercises, class activities, and negotiated interaction in and out of class; encouraging active and reflective learning.

Features of this series:

1. Elementary-level instruction: Equal importance is attached to conversation, phonetics, and Chinese characters, and a systematic approach is taken to teach these three aspects independently. Phonetics is the key to speech and thus the teaching focus at the elementary level. At the same time, Chinese characters are the stepping stone to reading and writing, so characters should be taught beginning with basic strokes and stroke orders and a few characters with typical structures to cultivate a sense of their overall structure in students. Conversation should be taught by asking students to repeat complete sentences after listening. We suggest that 1/5 of a class period be spent in teaching conversation, 3/5 training phonetics, and 1/5 practicing characters succes-

sively so that this course will not only help students to create a solid foundation of phonetics and Chinese characters, but also satisfy their communication desires, and help them to acquire a sense of achievement.

2. Phonetic instruction: At the elementary level, phonetic teaching is carried out from an overview of the subject to details, then back to an overview. In this way, students can, at the outset, obtain a complete picture of Chinese phonetics. A focus may be put on training students' pronunciation step by step and finally reviewing what they have learned. Despite all the phonemes being listed in the textbook, a concentration on teaching difficult phonemes should be made instead of putting equal focus on all. Translations are given for corresponding pinyin vocabulary words to reduce the monotony of memorizing meaningless phonetic units. The textbook combines the teaching of syllables and phonemes with speech flow. Instruction may begin from syllable to phoneme to improve the latter's accuracy or from syllable to speech flow to reveal the functions and changes of phonetics during vernacular discourse. Phonetic teaching is a long-term task; therefore, phonetic training remains a significant part of the textbook after the elementary level.

3. Chinese Character instruction: The **Character Book**, for Volumes 1 and 2 of the textbook series, is designed based on the unique features of Chinese characters to improve teaching effectiveness. In the series, we will shift from the traditional method of requiring students to recognize and write characters simultaneously to separating the two processes; first reading and later writing at the elementary level. After the elementary level, we will continue to distinguish these two processes by only requiring students to read and write around 25 characters per unit. By the end of Volume 2, students will possess the competence to simultaneously read and write Chinese characters. At this stage, character exercises need to be strengthened. In contrast, stories related to characters can be told to stimulate students' interest in learning and help them better memorize and understand Chinese.

4. Vocabulary instruction: The vocabulary in this series can be used independently of other segments. They are organized practically and systematically with special exercises designed around them. In addition, the course series places a premium on the instruction of morphemes and adopts the teaching method of combining characters into words or associating words with characters. In **Character Book**, the meaning of morphemes for specific words is presented and then combined with previously learned characters to form new words to expand students' vocabulary.

5. Grammar instruction: This series keeps the grammar to the simplest level and focuses on the application of grammar and the learning habits of non-native learners. One approach adopted

is to treat grammar points as the usages of words or phrases. For instance, the series does not list the modal verb as a grammar point as in other types of textbooks. Instead, several modal verbs are taught individually with an emphasis on the differences between 能 and 会. Another approach is to bypass some grammar points such as complex sentences and introduce correlatives as new words such as 可是 and 所以 at an early stage. Students will learn the new words first and the grammar later. The grammar points are sequenced according to their levels of difficulty and are reinforced at various stages. Many exercises are provided to train students to translate grammatical knowledge into an operational command of the language. Grammar terms are kept at a minimal level, and more semantic and pragmatic explanations are provided. More detailed grammar points and some grammar-related questions are included in the **Teacher's Books** for the benefit of the teachers.

6. Culture instruction: This series emphasizes everyday life, trends of the current age, and contemporary issues and features cultural differences and common grounds to make Chinese more relatable to students. The texts combine information about China and learners' native countries, focusing on the former. Traditional culture and contemporary society are both covered, focusing on the latter.

7. Unit structure: **Textbooks** are composed of different units. In Volumes 1 and 2, each unit is divided into four parts. The first part is learning objectives, which highlight the key points of study for the students. The second part consists of the vocabulary list and corresponding preliminary exercises which places emphases on the pronunciation, meaning, and usage of the key vocabulary. The third part is the texts, and each text is preceded by key sentences and warm-up activities, aiming to draw students' attention to the topic and language form of the unit. Such a scaffolding of activities and exercises are a manifestation of the teaching process aimed at examining students' preview of the vocabulary and familiarizing them with words and expressions as well as key grammar points. Furthermore, each text is followed by listening and reading exercises to check and enhance students' understanding of the contents; certain extension tasks are also included through group discussion and other means to promote interaction among the students and guide them for further study. Language points and cultural notes constitute the fourth part of each unit. Cultural notes are provided for general reading, while language points can be seen as a summary of the unit's key teaching points. These language points should be integrated into the course lesson plans; teachers can also use these language points to give error-correcting feedback to students through the exercises. In the **Exercise Book**, relevant exercises are also designed regarding

the cultural knowledge of each unit for teachers' reference.

In Volumes 3 and 4, each unit is divided into four parts. The first part is learning objectives, which highlight the key points of study for the students. The second part is the vocabulary list, which is followed by filling exercises. It can help students use the vocabulary in specific contexts, thus enhancing their understanding of the keywords. The third part focuses on the texts, and there are two texts in each unit. Following each text are listening, filling, or reciting exercises designed to check and enhance students' understanding of the contents; specific extension tasks are also included through group discussion to promote interaction among the students and improve their high-order thinking skills. Language points and cultural notes constitute the fourth part of each unit. Cultural notes are provided for general reading, while language points can be seen as a summary of the unit's key teaching points. These language points should be integrated into the course lesson plans; teachers can also use these language points to give error-correcting feedback to students through the exercises.

The **Exercise Book** supplements the **Textbook**. The listening and reading exercises in the **Exercise Book** are designed to include some new words. Students are not expected to learn them as they will not affect their ability to answer the questions. This arrangement allows students to familiarize themselves with authentic communication scenarios and enhance their ability to communicate with Chinese speakers in real life.

8. Teaching plans: Each volume of this series is divided into 12 units, and it is suggested that 6-8 class periods be spent on each unit (Volume 1 contains eight units preceded by Unit 0, which is a preparation unit that can be covered over 24 class periods). Thus, each volume will take one semester or a school year to complete depending on the weekly class hour arrangement of the course and the level of students.

Please refer to the **Teacher's Book** for more information regarding the basic structure and compiling thoughts of the series, and other reference materials, background information, and teaching advice.

We are always grateful for any of your suggestions and advice.

Wu Zhongwei  
wuzhongwei@fudan.edu.cn

# To the Learner

## Welcome to *New Contemporary Chinese*!

*New Contemporary Chinese* is designed for students whose native language is English. The ultimate goal of this series is to develop the student's ability to comprehend and communicate in the Chinese language. Specifically, it provides training in the skills of listening, speaking, reading, and writing Chinese.

The whole series consists of **four volumes**. You may work through the whole series or use only the volumes of your choice.

The following are to be used together with the **Textbook**:

- ✧ **Exercise Book**
- ✧ **Character Book (only for Volume One and Volume Two)**
- ✧ **Audio Materials**
- ✧ **Teacher's Book**
- ✧ **Testing Materials**
- ✧ **Supplementary Reading Materials**
- ✧ **Character Writing Workbook (for Volume One and Volume Two)**

The **Textbook**:

- keeps up with the fast-changing Chinese society,
- is concise, practical, authentic, and topical,
- is adaptable to the varied needs of different students,
- gives equal attention to listening, speaking, reading, and writing,
- guides your learning step by step.

After working through **Volume One**, you should have a good command of **352 Chinese words and expressions, 343 Chinese characters, 27 grammar items and 28 communicative function items**, and thus have a basic command of Chinese.

Learning Chinese is not so hard.

Let's start!

## Greetings and Polite Expressions

你好!

Nǐ hǎo!

Hello!

你好!

Nǐ hǎo!

Hello!

谢谢!

Xièxie!

Thank you!

不客气。

Bú kèqi.

You are welcome.

对不起!

Duìbuqǐ!

I'm sorry.

没关系。

Méi guānxi.

That's all right.

再见!

Zàijiàn!

Goodbye!

再见!

Zàijiàn!

Goodbye!



## Classroom Speech

Shàng kè.

Class begins.

Xià kè.

Class is over.

Xiànzài xiūxi yíxià.

Now let's have a rest.

Xiànzài jìxù shàng kè.

Now let's continue.

Qǐng dǎkāi shū, fāndào dì-sān yè. Open your books and turn to page 3, please.

Qǐng tīng lùyīn.

Listen to the recording, please.

Qǐng gēn wǒ dú.

Read after me, please.

Qǐng zài shuō yí biàn.

Say it again, please.

Zhè shì shénme yìsì?

What does this mean?

... (Zhōngwén) zěnmē shuō?

How do you say... in Chinese?

... (Hànzì) zěnmē xiě?

How do you write...?

Qǐng dú yíxià.

Read it, please.

Qǐng xiě yíxià.

Write it, please.

Qǐng fānyì yíxià.

Translate it, please.

Duì bu duì?

Is it right?

Duì.

Yes, it is. / It's right.

Bú duì.

No, it isn't. / It's not right.

Qǐng kàn hēibǎn.

Look at the blackboard, please.

Xiànzài tīngxiě.

Let's have a dictation now.

Xiànzài zuò liànxí.

Let's do exercises now.

Jīntiān de zuòyè shì ...

Today's homework is...

## Chinese Grammar Terms

|                  |           |                 |      |
|------------------|-----------|-----------------|------|
| noun             | N.        | míngcí          | 名词   |
| place word       | PW        | chùsuǒcí        | 处所词  |
| time word        | TW        | shíjiāncí       | 时间词  |
| location word    | LW        | fāngwèicí       | 方位词  |
| pronoun          | Pron.     | dàicí           | 代词   |
| question word    | QW        | yíwèncí         | 疑问词  |
| verb             | V.        | dòngcí          | 动词   |
| directional verb | DV        | qūxiàng dòngcí  | 趋向动词 |
| modal verb       | MV        | néngyuàn dòngcí | 能愿动词 |
| adjective        | Adj.      | xíngróngcí      | 形容词  |
| numeral          | Num.      | shùcí           | 数词   |
| measure word     | MW        | liàngcí         | 量词   |
| adverb           | Adv.      | fùcí            | 副词   |
| preposition      | Prep.     | jiècí           | 介词   |
| conjunction      | Conj.     | liáncí          | 连词   |
| particle         | Part.     | zhùcí           | 助词   |
| interjection     | Interj.   | tàncí           | 叹词   |
| subject          | Subj.     | zhǔyǔ           | 主语   |
| predicate        | Pred.     | wèiyǔ           | 谓语   |
| object           | Obj.      | bīnyǔ           | 宾语   |
| attributive      | Attrib.   | dìngyǔ          | 定语   |
| complement       | Comple.   | bǔyǔ            | 补语   |
| adverbial        | Adverbial | zhuàngyǔ        | 状语   |

## People in the Text

There is a famous university called Lincoln University in a beautiful city on the west coast of North America. Young people from different countries study there:



Bái Xiǎohóng  
白小红  
female, Chinese,  
international student



Wáng Yīng  
王英  
female, Chinese Canadian,  
Chinese major student



Jiāng Shān  
江山  
male, American,  
Chinese major student



Mǎdīng  
马丁  
male, Australian, Chinese  
major student

They have a Chinese teacher who always pretends to not know English while in the class:



Zhāng Lín  
张林  
male, Chinese, over forty,  
Chinese language teacher

Several friends work in companies:



Dīng Hànnshēng  
丁汉生  
male, Chinese,  
import-export  
businessman



Jiékè  
杰克  
male, Canadian,  
import-export businessman

And one more, a college student in the UK:



Zhāng Yuányuan  
张园园  
female, New Zealander  
of Chinese origin, Jiang  
Shan's girlfriend, a  
Chinese major student in  
the Department of Chinese  
Language at the Eastern  
College

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Eastern College is big and beautiful

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# Unit 0

## Rùmén 入门 Preparation

### 0.1



#### 学习目标 Xuéxí Mùbiāo Learning objectives

★ Learning pinyin



#### 语音概要 Yǔyīn Gàiyào Introduction to phonetics

##### 音节结构 Yīnjié Jiégòu Structure of syllables

In Chinese, a syllable is composed of an initial (Shēngmǔ), a final (Yùnmǔ) and a tone (Shēngdiào).

| Shēngdiào tone  |             |
|-----------------|-------------|
| Shēngmǔ initial | Yùnmǔ final |

e.g. mā

Here m is the initial (Shēngmǔ) and a is the final (Yùnmǔ), and above the final is the tone mark.

A syllable may consist of a final and a tone only.

e.g. ò

声母 Shēngmǔ Initials

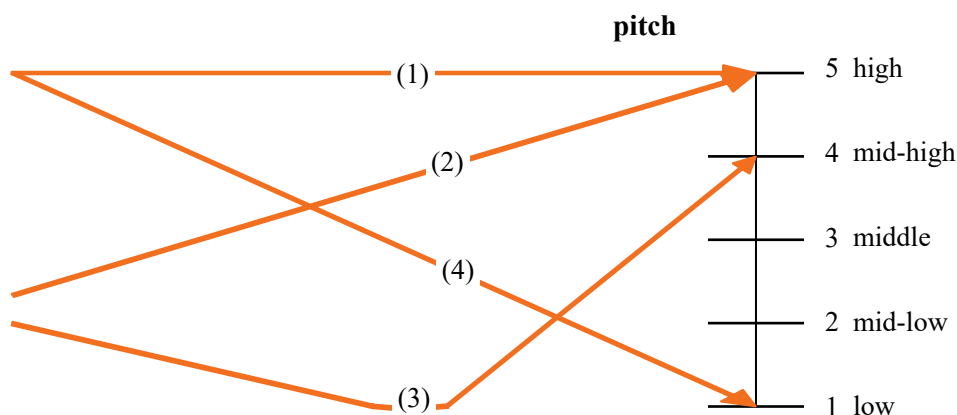
b      p      m      f      d      t      n      l  
g      k      h      j      q      x  
zh    ch    sh    r      z      c      s

韵母 Yùnmǔ Finals

|     |          |          |     |
|-----|----------|----------|-----|
|     | i        | u        | ü   |
| a   | ia       | ua       |     |
| o   |          | uo       |     |
| e   | ie       |          | üe  |
| -i  |          |          |     |
| er  |          |          |     |
| ai  |          | uai      |     |
| ei  |          | uei (uí) |     |
| ao  | iao      |          |     |
| ou  | iou (iu) |          |     |
| an  | ian      | uan      | üan |
| en  | in       | uen (un) | ün  |
| ang | iang     | uang     |     |
| eng | ing      | ueng     |     |
| ong | iong     |          |     |

声调 Shēngdiào Tones

|     |              |                 |   |     |
|-----|--------------|-----------------|---|-----|
| 第一声 | dì-yī shēng  | the first tone  | — | 55  |
| 第二声 | dì-èr shēng  | the second tone | / | 35  |
| 第三声 | dì-sān shēng | the third tone  | ˇ | 214 |
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### 文化点 Wénhuà Diǎn Cultural notes

Hànyǔ Pīnyīn

汉语拼音

#### Pinyin, the Chinese Phonetic System

Hànyǔ Pīnyīn (pinyin for short) is used as the Romanization system in this set of textbooks. Since the beginning of the 20th century, people who work with the Chinese language have designed several systems of phonetic symbols to deal with the fact that Chinese characters do not fully represent their pronunciation. The more important systems are the “Zhuyin Phonetic Alphabet (Zhùyīn Zìmǔ)”, the “Guoyu Romanization System (Guóyǔ Luómǎzì)” and the “New Latinized Writing (Lǎdīnghuà Xīnwénzì),” etc. The “Chinese Phonetic System (Hànyǔ Pīnyīn Fāng’àn)”, abbreviated “pīnyīn”, was first published in 1958. This system has already been adopted by the United Nations and many other international organizations for spelling the Chinese language and for Chinese names. It has replaced many of the other systems and is widely used both inside and outside China.

# 附 1 注音字母、拼音字母、国际音标对照表

Appendix I

Corresponding Phonetic Symbols

| ZPA | CPA | IPA   | ZPA | CPA    | IPA   | ZPA | CPA  | IPA   |
|-----|-----|-------|-----|--------|-------|-----|------|-------|
| ㄅ   | b   | [p]   | ㄆ   | -i (前) | [ɿ]   | ㄇ   | in   | [in]  |
| ㄆ   | p   | [pʼ]  | ㄇ   | -i (后) | [ʊ]   | ㄏ   | iang | [iaŋ] |
| ㄇ   | m   | [m]   | ㄏ   | i      | [i]   | ㄏ   | ing  | [iŋ]  |
| ㄈ   | f   | [f]   | ㄨ   | u      | [u]   | ㄨ   | ua   | [uA]  |
| ㄈ   | v   | [v]   | ㄩ   | ü      | [y]   | ㄨ   | uo   | [uo]  |
| ㄉ   | d   | [t]   | ㄩ   | a      | [A]   | ㄨ   | uai  | [uai] |
| ㄊ   | t   | [tʼ]  | ㄣ   | o      | [o]   | ㄨ   | uei  | [uei] |
| ㄋ   | n   | [n]   | ㄣ   | e      | [ɤ]   | ㄨ   | uan  | [uan] |
| ㄌ   | l   | [l]   | ㄣ   | ê      | [ɛ]   | ㄨ   | uen  | [uən] |
| ㄍ   | g   | [k]   | ㄣ   | er     | [ə]   | ㄨ   | uang | [uaŋ] |
| ㄎ   | k   | [kʼ]  | ㄣ   | ai     | [ai]  | ㄨ   | ueng | [uəŋ] |
| ㄋ   | ng  | [ŋ]   | ㄣ   | ei     | [ei]  | ㄨ   | ong  | [uŋ]  |
| ㄏ   | h   | [x]   | ㄣ   | ao     | [au]  | ㄩ   | üe   | [yɛ]  |
| ㄐ   | j   | [tɕ]  | ㄣ   | ou     | [ou]  | ㄩ   | üan  | [yən] |
| ㄑ   | q   | [tɕʼ] | ㄣ   | an     | [an]  | ㄩ   | ün   | [yn]  |
| (ㄑ) |     | [ɲ]   | ㄣ   | en     | [ən]  | ㄩ   | iong | [yŋ]  |
| ㄒ   | x   | [ɕ]   | ㄣ   | ang    | [aŋ]  |     |      |       |
| ㄗ   | zh  | [tʂ]  | ㄣ   | eng    | [əŋ]  |     |      |       |
| ㄘ   | ch  | [tʂʼ] | ㄣ   | ia     | [iA]  |     |      |       |
| ㄙ   | sh  | [ʂ]   | ㄣ   | ie     | [iɛ]  |     |      |       |
| ㄨ   | r   | [ʐ]   | ㄣ   | iao    | [iau] |     |      |       |
| ㄨ   | z   | [ts]  | ㄣ   | iou    | [iou] |     |      |       |
| ㄨ   | c   | [tsʼ] | ㄣ   | ian    | [iɛn] |     |      |       |
| ㄨ   | s   | [s]   |     |        |       |     |      |       |



## 课堂活动 Kètáng Huódòng Classroom activity

Unit  
0

Read aloud the following syllables. Ask your teacher to listen to your pronunciation and point out any problems. Which do you think is difficult to pronounce? Circle them.

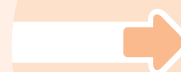
|          |         |            |             |          |        |
|----------|---------|------------|-------------|----------|--------|
| dùzi     | tùzi    | shuìjiào   | shuǐjiǎo    | qǐngwèn  | qīnwǎn |
| zǐdàn    | jǐdàn   | shǎoshù    | xiǎoshù     | zìjǐ     | cíqì   |
| yóuyù    | měinǚ   | fǎlǜ       | xuéxí       | xuǎnjǔ   | chūqù  |
| pángbiān | pànbíe  | shàngchuán | xióngzhuàng | jīāngjūn |        |
| zhèngzhì | jǐngjì  | cānguān    | kuānkuò     | jiéhūn   |        |
| niúròu   | shēngnì | rè'ài      | chàng gē    | zhèr     | wǒmen  |

## 0.7



## 学习目标 Xuéxí Mùbiāo Learning objectives

- ★ Talking about date and weather, greeting people and making small talks
- ★ Phonetics revision



## 会话 Huìhuà Conversation



Dialogue 1: A and B are roommates.

A: Jīntiān jǐ hào ?  
 today which day/date  
 What's the date today?

B: Jīntiān shí'èr yuè èrshíwǔ hào.  
 today twelve month two-ten five day/date  
 Today is December 25<sup>th</sup>.

|        |        |         |         |           |            |
|--------|--------|---------|---------|-----------|------------|
| yī yuè | èr yuè | sān yuè | sì yuè  | wǔ yuè    | liù yuè    |
| qī yuè | bā yuè | jiǔ yuè | shí yuè | shíyī yuè | shí'èr yuè |

|              |              |     |             |            |
|--------------|--------------|-----|-------------|------------|
| yī hào       | èr hào       | ... | jiǔ hào     | shí hào    |
| shíyī hào    | shí'èr hào   | ... | shíjǐ hào   | èrshí hào  |
| èrshíyī hào  | èrshí'èr hào | ... | èrshíjǐ hào | sānshí hào |
| sānshíyī hào |              |     |             |            |

\* \* \*

Dialogue 2: A and B are neighbors. A meets B who is walking his/her dog.

A: Jīntiān tiānqì búcuò.  
 today weather not bad  
 It's fine today.

B: Shì a, bù lěng bú rè, hěn shūfu.  
 yes a particle not cold not hot very comfortable  
 Yes. It's neither cold nor hot. It's fine.

A: Zhè zhī xiǎo gǒu hěn kě'ài.  
 this measure word small/little dog very lovely  
 This little dog is very cute.

B: Xièxie!  
 Thank you!

\* \* \*

Dialogue 3: A and B are friends. They meet C.

C: Nǐmen jīntiān gōngzuò bu gōngzuò?  
 you (plural form) today work not work  
 Do you work today?

A: Wǒ gōngzuò. Tā bù gōngzuò.  
 I work he/she not work  
 I work today. He/She doesn't work today.

B: Wǒ jīntiān xiūxi. Nǐ hěn máng ba?

I today rest you very busy *a particle*

I have a day off. (I think) you are quite busy?

A: Hái kěyǐ.

passably not bad

It's OK.

### 活动 Huódòng Activity

Roleplay: Exchange greetings.

Words for reference:

piàoliang beautiful, pretty

kě'ài lovely

shūfu comfortable

búcuò not bad; good

máng busy

hái kěyǐ passable; not bad



## 语音复习 Yǔyīn Fùxí Phonetics revision

### 声母 Shēngmǔ Initials

|    |    |    |   |   |   |   |   |
|----|----|----|---|---|---|---|---|
| b  | p  | m  | f | d | t | n | l |
| g  | k  | h  |   | j | q | x |   |
| zh | ch | sh | r | z | c | s |   |

### 韵母 Yùnmǔ Finals

|    |    |    |    |     |     |     |     |     |     |      |      |      |
|----|----|----|----|-----|-----|-----|-----|-----|-----|------|------|------|
|    | a  | o  | e  | ai  | ei  | ao  | ou  | an  | en  | ang  | eng  | ong  |
| i  | ia |    | ie |     |     | iao | iou | ian | in  | iang | ing  | iong |
| u  | ua | uo |    | uai | uei |     |     | uan | uen | uang | ueng |      |
| ü  |    |    | üe |     |     |     |     | üan | ün  |      |      |      |
| -i |    |    |    |     |     |     |     |     |     |      |      |      |
| er |    |    |    |     |     |     |     |     |     |      |      |      |



## 声调 Shēngdiào Tones

mā má mǎ mà

## 轻声 Qīngshēng Neutral tone

māma mother

## 第三声的变调 Dì-sān Shēng De Biàndiào 3<sup>rd</sup> tone sandhi

shǒubiǎo watch (n.)

shǔbiāo computer mouse yǔyán language

yǐnliào soft drinks ěrduo ear

## 儿化韵 Érhua Yùn Retroflex final

huār flower wánr to play

The following pinyin words have been listed in 0.1. Read them again and ask your teacher to listen and point out what your progress and problems are.

|          |         |            |             |          |        |
|----------|---------|------------|-------------|----------|--------|
| dùzi     | tùzi    | shuìjiào   | shuǐjiǎo    | qǐngwèn  | qīnwǎn |
| zǐdàn    | jǐdàn   | shǎoshù    | xiǎoshù     | zìjǐ     | cíqì   |
| yóuyù    | měinǚ   | fǎlù       | xuéxí       | xuǎnjǔ   | chūqù  |
| pángbiān | pànbié  | shàngchuán | xióngzhuàng | jiāngjūn |        |
| zhèngzhì | jīngjì  | cāngūān    | kuānkuò     | jiéhūn   |        |
| niúròu   | shēngnì | rè'ài      | chàng gē    | zhèr     | wǒmen  |



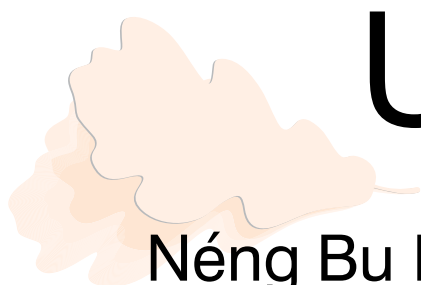
## 文化点 Wénhuà Diǎn Cultural notes

Zhōngguó De Pǔtōnghuà Hé Fāngyán  
中国的普通话和方言

### Putonghua and Chinese Dialects

The Chinese language, includes the following dialect groups: (1) the northern dialect group, used by about 70% of Chinese people, the best-known form of which is the Beijing dialect; (2) Wú dialects, represented by Shanghainese; (3) Xiāng dialects, including many forms spoken in Húnán Province; (4) Gàndialects, used in Jiāngxī Province; (5) Hakka (Kèjīā) dialects, represented by speech found in Méi

County (Méi Xiàn) in Guǎngdōng Province but found throughout Guǎngdōng, Guǎngxī, Fújiàn, Jiāngxī and other places; (6) Mǐn dialects, which are distributed throughout Fújiàn Province, Cháozhōu and Shàntóu districts of Guǎngdōng Province, Hǎinán Province, and most of Táiwān; and (7) Yuè dialects, also known as Cantonese. The differences between dialects lie mainly in the pronunciation, certain vocabulary items and to a certain extent, grammar. They can differ as widely from each other as French and Italian.



# Unit 5

Néng Bu Néng Piányi Diǎnr ?

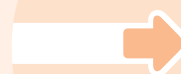
能 不 能 便宜 点儿?

Can You Make It Cheaper?



## 学习目标 Xuéxí Mùbiāo Learning objectives

- ✿ Learning lexical tones and sentence intonation; 能 and 会 ; 和 , 也 and 还 ; the particle 吧 ; the reduplication of verbs; attributives
- ✿ Being able to express ability and preference, make suggestions, do shopping and go dining
- ✿ Being familiar with common ways of shopping in China



# 5.1

Zhè Liǎng Shuāng Wàzi Duōshao Qián?

这两双袜子多少钱？

How much are these two pairs of socks?



## 关键句 Guānjiàn Jù Key sentences

Wǒ néng bu néng shì yì shì?

我 能 不 能 试 一 试 ？

May I try?

Zhè liǎng shuāng wàzi duōshao qián?

这 两 双 袜 子 多 少 钱 ？

How much are these two pairs of socks?

Wǒ huì shuō yìdiǎnr Zhōngwén.

我 会 说 一 点 儿 中 文 。

I can speak a little Chinese.

Nà shuāng hēi wàzi bǐjiào piányi, yě bǐjiào piàoliang.

那 双 黑 袜 子 比 较 便 宜 ， 也 比 较 漂 亮 。

The black socks are cheaper and more beautiful.



## 热身讨论 Rèshēn Tǎolùn Warm up

Where can you bargain when shopping in China? What about in your country?  
Get to know the value of the renminbi in China and guess how much the following items are sold for.



\_\_\_\_\_ 元



\_\_\_\_\_ 元



\_\_\_\_\_ 元



\_\_\_\_\_ 元



## 词语 Cíyǔ Words and expressions

|    |       |             |             |   |
|----|-------|-------------|-------------|---|
| 1  | 卖家    | ( N. )      | màijia      | seller                                    |
| 2  | 哟     | ( Interj. ) | yō          | interjection expressing a slight surprise |
| 3  | 会     | ( MV )      | huì         | can; have the skill (to do sth.)          |
| 4  | 一点儿   |             | yìdiǎnr     | a little                                  |
| 5  | 买     | ( V. )      | mǎi         | buy                                       |
|    | 卖     | ( V. )      | mài         | sell                                      |
| 6  | 双     | ( MW )      | shuāng      | pair                                      |
| 7  | 袜子    | ( N. )      | wàzi        | sock                                      |
| 8  | 太     | ( Adv. )    | tài         | excessively, too; more than enough        |
|    | 太……了! |             | tài ... le  | It's so/too...!                           |
|    | 不太……  |             | bú tài ...  | not too...                                |
| 9  | 贵     | ( Adj. )    | guì         | expensive                                 |
| 10 | 便宜    | ( Adj. )    | piányi      | cheap                                     |
| 11 | 钱     | ( N. )      | qián        | money                                     |
| 12 | 白     | ( Adj. )    | bái         | white                                     |
| 13 | 块 (元) | ( MW )      | kuài (yuán) | unit of renminbi                          |
| 14 | 黑     | ( Adj. )    | hēi         | black                                     |
| 15 | 还     | ( Adv. )    | hái         | as well; in addition                      |
| 16 | 件     | ( MW )      | jiàn        | measure word for coats                    |
| 17 | T恤    | ( N. )      | T-xù        | T-shirt                                   |
|    | 衣服    | ( N. )      | yīfu        | clothes                                   |
|    | 东西    | ( N. )      | dōngxi      | thing                                     |
| 18 | 试     | ( V. )      | shì         | try                                       |
| 19 | 那     | ( Conj. )   | nà          | In that case...; Well then...             |
| 20 | 手机    | ( N. )      | shǒujī      | cell phone                                |
| 21 | 付     | ( V. )      | fù          | pay                                       |



## 词语练习 Cíyǔ Liànxí Vocabulary exercises

- ① Read aloud the following pinyin under the teacher's guidance and match the pinyin with the corresponding characters

shuāng shì bǐjiào shǒujī fù qián yìdiǎnr  
( ) ( ) ( ) ( ) ( ) ( )

kěyǐ piàoliang piányi hēi huì wàzi  
( ) ( ) ( ) ( ) ( ) ( )

袜子 双 试 会 黑 比较 便宜 漂亮 手机 付钱 可以 一点儿

- ② Learn the following words and form correct sentences with the words under the teacher's guidance.

shì shì yī néng bùnéng  
(1) 试 试 一 能 不能

wàzi duōshao qián zhè liǎng shuāng  
(2) 袜子 多少 钱 这 两 双

wǒ Zhōngwén shuō huì yìdiǎnr  
(3) 我 中文 说 会 一点儿

wàzi nà shuāng hēi bǐjiào piányi, bǐjiào piàoliang yě  
(4) 袜子 那 双 黑 比较 便宜, 比较 漂亮 也

- ③ Learn the following words and choose the correct answer to fill in the blanks according to the recording.

和 还 也 吧

Zhè shuāng hēi wàzi bǐjiào piányi, bǐjiào piàoliang.  
(1) 这 双 黑 袜子 比较 便宜, \_\_\_\_\_ 比较 漂亮。

Wǒ xiǎng mǎi yí jiàn T-xù liǎng shuāng wàzi.  
(2) 我 想 买 一件 T 恤 \_\_\_\_\_ 两 双 袜子。

Wǒ xiǎng mǎi yí jiàn T-xù, xiǎng mǎi liǎng shuāng wàzi.  
(3) 我 想 买 一件 T 恤, \_\_\_\_\_ 想 买 两 双 袜子。

Nín shìyìshì zhè jiàn T-xù.  
(4) 您 试一试 这 件 T 恤 \_\_\_\_\_。

Shǒujī fùqián, kěyǐ \_\_\_\_\_ ?  
(5) 手机 付钱, 可以 \_\_\_\_\_ ?

### Discussion:

What are the differences between 和, 还 and 也?

Does the particle 吧 mean the same in Sentence (4) and Sentence (5)?

③ (1) 这双黑袜子比较便宜, 也比较漂亮。  
(2) 我想买一件 T 恤和两双袜子。  
(3) 我想买一件 T 恤, 还想买两双袜子。  
(4) 您试一试这件 T 恤吧。  
(5) 手机付钱, 可以吧?



Listening script



## 课文 Kèwén Text

Jack is in China now. He goes to a night fair today.

Jiékè: Nǐ hǎo !  
杰 克: 你好!

màijiā: Yō , nín huì shuō Zhōngwén ?  
卖 家<sup>1</sup>: 哟<sup>2</sup>, 您会<sup>3</sup>说 中文?

Jiékè: Wǒ huì shuō yìdiǎnr.  
杰 克: 我会说一点儿<sup>4</sup>。

màijiā: Xiānsheng xiǎng mǎi shénme ?  
卖 家: 先生想买<sup>5</sup>什么?

Jiékè: Wǒ xiǎng mǎi yì shuāng wàzi.  
杰 克: 我想买一双<sup>6</sup>袜子<sup>7</sup>。(read the tag) 太<sup>8</sup>贵<sup>9</sup>了!

Néng bu néng piányi diǎnr ?  
能 不能 便宜<sup>10</sup> 点儿?

màijiā: Mǎi liǎng shuāng kěyǐ piányi diǎnr.  
卖 家: 买两双可以便宜点儿。

Jiékè: Zhè liǎng shuāng duōshao qián ?  
杰 克: 这两双多少钱<sup>11</sup>?

màijiā: Zhè shuāng bái wàzi èrshí kuài, nà shuāng hēi wàzi  
卖 家: 这双白<sup>12</sup>袜子二十块<sup>13</sup>, 那双黑<sup>14</sup>袜子  
bǐjiào piányi, shíwǔ kuài, yě hěn piàoliang, liǎng shuāng sānshí  
比较便宜, 十五块, 也很漂亮, 两双三十  
wǔ kuài. Nǐ gěi wǒ sānshí kuài ba.  
五块。你给我三十块吧。

Jiékè: Hǎo, wǒ yào zhè liǎng shuāng.  
杰 克: 好, 我要这两双。

màijiā: Nín hái yào mǎi shénme?  
卖 家: 您还<sup>15</sup>要买什么?

Jiékè: Yí jiàn T-xù. Néng bu néng shì yì shì ?  
杰 克: 一件<sup>16</sup>T恤<sup>17</sup>。能不能试<sup>18</sup>一试?

màijiā: Dāngrán kěyǐ.  
卖 家: 当然可以。

.....

màijiā: Zěnmeyàng ?  
卖 家: 怎么样?



Jiékè: Zhè jiàn tài dà le.  
杰 克: 这件太大了。

màijiā: Nà nín shìshì zhè jiàn ba , zhè jiàn bú tài dà.  
卖 家: 那<sup>19</sup>您试试这件吧, 这件不太大。

Jiékè: Hǎo. Shǒujī fù qián, kěyǐ ba ?  
杰 克: 好。手机<sup>20</sup>付<sup>21</sup>钱, 可以吧?

màijiā: Kěyǐ.  
卖 家: 可以。



## 注释 Zhùshì Notes

### (一) 哟

Here “哟 yō” is an interjection expressing a slight surprise.



## 课文练习 Kèwén Liànxí Text exercises

☀ Listen to the dialogue and choose the correct answer to the questions.

(1) How many socks did Jack buy?

- A. 一双      B. 两双      C. 三双

(2) What did Jack NOT buy?

- A. 红袜子      B. 白袜子      C. 黑袜子

(3) What's wrong with the first T-shirt?

- A. 太小了      B. 太大了      C. 太贵了

☀ Read the dialogue and answer the following questions. (Try best to answer in Chinese.)

(1) What does Jack want to buy?

(2) How much are those white socks? And how much are those black ones?

(3) Is Jack satisfied with the second T-shirt?

☀ Activity

Roleplay: Give the prices in renminbi for the following items. Act out shopping in China as a shop assistant and a customer.



\_\_\_\_\_元



\_\_\_\_\_元



\_\_\_\_\_元/斤



\_\_\_\_\_元/斤



## 词汇拓展 Vocabulary extension

|      |            |  |    |           |                     |
|------|------------|--|----|-----------|---------------------|
| 裙子   | qúnzi      | skirt                                  | 大衣 | dàyī      | overcoat            |
| 苹果   | píngguǒ    | apple                                  | 香蕉 | xiāngjiāo | banana              |
| 公斤   | gōngjīn    | kilogram                               | 斤  | jīn       | 1 <i>jīn</i> = 500g |
| 穿    | chuān      | to wear; put on                        | 颜色 | yánsè     | color               |
| 蓝    | lán        | blue                                   | 绿  | lǜ        | green               |
| 黄    | huáng      | yellow                                 | 红  | hóng      | red                 |
| 角（毛） | jiǎo (máo) | 1 <i>mao</i> = 10 cents                | 分  | fēn       | cent                |
| 人民币  | rénmínbì   | renminbi, name of the Chinese currency |    |           |                     |
| 商店   | shāngdiàn  | store                                  |    |           |                     |

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## 5.3

Yǔyán Diǎn

语言点

Language points

### ✿ Lexical tones and sentence intonation

Just as every Chinese syllable has its own tone, Chinese sentences have distinct tonal patterns. As in English, the rising tone is used in yes-or-no questions in Chinese while the falling tone is used in statements. But if the last syllable of a yes-or-no question sentence is in the falling tone, or, if the last syllable of a statement is in the rising tone, what shall we do? What do we use at the end of the sentence, the rising tone or the falling tone?

Actually, the sentence tone is like a large wave with many smaller waves on its surface. The overall sentence tone does not change the tones of individual words completely. Otherwise, their meaning would change. Listen to the recording:

(1) 这是汤。Zhè shì tāng.

(2) 这是糖。Zhè shì táng.

### ✿ “能néng” and “会huì”

Both “能 néng” and “会 huì” can refer to ability. But unlike 能, 会 implies “mastering a skill by learning it”, e.g.

我会说一点儿中文。Wǒ huì shuō yìdiǎnr Zhōngwén.

我会用筷子 (kuàizi, chopsticks)。 Wǒ huì yòng kuàizi.

### ✿ “和hé”, “也yě” and “还hái”

Chinese “和 hé” is not exactly the same as “and” in English. 和 is used in a very limited way. It is usually used to connect nouns or noun phrases as in “我和他 wǒ hé tā”, “中国地图和美国地图 Zhōngguó dìtú hé Měiguó dìtú” but not to connect clauses, e.g.

这双袜子很便宜，很漂亮。

Zhè shuāng wàzi hěn piányi, hěn piàoliang.

In the above sentence we cannot use 和.

“也 yě” and “还 hái” not only have their own meanings but also can be used to connect clauses. 也 implies similarity between the former and the latter, e.g.

那双黑袜子比较便宜，也比较漂亮。

Nà shuāng hēi wàzi bǐjiào piányi, yě bǐjiào piàoliang.

还 indicates supplement or addition, e.g.

我要买一件T恤，还要买一条裤子。

Wǒ yào mǎi yí jiàn T-xù, hái yào mǎi yí tiáo kùzi.

### ✿ The particle “吧ba”

The particle “吧ba” indicates supposition or suggestion. “吧ba” in the following sentences expresses a supposition:

手机付钱，可以吧？ Shǒujī fù qián, kěyǐ ba.

我想，你是美国人吧？ Wǒ xiǎng , nǐ shì Měiguórén ba?

“吧ba” in the following sentences indicates a suggestion or request.

来一个红烧牛肉吧。 Lái yí gè hóngshāoniúròu ba.

让我去吧。 Ràng wǒ qù ba.

你试试吧。 Nǐ shìshì ba.

### ✿ The reduplication of verbs

Some verbs indicating actions and active thinking processes can be reduplicated. The reduplicated form of monosyllabic verbs is “A (一) A” such as 看 (一) 看 kàn (yì) kàn, 想 (一) 想 xiǎng (yì) xiǎng, 试 (一) 试 shì (yì) shì. The reduplicated form of disyllabic verbs is ABAB, e.g. 学习学习 xuéxí xuéxí, 认识认识 rènshi rènshi.

The reduplication of verbs indicates actions of short duration. It can also express an attempted action. In sentences expressing suggestions or proposals it can soften the tone of speech, as in the pattern V. + 一下 yíxià, e.g.

我能不能试 (一) 试？ Wǒ néng bu néng shì yì shì?

我可以看 (一) 看你的中国地图吗？ Wǒ kěyǐ kàn (yì) kàn nǐ de Zhōngguó dìtú ma?

请等一下，让我想 (一) 想。 Qǐng děng yíxià, ràng wǒ xiǎng (yì) xiǎng.

我想跟你的同学们认识认识，可以吗？ Wǒ xiǎng gēn nǐ de tóngxuémen rènshi rènshi, kěyǐ ma?

### ✿ Attributives

Elements which modify and limit nouns are known as attributives. In Chinese attributives always precede the nouns.

#### Attrib. + N.

我的 中国 地图

Wǒ de Zhōngguó dìtú

那个 大 碗

Nàge dà wǎn

我们饭店 最好吃的 菜

Wǒmen fàndiàn zuì hǎochī de cài

If the attributive implies a possessive relation, 的 is often used as in 老师的词典 lǎoshī de cídiǎn, 饭店的名字 fàndiàn de míngzì. Sometimes 的 may be omitted as in 我妈妈 wǒ māma, 我同学 wǒ tóngxué, 我家 wǒ jiā, 你们学校 nǐmen xuéxiào, 我们饭店 wǒmen fàndiàn.

When a monosyllabic adjective is used as an attributive, 的 is often omitted as in 好人 hǎo rén, 大饭店 dà fàndiàn, 红衬衫 hóng chènshān. Otherwise 的 is often used as in 好吃的菜 hǎochī de cài, 漂亮的地方 piàoliang de dìfang. If the adjective is modified by an adverb, 的 should also be used, as in 非常好的人 fēicháng hǎo de rén, 比较大的饭店 bǐjiào dà de fàndiàn, 很大的碗 hěn dà de wǎn.

🌸 Review exercises: Choose the correct sentences.

- (1) A. 我能不能试一试?  
B. 我会不会试一试?  
C. 我好不好试一试?

- (2) A. 他家在一个很漂亮地方。  
B. 他的家在一个很漂亮地方。  
C. 他家在一个很漂亮的地方。

- (3) A. 我们饭店的酸辣汤辣和酸。  
B. 我们的饭店酸辣汤是辣和酸。  
C. 我们饭店的酸辣汤很辣，也很酸。

- (4) A. 我想买衬衫，和买裤子。  
B. 我想买衬衫，也一条裤子。  
C. 我想买衬衫，还想买裤子。



## 文化点 Wénhuà Diǎn Cultural notes

Gòuwù hé cānyǐn

购物和餐饮

### Shopping and Dining

- 🌸 There are many places for Chinese people to go shopping: stores of various sizes, specialty shops, supermarkets, and all sorts of open-air markets. For grocery shopping, Chinese people generally go to farmer's markets. Shops may be state-owned or privately owned. There are many stalls in open markets and farmer's markets, and all kinds of goods are sold. It can be rather crowded and noisy in these places, and price bargaining is very common.
- 🌸 If we invite a friend to eat with us in a restaurant, it normally means that we will be the host and will “treat” the friend. Based on the traditional spirit of “ritualized interaction”, the one who does not pay will pay the next time. Some young people have adopted the practice of splitting the bill (AA zhi), and this is quite common now. Whether shopping or dining in China, there is no tax to be paid on top of the purchase price, because tax is already included. In most cases, no tipping is necessary or expected.
- 🌸 Nowadays, online shopping has become a new choice for people. Online goods are inexpensive, their quality is guaranteed, and they can be delivered to your home in a few days. Some young people do not cook at home and do not bother to go to restaurants, so ordering take-out food has become their best choice.

Unit  
5





# English Translation of the Texts

## Unit 1

### 1.1 What's your name?

Bai Xiaohong: Hello.  
Wang Ying: Hello.  
Martin: Hello.  
Wang Ying: (to Bai Xiaohong) What's your name?  
Bai Xiaohong: My name is Bai Xiaohong. What about you two?  
Wang Ying: My name is Wang Ying.  
Martin: I'm Martin.  
Wang Ying: (to Bai Xiaohong) Where are you from?  
Bai Xiaohong: I'm Chinese. And you?  
Wang Ying: I am Canadian.  
Bai Xiaohong: (to Martin) Are you also Canadian?  
Martin: No, I am not Canadian. I'm Australian.

### 1.2 What's your surname?

Students: Hello, teacher.  
Mr. Zhang: Hello, students.  
Martin: Sir, what is your surname?  
Mr. Zhang: My surname is Zhang. My name is Zhang Lin. What's your name?  
Martin: My name is Martin.  
Mr. Zhang: What is your nationality?  
Martin: I'm Australian.  
Mr. Zhang: (to Jiang Shan) How about you?  
Jiang Shan: My name is Jiang Shan. I'm American.  
Mr. Zhang: (to Wang Ying) Are you also American?  
Wang Ying: No, I'm not American. I'm Canadian.  
Mr. Zhang: Do you speak English or French?  
Wang Ying: I speak English. We all speak English. Do you speak English, Mr. Zhang?  
Mr. Zhang: I don't speak English. I only speak Chinese.



# Supplementary Text

## Xióngmāo 熊 猫 Panda



### 词语 Cíyǔ Words and expressions

|    |     |             |              |  |
|----|-----|-------------|--------------|--|
| 1  | 熊猫  | ( N. )      | xióngmāo     | panda                                    |
| 2  | 它   | ( Pron. )   | tā           | it                                       |
| 3  | 耳朵  | ( N. )      | ěrduo        | ear                                      |
| 4  | 尾巴  | ( N. )      | wěiba        | tail                                     |
| 5  | 短   | ( N. )      | duǎn         | short                                    |
| 6  | 身体  | ( N. )      | shēntǐ       | body                                     |
| 7  | 胖   | ( Adj. )    | pàng         | fat, plump                               |
| 8  | 爬   | ( V. )      | pá           | climb                                    |
| 9  | 睡懒觉 |             | shuì lǎnjiào | get up late                              |
|    | 睡觉  |             | shuìjiào     | sleep                                    |
|    | 懒   | ( Adj. )    | lǎn          | lazy                                     |
| 10 | 开夜车 |             | kāi yèchē    | work late ( lit. “drive the night car” ) |
|    | 开   | ( V. )      | kāi          | drive                                    |
| 11 | 竹子  | ( N. )      | zhúzi        | bamboo                                   |
| 12 | 顿   | ( MW )      | dùn          | measure word for meals                   |
| 13 | 汉堡包 | ( N. )      | hànbǎobāo    | hamburger                                |
| 14 | 主要  | ( Adj. )    | zhǔyào       | primary, main                            |
| 15 | 生活  | ( N. & V. ) | shēnghuó     | life; live                               |
| 16 | 省   | ( N. )      | shěng        | province                                 |
| 17 | 天   | ( MW & N. ) | tiān         | day, sky                                 |



## 课文 Kèwén Text

Bái Xiǎohóng: Nǐ zhīdào xióngmāo ma ?

白小红：你知道 熊猫<sup>1</sup> 吗？

Mǎdīng: Dāngrán zhīdào .

马 丁：当然 知道。

Bái Xiǎohóng: Xióngmāo hěn kě'ài .

白小红：熊猫 很可爱。

Mǎdīng: Xióngmāo shì wǒmen de hǎo péngyou .

马 丁：熊猫 是我们的好 朋友。

Bái Xiǎohóng: Tā ěrduo xiǎoxiǎo de .

白小红：它<sup>2</sup> 耳朵<sup>3</sup> 小小的。

Mǎdīng: Yǎnjīng dàdà de .

马 丁：眼睛大大的。

Bái Xiǎohóng: Wěiba duǎnduǎn de .

白小红：尾巴<sup>4</sup> 短短<sup>5</sup> 的。

Mǎdīng: Shēntǐ pàngpàng de .

马 丁：身体<sup>6</sup> 胖胖<sup>7</sup> 的。

Bái Xiǎohóng: Měi tiān zǒulái zǒuqù , páshàng páxià .

白小红：每天走来走去，爬<sup>8</sup> 上 爬下。

Mǎdīng: Báitiān shuì lǎnjiào , wǎnshang kāi yèchē .

马 丁：白天 睡懒觉<sup>9</sup>，晚上 开夜车<sup>10</sup>。

Bái Xiǎohóng: Tā xǐhuan chī zhúzi .

白小红：它喜欢吃竹子<sup>11</sup>。

Mǎdīng: Tā yí dùn néng chī sān gè hànǎobāo .

马 丁：他一顿<sup>12</sup> 能 吃三个汉堡包<sup>13</sup>。

Bái Xiǎohóng: Tā zhǔyào shēnghuó zài Zhōngguó Sìchuān Shěng .

白小红：它主要<sup>14</sup> 生活<sup>15</sup> 在中国 四川省<sup>16</sup>。

Mǎdīng: Tā měi tiān gēn wǒmen zài yìqǐ .

马 丁：他每天<sup>17</sup> 跟我们在 一起。

Bái Xiǎohóng: Nǐ shuō de shì Zhōngguó de dà xióngmāo ?

白小红：你说的是 中国的大 熊猫？

Mǎdīng: Bù , wǒ shuō de shì wǒmen de yí wèi tóngxué , wǒmen dōu jiào tā "xióngmāo" .

马 丁：不，我说的是我们的一位同学，我们都叫他“熊猫”。





# Two Chinese Folk Songs

Mài Tāngyuán

卖 汤圆

Selling Sweet Glutinous Rice Dumplings

台湾民歌



卖 汤 圆， 卖 汤 圆， 小二哥的汤 圆是 圆 又 圆。  
卖 汤 圆， 卖 汤 圆， 小二哥的汤 圆是 圆 又 圆。  
卖 汤 圆， 卖 汤 圆， 小二哥的汤 圆是 圆 又 圆。



一 碗汤 圆 满 又 满， 三 毛 钱 呀 卖 一 碗。  
一 碗汤 圆 满 又 满， 三 毛 钱 呀 卖 一 碗。  
要 吃汤 圆 快 来 买， 吃 了汤 圆 好 团 圆。



汤 圆 汤 圆 卖 汤 圆， 汤圆一样可以 当 茶 饭。  
汤 圆 汤 圆 卖 汤 圆， 公平交易可以 保 退 换。  
汤 圆 汤 圆 卖 汤 圆， 慢来一步只怕 要 卖 完。





哎 嘿 哎 嘿 汤 圆 汤 圆 卖 汤 圆，  
 哎 嘿 哎 嘿 汤 圆 汤 圆 卖 汤 圆，  
 哎 嘿 哎 嘿 汤 圆 汤 圆 卖 汤 圆，



汤圆一样可以当茶饭。  
 公平交易可以保退换。  
 慢来一步只怕要卖完。

## Selling Sweet Glutinous Rice Dumplings

Dumplings for sale! Dumplings for sale!

Xiao'erge's dumplings are really round, and a bowl of dumplings is full to the brim. At three *mao* a bowl, it is a fair deal. If you are not satisfied with the dumplings, you can take them back and exchange them. But if you want to eat dumplings, you'd better be quick to buy them. After eating the dumplings, you will be reunited with your family. But if you are one step too slow, I'm afraid they will sell out.

### Notes:

汤圆 tāngyuán: These sweet dumplings are made from glutinous rice flour. Traditionally they are eaten during the Lantern Festival (the night of the 15th of the first lunar month). Nowadays they are available every season.

小二哥: In traditional society people called their young male helpers or vendors 小二哥 or 店小二.

团圆 tuányuán (reunion): As 汤圆 (tāngyuán) and 团圆 (tuányuán) sound similar, eating dumplings makes people think of reunion. The ancient Chinese people were good at this kind of association, particularly in the field of eating. For example, when celebrating their birthdays, people should eat noodles because noodles are long and imply longevity; on Mid-autumn Festival people eat moon cakes. The shape of the moon cake and the round moon imply reunion with family or friends. When they are married, people eat candies which imply the sweetness of their married life.

## 词语索引 Index of Vocabulary

The number after each word represents the ordinal number of the unit.

1. 啊 a / 3.1
2. 爸爸 bàba / 3.1
3. 吧 ba / 4.2
4. 白 bái / 5.1
5. 白天 báitiān / 6.1
6. 百 bǎi / 3.2
7. 半 bàn / 6.2
8. 帮助 bāngzhù / 7.1
9. 本 běn / 4.2
10. 本子 běnzi / 4.2
11. 比较 bǐjiào / 4.1
12. 笔 bǐ / 4.2
13. 别 bié / 7.1
14. 不 bù / 1.1
15. 不太…bú tài… / 5.1
16. 菜 cài / 5.2
17. 茶 chá / 2.2
18. 差 chà / 6.2
19. 长 cháng / 7.2
20. 长裙 chángqún / 7.2
21. 常常 chángcháng / 7.2
22. 超市 chāoshì / 8.1
23. 车 chē / 8.2
24. 吃 chī / 5.2
25. 出 chū / 7.2
26. 出口 chūkǒu / 2.1
27. 出去 chūqù / 7.2
28. 穿 chuān / 7.2
29. 词典 cídiǎn / 4.2
30. 次 cì / 7.1
31. 从 cóng / 8.2
32. 醋 cù / 5.2
33. 打车 dǎchē / 8.2
34. 打工 dǎgōng / 6.1
35. 打球 dǎ qiú / 6.1
36. 打算 dǎsuàn / 6.1
37. 大 dà / 2.2
38. 大概 dàgài / 3.2
39. 大门 dàmén / 8.2
40. 戴 dài / 7.2
41. 担心 dānxīn / 7.1
42. 当然 dāngrán / 3.2
43. 到 dào / 8.2
44. 的 de / 2.1
45. 等 děng / 5.2
46. 地方 dìfang / 3.1
47. 地铁 dìtiě / 8.2
48. 地图 dìtú / 4.1
49. 第 dì / 7.1
50. 点 ( 钟 ) diǎn(zhōng) / 6.2
51. 电话 diànhuà / 2.1
52. 电视 diànshì / 6.1
53. 电子 diànzǐ / 2.1
54. 电子词典 diànzǐ cídiǎn / 4.2
55. 电子邮件 diànzǐ yóujiàn / 2.1
56. 东西 dōngxi / 5.1
57. 都 dōu / 1.2
58. 对 duì / 4.2
59. 对不起 duìbuqǐ / 6.2
60. 多 duō / 3.2
61. 多大 duō dà / 3.1
62. 多少 duōshao / 3.2
63. 儿子 érzi / 3.1
64. 发 fā / 2.1
65. 法语 Fǎyǔ / 1.2
66. 饭店 fàndiàn / 5.2
67. 放假 fàngjià / 7.1
68. 非常 fēicháng / 3.1
69. 分 fēn / 6.2
70. 分公司 fēn gōngsī / 3.2
71. 服务 fúwù / 5.2
72. 服务员 fúwùyuán / 5.2
73. 付 fù / 5.1
74. 附近 fùjìn / 8.1
75. 副 fù / 7.2
76. 干 gàn / 4.1
77. 刚 gāng / 7.2
78. 高 gāo / 7.2
79. 高兴 gāoxìng / 2.1
80. 告诉 gàosu / 8.2
81. 个 gè / 3.1
82. 给 gěi / 2.1; 4.1
83. 给…打电话 gěi ... dǎ diànhuà / 2.1
84. 跟 gēn / 6.1
85. 跟…一起 gēn...yìqǐ / 6.1
86. 工作 gōngzuò / 2.1
87. 公共汽车 gōnggòng qìchē / 8.2
88. 公司 gōngsī / 2.1
89. 功课 gōngkè / 6.2
90. 拐 guǎi / 8.1
91. 广场 guǎngchǎng / 8.2
92. 贵 guì / 5.1
93. 国 guó / 1.1

## 语法项目索引 Index of Grammatical Items

|                   |   |      |
|-------------------|---|------|
| 1. 主语 + 动词 (+ 宾语) | Subject + Verb (+ Object)               | 1    |
| 2. 主语 + 形容词       | Subject + Adjective                     | 2    |
| 3. 疑问句            | Question patterns                       | 1    |
| 4. “在”字句和“有”字句    | “在 zài” sentences and “有 yǒu” sentences | 8    |
| 5. 动词短语的连用        | Verbal phrases in series                | 3    |
| 6. 定语             | Attributives                            | 5    |
| 7. 状语             | Adverbials                              | 6    |
| 8. 副词 + 动词        | Adverb + Verb                           | 1    |
| 9. 介词短语 + 动词      | Prepositional phrase + Verb             | 2, 6 |
| 10. 处所词           | Location words                          | 8    |
| 11. 时间词语          | Expressions of time                     | 6, 7 |
| 12. 地点词语的排列顺序     | Order of place expressions              | 2    |
| 13. 动词“有”         | The verb “有 yǒu”                        | 3    |
| 14. 趋向动词          | Directional verbs                       | 7    |
| 15. 动词 + “一下”     | V + 一下 yíxià                            | 4    |
| 16. 动词的重叠         | The reduplication of verbs              | 5    |
| 17. 形容词的重叠        | The reduplication of adjectives         | 7    |
| 18. 量词            | Measure words                           | 3    |
| 19. 数量表达法         | Numbers                                 | 3    |
| 20. “的”字结构        | The structure “... 的 de”                | 4    |
| 21. “二”和“两”       | “二 èr” and “两 liǎng”                    | 3    |
| 22. “几”和“多少”      | “几 jǐ” and “多少 duōshao”                 | 3    |
| 23. “能”和“会”       | “能 néng” and “会 huì”                    | 5    |
| 24. “和”、“也”和“还”   | “和 hé”, “也 yě” and “还 hái”              | 5    |
| 25. “还是”和“或者”     | “还是 hái shì” and “或者 huò zhě”           | 7    |
| 26. “以后”和“以前”     | “以后 yǐ hòu” and “以前 yǐ qián”            | 7    |
| 27. “一点儿”和“有点儿”   | “一点儿 yí diǎnr” and “有点儿 yǒu diǎnr”      | 7    |

## 功能项目举例 Examples of Functional Item

|   |   |                                  |   |
|---|---|----------------------------------|---|
| <b>1. [Accepting an invitation/offer]</b> |   | <b>[Asking the way]</b>          |   |
| 好, 谢谢。                                    | 2 | 怎么走?                             | 8 |
| 好啊!                                       | 6 | 你知道怎么去吗?                         | 8 |
| 行。  | 6 | 从这儿到地铁站远不远?                      | 8 |
| <b>2. [Agreeing]</b>                      |   | <b>[Asking possession]</b>       |   |
| 是啊, 很可爱。                                  | 3 | 这两本书都是你的吗?                       | 4 |
| 是的, 可以合作。                                 | 2 | (这本书) 是谁的?                       | 4 |
| 对, 是我的。                                   | 4 | <b>[Asking price]</b>            |   |
| 当然可以。                                     | 4 | 这两双(袜子)多少钱?                      | 5 |
| <b>3. [Apology]</b>                       |   | <b>[Asking for a comment]</b>    |   |
| 对不起!                                      | 6 | 东方学院怎么样?                         | 2 |
| <b>4. [Asking]</b>                        |   | <b>5. [Bidding farewell]</b>     |   |
| <b>[Asking sb's name]</b>                 |   | 再见!                              | 6 |
| 您贵姓?                                      | 1 | 明天晚上见!                           | 6 |
| 你叫什么名字?                                   | 1 | <b>6. [Declining]</b>            |   |
| <b>[Asking sb's nationality]</b>          |   | 对不起, 今天晚上我很忙。                    | 6 |
| 你也是美国人吗?                                  | 1 | 不去, 我不喜欢打球。                      | 6 |
| 你是哪国人?                                    | 1 | <b>7. [Description]</b>          |   |
| <b>[Asking the age]</b>                   |   | 她瘦瘦的, 高高的。                       | 7 |
| 他们多大?                                     | 3 | 她穿一条黑色的长裙。                       | 7 |
| <b>[Asking when]</b>                      |   | 她戴一副眼镜。                          | 7 |
| 什么时候(见面)?                                 | 6 | <b>8. [Exclamation]</b>          |   |
| 几点钟(见面)?                                  | 6 | 这个名字真有意思!                        | 4 |
| <b>[Asking where]</b>                     |   | 太贵了!                             | 5 |
| 你在哪儿学习中文?                                 | 2 | <b>9. [Expressing ability]</b>   |   |
| 你是什么地方人?                                  | 3 | 我会说一点儿(中文)。                      | 5 |
| <b>[Asking why]</b>                       |   | 我们都能吃一点儿(辣的)。                    | 5 |
| 你为什么想学习中文?                                | 3 | <b>10. [Expressing location]</b> |   |
| 你看中国地图干什么?                                | 4 | 附近有一个中国银行。                       | 8 |
| <b>[Asking the number]</b>                |   | 超市就在那个银行的旁边。                     | 8 |
| 你家有几口人?                                   | 3 |                                  |   |
| 你们学校有多少学生?                                | 3 |                                  |   |

出版策划：王君校 韩 晖  
统筹协调：付 眉 韩 颖 彭 博  
责任编辑：陆 瑜  
英文编辑：韩芙芸  
封面设计：张 颖  
插 图：笑 龙

### 图书在版编目(CIP)数据

《新当代中文》课本. 1 / 吴中伟主编; 陈钰副主编. -- 北京 : 华语教学出版社, 2022. 12

(新当代中文系列)

ISBN 978-7-5138-2231-2

I. ①新… II. ①吴… ②陈… 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 (2021) 第 252970 号



本书由教育部中外语言交流合作中心支持出版

## 《新当代中文》

课本

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华语教学出版社有限责任公司出版

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北京中科印刷有限公司印刷

2023 年 (16 开) 第 1 版

2023 年第 1 版第 1 次印刷

(汉英)

ISBN 978-7-5138-2231-2

008900