Let's Learn Mandarin
課本 Textbook
序言

華語熱是當前國際社會語言學習新興現象，世界各地學習需求日益殷切，學習人數不斷攀升，特別是長期投注華語教學的海外僑校也掌握華語學習需求熱潮，參與非華裔社群的華語教學工作，朝與主流接軌的方向發展。在僑教發展的基礎上，為推展海外華語文教育，並因應全球華語文教學趨勢變化以及華語學習環境改變等情勢，本會特別邀集專業編撰團隊，以外國語言教學概念，開發適合海外各行各業成人華語文能力零起點人士學習之華語教材，期透過自然對話的方式，學習日常生活所需之應對詞彙，以奠定華語文的基礎，並為日後學習進階華文作準備。

本會多年來於海外推動僑民教育及華語文學習不遺餘力，企盼本書不僅能提升華語文教學技巧與內涵，展現正體字華語文優質、多元及豐富特色，也能推展臺灣華語文的市場。

僑務委員會
The Huayu (Mandarin) fever is an emerging phenomenon in current international society. The demand for learning and the number of learners are increasing all the time all over the world. Overseas compatriot schools have long been involved in Mandarin teaching and, abreast of the burgeoning demand for learning Mandarin, have begun to develop in the direction of aligning with the mainstream. To promote overseas Mandarin learning and respond to changes in global Mandarin teaching trends and changes in the Mandarin learning environment, the Overseas Community Affairs Council (OCAC) assembled a professional writing team and developed language teaching materials suitable for adults in all walks of life, following the foreign language teaching concept developed by integrated Mandarin teaching professionals of the National Academy for Education Research. It is hoped that through the learning of natural dialogue and vocabulary needed in daily life, their foundation of Mandarin will be consolidated to prepare for advanced study of Mandarin in future.

The OCAC has tirelessly promoted overseas compatriot education and Mandarin learning for many years. It is hoped that this textbook will not only raise the level and depth of Mandarin teaching but also expand the market and showcase the excellent, diverse, and rich characteristics of Taiwan’s traditional characters.

Overseas Community Affairs Council (OCAC)
一、編輯理念
1. 以一般社會人士為教學對象，主題及情境都針對海外成人學習者。
2. 以成人基本的日常生活需求為取材範圍，著重實用性與功能性，以學習後能用、會用為目標。
3. 以國家教育研究院制定的「臺灣華語文能力基準（TBCL）」詞語及語法點分級標準為編寫依據。
4. 課文對話、詞彙、語法都依成人學習者的學習環境及能力，定量並排序。
5. 注重聽、說、讀、寫四技平衡發展，採任務型活動來提升聽說能力。
6. 作業本練習方式多元，並強調聽力練習以補足海外缺少聽說環境的情況。
7. 文化單元銜接課文主題，使學習者透過學習語言進一步了解文化。

二、教材架構
1. 課本：本書共十課。
   1-1 本冊包括 223 個詞彙，34 條語法。
   1-2 課文：採對話方式，以正體字為主，搭配注音符號與漢語拼音。英文課文及簡體字課文附錄於後。
   1-3 生詞：標示漢語拼音、詞性及英文翻譯。依據國教院（TBCL）語詞分級，第一冊以第一級語詞為主，納入部分第二級的語詞。第二冊以第二級詞語為主，納入第三級詞語。
   1-4 語法：以國教院（TBCL）第一級與第二級語法條為主，每課約 3-4 條語法。
   1-5 課堂綜合活動：每課均包括字詞認讀與書寫、聽說讀寫之任務活動，約 4-5 個項目。
   1-6 本冊每課均包括語音練習單元，藉以達到拼音符號熟練、發音正確之目標。
   1-7 文化單元：每一冊安排三篇與語言相關的華人文化。第一單元是「親屬稱謂」，置於第三課後。第二單元是「人們打招呼的方式」，置於第六課後。第三單元是「漢字六書介紹」，置於第十課後。
   1-8 課室用語列於前，詞彙索引、注音符號與漢語拼音對照表附錄於後。
2. 作業本：本書共十課。
   2-1 每課均包括聽力練習 3 項，如：分辨聲調、聽出語詞、理解句子等練習。
   2-2 在閱讀理解方面有課文理解、語法重組練習、語句理解及判斷。
   2-3 在書寫方面有漢字習寫與翻譯之練習。

三、其他資源
1. 教師手冊：包含教學指引、課本練習解答、作業本解答、聽力文本、測驗卷一份、其他資源連結等。
2. 課文對話、生詞、作業本的錄音檔案。
I. Overview

1. *Let’s Learn Mandarin* is designed for the general population to learn Chinese as a foreign language. The topics and settings aim to help adult beginners develop their communicative competence.

2. The texts provide the language curriculum about the basic daily lives of adults with the focus on the practical and functional aspects. The goal is to enable learners to attain the skills to apply and operate the language.

3. The classification for words and syntaxes from “The Taiwan Benchmarks for the Chinese Language (TBCL)” developed by National Academy for Educational Research is the basis for the content of *Let’s Learn Mandarin*.

4. A manageable quantity and sequential order of vocabulary, grammars, and dialogues are based on the learning environment and the ability of adult learners.

5. Four language skills including listening, speaking, reading, and writing are developed with a balance. The task-based activities help enhance learner’s listening and speaking abilities.

6. The workbook is full of various practice opportunities. Moreover, a focus on listening exercises help the absence of language environment for practicing listening and speaking overseas.

7. The section of “Culture Notes” is engaged with the topics to give the learner a deeper look at Chinese culture through language learning.

II. Series of *Let’s Learn Mandarin*

1. Textbooks: Volume 1 includes 10 lessons.
   1.1 Volume 1 contains 223 new words and 34 grammars
   1.2 Text: displays dialogue in traditional character version with phonetic symbols. English texts and the texts in simplified characters are in the appendix.
   1.3 Vocabulary: includes phonetic symbols, the categories, and English translation. On the basis of classification of TBCL, Volume 1 covers 200 words of level 1 and a small part of level 2; Volume 2 covers words of level 2 and a small part of level 3.
   1.4 Grammar: on the basis of classification of TBCL, the two volumes cover the grammar of level 1 and level 2. Each lesson contains 3 to 4 grammars.
   1.5 Classroom activities: Each lesson includes four to five items such as characters, words, recognizing, writing, and task-based activities.
   1.6 Each lesson in Volume 1 includes pronunciation exercises to help learners familiarize with phonetic symbols and accurate pronunciation.
   1.7 Culture Notes: Volume 1 contains three Chinese culture notes related to the language. The first one is “Kinship Titles” placed after Lesson 3. The second one is “How Do People Greet Each Other in Taiwan” placed after Lesson 6. The third one is “Six Etymological Principles of Chinese Character” placed after Lesson 10.
   1.8 Classroom Expressions are in the front. The Vocabulary Index and the Comparative Table of Mandarin Phonetic Symbols and Hanyu Pinyin are in the appendix.

2. Workbooks: Volume 1 includes 10 lessons.
   2-1 Each lesson includes three parts of listening exercises, such as differentiating tones, recognizing the characters/words, and sentences.
   2-2 Reading comprehension includes text comprehension, word rearrangement and sentence comprehension.
   2-3 Writing exercises include character writing and translating.

III. Supplemental

1. Teacher’s Manual: includes teaching guide, answer key for textbook exercises and workbook, scripts for listening tasks, quizzes, and resources links.

2. The audio recordings include each lesson’s dialogue, vocabulary of textbook, and listening exercise of workbook.
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**Introduction to Characters**

**王明文**  
*Wang Mingwen*

Taiwanese  
Mingwen is a graduate student in the United States. He is a kind and friendly young man. He helps Gloria practice her Mandarin.

**Gloria Lee**

American  
Gloria works at Beidian Company in the United States. She has been learning Mandarin for a couple of months. She is outgoing and likes making new friends.

**王家文**  
*Wang Jiawen*

Taiwanese  
Jiawen is a high school student in Taiwan. He is visiting the United States on his summer break. He is a lively and cheerful boy.

**Lisa**

American  
Lisa is Gloria’s coworker. She is sweet and warmhearted.
<table>
<thead>
<tr>
<th></th>
<th>Chinese</th>
<th>Pinyin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nǐ hǎo!</td>
<td>你 hǎo</td>
<td>How do you do? Hello!</td>
</tr>
<tr>
<td>2.</td>
<td>Dàjiā hǎo!</td>
<td>大家 hǎo</td>
<td>Hello, everyone.</td>
</tr>
<tr>
<td>4.</td>
<td>Lǎoshī hǎo!</td>
<td>老师 hǎo</td>
<td>Hello, Teacher.</td>
</tr>
<tr>
<td>5.</td>
<td>Kāishī shàng kè.</td>
<td>開始 上课</td>
<td>Let’s begin the class.</td>
</tr>
<tr>
<td>6.</td>
<td>Qǐng gēn wǒ niàn.</td>
<td>請 跟 我 念</td>
<td>Please repeat after me.</td>
</tr>
<tr>
<td>7.</td>
<td>Qǐng nǐ niàn.</td>
<td>請 你 念</td>
<td>Please read aloud.</td>
</tr>
<tr>
<td>8.</td>
<td>Qǐng nǐ shuō.</td>
<td>請 你 說</td>
<td>Please say it.</td>
</tr>
<tr>
<td>9.</td>
<td>Qǐng kàn dì ____ yè.</td>
<td>請 看 第 ____ 頁</td>
<td>Please see page _____.</td>
</tr>
<tr>
<td>10.</td>
<td>Dàjiā yìqǐ shuō.</td>
<td>大家 一起 說</td>
<td>Everybody says it together.</td>
</tr>
<tr>
<td>11.</td>
<td>Wǒ bù dǒng.</td>
<td>我 不 懂</td>
<td>I don’t understand.</td>
</tr>
<tr>
<td>12.</td>
<td>Yǒu wèntí mā?</td>
<td>有 問題 嗎？</td>
<td>Any questions?</td>
</tr>
<tr>
<td>13.</td>
<td>Wǒ yǒu wèntí.</td>
<td>我 有 問題</td>
<td>I have a question / questions.</td>
</tr>
<tr>
<td>14.</td>
<td>Qǐng jǔ shǒu.</td>
<td>請 舉 手</td>
<td>Please raise your hands.</td>
</tr>
<tr>
<td>15.</td>
<td>Xià kè.</td>
<td>下 课</td>
<td>Class is dismissed.</td>
</tr>
<tr>
<td>16.</td>
<td>Xièxiè!</td>
<td>謝謝</td>
<td>Thanks. Thank you.</td>
</tr>
<tr>
<td>17.</td>
<td>Bù kèqì.</td>
<td>不 客氣</td>
<td>You are welcome. No problem.</td>
</tr>
<tr>
<td>18.</td>
<td>Zhè shì shénme?</td>
<td>這 是 什 麼？</td>
<td>What is this?</td>
</tr>
<tr>
<td>19.</td>
<td>Qǐng zài shuō yī biàn.</td>
<td>請 再 說 一遍</td>
<td>Please say it again.</td>
</tr>
</tbody>
</table>
### Abbreviations of Grammatical Terms

<table>
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<tr>
<td>Adv</td>
<td>Adverb</td>
<td>副詞</td>
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<td>Conj</td>
<td>Conjunction</td>
<td>連接詞</td>
<td>和、可是</td>
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<tr>
<td>Det</td>
<td>Determiner</td>
<td>限定詞</td>
<td>這、那</td>
</tr>
<tr>
<td>M</td>
<td>Measure</td>
<td>量詞</td>
<td>個、雙</td>
</tr>
<tr>
<td>N</td>
<td>Noun</td>
<td>名詞</td>
<td>學生、公司</td>
</tr>
<tr>
<td>Num</td>
<td>Numeral</td>
<td>數詞</td>
<td>一、二</td>
</tr>
<tr>
<td>Pron</td>
<td>Pronoun</td>
<td>代名詞</td>
<td>你、他</td>
</tr>
<tr>
<td>Ptc</td>
<td>Particle</td>
<td>助詞</td>
<td>嗎、呢</td>
</tr>
<tr>
<td>Prep</td>
<td>Preposition</td>
<td>介詞</td>
<td>在、給</td>
</tr>
<tr>
<td>QPr</td>
<td>Question Pronoun</td>
<td>疑問代詞</td>
<td>什麼、哪裡</td>
</tr>
<tr>
<td>V</td>
<td>Verb</td>
<td>動詞</td>
<td>叫、吃</td>
</tr>
<tr>
<td>Vs</td>
<td>State Verb</td>
<td>狀態動詞</td>
<td>忙、好</td>
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<tr>
<td>Vaux</td>
<td>Auxiliary Verb</td>
<td>助動詞</td>
<td>想、會</td>
</tr>
</tbody>
</table>
您好
Hello!

Learning Objectives

Topic: Greetings

At the end of this lesson, you will be able to use Mandarin to
1. Greet others
2. Tell others your name and nationality and inquire the same of others
您好。
Nín hǎo.

您好。
Nín hǎo.

我姓王，请问您贵姓？
Wǒ xìng Wáng, qǐng wèn nín guì xìng?

我姓Lee，叫Gloria。您叫什么名字？
Wǒ xìng Lee, jiào Gloria. Nín jiào shénme míngzì?

我叫明文。请问您是哪国人？
Wǒ jiào Míngwén. Qǐng wèn nín shì nǎ guó rén?

我是美国人。您呢？
Wǒ shì Měiguó rén. Nín ne?

我是台湾人。
Wǒ shì Táiwān rén.
### Vocabulary

1. **您**
   - Pinyin: nín
   - Part of Speech: N
   - Translation: you (polite and respectful to elders)

2. **好**
   - Pinyin: hǎo
   - Part of Speech: Vs
   - Translation: good, fine

3. **我**
   - Pinyin: wǒ
   - Part of Speech: N
   - Translation: I, me

4. **姓**
   - Pinyin: xìng
   - Part of Speech: V
   - Translation: to be surnamed

5. **王**
   - Pinyin: Wáng
   - Part of Speech: N
   - Translation: an example of a surname

6. **叫**
   - Pinyin: jiào
   - Part of Speech: V
   - Translation: to be called

7. **什麼**
   - Pinyin: shénme
   - Part of Speech: QPr
   - Translation: what

8. **名字**
   - Pinyin: míngzi
   - Part of Speech: N
   - Translation: name

9. **是**
   - Pinyin: shì
   - Part of Speech: V
   - Translation: to be (am, is, are)

10. **人**
    - Pinyin: rén
    - Part of Speech: N
    - Translation: people, person

### Phrases

11. **請問**
    - Pinyin: qǐng wèn
    - Translation: May I ask you…, Excuse me, …

12. **貴姓？**
    - Pinyin: guì xìng
    - Translation: Polite way to ask someone’s surname

13. **哪國人？**
    - Pinyin: nǎ guó rén
    - Translation: an interrogative phrase used to ask what someone’s nationality

14. **美國人**
    - Pinyin: Méiguó rén
    - Translation: American

15. **您呢？**
    - Pinyin: nín ne
    - Translation: How about you? And you?

16. **臺灣人**
    - Pinyin: Táiwān rén
    - Translation: Taiwanese
**Proper Nouns**

17. 王明 Wáng Ming
18. 美国 Měiguó
19. 台湾 Táiwān

**Supplementary Vocabulary**

20. 他 tā
21. 张 Zhāng

**Grammar**

1. 姓 xìng / 叫 jiào
   to be surnamed / to be named

   姓 to be surnamed
   “姓” is a verb to be followed by a surname.
   Example:
   S + 姓 + surname
   我姓 Lee。
   I am surnamed Lee.

   (1) 我姓王。 Wǒ xìng Wáng.
       I am surnamed Wang.

   (2) 我姓 Lee。 Wǒ xìng Lee.
       I am surnamed Lee.

   (3) 我姓张。 Wǒ xìng Zhāng.
       I am surnamed Zhang.
叫我 to be called
“叫” is a verb to be followed by a given name / first name or a full name.
Example:
S + 叫 + given name / first name or full name
我叫 Gloria Lee。
I am called Gloria Lee.

(1) 我叫明文。
Wǒ jiào Mingwén.
I am called Mingwen. / My given name is Mingwen.

(2) 我叫 Gloria。
Wǒ jiào Gloria.
I am called Gloria. / My given name is Gloria.

(3) 我叫王明文。
Wǒ jiào Wáng Mingwén.
I am called Wang, Mingwen. / My full name is Wang, Mingwen.

(4) 我姓 Lee，叫我 Gloria。
Wǒ xìng Lee, jiào Gloria.
I am surnamed Lee and I am called Gloria.

Exercise
Please put the words in the correct order.

1 ①姓王  ②我。

③____  ____

2 ①明文  ②叫  ③我。

①____  ____  ____  ____
③ 叫 ② 我 ③ 王明文。

④ 姓 ② Lee ③ 我 ④ Gloria ⑤ 叫。

是 shí to be

“是” is a verb which is used to link two units that are in some way equivalent. In this chapter, “是” is followed by a given name / first name, a full name or nationality.
Example:
S + 是 + given name / first name, full name, nationality
她 是 Gloria
She is Gloria.

(1) 我 是 明文。
Wǒ shì Mingwén.
I am Mingwen.

(2) 我 是 Gloria Lee。
Wǒ shì Gloria Lee.
I am Gloria Lee.

(3) 我 是 臺灣人。
Wǒ shì Táiwān rén.
I am Taiwanese.

(4) Gloria Lee 是 美國人。
Gloria Lee shì Méiguó rén.
Gloria Lee is American.
Exercise

Please put the words in the correct order.

1 ①是 ②我 ③明文。
   + _______ ______.

2 ①是 ②Gloria ③我。
   + _______ ______.

3 ①台灣 ②我 ③人 ④是。
   + _______ _______ _______ ______.

4 ①是 ②Gloria Lee ③美國 ④人。
   + _______ _______ _______ ______.

3 什麼 shénme  a Question Pronoun

“什麼” is a question pronoun in Mandarin. In a question with a question pronoun, the word order is exactly the same as that in a declarative sentence. In this chapter, “什麼名字” is used to ask about someone’s given name / first name or full name.

Example:
S + V + 什麼名字 / 什麼
他叫什麼名字？
What is his name?

(1) 請問您叫什麼名字？
   Qing wèn nín jiào shénme míngzi?
   May I ask what your name is?

(2) 他叫什麼名字？
   Tā jiào shénme míngzi?
   What is his name?
(3) A: 明文姓什麼？
Mingwén xìng shénme?
What is Mingwen surnamed?
B: 明文姓王。
Mingwén xìng Wáng.
Mingwen is surnamed Wang.

(4) A: Gloria 姓什麼？
Gloria xìng shénme?
What is Gloria surnamed?
B: Gloria 姓 Lee。
Gloria xìng Lee.
Gloria is surnamed Lee.

Exercise
Please put the words in the correct order.

1 ①您 ②什麼名字 ③請問 ④叫？
   ➢ _______ _______ _______ _______?

2 ①叫 ②他 ③名字 ④什麼？
   ➢ _______ _______ _______ _______?

3 ①姓 ②明文 ③什麼？
   ➢ _______ _______ _______?

4 ①什麼 ② Gloria ③姓？
   ➢ _______ _______ _______?
1. Read aloud

王明文：您好。
Gloria：您好。
王明文：我姓王，請問您貴姓？
Gloria：我姓 Lee，叫 Gloria。您叫什麼名字？
王明文：我叫明文。請問您是哪國人？
Gloria：我是美國人。您呢？
王明文：我是臺灣人。

2. Fill in the Blanks

Fill in the blanks with appropriate characters or pinyin for the sentence.

A：您好！

B：______ ______！

A：我______王，請問______貴姓？

B：我姓______，叫______。

請問______叫什麼______ ______？

A：我______明文。請問您______哪國人？

B：我是______ ______人。______呢？

A：我______臺灣人。
3. Please interview four classmates. Introduce yourself and ask them their names and which countries they are from. (their nationality)

You may use the questions below for your interview.

(1) 您貴姓？
(2) 您叫什麼名字？
(3) 您是哪國人？

Write the information provided by your classmates in the grid below.

<table>
<thead>
<tr>
<th>姓 Surname</th>
<th>名字 Given name</th>
<th>哪國人 Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>例</td>
<td>Lee</td>
<td>美國人</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Look at the two business cards, then answer the following questions.

(1) Please circle their surnames / family names.
(2) Please underline their given names / first names.

語音 Pinyin - Phonetic System

| Initials: | b | p | m | f |
| Finals:   | a | o | e | i | u | ü |

1. Tones: The four tones

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>First tone:</td>
<td>—</td>
<td>bā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second tone:</td>
<td>ударно</td>
<td>bá</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third tone:</td>
<td></td>
<td>bā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth tone:</td>
<td></td>
<td></td>
<td></td>
<td>bā</td>
</tr>
</tbody>
</table>

(1) Read the following syllables

| bā | bá | bā | bà |
| pō | pó | pō | pò |
| mī | mí | mī | mī |
| fā | fá | fǎ | fā |
Each character is only one syllable in length. A syllable can contain up to three parts: an initial, a final, and a tone. Some syllables, however, do not have an initial. Tone marks are placed over the final.

<table>
<thead>
<tr>
<th>Tone</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Initial)</td>
<td>Final</td>
</tr>
<tr>
<td>Ex. 1: bā</td>
<td>ー</td>
</tr>
<tr>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>Ex. 2: ā</td>
<td>ー</td>
</tr>
<tr>
<td>ー</td>
<td>a</td>
</tr>
</tbody>
</table>

(2) Please mark the tone you hear.

| ba | mu | fa | bu | po | fa | ma |

(3) Recognizing tones: Please circle the syllable you hear.

| bā-bā | mú-mù | fā-fā | bū-bū | mā-mā | pó-pō | tū-tū |

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

| bá-pá | mú-pū | bǔ-mǔ | pó-bó | fā-bā | mú-pù | pà-mà |

(2) Recognizing final sounds: Please circle the syllable you hear.

| bā-bō | fū-fō | mā-mù | mó-má | pā-pò | fā-fū | mò-mà |
Lesson 02

I Have Two Younger Brothers

Learning Objectives

Topic: Family

At the end of this lesson, you will be able to use Mandarin to
1. Quantify and describe family members
2. Ask others if they have siblings
明文，你好。
Míngwén, nǐ hǎo.

你好，Gloria。
Nǐ hǎo, Gloria.

明文，你有兄弟姊妹吗？
Míngwén, nǐ yǒu xiōngdì jiěmèi ma?

我有一个姊妹，两个兄弟。你呢？
Wǒ yǒu yī gé jiějie, liǎng gè pǐdì. Nǐ ne?

我也有一个姊妹。
Wǒ yě yǒu yī gé jiějie.

你有哥哥吗？
Nǐ yǒu gēge ma?

我没有哥哥，也没有弟弟。我只有
Wǒ méi yǒu gēge, yě méi yǒu diédi. Wǒ zhǐ

一个姊妹。
yī gé jiějie.
### Vocabulary

<table>
<thead>
<tr>
<th>No.</th>
<th>Character</th>
<th>Pinyin</th>
<th>Part of Speech</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>有</td>
<td>yǒu</td>
<td>V</td>
<td>to have, there is / are</td>
</tr>
<tr>
<td>2.</td>
<td>两</td>
<td>liǎng</td>
<td>N</td>
<td>two (to express for quantity)</td>
</tr>
<tr>
<td>3.</td>
<td>個</td>
<td>ge</td>
<td>M</td>
<td>generic measure word</td>
</tr>
<tr>
<td>4.</td>
<td>弟</td>
<td>didi</td>
<td>N</td>
<td>younger brother</td>
</tr>
<tr>
<td>5.</td>
<td>你 / 她</td>
<td>nǐ / nǐ</td>
<td>N</td>
<td>you (male or generic) / you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(female only)</td>
</tr>
<tr>
<td>6.</td>
<td>嗎</td>
<td>ma</td>
<td>Ptc</td>
<td>question particle</td>
</tr>
<tr>
<td>7.</td>
<td>一 / 一 / 一</td>
<td>yī / yī / yì</td>
<td>Num</td>
<td>one</td>
</tr>
<tr>
<td>8.</td>
<td>姊 / 姊</td>
<td>jièjie</td>
<td>N</td>
<td>older sister</td>
</tr>
<tr>
<td>9.</td>
<td>也</td>
<td>yě</td>
<td>Adv</td>
<td>also</td>
</tr>
<tr>
<td>10.</td>
<td>哥</td>
<td>gége</td>
<td>N</td>
<td>older brother</td>
</tr>
<tr>
<td>11.</td>
<td>没</td>
<td>mēi</td>
<td>Adv</td>
<td>not</td>
</tr>
<tr>
<td>12.</td>
<td>只</td>
<td>zhī</td>
<td>Adv</td>
<td>only</td>
</tr>
</tbody>
</table>

### Phrases

13. 兄 弟 姊 （姐） 妹 兄弟 姐妹：xiōngdì jiēmèi：siblings

### Supplementary Vocabulary

14. 妹 妹：mèimei：N：younger sister
1. 有 yǒu / 沒有 méi yǒu
   to have, there is, there are / to not have, there is not, there are not

   The adverb “沒” is placed in front of the verb “有” to negate it. “沒” is one of two main negative adverbs in Mandarin.

   Example:
   S + 沒 (Negative Adverb) + 有 (V) + O (N)
   我沒有弟弟。
   I do not have any younger brothers.

(1) 我有哥哥。
   Wǒ yǒu gēge.
   I have an older brother / older brothers.

(2) 我有妹妹。
   Wǒ yǒu mèimei.
   I have a younger sister / younger sisters.

(3) 我沒有哥哥。
   Wǒ méi yǒu gēge.
   I do not have older brothers.

(4) Gloria 沒有哥哥，也沒有弟弟。
   Gloria méi yǒu gēge, yě méi yǒu dìdì.
   Gloria has neither older brothers nor younger brothers.

(5) Gloria 只有一個姊姊。
   Gloria zhǐ yǒu yī ge jiějie.
   Gloria only has one older sister.
Exercise

Please put the words in the correct order.

1. A: 你有哥哥嗎？
   B: ①我  ②哥哥  ③有
   ➡️ ① ② ③。

2. A: 你有妹妹嗎？
   B: ①有  ②我  ③妹妹
   ➡️ ① ② ③。

3. A: 你有兄弟姊妹嗎？
   B: ①有  ②姊妹  ③一個  ④我  ，兩個弟弟。
   ➡️ ① ② ③ ④  ，兩個弟弟。

4. A: Gloria 有哥哥嗎？
   B: Gloria  ①沒有  ②哥哥  ③沒有  ④也  ⑤弟弟
   ➡️ Gloria ① ② ③ ④  ⑤。

5. A: 他有兄弟姊妹嗎？
   B: ①只  ②他  ③一個  ④有  ⑤弟弟
   ➡️ ① ② ③ ④  ⑤。
2 嗎 ma  Sentence Final Particle Indicating a Question

“嗎” is an interrogative particle. Adding it to the end of a declarative statement turns it into a question.
Example:
statement + 嗎？
您姓王嗎？
你有弟弟嗎？
Are you surnamed Wang?
Do you have a younger brother / younger brothers?

(1) 你是美國人嗎？
Ni shì Měiguó rén ma?
Are you American?

(2) 你叫明文嗎？
Ni jiào Míngwén ma?
Is your given name Míngwén?

(3) 你有哥哥嗎？
Ni yǒu gēge ma?
Do you have an older brother / older brothers?

(4) 你有姊妹嗎？
Ni yǒu jiějie ma?
Do you have an older sister / older sisters?

(5) 你有兄弟姊妹嗎？
Ni yǒu xiōngdì jiēmèi ma?
Do you have siblings?

Exercise

Please put the words in the correct order.

1 A: ①嗎  ②你  ③姓  ④王？

_____ _____ _____ _____?

B: 我姓王。

2 A: ①美國人  ②嗎  ③你  ④是？

_____ _____ _____ _____?

B: 我是美國人。
A: ①嗎 ②明文 ③他 ④叫？

B: 他叫明文。

4 A: ①你 ②有 ③嗎 ④兄弟姊妹？

B: 我只有一個姊妹。

A: ①嗎 ②王明文 ③臺灣人 ④是？

B: 王明文是臺灣人。

3 個 ge  Generic Measure Word

“個” is the most common measure word. To indicate quantity in Mandarin, a measure word is added between the number and the noun.

Example:
Numeral + Measure Word + N
一個弟弟
one older brother

(1) 一個哥哥
yi ge gēge
one older brother

(2) 兩個哥哥
liǎng ge gēge
two older brothers

(3) 一個妹妹
yi ge mèimei
one younger sister

(4) 兩個妹妹
liǎng ge mèimei
two younger sisters
(5) 我有一個姊姊。
Wǒ yǒu yī jiéjie.
I have one older sister.

(6) 我有兩個弟弟。
Wǒ yǒu liǎng gé dièdi.
I have two younger brothers.

Exercise

Please put the characters in the correct order.

1 ①我有 ②一個 ③弟弟。
   ➤____________

2 ①兩個 ②我 ③有 ④哥哥。
   ➤______________

3 ①王明文 ②兩個 ③弟弟 ④有。
   ➤______________

4 ①有 ②個 ③我 ④姊姊 ⑤一，兩個弟弟。
   ➤______________，兩個弟弟。

4 也 yě    also, too

The adverb “也” indicates a similar situation is being brought up. In Mandarin, adverbs are placed after subjects and in front of verbs.
Example:
S + Adverb + V + O
我也是台灣人。
I am also Taiwanese.
(1) 他姓王，我也姓王。
Tā xìng Wáng, wǒ yě xìng Wáng.
He is surnamed Wang. I am also surnamed Wang.

(2) 他有一個姊姊，我也有一個姊姊。
Tā yǒu yī ge jiějie, Wǒ yě yǒu yī ge jiějie.
He has one older sister. I also have one older sister.

(3) 明文有姊姊，Gloria 也有姊姊。
Míngwén yǒu jiějie, Gloria yě yǒu jiějie.
Míngwén has an older sister. Gloria also has an older sister.

(4) 我是臺灣人，他也是臺灣人。
Wǒ shì Táiwān rén, tā yě shì Táiwān rén.
I am Taiwanese. He is also Taiwanese.

(5) Gloria 是美國人，Mary 也是。
Gloria shì Měiguó rén, Mary yě shì.
Gloria is American. Mary is too.

Please put the words in the correct order.

1 他姓王，①姓 ②王 ③我 ④也。

他姓王，_____ _____ _____ _____。

2 他有一個姊姊，①我 ②一個 ③姊姊 ④有 ⑤也。

他有一個姊姊，_____ _____ _____ _____ _____。

3 明文有姊姊，①有 ②Gloria ③姊姊 ④也。

明文有姊姊，_____ _____ _____ _____。

4 我是臺灣人，①也 ②他 ③臺灣人 ④是。

我是臺灣人，_____ _____ _____ _____。
1. Read aloud

Gloria : 明文，你好。
王明文：你好，Gloria。

Gloria : 明文，你有兄弟姊妹嗎？
王明文：我有一個姊妹，兩個弟弟。妳呢？
Gloria : 我也有一個姊妹。
王明文：妳有哥哥嗎？
Gloria : 我沒有哥哥，也沒有弟弟。我只有一個姊姊。

2. Fill in the Blanks

Fill in the blanks with characters or pinyin appropriate for the sentence.

A：明文，你有_____ _____ _____ _____嗎？

B：我有一_____姊妹，兩_____弟弟。你呢？

A：我_____ _____ 一個姊妹。

B：你有哥哥嗎？

A：我_____ _____ 哥哥，_____沒有弟弟，我_____有一個姊妹。
3. Please interview four classmates. Ask them if they have any siblings.

You may use the questions below for your interview.

(1) 你有兄弟姊妹嗎？
(2) 你有哥哥 / 弟弟 / 姊姊 / 妹妹嗎？
(3) 我有一個姊妹 / 哥哥，你呢？

Write the information provided by your classmates in the grid below.

<table>
<thead>
<tr>
<th></th>
<th>姓名</th>
<th>姊姊</th>
<th>妹妹</th>
<th>哥哥</th>
<th>弟弟</th>
</tr>
</thead>
<tbody>
<tr>
<td>例</td>
<td>王明文</td>
<td>一個</td>
<td>沒有</td>
<td>沒有</td>
<td>兩個</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Tones: The four tones

(1) Read the following syllables

<table>
<thead>
<tr>
<th>dī</th>
<th>dí</th>
<th>dǐ</th>
<th>dì</th>
</tr>
</thead>
<tbody>
<tr>
<td>tú</td>
<td>tú</td>
<td>tú</td>
<td>tú</td>
</tr>
<tr>
<td>(nǚ)</td>
<td>nú</td>
<td>nú</td>
<td>nú</td>
</tr>
<tr>
<td>(lǚ)</td>
<td>lú</td>
<td>lǔ</td>
<td>lù</td>
</tr>
<tr>
<td>dāo</td>
<td>dǎo</td>
<td>dāo</td>
<td>dào</td>
</tr>
<tr>
<td>fēi</td>
<td>fēi</td>
<td>fēi</td>
<td>fēi</td>
</tr>
</tbody>
</table>

Notes:
1. When adding a tone mark above the final “i”, do not dot the “i”. Simply add the tone mark, e.g., di (弟 younger brother).
2. Tone marks are placed above the main vowel. The sequence of main vowel is as follows: a o e i u u. For example, in “ei” the main vowel is “e”, in “ia” the main vowel is “a”, e.g., mèi (妹 younger sister), liǎng (两 two).

(2) Please mark the tone you hear.

| dī | mī | hāo | fēi | dào | bāo | tāo |

(3) Recognizing tones: Please circle the syllable you hear.

| mǐ-mǐ | tǔ-tǔ | lǚ-lǚ | dǎ-dǎ | lǎo-lǎo | něi-něi | tāo-táo |

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

| lǐ-nǐ | mǐ-nǐ | nǚ-lǚ | dǎ-tǎ | mǔ-pǔ | bā-pā | tì-dì |

(2) Recognizing final sounds: Please circle the syllable you hear.

| lā-lào | něi-ne | má-máo | běi-bāo | nǔ-nǐ | lǐ-lǚ | mèi-mào |
Learning Objectives

Topic: Occupations (I)

At the end of this lesson, you will be able to use Mandarin to
1. Ask others if they are students
2. Ask others common occupations and work places
3. Describe marital status and family members
Gloria，你妹妹是学生吗？
Gloria, nǐ jiējie shì xuéshēng ma?

她不是学生，她大学毕业了。
Tā bù shì xuéshēng, tā dàxué biě le.

她在哪里工作？
Tā zài nǎlǐ gōngzuò?

我妹妹在银行工作，她先生在电脑公司。
Wǒ jiējie zài yínháng gōngzuò, tā xiānshēng zài diànnǎo gōngsī.

她妹妹结婚了，他们有孩子吗？
Nǐ jiējie jiéhūn le, tāmen yǒu háizi ma?

他们有两个孩子，一个儿子，一个女儿。
Tāmen yǒu liǎng gè háizi, yī gè rùnzì, yī gè nǚér.

两个小男孩都在小学念书。
liǎng gè xiǎohái dōu zài xiǎoxué niàn shū.
<table>
<thead>
<tr>
<th>1. 她 / 他</th>
<th>tā</th>
<th>N</th>
<th>she, her / he, him</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 不</td>
<td>bú / bù</td>
<td>Adv</td>
<td>no, not</td>
</tr>
<tr>
<td>3. 学 生</td>
<td>xuéshēng</td>
<td>N</td>
<td>student</td>
</tr>
<tr>
<td>4. 大 学</td>
<td>dàxué</td>
<td>N</td>
<td>university, college</td>
</tr>
<tr>
<td>5. 在</td>
<td>zài</td>
<td>Prep</td>
<td>in, on, at</td>
</tr>
<tr>
<td>6. 哪 里 ( 哪 里 )</td>
<td>nǎlǐ (nár)</td>
<td>QPr</td>
<td>where</td>
</tr>
<tr>
<td>7. 工 作</td>
<td>gōngzuò</td>
<td>V / N</td>
<td>to work, work</td>
</tr>
<tr>
<td>8. 银 行</td>
<td>yínháng</td>
<td>N</td>
<td>bank</td>
</tr>
<tr>
<td>9. 先 生</td>
<td>xiānshēng</td>
<td>N</td>
<td>husband, Mr.</td>
</tr>
<tr>
<td>10. 电 脑</td>
<td>diànnǎo</td>
<td>N</td>
<td>computer</td>
</tr>
<tr>
<td>11. 公 司</td>
<td>gōngsī</td>
<td>N</td>
<td>company</td>
</tr>
<tr>
<td>12. 孩 子</td>
<td>háizi</td>
<td>N</td>
<td>child</td>
</tr>
<tr>
<td>13. 儿 子</td>
<td>érzi</td>
<td>N</td>
<td>son</td>
</tr>
<tr>
<td>14. 女 儿</td>
<td>nǚ’ér</td>
<td>N</td>
<td>daughter</td>
</tr>
<tr>
<td>15. 小 孩</td>
<td>xiǎohái</td>
<td>N</td>
<td>child</td>
</tr>
<tr>
<td>16. 都</td>
<td>dōu</td>
<td>Adv</td>
<td>both, all</td>
</tr>
<tr>
<td>17. 小 学</td>
<td>xiǎoxué</td>
<td>N</td>
<td>elementary school</td>
</tr>
</tbody>
</table>
短語 Phrases

18. 畢業了 biè le graduated
19. 結婚了 jiē hūn le married
20. 他們 / 她們 tā men they (plural of “he / she”)
21. 念書 niàn shū to study

補充生詞 Supplementary Vocabulary

22. 法國 Fǎ guó N France
23. 和 / 和 hè / hé Conj and

語法 Grammar

1. 不 bú / bù no, not
   S + 不 bú / bù (Negative Adverb) + V

   The negative adverb “不” is placed in front of verb to form negative sentences.
   Examples:
   我不是美國人。
   I am not American.
   我不叫 Mary。
   My given name is not Mary.

   (1) 我不是學生。
   Wǒ bú shì xuéshēng.
   I am not a student.
(2) 我姊姊工作，我哥哥不工作。
Wǒ jiějie gōngzuò. Wǒ gége bù gōngzuò.
My older sister works. My older brother does not work.

(3) 我不叫學文，我叫明文。
Wǒ bù jiào Xuéwén, wǒ jiào Míngwén.
My given name is not Xuewen. My given name is Mingwen.

(4) 我不是美國人，我是法國人。
Wǒ bù shì Méiguó rén, wǒ shì Fáguó rén.
I am not American. I am French.

Exercise

Please put the words in the correct order.

1. A: 你是學生嗎？
   B: ①我 ②學生 ③不是
   ✗ ① ② ③。

2. A: 您姓 Lee 嗎？
   B: ①Lee ②我 ③不姓
   ✗ ① ② ③。

3. A: 您叫學文嗎？
   B: ①學文 ②不 ③我 ④叫
   ✗ ① ② ③ ④。

4. A: 您是法國人嗎？
   B: ①法國人 ②我 ③不 ④是
   ✗ ① ② ③ ④。
A: 您是臺灣人嗎？
B: ①不 ②臺灣人 ③是 ④我 ，我是美國人。

在 zài at, in, on
Word order:
S (N) + 在 zài (Preposition) + Place Word (location) + V (O)

(1) 我在電腦公司工作。
Wǒ zài diànnǎo gōngsī gōngzuò.
I work at a computer company.

(2) 他在銀行工作。
Tā zài yǐnháng gōngzuò.
He works at a bank.

(3) 我在小學工作。
Wǒ zài xiǎoxué gōngzuò.
I work at an elementary school.

(4) 你在哪裡 (哪兒) 工作？
Nǐ zài nǎlǐ (nár) gōngzuò?
Where do you work?

Exercise

Please put the words in the correct order.

1 A: 你在哪裡工作？
   B: ①我 ②工作 ③在 ④電腦公司

   ➡️ ______ ______ ______ ______。

2 A: 他在哪裡工作？
   B: ①在 ②他 ③工作 ④銀行

   ➡️ ______ ______ ______ ______。
3 A: 美生在哪裡工作？
B: ①小學 ②美生 ③在 ④工作

4 A: 你哥哥在哪裡工作？
B: ①我哥哥 ②工作 ③在 ④電腦公司

5 A: ①工作 ②你 ③哪裡 ④在

都 dōu both; all

3-1 (N plural) + 都 dōu + V + (O)
The adverb “都” is always placed in front of a verb and it refers to people or things that have already been mentioned in the sentence.
Example:
John和Mary都是學生。
John and Mary are both students.

(1) 他們都是學生。
Tāmén dōu shì xuéshēng.
They are both / all students.

(2) Gloria和Mary都姓Lee。
Gloria hán / hé Mary dōu xìng Lee.
Gloria and Mary are both surnamed Lee.
(3) 他們都是台灣人。
Tāmen dōu shì Táiwān rén.
They are both / all Taiwanese.

(4) 我先生和我都在銀行工作。
Wǒ xiānshēng hàn wǒ dōu zài yínháng gōngzuò.
My husband and I both work at a bank.

Exercise

Please put the words in the correct order.

1 ①他們 ②都 ③是 ④學生

_____ _____ _____ _____。

2 ①他們 ②姓 ③都 ④王

_____ _____ _____ _____。

3 ①都 ②他們 ③在銀行 ④工作

_____ _____ _____ _____。

4 ①都 ②工作 ③和 ④我 ⑤我先生

_____ _____ _____ _____ _____。

3-2  S (N plural) + 都 dōu + 不 bù / bù + V + (O)

(1) 他們都不是學生。
Tāmen dōu bù shì xuéshēng.
Neither / none of them is a student. (They are all not students.)
(2) 他們都不姓王。
Tāmen dōu bù xìng Wáng.
Neither / none of them is surnamed Wang.

(3) 明文和小生都不是美國人。
Míngwén hán Xiǎoshēng dōu bù shì Měiguó rén.
Both Míngwén and Xiǎoshēng are not American.

(4) 他們都不在銀行工作。
Tāmen dōu bù zài yínháng gōngzuò.
Neither / none of them works at a bank.

Exercise

Please put the words in the correct order.

1 ① 不是 ② 他們 ③ 都 ④ 學生
   ➡️ ① 不是 ② 他們 ③ 都 ④ 學生。

2 ① 王 ② 不姓 ③ 他們 ④ 都
   ➡️ ① 王 ② 不姓 ③ 他們 ④ 都。

3 ① 不是 ② 他們 ③ 都 ④ 美國人
   ➡️ ① 不是 ② 他們 ③ 都 ④ 美國人。

4 ① 都 ② 他們 ③ 工作 ④ 不在 ⑤ 銀行
   ➡️ ① 都 ② 他們 ③ 工作 ④ 不在 ⑤ 銀行。
综合活动 Classroom Activities

1. Read aloud

王明文：Gloria，你姊姊是學生嗎？
Gloria：她不是學生，她大學畢業了。
王明文：她在哪裡工作？
Gloria：我姊姊在銀行工作，她先生在電腦公司工作。
王明文：你姊姊結婚了，他們有孩子嗎？
Gloria：他們有兩個孩子，一個兒子、一個女兒。兩個小孩都在小學念書。

2. Fill in the Blanks

Fill in the blanks with appropriate characters or pinyin for the sentence.

A：你好！你姊姊是______ _______嗎？

B：她______是學生，她大學______ _______了。

A：她在______ _______工作？

B：我姊姊______銀行______ _______，她先生在______ _______公司工作。

A：你姊姊______ _______了，他們有______ _______嗎？

B：他們有兩個______ _______，一個______ _______、一個______ _______。兩個小孩______在小學______ _______。
3. Interview four classmates. Ask them the following questions and write the information provided by them in the grid below.

You may use the questions below for your interview.

(1) 你姊姊 / 妹妹 / 哥哥 / 弟弟是學生嗎？
(2) 你姊姊 / 妹妹 / 哥哥 / 弟弟工作嗎？
(3) 你姊姊 / 妹妹 / 哥哥 / 弟弟在哪裡工作？

Write the information provided by your classmates in the grid below.

<table>
<thead>
<tr>
<th></th>
<th>名字</th>
<th>兄弟姊妹是不是學生？</th>
<th>兄弟姊妹工作嗎？</th>
<th>他們在哪裡工作？</th>
</tr>
</thead>
<tbody>
<tr>
<td>例</td>
<td>Gloria</td>
<td>姊姊不是學生</td>
<td>姊姊工作</td>
<td>銀行</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Look at the two business cards, then answer the questions below.

(1) Where does Mr. Wang work? Please circle the company’s name.
(2) What is the surname of the person who works at the bank? Please underline her / his surname.

語音 Pinyin - Phonetic System

<table>
<thead>
<tr>
<th>Initials:</th>
<th>g</th>
<th>k</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finals:</td>
<td>ai</td>
<td>-uo</td>
<td>ang</td>
</tr>
</tbody>
</table>

1. Tones: The four tones

(1) Read the following syllables

Note: When there is no initial in front of the -uo, it is written as “wo”, e.g., wǒ (我, I, me)
※ Third Tone Change:
When two syllables with third tones occur one after the other, the first one changes to a second tone when speaking, but the third tone mark remains over the syllable in the written form, e.g., 你好 nǐ hǎo, 我有 wǒ yǒu.

(2) Please mark the tone you hear.

<table>
<thead>
<tr>
<th>ke</th>
<th>he</th>
<th>ge</th>
<th>hai</th>
<th>hang</th>
<th>wo</th>
<th>guo</th>
</tr>
</thead>
</table>

(3) Recognizing tones: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>tái-mái</th>
<th>hū-huó</th>
<th>făng-făng</th>
<th>duō-duó</th>
</tr>
</thead>
<tbody>
<tr>
<td>hăng-hàng</td>
<td>gǎi-gāi</td>
<td>pài-pái</td>
<td>kǔ-kū</td>
</tr>
</tbody>
</table>

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>hē- kē</th>
<th>gē-kē</th>
<th>hū-gū</th>
<th>guò-tuò</th>
</tr>
</thead>
<tbody>
<tr>
<td>hăng-tâng</td>
<td>duō-guō</td>
<td>kâng-gâng</td>
<td>kǎ-dâad</td>
</tr>
</tbody>
</table>

(2) Recognizing final sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>gǎi-guò</th>
<th>tài-tuò</th>
<th>wò-huó</th>
<th>mǎi-měi</th>
</tr>
</thead>
<tbody>
<tr>
<td>hâo-hâ</td>
<td>lè-lài</td>
<td>hú-huó</td>
<td>kǔ-kuò</td>
</tr>
</tbody>
</table>
Kinship Titles

明文，你好。她們是……？

你好。Gloria，她們是我的 cousin。這是我堂妹王明美，這是我表妹張安安。

Huh?

都是 cousin？表妹（biāomèi）？堂妹（tángmèi）？
Why does Wang, Mingwen refer to Wang, Mingmei as his “堂妹 (tángmèi)” but Zhang, Anan as his “表妹 (biǎomèi)” even though they are both his cousins? In traditional society, everyone had large families with many relatives, and most of these large families lived together. There are very specific kinship titles for family members and relatives because people value relationships between people and respect seniority within the family. People outside of the family can distinguish the exact relationship between two people by their respective kinship titles. It is necessary for people to address their relatives by the correct titles.

The terms to address each relative of the extended family are all different. Beginning on the father’s side: “爷爷 (yéye)” is paternal grandfather. “奶奶 (nǎinai)” is paternal grandmother. “伯伯 (bóbo)” is father’s older brother. “叔叔 (shūshū)” is father’s younger brother. “姑姑 (gūgū)” is father’s sister. On the mother’s side: “外公 (wàigōng)” is maternal grandfather. “外婆 (wàipó)” is maternal grandmother. “舅舅 (jiùjiù)” is mother’s brother. “阿姨 (āyí)” is mother’s sister.

The children of my “伯伯 (bóbo)” and “叔叔 (shūshū)” are my “堂 (táng) 兄弟姐妹”. The children of my “舅舅 (jiùjiù)” and “阿姨 (āyí)” are my “表 (biǎo) 兄弟姐妹”.
外公：

媽媽：

姐妹：

阿姨：

弟弟：

我：

表兄弟姐妹：

表妹：

親屬稱謂

Culture Notes

wàigōng (grandfather)

māma

jiéméi

āyí (aunt)

dìdì

biǎoxióngmèi

biàoméi (cousin)
Learning Objectives

Topic: Occupations (II)

At the end of this lesson, you will be able to use Mandarin to
1. Discuss about your life
2. Identify more specific occupations and work places
文

请问你爸爸、妈妈在哪里工作？
Míngwén, qǐng wèn nǐ bā ba, má ma zài nǎ lǐ gōngzuò?

我爸爸在电脑公司工作，我妈妈是老师。
Wǒ bā ba zài diàn nǎo gōngsī gōngzuò, Wǒ má ma shì xiǎoxué lǎoshī.

你爸爸的工作忙不忙？
Nǐ bā ba de gōngzuò máng bù máng?

他工作很忙，他每天都很累。
Tā de gōngzuò hén máng, tā méitiān dōu hén lèi.

你妈妈呢？
Nǐ má ma ne?

她喜欢小孩子，她说明书不累。
Tā xǐhuān xiǎo hái zǐ, tā shuō jiào shū bù lèi.

我爸爸也是老师，他在大学教法文。
Wǒ bā ba yě shì lǎoshī, tā zài dà xué jiāo Fǎ wén.
### 生詞 Vocabulary

1. 爸爸 bābā N father, dad  
2. 媽媽 māmā N mother, mom  
3. 老師 lǎoshī N teacher  
4. 忙 máng Vs busy  
5. 很 hěn Adv very  
6. 每天 měitiān N every day  
7. 累 lèi Vs tired, tiring  
8. 喜歡 xǐhuān V to like  
9. 小孩子 xiǎo háizi N children, kids  
10. 說 shuō V to say  
11. 教 jiāo V to teach  
12. 法文 Fǎwén N French language

### 短語 Phrases

13. 教書 jiāo shū the job of teaching

### 補充生詞 Supplementary Vocabulary

14. 李 Li N an example of a surname  
15. 今天 jīntiān N today
Affirmative-Negative Questions (A-not-A)

1-1  S + Vs 不 bù / bù Vs ?  
     S + V 不 bù / bù V + O (N) ?

Instead of adding the interrogative particle “吗”, Mandarin has another way to make questions more neutral rather than interrogative. Use the affirmative form of the verb followed by its negative form to form the question.

Example:
S + Vs + 不 + Vs  
你忙不忙？  
Are you busy?

S + V + 不 +V + O  
你是不是學生？  
Are you a student?

(1) 他們忙不忙？  
Tāmen máng bù máng?  
Are they busy?

(2) 你今天累不累？  
Nǐ jīntiān lèi bù lèi?  
Are you tired today?

(3) 你是不是學生？  
Nǐ shì bù shì xuéshēng?  
Are you a student?

(4) Nancy 喜歡不喜歡教書？  
Nancy xǐhuān bù xǐhuān jiāoshū?  
Does Nancy like teaching?

Exercise

Please put the words in the correct order.

1  A: ①他們  ②忙  ③不忙

①  ②  ③  ?

B: 他們很忙。
2. A: 你今天 ① 累 ② 累 ③ 不
   你今天_______?
B: 我今天很累。

3. A: ① 不是 ② 是 ③ 學生 ④ 你
   _________?
B: 我不是學生。

4. A: ① Gloria ② 她 ③ 是 ④ 不是
   _________?
B: 她是 Gloria。

5. A: Nancy ① 喜歡 ② 教書 ③ 喜歡 ④ 不
   Nancy_______?
B: 他不喜歡教書。

1-2 S + 有 yǒu + 沒有 méi yǒu + O(N) ？
The adverb “沒” is used to negate “有”. The form of affirmative-negative questions is “有沒有”.
Example:
S + 有 + 沒有 + O(N)
你有沒有哥哥?
Do you have older brothers?

(1) 你有沒有電腦？
Nǐ yǒu méi yǒu diànmiǎo?
Do you have a computer?
(2) 你哥哥有沒有孩子？
Nǐ gēge yǒu měi yǒu háizi?
Does your older brother have children?

(3) 他有沒有兄弟姊妹？
Tā yǒu měi yǒu xiōngdì jiěmèi?
Does he have any brothers and sisters?

(4) 王小文有没有姊妹？
Wáng Xiǎowén yǒu měi yǒu jiējie?
Does Wang Xiaowen have older sisters?

Exercise

Please put the words in the correct order.

1. A: ①你  ②有  ③沒有  ④妹妹
   
   ______ ______ ______ ______?
   
   B: 我沒有妹妹。

2. A: ①有  ②Gloria  ③姊妹  ④沒有
   
   ______ ______ ______ ______?
   
   B: Gloria 有一個姊妹。

3. A: ①沒有  ②有  ③他  ④電腦
   
   ______ ______ ______ ______?
   
   B: 他有電腦。
4. A: ①王小生 ②兄弟姊妹 ③沒有 ④有

   _______ _______ _______？

B: 他有一個哥哥、兩個妹妹。

5. A: ①孩子 ②有 ③你 ④沒有

   _______ _______ _______？

B: 我有一個兒子，沒有女兒。

### 2. 呢 ne  A Particle for Question Formation

The particle “呢” is used when some sort of context has been established in the preceding statement. It is placed after a noun or pronoun with the meaning of “How about N / Pron?”

Example:

S1+V+N，S2+ 呢？
我叫小文，您呢？
My name is Xiaowen. How about you?

我有一個弟弟，你呢？
I have one younger brother. How about you?

(1) A：我姓王，您呢？
Wǒ xìng Wáng. Nin ne?
I am surnamed Wang. How about you?

B：我姓李。
Wǒ xìng Li.
I am surnamed Li.

(2) A：我叫小文，您呢？
Wǒ jiào Xiǎowén. Nin ne?
My given name is Xiaowen. How about you?

B：我叫Gloria。
Wǒ jiào Gloria.
My given name is Gloria.
(3) A: 我是台灣人，你呢？
Wǒ shì Táiwàn rén, nǐ ne?
I am Taiwanese. How about you?

B: 我是美國人。
Wǒ shì Měiguó rén.
I am American.

(4) A: 我有兩個弟弟，你呢？
Wǒ yǒu liǎng ge dìdì, nǐ ne?
I have two younger brothers. How about you?

B: 我沒有弟弟，我有一個妹妹。
Wǒ méi yǒu dìdì. Wǒ yǒu yī ge mèimei.
I do not have younger brothers. I have one younger sister.

Exercise

Please put the words in the correct order.

1. A: 我姓王，①呢 ②您
   我姓王，_____ ？
   B: 我姓李。

2. A: 我 ①小文 ②叫 ③你 ④呢
   我_____ , _____ ?
   B: 我叫大文。

3. A: ①台灣人 ②您 ③呢 ④我 ⑤是
   _____ , _____?
   B: 我是美國人。
4 A: ①沒有 ②我 ③兄弟姊妹 ④呢 ⑤你

_____ _____ ’_____ ____？

B: 我有一個姊妹，兩個弟弟。

5 A: ①在銀行 ②我 ③工作 ④呢 ⑤你

_____ _____ ’_____ ____？

B: 我不工作。

3 的 de  The Possessive Particle

3-1
The particle “的” is used to indicate possession. It is placed between the possessor and the possessed.
Example:
我的電腦          他的工作
my computer        his work / his job

(1) Gloria 的電腦
Gloria de diànnǎo
Gloria’s computer

(2) 明文的老師
Míngwén de lǎoshī
Mingwen’s teacher

(3) 我的名字
wǒ de míngzi
my name

(4) 我喜歡我的工作。
Wǒ xǐhuān wǒ de gōngzuò.
I like my job.

Exercise
Please put the words in the correct order.

1 他是 ①的 ②明文 ③老師。

_____ _____ _____。
2 爸爸喜歡 ①工作 ②他 ③的。

爸爸喜歡____ ____ ____。

3-2
The particle “的” can be omitted when a personal pronoun is followed by a term indicating a family or close relationship. Otherwise, it is usually required.

Example:
我媽媽
my mother
明文的媽媽
Mingwen’s mother
我爸爸
my father
家文的爸爸
Jiawen’s father

(1) 我妹妹
wǒ mèimei
my younger sister
(2) 他兒子
tā érzi
his son
(3) 大文的姊姊
Dàwén de jiějie
Dawen’s older sister
(4) 大文的姐姐教法文。
Dàwén de jiějie jiāo Fǎwén.
Dawen’s older sister teaches French.

Exercise
Please put the words in the correct order.

1 ①文文 ②叫 ③我 ④妹妹。

____ ____ ____ ____。

2 ①姊姊 ②電腦 ③沒有 ④我。

____ ____ ____ ____。
1. Read aloud

Gloria：明文，請問你爸爸、媽媽在哪裡工作？
王明文：我爸爸在電腦公司工作，我媽媽是小學老師。
Gloria：你爸爸的工作忙不忙？
王明文：他的工作很忙，他每天都很累。
Gloria：你媽媽呢？
王明文：她喜歡小孩子，她說教書不累。
Gloria：我爸爸也是老師，他在大學教法文。

2. Fill in the Blanks

Fill in the blanks with the appropriate characters or pinyin for the sentence.

A：請問，你爸爸在_______ ______工作？

B：我_______ ______在_______ ______公司工作。

A：你爸爸的工作_______不_______？

B：他的工作_______ ______，他每天都_______ ______。

A：你媽媽呢？

B：我_______ ______在小學教書，她是小學_______ ______。

A：你媽媽累不累？

B：我媽媽_______ ______小孩子，她說_______ ______不累。
Ask three classmates if their family members work. Where do they work? What does each one of their family do? Are they busy? Are their works tiring?

You may use the dialogues below to ask / answer.

(1) Q：你爸爸在哪裡工作？
A：我爸爸是老師。

(2) Q：你爸爸忙不忙？
A：我爸爸不忙。

(3) Q：你爸爸的工作累不累？
A：我爸爸的工作很累。

Write the information provided by your classmates in the grid below.

<table>
<thead>
<tr>
<th>Your classmate</th>
<th>Family member</th>
<th>Occupation</th>
<th>忙不忙？</th>
<th>累不累？</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 王明文</td>
<td>1. 爸爸</td>
<td>工程師</td>
<td>很忙</td>
<td>很累</td>
</tr>
<tr>
<td></td>
<td>2. 媽媽</td>
<td>老師</td>
<td>很忙</td>
<td>不累</td>
</tr>
<tr>
<td></td>
<td>3. 姊姊</td>
<td>服務員</td>
<td>很忙</td>
<td>很累</td>
</tr>
<tr>
<td></td>
<td>工程師</td>
<td>gōngchéngshī</td>
<td>engineer</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>廚師</td>
<td>chūshī</td>
<td>chef</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>服務員</td>
<td>fúwùyuán</td>
<td>server, waiter, waitress</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>醫生</td>
<td>yīshēng</td>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>護士</td>
<td>hùshì</td>
<td>nurse</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>律師</td>
<td>lǜshì</td>
<td>lawyer</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>軍人</td>
<td>jūnrén</td>
<td>soldier</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>商人</td>
<td>shāngrén</td>
<td>businessman</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>農人</td>
<td>nóngrén</td>
<td>farmer</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>退休了</td>
<td>tuixiū le</td>
<td>retired</td>
<td></td>
</tr>
</tbody>
</table>

※ If the occupation is not listed above, please ask your teacher.
4. Look and Answer

(1) Zhang’s family

張先生
家文 學文 怡文

張先生有沒有兒子？ □有 □沒有 __________個
張先生有沒有女兒？ □有 □沒有 __________個

(2) Li’s family

爸爸 媽媽

李大文

李大文有沒有哥哥？ □有 □沒有 __________個
李大文有沒有姊妹？ □有 □沒有 __________個
1. Tones: The four tones

(1) Read the following syllables

<table>
<thead>
<tr>
<th>zi</th>
<th>zi</th>
<th>zi</th>
<th>zi</th>
</tr>
</thead>
<tbody>
<tr>
<td>ci</td>
<td>ci</td>
<td>ci</td>
<td>ci</td>
</tr>
<tr>
<td>sa</td>
<td>sa</td>
<td>sa</td>
<td>sa</td>
</tr>
<tr>
<td>zuo</td>
<td>zuo</td>
<td>zuo</td>
<td>zuo</td>
</tr>
<tr>
<td>song</td>
<td>song</td>
<td>song</td>
<td>song</td>
</tr>
<tr>
<td>wa</td>
<td>wa</td>
<td>wa</td>
<td>wa</td>
</tr>
</tbody>
</table>

Note:
When there is no initial in front of -ua, it is written as "wa", e.g., wā (挖掘, to dig)

※“不”Tone Changes:
The tone of “不“ changes based on the tone of the syllable that follows it. If it precedes syllable with a first, second, or third tone, “不” is pronounced and marked a fourth tone, e.g., “bù máng” (不忙, “not busy”), “bù gōngzuò” (不工作, “not work”), “bù hǎo” (不好, “not good”). If it precedes a syllable with a forth tone, “不” is pronounced and marked with a second tone, e.g., “bù shì” (不是, “is not”, lit. “not be”).

(2) Please mark the tone you hear.

ze sa ci sou cong hua hong

(3) Recognizing tones: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>zi-zi</th>
<th>sai-sai</th>
<th>huā-huá</th>
<th>zuō-zuò</th>
</tr>
</thead>
<tbody>
<tr>
<td>tōng-tōng</td>
<td>wā-wā</td>
<td>lōng-lōng</td>
<td>sōng-sōng</td>
</tr>
</tbody>
</table>
2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>cǐ-zǐ</th>
<th>cā-sā</th>
<th>sù-cù</th>
<th>sǐ-cǐ</th>
<th>zá-cá</th>
<th>cū-sū</th>
<th>gù-sù</th>
</tr>
</thead>
</table>

(2) Recognizing final sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>tāng-tōng</th>
<th>tóu-tuó</th>
<th>gài-guò</th>
<th>wō-wā</th>
</tr>
</thead>
<tbody>
<tr>
<td>hóng-háng</td>
<td>lóu-luó</td>
<td>dòng-dāng</td>
<td>sòng-sài</td>
</tr>
</tbody>
</table>

Note
Welcome!

Learning Objectives

Topic: Getting Acquainted

At the end of this lesson, you will be able to use Mandarin to
1. Introduce others
2. Express hospitality
3. Talk about plans for vacation
Gloria，好久不见。

Gloria, hǎojiǔ bùjiàn.

你也好，好久不见。

Nǐ hǎo, hǎojiǔ bùjiàn.

这是我的弟弟王家文。家文，这是我朋友，Gloria。


你也好，家文，认识你很高兴。

Nǐ hǎo, Jiāwén, rènshì nǐ hěn gāoxìng.

Gloria，我也很高兴认识你。

Gloria, wǒ yě hěn gāoxìng rènshì nǐ.

家文，你也在美国念书吗？

Jiāwén, nǐ yě zài Méiguó niàn shū ma?

不是，我平常住在台湾。现在在學校

Bù shì, wǒ píngcháng zhù zài Tàiwān. Xiànzài xuéxiào

放假，我来美国玩。

fángjià, wǒ lái Méiguó wán.
歡迎你來美國。你想去哪裡玩？
Huān yíng nǐ lái Měiguó. Nǐ xiǎng qù nǎ lǐ wán?

我想去迪士尼樂園玩，也想去國家公園。
Wǒ xiǎng qù Díshìní lèyuán wán, yě xiǎng qù guójiā yuán.

| 生詞 Vocabulary |  |  |  |  |
|----------------|------------------|-----------------|--------------------|
| 1. 這 | zhè | Det | this |
| 2. 朋友 | péngyou | N | friend |
| 3. 認識 | rènshi | V | to know, meet, recognize |
| 4. 高興 | gāoxìng | Vs | happy, glad |
| 5. 平常 | píngcháng | Adv | usually, normally |
| 6. 住在 | zhù zài | V | to live in / at |
| 7. 現在 | xiànzài | N | now |
| 8. 學校 | xuéxiào | N | school |
| 9. 放假 | fàngjià | V | to be on school break, to be on vacation |
| 10. 來 | lái | V | to come |
| 11. 玩 | wán | V | to have fun, to play |
| 12. 歡迎 | huān yíng | V | to welcome |
| 13. 想 | xiǎng | Vaux | would like, to want, to have a desire to |
| 14. 去 | qù | V | to go |
| 15. 國家 | guójiā | N | nation, country |
| 16. 公園 | gōngyuán | N | park |
短語 Phrases
17. 好久不见 hǎojiǔ bùjiàn long time no see

専有名詞 Proper Nouns
18. 迪士尼乐园 Disneyland

補充生詞 Supplementary Vocabulary
19. 台北 Taipei Táiběi N
20. 加州 California Jiāzhōu N
21. 谁 shéi QPr who, whom
22. 父母父母 fùmǔ N parents in a formal way

語法 Grammar
1. 這是 zhè shì + Personal Relationship，名字 míngzi (name)

The pattern “這是 + personal relationship” is a colloquial way to introduce others when they are meeting for the first time. The name of the person who is being introduced can follow the pattern.
Example:
這是王家文。
This is my younger brother, Wang, Jiawen.
(1) 明文：這是我弟弟，王家文。
Zhè shì wǒ dīdī, Wáng Jiāwén.
This is my younger brother, Wang, Jiwen.

Gloria：你好，家文。
Nǐ hǎo, Jiāwén.
How do you do? Jiwen.

(2) 明文：Gloria，這是我弟弟，王家文。
Gloria, zhè shì wǒ dīdī, Wáng Jiāwén.
Gloria, this is my younger brother, Wang, Jiwen.

Gloria：家文，你好，認識你很高興。
Jiāwén, nǐ hǎo, rènshì nǐ hěn gāoxìng.
Jiwen, how do you do? It is nice to meet you.

(3) Robert：這是我弟弟，Mark。Mark，這是我朋友，小美。
Zhè shì wǒ dīdī, Mark. Mark, zhè shì wǒ péngyǒu, Xiǎoměi.
This is my younger brother, Mark. Mark, this is my friend, Xiaomei.

小美：你好，Mark，很高興認識你。
Nǐ hǎo, Mark. hěn gāoxìng rènshì nǐ.
How do you do? Mark. It is nice to meet you.

Mark：小美，我也很高興認識妳。
Xiǎoměi, wǒ yě hěn gāoxìng rènshì nǐ.
Xiaomei, it is nice to meet you too.

Exercise

Fill in the blanks.
Gina：明文，______ 我妹妹 Jenny。Jenny，______ ______我朋友，明文。

明文：Jenny，認識妳很高興。

Jenny：明文，我也很高興認識你。

2 S + 住在 zhù zài (live in, at) + Place Word

This pattern is used to express “someone lives in somewhere.”
Example:
S + 住在 + place word
他住在臺灣。
He lives in Taiwan.

(1) A：Mary 住在哪裡（哪兒）？
Mary zhù zài nǎlǐ (nàr)?
Where does Mary live?

B：Mary 住在美國。
Mary zhù zài Měiguó.
Mary lives in U.S.

(2) A：你爸爸住在哪裡（哪兒）？
Nǐ bāba zhù zài nǎlǐ (nàr)?
Where does your father live?

B：我爸爸住在臺灣。
Wǒ bāba zhù zài Tāiwān.
My father lives in Taiwan.
(3) A：你哥哥住在哪裡（哪兒）？
   Nǐ gēge zhù zài nǎlǐ (nàr)?
   Where does your older brother live?

   B：我哥哥住在臺灣。
   Wǒ gēge zhù zài Táiběi.
   My older brother lives in Taipei.

(4) A：Mary 和她先生住在哪裡（哪兒）？
   Mary hàn tā xiānshēng zhù zài nǎlǐ (nàr)?
   Where do Mary and her husband live?

   B：Mary 和她先生住在美國加州。
   Mary hàn tā xiānshēng zhù zài Měiguó Jiāzhōu.
   Mary and her husband live in the state of California in the U.S.

Exercise

Please put the words in the correct order.

1 ①住  ② Mary  ③美國  ④在
   ↪  ____  ____  ____  ____。

2 ①在  ②我姊姊  ③住  ④法國
   ↪  ____  ____  ____  ____。

3 ①哥哥  ②住在  ③你  ④哪裡
   ↪  ____  ____  ____  ____?

4 ①她  ②臺北  ③和  ④她先生  ⑤住在
   ↪  ____  ____  ____  ____  ____。

5 Linda 和  ①美國  ②加州  ③住  ④她先生  ⑤在
   ↪ Linda 和  ____  ____  ____  ____  ____。
Question Pronouns

什麼 shénme what, 哪裡 (哪兒) nǎlǐ (nàr) where, 誰 shéi who / whom

When using the question pronouns “什麼” (what), “哪裡 (哪兒)” (where), and “誰” (who) to form questions, simply replace the part that you would like to ask in a declarative sentence with the appropriate question pronoun.

Example:
Question: 他叫什麼？(What is his name?)
Answer: 他的小名。 (His name is Wang Xiaowen)

1. A: 李老師教什麼？
   Li lǎoshī jiāo shénme?
   What does Teacher Li teach?

   B: 李老師教法文。
   Li lǎoshī jiāo Fǎwén.
   Teacher Li teaches French.

2. A: 王小美在哪裡 (哪兒) 念書？
   Wáng Xiǎoméi zài nǎlǐ (nàr) niàn shū?
   Where does Wang Xiaomei go to school?

   B: 她在臺灣念書。
   Tā zài Táiwān niàn shū.
   She goes to school in Taiwan.

3. A: 你父母住在哪裡 (哪兒)？
   Ni fùmǔ zhù zài nǎlǐ (nàr)?
   Where do your parents live?

   B: 我父母住在臺灣。
   Wǒ fùmǔ zhù zài Táiwān.
   My parents live in Taiwan.

4. A: 誰想去國家公園玩？
   Shéi xiǎng qù guójiā gōngyuán wán?
   Who would like to visit a national park?

   B: 王家文想去。
   Wáng Jiāwén xiǎng qù.
   Wang, Jiawen would like to go.
Exercise

Please fill in the blanks with the appropriate question pronoun.

什麼 哪裡 誰

1. _______在銀行工作？
2. 他在_______念書？
3. 王老師教_______？
4. _______住在臺北？
5. 明文的弟弟叫_______名字？

4. S + (Vaux) + 去 + Place Word + V (action)

“去” occurs before a place word of the location and an action verb occurs after the place word to specify the intention of something at that location.
Example:
S + (Vaux) + 去 + place word + V
我想去法國念書。
I would like to go to France to study.

(1) Mark 想去臺灣工作。
Mark xiǎng qù Táiwān gōngzuò.
Mark would like to go to Taiwan to work.

(2) 我姊姊想去法國玩。
Wǒ jiějie xiǎng qù Fǎguó wán.
My older sister would like to visit France.
(3) 我朋友今天去國家公園玩。
Wǒ péngyǒu jīntiān qù guójiā gōngyuán wán.
My friend visited a national park today.

(4) 我女兒想去迪士尼樂園玩。
Wǒ niú’ér xiǎng qù Dīshí nǐyuán wán.
My daughter would like to go to Disneyland.

Exercise

Please put the words in the correct order.

1. ① Lisa ② 去 ③ 臺灣 ④ 想 ⑤ 工作
   ➢ ① 去 ② 站 ③ 臺灣 ④ 想 ⑤ 工作

2. ① 想 ② 去 ③ 法國 ④ 我父母 ⑤ 玩
   ➢ ① 想 ② 去 ③ 法國 ④ 我父母 ⑤ 玩

3. Gloria 的朋友 ① 去 ② 玩 ③ 國家 ④ 公園 ⑤ 今天
   ➢ Gloria 的朋友 ① 去 ② 玩 ③ 國家 ④ 公園 ⑤ 今天

4. ① 想 ② 我女兒 ③ 去 ④ 玩 ⑤ 迪士尼樂園
   ➢ ① 想 ② 我女兒 ③ 去 ④ 玩 ⑤ 迪士尼樂園
1. Read aloud

王明文：Gloria，好久不見。
Gloria ：你好，好久不見。
王明文：這是我弟弟王家文。家文，這是我朋友，Gloria。
Gloria ：你好，家文，認識你很高興。
王家文：Gloria，我也很高興認識妳。
Gloria ：家文，你也再美國唸書嗎？
王家文：不是，我平常住在臺灣。現在學校放暑假，我來美國玩。
Gloria ：歡迎你來美國。你想去哪裡玩？
王家文：我想去迪士尼樂園玩，也想去國家公園玩。

2. Fill in the Blanks

Fill in the blanks with the appropriate characters or pinyin for the sentence.

王明文：Gloria，好久不見。

Gloria ：你好，______ ______ ______ ______。

王明文：______ ______我弟弟王家文。家文，這是我
______ ______，Gloria。

Gloria ：你好，家文，認識你很______ ______。

王家文：Gloria，我也很高興______ ______妳。

Gloria ：家文，你也在美國唸書嗎？
王家文：不是，我平常______ ______臺灣。______ ______
    學校放假，我來美國玩。
Gloria：歡迎你______美國。你想去哪裡______？
王家文：我______ ______迪士尼樂園玩，也想去國家
    ______ ______玩。

3. Role play

Find a partner and introduce him / her to your Mandarin teacher as your sibling or friend. Role play the conversation to your Mandarin teacher.
You may use the dialogues below for your conversation.

Gloria : ______  老師，您好。

老師 : Gloria，好久不見。

Gloria : ______  老師，這是我朋友______。

______  ，這是我的中文老師，

______  老師。

老師 : 好好，______ 。很高興認識妳。

______  : 我也很高興認識妳。

4. Interview four classmates. Ask them where they live and which country they want to visit for vacation.

You may use the dialogues below to ask / answer.

Q：你（現在）住在哪裡？ A：我住在____________。

Q：你放假想去哪裡玩？ A：我想去____________玩。
<table>
<thead>
<tr>
<th>名字</th>
<th>住在哪裡？</th>
<th>想去哪裡玩？</th>
</tr>
</thead>
<tbody>
<tr>
<td>例</td>
<td>王家文</td>
<td>臺灣</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List of Countries

1. 法國  Fàguó  France
2. 德國  Déguó  Germany
3. 英國  Yìngguó  United Kingdom
4. 日本  Ribèn  Japan
5. 韓國  Hánguó  South Korea
6. 中國  Zhōngguó  China
7. 加拿大  Jiānádà  Canada
8. 墨西哥  Mòxígē  Mexico
9. 巴西  Bāxī  Brazil
10. 泰國  Tàiguó  Thailand
1. Tones: The four tones

(1) Read the following syllables

<table>
<thead>
<tr>
<th>jǐ</th>
<th>jǐ</th>
<th>jǐ</th>
<th>jǐ</th>
<th>Note 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>jū</td>
<td>jú</td>
<td>jǜ</td>
<td>jù</td>
<td></td>
</tr>
<tr>
<td>qǐ</td>
<td>qǐ</td>
<td>qǐ</td>
<td>qǐ</td>
<td></td>
</tr>
<tr>
<td>qū</td>
<td>qú</td>
<td>qǜ</td>
<td>qù</td>
<td></td>
</tr>
<tr>
<td>xi</td>
<td>xi</td>
<td>xi</td>
<td>xi</td>
<td></td>
</tr>
<tr>
<td>xū</td>
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<td>xǔ</td>
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</tr>
<tr>
<td>jiǔ</td>
<td>(jiú)</td>
<td>jiǔ</td>
<td>jiù</td>
<td>Note 2</td>
</tr>
<tr>
<td>yóu</td>
<td>yóu</td>
<td>yǒu</td>
<td>yòu</td>
<td>Note 3</td>
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<tr>
<td>qiào</td>
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<tr>
<td>pēng</td>
<td>pēng</td>
<td>pēng</td>
<td>pēng</td>
<td>Note 4</td>
</tr>
</tbody>
</table>

Notes:
1. When -ū is preceded by the initial j, q, or x, it is written as u, e.g., qù (去, to go)
2. Refer to Note 2 in Lesson 2. Tone marks are placed over the main vowel in the following sequence: a o e i u ü, except when the final combination is -iu. In this case, the tone mark is placed over the u, as such -iū, e.g., jiū (久, long, as in a period of time)
3. When -iu is not preceded by an initial, it is written as you, e.g., yóu (有, to have)
4. When -iao is not preceded by an initial, it is written as yao, e.g., yào (要, to want)
(2) Please mark the tone you hear.

| miao | ceng | liao | leng | piao | diu | jiu |

(3) Recognizing tones: Please circle the syllable you hear.

| jǐ-jǐ | xí-xǐ | qǐ-qǐ | xiào-xiào |
| qiǔ-qǐu | jiù-jǐu | pēng-pēng | qiāo-qiao |

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

| jú-xú | qù-jù | xǐ-qǐ | jiǎo-xiāo |
| qiū-jǐu | xià-jìà | qǐ-sǐ | xiāo-qìa0 |

(2) Recognizing final sounds: Please circle the syllable you hear.

| pēng-páng | xiū-xiǎo | qiào-qiú | fāng-fēng |
| néng-náng | lèng-làng | liáo-láo | jiǔ-jǐa0 |
你平常喜歡做什麼？
What Do You Usually Like to Do?

Learning Objectives

Topic: Leisure

At the end of this lesson, you will be able to use Mandarin to
1. List common hobbies
2. Inquire the interests of others
3. Discuss likes / dislikes
4. Describe your daily activities
你平常喜歡做什麼？
Jiàowén, nǐ xǐhuān bù xǐhuān yùndòng?

我喜歡運動，我平常喜歡跑步。
Wǒ xǐhuān yùndòng, wǒ píngcháng xǐhuān pāo bù。

你哥哥平常喜歡做什麼？
Nǐ gége píngcháng xǐhuān zuò shénme?

他平常喜歡跑步，週末喜歡去網球。
Tā píngcháng xǐhuān pāo bù, zhōumò xǐhuān qí wǎngqiú.

不喜歡運動。
Wǒ bù xǐhuān yùndòng.

也喜歡唱歌和聽音樂。
Hěi yě xǐhuān chàng gē hé tīng yīnyuè.

不喜歡跳舞。
dōu bù xǐhuān tiào wǔ.
還喜歡看電視，我晚上常常在家。

這類電視。

我在臺灣，晚上喜歡去公園跑步。

| 生詞 Vocabulary |  |  |  |
|----------------|------------------|------------|
| 1. 運動 | yùndòng | V | to exercise |
| 2. 做 | zuò | V | to do |
| 3. 週末 | zhōumò | N | weekend |
| 4. 打 | dǎ | V | to play (ball) |
| 5. 網球 | wǎngqiú | N | tennis |
| 6. 聽 | tīng | V | to listen |
| 7. 音樂 | yīnyuè | N | music |
| 8. 和 / 和 | hàn / hé | Conj | and |
| 9. 可是 | kěshì | Conj | but, however |
| 10. 還 | hái | Adv | also, in addition, as well |
| 11. 看 | kàn | V | to see, look, watch, read |
| 12. 電視 | diànshì | N | television |
| 13. 晚上 | wǎnhàng | N | night, at night |
| 14. 常常 | chángcháng | Adv | often |
| 15. 家 | jiā | N | house, home, family |
短語 Phrases

16. 跑步 pào bù to run, to jog
17. 唱歌 chàng gē to sing
18. 跳舞 tiào wǔ to dance

補充生詞 Supplementary Vocabulary

19. 上午 shàngwǔ N later morning
20. 太太 tài tài N wife, Mrs.

語法 Grammar

1. 還 hái also, in addition

The adverb “還” connects the two actions performed by the same person and implies a surprise element for the action after “還”. The auxiliary if any in the mentioned statement has to be repeated for the statement using “還”.

Example:
S + Vaux + V1 + O1, 還 + Vaux + V2 + O2

我喜歡唱歌，還喜歡跳舞。
I like to sing, in addition, I like to dance.

(1) 我喜歡唱歌、聽音樂，還喜歡跳舞。
Wǒ xǐhuān chàng gē, tíng yīnyuè, hái xǐhuān tiào wǔ.
I like to sing, listen to music. In addition, I like to dance.

(2) 他喜歡跑步，還喜歡打網球。
Tā xǐhuān pào bù, hái xǐhuān dǎ wǎngqiú.
He likes to run. In addition, he likes to play tennis.
(3) 王明文有两个美国朋友，还有一个法国朋友。
Wáng Míngwén yǒu liǎng ge Měiguó péngyǒu, hái yī yī ge Fǎguó péngyǒu.
Wang Mingwen has two American friends. In addition, he has a French friend.

(4) Gloria 喜欢在家看电视，还喜欢在家听音乐。
Gloria xǐhuān zài jiā kàn diǎnshì, hái xǐhuān zài jiā tīng yīnyuè.
Gloria likes to watch TV at home. In addition, she likes to listen to music at home.

(5) A：我想去迪士尼乐园玩，你呢？
Wǒ xiǎng qù Dishíyǔ luóyuán wán, nǐ ne?
I would like to go to Disneyland. How about you?
B：我也想去，我还想去国家公园。
Wǒ yě xiǎng qù, wǒ hái xiǎng qù guójiā gōngyuán.
I would like to as well. In addition, I want to go to national parks.

Exercise

Please place “还” into the correct place within the sentence.

1 我喜欢________唱歌，________喜欢跳舞。

2 我________有一个姐姐，________一个哥哥，________有一个妹妹。

3 王老师________教中文，也教英文，________教法文。

4 Lisa________想去法国，________也想去日本，________想去台湾。

5 你________想去迪士尼乐园玩，________想去哪裡玩？
Lesson 06

你平常喜歡做什麼？

2  S + Time Word + 在 zài (in, at) + Place Word + V (O)

(1) 我晚上常常在家看电视。
Wǒ wǎnhǎn chángcháng zài jiā kàn diānshì.
I often watch TV at home at night.

(2) A：王明文上午在公园做什么？
Wáng Míngwén shàngwǔ zài gōngyuán zuò shénme?
What did Wang Mingwen do in the park this morning?
B：王明文上午在公园打网球。
Wáng Míngwén shàngwǔ zài gōngyuán dǎ wǎngqíu.
Wang Mingwen played tennis in the park this morning.

(3) A：Gloria 週末常常做什么？
Gloria zhōumò chángcháng zuò shénme?
What does Gloria often do on weekends?
B：Gloria 週末常常在朋友家跳舞。
Gloria zhōumò chángcháng zài péngyǒu jiā tiào wǔ.
Gloria often dances at her friend’s house on weekends.

(4) A：你妹妹上午在那裡（哪兒）跑步？
Nǐ mèimei shàngwǔ zài nǎr (nàr) páo bù?
Where did your younger sister run this morning?
B：我妹妹上午在学校跑步。
Wǒ mèimei shàngwǔ zài xuéxiào páo bù.
My younger sister ran at school this morning.

Exercise

Please put the characters in the correct order.

1  ①王明文  ②晚上  ③在家  ④看電視

① ② ③ ④ ①
2 ①跑步 ②弟弟 ③在 ④公园 ⑤上午
   
   ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ ________ 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(3) 他們沒有哥哥，我們也都沒有哥哥。
Tāmen méi yǒu gēge, wǒmen yě dōu méi yǒu gēge.
They do not have any older brothers. None of us has any older brothers.

(4) 家文週末想去國家公園，可是明文和 Gloria 都不想去。
Jiàwén zhōumèi xiǎng qù guójiā gōngyuán, kěshì Míngwén hǎn Gloria dōu bù xiǎng qù.
Jiawen wants to go to a national park on the weekend, but neither Mingwen nor Gloria want to go.

Exercise

Please complete the sentence with the given words.

1. A：你們都是法國人嗎？
   B：我們__________________________。（都）

2. A：李老師和王老師都教法文嗎？
   B：他們__________________________。（都不）

3. A：你先生的工作很忙。你呢？
   B：我的工作__________________________。（也很）

4. A：Gloria 不喜歡運動，Lisa 喜歡不喜歡？
   B：Lisa__________________________。（也不）

5. A：明文和 Gloria 都沒有哥哥，你們呢？
   B：我們__________________________。（也都沒有）
1. Read aloud

Gloria：家文，你喜歡不喜歡運動？
家文：我喜歡運動，我平常喜歡跑步。
Gloria：你哥哥平常喜歡做什麼？
家文：他平常喜歡跑步，週末喜歡去打網球。妳呢？
Gloria：我不喜歡運動。我喜歡唱歌、聽音樂和跳舞。
家文：我哥哥和我也喜歡唱歌，可是我們都不喜歡跳舞。
Gloria：我還喜歡看電視，我晚上常常在家看電視。
家文：我在臺灣，晚上喜歡去公園跑步。

2. Fill in the Blanks

Fill in the blanks with appropriate characters or pinyin for the sentence.

Gloria：家文，你喜歡不喜歡_______ _______？
家文：我喜歡運動，我_______ _______喜歡_______ _______。
Gloria：你哥哥平常喜歡_______ _______ _______？
家文：他喜歡跑步，_______ _______喜歡去_______網球。

妳呢？
Gloria：我不喜歡運動。我喜歡_______ _______、_______音樂和_______ _______。
家文：我哥哥______我也喜歡唱歌，_______我們
都不喜歡跳舞。

Gloria：我______喜歡______電視，我晚上喜歡在______
看電視。

家文：我在臺灣，_______喜歡去公園跑步。

3. Interview four classmates. Ask them what they like to do and what they do not like to do.

You can ask / answer by using the dialogues below.

Q：你喜歡做什麼？ A：我喜歡__________________。

Q：你不喜歡做什麼？ A：我不喜歡__________________。
(1) Write the information provided by your classmates in the grid below.

<table>
<thead>
<tr>
<th>Your classmate</th>
<th>喜歡 😊</th>
<th>不喜歡 😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>例：王明文</td>
<td>跑步、打網球、唱歌</td>
<td>跳舞</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List of Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>看書</td>
<td>kàn shū</td>
<td>to read</td>
</tr>
<tr>
<td>看電影</td>
<td>kàn diàn yìng</td>
<td>to watch movies</td>
</tr>
<tr>
<td>打籃球</td>
<td>dǎ lán qiú</td>
<td>to play basketball</td>
</tr>
<tr>
<td>踢足球</td>
<td>tī zú qiú</td>
<td>to play soccer</td>
</tr>
</tbody>
</table>

(2) Use the following sentence structures to summarize the information of the above grid. Then report your findings to your class.

a. ___________（名字）喜歡___________，還喜歡___________，可是他 / 她不喜歡__________。

b. ___________（名字）和___________（名字）都很喜歡__________。

c. ___________（名字）和___________（名字）都不喜歡__________。
(3) Based on the information in the above grid, find out what activity most people like and what activity most people do not like.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
</table>

4. Look at the weekly schedule of Gloria and Mingwen, then complete sentences.
(1) Gloria 晚上常常在家____________________。
(2) 王明文上午常常去____________________。
(3) Gloria 週末晚上喜歡去____________________。
(4) 王明文週末喜歡去____________________。

語音 Pinyin - Phonetic System

Initials: zh  ch  sh  r
Finals: -ing  an  -iòng

1. Tones: The four tones

(1) Read the following syllables

<table>
<thead>
<tr>
<th>zhī</th>
<th>zhí</th>
<th>zhǐ</th>
<th>zhì</th>
</tr>
</thead>
<tbody>
<tr>
<td>zhōng</td>
<td>zhóng</td>
<td>zhōng</td>
<td>zhòng</td>
</tr>
<tr>
<td>shōu</td>
<td>shóu</td>
<td>shōu</td>
<td>shòu</td>
</tr>
<tr>
<td>(rú)</td>
<td>rú</td>
<td>rǔ</td>
<td>rù</td>
</tr>
<tr>
<td>xīng</td>
<td>xíng</td>
<td>xíng</td>
<td>xìng</td>
</tr>
<tr>
<td>mān</td>
<td>mán</td>
<td>mǎn</td>
<td>màn</td>
</tr>
<tr>
<td>xiōng</td>
<td>xióng</td>
<td>(xiōng)</td>
<td>xiòng</td>
</tr>
<tr>
<td>yīng</td>
<td>yíng</td>
<td>yǐng</td>
<td>yìng</td>
</tr>
<tr>
<td>yōng</td>
<td>yóng</td>
<td>yōng</td>
<td>yòng</td>
</tr>
</tbody>
</table>

Notes:
1. When -ing is not preceded by an initial, it is written as ying, e.g., yīng (應, should)
2. When -iòng is not preceded by an initial, it is written as yong, e.g., yòng (用, to use)
(2) Please mark the tone you hear.

| zhou | chan | shan | zhong | ran | zhan | rong |

(3) Recognizing tones: Please circle the syllable you hear.

| chōng-chōng | zhān-zhàn | jīng-jīng | xiōng-xiōng |
| bān-bān | xīng-xīng | yōng-yōng | shǒu-shǒu |

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

| shān-sān | zhōu-zǒu | chōu-zhōu | shān-zhàn |
| rán-lán | cù-chú | shàng-cháng | lú-rú |

(2) Recognizing final sounds: Please circle the syllable you hear.

| nán-náng | hào-hàn | shēng-shàn | cóng-cán |
| bǐng-bān | dàng-dàn | xiōng-xīng | yōng-yīng |

3. Practicing two-syllable words

| (1) gōngzuó | (2) zhŏumò | (3) gōngsī | (4) yùndòng | (5) kěshi |
| (6) mèimei | (7) gēge | (8) tāmen | (9) xièxiè | (10) nín ne |

Explanation
※Neutral tone: In addition to the four tones, spoken Mandarin also has a neutral tone. It is relatively light and short and has no tone mark. e.g., gēge (哥哥, older brother), méimei (妹妹, younger sister), xièxiè (谢谢, thank you), shénme (什么, what), nín ne (您呢, and you)
How Do People Greet Each Other in Taiwan

Do you find it interesting that your neighbors ask you “去上班啊？Qù shàng bān a? Going to work?” or “出去啊？Chū qù a? Are you going out?” upon seeing you go out work in the mornings? Sometimes, your friends ask you “Done with your lunch?” upon seeing you around two or three o’clock in the afternoon. Why would they ask you questions with such obvious answers? The answer is that these questions are common and cordial ways for people in Taiwan to greet one another. You may recall that you learned “你好” on the first day of your Mandarin class, so why isn’t “你好” used by people in Taiwan on a daily basis? It is actually normal in our culture in Taiwan to greet family and acquaintances with these “stating the obvious” type of questions.

In addition to saying “你好”, there are some other common expressions such as “吃飽啦？(Chī bǎo la? Are you full?)” “吃饭啊？(Chī fàn a? Going to eat?)” “去上课啊？(Qù shàng kè Going to school?)” “回来啦！(Huí lái la? Just came back?)” “你好” is more commonly used when meeting someone for the first time or upon formal occasions. The speaker does not expect an elaborate answer and you can simply respond “是啊！(Shì a! Yes!)” “对啊！(Dui a! Yes)” In the future, do not be surprised if you encounter people who greet you with these “stating the obvious” type questions. They are simply saying hello and communicating concern / care.
May I Ask Who This Is?

Learning Objectives

Topic: Formal Phone Etiquette

At the end of this lesson, you will be able to use Mandarin to
1. Converse on the phone formally
2. Identify yourself and your intention
3. Ask cell phone numbers
4. Leave a message
(Ms. Li is a staff member of Taiyi Bank.)

喂，台一銀行，您好！
Wei, Taiyi Yinhang, nin hao!

喂，您好吗？請問林美美小姐在嗎？
Wei, nin hao! Qing wen Lin Meimei xiaoji zai ma?

林小姐現在不在辦公室，請問您是哪位？
Lin xiaoji xianzai bu zai bangongshi, qing wen nin shi nawi?

我是一家北電公司的Gloria。請問林小姐。
Wo shi Baidian Gongshe de Gloria. Qing wen Lin xiaoji.

什麼時候回來？
Shenme shihou huilai?

Gloria，林小姐下午回來。
Gloria, Lin xiaoji xiawu huilai.

麻煩您，請她回來以後給我打電話。
Mafan nin, qing ta huilai yihou gei wo da diannhua.
請問您的手機是幾號？
Qìng wèn nín de shǒu jī shì jǐ hào?

我的手機號碼是（五十一七）三六〇。Wǒ de shǒu jī hào mǎ shì (wǔ yī qī) sān liù lǐng

四二五九。sì èr wǔ jiǔ。

好，Gloria。
Hǎo, Gloria。

谢谢您！
Xiè xiè nín!

不客气，再見。
Bù qì qì, zàijiàn.

### 生詞 Vocabulary

| 1. 哪 | nǎ | QPr | which, who |
| 2. 位 | wèi | M | polite measure word for people |
| 3. 喂 | wěi | Ptc | Hello! (over the phone) |
| 4. 林 | Lín | N | Lín (a surname) |
| 5. 小姐 | xiǎojiě | N | Ms., Miss |
| 6. 办公室 | bàngōngshì | N | office |
| 7. 回來 | huílái | V | to return, get back |
| 8. 下午 | xiàwǔ | N | afternoon |
| 9. 麻煩 | máfàn | V | please, “If it’s not too much trouble”, “can I trouble you to” |
| 10. 以後 | yīhòu | N | after |
| 11. 給 | gěi | Prep | to |
| 12. 電話 | diànhuà | N | telephone |
| 13. 手‌鈔 | shǒujī | N   | cell phone |
| 14. 號‌碼 | hàomǎ | N   | number    |
| 15. 謝‌謝 | xièxiè | V   | to thank, thanks |
| 16. 再‌見 | zàijiàn | V   | goodbye, see you again |
| 17. 零 | lǐng | Num | 0, zero |
| 18. 二 | èr | Num | 2, two |
| 19. 三 | sān | Num | 3, three |
| 20. 四 | sì | Num | 4, four |
| 21. 五 | wǔ | Num | 5, five |
| 22. 六 | liù | Num | 6, six |
| 23. 七 | qī | Num | 7, seven |
| 24. 八 | bā | Num | 8, eight |
| 25. 九 | jiǔ | Num | 9, nine |

**短語 Phrases**

| 26. 什麼時‌候 | shénme shíhòu | when |
| 27. 打‌電‌話 | dǎ diànhuà | to make a phone call |
| 28. 幾‌號 | jī hào | What is the phone number? |
| 29. 好‌的 | hǎode | yes, okay |
| 30. 不‌客‌氣 | bù kēqì | You are welcome. |
1. Numbers (0-100)

0-10

<table>
<thead>
<tr>
<th></th>
<th>O / 零</th>
<th>一</th>
<th>二</th>
<th>三</th>
<th>四</th>
<th>五</th>
<th>六</th>
<th>七</th>
<th>八</th>
<th>九</th>
<th>十</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>líng</td>
<td>yī</td>
<td>èr</td>
<td>sān</td>
<td>sì</td>
<td>wǔ</td>
<td>liù</td>
<td>qī</td>
<td>bā</td>
<td>jiǔ</td>
<td>shí</td>
</tr>
<tr>
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<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

11-100

<table>
<thead>
<tr>
<th>十</th>
<th>二十一</th>
<th>二十二</th>
<th>二十三</th>
<th>二十四</th>
<th>二十五</th>
<th>二十六</th>
<th>二十七</th>
<th>二十八</th>
<th>二十九</th>
<th>三十</th>
</tr>
</thead>
<tbody>
<tr>
<td>shí</td>
<td>èrshíyī</td>
<td>èrshí’èr</td>
<td>èrshísàn</td>
<td>èrshísì</td>
<td>èrshíwǔ</td>
<td>èrshíliù</td>
<td>èrshíqī</td>
<td>èrshíbā</td>
<td>èrshíjiǔ</td>
<td>èrshíshí</td>
</tr>
<tr>
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<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>二十一</th>
<th>二十二</th>
<th>二十三</th>
<th>二十四</th>
<th>二十五</th>
<th>二十六</th>
<th>二十七</th>
<th>二十八</th>
<th>二十九</th>
<th>三十</th>
</tr>
</thead>
<tbody>
<tr>
<td>èrshíyī</td>
<td>èrshí’èr</td>
<td>èrshísàn</td>
<td>èrshísì</td>
<td>èrshíwǔ</td>
<td>èrshíliù</td>
<td>èrshíqī</td>
<td>èrshíbā</td>
<td>èrshíjiǔ</td>
<td>èrshíshí</td>
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<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>二十九</th>
<th>三十</th>
</tr>
</thead>
<tbody>
<tr>
<td>èrshíjiǔ</td>
<td>èrshíshí</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>一百</th>
</tr>
</thead>
<tbody>
<tr>
<td>yībǎi</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>
Exercise

Write the following numbers using Chinese characters.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>一</td>
<td>23</td>
<td>41</td>
<td>73</td>
</tr>
<tr>
<td>5</td>
<td>二</td>
<td>29</td>
<td>45</td>
<td>85</td>
</tr>
<tr>
<td>17</td>
<td>三</td>
<td>30</td>
<td>52</td>
<td>91</td>
</tr>
<tr>
<td>18</td>
<td>四</td>
<td>32</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

The usage of “一” and “兩”
Both “一” and “兩” mean “two”. “一” is used when counting without a measure word, e.g., “一，二，三，四……”. “兩” is used to express for quantity with the pattern of “兩 + measure word + N”, e.g., 兩個姐姐. (see vocabulary #2 in Lesson 2)
Example:
一，二，三，四，五……
one, two, three, four, five, …
兩個學生，兩個朋友
two students, two friends

Exercise

Please fill in the blanks with “一” or “兩”.

1. _______個朋友 (2)
2. 十_______個學生 (12)
3. _______十個臺灣人 (20)
4. _______十二個法國人 (22)
5. _______百個學生 (200)
給 (Preposition) + Someone + 打電話 = 來電

to call someone / to give someone a call

“給” is a preposition. In Mandarin, prepositions are generally followed by nouns or pronouns to form prepositional phrases which are placed in front of the verb phrases. However, for some specific verb phrases, prepositional phrases can be placed after the verbs, e.g., “他給我打電話。” and “他打電話給我。”
Example:
S + 給 + N / Pro + 打電話
Gloria 給明文打電話。
Gloria gave Mingwen a call.

(1) A：林美美給誰打電話？
   Lin Měiměi gěi shéi dà diànhuà?
   Who did Lin, Meimei call?

   B：林美美給她父母打電話。
   Lin Měiměi gěi tā fùmǔ dà diànhuà.
   Lin, Meimei called her parents.

(2) A：誰給你打電話？
   Shéi gěi nǐ dà diànhuà?
   Who called you?

   B：李小姐給我打電話。
   Lǐ xiǎojīng gěi wǒ dà diànhuà.
   Miss Li called me.

(3) A：家文上午給誰打電話？
   Jiāwén shàngwǔ gěi shéi dà diànhuà?
   Who did Jiawen call this morning?

   B：家文上午給 Gloria 打電話。
   Jiāwén shàngwǔ gěi Gloria dà diànhuà.
   Jiawen called Gloria this morning.

(4) A：張太太今天給誰打電話？
   Zhāng tài'tài jīntiān gěi shéi dà diànhuà?
   Who did Mrs. Zhang call today?

   B：張太太今天給她女兒打電話。
   Zhāng tài'tài jīntiān gěi tā nǚ'er dà diànhuà.
   Mrs. Zhang called her daughter today.
Exercise

Please complete the dialogues with the given words.

1. A: 誰給你打電話？
   B: ____________________________。（張小姐）

2. A: 王先生給誰打電話？
   B: ____________________________。（他太太）

3. A: 李老師上午給誰打電話？
   B: ____________________________。（他妹妹）

4. A: 今天誰給美美打電話？
   B: ____________________________。（美美的哥哥）

5. A: 你現在想給誰打電話？
   B: ____________________________。（張先生）

3. ……以後 yihòu after...

“以後” is used to connect two sequential events. It appears at the end of the first clause of event 1 to express the meaning “After event 1, …”

Example:

event 1 + 以後 + event 2
李小姐聽音樂以後，常常去跑步。
After listening to music, Miss Li often goes on a run.
(1) 聽音樂以後，明文和家文想去跳舞。
   Ting yinyue yihou, Mingwen han Jiawen xiang qu tiao wu.
   After listening to music, Mingwen and Jiawen want to go dancing.

(2) 他平常跑步以後，常常去朋友家。
   Ta pingchang pao bu yihou, changchang qu pengyou jia.
   Usually after running, he often goes to his friend's house.

(3) 李太太打網球以後，想看電視。
   Li taitai da wangqiu yihou, xiang kan dianshi.
   After playing tennis, Mrs. Li wants to watch TV.

(4) 她父母晚上看電視以後，常常去跑步。
   Tai fumu wanshang kan dianshi yihou, changchang qu pao bu.
   After watching TV at night, her parents often go on a run.

Exercise

Please complete the dialogues with the given words.

1. A: 你打網球以後想做什麼？
   B: 我打網球__________________________。 (聽音樂)

2. A: 你週末跳舞以後做什麼？
   B: 我週末__________________________。 (唱歌)

3. A: 你太太平常看電視以後喜歡做什麼？
   B: 她__________________________。 (跑步)

4. A: 你跑步以後想去哪裡？
   B: 我跑步__________________________。 (朋友家)
5 A：你父母晚上看電視以後，常常做什麼？

B：我父母______________________________。 (聽音樂)

綜合活動 Classroom Activities

1. Read aloud

李小姐：喂，台一銀行，您好！
Gloria：喂，您好！請問林美美小姐在嗎？
李小姐：林小姐現在不在辦公室，請問您是哪位？
Gloria：我是北電公司的 Gloria。請問林小姐什麼時候回來？
李小姐：Gloria，林小姐下午回來。
Gloria：麻煩您，請她回來以後給我打電話。
李小姐：請問您的手機是幾號？
Gloria：我的手機號碼是(五一七)三六O四二五九。
李小姐：好的，Gloria。
Gloria：謝謝您！
李小姐：不客氣，再見。

2. Fill in the Blanks

Fill in the blanks with appropriate characters or pinyin for the sentence.

A：______，台一銀行，您好！

B：喂，您好！請問林美美______ ______在嗎？
A：林小姐現在不在______ ______ ______，請問您是
       ______ ______？

B：我是北電公司的Gloria。請問林小姐
       ______ ______回來？

A：Gloria，林小姐下午______ ______。

B：______ ______您，請她回來______ ______給我打
       ______ ______。

A：請問您的______ ______是幾號？

B：我的手機______ ______是（五一七）三六 O 四二五九。

A：好的。

B：______ ______您！

A：______ ______ ______，再見。

3. Interview three classmates. Ask them for their phone numbers and write them in the grid below.

You may use the dialogue below to ask / answer.

Q：請問，您 / 你的手機（號碼）是幾號？

A：我的手機號碼是__________________。
<table>
<thead>
<tr>
<th>名字</th>
<th>手機號碼</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloria</td>
<td>(五一七)三六O四二五九 (517) 3604259</td>
</tr>
</tbody>
</table>

4. Telephone Conversations

Gloria：喂，請問（你）是明文嗎？
明文：我就是。
Wǒ jiùshì.
This is he.

Gloria：喂，請問明文在（家）嗎？
明文：他在。請等一下。
Qíng děng yīxià.
Please hang on.

Gloria：喂，請問明文在（家）嗎？
明文：他在。請等一下。
Qíng děng yīxià.
Please hang on.
Role play: Find a partner and practice telephoning. You may use the dialogues below for your conversation.

<table>
<thead>
<tr>
<th>Situation 1</th>
<th>Situation 2</th>
<th>Situation 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A：喂，請問____在嗎？</td>
<td>A：喂，請問您是____嗎？</td>
<td>A：喂，請問____在嗎？</td>
</tr>
<tr>
<td>B：他不在。請問，您是哪位？</td>
<td>B：我就是。請問，您是哪位？</td>
<td>B：他在。請等一下。</td>
</tr>
<tr>
<td>A：我是____。麻煩您，請他回來給我打電話。</td>
<td>A：我是____。</td>
<td>A：謝謝。</td>
</tr>
<tr>
<td>B：好的。</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Please write out the phone number with characters.

銀行的電話是____________________

語音 Pinyin - Phonetic System

Finals: -ie er -ian -iang -un(uen) -uang

1. Tones: The four tones

(1) Read the following syllables

<table>
<thead>
<tr>
<th>jiē</th>
<th>jié</th>
<th>jiě</th>
<th>jiè</th>
</tr>
</thead>
<tbody>
<tr>
<td>qiē</td>
<td>qié</td>
<td>qiě</td>
<td>qiè</td>
</tr>
<tr>
<td>xiē</td>
<td>xié</td>
<td>xiě</td>
<td>xiè</td>
</tr>
<tr>
<td>yē</td>
<td>yé</td>
<td>yě</td>
<td>yè</td>
</tr>
<tr>
<td>ěr</td>
<td>ér</td>
<td>ěr</td>
<td>ěr</td>
</tr>
</tbody>
</table>
Notes:
1. When -ie is not preceded by an initial, it is written as ye, e.g., yě (也, also)
2. When -ian is not preceded by an initial, it is written as yan, e.g., yán (言, word)
3. When -iang is not preceded by an initial, it is written as yang, e.g., yáng (羊, sheep)
4. When -un (-uen) is not preceded by an initial, it is written as wen, e.g., wén (文, writing, language, culture)
5. When -uang is not preceded by an initial, it is written as wang, e.g., wáng (王, king)

(2) Please mark the tone you hear.

<table>
<thead>
<tr>
<th>wang</th>
<th>shuang</th>
<th>er</th>
<th>qian</th>
<th>ye</th>
<th>gun</th>
<th>qie</th>
</tr>
</thead>
</table>

(3) Recognizing tones: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>kūn-kūn</th>
<th>biē-biē</th>
<th>chuáng-chuáng</th>
<th>ěr-ěr</th>
</tr>
</thead>
<tbody>
<tr>
<td>yě-yě</td>
<td>wén-wěn</td>
<td>yáng-yàng</td>
<td>xié-xiè</td>
</tr>
</tbody>
</table>

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>zhōng-zōng</th>
<th>qí-xí</th>
<th>cài-zài</th>
<th>jiè-xiè</th>
</tr>
</thead>
<tbody>
<tr>
<td>là-nà</td>
<td>diān-tiān</td>
<td>quán-xuán</td>
<td>niáng-liáng</td>
</tr>
</tbody>
</table>
(2) Recognizing final sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>yàng-yàn</th>
<th>lún-láng</th>
<th>niàn-nàn</th>
<th>xiē-xiăo</th>
</tr>
</thead>
<tbody>
<tr>
<td>gūn-guăng</td>
<td>diăn-dăn</td>
<td>qián-qıăng</td>
<td>kūn-kĕn</td>
</tr>
</tbody>
</table>

3. Recognizing two-syllable words: Please circle the word you hear

<table>
<thead>
<tr>
<th>(1) diànnăo / diànhuà</th>
<th>(2) xuéxiăo / xiānsheng</th>
<th>(3) fūmū / jiĕmèi</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4) wănshăng / wănqǐú</td>
<td>(5) făngjià / wŏjiă</td>
<td>(6) shăngwū / xiàwū</td>
</tr>
<tr>
<td>(7) jiēhūn / xiēwén</td>
<td>(8) huānyìng / huāngyĭng</td>
<td>(9) rènshì / shíhòu</td>
</tr>
<tr>
<td>(10) nǚ’ér / érzi</td>
<td>(11) xīhuāng / xiăojiē</td>
<td>(12) máfăn / māma</td>
</tr>
</tbody>
</table>

Note:
An apostrophe is needed to separate two syllables with connecting vowels to avoid confusion, e.g., nũ’ér (ㄋˊ ěr, daughter), shì‘ér (ㄕˋ ěr, 12)
Note
祝你生日快樂
Happy Birthday to You!

Learning Objectives

Topic: Birthday and Dates

At the end of this lesson, you will be able to use Mandarin to
1. Identify dates
2. Say birthdays and ages
3. Make a request
大哥哥，明天是幾月幾號？
Dàgē, míngtiān shì jǐ yuè jǐ hào？

明天下是八月十一號。噢！明天是你生日。
Míngtiān xià shì bā yuè yī shí yī hào。uē！míngtiān shì nǐ de shēngrì.

是啊！明天是我十七歲的生日。
Shì a！míngtiān shì wǒ shíqī suì de shēngrì.

家文，祝你生日快樂。
Jiāwén, zhù nǐ shēngrì kuài lè。

你要什麼生日禮物？
Nǐ yào shén me shēngrì lǐwù？

我要一雙運動鞋，可以嗎？
Wǒ yào yī shuāng yùndòng xié, kěyì ma？

好，我們今天晚上一起去買。你還要什麼？
Hǎo, wǒmen jīntiān wǎnshàng qù mǎi。nǐ hái yào shén me？
你去吃大餐，好不？
Ni qǐng wǒ qù chī dà cān，hǎo bù hǎo？

问题
Hào, méi wèntí.

谢谢大哥。
Xièxiè dàgē.

<table>
<thead>
<tr>
<th>生詞 Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 祝 zhù</td>
</tr>
<tr>
<td>2. 生日 shēngrì</td>
</tr>
<tr>
<td>3. 快樂 kuài lè</td>
</tr>
<tr>
<td>4. 大哥 dàgē</td>
</tr>
<tr>
<td>5. 明天 míngtiān</td>
</tr>
<tr>
<td>6. 月 yuè</td>
</tr>
<tr>
<td>7. 號 hào</td>
</tr>
<tr>
<td>8. 喔 ōu</td>
</tr>
<tr>
<td>9. 歲 suì</td>
</tr>
<tr>
<td>10. 要 yào</td>
</tr>
<tr>
<td>11. 禮物 lǐwù</td>
</tr>
<tr>
<td>12. 雙 shuāng</td>
</tr>
</tbody>
</table>
### 单词 Vocabulary

| 13. 運動鞋 | yùndòng xiē | N | sports shoes, sneakers |
| 14. 今天 | jīntiān | N | today |
| 15. 買 | mǎi | V | to buy |
| 16. 請 | qǐng | V | to treat, please (polite form of request) |
| 17. 吃 | chī | V | to eat |
| 18. 大餐 | dàcān | N | a fancy meal |

### 短语 Phrases

| 19. 是啊 | shì a! | That's right. |
| 20. 可以嗎 | kěyǐ ma? | Could I? Is it okay? |
| 21. 好不好 | hǎo bù hǎo? | Is it okay? How does that sound? |
| 22. 沒問題 | méi wèntí | No problem. |

### 補充生詞 Supplementary Vocabulary

| 23. 今年 | jīnnián | N | this year |
| 24. 送 | sòng | V | to give a gift to someone |
| 25. 日 | rì | N | days of the month (in written) |
1 Dates

(1) 月 yuè  Months of the Year

<table>
<thead>
<tr>
<th>一月</th>
<th>二月</th>
<th>三月</th>
<th>四月</th>
<th>五月</th>
<th>六月</th>
</tr>
</thead>
<tbody>
<tr>
<td>yìyuè</td>
<td>èr yuè</td>
<td>sān yuè</td>
<td>sì yuè</td>
<td>wǔ yuè</td>
<td>liù yuè</td>
</tr>
<tr>
<td>January</td>
<td>February</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>七月</th>
<th>八月</th>
<th>九月</th>
<th>十月</th>
<th>十一月</th>
<th>十二月</th>
</tr>
</thead>
<tbody>
<tr>
<td>qī yuè</td>
<td>bā yuè</td>
<td>jiǔ yuè</td>
<td>shí yuè</td>
<td>shí yī yuè</td>
<td>shí’èr yuè</td>
</tr>
<tr>
<td>July</td>
<td>August</td>
<td>September</td>
<td>October</td>
<td>November</td>
<td>December</td>
</tr>
</tbody>
</table>

(2) 號 hào / 日 rì  Days of the Month

To express a date, place the month’s number a year before “月” and the day’s number before “号” or “日”. “号” is more colloquial while “日” tends to be more written.

Example:

一月十号 / 日  
January 10th

二月九号 / 日  
February 9th

八月十七号 / 日  
August 17th

十一月二十号 / 日  
November 20th

Exercise

Please say the dates below and then fill in the blanks with characters.

1 February

_________月________号 / 日
祝你生日快樂

2

April

8

______月______號 / 日

3

June

19

______月______號 / 日

4

July

31

______月______號 / 日

5

October

12

______月______號 / 日

6

November

10

______月______號 / 日

7

December

25

______月______號 / 日
how do you ask what the date is?
just replace the word “月” with the number indicating the month and the day.
example:
李先生：今天是几月几号？
Mr. Li: What is the date today?
张小姐：今天是二月七号。
Ms. Zhang: It is February 7th.

(1) A：今天是几月几号？
今天是三月六号。
What is the date today?
It is March 6th.

(2) A：明文的生日是几月几号？
明文的生日是八月十一号。
What is the date of Mingwen’s birthday?
Mingwen’s birthday is August 11th.

(3) A：李先生的生日是几月几号？
十月十号。
What is the date of Mr. Li’s birthday?
October 10th.

(4) A：美美的生日是九月几号？
九月二十六号。
What day in September is Meimei’s birthday?
September 26th.
How do you ask someone’s age?
To find out someone’s age, you can say “你幾歲？”, To give one’s age, you can say “我十七歲.” It is correct and commonly used without the linking verb “是”. In addition, the word “歲” can be dropped for ages over 10.

Example:
平平：家文，你幾歲？
Pingping: Jiawen, how old are you?
家文：我十七歲。妳呢？
Jiawen: I am seventeen years old. How about you?
平平：我十五。
Pingping: I am fifteen.

(1) A：小美今年幾歲？
Xiaomei jǐnǐnián jǐ suì?
How old is Xiaomei this year?

B：小美今年十八歲。
Xiaomei jǐnǐnián shíbā suì.
Xiaomei is eighteen years old this year.

(2) A：我二十歲。你呢？
Wǒ ěrshí suì. Nǐ ne?
I am twenty years old. How about you?

B：二十三歲。
Èrshísān suì.
Twenty-three years old.

(3) A：今天是我的生日。
Jīntiān shì wǒ de shēngrì.
It is my birthday today.

B：祝你生日快樂！你今年幾歲？
Zhù nǐ shēngrì kuài lè! Nǐ jǐnǐnián jǐ suì?
Happy Birthday to you! How old are you this year?

(4) A：今天是我妹妹的生日。
Jīntiān shì wǒ méimié de shēngrì.
It is my younger sister’s birthday today.

B：她幾歲？你送她什麼生日禮物？
Tā jǐ suì? Nǐ sòng tā shénme shēngrì lǐwù?
How old is she? What birthday gift are you going to give her?
**Exercise**

Please match the questions below with the appropriate answers.

1. 今天是幾月幾號？
   - a. 十月三日。
2. 你今年幾歲？
   - b. 八七一一二四五九。
3. 你的生日幾月幾日？
   - c. 今天是七月九號。
4. 你的手機幾號？
   - d. 我十八。

---

**Tag Questions 好不好 hǎo bù hǎo / 可以嗎 kěyǐ ma**

A tag question is a short question attached to the end of a complete declarative statement. It is used to make a suggestion, to ask for permission or to confirm the previous statement. “好不好？”, “好嗎？” are the examples for suggestion. “可以嗎？”, “可以不可以？” are the examples for asking permission.

Example:
我要去迪士尼樂園玩，可以嗎？
I want to go to Disneyland, could I?
請（你）給我一個生日禮物，好不好？
Please give me a birthday gift, okay?

**(1) A：我請你去吃大餐，好不好？**

Wǒ qǐng nǐ qù chī dàcān, hǎo bù hǎo?
Let me take you out for a fancy meal, okay? (I will treat you to go for a fancy meal, okay?)

**B：好。謝謝！**

Hǎo. Xièxiè!
Okay, thank you.
(2) A：我們去打網球，好不好？
Wǒmen qu dǎ wǎngqiú, hǎo bù hǎo?
Let’s go play tennis, okay?

B：好。我們什麼時候去？
Hǎo. Wǒmen shénme shíhòu qu?
Okay, when are we going?

(3) A：媽媽，我想去公園玩，可以嗎？
Māma, wǒ xiǎng qù gōngyuán wán, kěyǐ ma?
Mom, I want to go to the park, can I?

B：可以，你現在去嗎？
Kěyǐ, nǐ xiànzài qù ma?
Yes, are you going now?

(4) A：請你下午給我打電話，好不好？
Qǐng nǐ xiàwǔ gěi wǒ dǎ diànhuà, hǎo bù hǎo?
Please call me in the afternoon, okay?

B：好。沒問題。
Hǎo. Méi wèntí.
Okay, no problem.

Exercise
Please use the appropriate tag questions to complete the dialogues below.

1 A：我們去買運動鞋，__________？
   B：好，我們明天去。

2 A：你請我去吃大餐，__________？
   B：可以，沒問題。你想吃什麼？

3 A：爸爸，我下午想去打網球，__________？
   B：可以。
4 A：我們週末去國家公園玩，__________？
   B：好。

5 A：今天是小美的生日，我們送她一雙運動鞋，__________？
   B：好。小美很喜歡運動。

綜合活動 Classroom Activities

1. Read aloud

家文：大哥，明天是幾月幾號？
明文：明天是八月十一號。噢！明天是你的生日。
家文：是啊！明天是我十七歲的生日。
明文：家文，祝你生日快樂。你要什麼生日禮物？
家文：我要一雙運動鞋，可以嗎？
明文：好，我們今天晚上去買。你還要什麼？
家文：你請我去吃大餐，好不好？
明文：好，沒問題。
家文：謝謝大哥。

2. Fill in the Blanks

Fill in the blanks with appropriate characters or pinyin for the sentence.

家文：大哥，明天是幾______幾______？

明文：______ ______是八月十一號。噢！明天是你的

______ ______。

家文：是啊！明天是我十七______的生日。
明文：家文，祝你生日______ ______。你______什麼生日______ ______？

家文：我要一______運動______，______ ______嗎？

明文：好，我們今天晚上去______。你還要什麼？

家文：你______我去______大餐，好不好？

明文：好，沒______ ______。

家文：______ ______大哥。

3. Interview and Fill in the Grid

Ask three classmates for their birthdays, ages and what birthday gifts they would like to get.

You may use the questions below for your interview.

(1) 你的生日幾月幾號？

(2) 你今年幾歲？
First write your own birthday, age and what birthday gift you like to get. Then write the information provided by your classmates in the grid below.

<table>
<thead>
<tr>
<th></th>
<th>生日幾月幾號？</th>
<th>今年幾歲？</th>
<th>喜歡什麼生日禮物？</th>
</tr>
</thead>
<tbody>
<tr>
<td>王家文</td>
<td>八月十一號</td>
<td>十七歲</td>
<td>運動鞋</td>
</tr>
<tr>
<td>我</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Who does this birthday card go to?

Ans: 媽咪 我愛妳
5. Please make a birthday card to your family or friends using Chinese characters.
1. Tones: The four tones

(1) Read the following syllables

<table>
<thead>
<tr>
<th>jiā</th>
<th>jiá</th>
<th>jiǎ</th>
<th>jià</th>
</tr>
</thead>
<tbody>
<tr>
<td>xiā</td>
<td>xiá</td>
<td>xiǎ</td>
<td>xià</td>
</tr>
<tr>
<td>qiā</td>
<td>qiá</td>
<td>qiǎ</td>
<td>qià</td>
</tr>
<tr>
<td>yā</td>
<td>yá</td>
<td>yǎ</td>
<td>yà</td>
</tr>
<tr>
<td>huān</td>
<td>huán</td>
<td>huǎn</td>
<td>huàn</td>
</tr>
<tr>
<td>zhuān</td>
<td>(zhuán)</td>
<td>zhuǎn</td>
<td>zhuàn</td>
</tr>
<tr>
<td>wān</td>
<td>wán</td>
<td>wǎn</td>
<td>wàn</td>
</tr>
<tr>
<td>xuān</td>
<td>xuán</td>
<td>xuǎn</td>
<td>xuàn</td>
</tr>
<tr>
<td>quān</td>
<td>quán</td>
<td>quǎn</td>
<td>quàn</td>
</tr>
<tr>
<td>yuān</td>
<td>yuán</td>
<td>yuǎn</td>
<td>yuàn</td>
</tr>
</tbody>
</table>

**Notes:**
1. When -ia is not preceded by an initial, it is written as ya, e.g., yá (牙, tooth)
2. When -uan is not preceded by an initial, it is written as wan, e.g., wàn (晚, late)
3. -an can only be preceded by the initial j, q, and x, in which case, it is written as -uan, e.g., xuān (选, to choose), quán (犬, dog), juān (捫, to roll up)
4. When -ian is not preceded by an initial, it is written as yuan, e.g., yuán (员, member, person engaged in some field of activity)

(2) Please mark the tone you hear.

jia  ya  huan  wan  xuan  quan  yuan
(3) Recognizing tones: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>yā-yá</th>
<th>jiǎ-jiā</th>
<th>zhuàn-zhuǎn</th>
<th>wán-wǎn</th>
</tr>
</thead>
<tbody>
<tr>
<td>yuàn-yuán</td>
<td>quān-quàn</td>
<td>xià-xiā</td>
<td>zuān-zuàn</td>
</tr>
</tbody>
</table>

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>qiā-jìā</th>
<th>xià-qià</th>
<th>juǎn-xuǎn</th>
<th>xuán-quán</th>
</tr>
</thead>
<tbody>
<tr>
<td>zhuàn-zuàn</td>
<td>chuān-cuān</td>
<td>huán-wán</td>
<td>cuān-chuān</td>
</tr>
</tbody>
</table>

(2) Recognizing final sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>yuàn-yán</th>
<th>jíé-jíǎ</th>
<th>huāng-hāng</th>
<th>jiǎng-jíǎ</th>
</tr>
</thead>
<tbody>
<tr>
<td>xiàn-xuàn</td>
<td>wān-wāng</td>
<td>zhāng-zhuān</td>
<td>xuān-xiàn</td>
</tr>
</tbody>
</table>

3. Recognizing two-syllable words: Please circle the word you hear.

<table>
<thead>
<tr>
<th>(1)  ěrzi / nǚ'ér</th>
<th>(2) huānyíng / gōngyuán</th>
<th>(3) méiguó / mèimeí</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4) diànsī / diànhuà</td>
<td>(5) jīntiān / mìngtiān</td>
<td>(6) gàoxìng / rènshì</td>
</tr>
<tr>
<td>(7) shòuji / zhōumò</td>
<td>(8) zāijiàn / xiǎnzài</td>
<td>(9) xiǎojié / xiǎoxué</td>
</tr>
<tr>
<td>(10) hàomǎ / wǎngqǐu</td>
<td>(11) chánggé / tiàowǔ</td>
<td>(12) yùndōng / pǎobù</td>
</tr>
</tbody>
</table>
Lesson 09

Are You Free on Friday?

Learning Objectives

Topic: Making Social Plans

At the end of this lesson, you will be able to use Mandarin to
1. Invite others out to eat
2. Say complete dates and tell time
3. Accept or decline invitations based on availability
4. Confirm the date / time and location of invitations
Gloria，好久不见。
Gloria, hǎojiǔbújiàn.

你很好，明天是同班同学Lisa。
Nǐ hǎo. Míngwén, zhè wèishì wǒ tóngshì Lisa.

Lisa，很高兴认识你。
Lisa, hěn gāoxìng rènshì nǐ.

我也很高兴认识你。
Wǒ yě hěn gāoxìng rènshì nǐ.

明天，星期五晚上，我们要去美味餐厅吃饭。
Míngwén, xīngqīwǔ wǎnshàng wǒmen yào qù Méiwěi Cāntīng

吃飯，你要不要跟我们一起去？
chī fàn, nǐ yào bù yào gèn wǒmen yīqǐ qù?

星期六不行，星期五怎么样？
Xīngqīliù bù xíng, xīngqīwǔ zěnmeyàng?

星期二五也行。Lisa，你星期五有时间吗？
Xīngqīrì wǔ yě xíng. Lisa nǐ xīngqīwǔ yǒu shíjiān ma?

没关系。
Méi wèntí.
太好了！明天的文学课几点下课？
Tāi hào le! Míngwén, nǐ jǐ diǎn xiàkè?

几点下课。
Jǐ diǎn xiàkè.

我五点下课。
Wǒ wǔ diǎn xiàkè.

我们星期六晚上六点半在餐厅见。
Wǒmen xīngqíwǔ wǎnshàng liùdiǎnbàn zài cāntīng jiàn.

怎么样？
Zěnmeyàng?

太好了！那家伙餐厅的牛肉面最好吃。
Tāi hào le! Nà jiā cāntīng de niúròumiàn zuì hǎochī.

我们星期五见。
Wǒmen xīngqíwǔ jiàn.

生詞 Vocabulary

1. 星期五
   xīngqíwǔ  N  Friday
2. 时间
   shíjiān  N  time
3. 同事
   tóngshì  N  coworker, colleague
4. 要
   yào    Vaux  to want to
5. 餐厅
   cāntīng  N  restaurant
6. 跟
   gēn    Prep  with
7. 一起
   yìqǐ   Adv  together
8. 星期六
   xīngqíliù  N  Saturday
9. 行
   xíng    V  okay, all right
10. 下课
    xiàkè  V  to finish class
11. 点
    diǎn    N  o’clock
12. 半
    bàn    N  half
| 13. 見 | jiàn | V | to see, to meet |
| 14. 那 | nà | Det | that |
| 15. 家 | jiā | M | measure word for restaurant, shop |
| 16. 牛肉麵 | niúròumíăn | N | beef noodle soup |
| 17. 最 | zuì | Adv | most (for a superlative degree) |
| 18. 好吃 | hāochī | Vs | delicious |

### 短語 Phrases

| 19. 吃飯 | chī fàn | to eat, to have a meal |
| 20. 不行 | bù xíng | not good, It is not okay. |
| 21. 怎麼樣 | zènmeiyàng | How about it? How does that sound? What do you think? |
| 22. 太好了 | tài hǎo le | Excellent! Great! |

### 專有名詞 Proper Nouns

| 23. 美味餐廰 | Méiwèi Cānčù | Tasty Café |

### 補充生詞 Supplementary Vocabulary

| 24. 年 | nián | N | year |
| 25. 晚飯 | wǎn fàn | N | dinner |
### Days of the Week

The expression “星期几” is used to ask for the day of a week. To answer the question, replace the question word “几” with the appropriate number. Monday is the first day of the week for Chinese so the character of “一” is used for Monday as “星期一”, the second day of the week is Tuesday “星期二”, etc. Although Sunday is the seventh and last day of the week, it is “星期天” in Mandarin, instead of saying “星期七”.

Example:

明文：今天是星期几？
Gloria：今天星期二

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>星期一 xīngqíyī</td>
<td>星期二 xīngqí’èr</td>
<td>星期三 xīngqísān</td>
<td>星期四 xīngqísì</td>
<td>星期五 xīngqíwǔ</td>
<td>星期六 xīngqíliù</td>
<td>星期天 xīngqítiān (星期日)</td>
</tr>
<tr>
<td>禮拜一 lǐbài yī</td>
<td>禮拜二 lǐbài’èr</td>
<td>禮拜三 lǐbài sān</td>
<td>禮拜四 lǐbài sì</td>
<td>禮拜五 lǐbài wǔ</td>
<td>禮拜六 lǐbài liù</td>
<td>禮拜天 lǐbài tiān (禮拜日)</td>
</tr>
</tbody>
</table>

“星期” and “禮拜” mean the same thing and are both commonly used. Regarding the usage of “日” and “天”, “星期天 / 禮拜天” are more colloquial than “星期日 / 禮拜日”. In addition, “週” is usually used in written Chinese. Monday is “週一”, Tuesday is “週二”, etc. Weekend is “週末” (Vocabulary #3 in Lesson 6). Sunday is “週日”. You will never say “週天”.

1. **A**: 今天星期幾？
   
   Jīntiān xīngqí jǐ?
   
   What day of the week is today?

   **B**: 今天星期三。
   
   Jīntiān xīngqí sān.
   
   Today is Wednesday.
(2) A：明文的生日是星期幾？
Mingwèn de shēngrì shì xīngqī jǐ?
What day of the week is Mingwen’s birthday?

B：他的生日是星期天。
Tā de shēngrì shì xīngqītiān.
His birthday is this Sunday.

(3) A：五月六號是星期幾？
Wǔyuè liù hào shì xīngqī jǐ?
What day of the week is May 6th?

B：五月六號是星期二。
Wǔyuè liù hào shì xīngqī’èr.
May 6th is on a Tuesday.

(4) A：你平常星期幾去打網球？
Nǐ píngcháng xīngqī jǐ qù dǎ wǎngqiú?
What day of the week do you usually go play tennis?

B：我平常星期五去打網球。
Wǒ píngcháng xīngqīwǔ qù dǎ wǎngqiú.
I usually go play tennis on Fridays.

Exercise 1

Please say the day of the week below and then fill in the blanks with characters.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>星期____</td>
<td>星期____</td>
<td>_______二</td>
<td>_______四</td>
</tr>
<tr>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

____ ____ | ____ ____ | 星期____
Exercise 2

Please find a partner to ask / answer the questions below using the given words.

1. 今天是星期幾？（星期二）
2. 二月六號是星期幾？（星期四）
3. 張先生的生日是星期幾？（星期一）
4. 林美美星期幾去學校跑步？（星期五）
5. 李小姐星期幾去迪士尼樂園？（星期六）

2 Word Order for Dates

The word order for dates in Mandarin is from large to small units. Please observe the word order of the example below.

Example:
二零二一年九月十八號星期六晚上
Saturday evening on September 18th, 2021

※Note: Years in Mandarin are presented as a series of single digits followed by “ 年 ”.

Exercise 1

Please put the words in the correct order.

1. ①十五號  ②七月  ③今年

   ▶️  ◀️  ◀️
你星期五有時間嗎？

2 ①二 O 二 O 年  ②星期三  ③十二號  ④三月

3 ①星期四  ②二 O 二 O 年  ③二十四日  ④十月

4 ①上午  ②十六日  ③星期五  ④八月

5 ①星期一  ②二月  ③二 O 一 O 年  ④十九號  ⑤晚上

Exercise 2

Please say the circled dates in the calendar below and then write them out with characters.

2021年 5月

<table>
<thead>
<tr>
<th>星期一</th>
<th>星期二</th>
<th>星期三</th>
<th>星期四</th>
<th>星期五</th>
<th>星期六</th>
<th>星期日</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
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<tr>
<td>10</td>
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<td>19</td>
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<td>21</td>
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<td>23</td>
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<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A、B、C、D、E

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3 Way of Telling Time

Do you know how to ask and tell the time in Mandarin? Check out the conversation between 明文 and 家文 below.

明文：現在幾點？
   Xiànzǎi jǐ diǎn?
   What time is it now?
家文：現在十點二十分。
   Xiànzǎi shí diǎn èrshí fēn.
   It is 10:20.

※Note: “點 diǎn / 點 diànzhōng” (o’clock), 分 fēn (minute), 半 bàn (half) are the expressions to tell time.

(1) 點 diǎn o’clock

<table>
<thead>
<tr>
<th>Time (Chinese)</th>
<th>Time (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>一點 (鐘)</td>
<td>1:00</td>
</tr>
<tr>
<td>yì diǎn (zhōng)</td>
<td></td>
</tr>
<tr>
<td>二點 (鐘)</td>
<td>2:00</td>
</tr>
<tr>
<td>liǎng diǎn (zhōng)</td>
<td></td>
</tr>
<tr>
<td>十點 (鐘)</td>
<td>10:00</td>
</tr>
<tr>
<td>shí diǎn (zhōng)</td>
<td></td>
</tr>
<tr>
<td>十二點 (鐘)</td>
<td>12:00</td>
</tr>
<tr>
<td>shí’èr diǎn (zhōng)</td>
<td></td>
</tr>
</tbody>
</table>

Note: “鐘 zhōng” is usually omitted from “點/鐘 diànzhōng/zhōng”.
(2) 分 fēn  (minutes)

兩點十分  2:10  四點二十 (分)  4:20
liǎng diǎn shí fēn  sì diǎn èrshí (fēn)

五點三十 (分)  5:30  七點五分  7:05
wǔ diǎn sānshí (fēn)  qī diǎn wǔ fēn

Note: “分 fēn” can be omitted from the end of the expressions if the number for the minutes appear in two syllables.

(3) 半 bàn  (half as thirty minutes)

一點半  1:30
yī diǎn bàn

兩點半  2:30
liǎng diǎn bàn

Exercise

Please tell time orally and then write them down with characters.

1


2


3


4 跟跟 (Preposition) + Someone + 一起 yìqǐ +V(O)

“跟 + someone” appears before the main verb to express joint participant in some situation. The adverb “一起” is usually associated with “跟”.
Example:
我週末跟我父母一起吃晚餐。
I have dinner with my parents on weekends.

(1) 我常常跟我弟弟一起運動。
Wǒ chángcháng gèn wǒ dìdì yìqǐ yùndòng.
I often exercise with my younger brother.

(2) 張先生每天跟他太太一起吃晚餐。
Zhāng xiānshēng měitiān gèn tā tàitài yìqǐ chī wǎn fǎn.
Mr. Zhang has dinner with his wife every day.

(3) 家文跟明文一起去買運動鞋。
Jiàwén gèn Míngwén yìqǐ qu mǎi yùndòng xié.
Jiawen went to buy sports shoes with Mingwen.
(4) 我跟我朋友一起去吃大餐。
Wǒ gēn wǒ péngyǒu yì qù chí dàcān.
I went to have a fancy meal with my friend.

(5) Gloria 跟我們一起去跑步。
Gloria gēn wǒmen yī qù pǎo bù.
Gloria went to run with us.

Exercise

Please find a partner to ask / answer the questions below.

A: (to ask)  B: (to answer)

1. A：你要不要跟我一起去吃饭？
   
   B：我不要__________________________________。

2. A：你喜欢跟他一起跑步吗？
   
   B：我不喜欢__________________________________。

3. A：你想跟朋友一起做什么？
   
   B：我想______________________________________。

4. A：你常常跟谁一起去公园？
   
   B：我常常______________________________________。

5. A：你喜欢跟谁一起运动？
   
   B：我喜欢______________________________________。
A：你平常跟他一起去哪裡吃牛肉麵？

B：我平常

綜合活動 Classroom Activities

1. Read aloud

明文：Gloria，好久不見。

Gloria：你好。明文，這位是我同事Lisa。

明文：Lisa，很高興認識妳。

Lisa：我也很高興認識你。

Gloria：明文，星期六晚上我們要去美味餐廳吃飯，你要不要跟我們一起去？

明文：星期六不行，星期五怎麼樣？

Gloria：星期五也行。Lisa，你星期五有時間嗎？

Lisa：沒問題。

Gloria：太好了！明文，你幾點下課？

明文：我五點下課。

Gloria：我們星期五晚上六點半在餐廳見，怎麼樣？

明文：太好了！那家餐廳的牛肉麵最好吃。我們星期五見。

2. Fill in the Blanks

Fill in the blanks with appropriate characters or pinyin for the sentence.

明文：Gloria，好久不見。

Gloria：你好。明文，這位是我______ ______Lisa。

明文：Lisa，很高興認識妳。
Lisa：我也很______ ______認識你。

Gloria：明文，星期六晚上我們要去美味餐廳______ ______，你要不要跟我們______ ______去？

明文：星期六______ ______，星期五______ ______ ______？

Gloria：______ ______ ______也行。Lisa，妳星期五有______ ______嗎？

Lisa：沒問題。

Gloria：太好了！明文，你______ ______下課？

明文：我五點______ ______。

Gloria：我們星期五晚上______ ______ ______在餐廳見，怎麼樣？

明文：______ ______ ______！那家餐廳的牛肉麵最______ ______。我們星期五見。

3. Role play

Find a partner and practice the conversation for making invitations. Invite your partner to do some activities. Use the following two situations to make arrangements with your partner.
Situation 1
A: 你_____（星期X）有時間嗎？
B: 有。
A: 你要跟我一起去_____嗎？
B: 好，我們幾點去？
A: ______點，可以嗎？
B: 可以。

Situation 2
A: 我_____（星期X）要去_____，你要跟我一起去嗎？
B: 不行，_____（星期X）我沒時間。
    _____（星期X），好不好？
A: 行。
B: 我們幾點去？
A: ______點好不好？
B: 沒問題。

4. Look at the weekly schedule of Wang Mingwen and then answer the following questions.

<table>
<thead>
<tr>
<th>時間</th>
<th>星期一</th>
<th>星期二</th>
<th>星期三</th>
<th>星期四</th>
<th>星期五</th>
<th>星期六</th>
<th>星期日</th>
</tr>
</thead>
<tbody>
<tr>
<td>上午</td>
<td>10:00~12:00</td>
<td>念書</td>
<td>上課</td>
<td>念書</td>
<td>上課</td>
<td>念書</td>
<td>打網球</td>
</tr>
<tr>
<td>下午</td>
<td>2:00~5:00</td>
<td>聽音樂</td>
<td>上課</td>
<td>聽音樂</td>
<td>看書</td>
<td>上課</td>
<td>跑步</td>
</tr>
<tr>
<td>晚上</td>
<td>6:00~</td>
<td>在家吃晚飯</td>
<td>在家吃晚飯</td>
<td>在家吃晚飯</td>
<td>去餐廳吃晚飯</td>
<td>去餐廳吃晚飯</td>
<td>在家吃晚飯</td>
</tr>
<tr>
<td></td>
<td>8:00~</td>
<td>跑步</td>
<td>跑步</td>
<td>跑步</td>
<td>跑步</td>
<td>跑步</td>
<td>看電視</td>
</tr>
</tbody>
</table>
你星期五有時間嗎？

(1) 他每天都運動嗎？

(2) 他平時晚上做什麼運動？

(3) 他星期五下午在哪裡？

(4) 他星期六晚上喜歡去哪裡吃飯？

(5) 他星期六上午做什麼？

5. Please answer the following questions based on the picture.

台北市 馬拉松比賽

日期：5/23 (日)
時間：上午 6:00

(1) 這個馬拉松 (Malāsōng, Marathon) 比賽 (bìsài, race) 是幾月幾號？

(2) 這個馬拉松 (Malāsōng, Marathon) 比賽 (bìsài, race) 是星期幾？

(3) 這個馬拉松 (Malāsōng, Marathon) 比賽 (bìsài, race) 是幾點？
1. Tones: The four tones

(1) Read the following syllables

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kuǎi</td>
<td>(kuǎi)</td>
<td>kuǎi</td>
<td>kuài</td>
</tr>
<tr>
<td>(huǎi)</td>
<td>huái</td>
<td>(huǎi)</td>
<td>huài</td>
</tr>
<tr>
<td>wǎi</td>
<td>(wǎi)</td>
<td>wǎi</td>
<td>wài</td>
</tr>
<tr>
<td>duǐ</td>
<td>(duǐ)</td>
<td>duǐ</td>
<td>duí</td>
</tr>
<tr>
<td>huǐ</td>
<td>huǐ</td>
<td>huǐ</td>
<td>hui</td>
</tr>
<tr>
<td>guǐ</td>
<td>(guǐ)</td>
<td>guǐ</td>
<td>gui</td>
</tr>
<tr>
<td>suǐ</td>
<td>suí</td>
<td>suǐ</td>
<td>suì</td>
</tr>
<tr>
<td>wěi</td>
<td>wěi</td>
<td>wěi</td>
<td>wèi</td>
</tr>
<tr>
<td>xuě</td>
<td>xué</td>
<td>xuě</td>
<td>xuè</td>
</tr>
<tr>
<td>yuě</td>
<td>(yuě)</td>
<td>(yuě)</td>
<td>yuè</td>
</tr>
<tr>
<td>mēn</td>
<td>mén</td>
<td>mēn</td>
<td>měn</td>
</tr>
<tr>
<td>jīn</td>
<td>jín</td>
<td>jīn</td>
<td>jìn</td>
</tr>
<tr>
<td>yīn</td>
<td>yín</td>
<td>yīn</td>
<td>yín</td>
</tr>
</tbody>
</table>

Notes:
1. When -uai is not preceded by an initial, it is written as wai, e.g., wāi (外, outside)
2. When -ui is not preceded by an initial, it is written as wei, e.g., wěi (喂, hello)
3. -ie can only be preceded by the initial j q and x, in which case, it is written as -ue, e.g., xué (学, to study), quē (缺, to lack), jué (觉, to feel)
4. When -ie is not preceded by an initial, it is written as yue, e.g., yuē (月, month, moon)
5. When -in is not preceded by an initial, it is written as yin, e.g., yin (银, silver)
(2) Please mark the tone you hear.

<table>
<thead>
<tr>
<th>xie</th>
<th>kuai</th>
<th>zuì</th>
<th>chi</th>
<th>sheng</th>
<th>fen</th>
<th>yue</th>
</tr>
</thead>
</table>

(3) Recognizing tones: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>zhèng-zhèng</th>
<th>běn-běn</th>
<th>yīn-yīn</th>
<th>lái-lái</th>
</tr>
</thead>
<tbody>
<tr>
<td>xuě-xué</td>
<td>suí-suǐ</td>
<td>yuǎn-yuàn</td>
<td>jīn-jīn</td>
</tr>
</tbody>
</table>

2. Recognizing sounds

(1) Recognizing initial sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>xīn-qīn</th>
<th>chái-cái</th>
<th>bái-pài</th>
<th>quē-juē</th>
</tr>
</thead>
<tbody>
<tr>
<td>chuī-suí</td>
<td>bīn-pīn</td>
<td>mēn-fēn</td>
<td>tui-duí</td>
</tr>
</tbody>
</table>

(2) Recognizing final sounds: Please circle the syllable you hear.

<table>
<thead>
<tr>
<th>fēn-fēng</th>
<th>huái-huí</th>
<th>jū-jué</th>
<th>yīng-yīn</th>
</tr>
</thead>
<tbody>
<tr>
<td>gǎi-guǐ</td>
<td>nēng-níng</td>
<td>rén-róng</td>
<td>xīn-xīng</td>
</tr>
</tbody>
</table>

3. Recognizing two-syllable words: Please circle the word you hear

(1) dīdì / gēgē  (2) pāobù / chānggē  (3) péngyǒu / méiyǒu
(4) píngcháng / chángcháng  (5) yīhòu / yishuǎng  (6) shēngrì / xuéshēng
(7) kuàile / kěyǐ  (8) lǐwù / tiàowù  (9) míngtiān / měitiān
(10) liùyuè / jiǔyuè  (11) tóngshi / tóngxué  (12) bù shì / bù xíng
Learning Objectives

Topic: Studying

At the end of this lesson, you will be able to use Mandarin to
1. Describe one’s experience studying a language
2. Talk about one’s skill through learning
3. Comment on one’s language ability
4. Ask others’ performance in some task
Gloria，休息一下吧。我们去喝杯咖啡吧！
Gloria, xiūxī yíxià. Wǒmen qù hè bèi káfei ba!

好，我今天很忙，现在要休息一下。
Hǎo, wǒ jiāntiān hěn máng, xiànzài yào xiūxī yíxià.

（休息室 xiūxī shì, in the lounge）

你现在学中文怎么样？
Nǐ xiànzài xué Zhōngwén, xué de zhěngme yàng?

我觉得自己学得不错。
Wǒ juéde zìjǐ xué de bùcuò.

学中文难不难？
Xué Zhōngwén nán bù nán?

我觉得说话不难，可是写字有点难。
Wǒ juéde shuōhuà bù nán, kěshì xiě zì yǒu yìdiǎn nán.

你会写多少字？
Nǐ huì xiě duōshǎo zì?
差不多三十个字，我还会写。Chábùduō sānshí ge zì, wǒ hái huì xiě wǒ de

中文名字。Zhōngwén míngzì。

你常常跟谁一起练习说话？Nǐ píngcháng gěn shéi yīqǐ liànxi shuō huà？

我常常跟明明聊天，练习我的中文。Wǒ chángcháng gěn Míngmíng liào tiān, liànxi wǒ de Zhōngwén。

<table>
<thead>
<tr>
<th>生詞 Vocabulary</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 学</td>
<td>xué</td>
<td>V</td>
<td>to learn, to study</td>
</tr>
<tr>
<td>2. 中文</td>
<td>Zhōngwén</td>
<td>N</td>
<td>Mandarin (Chinese)</td>
</tr>
<tr>
<td>3. 难</td>
<td>nán</td>
<td>Vs</td>
<td>hard, difficult</td>
</tr>
<tr>
<td>4. 休息</td>
<td>xiūxī</td>
<td>V</td>
<td>to take a break</td>
</tr>
<tr>
<td>5. 一下</td>
<td>yíxià</td>
<td>N</td>
<td>used after a verb to indicate a quick action, for a short period of time</td>
</tr>
<tr>
<td>6. 喝</td>
<td>hè</td>
<td>V</td>
<td>to drink</td>
</tr>
<tr>
<td>7. 杯</td>
<td>bēi</td>
<td>M</td>
<td>measure word for drinks (cup / glass)</td>
</tr>
<tr>
<td>8. 咖啡</td>
<td>kāfēi</td>
<td>N</td>
<td>coffee</td>
</tr>
<tr>
<td>9. 吧</td>
<td>ba</td>
<td>Ptc</td>
<td>sentence-final particle for suggestion</td>
</tr>
<tr>
<td>10. 得</td>
<td>de</td>
<td>Ptc</td>
<td>complement marker</td>
</tr>
<tr>
<td>11. 觉得</td>
<td>juédé</td>
<td>V</td>
<td>to think, to feel</td>
</tr>
<tr>
<td>12. 自己</td>
<td>zìjǐ</td>
<td>N</td>
<td>self</td>
</tr>
</tbody>
</table>
13. 不错
búcuò
Vs
not bad, pretty good

14. 会
huì
Vaux
can, know how to

15. 多少
duōshǎo
QPr
how much, how many

16. 差不多
chābùduō
Adv
approximately

17. 字
zì
N
Chinese character

18. 练习
liànxí
V
to practice

短语 Phrases

19. 谈话
shuō huà
to talk

20. 写字
xiě zì
to write characters

21. 有一点
yǒu yīdiǎn
a little, somewhat

22. 聊天
liáo tiān
to chat

补充生詞 Supplementary Vocabulary

23. 做饭
zuò fàn
V
to cook

24. 快
kuài
Vs
fast, quick

25. 贵
guì
Vs
expensive
得 de + Descriptive Complements

In a sentence, the structural particle 得 (de) follows the verb. The word after 得 (de) is an state verb used as a descriptive complement to describe the manner or the degree of the action denoted by the verb. The descriptive complement is usually formed by an adverb and state verb together.

Example:
S + V + O, V 得 + (Adv) + Vs.
他說中文，說得很好。
He speaks Mandarin (very) well.

(1) A：Gloria 學中文，學得怎麼樣？
Gloria xué Zhōngwén, xué de zěnmeyàng?
How well is Gloria learning Mandarin?

B：她學中文，學得不錯。
Tā xué Zhōngwén, xué de huìcuò
She is doing quite well.

(2) A：林小姐唱歌，唱得好不好？
Lin xiǎojiā chàng gē, chàng de hǎo bù hǎo?
Does Miss Lin sing well?

B：她唱得不好。
Tā chàng de bù hǎo.
She does not sing well.

(3) A：你妹妹跳舞，跳得怎麼樣？
Ni měimei tiào wǔ, tiào de zěnmeyàng?
How well does your younger sister dance?

B：跳得很好。
Tiào de hěn hǎo.
She dances well.

(4) A：李老師寫字，寫得很快嗎？
Li lǎoshī xiě zì, xiě de hěn kuài ma?
Does Teacher Li write characters fast?

B：李老師寫得很好。你呢？
Li lǎoshī xiě de hěn kuài. Ni ne?
Teacher Li writes characters fast. How about you?
Please complete the sentences below and then ask / answer with your partner.

1. A: 你說中文，說______怎麼樣？  B: 我說得________。

2. A: 你唱歌，唱______好不好？  B: 我唱得________。

3. A: 你跑步，________？  B: 我跑得________。

4. A: 你打網球，打________？  B: 我打得________。

5. A: 你做飯，做________？  B: 我做得________。

2. 有一點 yǒu yīdiǎn   a little, somewhat

The phrase “有一點” is used to modify the state verb implying a dissatisfaction or negation. “一” is often omitted. The state verb used for this pattern must have a negative meaning. For example, you cannot say “牛肉麵有（一）點好吃。” as “好吃” has a positive meaning.

Example:

有一點 + State Verb

說中文有（一）點難。
Speaking Mandarin is a little hard.

1. A: 法文難不難？
   Fǎwén nán bù nán?
   Is French hard?

   B: 我覺得法文有一點難。
   Wǒ juéde Fǎwén yǒu yīdiǎn nán.
   I think French is a little hard.

2. A: 你的工作忙不忙？
   Nǐ de gōngzuò máng bù máng?
   Is your work busy?

   B: 我的工作有一點忙。
   Wǒ de gōngzuò yǒu yīdiǎn máng.
   My work is a little busy.
(3) A：你今天怎麼樣？
Ni jīntiān zěnmeyàng?
How are you doing today?

B：不錯，可是有點累。
Bùcuò, kēshì yǒu diǎn lèi.
Not bad, but a little tired.

(4) A：這雙運動鞋怎麼樣？
Zhè shuāng yùndòng xiè zěnmeyàng?
What do you think about this pair of sports shoes?

B：這雙運動鞋不錯，可是有點貴。
Zhè shuāng yùndòng xiè búcuò, kēshì yǒu diǎn guì.
This pair of shoes is very good but it is a little expensive.

Exercise

Please complete the sentences below and then ask/answer with your partner.

1 A：你覺得這雙鞋怎麼樣？

B：我覺得這雙鞋__________。 (貴)

2 A：你今天好不好？

B：我覺得__________。 (累)

3 A：你的工作忙不忙？

B：我的工作__________。 (忙)

4 A：你覺得中文難不難？

B：說中文不難，可是寫字__________。 (難)
5 A：美味餐廳的牛肉麵好吃嗎？

B：好吃，可是__________。(貴)

3 會 hui can, know how to

“會” is an auxiliary to indicate some skill acquired through learning. It can mean the ability to perform a skill or knowledge of such skill. Like all other auxiliaries, it is placed before the main verb in Mandarin. Add “不” to negate it.

Example:
S + 會 + V (O)  S + 不會 + V (O)
我會說中文。 我不會打網球。
I can speak Mandarin. I do not know how to play tennis. / I cannot play tennis.

(1) A：Lisa 會不會說中文？
Lisa hui bù hui shuo Zhongwen?
Can Lisa speak Mandarin?

B：Lisa 不會說中文。
Lisa bu hui shuo Zhongwen.
Lisa cannot speak Mandarin.

(2) A：李小姐會不會跳舞？
Li xiaojiu hui bù hui tiao wu?
Can Miss Li dance?

B：李小姐會跳舞，她很喜歡跳舞。
Li xiaojiu hui tiao wu, ta hên xihuan tiaowu.
Miss Li can dance and she likes dancing very much.

(3) A：誰會說法文？
Shei hui shuo Fawen?
Who can speak French?

B：張先生和張太太都會說法文。
Zhang xiansheng han Zhang taotai dou hui shuo Fawen.
Mr. and Mrs. Zhang both can speak French.
(4) A：你會不會做飯？
Ni hui bu hui zuo fan?
Do you know how to cook?
B：我會做飯，我常常自己在家做飯。
Wo hui zuo fan, wo changchang ziji zijia zuo fan.
I can cook. I often cook at home.

Exercise

Please complete the sentences below and then ask / answer with your partner.

1 A：你會不會說中文？
B：我_____說中文。

2 A：你_____打網球嗎？
B：我_____會打網球。

3 A：我會說法文，你呢？
B：我_____說法文。

4 A：你會寫你的中文名字嗎？
B：我_____寫我的中文名字。

5 A：你會不會做飯？
B：我_____做飯。

4 多少 duoshao / 幾 ji how much / how many

多少 and 幾 (how much / how many) are both used in asking about quantity.
4-1 S + V + 多少 + (Measure Word) + N?
多少 is used to ask about any quantity and the measure word after can be omitted.
Example:
S + V + 多少 + (MW) + N?
Q：那個學校有多少學生？
How many students are there in that school?
A：那個學校有三百個學生。
There are three hundred students in that school.
(1) A: 你会写多少字？
    Nǐ huì xiě duōshǎo zì?
    How many characters can you write?

    B: 差不多一百个字。
    Chàbùduō yī bāi gè zì.
    Approximately one hundred characters.

(2) A: 李老师有多少学生？
    Lì lǎoshī yǒu duōshǎo xuéshēng?
    How many students does Teacher Li have?

    B: 李老师有三十五个学生。
    Lì lǎoshī yǒu sānshíwǔ ge xuéshēng.
    Teacher Li has thirty-five students.

(3) A: 那个学校有多少老师？
    Nà ge xuéxiào yǒu duōshǎo lǎoshī?
    How many teachers are in that school?

    B: 那个学校有二十位老师。
    Nà ge xuéxiào yǒu èrshí wèi lǎoshī.
    There are twenty teachers in that school.

(4) A: 你有多少朋友？
    Nǐ yǒu duōshǎo péngyǒu?
    How many friends do you have?

    B: 我有三十个朋友。
    Wǒ yǒu sānshí ge péngyǒu.
    I have thirty friends.

### 4-2  S + V + 幾 + Measure Word + N ?

幾 is used for the quantity less than ten and a measure word is needed between 幾 and the noun.

Example:

S + V + 幾 + MW + N ?

Q: 你有幾個孩子？
    How many children do you have?

A: 我有三個孩子。
    I have three children.
(1) A: 明文有幾個弟弟？
Mingwén yǒu jǐ ge dìdì?
How many younger brothers does Mingwen have?
B: 他有兩個弟弟。
Tā yǒu liǎng ge dìdì.
He has two younger brothers.

(2) A: 家文有幾雙運動鞋？
Jiāwén yǒu jǐ shuāng yùndòng xié?
How many pairs of sports shoes does Jiawen have?
B: 家文有五雙運動鞋。
Jiā wén yǒu wǔ shuāng yùndòng xié.
Jiawen has five pairs of sports shoes.

(3) A: Lisa 要喝幾杯咖啡？
Lisa yào hē jǐ bēi káfēi?
How many cups of coffee does Lisa want?
B: Lisa 只要喝一杯咖啡。
Lísa zhǐ yào hē yī bēi káfēi.
Lisa just wants one cup of coffee.

(4) A: 你要送你妹妹幾個禮物？
Nǐ yào sòng nǐ mèimei jǐ ge lǐwù?
How many gifts do you want to give to your younger sister?
B: 我只要送她一個禮物。
Wǒ zhǐ yào sòng tā yī ge lǐwù.
I just want to give her one gift.

Exercise

Please complete the sentences below and then ask / answer with your partner.

1 A: 你有________哥哥？  B: 我有三個哥哥。

2 A: 你有________運動鞋？  B: 我有兩雙運動鞋。

3 A: 這個學校有________學生？  B: 這個學校有兩百個學生。
學中文難不難？

4 A：你要送他______禮物？  B：我只要送他一個禮物。
2 A：他們要買______咖啡？  B：他們要買五十杯咖啡。

綜合活動 Classroom Activities

1. Read aloud
Lisa ：Gloria，休息一下。我們去喝杯咖啡吧。
Gloria ：好，我今天很忙，現在要休息一下。
（休息室 xiuxi shì）
Lisa ：妳現在學中文，學得怎麼樣？
Gloria ：我覺得自己學得不錯。
Lisa ：學中文難不難？
Gloria ：我覺得說話不難，可是寫字有一點難。
Lisa ：妳會寫多少字？
Gloria ：差不多三十個字，我還會寫我的中文名字。
Lisa ：妳平常跟誰一起練習說話？
Gloria ：我常常跟明文聊天，練習我的中文。

2. Fill in the Blanks
Fill in the blanks with appropriate characters or pinyin for the sentence.
Lisa：Gloria，______ _______一下。我們去______杯咖啡吧。
Gloria：好，我今天很______，現在要休息一下。
Lisa ：妳現在學______ _______，學______怎麼樣？
Gloria：我覺得自己______得______ _____。
Lisa：學中文______不______？
Gloria：我______ ______說話不難，可是寫字______ ______ ______難。
Lisa：妳會寫______ ______字？
Gloria：______ ______ ______三十個字，我還______ ______ ______我的中文名字。
Lisa：妳平常跟______一起______ ______說話？
Gloria：我常常跟明文______ ______，練習我的中文。

3. Interview four classmates. Ask what they can do and how well they do it.

Write the information provided by your classmates in the grid below.
You may use the dialogues below to ask / answer.

Q：你會……嗎？/ 你會不會……？

A：我會________。

Q：你 V ( 說 / 寫 / 打 / 跳 / 做 ) 得怎麼樣？

A：我 V 得________。

<table>
<thead>
<tr>
<th>名字</th>
<th>會……嗎？/ 會不會……？</th>
<th>V 得怎麼樣？</th>
</tr>
</thead>
<tbody>
<tr>
<td>王明文</td>
<td>他會寫漢字。他會跳舞。</td>
<td>寫得很好。跳得不錯。</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List of Activities

<table>
<thead>
<tr>
<th>說中文</th>
<th>唱歌</th>
</tr>
</thead>
<tbody>
<tr>
<td>說法文</td>
<td>跳舞</td>
</tr>
<tr>
<td>說英文 (shuō Yīngwén, to speak English)</td>
<td>打網球</td>
</tr>
<tr>
<td>說西班牙文 (shuō Xībānyá wén, to speak Spanish)</td>
<td>踢足球</td>
</tr>
<tr>
<td>寫漢字</td>
<td>做飯</td>
</tr>
</tbody>
</table>
4. Look at the calligraphy and check off 「來 ＼ 學」 with 「✓」.

張松蓮書（臺灣女書法家學會榮譽理事長）

### 語音 Pinyin - Phonetic System

#### Tone Change for “－” (yī)

1. When “－” is used in names, dates, and ordinal numbers, its tone and tone mark are both first, e.g., Táiyì gōngsī (台－公司, Taiyi Company), yīyuè yī hào (一月－號, January 1), di yī kè (第一課, lesson 1).

2. When “－” (yī) is used for amounts or with other characters to form a word or phrase, it follows the same tone changing rules of “不”.

<table>
<thead>
<tr>
<th>Tone of － 2nd / 4th</th>
<th>Tone of the following syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>yì －</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt;, 3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>qīān 千 (one thousand)</td>
</tr>
<tr>
<td></td>
<td>máo 毛 (ten cents)</td>
</tr>
<tr>
<td></td>
<td>qǐ 起</td>
</tr>
<tr>
<td>yí －</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;, neutral</td>
</tr>
<tr>
<td></td>
<td>kuài 塊 (one dollar)</td>
</tr>
<tr>
<td></td>
<td>ge 個</td>
</tr>
</tbody>
</table>
Six Etymological Principles of Chinese Characters

你寫的這個字是什麼字啊？
是「月」字，八月的「月」。
「月」？我會寫「月」，不是這個啊！

Chinese characters are traditionally classified into six categories (六書 liùshū) as follow;

1. 象形字 (xiàngxíng zi): pictographs characters
   Pictographic characters originated from pictures of objects. They are the most ancient characters for people to understand. It is believed that Chinese characters evolved from pictures. However, less than 5% of characters are pictographic.
2. 指事字 (zhǐshì zì): self-explanatory characters

Self-explanatory characters indicate abstract meanings such as ideas or concepts that are shown with metaphorical or symbolic pictographs.

Examples:

<table>
<thead>
<tr>
<th>日 (rì)</th>
<th>sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>月 (yuè)</td>
<td>moon</td>
</tr>
<tr>
<td>馬 (má)</td>
<td>horse</td>
</tr>
</tbody>
</table>

3. 会意字 (huìyì zì): compound ideograph

One compound ideograph character takes two pictographs or ideographs to create a new character. For example, the compound ideograph character “休” is made up of “人” (person) and “木” (tree), i.e., a person is leaning on the tree.
**Examples:**

<table>
<thead>
<tr>
<th>Character</th>
<th>Meaning</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>休 (xū)</td>
<td>rest</td>
<td>(a person is leaning on the tree, indicating “休息 resting”)</td>
</tr>
<tr>
<td>林 (lín)</td>
<td>grove</td>
<td>(if there are two trees, there is a grove)</td>
</tr>
</tbody>
</table>

**4. 形聲字 (xíngshēng zì): phonetic-semantic compounds**

The phonetic-semantic compounds follow a standard principle, i.e., one element suggests the meaning of the character and the other element suggests the pronunciation of the character. For example, the phonetic-semantic compound character “媽 mā” consists of “女 women” as the semantic element and “馬 mǎ” as the phonetic element. The phonetic element indicates its original pronunciation. The majority of Chinese characters falls into the phonetic-semantic compounds category.

**Examples:**

<table>
<thead>
<tr>
<th>Character</th>
<th>Meaning</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>媽 (mā)</td>
<td>mother</td>
<td>女 (nǚ) meaning, women + 馬 (mǎ) sound, 馬 (mǎ)</td>
</tr>
<tr>
<td>烤 (kǎo)</td>
<td>to bake</td>
<td>火 (huǒ) meaning, fire + 考 (kǎo) sound, 考 (kǎo)</td>
</tr>
</tbody>
</table>

**5. 轉注字 (zhuǎnzhù zì): mutually explanatory characters**

Two separate characters that share the same radical, or have a similar ancient Chinese pronunciation and etymology, can explain the meaning of each other. For example, 老 (lǎo, old) 考 (kǎo, long life) share the same radical “老”.

**6. 假借字 (jiǎjiè zì): phonetic loan characters**

The characters of this category were “loaned” from other characters. For example, “止 zǐ”.

---

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Lesson 1  Hello!
Wang Mingwen: How do you do? / Hello!
Gloria: How do you do? / Hello!
Wang Mingwen: I am surnamed Wang. May I ask your surname?
Gloria: I am surnamed Lee. My given name is Gloria. What is your given name?
Wang Mingwen: My given name is Mingwen. May I ask what your nationality is?
Gloria: I am American. And you?
Wang Mingwen: I am Taiwanese.

Lesson 2  I Have Two Younger Brothers
Gloria: Mingwen, how are you?
Wang Mingwen: How are you? Gloria.
Gloria: Mingwen, do you have siblings?
Wang Mingwen: I have one older sister and two younger brothers. What about you?
Gloria: I also have one older sister.
Wang Mingwen: Do you have older brothers?
Gloria: I have neither older brothers nor younger brothers. I only have one older sister.

Lesson 3  She Is Not a Student
Wang Mingwen: Gloria, is your older sister a student?
Gloria: She is not a student. She graduated from college.
Wang Mingwen: Where does she work?
Gloria: My older sister works at a bank. Her husband works at a computer company.
Wang Mingwen: Your older sister is married. Do they have children?
Gloria: They have two children, one son, one daughter. Both of them are elementary school students.

Lesson 4  My Father Works at a Computer Company
Gloria: Mingwen, May I ask where your father and mother work?
Mingwen: My father works at a computer company. My mother is an elementary school teacher.
Gloria: Is your father’s work busy?
Mingwen: His work is busy. He is tired every day.
Gloria: How about your mother?
Mingwen: She likes children. She says teaching is not tiring.
Gloria: My father is a teacher too. He teaches French at a college.
Lesson 5  Welcome!

Mingwen: Gloria, long time no see.
Gloria: Hello, long time no see.
Mingwen: This is my younger brother, Wang, Jiawen. Jiawen, this is my friend, Gloria.
Gloria: How do you do? Jiawen, it is nice to meet you.
Jiawen: Gloria, it is nice to meet you too.
Gloria: Do you go to school in America?
Jiawen: No, I usually live in Taiwan. It is school break now. I am visiting America for fun.
Gloria: Welcome to America. Where would you like to visit?
Jiawen: I would like to go to Disneyland and national parks.

Lesson 6  What Do You Usually Like to Do?

Gloria: Jiawen, do you like to exercise?
Jiawen: I like to exercise. I usually like to run.
Gloria: What does your older brother usually like to do?
Jiawen: He usually likes to run. He likes to go play tennis on weekends. How about you?
Gloria: I do not like to exercise. I like to sing, listen to music and dance.
Jiawen: My older brother and I like to sing as well but neither of us like to dance.
Gloria: In addition, I like to watch TV. I often watch TV at home at night.
Jiawen: I like to go to the park and run at night in Taiwan.

Lesson 7  May I Ask Who This Is?

(Ms. Li is a staff member of Taiyi Bank.)

Ms. Li: Hello. Taiyi Bank.
Gloria: Hello. May I ask if Ms. Lin Meimei is there?
Ms. Li: Ms. Lin is not in the office right now. May I ask who this is?
Gloria: This is Gloria of Beidian Company. May I ask when Ms. Lin will be back?
Ms. Li: Ms. Lin will be back in the afternoon.
Gloria: Allow me to trouble you to ask her to call me after she gets back.
Ms. Li: May I ask what your cell phone number is?
Gloria: My cell phone is (517) 360-4859.
Ms. Li: Okay. Gloria.
Gloria: Thank you!
Ms. Li: You are welcome. Goodbye.
Lesson 8  Happy Birthday to You!

Jiawen: Dage (Oldest brother), what is the date tomorrow?
Mingwen: Tomorrow is August 11th. Oh! It is your birthday tomorrow.
Jiawen: Right! It is my seventeenth birthday tomorrow.
Mingwen: Jiawen, happy birthday to you! What birthday gift do you want?
Jiawen: I want a pair of sports shoes, is that okay?
Mingwen: Okay, let’s go buy them this evening. What else do you want?
Jiawen: Treat me to a fancy meal, okay?
Mingwen: Okay, no problem.
Jiawen: Thank you, Dage.

Lesson 9  Are You Free on Friday?

Mingwen: Gloria, long time no see.
Gloria: Hello, Mingwen, this is my coworker Lisa.
Mingwen: Lisa, it is nice to meet you.
Lisa: It is nice to meet you too.
Gloria: Mingwen, we are going to have dinner at Tasty café this Saturday evening. Would you like to go with us?
Mingwen: Saturday is not good. How about Friday?
Gloria: Friday is good too. Lisa, are you free on Friday?
Lisa: No problem.
Gloria: That is great. Mingwen, what time will your class end?
Mingwen: My class will end at five o’clock.
Gloria: Let us meet at the restaurant at six thirty on Friday evening. How is that?
Mingwen: Great! Their beef noodle soup is super delicious. See you on Friday.

Lesson 10  Is It Hard to Learn Mandarin?

Lisa: Gloria, take a break. Let’s go get a cup of coffee.
Gloria: Alright. I am busy today. I need to take a break now.
(in the lounge)
Lisa: How is learning Mandarin going?
Gloria: I think I am doing well.
Lisa: Is it hard to learn Mandarin?
Gloria: I think speaking is not hard but writing Chinese characters is a little hard.
Lisa: How many characters can you write?
Gloria: Approximately thirty characters. I can also write the characters of my Chinese name.
Lisa: Who do you usually practice speaking Mandarin with?
Gloria: I often chat with Mingwen to practice my Mandarin.
<table>
<thead>
<tr>
<th>课次</th>
<th>对白</th>
</tr>
</thead>
</table>
| 第一课 | 您好。 
王明文：您好。 
Gloria：您好。 
王明文：您姓王，请问您贵姓？ 
Gloria：我姓Lee，叫Gloria。您叫什么名字？ 
王明文：我叫明文。请问您是哪国人？ 
Gloria：我是美国人。您呢？ 
王明文：我是台湾人。 |
| 第二课 | 我有两个弟弟。 
Gloria：明文，你好。 
王明文：你好，Gloria。 
Gloria：明文，你有兄弟姐妹吗？ 
王明文：我有一个姐姐，两个弟弟。她呢？ 
Gloria：我也有一个姐姐。 
王明文：你有哥哥吗？ 
Gloria：我没有哥哥，也没有弟弟。我只有一个姐姐。 |
| 第三课 | 她不是学生。 
王明文：Gloria，你姐姐是学生吗？ 
Gloria：她不是学生，她大学毕业了。 
王明文：她在哪里工作？ 
Gloria：我姐姐在银行工作，她先生在电脑公司工作。 
王明文：你姐姐结婚了吗？他们有孩子吗？ 
Gloria：他们有两个孩子，一个儿子，一个女儿。两个小孩都在小学念书。 |
| 第四课 | 我爸爸在电脑公司工作。 
Gloria：明文，请问你爸爸、妈妈在哪里工作？ 
王明文：我爸爸在电脑公司工作，我妈妈是小学老师。 |
| 第五课 | 欢迎你来。 
王明文：Gloria，好久不见。 
Gloria：你好，好久不见。 
王明文：这是我弟弟王家文。家文，这是我朋友，Gloria。 
Gloria：你好，家文，认识你很高兴。 
王明文：Gloria，我也很高兴认识你。 
Gloria：家文，你也在美因念书吗？ 
王明文：不是，我平常住在台湾。现在学校放假，我来美国玩。 
Gloria：欢迎你来美国。你想去哪里玩？ 
王明文：我想去迪士尼乐园玩，也想去国家公园玩。 |
| 第六课 | 你平常喜欢做什么？ 
Gloria：家文，你喜欢不喜欢运动？ 
家文：我喜欢运动，我平常喜欢跑步。 
Gloria：你哥哥平常喜欢做什么？ 
家文：他平常喜欢跑步，周末喜欢去打网球。妳呢？ 
Gloria：我不喜欢运动。我喜欢唱歌、听音乐和跳舞。 
家文：我哥哥和我也喜欢唱歌，可是我们都不喜欢跳舞。 
Gloria：我还喜欢看电视，我晚上常常在家看电视。 
家文：我在台湾，晚上喜欢去公园跑步。 |
第七课 请问您是哪位？
李小姐：喂，台一银行，您好！
Gloria：喂，您好！请问林美美小姐在吗？
李小姐：林小姐现在不在办公室，请问您是哪位？
Gloria：我是北电公司的Gloria。请问林小姐什么时候回来？
李小姐：Gloria，林小姐下午回来。
Gloria：麻烦您，请她回来以后给我打电话。
李小姐：请问您的手机是几号？
Gloria：我的手机号码是（五一七）三六0四二五九。
李小姐：好的，Gloria。
Gloria：谢谢您！
李小姐：不客气，再见。

明文：Lisa，很高兴认识您。
Lisa：我也很高兴认识您。
Gloria：明文，星期六晚上我们要去美
味餐厅吃饭，你要不要跟我们一起？
明文：星期六不行，星期五怎么样？
Gloria：星期五也行。Lisa，你星期五有
时间吗？
Lisa：没问题。
Gloria：太好了！明文，你几点下课？
明文：我五点下课。
Gloria：我们星期五晚上六点半在餐厅
见，怎么样？
明文：太好了！那家餐厅的牛肉面最好吃。我们星期五见。

第八课 祝你生日快乐
家文：大哥，明天是几月几号？
明文：明天是八月十一号。噢！明天是你的生日。
家文：是啊！明天是我十七岁的生日。
明文：家文，祝你生日快乐。你要什么生日礼物？
家文：我要一双运动鞋，可以吗？
明文：好，我们今天晚上去买。你还要什么？
家文：你请我去吃大餐，好不好？
明文：好，没问题。
家文：谢谢大哥。

第十课 学中文难不难？
Lisa：Gloria，休息一下。我们去喝杯咖啡吧！
Gloria：好，我今天很忙，现在要休息一下。
（休息室）
Lisa：你现在已经学中文，学得怎么样？
Gloria：我觉得自己学得不错。
Lisa：学中文难不难？
Gloria：我觉得说话不难，可是写字有一点难。
Lisa：你会写多少字？
Gloria：差不多三十个字，我还会写我的中文名字。
Lisa：你平常跟谁一起练习说话？
Gloria：我常常跟明文聊天，练习我的中文。

第九课 你星期五有时间吗？
明文：Gloria，好久不见。
Gloria：你好。明文，这位是我同事Lisa。
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<th>Pinyin</th>
<th>Traditional Characters</th>
<th>Simplified Characters</th>
<th>English</th>
<th>Lesson Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba</td>
<td>吧</td>
<td>吧</td>
<td>sentence-final particle for suggestion</td>
<td>10-9</td>
</tr>
<tr>
<td>bā</td>
<td>八</td>
<td>八</td>
<td>8, eight</td>
<td>7-24</td>
</tr>
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<td>bàba</td>
<td>爸爸</td>
<td>爸爸</td>
<td>father, dad</td>
<td>4-1</td>
</tr>
<tr>
<td>bài</td>
<td>百</td>
<td>百</td>
<td>100, hundred</td>
<td>7-35</td>
</tr>
<tr>
<td>bàn</td>
<td>半</td>
<td>半</td>
<td>half</td>
<td>9-12</td>
</tr>
<tr>
<td>bāngōngshì</td>
<td>辨公室</td>
<td>办公室</td>
<td>office</td>
<td>7-6</td>
</tr>
<tr>
<td>bèi</td>
<td>杯</td>
<td>杯</td>
<td>measure word for drinks (cup / glass)</td>
<td>10-7</td>
</tr>
<tr>
<td>Bèidiàn Gōngsī</td>
<td>比電公司</td>
<td>比電公司</td>
<td>Beidian Company</td>
<td>7-33</td>
</tr>
<tr>
<td>biyè le</td>
<td>毕業了</td>
<td>毕业了</td>
<td>graduated</td>
<td>3-18</td>
</tr>
<tr>
<td>bù / bù</td>
<td>不</td>
<td>不</td>
<td>no, not</td>
<td>3-2</td>
</tr>
<tr>
<td>bù kěqì</td>
<td>不客气</td>
<td>不客气</td>
<td>You are welcome.</td>
<td>7-30</td>
</tr>
<tr>
<td>bù xíng</td>
<td>不行</td>
<td>不行</td>
<td>not good, It is not okay.</td>
<td>9-20</td>
</tr>
<tr>
<td>bùcúo</td>
<td>不錯</td>
<td>不错</td>
<td>not bad, pretty good</td>
<td>10-13</td>
</tr>
<tr>
<td>cǎntīng</td>
<td>餐厅</td>
<td>餐厅</td>
<td>restaurant</td>
<td>9-5</td>
</tr>
<tr>
<td>chābùduō</td>
<td>差不多</td>
<td>差不多</td>
<td>approximately</td>
<td>10-16</td>
</tr>
<tr>
<td>chǎng gē</td>
<td>唱歌</td>
<td>唱歌</td>
<td>to sing</td>
<td>6-17</td>
</tr>
<tr>
<td>chǎngchǎng</td>
<td>常常</td>
<td>常常</td>
<td>often</td>
<td>6-14</td>
</tr>
<tr>
<td>chí</td>
<td>吃</td>
<td>吃</td>
<td>to eat</td>
<td>8-17</td>
</tr>
<tr>
<td>chí fàn</td>
<td>吃飯</td>
<td>吃饭</td>
<td>to eat, to have a meal</td>
<td>9-19</td>
</tr>
<tr>
<td>dǎ</td>
<td>打</td>
<td>打</td>
<td>to play (ball)</td>
<td>6-4</td>
</tr>
<tr>
<td>dà diànhuà</td>
<td>打電話</td>
<td>打电话</td>
<td>to make a phone call</td>
<td>7-27</td>
</tr>
<tr>
<td>Pinyin</td>
<td>Traditional Characters</td>
<td>Simplified Characters</td>
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</tr>
<tr>
<td>dàcān</td>
<td>大餐</td>
<td>大餐</td>
<td>a fancy meal</td>
<td>8-18</td>
</tr>
<tr>
<td>dàgē</td>
<td>大哥</td>
<td>大哥</td>
<td>oldest brother</td>
<td>8-4</td>
</tr>
<tr>
<td>dàxué</td>
<td>大學</td>
<td>大学</td>
<td>university, college</td>
<td>3-4</td>
</tr>
<tr>
<td>de</td>
<td>得</td>
<td>得</td>
<td>complement marker</td>
<td>10-10</td>
</tr>
<tr>
<td>diàn</td>
<td>點</td>
<td>点</td>
<td>o’clock</td>
<td>9-11</td>
</tr>
<tr>
<td>diànhuà</td>
<td>電話</td>
<td>电话</td>
<td>telephone</td>
<td>7-12</td>
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<tr>
<td>diànnào</td>
<td>電腦</td>
<td>电脑</td>
<td>computer</td>
<td>3-10</td>
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<tr>
<td>diànshì</td>
<td>電視</td>
<td>电视</td>
<td>television</td>
<td>6-12</td>
</tr>
<tr>
<td>dìdi</td>
<td>弟弟</td>
<td>弟弟</td>
<td>younger brother</td>
<td>2-4</td>
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<tr>
<td>Dìshǐnǐ lèyuán</td>
<td>迪士尼樂園</td>
<td>迪士尼乐园</td>
<td>Disneyland</td>
<td>5-18</td>
</tr>
<tr>
<td>dōu</td>
<td>都</td>
<td>都</td>
<td>both, all</td>
<td>3-16</td>
</tr>
<tr>
<td>duōshǎo</td>
<td>多少</td>
<td>多少</td>
<td>how much, how many</td>
<td>10-15</td>
</tr>
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<td>ēr</td>
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<tr>
<td>érzi</td>
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</table>

| Fǎguó | 法國     | 法国     | France | 3-22   |
| fàngjià | 放假     | 放假     | to be on school break, to be on vacation | 5-9 |
| Fǎwén | 法文     | 法文     | French language | 4-12 |
| fùmǔ | 父母     | 父母     | parents in a formal way | 5-22 |

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<tbody>
<tr>
<td>gāoxìng</td>
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<td>ge</td>
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<td>gàige</td>
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<td>gěi</td>
<td>给</td>
<td>给</td>
<td>to</td>
<td>7-11</td>
</tr>
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<td>gěn</td>
<td>跟</td>
<td>跟</td>
<td>with</td>
<td>9-6</td>
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<td>gōngsī</td>
<td>公司</td>
<td>公司</td>
<td>company</td>
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<td>gōngyuán</td>
<td>公園</td>
<td>公园</td>
<td>park</td>
<td>5-16</td>
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<tr>
<td>gōngzuò</td>
<td>工作</td>
<td>工作</td>
<td>to work, work</td>
<td>3-7</td>
</tr>
<tr>
<td>guì</td>
<td>貴</td>
<td>貴</td>
<td>expensive</td>
<td>10-25</td>
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<tr>
<td>guì xìng</td>
<td>貴姓？</td>
<td>貴姓？</td>
<td>Polite way to ask someone’s surname</td>
<td>1-12</td>
</tr>
<tr>
<td>guójiā</td>
<td>國家</td>
<td>国家</td>
<td>nation, country</td>
<td>5-15</td>
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<th>Simplified Characters</th>
<th>English</th>
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<tbody>
<tr>
<td>hái</td>
<td>還</td>
<td>还</td>
<td>also, in addition, as well</td>
<td>6-10</td>
</tr>
<tr>
<td>háizi</td>
<td>孩子</td>
<td>孩子</td>
<td>child</td>
<td>3-12</td>
</tr>
<tr>
<td>hàn / hé</td>
<td>和</td>
<td>和</td>
<td>and</td>
<td>3-23, 6-8</td>
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<td>hào</td>
<td>號</td>
<td>号</td>
<td>days of the month</td>
<td>8-7</td>
</tr>
<tr>
<td>hǎo</td>
<td>好</td>
<td>好</td>
<td>good, fine</td>
<td>1-2</td>
</tr>
<tr>
<td>hǎo bù hǎo?</td>
<td>好不好</td>
<td>好不好</td>
<td>Is it okay? How does that sound?</td>
<td>8-21</td>
</tr>
<tr>
<td>hǎochī</td>
<td>好吃</td>
<td>好吃</td>
<td>delicious</td>
<td>9-18</td>
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<tr>
<td>hǎode</td>
<td>好的</td>
<td>好的</td>
<td>yes, okay</td>
<td>7-29</td>
</tr>
<tr>
<td>hǎojiǔ bùjiàn</td>
<td>好久不见</td>
<td>好久不见</td>
<td>long time no see</td>
<td>5-17</td>
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<tr>
<td>hào mǎ</td>
<td>號碼</td>
<td>号码</td>
<td>number</td>
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<tr>
<td>hē</td>
<td>唱</td>
<td>唱</td>
<td>to drink</td>
<td>10-6</td>
</tr>
<tr>
<td>hěn</td>
<td>很</td>
<td>很</td>
<td>very</td>
<td>4-5</td>
</tr>
<tr>
<td>huānyíng</td>
<td>欢迎</td>
<td>欢迎</td>
<td>to welcome</td>
<td>5-12</td>
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<tr>
<td>huì</td>
<td>会</td>
<td>会</td>
<td>can, know how to</td>
<td>10-14</td>
</tr>
<tr>
<td>huílái</td>
<td>回来</td>
<td>回来</td>
<td>to return, get back</td>
<td>7-7</td>
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</table>

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<tr>
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<th>English</th>
<th>Lesson Number</th>
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<td>What is the phone number?</td>
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<td>家</td>
<td>家</td>
<td>house, home, family</td>
<td>6-15</td>
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<td>measure word for restaurant, shop</td>
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<td>jiàn</td>
<td>見</td>
<td>見</td>
<td>to see, to meet</td>
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<td>to be called</td>
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<td>jiāo</td>
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<td>to teach</td>
<td>4-11</td>
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<td>教书</td>
<td>the job of teaching</td>
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<td>California</td>
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<td>married</td>
<td>3-19</td>
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<td>姐姐 / 姐姐</td>
<td>姐姐 / 姐姐</td>
<td>older sister</td>
<td>2-8</td>
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<tr>
<td>jīnmián</td>
<td>今年</td>
<td>今年</td>
<td>this year</td>
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<td>today</td>
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<td>九</td>
<td>9, nine</td>
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<tr>
<td>juéde</td>
<td>覺得</td>
<td>覺得</td>
<td>to think, to feel</td>
<td>10-11</td>
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<tr>
<th>Pinyin</th>
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<td>kàn</td>
<td>看</td>
<td>看</td>
<td>to see, look, watch, read</td>
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<td>kěshí</td>
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<td>可是</td>
<td>but, however</td>
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<td>fast, quick</td>
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<td>快樂</td>
<td>快乐</td>
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<td>累</td>
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<td>tired, tiring</td>
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<td>两</td>
<td>two (to express for quantity)</td>
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<td>to chat</td>
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<td>Lin (a surname)</td>
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<td>question particle</td>
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<td>please, “If it’s not too much trouble”, “can I trouble you to”</td>
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<td>买</td>
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<td>没问题</td>
<td>No problem.</td>
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<td>美国</td>
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<td>which, who</td>
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<td>哪国人？</td>
<td>an interrogative phrase used to ask what someone's nationality</td>
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<td>哪里（哪儿）</td>
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<td>你 / 妹</td>
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<td>年</td>
<td>year</td>
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<td>to study</td>
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<td>you (polite and respectful to elders)</td>
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<td>您呢？</td>
<td>您呢？</td>
<td>How about you? And you?</td>
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<td>niúròumǐăn</td>
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<td>牛肉面</td>
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<td>daughter</td>
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<td>Oh</td>
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<td>to run, to jog</td>
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<td>7, seven</td>
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<td>請</td>
<td>to treat, please (polite form of request)</td>
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<td>to know, meet, recognize</td>
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<td>日</td>
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<td>days of the month (in written)</td>
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<td>later morning</td>
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<td>who, whom</td>
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<td>what</td>
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<td>10, ten</td>
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<td>to be (am, is, are)</td>
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<td>That’s right.</td>
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<td>time</td>
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<td>cell phone</td>
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<td>to talk</td>
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<td>4, four</td>
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<td>送</td>
<td>to give a gift to someone</td>
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<td>歲</td>
<td>岁</td>
<td>year of age</td>
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<td>he, him</td>
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<td>太好了</td>
<td>Excellent! Great!</td>
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<td>Taipei</td>
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<td>wife, Mrs.</td>
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<td>臺湾</td>
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<td>臺湾人</td>
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<td>Taiyi Bank</td>
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<td>他們 / 她們</td>
<td>他们 / 她们</td>
<td>they (plural of “he / she”)</td>
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<td>to dance</td>
<td>6-18</td>
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<td>ting</td>
<td>聽</td>
<td>听</td>
<td>to listen</td>
<td>6-6</td>
</tr>
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<td>同事</td>
<td>coworker, colleague</td>
<td>9-3</td>
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<td>wán</td>
<td>玩</td>
<td>玩</td>
<td>to have fun, to play</td>
<td>5-11</td>
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<td>晚饭</td>
<td>dinner</td>
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<td>晚上</td>
<td>night, at night</td>
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<tr>
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<td>喂</td>
<td>喂</td>
<td>Hello! (over the phone)</td>
<td>7-3</td>
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<td>位</td>
<td>位</td>
<td>polite measure word for people</td>
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<td>我</td>
<td>我</td>
<td>I, me</td>
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<td>五</td>
<td>五</td>
<td>5, five</td>
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<td>xià kè</td>
<td>下課</td>
<td>下课</td>
<td>to finish class</td>
<td>9-10</td>
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<tr>
<td>xiǎng</td>
<td>想</td>
<td>想</td>
<td>would like, to want, to have a desire to</td>
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<td>husband, Mr.</td>
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<td>xiàn zài</td>
<td>現在</td>
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<td>now</td>
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<td>小孩</td>
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<td>Simplified Characters</td>
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<td>to want to</td>
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<td>也</td>
<td>also</td>
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<td>yǐhòu</td>
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<td>一下</td>
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<td>used after a verb to indicate a quick action. for a short period of time</td>
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<td>有</td>
<td>to have, there is / are</td>
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<td>有一点</td>
<td>a little, somewhat</td>
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<td>月</td>
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<td>month</td>
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<td>运动</td>
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<td>运动鞋</td>
<td>sports shoes, sneakers</td>
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<tr>
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<td>Simplified Characters</td>
<td>English</td>
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<td>在</td>
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<td>in, on, at</td>
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<td>zàijiàn</td>
<td>再見</td>
<td>再見</td>
<td>goodbye, see you again</td>
<td>7-16</td>
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<td>zènme</td>
<td>怎么样</td>
<td>怎么样</td>
<td>How about it? How does that sound? What do you think?</td>
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<td>Zhāng</td>
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<td>张</td>
<td>an example of a surname</td>
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<td>这</td>
<td>这</td>
<td>this</td>
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<tr>
<td>zhī</td>
<td>只</td>
<td>只</td>
<td>only</td>
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<td>週末</td>
<td>周末</td>
<td>weekend</td>
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<td>祝</td>
<td>to wish</td>
<td>8-1</td>
</tr>
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<td>zhù zài</td>
<td>住在</td>
<td>住在</td>
<td>to live in / at</td>
<td>5-6</td>
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<td>zì</td>
<td>字</td>
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<td>Chinese character</td>
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<td>zǐjǐ</td>
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<td>self</td>
<td>10-12</td>
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<tr>
<td>zuì</td>
<td>最</td>
<td>最</td>
<td>most (for a superlative degree)</td>
<td>9-17</td>
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<tr>
<td>zuò</td>
<td>做</td>
<td>做</td>
<td>to do</td>
<td>6-2</td>
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<td>zuò fàn</td>
<td>做饭</td>
<td>做饭</td>
<td>to cook</td>
<td>10-23</td>
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# Mandarin Phonetic Symbols

## Chart of Initials

<table>
<thead>
<tr>
<th></th>
<th>Unaspirated</th>
<th>Aspirated</th>
<th>Nasal</th>
<th>Fricative</th>
<th>Voiced</th>
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<td>1. Labial</td>
<td>ㄅ</td>
<td>ㄆ</td>
<td>ㄇ</td>
<td>ㄈ</td>
<td>ㄉ</td>
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<tr>
<td>2. Alveolar</td>
<td>ㄉ</td>
<td>ㄊ</td>
<td>ㄋ</td>
<td>ㄌ</td>
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</tr>
<tr>
<td>3. Velar</td>
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<td>ㄎ</td>
<td>ㄏ</td>
<td>ㄏ</td>
<td>ㄏ</td>
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<td>4. Palatal</td>
<td>ㄉ</td>
<td>ㄑ</td>
<td>ㄒ</td>
<td>ㄒ</td>
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<td>5. Retroflex</td>
<td>ㄓ</td>
<td>ㄔ</td>
<td>ㄕ</td>
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<tr>
<td>6. Dental sibilant</td>
<td>ㄕ</td>
<td>ㄘ</td>
<td>ㄙ</td>
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## Simple finals / Compound finals / Nasal finals

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漢語拼音符號表 Hanyu Pinyin

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173
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- yī/i ㄅㄧ | ㄆㄧ | ㄇㄧ | ㄈㄧ | ㄉㄧ | ㄊㄧ | ㄌㄧ | ㄍㄧ | ㄎㄧ |
- yà/ia ㄅㄚ | ㄆㄚ | ㄇㄚ | ㄈㄚ | ㄉㄚ | ㄊㄚ | ㄌㄚ | ㄍㄚ | ㄎㄚ |
- ㄛ yo ㄅㄛ | ㄆㄛ | ㄇㄛ | ㄈㄛ | ㄉㄛ | ㄊㄛ | ㄌㄛ | ㄍㄛ | ㄎㄛ |
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串起全球僑胞的心

LINE官方帳號

YouTube頻道

僑務電子報

僑胞卡
Overseas Compatriot Card (OCC)
線上申辦好便利

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大學及研究所

二、僑生申請來臺就讀3+4產學攜手合作僑生專班

東南亞地區(越南、印尼、馬來西亞、緬甸、泰國、柬埔寨、菲律賓)招生簡章及宣傳摺頁

三、海外僑生申請來臺就讀海外青年技術訓練班

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