

DEVELOPING CHINESE FLUENCY

An Introductory Course

你我他

Nǐ Wǒ Tā

VOLUME 1

INSTRUCTOR'S EDITION

SIMPLIFIED CHINESE

张霓 Phyllis Zhang

with *Learn About Culture* by
Li Wei and Robert Moore



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

***Ni Wo Ta / Developing Chinese Fluency:
An Introductory Course***
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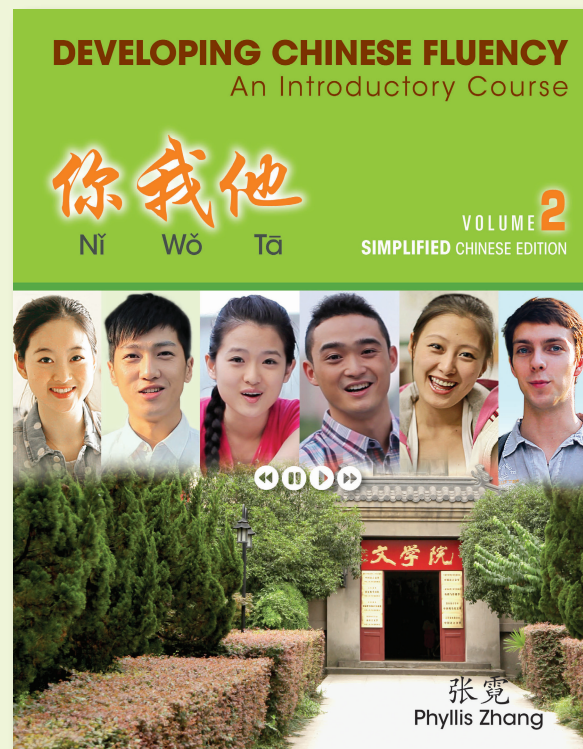
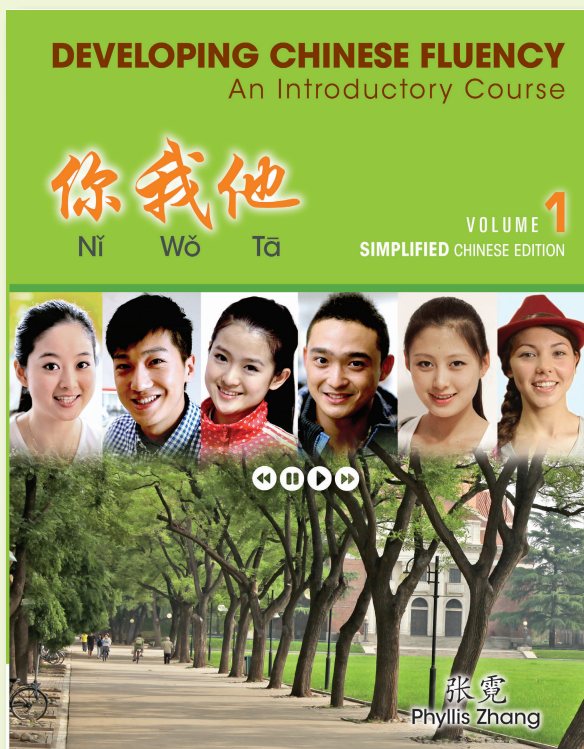
Nǐ Wǒ Tā

DEVELOPING CHINESE FLUENCY

An Introductory Course

Ni Wo Ta is a complete, innovative first-year program that makes learning Chinese easier through an engaging video program, robust multimedia integration, proven pedagogy, and comprehensive cultural coverage. This textbook is designed with the ACTFL National Standards for Foreign Language Education in mind.

It builds beginner-level proficiency through three modes of communication: interpersonal, interpretive, and presentational. *Ni Wo Ta* features a clear, easy-to-follow structure that is ideal for instructors with any level of teaching experience.



"This is a pioneering textbook...it provides useful teaching materials and advanced approaches."

—Liuxi Meng, Kennesaw State University

1. Video-driven pedagogy



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Ni Wo Ta uses a video story as its main vehicle for delivering the course content to help nonnative learners of Chinese tackle Chinese pronunciation, pinyin, listening comprehension, character recognition, and cultural understanding.

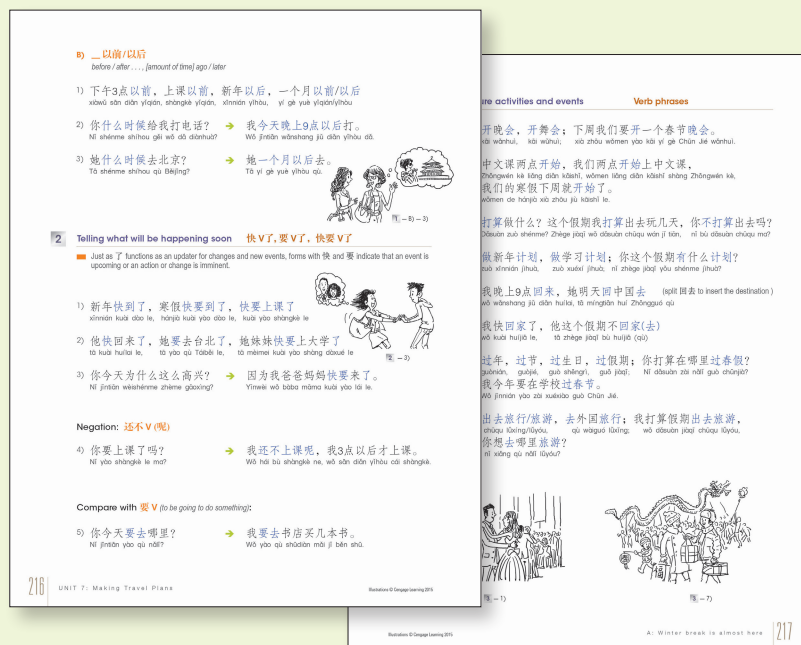
The program's **video-driven pedagogy** combines visual and audio stimuli, providing an engaging context for language and culture learning. Shot on location in China, the video program offers a fresh, contemporary view of Chinese language and culture. Key grammar concepts and vocabulary are woven into the storyline. *Ni Wo Ta* uses different interaction patterns to incorporate repetitions, all the while keeping the dialogues real, interesting, and engaging.

"I truly enjoyed reading the scripts. They are interesting, lively, and very cleverly designed. They are pedagogically sound with repetitions through different roles."

—Xiaohong Wen, University of Houston

"[Ni Wo Ta] provides more sample sentences, and more meaningful sentences, than many textbooks. [The book] introduces a novel idea of focusing on students' grasp of sentences before moving to the main text... The vocabulary is well-selected and closely associated with the tasks."

—Jungjung Lee-Heitz, University of Maryland

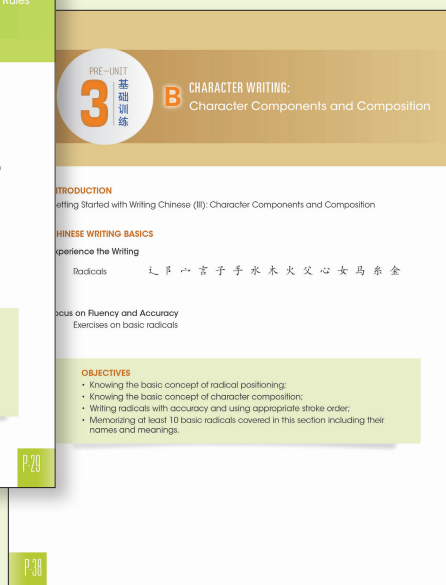


The **Review and Integration** section at the end of each unit summarizes key vocabulary and grammar concepts while further reinforcing students' interpersonal, interpretive, and presentational communication skills.

2. Clear organization

The program begins with four **preliminary units** that give students an introduction of the Chinese language and an overview of the Chinese writing and phonetic systems.

This two-week “training period” prepares students for the main part of the program.



The program’s fourteen core units are theme-based and structured around key communicative goals. They have a clear, easy-to-follow structure, with each unit organized into two lessons, Parts A and B.

Each lesson prepares students for a video viewing experience through vocabulary presentations, aural-oral grammar practice, and pre- and while-viewing prompts.

Students then practice and validate their understanding through grammar exercises, pair-work, and listening speaking activities.

3. High frequency vocabulary and accessible grammar

The vocabulary program adopts a bottom up approach and equips learners with the necessary “building blocks” to allow for more substantive and creative expressions.

Lessons begin with theme-based, **categorized vocabulary lists**, followed by engaging online aural-oral activities.

“The selection of vocabulary is up-to-date, and in fact, introduces words and phrases that are useful for beginners to learn but many standard first-year textbooks do not include in the first few lessons.”

—Lo Sun ‘Lotus’ Perry,
University of Puget Sound

UNIT 3
第一课
我的书包太小了
My backpack is too small

3.1 词语预习 cǐyǔ yùxí PREVIEW THE VOCABULARY

Use the online audio flashcards to familiarize yourself with the new vocabulary in this section.

Nouns (N)	M	Numerals (Nu)
房间 fángjiān room	个 gè	很多 hěnduō a lot, many, much
东西 dōngxi thing, object	个 gè	一些 yìxiē a number of, some
本子 běnzi notebook, exercise book	本 běn	几个 jǐgè a few
笔 bǐ writing instrument (pen, pencil, etc.)	支 zhī	
纸 zhǐ paper	张 zhāng	
书 shū book	本 běn	
书包 shūbāo school bag, backpack	个 gè	
衣服 yīfu clothes	件 jiàn	
裤子 kǔzi trousers, pants	条 tiáo	

Verb (V)

看 kàn see, watch, look at

Measure Words (M)

些 xiē some, a few (used to indicate an indefinite amount or a very small amount)

本 běn (used for books)

支 zhī (used for long, thin, inflexible objects)

件 jiàn (used for luggage, clothes, furniture, matters, etc.)

条 tiáo (used for something long, narrow, or thin)

Adjectives (Adj)/Stative Verbs (SV)
多 duō many, much, more
少 shǎo few, little, scarce
长 cháng long
短 duǎn (of length) short, low
高 gāo tall, high
矮 ǎi (of height) short
漂亮 piàoliang pretty, good-looking
老 lǎo old, aged
旧 jiù used, worn
贵 guì expensive
便宜 piányi cheap, inexpensive
好 hǎo good
坏 huài bad, broken
高兴 gāoxìng happy, glad
不错 búcuò impressive

Adverbs (Adv)

很 hěn very, quite

太 tài too, extremely

不够 bùgòu not enough

有点儿 yǒudiǎnr a bit, a little

Question Words (QW)

怎么样 zěnyàng how, like what

为什么 wèishén why

Time Words (TW)

以前 yǐqián before, previously

现在 xiànzài now, currently

Particle (P)

了 le (a marker for change of state)

1.1 听力听说 tīnglì tīngshuō

Audio-Oral Exercises Do the online exercises and grammar when it is used in sentences.

Main Features: In this lesson we will use adjectives that comment on or describe a person or an object. As you will see it and like verbs. That is the verb 'to be' and things you will need to be familiar with measure words. So get ready! Let's go!

1. Review the Sp-Mu-Mu form

A) Phrases with a specific quantity

1) 一个房间, 两本书, 三张书桌 yí gè fángjiān, liǎng běn shū, sān zhāng shūzhuō

2) 这个房间, 这间本书, 那三张 zhè gè fángjiān, zhè jiān běn shū, nà sān zhāng

3) 哪几本书是你的? nǎ jǐ běn shū shì nǐ de?

1.2 重点讲解 zhòngdiǎn jiǎngxié REVIEW THE MAIN CONCEPTS

1. Forms and structures

1) 我的书和桌子都很大。wǒ de shū hé zhuōzi dōu hěn dà.

2) 这个书包太小了! zhè gè shūbāo tài xiǎo le!

3) 这个书包很漂亮, 这个也不。zhè gè shūbāo hěn piàoliang, zhè gè yě bù.

4) 可是(这)两个书包都有点儿小。kěshì (zhè) liǎng gè shūbāo dōu yǒudiǎnr xiǎo.

5) 衣服呢? 衣服也不便宜。yīfu ne? yīfu yě bù piányi.

Change of situation Use sentence-structure

1) 我高了, 所以我的衣服小了。wǒ gāo le, suǒyǐ wǒ de yīfu xiǎo le.

2) 我的裤子也不够长了。wǒ de kǔzi yě bùgòu cháng le.

3) 这儿也坏了。zhèr yě huài le.

2. Interrogative and negative forms

Remember: 不 changes to the second tone when it is followed by the fourth tone.

不 X, 不 X, 不 X, 不 X (desirable)

A) Comments and related questions

1) 这个书包很大, 那个呢? zhè gè shūbāo hěn dà, nà gè ne?

2) 衣服有点儿贵, 裤子也贵。yīfu yǒudiǎnr guì, kǔzi yě guì.

3) 王新很高, 他弟弟也高吗? wáng xīn hěn gāo, tā dìdì yě gāo ma?

B) Indicating changed situation with 了

1) 以前小南的书包不小? 现在变小了吗? yǐqián xiǎo nán de shūbāo bù xiǎo? xiànzài biǎo xiǎo le ma?

2) 以前小南的裤子短不短? yǐqián xiǎo nán de kǔzi duǎn bù duǎn?

1.3 语法巩固 yǔfǎ gǎngù REINFORCE THE GRAMMAR

These exercises are also available online with automatic feedback.

Predicative adjectives reflecting changed situations

1. Give the Chinese equivalent for each sentence. Remember not to use 和 for 'and'. Instead, use a comma and 也.

1) He is a student. 他是学生。tā shì xuéshēng.

2) The book is good and expensive. 这本书很好, 但是很贵。zhè běn shū hěn hǎo, dàn shì hěn guì.

3) The backpack is good, but it is old. 这个书包很好, 但是它很旧。zhè gè shūbāo hěn hǎo, dàn shì tā hěn jiù.

4) Whose desk is big? — That one is. (positive) 谁的桌子大? — 那个的。shuí de zhuōzi dà? — nà gè de.

5) He has aged. (changed situation) 他变老了。tā biàn lǎo le.

6) She is not pretty anymore. (changed situation) 她不再漂亮了。tā bù zài piàoliang le.

Correct the sentences

1. Identify the error in each sentence and write it correctly.

1) 我的宿舍是新的和大。✗ wǒ de sùshě shì xīn de hé dà.

2) 这本书一点贵。✗ zhè běn shū yídiǎn guì.

3) 因为她的宿舍小, 她的床也小。✗ yīnwèi tā de sùshě xiǎo, tā de chuáng yě xiǎo.

4) 以前她的东西很少, 东西多了。✗ yǐqián tā de dōngxi hěn shǎo, dōngxi duō le.

5) 那张桌子很大不大? ✗ nà zhāng zhuōzi hěn dà bù dà?

1.4 口语对话 kǒuyǔ duìhuà LET'S CHAT

In this listening speaking activity you'll be asked to answer questions about the video segment as well as about yourself. You may be asked to record and submit your answers to the teacher.

A. My backpack is too small

The program offers a **comprehensive, systematic grammar framework** based on a functional-notional approach that provides a solid linguistic foundation for students.

The grammar concepts are carefully sequenced to match the unit topics and communicative goals. Key grammar concepts are illustrated through the video and further reinforced in online exercises, making learning effective and fun.

4. An unparalleled presentation of Chinese culture

Ni Wo Ta skillfully weaves diverse cultural content throughout the program: in the **video**, the **practice activities**, the **readings**, the **writing activities**, and the **cultural reading** at the end of Part B of each unit. This cultural content highlights various Chinese communities and fosters the learner's culture awareness from a global point of view.

7.15 了解文化 liǎojiě wénhuà LEARN ABOUT THE CULTURE



"Super Girl Voice" Concert

NEW YEAR'S GALA

Chinese New Year—"Spring Festival" or Chūn Jié (春节)—is an important event on both the national and local levels in China. University students across the nation engage in various activities to celebrate the holidays. Among the most popular is the ritual of an annual gala performance.

Closely following the format of the New Year's Gala by China Central Television (CCTV), students, often joined

by faculty and staff, use their talents and organizational skills to put on a great show of music, dance, poetry reading, and small theatrical performances. Among the performances are "cover songs" (new performances or recordings of previously recorded songs, usually by someone other than the original artist), but original works are also common, especially in the form of skits, or xiǎopin (小品), and stand-up comedy routines, known as xiàngsheng (相声). Many of these skits or stand-up

comedy performances are about academic studies and campus lives.

International students are often invited to participate in the Gala and to show off their talents. Some of them later even become celebrities because of their outstanding language skills in Chinese. One prominent example is Mark Henry Rowswell, an international student turned TV personality. A Canadian student who studied at Beijing University, he developed superb Mandarin skills. His study of Chinese stand-up comedy, xiàngsheng, and involvement with stage performance has helped him become a Chinese media darling. Dubbed Dàshān (大山, "Big Mountain"), his 1999 CCTV New Year's Gala premier made him an instant celebrity.

In recent years, a type of student singing contest has become increasingly popular on college campuses. Influenced by popular music competition shows on TV, such as Chāojī Nǚshēng (超级女声, Super Girl Voice) and the Zhōngguó Hǎo Shēngyīn (中国好声音, Voice of China), these student singing contests draw huge crowds of enthusiasts, undergraduates and postgraduates alike

from all majors. After several rounds of competition, the final round of the competition usually takes place in mid-December, when winners of the best singer competitions, along with other categories (including best original music and best performance), are determined by juries and popular votes. One positive outcome from such a singing contest is that it gives students who participate a boost in confidence, and as a result, some young talents have had breakthroughs and subsequently become recording artists.

One such example is a pop band called Shuǐ Mù Niánhuá (水木年华, literally, Water Wood Times), whose founding members all come from Tsinghua University and who received accolades for their musical works while still in college.

Most Chinese universities have a month-long winter break, which usually takes place during January and February, the dates always revolving around the Chinese lunar calendar. During the break, students return home to reunite with their families and celebrate Chinese New Year or Spring Festival. This is also the time for them to recuperate from their busy schedule of studies and finals.



QUIZ

1. Who is Mark Henry Rowswell? Search for information about him on the Internet and find out where he studied before he went to China.
2. The CCTV New Year's Gala is perhaps the most viewed TV entertainment show in China. In recent years, the show has become increasingly internationalized. Search online for the 2013 Gala and find out who performed a duet with Chinese soprano Song Zuying.
3. Why are Chinese universities' winter breaks always in January and/or February, not in December and/or January?

ACTIVITIES

1. Li Yuchun is the winner of the 2005 Super Girl (or Super Voice Girl) Contest. Do an Internet search to learn more about her and find out where she studied when she won the contest. What is her name in Chinese?
2. Search online for "Super Boy" (or Happy Boy) or "Super Girl" episodes and watch one or two. Discuss the similarities and differences between a Western version ("Pop Idol" or "American Idol") and the Chinese spin-offs.

"Comparatively authentic language, rich cultural information, real-world characters, and realistic settings in China serve to capture students' attention, stimulate them in learning Chinese, and encourage them to study abroad."

—Xianmin Liu,
Vanderbilt University

Each cultural reading was carefully selected and treated to ensure that it complements the chapter theme and is of high interest to introductory-level students.

5. Robust integration of technology

Throughout the textbook, students are directed to interactive, web-based activities on the **iLrn™ Heinle Learning Center**. iLrn™ includes a fully interactive eBook, companion videos, integrated textbook activities, interactive practice activities, a trackable self-test study tool, voice recording activities, Share It! discussion boards, and more.

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"Timely approach in terms of technology and assumptions of attractiveness to youth."

—Alan Berkowitz,
Swarthmore College



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The complete video program is also available to instructors in a DVD format. Instructors can play clips using their computer or a DVD player.

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This CD contains the audio program for questions in the iLrn™ test bank.

Literacy Workbook

Designed to develop and improve students' literacy skills, the workbook includes (1) a guide to Chinese pronunciation and phonetics, (2) a guide to character writing basics, (3) carefully designed handwriting exercises, intended to facilitate character recognition and retention, (4) keyboarding exercises, and (5) extra reading and writing practice activities.