第一单元

UNIT 1

"We're all one family"

四海一家

Sì h2i yì ji`

Introducing yourself by nationality and background

在本单元，你将学习：如何——

- 问候他人
- 自我介绍
- 道别
- 理解正式及非正式用语
- 说明你来自哪里
- 询问及告知电话号码
- 表达感谢
- 向他人道歉
- 要求重复及说明
- 识认简体字和繁体字

如需要本单元的补充材料，请访问环球汉语网站：*www.EncountersChinese.com.cn.*

Encounter 1 问候别人并介绍自己
Greeting people and introducing yourself

问候 Greeting people

1.1 看连续剧第一集。如果有的地方不完全明白也不要担心。只管欣赏就可以！

1.2 你如何用英语问候别人？列举如下：

_____

_____

1.3 看视频。然后在你听到的问候语旁画“✓”。

- ☐ N@ h2o!
- ☐ Nín h2o!
- ☐ Xi2o Wáng!
- ☐ Z0nmeyàng?
- ☐ H2o, h2o.
- ☐ H0n h2o.

把你的答案与其他同学和老师的答案进行比较。

1.4 看视频。你能听懂以下每句话的意思吗？连线。

a. N@ h2o!	1. *Hello*. (formal; polite)
b. Nín h2o!	2. *Hello*. (informal)
c. H2o.	3. *How about you?*
d. N@ ne?	4. *Fine*.
e. W6 y0 h0n h2o.	5. *I'm fine too*.

把你的答案与其他同学和老师的答案进行比较。

1.1 在放映之前，先让学生把本单元翻看一遍，预习一下练习。提醒学生不需要明白影片中的所有内容。放松欣赏吧！

1.2 • 可能出现的答案：*Hello. Hi! How are you? What's your name? I am So-and-So. I'm happy to meet you.*这个练习的目的是让学生想想，实际生活中他们如何问候初次见面的人。

• 让学生以“爆米花方式”回答。也就是想起来一个马上就说一个，不用举手。过程要快，气氛要活泼。学生随时“爆”出答案，就像爆米花一样。

• 让同学自愿上前在黑板上或夹纸板上写下答案。留着这些答案，做完练习1.47之后再对照一下。学生是否已经学会一定的汉语、能说出这份答案表中列出的语句进而达到在实际生活中交流的目的？

1.3–1.4 • 播放之前，先让学生把题目要求看一遍，让他们两人一组互相帮助。然后重放一遍，在需要的地方暂停，要让学生有时间讨论答案。

• 让举手的同学在黑板上写下答案。尽量不要给学生答案。

1.3 答案
N@ h2o!
H2o ma?
Nín h2o!
Z0nmeyàng?
H2o, h2o.
H0n h2o.

1.4 答案
a. 2
b. 1
c. 5
d. 4
e. 3
f. 6

FYI 供你参考

Greetings in Chinese

In Chinese culture, as in Western cultures, there are generally two types of word-based greetings—those that are exchanged with little or no further conversation, such as "Hi!" and "Hello!" (*N@ h2o!* in Chinese), and those that follow a question-and-answer pattern, such as "How are you?" and "How have you been?" (*N@ h2o ma?* in Chinese). Both are considered friendly and informal. As a beginning student of Chinese, you can safely use *N@ h2o* as a common, informal greeting regardless of either the time of day or person addressed. As you will learn in this unit, the response to *N@ h2o* is usually a *N@ h2o* in return.

However, in Chinese culture (as in all cultures), context determines which greeting you will use and when. When you greet a person of a higher status, such as your teacher, you should use the more formal and polite *Nín h2o* or *Nín h2o ma*? *Nín* is roughly equivalent to the French "vous" or the Spanish "usted." It is also a good idea to use the polite form when greeting someone at a formal business or social occasion or someone who is significantly senior to you. Remember: when in doubt, use *nín*. It shows courtesy and respect—two highly valued characteristics in Chinese culture—and it presents you as a cultured and sophisticated individual.

In addition to *Nín (N@) h2o!* or *Nín (N@) h2o ma*?, another conventional greeting is simply to say the person's last name, followed by a respectful title, such as "Mr.," "Ms.," or "Professor." For example, *Yáng xi`nsheng* (Mr. Yang); *Zh`ng n)shì* (Ms. Zhang); and *L@ l2osh~* (Professor Li, literally: Teacher Li). You can also combine last name, title, and a respectful greeting, such as in this formula: *Zh`ng l2osh~, nín h2o!* (with a slight nod of the head).

1.5 **互动练习：**用汉语问候离你最近的一位同学，再跟另一位同学重复这句问候。如果你知道同学的姓名（中英文均可），要在问候之前加上姓名。如果问候老师，请记住用正式称谓和礼貌用语（比如：李老师，您好）。

FYI 供你参考

Other common greetings

Here are some other common ways to greet friends:

Z2o! *(early morning, until around 9:00 or 10:00 A.M.)*

Z2oshang h2o! *(similar to z2o with the same time restrictions, but much more formal)*

Keep in mind that *n@ h2o* can be used at any time of day. If you already know the person you are greeting, you don't actually need to say anything. You could just smile, nod, and say the person's name or name and title.

供你参考

- 研究表明，学习的一个好方法是同学之间的互学。因此，我们要求学生使用本教材中"供你参考"和"语法点滴"的内容来教自己的同学。
- 在学生阅读"供你参考"和"语法点滴"并教同学之前，要明确一两个任务，可使学生有重点、并更有效地吸收信息。
- 把学生分为三组，每组分一段。各组先阅读自己的一段，然后给其他同学作一个小演示。教师可根据需要提供帮助。

1.5 • 做这个练习之前，让学生们先把知道的汉语问候语写出来。

- 让学生们先用"爆米花"方式说出答案，然后让自愿的学生在黑板上写下这些答案。
- 有必要的话，让学生重温练习1.4找答案。
- 可以考虑先让一对有自信的学生在全班同学面前进行对话。然后全班做这个练习。教师在教室转转，随时提供帮助。

其他常见的问候语

- 让学生与搭档一起阅读这则"供你参考"，学习一些中国人常说的问候语，然后学生与搭档练习这些问候语。练习时，教师在教室转转，随时提供帮助。
- 活动的最后，邀请一对自愿的学生在全班同学面前表演问候的情景。

介绍自己 Introducing yourself

1.6 • 播放前要让学生读懂题目要求，两人一组互相帮助。

1.6 看视频。他们彼此间在说什么？在空格中填上英文。

Lynn: N@ h2o! W6 jiào Lynn.
Hello. _____ Lynn.
L@ Wén: N@ h2o! W6 jiào L@ Wén.
Hello. _____ Li Wen.

Chén F8ng: Nín h2o, Zh4u l2osh~. W6 jiào Chén F8ng.
Hello, Professor Zhou. _____ Chen Feng.

Máo Zhìpéng: W6 jiào Máo Zhìpéng.
_____ Mao Zhipeng.

• 重放一遍，必要时暂停，让学生有时间讨论答案。请举手的学生将答案写在黑／白板上。

1.6 答案 My name is (四个空的答案一样)

1.7 把你的中文名（带声调的拼音）或英文名写在下面的空格上。可以写全名，也可以不写姓。快速、流利地练习这两句话，五到十遍。

N@ h2o! W6 jiào _____.

1.7 让学生两人一组，互相帮助。然后让学生问候其他同学，并介绍自己。

供你参考

为了解学生对这则内容的理解，可在班里进行一个简短讨论。问同学："在美国，我们什么时候作自我介绍？一般先说自己的姓还是名？中国人也是这样吗？为什么？你觉得哪种方式好？"

FYI 供你参考

Introductions

Have you noticed that Chinese people tend to introduce themselves using full names, whereas Westerners often do so with just first names? Take a moment to consider what this might indicate about Chinese and Western values related to one's identity. How do you generally like to introduce yourself?

In Chinese culture, it is more important to identify the group you belong to first—for example, your family, your workplace—before moving on to other details when introducing yourself. In Chinese, the last name comes first and is generally included as part of the introduction.

1.8 答案
a. g`oxìng
b. nín
c. H0n g`oxìng rènshi n@.
d. Nice meeting you!

1.8 看视频。用拼音填空。

a.
Lynn: N@ h2o. W6 jiào Lynn. H0n g`oxìng rènshi n@.
L@ Wén: N@ h2o. W6 jiào L@ Wén. Rènshi n@ w6 y0 h0n _____.

b.
Nín h2o, Zh4u l2osh~. W6 jiào Chén F8ng.
H0n g`oxìng rènshi _____.

c.
Zhào Y6ngg`ng: H0n g`oxìng rènshi n@men.
Alejandro: _____
_____.

d. What do you think is the meaning of *H0n g`oxìng rènshi n@*? Write the English below:

_____

1.9 **互动练习：**用你刚才练习过的汉语句子，向两三个同学说出你的名字。如果没有中文名，可以使用英文名。注意听同学的回答并记下来。

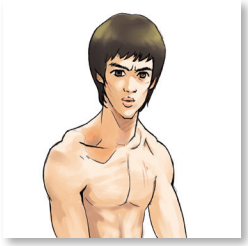
1.9 如果学生已经有中文名，告诉他们使用中文名。很可能学生记不下中文字。如果你觉得学生能掌握，就可以教他们说：请问，……怎么拼？回答可能是：Li，第三声。或者也可让学生用自己的英文姓名。只介绍“名”也没问题，在中国也一样。

语法：人称代词 Grammar: Personal pronouns

1.10 全班一起说出这些名人的名字。然后在下面的空格上填写正确的英文名。注意，t` 的意思是he/she，m!ngzi 的意思是name。

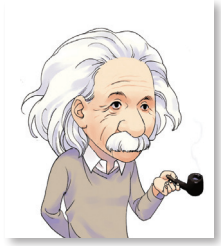
T` jiào shénme? 或 T` jiào shénme míngzi?

a.



b.

c.



d.

a. T` jiào _____.
b. T` jiào _____.
c. T` jiào _____.
d. T` jiào _____.

1.10–1.11 让学生两人一组、互相帮助。每当学生有问题时，尽量避免直接给出回答。把问题抛给全班同学，提醒他们跟搭档讨论。让学生跟多位同学核对答案，然后请学生把答案写在黑板上。

1.10 答案
a. Hillary Clinton
b. Bruce Lee
c. Michael Jackson
d. Albert Einstein

1.11 答案
a. 2
b. 3
c. 1
d. 6
e. 4
f. 5

1.11 将左列的汉语人称代词与右列相应的英文连线。单数人称代词后加上后缀“们”，就变成了相应代词的复数形式。

a. w6	1. *he/she*
b. n@	2. *I*
c. t`	3. *you* (singular)
d. w6men	4. *you* (plural)
e. n@men	5. *they*
f. t`men	6. *we*

Encounter 2 道别以及介绍的更多表达方式
Leave-taking and more introductions

道别 Saying goodbye

1.12 这一段视频内容简单，答案也很直接。可以很快完成本练习。

1.12 答案
Goodbye, Lynn!;
Li Wen, goodbye!

1.12 看视频。他们彼此在说什么？在空格中填上英文。

L@ Wén: Zàijiàn, Lynn!

_____

Lynn: L@ Wén, zàijiàn!

_____

1.13 让学生与多位同学做此练习，直到能够比较自然、快速而流利地说再见。

1.13 互动练习：跟同学说再见，加上他们的英文或中文名字。

供你参考

在阅读“供你参考”之前，明确给学生布置一个或多个教学任务。把全班同学分成三组，把以下任务分给各组：

1. 如果你知道某人的名字或头衔，怎样礼貌地说再见？用英文准备一个小演讲或演示，展示给同学。确保所提供的内容信息量丰富。

2. 本则“供你参考”介绍了四种说再见的其他表达方式。用英文准备一个小演讲或演示，展示给同学。确保所提供的内容信息量丰富。

3. 跟老师怎么说再见？请准备一个小演讲或演示，展示给同学。确保所提供的内容信息量丰富。

FYI 供你参考

Saying goodbye

Most cultures and languages have several ways to say goodbye. The most common way in Chinese is *zàijiàn (again + see = see you again/soon).*

Try to develop the habit of saying goodbye to your friends by saying their name (and title, if you know it) before *zàijiàn;* it's more polite and authentic. For example: *M2lì* (Mary), *zàijiàn.* OR *Yáng l2osh~, zàijiàn.* Do remember to say goodbye; don't just walk out of class when it ends without saying goodbye to your teacher.

Just as with greetings, there are also many conventional ways to say goodbye in Chinese culture. Try some of the following examples in an appropriate context. Pay particular attention to how English has influenced Chinese in one of the examples below.

Míngti` n jiàn *(tomorrow + see)*: See you tomorrow.
Y!hu#r jiàn *(little while + see):* See you in a little while/in a few moments.
B3ib3i: sound loan from English “bye-bye” that is often added to another form; thus, *Zàijiàn, b3ib3i!*

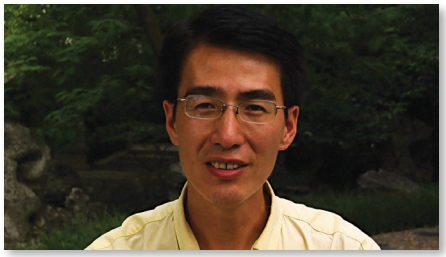
When saying goodbye to your teacher, remember that it's best to use his or her last name plus the term for “teacher” *(l2osh~)*; thus, *Wáng l2osh~, zàijiàn!*

语法：动词 *shì, jiào, xìng*
Grammar: The verbs *shì, jiào, xìng*

1.14 看视频，然后填空。

a. Chén F8ng, zhèi wèi ____ Yáng jiàoshòu.
Chen Feng, this is Professor Yang.

b. W6 ____ Mèng, ____ Mèng Dérú.
My last name is Meng; my name is Meng Deru.



c. _____ Zh`ng, _____ Zh`ng Fúx-ng.
My last name is Zhang; my name is Zhang Fuxing.

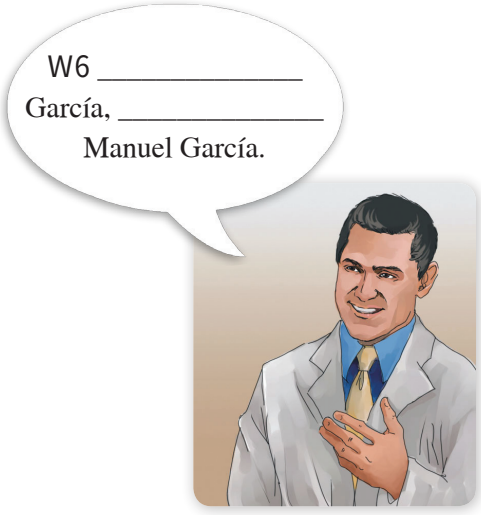
1.14 答案
a. shì
b. xìng, jiào
c. W6 xìng, jiào

1.15 将对应的表达连线。

a. shì	1. *be called, have the first name X*
b. jiào	2. *have the last name X*
c. xìng	3. *be*

1.15 答案
a. 3
b. 1
c. 2

1.16 以下是一个叫 Manuel García 的男子的自我介绍。他说：My last name is García，my name is Manuel García。请据此完成填空。



1.16 • 让学生和搭档一起商量核对答案。如果学生有问题，可让他们重温练习1.15。
• 让自愿的学生在黑 / 白板上写下答案。
• 也可以鼓励学生和搭档假设他们自己就是Manuel García，轮流大声读出这个句子。

1.16 答案 xìng; jiào

1.17 用拼音为自己写一个同样的自我介绍，用英文名或中文名都可以。拼音要带声调。

_____

大声说几遍这个自我介绍，直到你的感觉比较自然，整个句子也能够说得快速准确为止。

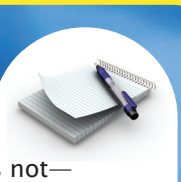
1.18 **互动练习：**与搭档一起，练习问候对方、介绍自己、说再见。两人都练习完毕后，可以换一个搭档再练习同样的表达。你可以不断地跟教室里的其他同学搭档练习。

1.17 • 让学生两人一组共同完成。如需帮助，可让他们重温练习1.16。

• 如时间允许，让学生分成小组，互相练习进行自我介绍。

1.18 活动之前，让比较自信的一对同学为全班演示对话。学生进行互动练习的时候，教师要注意观察学生的表现，为需要者提供必要的帮助。

Grammar Bits 语法点滴



Stative verbs

In Chinese, words that describe the subject—that say how it is or is not—are called "stative verbs" (some people call them "adjectives").

h2o *(be good, fine, OK)*
g`oxìng *(be happy, delighted, glad)*

Stative verbs (SV) can be preceded by adverbs, such as *h0n* (a light sense of "very"). It is a good idea to always precede a stative verb used by itself with *h0n* (except in greetings).

W6 h0n h2o. *(I'm fine)*
W6 h0n g`oxìng. *(I'm happy.)*

Equative verbs

Chinese also has "equative verbs" that are like an "equal" sign (thus: subject = noun). You already know three:

jiào *(be called/named)*
W6 jiào Mike.
T` jiào Mark, Mark Phelps.
N@ jiào shénme míngzi?

xìng *(be surnamed, have the last name X)*
W6 xìng Wáng.
L2osh~ xìng Chén.

Jiào may introduce either the full name (surname + given name) or just the given name, but NEVER just the surname; that's the function of *xìng*.

shì *(be)*
W6 shì l2osh~.
T` shì G`o l2osh~.

Note that although there is a tone mark on the linking verb *shì*, it is usually not stressed in connected speech.

Also note that Chinese verbs do not change form to match the subject. In English, the verb "to be" must be conjugated to form "I **am**," "you **are**," "he/she **is**," etc.; in Chinese, the verb *shì* remains *shì*, regardless of the subject.

Remember that *shì* is NOT used to link subjects or pronouns with stative verbs (adjectives). The English "I am well/fine/OK" does NOT become ~~*W6 shì h2o*~~ in Chinese, but instead becomes *W6 h0n h2o*.

语法点滴

• 《环球汉语》的设计思路是不需要在课堂上单独或者明确地讲解语法。通过练习，使学生通过上下文自然掌握语法。不过，整个教材中始终贯穿着"语法点滴"栏目，专门介绍语法。

• 如学生能够顺利地完成学习内容，他们就很可能能够理解自己所使用的语法和语言结构，即使他们说不出理由。

• 如果学生不能顺利完成学习内容，或者有关于语法的问题，就可以引导他们自己阅读本栏目的内容。

语法：否定式 Grammar: Negation

1.19 看视频，回答下列问题。

a. How much did the bicyclist think the bottle of water cost? _____ kuài (¥)

b. How much was it really? _____ kuài (¥)

c. Based on what you hear, what does *bù* mean? *bù* = _____

1.19 答案

a. 5
b. 1.50
c. not

1.20 再看一遍。把句中没有标出的声调标出来。

a. Bù dong, bù dong. *(I don't understand.)*

b. Bú shi shui, shi shui. *(It's not "sleep"; it's "water.")*

c. Yí kuai wu, bú shi wu kuai. *(It's ¥1.5, not ¥5.)*

1.20 答案

a. Bù dǒng, bù dǒng.
b. Bú shì shuǐ, shì shuǐ.
c. Yí kuài wǔ, bú shì wǔ kuài.

1.21 在以下句子中能够插入bù的地方标∧。注意，按照语法，bù应该放在动词前。

a. W6 shì Mary Smith.

b. W6 jiào Mary.

c. W6 xìng Smith.

d. W6 shì M0iguórén. *(I am American.)*

e. W6 shì Zh4ngguórén. *(I am Chinese.)*

1.22 用拼音写一个完整的句子，表达你不是某种情况。

_____

1.21 • 让学生先读题目要求，了解自己要完成的任务。两人一组完成练习。

• 让学生与多位同学核对答案，这是培养学生自信，使他们相互帮助的好办法。一般来说，如果学生之间答案不同，他们会举手问老师。

1.21 答案

a. W6 [bù] shì Mary Smith.
b. W6 [bù] jiào Mary.
c. W6 [bù] xìng Smith.
d. W6 [bù] shì M0iguórén.
e. W6 [bù] shì Zh4ngguórén.

1.22 答案各不相同。鼓励学生大声读出自己的答案，并与同学分享。

FYI 供你参考

More on tone sandhi: The negative adverb *bù*

Tone sandhi, you'll remember, occurs when certain words change tones in certain environments. *Yī* (number one) is an example that you learned about in the Introductory Unit. *Bù* is another. Before the fourth tone, *bù* changes to the second tone: *bú*.

Bú xìng Zh4u. *([I'm] not surnamed Zhou.)*
Bú shì w6. *(It's not me.)*

Recognizing when these words change tones will become automatic with practice.

Practice: How would you pronounce *bù* if you added it to each of these words?

g`o *(tall)*	máng *(busy)*	h2o *(good)*	lèi *(tired)*
ji`o *(teach)*	xué *(learn)*	xi0 *(write)*	bèi *(memorize)*

供你参考

告诉学生目前不必记住这些变音规则，只需知道这种现象即可。可以指出，待学生掌握了足够的汉语之后，他们的发音就会跟说母语的人一样产生自然的变音。

正式语气和非正式语气 Formal and informal speech

1.23 答案
a. 3
b. 1
c. 2

1.23 看视频。将中文句子与对应的英文句子连线。注意："请问"常用于问话之前。

a. T` xìng shénme?	1. *My last name is Fan.*
b. W6 xìng Fàn.	2. *May I ask your (honorable) last name?*
c. Q@ngwèn, nín guìxìng?	3. *What's his last name?*

1.24 答案
a. nín
b. n@
d. Nín h2o.
f. T` xìng shénme?

1.24 根据已学过的知识，在下面的空格中填上正确的拼音。

a. you (formal): _____

b. you (informal): _____

c. Hello (informal): N@ h2o.

d. Hello (formal): _____.

e. What's your last name (formal): Nín guìxìng?

f. What's his last name (informal): _____?

供你参考

为检查学生对本内容的理解程度，可让学生两人一组在课堂上准备一下、表演小品。甲同学用正式语气询问乙同学的姓，乙用非正式语气回答。如果时间允许，再让他们交换角色，进行同样的练习。

FYI 供你参考

Levels of formality

Although *N@ xìng shénme?* is grammatically correct and often used in casual conversation, many Chinese would consider it too informal and abrupt if used when first meeting someone. When directly addressing someone older or of a higher social status than yourself (for example, your teacher or a client), it is more culturally appropriate to use *Nín guìxìng?* The response will generally then include *Mi2n guì,* meaning "Please dispense with the word *honorable*." Therefore, *Mi2n guì xìng Fàn* means "My last name is Fan, please dispense with the word *honorable*." The expression *T` xìng shénme?* is always accepted when referring to a third party.

1.25 复习学生完成此练习所需的语句，让全班同学一起想出可用的句子，请一位同学列在黑／白板上。如有必要，让一对自信的学生演示一下对话。在学生进行互动练习时，在教室里转转，观察学生的表现，为他们提供必要的帮助。

1.25 互动练习：在教室里转一转，问候同学和老师，问问他们姓什么。跟同学用非正式语气，跟老师用正式语气。

Encounter 3 说明你来自哪里
Talking about where you come from

1.26 看视频。读以下内容，圈出正确的选项使句子完整。

a. Lynn is _____.
• Chinese • American
b. Lynn is from _____.
• Los Angeles • New York
c. Li Wen is from _____.
• Guilin • Shanghai

1.26 答案
a. American
b. Los Angeles
c. Guilin

1.27 将对应的表达连线。

a. *I am American.*	1. W6 shì Shàngh2irén.
b. *I'm from Shanghai.*	2. N@ shì n2li rén?
c. *Where are you from?*	3. W6 shì M0iguórén.

1.27 答案
a. 3
b. 1
c. 2

1.28 根据在片中看到的对话内容回答下列问题。

a. What do you think *M0iguó n2r* means? _____
b. What is the meaning of *n2r* by itself? _____

1.28 答案
a. Where in America?
b. where

1.29 读以下对话，补上所缺的拼音对应的英文句子。

A: W6 shì M0iguórén. *(I am an American.)*
W6 ji` zài M0iguó. *(My home is in America.)*
B: M0iguó n2r? (_____)
A: W6 ji` zài Ni^yu8 *(New York)*; w6 shì Ni^yu8rén.
(_____)

1.29 答案
B: Where in America?
A: My home is in New York. I am a New Yorker.

1.30 根据你自己的个人信息完成以下对话。如果你既不是中国人也不是美国人，可以在 www.zhongguolu.com/phrasebook/countries.html 找到你所属国家名称的拼音， 把它填在第一个空格里，意为 I am a person from _____。在第二个空格里，用英文写下你居住的州、省或城市名，意为 My home is in _____。

A: N@ shì n2r de rén?
B: W6 shì _____rén. (*name of country*)
A: N@ ji` zài n2r?
B: W6 ji` zài _____. (*name of state, province, or city*)

与搭档一起练习以上会话，直到能自然、流畅、准确地说出这些句子。

1.30
- 如果将本练习布置为家庭作业，需要提醒学生在此网站查阅需要的词语。
- 如果在课堂做练习，老师自己要充当“活字典”给出学生需要的词语。可以教学生用句型“Q@ngwèn . . . z0nme shu4?”提问。
- 根据学生的个人信息，答案会各不相同。

1.31 复习学生完成此练习所需的语句，让全班同学一起想出可用的句子，请一位同学列在黑／白板上。如果学生想不出合适的表达方式，可让他们参考前一个练习。如有必要，可以让一对自信的学生演示一下对话。

1.31 **互动练习：**跟搭档一起按照以下提示练习对话。首先，称呼对方的名字、问候对方，然后：

A: Ask where he/she is from.
B: Respond with the name of a country.
A: Ask where in this country he/she is from.
B: Respond with the name of a state/province/city in Chinese or English.

调换角色，再练习一遍。

语法点滴

如果学生对以*ma*结尾的问句有疑问，可以请他们阅读“语法点滴”。

Grammar Bits 语法点滴

The particle *ma*

There are many ways to form questions in Chinese. One of the simplest is to add the question particle *ma* at the end of a statement. You don't need to change the word order, but your intonation should rise slightly at the end, as in English.

T` shì M0iguórén. ⟶ T` shì M0iguórén ma?

辨识声调 Recognizing tones

1.32 答案

Dàjiā hǎo.
Nǐ hǎo.

Wǒ jiào Máo Zhìpéng.
Wǒ jiā zài Běijīng.
Wǒ shì Běijīngrén.

Tā jiào Chén Fēng.
Tā bú zài zhèlǐ.
Tā zài Běijīng.

Zhāng xiàozhǎng, nín hǎo.
Nǐ hǎo, Lǐ Wén.
Zhāng Xiàozhǎng, nín máng ma?
Bù máng, bù máng. Yǒu shì ma?

1.32 看视频，在黑体字母上标注正确的声调 （例如：`, á, 2, à）。

Dajia hao. *(Hi, everybody.)*
Ni hao. *(Hi.)*

Wo jiao Mao Zhipeng. *(My name is Mao Zhipeng.)*
Wo jia zai Beijing. *(I live in Beijing.)*
Wo shi Beijingren. *(I am a Beijinger.)*

Ta jiao Chen Feng. *(His name is Chen Feng.)*
Ta bu zai zheli. *(He's not here.)*
Ta zai Beijing. *(He's in Beijing.)*

Zhang xiaozhang, nin hao. *(Hi, Principal Zhang.)*
Ni hao, Li Wen. *(Hi, Li Wen.)*
Zhang xiaozhang, nin mang ma? *(Principal Zhang, are you busy?)*
Bu mang, bu mang. You shi ma? *(Not busy, not busy. What's up?)*

语法：疑问词 *nǎr, shénme, shéi*
Grammar: Question words *nǎr, shénme, shéi*

1.33 复习1.32中的第二部分对话，在空格中填入合适的英文。

Q: T` shì shéi?
A: T` shì Máo Zhìpéng. T` shì B0ij~ngrén.
shéi = _____

1.33 答案
who

1.34 将对应的表达连线。

a. n2r	1. *who*
b. shénme	2. *where*
c. shéi	3. *what*

1.34 答案
a. 2
b. 3
c. 1

Encounter 4 询问及提供电话号码
Asking for and giving phone numbers

1.35 看视频，完成以下填空。

a. What's your telephone number? Fill in the blank: *N@ de diànhuà hàom2 shì* _____?

b. Write the pinyin for the term that means "telephone **number**": *diànhuà* _____

c. Write the pinyin for the word that marks possession: _____
(Hint: n@ de diànhuà hàom2 = *your telephone number*)

d. Write the pinyin for "My telephone number is":
_____

e. Write the pinyin for the term that indicates "and yours?": _____
(Hint: Listen to what Lynn says after she tells Li Wen her telephone number.)

f. Write the English meaning of *sh6uj~*: _____

1.35 答案
a. du4shao
b. hàom2
c. de
d. W6 de diànhuà hàom2 shì . . .
e. N@ de ne?
f. cell phone

1.36 参照Mary Smith的表述，完成以下关于自己情况的句子。

I am Mary Smith. I am American. My home is in Boston. My home phone (or cell phone) number is 617-635-4500.

W6 jiào _____.

W6 shì _____.
(Write the pinyin of your country + rén.*)*

W6 ji` zài _____.
(Write the name of your state or city in English.)

W6 de _____ shì _____.
(Write your home or cell phone number.)

1.36 根据学生的实际情况，答案会各不相同。如有必要，可让学生两人一组互相帮助。

1.37 答案
a. name
b. nationality
c. where someone lives
d. home phone number
e. cell phone number

1.37 看视频。片中的这些人在问什么？将框中的英文填在相应的横线上。

cell phone number / where someone lives / nationality
name / home phone number

a. N@ jiào shénme míngzi?
_____

b. N@ shì n2li rén?
_____

c. N@ ji` zhù n2r?
_____

d. N@ ji` li de diànhuà hàom2 shì du4shao?
_____

e. N@ de sh6uj~ hàom2 shì du4shao?
_____

1.38 • 复习学生完成本练习所需的生词。告诉他们，需要帮助时可以参考练习1.37。
• 让学生用英文记录答案，因为本练习的重点是考察听、说，而不是写。
• 在学生做互动练习时，不要为了纠正发音而打断他们，除非发音错误会影响句意。

1.38 互动练习：找一名同学并问以上问题，记录其回答。

Name: _____ Home phone number: _____

Nationality: _____ Cell phone number: _____

Hometown: _____

语法点滴
如果学生对汉语的特殊疑问有问题，可以请他们阅读“语法点滴”。

Grammar Bits 语法点滴

Review of question words

Question words are, obviously, words that ask for information or denote interrogative sentences. If you use a question word, then your sentence does not need the particle *ma*. Carefully note the position of Chinese question words. How is it different from English? The examples below illustrate various uses of *shénme*, *shéi/shu!*, *n2r*, *n2/n0i*, and *du4shao*. In all of these examples, the answer to the question replaces the question word. Can you provide an answer to each question about the fictitious people below?

T` jiào *shénme*? *(What is her name?)*
T` jiào Wáng *shénme*? *(He is called Wang what?)* [Answer with Wang's FULL name.]
T` xìng *shénme*? *(What is her [sur]name?)*
T` shì *shéi/shu!*? *(Who is he/she?)*
Shéi/*shu!* shì Wáng l2osh~? *(Who is Professor Wang?)* [You would point him out.]
N@ zài *n2r*? *(Where are you?)*
Zh`ng l2osh~ shì *n2r* de rén? *(Where is Professor Zhang from?)*
N@ shì *n2* guó rén? *(What's your nationality?)*
T` de diànhuà hàom2 shì *du4shao*? *(What is his/her telephone number?)*

Encounter 5 表达感谢、道歉以及要求进一步说明 Expressing thanks, apologizing, and asking for clarification

感谢和道歉 Thanking and apologizing

1.39 看视频，把下面对应的表达连线。

a. Q@ng.	1. *You're welcome.*
b. Xièxie.	2. *I'm sorry.*
c. Duìbuq@.	3. *Please go ahead.*
d. Bú yòng xiè.	4. *Thank you.*
e. Méi gu`nxi.	5. *That's all right. / No problem.*
f. Bú kèqi.	6. *No need to be so polite. (You're welcome.)*

1.39 答案

a. 3
b. 4
c. 2
d. 1

1.40 **互动练习：**找一位搭档练习说“谢谢”（回答为“不客气”）、“对不起”（回答为“没关系”）。坚持练习，直到两人都熟练掌握这些表达为止。

1.41 **两人一组练习：**按下列要求做“红/白”游戏。

a. Hold a red chip in one hand and a white chip in the other. Do not let your partner know which chip is in each hand.
b. Invite your partner (say *Q@ng . . .*) to choose one of your hands. Reveal the selected chip and share it with your partner.
c. If your partner selects the red chip, he or she should say *Xièxie*, since you have shared something good (red is a lucky color in Chinese culture). You should respond with *Bú yòng xiè*.
d. If your partner selects the white chip, you should say *Duìbuq@* since you have shared something sad (white is linked to mourning in Chinese culture). He or she should respond with *Méi gu`nxi*.
e. Reverse roles, and then continue with a different partner.

1.41 本练习的目的是训练学生理解他们所学词汇的真实语境。

- 准备一套红白双色扑克牌或者其他红白色物品（比如小纸条等）带到教室。每位学生都能分到其中的一种颜色。
- 在学生独立演示之前，教师要仔细示范。与几名学生一起演示，如有必要，对步骤加以解释并提供帮助、支持。
- 当你认为学生可以两人一组练习时，把牌分发给他们，在他们做练习时，随时提供必要的帮助。
- 这是一个好机会，让学生了解中国文化中红白两色的象征意义。红色一般代表欢乐，在孩子出生、结婚和新年庆祝时使用。白色一般在丧礼上用，用于追悼逝去的亲人。
- 这两种颜色为什么有以上的象征意义，让学生提出自己的想法。

要求进一步说明 Asking for clarification

1.42 看视频。如果听不懂别人说的话，以下的句子会非常有用。仔细阅读并将对应的表达连线。

a. *Sorry. I don't understand.*	1. Q@ng shu4 màn yìdi2nr.
b. *Please say it again.*	2. Q@ng zài shu4 yí biàn.
c. *Please speak slower.*	3. W6 d6ng le, xièxie.
d. *I understand now. Thank you.*	4. Duìbuq@, w6 bù d6ng.

1.42 答案

a. 4
b. 2
c. 1
d. 3

1.43 答案

a. d6ng
b. shu4
c. zài shu4 yí biàn
d. màn
e. màn yìdi2nr

1.43 用正确的拼音填空。

a. understand: _____

b. speak or say: _____

c. say it again: _____

d. slow: _____

e. slower: _____

1.44 答案

a. Duìbuq̣, w6 bù d6ng.
b. Q̣ng zài shu4 yí biàn.
c. Q̣ng shu4 màn yìdi2nr.
d. W6 d6ng le, xièxie.

1.44 用拼音回答下列问题。

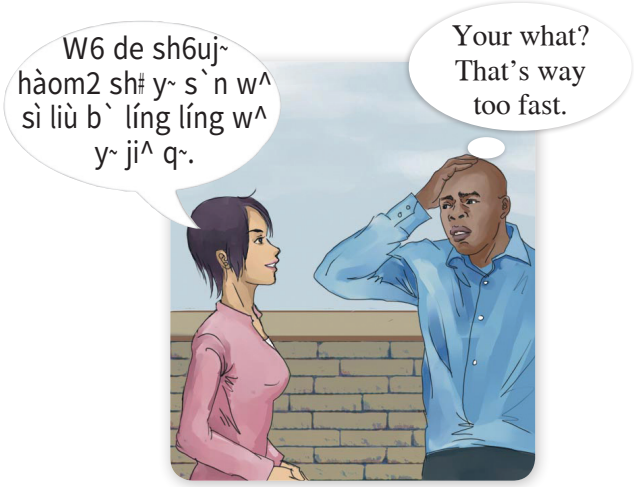
What would you say if . . .

a. someone spoke to you in Chinese using words you don't yet know?

_____

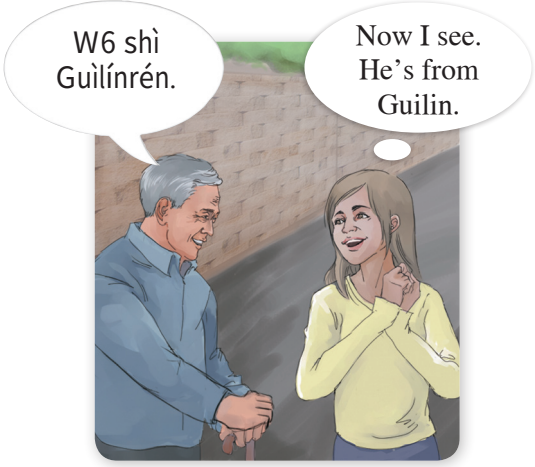
b. someone mumbled or did not speak clearly?

_____



c. someone spoke too quickly for you to understand?

_____



d. you finally understand what someone has been trying to tell you?

_____

综合练习 Putting it all together

1.45 **互动练习：**在教室转一转，向六个人提问并完成下表。记住，必要时请对方作出说明。向老师提问时要用礼貌语。每次对话前，先问候对方，结束时要道再见。记住，必要时，请在恰当的时机表示感谢或歉意。

Name	Nationality	Hometown	Home phone #	Cell phone #

1.46 **对话：**有条件的话，找一位中国人进行对话。告诉对方你的姓名、国籍和电话号码，并询问对方同样的信息。对话应包括问候、感谢和道歉，必要时请对方进行说明，结束时要说再见。与老师和同学分享并讨论该对话。

单元说唱 Unit Rap

登录环球汉语网站，听歌曲复习第一单元所学的主要内容。然后再听一遍并跟着唱！

Encounter 6 读和写 Reading and writing

认识繁体字和简体字 Recognizing traditional vs. simplified characters

1.47 朗读下列词句。

我 (*I, me*)
我們 (*we*)
你好! (*Hello!*)
謝謝! (*Thank you!*)
謝謝您! (*Thank you! [polite]*)

你 (*you*)
你們 (*you [plural]*)
你好嗎？(*How are you?*)
謝謝你! (*Thank you!*)
再見! (*Goodbye!*)

他 (*he*)
他們 (*they*)
請 (*please, please go ahead*)
對不起 (*I'm sorry.*)

1.45 • 这是本单元的综合听说练习。《环球汉语》是以学生用汉语完成真实任务的能力来对学生作出评价的，语法考试的成绩不是评价的标准。本练习可用于考查学生对一单元内容的掌握情况。

• 本练习至少需15分钟，可采用不同的方式：

a. 和学生一起互动练习，有助于教师了解学生对本单元口语交际目标的掌握情况。（比较适用于小班课程。）

b. 任意指定两位学生进行互动练习，单独对学生进行评分。

c. 与学生进行一对一交流并评分。

1.46 有条件的话，请一位中国人来教室参与这个练习。如果不行，安排学生单独跟一位中国人对话，见面或者打电话均可。如果学生是在课外完成，提醒学生要把他们作的记录带到教室与同学分享。

1.47 • 让学生两人一组做这项练习。告诉他们可以根据英文意思来决定这些汉字的发音。

• 练习做完之前，不要在学生面前大声读这些词句。

• 这个练习是让学生自己找答案的。因此，学生卡壳或者寻求帮助的时候，老师不要直接给出答案。要坚信，经过一定时间，学生一定能找到这些词句和英文意思之间的联系。虽然过程可能比较漫长，但学生们能获得自我发现和独立学习的成就感。

• 如果学生无法找到正确的联系，可让他们参考本单元前面的练习。

供你参考

在学生阅读本栏目之前，先给他们平均分组，给每个组布置一个不同的问题。每组应准备一个简短的演示，向全班介绍自己拿到的问题。例如：

- 目前汉字有几种写法？分别是什么？
- 谁简化了汉字的写法？什么时间，为什么？这对中国人学会读写有好处吗？
- 百分之几的汉字被简化了？
- 目前，谁在使用简体字，谁在使用繁体字？

FYI 供你参考

Development of simplified characters

The characters in the previous activity are written in a form usually called "traditional" characters. Their forms are identical to the forms that have been used in China for centuries. In 1956, and again in 1964, the government of the People's Republic of China (PRC) published lists of "simplified" characters. Some of the traditionally used characters were simplified by reducing the number of total strokes needed to write them. For example, the character 見, traditionally written with seven strokes, was simplified to 见, written with four strokes. Only about a quarter to one-third of all characters in use were simplified; the rest were not. The hope was that if the characters were easier to write, they would be easier to learn. Taiwan, Hong Kong, and many overseas Chinese communities, however, continue to use only the traditional forms. The research community is divided on whether simplified or traditional characters are easier to learn, but in all Chinese-speaking communities, whether they use simplified or traditional forms, in the past decades the literacy rate has gone from one of the lowest in the world to one of the highest—currently just over 90 percent.

A "divided language" situation currently exists for the written Chinese language, unfortunately complicating your learning efforts. Will there be a unification of China's written language in the future? Stay tuned!

1.48 答案

a. 6
b. 9
c. 8
d. 7
e. 11
f. 1
g. 10
h. 2
i. 4
j. 5
k. 3
l. 13
m. 21
n. 16
o. 12
p. 22
q. 14
r. 20
s. 15
t. 17
u. 19
v. 18

1.48 以组为单位，把下面的简体字与相应的繁体字连线。

a. 我	1. 你好嗎	l. 再见	12. 叫
b. 你	2. 你請	m. 是	13. 再見
c. 他	3. 謝謝您	n. 姓	14. 麼
d. 他们	4. 謝謝	o. 叫	15. 字
e. 你好	5. 謝謝你	p. 什	16. 姓
f. 你好吗	6. 我	q. 么	17. 對
g. 请	7. 他們	r. 名	18. 起
h. 你请	8. 他	s. 字	19. 不
i. 谢谢	9. 你	t. 对	20. 名
j. 谢谢你	10. 請	u. 不	21. 是
k. 谢谢您	11. 你好	v. 起	22. 甚

辨识部首 Recognizing radicals

1.49 复习预备单元中第12页到第13页对部首的介绍。找找在1.48的汉字中出现的部首，试着将部首的意思和汉字的意思相联系。记住，作为合体字的一部分时，部首的形式常常改变。注意一些部首的笔画已经简化得更少。与同学分享你的结论。

1.49 探讨部首和汉字的关系有助于学生找到汉字书写体系的内在联系，也有助于记忆汉字，降低读写汉字的难度。

阅读真实语言材料 Reading real-life texts

1.50 这是陈峰、李雯、小毛的母校校园里的一个标牌。圈出并标明“me”、“you”、“him”三个词对应的汉字。

1.50–1.53 如果可以，将真实语言材料的内容复制到投影胶片上，然后投射到白板上。请学生圈出其中的相关汉字。

1.50 答案
me–我；you–你；him–他

1.51 校园里还有一个牌匾。“的”是表示所有关系的助词。圈出“we”这个词。“We”+的=“our（我们的）”。

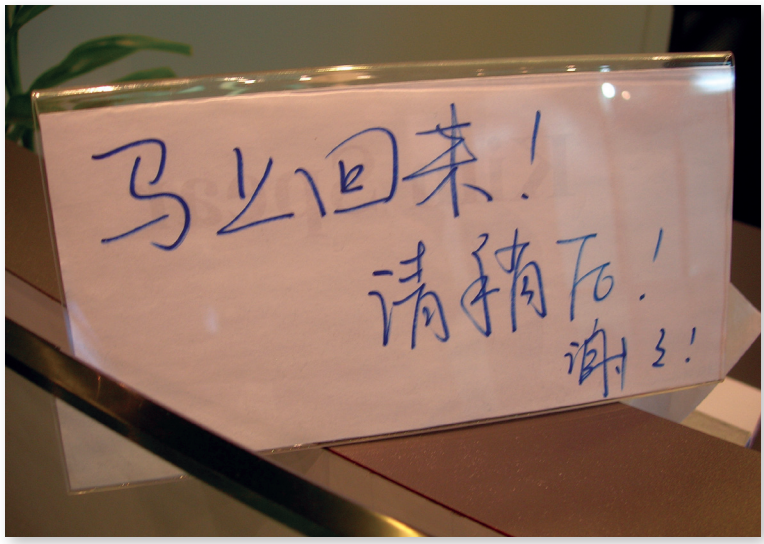
1.51 答案
we–我们

1.52 注意“后”这个字（标牌的第二行）本应是“候”字，两个字的读音都是*hòu*，但“后”的意思是“在……后面”，而“候”的意思是“等待”。母语使用者往往倾向于使用简单的汉字（“后”要比“候”容易写得多），因而他们有时会写错别字。

1.52 答案

please–请 ; thank you–谢谢

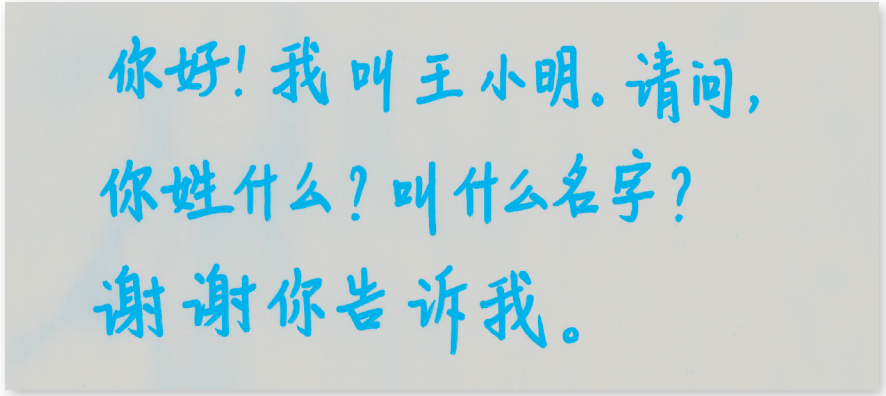
1.52 下图中，前台桌子上手写标牌表达的意思是：“我很快就回来，请稍等！谢谢！”圈出其中的“please”和“thank you”两个词。注意“谢谢”中的第二个“谢”是用一个符号表示的，意为“同上，重复前一个汉字”。



1.53 答案

答案会各有不同。

1.53 这是别人在课堂上传给你的手写便条。如果你想表现得友好而有礼貌，你会怎样回复？请用英文写。



学写汉字 Learning to write characters

1.54 本单元下列汉字的笔画顺序以及其他相关信息请参见《汉字练习本》。练习写这些汉字，直到你能熟练地写出为止。

我，你，他，们／們，好，吗／嗎，是，姓，叫，什／甚，么／麼，名，字，请／請，谢／謝，再，见／見，对／對，不，起

写便条 Writing a note

1.55 给同学写一张简短的便条，告诉对方你的名字并询问对方的姓名。尽量多用汉字，需要时可用拼音或英文代替。多用礼貌用语（例如：谢谢）。

1.55 • 鼓励学生独立完成练习，但如需要可以让他们两人一组做练习。建议学生先用拼音写，然后再“翻译”成汉字。写好后，学生应先检查搭档的便条，然后再交给老师。

• 如时间允许并且学生同意，可随机发放便条，让学生看便条并写下相应的回复。

Cultural Bits 文化点滴

Introductions, greetings, and goodbyes

View the video segment “Introductions, greetings, and goodbyes” and then discuss the following questions with your classmates.

- What role do introductions by friends play in getting to know people in Chinese society?
- What elements determine your status in regard to someone else? List some.
- What are some greetings other than *Nǐ hǎo* that Chinese often use with each other?
- What are some ways you can take leave of a person?
- What is the significance of the leave-taking statement *Wǒ bú sòng le, a?*

单元总结 Recap

语法 Grammar

静态动词 Stative verbs

Stative verbs, which describe the subject, can be preceded by adverbs such as *h0n* or negated with *bù*. Do not use *shì* with stative verbs.

h2o (*be good, be fine, be OK*)
W6 h0n h2o. (NOT: ~~W6 shì h2o~~.)
T`men bù h2o.

g`oxìng (*be happy, be delighted, be glad*)
h0n g`oxìng
bù g`oxìng
T` bù g`oxìng.

等价动词 Equative verbs

Equative verbs link the subject with a noun that states what it is.

jiào (*be called*)
W6 jiào Alejandro.

xìng (*have the surname*)
W6 xìng L@, jiào L@ Wén.

shì (*be*)
W6 shì Zh4ngguórén, bú shì M0iguórén.

疑问词 Question words

Question words ask for information or denote interrogative sentences. The particle *ma* is not needed when a question word is used.

shéi/shu! (*who?*)
T` shì shéi/shu!? T` sh# L@ Wén.

shénme (*what?*)
N@ jiào shénme? W6 jiào Wáng Lì.

n2r (*where?*)
N@ ji` zài n2r? W6 ji` zài B0ij~ng.

du4shao (*what number?*)
N@ de diànhuà h3om2 sh# du4shao?

复数形式 Plurals

The suffix *-men* is added to the pronouns *w6*, *n@*, and *t`* to create the plural forms *w6men*, *n@men*, and *t`men*.

助词“吗”和“呢” Particles *ma* and *ne*

The particle *ma* is used at the end of a statement to form a question.
T` shì M0iguórén. ⇒ T` shì M0iguórén ma?

The particle *ne* after X means “And what about X?”
W6 h0n h2o. N@ ne?
L@ Wén shì Guìlínrén. Chén xiàozh2ng ne?

副词 Adverbs

Adverbs should precede verbs in a sentence.

The word *h0n* means “very,” but when it precedes a stative verb, it often has little meaning.
W6 h0n h2o.

The word *y0* means “also.” It can precede a verb or another adverb.
W6 y0 shì M0iguórén.
W6 y0 bú xìng Yáng.
W6 y0 h0n h2o.

表示领有的“的” Possessive marker *de*

The word *de*, used after an appropriate noun or pronoun, marks possession.
N@ de diànhuà hàom2 shì du4shao?
Ji` li de diànhuà hàom2 shì du4shao?

用“不”否定 Negation with *bù*

The word *bù* is used immediately before a verb or adverb to create a negative statement. It cannot be used to modify nouns.
W6 bú shì Shàngh2irén.
(NOT: ~~W6 bù Shàngh2irén.~~)

词汇 Vocabulary

从第二单元开始，生词部分除列出英文和拼音外还将包括汉字。从现在起，注意学习词汇的发音和意思。

数字 Numbers

líng zero
yī one
èr two
sān three
sì four
wǔ five
liù six
qī seven
bā eight
jiǔ nine
shí ten

代词 Pronouns

nǐ you
nǐmen you (plural)
nín you (formal)
tā he, she, it
tāmen they, them
wǒ I, me
wǒmen we, us

地名 Place names

Běijīng Beijing
Déguó Germany
Guìlín Guilin
Jiāzhōu California
Luòshānjī Los Angeles
Měiguó United States
Niǔyuē New York
Shànghǎi Shanghai
Sūzhōu Suzhou
Zhōngguó China

名词／名词短语 Nouns/noun phrases

Déguórén German (person)
diànhuà hàomǎ telephone number
jiā home
jiā li de diànhuà hàomǎ home telephone number
Měiguórén American (person)
míngzi full name, first name
Niǔyuērén New Yorker
shǒujī hàomǎ cell phone number
Zhōngguórén Chinese (person)

头衔／职务 Titles

lǎoshī teacher
xiàozhǎng principal

静态动词 Stative verbs

duì be right
gāo be tall
gāoxìng be happy
hǎo be good
lèi be tired
máng be busy

等价动词 Equative verbs

jiào be called, have the first name X
shì be
xìng be surnamed, have the last name X

副词 Adverbs

hěn very
yě also, too

疑问助词／疑问词／表疑问的短语 Question particles/words/phrases

duōshao what (number)
ma (question particle)
nǎr where
ne and what about X?
shéi/shuí who
shénme what
zěnmeyàng how's it going

问候语 Greetings

hài hi
Nǐ hǎo ma? How are you?
Nǐ hǎo. Hello, good day.
Nǐ zǎo. Good morning to you.
Nín hǎo. Hello. (formal)
Zǎo. Good morning.
Zǎoshang hǎo. Good morning.

告别 Goodbyes

bàibài bye-bye
Míngtiān jiàn. See you tomorrow.
Yíhuìr jiàn. See you in a little while.
Zàijiàn. Goodbye.

感谢及答语 Thanks and response

Bú yòng xiè. You're welcome.
Xièxie. Thank you.

道歉及答语 Apology and response

Duìbuqǐ. I'm sorry.
Méi guānxi. That's all right. / No problem.

邀请／请求 Invitation/request

qǐng please (used in polite requests)
qǐngwèn may I ask . . .

习惯用语／综合运用 Idiomatic or combinational usages

guìxìng (what's your) surname
Nǐ shì nǎr de rén / nǎli rén? Where are you from?
Nǐ shì nǎ/něi guó rén? What country are you from?
Nín guìxìng? What's your name? (formal)
Qǐng shuō màn yìdiǎnr. Please speak a little slower.
Qǐng zài shuō yí biàn. Please say it again.
Wǒ bù dǒng. I don't understand.
Wǒ dǒng le. I understand.
Wǒ jiā zài Běijīng. My home is in Beijing.

你能够完成的任务 Checklist of "can do" statements

通过本单元的学习，你应当能完成以下任务。

听和说 Listening and speaking

- ☐ Greet a friend by name.
- ☐ Greet your teacher by name and title.
- ☐ Say goodbye to your friend.
- ☐ Say goodbye to your teacher.
- ☐ Greet a new friend and provide your name.
- ☐ Ask the name of a new friend.
- ☐ Say where you are from.
- ☐ Ask a new friend where he or she is from.
- ☐ Give someone your telephone number.
- ☐ Ask for your friend's telephone number.
- ☐ Thank a friend.
- ☐ Thank your teacher.
- ☐ Respond to a thank-you from a friend.
- ☐ Apologize to someone.
- ☐ Respond to someone's apology.
- ☐ Say you do not understand.
- ☐ Ask someone to repeat a statement.

读和写 Reading and writing

- ☐ Recognize and write some common characters related to introductions.
- ☐ Read and write common phrases related to introductions.
- ☐ Read and write common courtesy phrases.

文化理解 Understanding culture

- ☐ Name three cities in China.
- ☐ Name three Chinese surnames.
- ☐ Make an accurate statement in English describing Chinese tones.
- ☐ Make an accurate statement in English regarding the use of formal and informal terms for "you" in Chinese.
- ☐ Make an accurate statement about greeting formulas, both Chinese and Western.

任务表

- 让学生两人一组一同查看这份任务表，并选择其中的技能向全班展示。留20～30分钟的时间让学生完成此活动。
- 告诉学生在任务表上画"✓"并不是目的，而是要检验他们能否真正完成这些任务。