

UNIT

1

Fāxiàn Hànyǔ

发现汉语

Explore Chinese

PART 1

EXPLORE CHINA

I. China attractions

Do you know these China attractions? Besides these places, what other attractions in China do you know?



II. Route of my trip in China

Design a route for your trip in China according to the above information and other relevant materials; introduce the route to your teacher and classmates and tell them why you've chosen each of these places.

My Trip in China



III. What else do you know about China?

Discuss with your teacher and classmates. It would be nice if you could make a well-illustrated PPT and present it to the class.

PART 2

EXPLORE CHINESE

I. Chinese phonetic system

Pinyin is the official phonetic system to teach Mandarin Chinese by transcribing Chinese characters using Roman letters. It is also often used to spell Chinese names in foreign publications and used as an input method to enter Chinese characters into computers.





For more information, please refer to this website: <http://en.wikipedia.org/wiki/Pinyin>. Read the part of “Rules given in terms of English pronunciation” on the website, learn the rules and practice pronouncing the sounds.

II. Listening and imitating



Listen to the initials and finals on the CD attached to this workbook, and imitate as you listen. Make a recording as you read the initials and finals if possible. Listen to your recording first and then send it to your teacher so that he/she could find your problems in pronunciation and correct them if there are any.

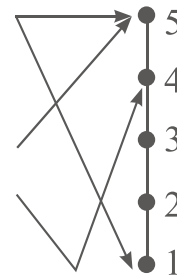
III. Add tone marks and read the syllables

Syllable	mao 1st tone	xue 3rd tone	qiu 2nd tone	mi 4th tone
Meaning				

IV. “Try to sing” the tones

1. “Sing” the pitches

Chinese tones are formed when pitches change. Therefore, it’s a key step to master the change of pitches in learning Chinese tones. Pitches will be continuously referred to in the process of teaching Chinese tones. As shown in the illustration, there are five pitches in Chinese, among which Pitches 1, 3 and 5 are the most important, respectively known as the low, moderate and high pitches and roughly corresponding to “do”, “mi” and “so” in musical notations. Now please sing “do”, “mi” and “so”; sing *a* at the pitches of “do”, “mi” and “so” respectively; sing *ma* at the pitches of “do”, “mi” and “so” respectively; try to read *ma* in the four Chinese tones respectively.





2. Tongue twister: Tones are significantly important in the following tongue twister. Listen and read it.

Māma qí mǎ, mǎ màn, māma mà mǎ:
妈妈骑马，马慢，妈妈骂马；

Mom rides a horse and scolds the horse
because the horse is slow;

Niūniu qí niú, niú màn, niūniu niǔ niú.
妞妞骑牛，牛慢，妞妞扭牛。

A little girl rides an ox and gives the ox
a pinch because the ox is slow.

V. Dismantling Chinese characters

Please dismantle the following Chinese characters into strokes. Write each of the strokes in the table and say the name of each.

三				
十				
人				
六				
不				

力				
丁				
门				
木				
习				