

**LXC003\_1**

**Getting started with Chinese 3**

**About this free course**

This free course is an adapted extract from the Open University course developed from extract parts of LXC003 - Beginners Chinese 3: 开始吧 kāishĭ ba! - <http://www.open.ac.uk/courses/short-courses/lxc003>.

This version of the content may include video, images and interactive content that may not be optimised for your device.

You can experience this free course as it was originally designed on OpenLearn, the home of free learning from The Open University –

[Getting started with Chinese 3](https://www.open.edu/openlearn/languages/getting-started-chinese-3/content-section-overview)

There you’ll also be able to track your progress via your activity record, which you can use to demonstrate your learning.

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# Contents

* [Introduction](#Unit1)
  + [Introduction](#Unit1_Session1)
  + [Open Centre for Languages and Cultures](#Unit1_Session2)
* [Week 1: Long-time no see, you have become taller!](#Unit2)
  + [Introduction](#Unit2_Session1)
  + [1 Preparation](#Unit2_Session2)
  + [2 Adjectives – building your vocabulary](#Unit2_Session3)
  + [3 Useful greetings](#Unit2_Session4)
  + [4 ‘Topic + comment’ sentences](#Unit2_Session5)
  + [5 Using le 了 to indicate change of state](#Unit2_Session6)
  + [6 文化 Culture: the Chinese concept of beauty](#Unit2_Session7)
  + [7 What would you say?](#Unit2_Session8)
  + [8 Character combination and word formation](#Unit2_Session9)
  + [9 Build a language notebook](#Unit2_Session10)
  + [10 This week’s quiz](#Unit2_Session11)
  + [11 Practising and consolidating](#Unit2_Session12)
  + [12 Practising and expanding: character head components 月 and 心](#Unit2_Session13)
  + [13 Summary of Week 1](#Unit2_Session14)
* [Week 2: My dad is older than my mum](#Unit3)
  + [Introduction](#Unit3_Session1)
  + [1 Revision](#Unit3_Session2)
  + [2 Changing adjectives into noun phrases](#Unit3_Session3)
  + [3 Comparisons with bǐ 比](#Unit3_Session4)
  + [4 Four-character idioms and expressions](#Unit3_Session5)
  + [5 Modifying comparisons](#Unit3_Session6)
  + [6 What would you say?](#Unit3_Session7)
  + [7 Character combination and word formation](#Unit3_Session8)
  + [8 This week’s quiz](#Unit3_Session9)
  + [9 Practising and consolidating](#Unit3_Session10)
  + [10 Practising and expanding: thinking of register](#Unit3_Session11)
  + [11 Summary of Week 2](#Unit3_Session12)
* [Acknowledgements](#UnitAcknowledgements1)
* [Solutions](#UnitSolutions1)

**Introduction**

## Introduction

Welcome to Getting started with Chinese 3!

Little by little you will be improving your ability to make more sophisticated conversations and to understand more complex language structures in a variety of different scenarios. You will also find out related cultural information about China and other Chinese-speaking countries.

Each week comprises 3-4 hours of interactive activities, explanations and tips about language learning. It is a good idea to keep notes either on paper or electronically on your preferred digital device so that you can keep track of your progress. At the end of each week you will have a quiz section with questions to revise what you have been learning and check your progress. Each week has consolidation and extension activities, and you will be encouraged to build your own language notebook little by little. You will also be able to add your personal reflections using our online note boxes and decide how you can best go about memorising and practising key phrases and characters.

One important thing to do before you start is to take some time to decide how you will allocate your time to your studies. Learning Chinese, like learning any language, is a gradual process; it’s often described as a ‘marathon, not a sprint.’ Little and often is the best approach, so if possible, spread your 3-4 hours over the week, rather than devoting one whole afternoon or evening. This will give you plenty of opportunities to revisit vocabulary and language structures, to revise quickly what you did last time, and above all to practise and consolidate. This is the best way to learn vocabulary and perfect your pronunciation and tones. You can also look at the ‘[Pronunciation Guide](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=108700)’ to improve your accuracy and tones. If you are keen to learn characters, you can make paper flashcards or use some apps such as Quizlet to make digital flashcards. If you are not quite sure about how to type Chinese characters or use Chinese fonts, visit ‘[Enabling Chinese fonts and typing characters](https://www.open.edu/openlearn/ocw/pluginfile.php/2683841/mod_resource/content/2/PDF%20instruction%20on%20enabling%20Chinese%20font%20and%20typing%20characters.pdf)’.

After completing this course, you will be able to:

* describe objects and people, including one's appearance and state and be able to indicate a change of state
* recognise the Chinese concept of beauty
* form comparisons freely using bǐ 比 and the adjectives studied
* recognise some character head components as well as four-character idioms
* understand register in the Chinese language.

## Open Centre for Languages and Cultures

This course has been developed from extract parts of [LXC003 - Beginners Chinese 3: 开始吧 kāishĭ ba!](http://www.open.ac.uk/courses/short-courses/lxc003). The Open University has launched a dedicated learning centre called [The Open Centre for Languages and Cultures](http://wels.open.ac.uk/oclc). OpenLearn is supporting this project and is providing extracted units of all courses on The Open Centre in our dedicated [Languages and Cultures Hub](https://www.open.edu/openlearn/languages/learning-languages/open-centre-languages-and-cultures).

The Open Centre for Languages and Cultures is the exciting new home for non-accredited language and intercultural communication short courses. You can study a wide range of language and language related subjects with us anywhere in the world, in any time zone, whatever your motivation – leisure, professional development or academic.

It’s the one stop shop for engaging with languages, professional communication and intercultural dialogue.

Our short courses allow us to be agile and responsive to the needs of learners who want to be part of a global society. We offer non-accredited short courses in a range of subjects including modern languages and languages for business and the workplace. We are also leading the way in developing short courses for academic research methods and pre-sessional English with IELTS, which will be available for registration in due course.

The Open Centre for Languages and Cultures is an international leader in online language learning and intercultural communications, built on our pioneering pedagogy and research.

## What makes the Open Centre different?

* The OU is the leader in online learning and teaching with a heritage of more than 50 years helping students achieve their learning ambitions.
* The short courses are underpinned by academic rigour and designed by native speakers experienced in producing engaging materials for online learning of languages and cultures.
* The graduating nature of the courses means that learners can build up their language and skills over time.
* Learners will also gain a better understanding of the culture(s) associated with the language(s) they study enabling the development of intercultural communication skills.
* Learners can mix and match the short courses and study more than one course at a time.

Once this course is complete you will be directed to OpenLearn’s hub for language content where you will be able to build on your newly found language skills.

Now that you are fully prepared, 开始吧 kāishĭ ba on Week 1.

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit1_Session2_Transcript1)

End of Media Content

**Week 1: Long-time no see, you have become taller!**

## Introduction

Language study is the accumulation of vocabulary and grammar. This week, you will start by building your vocabulary with terms in relation to family members, adjectives describing state and feeling, and some occupations. You will then be introduced to more adjectives which will enable you to better describe objects as well as one’s appearance and state. In addition, you will learn how to indicate a change of state.

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit2_Session1_Description1)

End of Figure

As you explore the Chinese culture this week, you will journey through the Chinese concept of beauty. To test your understanding and revise the key language structures and vocabulary covered in this week, there is a Quiz section. This is followed by sections for consolidation and extension of your learning, where as well as practising further you can reflect on what you have learnt and your learning experience of this week. Also, in this part, you will be introduced to some character head components. Understanding head components will help you to recognise characters and form meaning associations.

kāishǐ ba开始吧！(Let’s start!)

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session1_Transcript1)

End of Media Content

## 1 Preparation

To start this week you will study some vocabulary that you may or may not have already learnt in previous Chinese studies. Don’t worry if you’re not familiar with all of the words; Activities 1, 2 and 3 will help to prepare you before you expand on this knowledge during the rest of the week.

Start of Activity

**Activity 1**

Start of Question

Match the Chinese phrases for family members and other generic people terms to their English translation by dragging and dropping the characters next to the corresponding English translation.

End of Question

father

mother

elder sister

elder brother

younger sister

younger brother

husband

wife

teacher

friend

bàba 爸爸

māma 妈妈

jiějie 姐姐

gēge 哥哥

mèimei 妹妹

dìdi 弟弟

xiānsheng 先生

tàitai 太太

lǎoshī 老师

péngyou 朋友

[View answer - Activity 1](" \l "Unit2_Session2_Interaction1)

End of Activity

Start of Activity

**Activity 2**

**Part 1**

Start of Question

Match the Chinese adjectives to their English translation.

End of Question

easy

tired

thirsty

hungry

good

difficult

róngyì 容易

lèi 累

kě 渴

è 饿

hǎo 好

nán 难

[View answer - Part 1](" \l "Unit2_Session2_Interaction2)

**Part 2**

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

Start of Activity

**Activity 3**

Start of Question

Listen to the recording where you will hear a description of Wang Ming’s family.

Start of Media Content

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[View transcript - Uncaptioned interactive content](" \l "Unit2_Session2_Transcript1)

End of Media Content

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

## 2 Adjectives – building your vocabulary

Table 1 shows adjectives which can be used to describe people’s appearance and status. Listen to how they are pronounced and repeat afterwards. Listen as many times as you wish.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit2_Session3_Transcript1)

End of Media Content

Start of Table

Table 1 Adjectives to describe one’s appearance

|  |  |  |
| --- | --- | --- |
| kù | 酷 | cool (great) |
| shuài | 帅 | handsome |
| cōngmíng | 聪明 | clever |
| làngmàn | 浪漫 | romantic |
| piàoliang | 漂亮 | pretty, beautiful |
| gāo | 高 | tall (person or building), high |
| pàng | 胖 | fat, stout |
| shòu | 瘦 | thin (person) |
| shǎo | 少 | few; less |
| ǎi | 矮 | short (height) |
| yǒuqián | 有钱 | rich (lit. have money) |
| méiqián | 没钱 | poor (lit. have no money） |
| yǒuyòng | 有用 | useful |
| yuǎn | 远 | far |
| jìn | 近 | near, close |

End of Table

Now have a go at Activity 4.

Start of Activity

**Activity 4**

**Part 1**

Start of Question

Match the Chinese adjectives to their English translation.

End of Question

cool

pretty

romantic

handsome

clever

kù 酷

piàoliang 漂亮

làngmàn 浪漫

shuài 帅

cōngmíng 聪明

[View answer - Part 1](" \l "Unit2_Session3_Interaction1)

**Part 2**

Start of Question

Match the antonyms of these Chinese adjectives.

End of Question

jìn 近

shòu 瘦

méiqián 没钱

ǎi 矮

yuǎn 远

pàng 胖

yǒuqián 有钱

gāo 高

[View answer - Part 2](" \l "Unit2_Session3_Interaction2)

End of Activity

## 3 Useful greetings

In this section you’ll look at different ways to greet using both formal and colloquial expressions.

Start of Activity

**Activity 5**

Start of Question

Read the greetings below and turn them into Chinese. Write your answers in your language notebook in either Pinyin or characters and then check against the answers by clicking the reveal button.

* Hello!
* Hello (polite form)!
* Are you well?
* Good morning!

End of Question

[View answer - Activity 5](" \l "Unit2_Session4_Answer1)

End of Activity

## hăo jiŭ bú jiàn 好久不见

hăo jiŭ bú jiàn 好久不见 is a modern idiom, commonly used when greeting a friend that you haven’t seen for a long time. The word hăo 好（good）functions here as an adverb meaning ‘very’, so the expression literally means ‘very long no see’, which can be translated as ‘it’s been a long time’ or ‘long time no see’.

Start of Example

Xiǎoyuè, hăo jiŭ bú jiàn! Nǐ hǎo ma? 小月，好久不见！你好吗？

(Xiaoyue, it’s been a long time! How you are?)

Wǒ hǎo máng. 我好忙。

(I’m very busy.)

End of Example

Note that in the response hǎo 好 is used colloquially as an adverb. In writing or more formal situations hěn 很 would be used instead.

## zěnme yàng 怎么样

zěnme yàng 怎么样 is another colloquial expression meaning ‘how are you?’ or ‘how are things?’

Start of Example

Xiǎoyuè, hǎo jiǔ bú jiàn！Zěnme yàng? 小月，好久不见！怎么样？

Xiaoyue, long time no see! How are things?

End of Example

zěnme yàng 怎么样 can also be put after a pronoun or noun to ask about other people or things:

Start of Example

Nǐ mā ma zěnme yàng? 你妈妈怎么样？

How is your mother?

End of Example

Start of Example

Zhè běn shū zěnme yàng? 这本书怎么样？

How is this book?

End of Example

Start of Activity

**Activity 6**

**Part 1**

Start of Question

Read the following questions and answers. Pair them by dragging and dropping the answer next to its corresponding question.

End of Question

Déguó píjiǔ zěnme yàng? 德国啤酒怎么样？

Běijīng kǎoyā zěnme yàng? 北京烤鸭怎么样？

Nǐ jīntiān zěnme yàng? 你今天怎么样？

Hěn hǎo hē. 很好喝。

Hěn hǎo chī. 很好吃。

Yǒudiǎnr lèi. 有点儿累。

[View answer - Part 1](" \l "Unit2_Session4_Interaction1)

**Part 2**

Start of Question

Read the following short exchanges. Complete each blank with the most appropriate greeting from the drop-down list. Each greeting can only be used once.

Start of Media Content

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End of Media Content

End of Question

End of Activity

## 4 ‘Topic + comment’ sentences

When it comes describing people and objects, the most common sentence structure is ‘topic + comment’. The subject which is being described is the ‘topic’ and the adjective that appears afterwards is the ‘comment’.

The ‘topic’ can be a person represented by a pronoun, as below:

Start of Example

Nǐ zěnme yàng? 你怎么样？

How are you doing?

End of Example

Start of Example

Wǒ hěn hǎo. 我很好。

I am good. / I am very good.

End of Example

Start of Example

Tā èrshí suì. 他二十岁。

He is twenty years old.

End of Example

The ‘topic’ can also be a verbal phrase or an adjective, whereas the ‘comment’ is often an adjective which functions as the predicate.

Start of Example

**Xué Zhōngwén** bù nán. **学中文**不难。

Learning Chinese is not hard.

End of Example

Start of Example

**Shòu** bù hăo. **瘦**不好。

lit. thin not good (Being thin is not good.)

End of Example

Apart from describing people’s feelings, state and age, the “topic” + comment’ pattern is also often used to describe days and dates:

Start of Example

Míngtiān xīngqí jǐ? 明天星期几？

What day is it tomorrow?

End of Example

Start of Example

Jīntiān sān yuè yī hào. 今天三月一号。

Today is the 1st of March.

End of Example

Start of Activity

**Activity 7**

Start of Question

Take a closer look at the examples above. Structurally, how are the Chinese ‘topic + comment’ sentences different from the English ones? (Hint: try to spot two differences!)

End of Question

*Provide your answer...*

[View discussion - Activity 7](" \l "Unit2_Session5_Discussion1)

End of Activity

Here are a few things to bear in mind:

* When forming a “topic” + comment’ sentence, the verb shì 是 ‘to be’ is **not** required.
* In an affirmative “topic” + comment’ sentence, when the comment is a single unmodified adjective, the adverb hěn 很 is a link which is often required, however it doesn’t necessarily have to be translated into ‘very’:

Tā hěn lèi. 他很累。He is tired. / He is very tired.

Without hěn 很, the sentence would be ungrammatical (note that the symbol of \* marks the sentence is ungrammatical): \* Tā lèi. 他累。

However, if the ‘comment’ adjective is already modified by an adverb or if the statement is negative, then there is no need to add hěn 很:

Tā yǒudiǎnr lèi. 他有点儿累。 lit. he a little bit tired. (He is slightly tired.)

Tā bú lèi. 他不累。 lit. He no tired. (He is not tired.)

Start of Activity

**Activity 8**

**Part 1**

Start of Question

Listen to the audio where you will hear a question in Chinese. Record your response following the prompts, before comparing it with the model provided in the feedback. You can record yourself as many times as you wish by clicking ‘Re-record’ or ‘Start again’; your last recording will be saved.

End of Question

Start of Question

Start of Media Content

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End of Media Content

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

**Part 2**

Start of Question

Choose the Chinese translation that is grammatically correct and most appropriate.

France is not far.

End of Question

Fǎguó bù yuǎn. 法国不远。

Fǎguó hěn bù yuǎn. 法国很不远。

Fǎguó bú shì yuǎn. 法国不是远。

[View answer - Part 2](" \l "Unit2_Session5_Interaction2)

Start of Question

My teacher is busy.

End of Question

Wǒ de lǎoshī hěn máng. 我的老师很忙。

Wǒ de lǎoshī shì máng. 我的老师是忙。

Wǒ de lǎoshī máng. 我的老师忙。

[View answer - Part](" \l "Unit2_Session5_Interaction3)

**Part 3**

Start of Question

Write down these phrases in Chinese in your language notebook and check them against the answers afterwards.

1. It is useful to study Chinese.
2. My friend is poor.

End of Question

[View answer - Part 3](" \l "Unit2_Session5_Answer1)

End of Activity

## 5 Using le 了 to indicate change of state

The sentence particle le 了 can be added to the end of a clause or sentence to indicate that a situation or state is new or different from how it was before:

Start of Example

Wǒ xué Zhōngwén. 我学中文。I learn Chinese.

Wǒ xué Zhōngwén le. 我学中文了。I have started learning Chinese.

End of Example

le 了 can also be added to an adjective or to a number (e.g. when talking about age, height, or weight) to indicate change or updating:

Start of Example

Nĭ hěnpàng. 你很胖。 You are overweight.

Nĭ pàng le. 你胖了。 (Implication: you were not fat before.) You’ve put on some weight. / You are putting on some weight.

Wǒ èrshí le. 我二十了。 (Implication: I was not 20 before.) I am 20 now. / I’ve turned 20.

End of Example

Start of Activity

**Activity 9**

**Part 1**

Start of Question

Read the following two sentences carefully. How are they different in meaning? Take notes and then reveal the discussion.

* Tā yǒu nǚ péngyou. 他有女朋友。
* Tā yǒu nǚ péngyou le. 他有女朋友了。

End of Question

[View discussion - Part 1](" \l "Unit2_Session6_Discussion1)

**Part 2**

Start of Question

Construct these English sentences in Chinese by dragging and dropping the given words into the right order.

Start of Media Content

Interactive content is not available in this format.

End of Media Content

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

Now have a go at speaking Chinese using the scenarios given in Activity 10.

Start of Activity

**Activity 10**

Start of Question

How would you communicate in Chinese in the following situations?

Press the ‘Start recording’ button once to start, and then click again when you have finished your recording. Once recorded you can listen to yourself, and then compare it to the model answer which is provided in the feedback. The transcript is available if needed.

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

## 6 文化 Culture: the Chinese concept of beauty

Traditionally in China, fair skin, small feet and looking a bit plump were regarded as marks of beauty.

Foot binding was a custom practised on young girls and women for about a thousand years until it ended in the early twentieth century. It was a very cruel practice that involved breaking the arch of the foot, folding the toes with great force into the sole of the foot and fixing everything in position with bandages. It took approximately two years of bandaging and re-bandaging the foot to achieve the desired effect. A foot that measured between three and three and a half inches from toe to heel was regarded as the ideal and was known as sān cùn jīn lián 三寸金莲 (lit. three-inch golden lotus). While foot binding could lead to serious infections, possibly gangrene, and generally caused lifelong pain, women did it because at the time it was considered that a woman with big feet would have difficulty in finding a husband.

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit2_Session7_Description1)

End of Figure

As for skin colour, even today many Chinese people prefer to have fair skin and go out of their way to keep out of the sun. However, tanned skin is increasingly desirable for its associations with a healthy lifestyle and having the means to go on holidays.

The word pàng 胖 (fat) also used to be associated with wealth and good health – perhaps due to the fact that food was often in short supply, and so it was a blessing if you could afford to put on weight. For men, it was almost a status symbol to be fat. Being overweight was also associated with being relaxed, as in the phrase xīn kuān tĭ pàng 心宽体胖 (relaxed and happy; lit. heart wide body fat).

Body image is changing, however. In the old days, the phrase nĭ pàng le 你胖了 (you’ve put on some weight) would have been received as a compliment. Nowadays, although the phrase is still widely used by older people, most young people prefer to be slim and would no longer take it in the same spirit!

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit2_Session7_Description2)

End of Figure

## 7 What would you say?

In the next activity, you will practise your spoken Chinese in the different scenarios set out.

Start of Activity

**Activity 11**

**Part 1**

Start of Question

You meet an old friend you have not seen for a while. Listen to the audio to hear what your friend says to you. Then record your response following the prompts, before comparing it with the model provided in the feedback. You can record yourself as many times as you wish by pressing ‘Re-record’ or ‘Start again’; your last recording will be saved.

Start of Media Content

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End of Media Content

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

**Part 2**

Start of Question

How do you say the following sentences in Chinese? Speak your answer out loud and record yourself. Press the ‘Start recording’ button once to start, and then click again when you have finished your recording. Listen to yourself speaking and then compare it to the model answer provided in the feedback. The transcript is also available.

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

## 8 Character combination and word formation

Words in Chinese are formed by one or more characters. Below are some combinations of characters to understand how each word is formed.

Start of Example

hăo 好 (very)   +    jiŭ 久 (long)   +    bú 不 (no)   +    jiàn 见 (to meet; to see)   →    hăo jiŭ bú jiàn 好久不见 (long time no see; haven’t seen you for ages)

End of Example

Start of Example

zěnme 怎么 (how)   +    yàng 样 (manner, method)   →    zěnme yàng 怎么样 (How are you? How are things?)

End of Example

Start of Example

yǒu 有 (to have)   +    qián 钱 (money)   →    yǒuqián 有钱 (rich)

End of Example

Start of Example

yǒu 有 (to have)   +    yòng 用 (to use)   →    yǒuyòng 有用 (useful)

End of Example

Start of Example

méi 没 (no, not)   +    qián 钱 (money)   →    méiqián 没钱 (poor)

End of Example

Start of Activity

**Activity 12**

Start of Question

Below is some new vocabulary made up of words and phrases you have already learnt. Study the meaning of each individual character in each combination. Can you work out the meaning of each new word/phrase? Match each of them with its English equivalent.

End of Question

rich people

tall and big

wealthy

thin and small

useless

yǒuqiánrén 有钱人

gāodà 高大

fùyǒu 富有

shòuxiǎo 瘦小

méiyòng 没用

[View answer - Activity 12](" \l "Unit2_Session9_Interaction1)

End of Activity

## 9 Build a language notebook

It’s now time to reflect on your learning this week.

Start of Activity

**Activity 13**

**Part 1**

Start of Question

What would you write in each box below, if anything? Would you add more categories?

Start of Table

Table 2 Language notebook

|  |  |
| --- | --- |
| **Key vocabulary and phrases** | *Provide your answer...* |
| **Key sentences** | *Provide your answer...* |
| **Key language structures** | *Provide your answer...* |
| **Culture notes** | *Provide your answer...* |
| **What I found straightforward / I have enjoyed learning** | *Provide your answer...* |
| **What I found difficult** | *Provide your answer...* |
| **Action plan** | *Provide your answer...* |

End of Table

End of Question

[View discussion - Part 1](" \l "Unit2_Session10_Discussion1)

End of Activity

## 10 This week’s quiz

Check what you’ve learned this week by taking the end-of-week quiz.

[Week 1 quiz](https://www.open.edu/openlearn/ocw/mod/quiz/view.php?id=106775)

Open the quiz in a new window or tab (by holding ctrl [or cmd on a Mac] when you click the link), then return here when you have done it.

## 11 Practising and consolidating

Regularly practising and consolidating – using a ‘little and often’ method – is considered the best way to learn vocabulary and language structures, and perfect your pronunciation and tones. Activity 14 will help you to revise some of the key vocabulary and language structures you’ve learned this week.

Start of Activity

**Activity 14**

**Part 1**

Start of Question

Match the ‘topic + comment’ sentences to their English translation.

End of Question

Her boyfriend is not handsome.

Speaking Chinese is cool.

This film is romantic.

My dad is slightly overweight.

Tā nán péngyou bú shuài. 她男朋友不帅。

Shuō Zhōngwén hěn kù. 说中文很酷。

Zhè ge diànyǐng hěn làngmàn. 这个电影很浪漫。

Wǒ bàba yǒudiǎnr pàng. 我爸爸有点儿胖。

[View answer - Part 1](" \l "Unit2_Session12_Interaction1)

**Part 2**

Start of Question

Read the following text and select all the true statements.

Wǒ nán péngyou shì Yīngguó rén. Tā hěn gāo, yǒudiǎnr pàng, kěshì hěn shuài! Tā xué Zhōngwén le. Tā hěn cōngmíng! Kěshì tā bú rènshi hěn duō hànzì.

我男朋友是英国人。他很高，有点儿胖，可是很帅！他学中文了。他很聪明！可是他不认识很多汉字。

End of Question

My boyfriend is little bit overweight.

My boyfriend is Chinese.

My boyfriend has started learning Chinese.

My boyfriend knows very many Chinese characters.

My boyfriend is clever.

[View answer - Part 2](" \l "Unit2_Session12_Answer1)

End of Activity

## 12 Practising and expanding: character head components 月 and 心

The 月 head component has two meaning associations:

* The first association is with the moon – normally when it appears on the right side of a character: míng 明 (bright).
* The other association is with the body or flesh – normally when it appears on the left side of a character and sometimes at the bottom: pàng 胖 (fat)  yŏu 有 (to have).

yuè 月 also functions as an independent character, as in sānyuè 三月 (March).

Characters that contain the 心 head component usually have something to do with emotions and/or thinking: gǎn 感 (to feel). xīn 心 is also an independent character, meaning ‘heart’. The expression xīnshàngrén 心上人 (lit. person in the heart) refers to the person one is in love with.

Start of Table

Table 4 Character head components 月 and 心

|  |  |  |  |
| --- | --- | --- | --- |
| **Head component** | **Meaning association** | **Name of head component** | **Examples** |
| 月 | moon, flesh | yuè zì páng 月字旁 (lit. moon character side) | péng 朋  (friend) |
| 心 | heart | xīn zì páng 心字旁 (lit. moon character side) | xiăng 想 (to think) |

End of Table

Start of Activity

**Activity 15**

Start of Question

You have just come across xīn 心 (heart). Below are some adjectives that include xīn 心. Research the meaning of yòng 用，kāi 开，hǎo 好，and fàng 放 and try to work out the meaning of these new adjectives. Match them with their English equivalent.

End of Question

attentive

happy

kindness

relieved

yònggōng 用心

kāixīn 开心

hǎoxīn 好心

fàngxīn 放心

[View answer - Activity 15](" \l "Unit2_Session13_Interaction1)

End of Activity

## 13 Summary of Week 1

Now you have reached the end of Week 1, reflect a little on what you have learnt.

Start of Activity

**Activity 16**

Start of Question

In the box below, note down what you have found easy, useful or fun, and what was more difficult.

End of Question

*Provide your answer...*

End of Activity

Next week, we will learn how to form comparisons so that you can further describe people and objects. Why don’t you make a head start by researching the key character bǐ 比.

Xià xīngqī jiàn. 下星期见. See you next week.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit2_Session14_Transcript1)

End of Media Content

In this phrase, xià 下 means ‘the next, the following’ rather than indicating the physical location ‘below’. You can understand this phrase by visualising a calendar – the following week is located underneath the current one.

You can now move on to [Week 2](https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=108585).

**Week 2: My dad is older than my mum**

## Introduction

This week, you will further explore ways of describing people and objects, in particular, how to compare them using bǐ 比. By the end of the week, you will be able to form comparisons freely using the adjectives you studied last week.

Start of Figure



[View description - Uncaptioned Figure](" \l "Unit3_Session1_Description1)

End of Figure

As you explore Chinese culture this week, you will be introduced to four-character idioms. These are special sayings which you can use to impress your Chinese friends! To test your understanding and revise the key language structures and vocabulary covered in this week, there is a Quiz section. This is followed by sections for consolidation and extension of your learning, where apart from further practice there will be time for you to reflect on what you have learned and your learning experience of the week. In this section, you will also learn about register in the Chinese language.

Nǐ zhǔnbèi hǎo le ma? 你准备好了吗？ Are you ready?

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session1_Transcript1)

End of Media Content

## 1 Revision

A lot of this week’s knowledge is built from what you learnt last week, in particular, the sentence structure of ‘topic + comment’ and the use of le 了 to indicate change of state. Before you dive into the new stuff, complete Activity 1 as a quick revision of Week 1.

Start of Activity

**Activity 1**

Start of Question

Read the text below and choose the most appropriate answers to the English questions that follow.

Start of Extract

Wǒ mèimei de nán péngyou shì Déguó rén. Tā bù gāo, yǒudiǎnr shòu. Kěshì tā hěn shuài! Tā hěn cōngmíng, yě hěn yǒu qián! Tā xué Fǎwén le.

我妹妹的男朋友是德国人。他不高，有点儿瘦。可是他很帅！他很聪明，也很有钱！他学法文了。

End of Extract

What is the nationality of my sister’s boyfriend?

End of Question

Japanese.

Chinese.

French.

German.

[View answer - Part](" \l "Unit3_Session2_Interaction1)

Start of Question

What does my sister’s boyfriend look like?

End of Question

He is not very handsome.

He is a bit slim.

He is tall.

He is overweight.

[View answer - Part](" \l "Unit3_Session2_Interaction2)

Start of Question

What one of these statements about my sister’s boyfriend is NOT true?

End of Question

He is rich.

He is handsome.

He is poor.

He is clever.

[View answer - Part](" \l "Unit3_Session2_Interaction3)

Start of Question

What’s changed in my sister’s boyfriend life?

End of Question

He has started learning French.

He has grown taller.

He has become richer.

He has lost weight.

[View answer - Part](" \l "Unit3_Session2_Answer1)

End of Activity

## 2 Changing adjectives into noun phrases

Some adjectives can be turned into nouns or noun phrases by adding de 的 at the end. For example:

Start of Example

dà 大 (large) + de 的 (particle) → dàde 大的 (the large one)

yǒuqián 有钱 (rich) + de 的 (particle) → yǒuqián de 有钱的 (the rich)

End of Example

Start of Activity

**Activity 2**

Start of Question

Choose either an adjective or a noun to complete the Chinese sentences below.

Wǒ yǒu yī ge \_\_\_\_\_\_ péngyou. 我有一个\_\_\_\_\_\_朋友。

End of Question

hǎo 好

hǎo de 好的

[View answer - Part](" \l "Unit3_Session3_Interaction1)

Start of Question

Tā xǐhuan \_\_\_\_\_\_\_ háishì xiǎo de? 他喜欢 \_\_\_\_\_\_\_ 还是小的？

End of Question

dà 大

dà de 大的

[View answer - Part](" \l "Unit3_Session3_Interaction2)

Start of Question

\_\_\_\_\_\_\_ shì wǒ jiějie. \_\_\_\_\_\_\_ 是我姐姐。

End of Question

gāo 高的

gāo de 高

[View answer - Part](" \l "Unit3_Session3_Interaction3)

End of Activity

## 3 Comparisons with bǐ 比

The most common way of making comparisons in Chinese is to use the word bǐ 比 (compared with). To form a comparative structure, insert bǐ 比 between the two things or people that are being compared and add a relevant adjective at the end of the sentence.

Start of Example

‘Wang Jing is taller than Li Yue.’

Start of Table

Table 1 Forming the comparison sentence ‘Wang Jing is taller than Li Yue’

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | **bǐ** | **B** | **Adj.** |
| Wáng Jīng | bǐ | Lĭ Yuè | gāo. |
| 王京 | 比 | 李月 | 高。 |
| lit. Wang Jing | compared | Li Yue | tall |

End of Table

End of Example

Start of Example

‘My elder sister’s Chinese is better than mine.’

Start of Table

Table 2 Forming the comparison sentence ‘My elder sister’s Chinese is better than mine’

|  |  |  |  |
| --- | --- | --- | --- |
| Wǒ jiějie de Zhōngwén | bǐ | wǒde | hăo. |
| 我姐姐的中文 | 比 | 我 | 好。 |
| lit. my elder sister’s Chinese | compared | mine | good |

End of Table

End of Example

Start of Example

‘My mum is older than my dad.’

Start of Table

Table 3 Forming the comparison sentence ‘My mum is older than my dad’

|  |  |  |  |
| --- | --- | --- | --- |
| Wǒ māma | bǐ | wǒ bàba | dà |
| 我妈妈 | 比 | 我爸爸 | 大。 |
| lit. my mum | compared | my dad | big |

End of Table

End of Example

Note when the adjective dà 大, normally used to describe the size of objects, is used to describe people’s age rather than body size. lǎo 老 (old) is used when comparing elderly people’s ages:

Start of Example

Wǒ nǎinai bǐ wǒ yé ye lǎo. 我奶奶比我爷爷老。

(My grandma is older than my grandad.)

End of Example

Start of Activity

**Activity 3**

**Part 1**

Start of Question

Start of Example

Wǒ māma bǐ wǒ bàba dà 我妈妈比我爸爸大。

My mum is older than my dad.

End of Example

As shown in the example above, it appears that normally the verb shì 是 is not required when forming a comparison sentence. Why is it? (Hint: could you explain it by your knowledge from last week?)

End of Question

[View answer - Part 1](" \l "Unit3_Session4_Answer1)

**Part 2**

Start of Question

Review the figures below and then come up with Chinese comparative sentences to describe what is shown. Write them down in your language notebook then check the answers afterwards.

Remember that it is not necessary to use the verb shì 是 (to be) when making comparisons.

Start of Figure



**Figure 1**

[View description - Figure 1](" \l "Unit3_Session4_Description1)

End of Figure

End of Question

[View answer - Part 2](" \l "Unit3_Session4_Answer2)

Start of Question

Start of Figure



**Figure 2**

[View description - Figure 2](" \l "Unit3_Session4_Description2)

End of Figure

End of Question

[View answer - Part](" \l "Unit3_Session4_Answer3)

**Part 3**

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

## 4 Four-character idioms and expressions

Like other languages, Chinese has a lot of idiomatic expressions, many of which consist of four characters. Four-character idioms were widely used in classical Chinese and are still common in modern Chinese writing. These four-character set phrases are known as chéng yǔ 成语 (lit. ‘set phrases’).

Let’s look at another comparison example with a chéng yǔ 成语

Start of Example

Wǒ māma bǐ wǒ bàba néng shuō huì dào. 我妈妈比我爸爸能说会道。

(My mum is more of a smooth talker than my dad.)

End of Example

In the above sentence, néng shuō huì dào 能说会道 (lit. can talk, able speak) is an example of a four-character idiom.

Most of these set phrases have a moral or some kind of proverbial meaning. For example:

Start of Example

bá miáo zhù zhǎng 拔苗助长

lit. to help the crops grow by pulling them up (to spoil something by acting too impatiently).

End of Example

Phrases used to make writing or speaking more colourful are often put together in pairs.

Here is a pair often used for a New Year’s card:

Start of Example

wàn shì rú yì ，hé jiā huā lè!万事如意，合家欢乐 ！

lit. ten thousand things go as wish, whole family happy.

End of Example

Why don’t you research some chéng yǔ 成语 and put them in your language notebook!

## 5 Modifying comparisons

To modify a comparison, you can use qualifying phrases (known grammatically as ‘complements’) such as yī diănr 一点儿 (a little; a bit), duōle 多了(much; a lot more) after the adjective.

Start of Example

‘My elder sister is a lot taller than me.’

Start of Table

Table 4 Using duōle 多了

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wǒ jiějie | bǐ | wǒ | gāo | ***duōle***. |
| 我姐姐 | 比 | 我 | 高 | **多了。** |
| lit. My elder sister | compare | I | tall | **a lot.** |

End of Table

End of Example

Note the phrase duōle 多了, when it means ‘much, a lot’, must be placed after the adjective it modifies.

You can also make a comparison more specific by adding phrases with numbers and measurements.

Start of Example

‘My mum is one year older than my dad.’

Start of Table

Table 5 Using yī suì .一岁

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wǒ māma | bǐ | wǒ bàba | dà | ***yī suì*** . |
| 我妈妈 | 比 | 我爸爸 | 大 | **一岁。** |
| lit. my mother | compare | my father | big | **one year.** |

End of Table

End of Example

Note: when it comes to forming comparisons, you can compare the difference between Chinese and English sentence structures. Write your summary in your language notebook.

Start of Activity

**Activity 4**

**Part 1**

Start of Question

Listen to the recording where you will hear a Chinese sentence and choose the most appropriate English translation for it.

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session6_Transcript1)

End of Media Content

End of Question

My elder sister is much taller than I am.

My elder sister is taller than I am.

I am taller than my elder sister.

[View answer - Part 1](" \l "Unit3_Session6_Interaction1)

**Part 2**

Start of Question

Translate the given sentence into Chinese and record your speech. Press the ‘Start recording’ button once to start, and then click again when you have finished your recording. Listen to yourself speaking and then compare it to the model answer provided in the feedback. The transcript is also available. Try to copy the sound and tones of the model speech.

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

## 6 What would you say?

Now have a go at Activity 5.

Start of Activity

**Activity 5**

**Part 1**

Start of Question

Translate the given sentences into Chinese and record your speech. Press the ‘Start recording’ button once to start, and then click again when you have finished your recording. Listen to yourself speaking and then compare it to the model answer provided in the feedback. The transcript is also available. Try to copy the sound and tones of the model speech.

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

**Part 2**

Start of Question

Construct these English sentences in Chinese by dragging and dropping the given words into the right order.

Start of Media Content

Interactive content is not available in this format.

End of Media Content

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

## 7 Character combination and word formation

So far this week you haven’t been introduced to much new vocabulary. Activity 6 will rectify this by introducing you to some new phrases, but before working out the meaning of these, below is a list of compound words which will already be familiar to you.

* shòu 瘦 (thin) + xiǎo 小 (small) → shòuxiǎo 瘦小 (thin and small)
* gāo 高(tall) + dà 大 (big) → gāodà 高大 (big and tall)
* duō 多(many) + jiǔ 久 (long time) → duōjiǔ 多久 (how long )

Have you learned any other compound words recently? Perhaps you can summarise them in your language notebook.

Start of Activity

**Activity 6**

Start of Question

hǎo piàoliang 好漂亮， míngtiān jiàn 明天见，tài hǎole 太好了, hěnjiǔ 很久

What do think these phrases mean? Take a guess and check the answers below. Feel free to use dictionaries and other tools.

End of Question

[View answer - Activity 6](" \l "Unit3_Session8_Answer1)

End of Activity

## 8 This week’s quiz

Check what you’ve learned this week by taking the end-of-week quiz.

[Week 2 quiz](https://www.open.edu/openlearn/ocw/mod/quiz/view.php?id=106776)

Open the quiz in a new window or tab (by holding ctrl [or cmd on a Mac] when you click the link), then return here when you have done it.

## 9 Practising and consolidating

To help consolidate what you have learned in this week, now have a go at Activity 7.

Start of Activity

**Activity 7**

**Part 1**

Start of Question

Listen to the dialogue between Xiao Fang 小方 and Wang Yue 王月. Xiao Fang speaks first. Choose the correct option to complete the following sentences, based on the information you hear.

End of Question

Start of Media Content

Audio content is not available in this format.

[View transcript - Uncaptioned interactive content](" \l "Unit3_Session10_Transcript1)

End of Media Content

Start of Question

Wang Yue and Xiao Fang …

End of Question

meet for the first time.

know each other very well.

are boyfriend and girlfriend.

[View answer - Part](" \l "Unit3_Session10_Interaction1)

Start of Question

Xiao Fang thinks that ...

End of Question

Wang Yue looks too thin.

Wang Yue has put on some weight.

Wang Yue has lost some weight.

[View answer - Part](" \l "Unit3_Session10_Interaction2)

Start of Question

Xiao Fang’s girlfriend is …

End of Question

a teacher.

a doctor.

a student.

[View answer - Part](" \l "Unit3_Session10_Interaction3)

Start of Question

Xiao Fang is …

End of Question

much less busy than his girlfriend.

as busy as his girlfriend.

a lot busier than his girlfriend.

[View answer - Part](" \l "Unit3_Session10_Answer1)

**Part 2**

Start of Question

Start of Media Content

Interactive content is not available in this format.

End of Media Content

End of Question

End of Activity

## 10 Practising and expanding: thinking of register

In our native tongue(s) most of us instinctively adapt our speech to the circumstances in which we find ourselves; this means we are able to use a range of registers.

Register is often divided into levels: from very relaxed speech, which can include slang (and even obscenities), through informal speech, used for instance among close friends, to a level which is usually called ‘standard’, that is polite and neutral, inoffensive and acceptable in all social groups, and even to a higher level in very formal professional or social circumstances.

It is of course important to use the right register for the situation, so you should look out for appropriateness of usage when consulting your dictionary. An asterisk, for example, often denotes slang in an English dictionary. In a Chinese dictionary, if it is formal use, you see the sign shū 书, meaning ‘written language’. If it is informal and colloquial, you see the sign kǒu 口, meaning ‘spoken language’.

In Chinese, written language and spoken language are very different in terms of the use of vocabulary. There are many four-character expressions used in written language. It does not mean that you cannot use them in spoken language. However, if you use them in spoken language, your speech will sound very formal and, in some situations, it may sound a bit odd. For example, when you walk into a Chinese restaurant in China, you will be greeted with the phrase huānyíng huānglín 欢迎光临 by the waiter or waitress. The phrase means ‘welcome your honourable presence’. If you use this expression when a friend is visiting you, you may make your friend feel uncomfortable.

## 11 Summary of Week 2

Now it’s time to reflect on what you have learnt this week.

Start of Activity

**Activity 8**

Start of Question

In the box below, note down what you have found easy, what was more difficult and how you plan to improve.

End of Question

*Provide your answer...*

End of Activity

You have now reached the end of Getting started with Chinese 3. You can continue your learning with [LXC003 - Beginners Chinese 3: 开始吧 kāishĭ ba!](http://www.open.ac.uk/courses/short-courses/lxc003) or by visiting OpenLearn’s [Language and Cultures Hub](https://www.open.edu/openlearn/languages/learning-languages/open-centre-languages-and-cultures) where you will be able to build on your newly found language skills.

## Acknowledgements

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## Solutions

## Activity 1

#### Answer

**The correct matches are:**

father

bàba 爸爸

mother

māma 妈妈

elder sister

jiějie 姐姐

elder brother

gēge 哥哥

younger sister

mèimei 妹妹

younger brother

dìdi 弟弟

husband

xiānsheng 先生

wife

tàitai 太太

teacher

lǎoshī 老师

friend

péngyou 朋友

[Back to - Activity 1](" \l "Unit2_Session2_Activity1)

## Activity 2

### Part 1

#### Answer

**The correct matches are:**

easy

róngyì 容易

tired

lèi 累

thirsty

kě 渴

hungry

è 饿

good

hǎo 好

difficult

nán 难

[Back to - Part 1](" \l "Unit2_Session2_Part1)

## Activity 4

### Part 1

#### Answer

**The correct matches are:**

cool

kù 酷

pretty

piàoliang 漂亮

romantic

làngmàn 浪漫

handsome

shuài 帅

clever

cōngmíng 聪明

[Back to - Part 1](" \l "Unit2_Session3_Part1)

### Part 2

#### Answer

**The correct matches are:**

jìn 近

yuǎn 远

shòu 瘦

pàng 胖

méiqián 没钱

yǒuqián 有钱

ǎi 矮

gāo 高

[Back to - Part 2](" \l "Unit2_Session3_Part2)

## Activity 5

#### Answer

* Hello! Nǐ hǎo! 你好！
* Hello (polite form)! Nín hǎo! 您好！
* Are you well? Nǐ hǎo ma? 你好吗？
* Good morning! Zǎoshang hǎo! 早上好！

[Back to - Activity 5](" \l "Unit2_Session4_Activity1)

## Activity 6

### Part 1

#### Answer

**The correct matches are:**

Déguó píjiǔ zěnme yàng? 德国啤酒怎么样？

Hěn hǎo hē. 很好喝。

Běijīng kǎoyā zěnme yàng? 北京烤鸭怎么样？

Hěn hǎo chī. 很好吃。

Nǐ jīntiān zěnme yàng? 你今天怎么样？

Yǒudiǎnr lèi. 有点儿累。

[Back to - Part 1](" \l "Unit2_Session4_Part1)

## Activity 7

#### Discussion

* In the Chinese sentences, the verb shì 是 (to be）is not present.
* In the sentence ‘Wǒ hěn hǎo. 我很好。’ hěn 很 could mean ‘very’, or it could also be left out in the translation.

[Back to - Activity 7](" \l "Unit2_Session5_Activity1)

## Activity 8

### Part 2

#### Answer

**Right:**

Fǎguó bù yuǎn. 法国不远。

**Wrong:**

Fǎguó hěn bù yuǎn. 法国很不远。

Fǎguó bú shì yuǎn. 法国不是远。

[Back to - Part 2](" \l "Unit2_Session5_Part4)

### Part

#### Answer

**Right:**

Wǒ de lǎoshī hěn máng. 我的老师很忙。

**Wrong:**

Wǒ de lǎoshī shì máng. 我的老师是忙。

Wǒ de lǎoshī máng. 我的老师忙。

[Back to - Part](" \l "Unit2_Session5_Part5)

### Part 3

#### Answer

1. Xué Zhōngwén hěn yǒuyòng. 学中文很有用。
2. Wǒ de péngyǒu méi qián. 我的朋友没钱。

[Back to - Part 3](" \l "Unit2_Session5_Part6)

## Activity 9

### Part 1

#### Discussion

English translations:

* Tā yǒu nǚ péngyou. 他有女朋友。 He has a girlfriend.
* Tā yǒu nǚ péngyou le. 他有女朋友了。 He has a girlfriend now. (le 了 indicates that he didn’t used to.)

[Back to - Part 1](" \l "Unit2_Session6_Part1)

## Activity 12

#### Answer

**The correct matches are:**

rich people

yǒuqiánrén 有钱人

tall and big

gāodà 高大

wealthy

fùyǒu 富有

thin and small

shòuxiǎo 瘦小

useless

méiyòng 没用

[Back to - Activity 12](" \l "Unit2_Session9_Activity1)

## Activity 13

### Part 1

#### Discussion

This is something you can develop week by week, in a way which is entirely personal to you. You may find that the way you go about it changes as you progress. The important thing is that you find a way to note down, each week, new vocabulary and expressions, and also tips about learning grammar, culture and communication in general that will support you as you learn more.

Here is an example of what your language notebook might look like. You may have filled the table differently, or you may have a different idea about how to build your language notebook. That is completely fine!

Start of Table

Table 3 Example of a completed language notebook for Week 1

|  |  |  |
| --- | --- | --- |
| **Key vocabulary and phrases** | kù 酷  shuài 帅  cōngmíng 聪明  làngmàn 浪漫  piàoliang 漂亮  gāo 高  ǎi 矮  pàng 胖  shòu 瘦  yǒuqián 有钱  méiqián 没钱  …zěnme yàng …怎么样？ | cool  handsome  clever  romantic  pretty  tall  short  fat  thin  rich  poor  How is/are …? |
| **Key sentences** | Nǐ zěnme yàng? 你怎么样？ | How are you? |
|  | Tā hěn gāo. 他很高。 | He is tall. |
|  | Shuō Zhōngwén hěn kù! 说中文很酷！ | Speaking Chinese is cool. |
|  | Wǒ èrshí le. 我二十了。 | I have turned 20. |
|  | Wǒ hǎo yīdiǎnr le. 我好一点儿了。 | I am slightly better. |
| **Key language structures** | * ‘topic + comment’ sentence. * The ‘topic’ could be a noun, a verb phrase or an adjective. The ‘comment’ is often an adjective. * There is no shì 是 (to be) in ‘topic + comment’ sentences. * In a ‘topic + comment’ sentence, when the comment is a single adjective, hěn 很 must be present as a link: topic + hěn 很 + adjective. In these cases, hěn 很 could be translated into the adverb ‘very’ or left out in the translation. | |
| **Culture notes** | Chinese concept of beauty. | |
| **What I found straightforward / I have enjoyed learning** | * Chinese terms for kinship. * How the concept of beauty differs between the East and the West. | |
| **What I found difficult** | * There were lot of new adjectives to learn. * The Chinese 'topic+comment’ structure is not exactly the same as it is in English, primarily the absence of shì 是 and the presence of hěn 很. | |
| **Action plan** | * Keep building my learning journal on a weekly basis. * Write an email to or text a Chinese friend and practice ‘topic+comment’ sentence. * Treat myself to a nice Chinese meal for the hard work I have put in this week, but I must order it in Chinese! | |

End of Table

[Back to - Part 1](" \l "Unit2_Session10_Part1)

## Activity 14

### Part 1

#### Answer

**The correct matches are:**

Her boyfriend is not handsome.

Tā nán péngyou bú shuài. 她男朋友不帅。

Speaking Chinese is cool.

Shuō Zhōngwén hěn kù. 说中文很酷。

This film is romantic.

Zhè ge diànyǐng hěn làngmàn. 这个电影很浪漫。

My dad is slightly overweight.

Wǒ bàba yǒudiǎnr pàng. 我爸爸有点儿胖。

[Back to - Part 1](" \l "Unit2_Session12_Part1)

### Part 2

#### Answer

**Right:**

My boyfriend is little bit overweight.

My boyfriend has started learning Chinese.

My boyfriend is clever.

**Wrong:**

My boyfriend is Chinese.

My boyfriend knows very many Chinese characters.

The correct answers are:

* My boyfriend is a little bit overweight.
* My boyfriend has started learning Chinese.
* My boyfriend is clever.

The translation of the text is:

My boyfriend is British. He is tall and he is slightly overweight, but he is handsome! He has started learning Chinese. He is clever but he doesn’t know many Chinese characters.

[Back to - Part 2](" \l "Unit2_Session12_Part2)

## Activity 15

#### Answer

**The correct matches are:**

attentive

yònggōng 用心

happy

kāixīn 开心

kindness

hǎoxīn 好心

relieved

fàngxīn 放心

[Back to - Activity 15](" \l "Unit2_Session13_Activity1)

## Activity 1

### Part

#### Answer

**Right:**

German.

**Wrong:**

Japanese.

Chinese.

French.

[Back to - Part](" \l "Unit3_Session2_Part1)

### Part

#### Answer

**Right:**

He is a bit slim.

**Wrong:**

He is not very handsome.

He is tall.

He is overweight.

[Back to - Part](" \l "Unit3_Session2_Part2)

### Part

#### Answer

**Right:**

He is poor.

**Wrong:**

He is rich.

He is handsome.

He is clever.

[Back to - Part](" \l "Unit3_Session2_Part3)

### Part

#### Answer

**Right:**

He has started learning French.

**Wrong:**

He has grown taller.

He has become richer.

He has lost weight.

Here is the translation:

Wǒ mèimei de nán péngyou shì Déguó rén. Tā bù gāo, yǒudiǎnr shòu. Kěshì tā hěn shuài! Tā hěn cōngmíng, yě hěn yǒu qián! Tā xué Fǎwén le.

我妹妹的男朋友是德国人。他不高，有点儿瘦。可是他很帅！他很聪明，也很有钱！他学法文了。

My younger sister’s boyfriend is German. He is not tall and a little bit thin. But he is very handsome! He is smart and rich! He has started learning French.

[Back to - Part](" \l "Unit3_Session2_Part4)

## Activity 2

### Part

#### Answer

**Right:**

hǎo 好

**Wrong:**

hǎo de 好的

[Back to - Part](" \l "Unit3_Session3_Part1)

### Part

#### Answer

**Right:**

dà de 大的

**Wrong:**

dà 大

[Back to - Part](" \l "Unit3_Session3_Part2)

### Part

#### Answer

**Right:**

gāo de 高

**Wrong:**

gāo 高的

[Back to - Part](" \l "Unit3_Session3_Part3)

## Activity 3

### Part 1

#### Answer

Perhaps, you can treat comparison sentences as ‘topic + comment’ sentences. For example, in sentence Wǒ māma bǐ wǒ bàba dà. 我妈妈比我爸爸大, the ‘topic’ is wǒ māma bǐ wǒ bàba 我妈妈比我爸爸 (My mum compared with my dad), the ‘comment’ is dà 大 (older). In a ‘topic + comment’ sentence, the verb shì 是 (to be) is not present.

[Back to - Part 1](" \l "Unit3_Session4_Part1)

### Part 2

#### Answer

Lǐ Dàwèi bǐ Wáng Jīng dà. 李大卫比王京大。

Li Dawei is older than Wangjing.

[Back to - Part 2](" \l "Unit3_Session4_Part2)

### Part

#### Answer

Wáng Yuè jiā de rén bǐ Lǐ Yīng jiā de rén duō. 王月家的人比李英家的人多。

There are more people in the Wang Yue family than in the Li Ying family.

[Back to - Part](" \l "Unit3_Session4_Part3)

## Activity 4

### Part 1

#### Answer

**Right:**

My elder sister is much taller than I am.

**Wrong:**

My elder sister is taller than I am.

I am taller than my elder sister.

[Back to - Part 1](" \l "Unit3_Session6_Part1)

## Activity 6

#### Answer

hǎo piàoliang 好漂亮, very beautiful

míngtiān jiàn 明天见, see you tomorrow

tài hǎo le 太好了, wonderful

hěnjiǔ 很久, long period of time

[Back to - Activity 6](" \l "Unit3_Session8_Activity1)

## Activity 7

### Part

#### Answer

**Right:**

know each other very well.

**Wrong:**

meet for the first time.

are boyfriend and girlfriend.

[Back to - Part](" \l "Unit3_Session10_Part2)

### Part

#### Answer

**Right:**

Wang Yue has put on some weight.

**Wrong:**

Wang Yue looks too thin.

Wang Yue has lost some weight.

[Back to - Part](" \l "Unit3_Session10_Part3)

### Part

#### Answer

**Right:**

a teacher.

**Wrong:**

a doctor.

a student.

[Back to - Part](" \l "Unit3_Session10_Part4)

### Part

#### Answer

**Right:**

much less busy than his girlfriend.

**Wrong:**

as busy as his girlfriend.

a lot busier than his girlfriend.

Start of Table

Table 6 A conversation between Xiao Fang 小方 and Wang Yue 王月

|  |  |  |
| --- | --- | --- |
| XIAO FANG: | Wáng Yuè, hǎo jiŭ bú jiàn! Nǐ pàng le! 王月，好久不见! 你胖了! | Wang Yue, long time no see, you have put on weight! |
| WANG YUE: | Shì ma? Wǒ bù xǐhuan pàng. 是吗? 我不喜欢胖。 | Really? I don’t like being overweight. |
| XIAO FANG: | Tài shòu yě bù hǎo. Tài shòu bú piàoliang. 太瘦也不好。太瘦不漂亮。 | Being too thin is not good either, it’s not pretty. |
| WANG YUE: | Duìle, nǐ nǚpéngyou zěnme yàng? 对了，你女朋友怎么样? | By the way, how is your girlfriend? |
| XIAO FANG: | Tā hěn hǎo, xièxie. 她很好，谢谢。 | She is well, thanks. |
| WANG YUE: | Tā shì lǎoshī ba? 她是老师吧? | She is a teacher, right? |
| XIAO FANG: | Shìde, tā hěn máng. Tā bǐ wǒ máng duōle. 是的，她很忙。她比我忙多了。 | Yes, she is quite busy, she is much busier than me. |

End of Table

Note: The phrase dule 对了 means ‘by the way’.

[Back to - Part](" \l "Unit3_Session10_Part5)

# Uncaptioned Figure

## Description

An image of the famous Chinese basketball player Yao Ming.

[Back to - Uncaptioned Figure](" \l "Unit2_Session1_Figure1)

# Uncaptioned Figure

## Description

A female beauty of the Tang Dynasty 618-907

[Back to - Uncaptioned Figure](" \l "Unit2_Session7_Figure1)

# Uncaptioned Figure

## Description

This is a photo of xiàofó 笑佛, the laughing Buddha.

[Back to - Uncaptioned Figure](" \l "Unit2_Session7_Figure2)

# Uncaptioned Figure

## Description

An image of a couple.

[Back to - Uncaptioned Figure](" \l "Unit3_Session1_Figure1)

# Figure 1

## Description

Drawing of two passports: one with the name Wang Jing, d.o.b: 19/06/1964; and another with the name Li Dawei, d.o.b. 03/01/1961.

[Back to - Figure 1](" \l "Unit3_Session4_Figure1)

# Figure 2

## Description

On the left, a drawing of a family of seven, with the wording 王月家. On the right, a drawing of a family of three, with the wording 李英家.

[Back to - Figure 2](" \l "Unit3_Session4_Figure2)

# Uncaptioned interactive content

## Transcript

kāishĭ ba

[Back to - Uncaptioned interactive content](" \l "Unit1_Session2_MediaContent1)

# Uncaptioned interactive content

## Transcript

kāishǐ ba

[Back to - Uncaptioned interactive content](" \l "Unit2_Session1_MediaContent1)

# Uncaptioned interactive content

## Transcript

Wáng Míng shì Běijīngrén, zhù zài Sūgélán. Tā jiā yǒu sì kǒu rén, bàba, māma, dìdi hé Wáng Míng. Wáng Míng de māma shì yǒumíng de yīshēng, tā tiāntiān dōu hěn máng. Wáng Míng de bàba shì Yīngguó zuòjiā, tāmen dōu zài Lúndūn gōngzuò. Wáng Míng de dìdi shì lǎoshī, zài Běijīng gōngzuò.

王明是北京人，住在苏格兰。他家有四口人，爸爸、妈妈、弟弟和王明。王明的妈妈是有名的医生，她天天都很忙。 王明的爸爸是英国作家，他们都在伦敦工作。王明的弟弟是老师，在北京工作。

[Back to - Uncaptioned interactive content](" \l "Unit2_Session2_MediaContent2)

# Uncaptioned interactive content

## Transcript

kù 酷

shuài 帅

cōngmíng 聪明

làngmàn 浪漫

piàoliang 漂亮

gāo 高

pàng 胖

shòu 瘦

shǎo 少

ǎi 矮

yǒuqián 有钱

méiqián 没钱

yǒuyòng 有用

yuǎn 远

jìn 近

[Back to - Uncaptioned interactive content](" \l "Unit2_Session3_MediaContent1)

# Uncaptioned interactive content

## Transcript

Xià xīngqī jiàn. 下星期见.

[Back to - Uncaptioned interactive content](" \l "Unit2_Session14_MediaContent1)

# Uncaptioned interactive content

## Transcript

Nǐ zhǔnbèi hǎo le ma? 你准备好了吗？

[Back to - Uncaptioned interactive content](" \l "Unit3_Session1_MediaContent1)

# Uncaptioned interactive content

## Transcript

Wǒ jiějie bǐ wǒ go duō le. 我姐姐比我高多了。

[Back to - Uncaptioned interactive content](" \l "Unit3_Session6_MediaContent1)

# Uncaptioned interactive content

## Transcript

XIAO FANG

Wáng Yuè, hǎo jiŭ bú jiàn! Nǐ pàng le! 王月，好久不见! 你胖了!

WANG YUE

Shì ma? Wǒ bù xǐhuan pàng. 是吗? 我不喜欢胖。

XIAO FANG

Tài shòu yě bù hǎo. Tài shòu bú piàoliang. 太瘦也不好。太瘦不漂亮。

WANG YUE

Duìle, nǐ nǚpéngyou zěnme yàng? 对了，你女朋友怎么样?

XIAO FANG

Tā hěn hǎo, xièxie. 她很好，谢谢。

WANG YUE

Tā shì lǎoshī ba? 她是老师吧?

XIAO FANG

Shìde, tā hěn máng. Tā bǐ wǒ máng duōle. 是的，她很忙。她比我忙多了。

[Back to - Uncaptioned interactive content](" \l "Unit3_Session10_MediaContent1)