

Mastering Mandarin Sounds



MASTERING MANDARIN SOUNDS



An interactive H5P Pressbook

Huiqiang Zheng



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The book to help beginners learn Mandarin sounds

Mastering Mandarin Sounds: An Interactive H5P Pressbook is an innovative, learner-friendly resource designed to help Mandarin learners of all levels build a solid foundation in Chinese pronunciation. Authored by Huiqiang Zheng, a seasoned Chinese language educator, this book features interactive H5P activities, engaging multimedia content, and step-by-step guidance through the Pinyin system, consonants, vowels, tones, and pronunciation rules.

Divided into two parts, this pressbook offers targeted instruction on the building blocks of Mandarin sounds—vowels, consonants, tones, and tone sandhi—paired with fun stories, tongue twisters, and comprehensive exercises to boost accuracy and fluency. Learners will enjoy an immersive and effective learning experience through multimedia-enhanced lessons and hands-on practice.

Whether you are a beginner or a continuing student, *Mastering Mandarin Sounds* will empower you to listen better, speak with clarity, and gain confidence in your Chinese learning journey.

Why learning pronunciation is important

H5p interactive book

The Importance of Learning Chinese Pronunciation

Pronunciation is the cornerstone of effective communication in any language, and this is especially true in Chinese. Unlike many other languages, Chinese relies heavily on tonal distinctions, making accurate pronunciation crucial for conveying meaning. Understanding why mastering Chinese pronunciation is important is the first step toward becoming a confident and proficient speaker. Mastering Chinese pronunciation (pinyin) is a crucial task in the early stages of learning and remains an essential component throughout the entire language acquisition process.

Enhancing Listening Skills

One of the often-overlooked benefits of mastering Chinese pronunciation is the improvement in listening skills. As you practice pronunciation, you develop a sharper ear for the subtle tonal differences and nuances in the language. This enhanced listening ability is crucial for understanding native speakers, who often speak at a natural pace with fluid tonal changes. By honing your pronunciation, you also train your brain to recognize better and interpret these sounds, leading to more effective and accurate listening comprehension.

Building a Strong Foundation for Language Mastery

Mastering pronunciation lays a solid foundation for your overall language-learning journey. Correct pronunciation is intricately linked with listening and speaking skills, making learning and retaining new vocabulary and phrases. Additionally, when you pronounce words correctly, it aids in memorizing the corresponding Chinese characters and their meanings. This foundational knowledge is critical as you progress in your studies, as it supports the development of fluency and confidence in spoken and written Chinese.

Confidence and Clear Communication

Finally, mastering Chinese pronunciation significantly boosts your confidence in using the language. When you know that you are pronouncing words correctly, you are more likely to engage in conversations, express your thoughts, and participate actively in both professional and social settings. Clear pronunciation ensures that you are understood, reducing the risk of miscommunication and the fear of making mistakes. This combination of confidence and clarity forms the bedrock of effective communication, allowing you to connect more deeply with others and fully immerse yourself in the language.

How can this book help

Engagement and Interactivity

- The H5P Pressbook workbook incorporates interactive elements such as quizzes, drag-and-drop activities, and multimedia content (videos, audio, images) that make learning more engaging. These interactive features encourage active participation, which can lead to better retention of the material.
- The integration of multimedia elements such as videos, audio, and animations in H5P workbooks helps cater to different learning styles and keeps students engaged.
- The H5P workbook can encourage independent learning by allowing students to work at their own pace and explore topics more deeply on their own.

Immediate Feedback

- One of the significant advantages of an interactive H5P workbook is the ability to provide instant feedback. As students complete activities, they receive immediate corrections, explanations, or reinforcement. This instant feedback helps learners understand their mistakes and correct them on the spot, enhancing the learning process. Regular workbooks, on the other hand, require manual checking, which can delay feedback and reduce its effectiveness.
- Interactive H5P workbooks can track students' progress and provide analytics on their performance.

Based on the findings from the exercises we created in the previous years, we think the following exercises will be helpful in student learning:

- Micro videos recordings of every single sound and common combinations in Chinese pronunciation are used to lower the anxiety of learners and also provide models in learning pronunciation. The pronunciation and tone practice will last for the whole language learning process. Those activities are mainly designed for first year Chinese students.
- User-friendly Interactive pre-lesson and post-lesson activities includes choose the correct sound and dictation, applied in all levels. The question types includes Fill in the blanks, Drag and Drop and hotspot, Interactive games such as matches, Interactive videos and Drag and Drop for both pronunciation practice and vocabulary learning for different levels.
- This book aims to provide interactive exercises to supplement the textbook and workbook. The purpose of these exercise is to engage students in different countries, different levels, and students will be able to control the pace by themselves through interesting activities.

Getting started with Chinese pronunciation system

Welcome to the Chinese pronunciation system.

This book introduces you to pinyin (Chinese pronunciation system), a romanization system that acts as a bridge between the Chinese writing system and spoken Mandarin. Mastering pinyin is the first step in learning the language and an essential step in effective communication. At the end of each chapter, there are interactive H₅p exercises designed for the second language learners to practice.

History

This Romanization system is used to write Mandarin Chinese pronunciation using the Latin alphabet. It was developed in the 1950s and officially adopted in 1958 in mainland China. The United Nations formally adopted Pinyin in the 1980s. In history, there are several other systems, namely Fanqie spelling, Rime Tables, and Wade-Giles and Zhuyin special symbols (ㄅ ㄆ ㄇ ㄏ...), which have existed and been widely used among international scholars and recorded in documents, literature.

The Building Blocks of Pinyin

The original **Fanqie system** was used in dictionaries like the *Qieyun* (切韵, 601 CE). It indicated how to pronounce a character by combining the initial sound of one character with the final sound of another. For example, 东 (dōng) might be explained as: 德 + 红 (initial of 德 “d” + final of 红 “-ong”). Fanqie reflected the sound system of Middle Chinese, and modern scholars used it to reconstruct historical pronunciations.

Chinese scholars developed **Rhyme Tables** to analyze the initials, finals, and tones of Chinese syllables. These were organized in a grid showing as follows. These tables were essential for poetry, reading classics, and teaching pronunciation.

1. Rows: initials
2. Columns: finals and rhyme categories
3. Tone divisions: level, rising, departing, entering

European missionaries introduced **Romanization systems** to help foreigners learn Chinese:

- **Wade–Giles** (developed in the 19th century): Developed by **Thomas Wade**, a British diplomat and sinologist, in the **mid-19th century**. Later refined and standardized by **Herbert Giles**, a British scholar, in his 1892 *Chinese-English Dictionary*. It is widely used in academic works, maps, textbooks, and diplomatic documents before Pinyin. Some words are still kept in the names of location. Like Peking, Chungking (Chongqing), Tientsin (Tianjin).
- **Zhuyin** (ㄅ ㄆ ㄇ ㄏ): Created in the early 20th century by Chinese scholars as a phonetic script using special symbols (ㄅ ㄆ ㄇ ㄏ...). Zhùyīn uses 37 symbols + 4 tone marks to represent the basic sounds of Mandarin. For example, ㄇ (m) + ㄩˊ (a) + ˉ (1st tone).

Modern Chinese pronunciation syllables are constructed from three main components:

- **Initials:** These represent consonant sounds at the beginning of a syllable. There are 23 initials in pinyin. The sound of the consonants is silent; we purposely add the vowel [uo] or [e] to make the sound louder. (e.g., b->buo, p->puo, m->muo, f->fuo).
- **Finals:** These represent vowel sounds, including combinations of vowels and ending consonants (e.g., -i, -an, -iao, ing, ong).
- **Tones:** Mandarin Chinese has four tones and one neutral tone.

Introducing Tones

Tones are the musical pitch of your voice while speaking. Mastering tones is crucial for clear communication, as each significantly affects the meaning of a word, as the same syllable with different tones can represent entirely different words.

PART I

MASTERING CHINESE
PRONUNCIATION-VOWELS
AND CONSONANTS

1

Learning simple vowels a ˊ o ˊ e ˊ i ˊ u ˊ ü and initial consonants b ˊ p ˊ m ˊ f



Pre-lesson activity

Listen to the audio and answer the question.



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<https://pressbooks.uiowa.edu/zheng/?p=147#h5p-48>

What is the sound? Answer:



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<https://pressbooks.uiowa.edu/zheng/?p=147#h5p-20>

A Chinese syllable usually consists of three elements: the initial consonant, the simple or compound vowel, and the tone.

In this lesson, we are going to learn six simple vowels and four initial consonants.

a o e i u ü are six simple vowels. When you pronounce this group, you keep your tongue position, but change the shape of the lips.

1. a: when you pronounce, open your mouth big. Do not block any air when you pronounce the sound. It is similar when your doctor checks your throat.
2. o: when you pronounce this sound, round your lips and make it a circle.
3. e: when you pronounce this sound, the lips form an oval shape in a relaxed way.
4. i: when you pronounce this sound, spread the lips, similar to the short vowel [i] in English.
5. u: when you pronounce this sound, round your lips and make a small circle.

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6. ü: when you pronounce this sound, first pronounce No.4 i, keep the tongue position unchanged and round the lips, trying to make the circle as smallest as possible. No equivalent in English.

There are in total 21 initial consonants in Chinese Pinyin pronunciation system. We are going to learn the first group (bpmf) in this lesson.

b p m f is the first initial consonant group, which you pronounce with both lips (b p m) or upper front teeth and lower lip (f).

b is unvoiced plosive, you block the air with both lips and suddenly release the air.

p is unvoiced plosive, you block the air with both lips and suddenly release the strong air. The place of articulation is the same as b but p is an aspirated sound.

m is unvoiced nasal sound. Block the air with both lips, the air comes out from the nose.

f is unvoiced fricative. Block the air with upper teeth and lower lip, then let the air out in between.

Please refer to the video for pronunciation tips.



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2

Learning initial consonants - d t n l g k h j q x



Pre-lesson activity



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<https://pressbooks.uiowa.edu/zheng/?p=158#h5p-27>

In this lesson, we are going to learn d t n l, g k h, j q x

The first group d t n l are tongue and upper gum sounds.

[d] When you pronounce d, the tongue tip blocks the air at first and then releases the air suddenly.



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<https://pressbooks.uiowa.edu/zheng/?p=158#video-158-1>

[t] is similar to d, but t is an aspirated sound, so you exert more effort to force the air out.



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<https://pressbooks.uiowa.edu/zheng/?p=158#video-158-2>

[n] is a nasal sound. The articulators are the same as d and t, but the air only comes out from the nose. The sound is produced with the vocal cords vibrating.



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<https://pressbooks.uiowa.edu/zheng/?p=158#video-158-3>

[l] is a lateral. Similar to 'n', the air is not blocked in the oral cavity, which comes out from both sides of the tongue.



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g k h is a group of sounds, which involves the root of the tongue and soft palate.

[g] is an unaspirated sound, which firstly will block the air by raising the root of your tongue and then lower your tongue quickly and let the air out.



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[k] is similar to [g], except it is an aspirated sound with strong air out.



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[h] is unvoiced fricative. You let the air out from the space between the soft palate and root of your tongue.



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j q x is a group of sound that involves the front part of the tongue and the hard palate.

[j] is an unvoiced affricate which requires you firstly block the air using the front part of the tongue and front part of the hard palate, and then let the air squeeze out through the small channel between the surface of the tongue and the hard palate.



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[q] aspirated sound, the place of articulation is the same as [j] but with strong air out.



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[x] unvoiced fricative sound with no blocking air.





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3

Learning initial consonants - z c s zh ch sh r



Pre-lesson activity



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<https://pressbooks.uiowa.edu/zheng/?p=160#h5p-53>



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Lesson 3 Initial Consonants

z c s & zh ch sh r

[z] is an unvoiced affricate. To pronounce this sound, you need to first block the sound using the tip of your tongue and the back of your upper teeth and squeeze out the air through the channel between the tip of your tongue and the back of your upper teeth.



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[c] is an unvoiced affricate. To pronounce this sound, you keep the same articulation position for z, but release strong air. It is called an aspirated sound.



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[s] is an unvoiced fricative. When pronouncing this sound, your tongue first touches the back of your teeth without blocking the air in the front. Squeeze the air out through the channel of the back of the front teeth and tip of the tongue.



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[zh] is an unvoiced affricate. To pronounce this sound, you need to curl the tongue tip towards the hard palate but not touch it. The air comes out through the narrow channel between the tongue and the hard palate.



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[ch] is an unvoiced affricate. To pronounce this sound, the articulation process is the same as zh, curl the tongue tip first, not touching the hard palate, but with stronger air out. It is aspirated.



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[sh] is an unvoiced fricative. Similar to zh and ch, but not blocking the air since the beginning. Squeeze the air out through the channel.



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[r] is a voiced fricative. The articulation position is the same as zh ch sh but with vocal cords vibrating.



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4

Syllable structure I: Initials and simple vowels



In Chinese, **syllables** are generally formed by combining:

- an **initial consonant** (声母 *shēngmǔ*),
- a **vowel (final)** (韵母 *yùnmǔ*).

In this section, we'll explore how **initials** can be combined with **simple vowels** (also called **basic finals** or 单韵母 *dān yùnmǔ*).

Collocations Chart

Initial \ Vowel	a	o	e	i	u	ü
b	✓	✓		✓	✓	
p	✓	✓		✓	✓	
m	✓	✓	✓	✓	✓	
f	✓	✓			✓	
d	✓		✓	✓	✓	✓
t	✓		✓	✓	✓	✓
n	✓		✓	✓	✓	✓
l	✓		✓	✓	✓	✓
g	✓	✓	✓		✓	
k	✓	✓	✓		✓	
h	✓	✓	✓		✓	
j				✓		✓
q				✓		✓
x				✓		✓
zh	✓	✓	✓	✓	✓	
ch	✓	✓	✓	✓	✓	
sh	✓	✓	✓	✓	✓	
r	✓	✓	✓	✓	✓	
z	✓		✓	✓	✓	
c	✓		✓	✓	✓	
s	✓		✓	✓	✓	
y (semi-vowel)	✓(ya)		✓(ye)	✓(yi)	✓(yu)	✓(yü)
w (semi-vowel)	✓(wa)	✓(wo)			✓(wu)	

Note: Some combinations are phonetically impossible or do not occur in Mandarin. For example, $b + \ddot{u}$ doesn't form a valid syllable.

Quiz 1



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5

Learning compound vowels - ai ʼ
ei ʼ ui ʼ ao ʼ ou ʼ iu ʼ ie ʼ üe ʼ er



[ai] Start by making the “a” sound (as in “father”). Then, without interrupting the airflow, glide smoothly into the “i” sound (as in “bee”). The overall pronunciation should be light and short.

[ei] Begin by making the “e” sound (as in “bay”). Next, without breaking the airflow, glide smoothly into the “i” sound (as in “bee”). As you transition, spread the corners of your mouth slightly towards the sides.

[ui] The actual sound is [uei]. To pronounce this, start with a short “u” sound (as in “put”). Then, without interrupting the airflow, glide smoothly into the “ei” sound (as in “bay”). The shape of your mouth should transition from rounded to flat during this movement.

[ao] Start with an open “a” sound (as in “father”), keeping your mouth wide and jaw lowered. Then, without pausing the airflow, glide smoothly into the “oo” sound (as in “boot”). As you move, your tongue should rise and your lips should round, creating a shift from a low, open position to a high, back, rounded one.

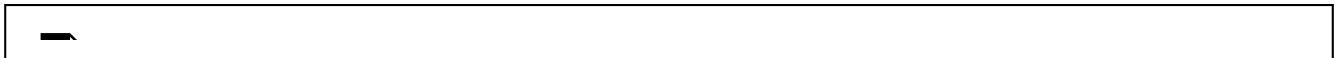
[ou] Begin by making the “o” sound (as in “boat”). Gradually bring your lips together, while simultaneously raising the back of your tongue. The shape of your mouth should transition from a larger round shape to a smaller round shape.

[iu] The actual sound is [iou]. To pronounce this, start by making the “i” sound (as in “bee”). Then, without interrupting the airflow, glide smoothly into the “ou” sound (as in “boat”). The shape of your mouth should transition from flat to round during this movement.

[ie] it is written as [ye]. Start with the “i” sound, similar to the short “i” in “pin.” Slide to a slightly open [e] similar to bed in English.

[üe] Unique sound in Chinese. Start with the “ü” sound: This sound doesn’t have a direct equivalent in English. Try to push it a bit forward while keeping the lips rounded. Then slide to the sound [e] in the English word bed.

[er] It is one single sound. Keep the articulation position of pronouncing [e] in Chinese, at the same time curl the tip of the tongue towards the roof in the mouth without touching it.





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6

Learning compound vowels - an en in un ün ang eng ing ong



[an] Pronounce [a] in Chinese and followed by a nasal sound [n]

[en] Pronounce [e] in Chinese and followed by a nasal sound [n]

[in] Pronounce [i] in Chinese and followed by a nasal sound [n]

[un] Pronounce [u] in Chinese and followed by [en], refer to how to pronounce [en].

[ün] Pronounce [ü] in Chinese and followed by a nasal sound [n], no equivalent in English.

[n] vs [ng]

To pronounce [ng], raise the root of your tongue to block the air, then let the air out with the vibrating vocal cords.

[ang] Pronounce the simple vowel [a] shortly followed by the back nasal [ng].

[eng] Pronounce the simple vowel [e] shortly followed by the back nasal [ng]

[ing] Pronounce the simple vowel [i], followed by the back nasal [ng]

[ong] Pronounce the simple vowel [o], followed by the back nasal [ng]

Interactive exercises:



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<https://pressbooks.uiowa.edu/zheng/?p=230#h5p-45>



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<https://pressbooks.uiowa.edu/zheng/?p=230#h5p-46>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.uiowa.edu/zheng/?p=230#h5p-47>

7

Learning compound vowels - iao, iou, uai, uei, ian, uan, uen, iang, uang, iong, ueng



Pre-lesson activity



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.uiowa.edu/zheng/?p=281#h5p-52>

When we pronounce the following sounds:

[iao]: first pronounce [i], followed by the compound [ao]

[iou]: first pronounce [i], followed by the compound [ou]

[uai]: first pronounce [u], followed by the compound [ai]

[uei]: first pronounce [u], followed by the compound [ei]

[ian]: first pronounce [i], followed by the compound [an]

[uan]: first pronounce [u], followed by the compound [an]

[uen]: first pronounce [u], followed by the compound [en]

[iang]: first pronounce [i], followed by the compound [ang]

[uang]: first pronounce [u], followed by the compound [ang]

[iong]: first pronounce [i], followed by the compound [ong]

[ueng]: first pronounce [u], followed by the compound [eng]



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<https://pressbooks.uiowa.edu/zheng/?p=281#h5p-54>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.uiowa.edu/zheng/?p=281#h5p-57>

8

Syllable structure II: vowels and finals



Introduction

In Mandarin Chinese, syllables are primarily composed of **initials** (consonant sounds at the beginning of a syllable) and **finals** (which include vowels and sometimes nasal endings). In this chapter, we focus on the **combinations of initials and compound vowels** (also known as **compound finals**) — a key aspect of accurate pronunciation and syllable formation in Pinyin.

Not every initial can combine with every compound final. There are **phonotactic constraints** in Mandarin Pinyin. Here are the basic rules:

✓ Commonly compatible combinations

- Most initials combine freely with simple compound finals like **ai, ei, ao, ou**.
 - Examples: **bai, pei, dao, kou**

⊘ Restricted combinations

- Some initials (especially **j, q, x**) only combine with finals that start with 'i' or 'ü', due to tongue position.
 - ✓ e.g., **jiā, qióng, xué**
 - ✗ not possible: **ja, jo, juo**

Initial → Final ↓	ai	ei	ao	ou	iao	ian	uang
b	bai	bei	bao	bou	—	—	—
d	dai	dei	dao	dou	—	dian	—
j	—	—	—	—	jiao	jian	—
x	—	—	—	—	xiao	xian	—
h	hai	hei	hao	hou	—	—	huang



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<https://pressbooks.uiowa.edu/zheng/?p=437#h5p-82>

9

Learning zhi 丶 chi 丶 shi 丶 ri 丶 zi 丶 ci 丶
 si 丶 yi 丶 wu 丶 yu 丶 ye 丶 yue 丶 yin 丶
 yun 丶 yuan 丶 ying 。



In Chinese pronunciation system, there is a special group that is called “Spell as a whole,” in Chinese “整体认读” (zhěng tǐ rèn dú), a fundamental building block in learning Chinese pronunciation. Unlike most syllables combining initials (consonants) and finals (vowels), 整体认读 (zhěng tǐ rèn dú) are pronounced as a whole unit in a longer sound and louder volume.

16 syllables in pinyin are classified as 整体认读 (zhěng tǐ rèn dú). These syllables cannot be broken down into separate initials and finals because they have unique pronunciations that differ from the typical combination of consonants and vowels.

The sixteen 整体认读 (zhěng tǐ rèn dú) syllables are:

- zhi (只 zhī)
- chi (吃 chī)
- shi (师 shī)
- ri (日 rì)
- zi (资 zī)
- ci (此 cǐ)
- si (丝 sī)
- yi (衣 yī)
- wu (乌 wū)
- yu (于 yū)
- ye (页 yè)
- yue (月 yuè)
- yuan (元 yuán)
- yin (因 yīn)
- yun (云 yún)
- ying (英 yīng)

Mastering – 整体认读 (zhěng tǐ rèn dú) syllables is an essential step in developing accurate Chinese pronunciation. You can practice in a word (minimal pair of the sound), or visualize the picture of the syllables to memorize the sound.

Post-lesson activity

Word search:



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<https://pressbooks.uiowa.edu/zheng/?p=232#h5p-66>



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<https://pressbooks.uiowa.edu/zheng/?p=232#h5p-67>



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<https://pressbooks.uiowa.edu/zheng/?p=232#h5p-68>

PART II

PRONUNCIATION TUTORIAL
VIDEOS

10

bpmf - 双唇音



b p m f

I. 双唇音

Pronunciation of b



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=49#video-49-1>

Pronunciation of p



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=49#video-49-2>

Pronunciation of m



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=49#video-49-3>

Pronunciation of f



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=49#video-49-4>

11

dtntl - 舌尖音



Pronunciation of d



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<https://pressbooks.uiowa.edu/zheng/?p=113#video-113-1>

Pronunciation of t



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=113#video-113-2>

Pronunciation of n



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=113#video-113-3>

Pronunciation of l



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=113#video-113-4>

12

gkh - 舌面音



Pronunciation of g



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<https://pressbooks.uiowa.edu/zheng/?p=119#video-119-1>

Pronunciation of k



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=119#video-119-2>

Pronunciation of h



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=119#video-119-3>

13

zh ch sh r - 卷舌音



Pronunciation of zh



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<https://pressbooks.uiowa.edu/zheng/?p=121#video-121-1>

Pronunciation of ch



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=121#video-121-2>

Pronunciation of sh



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<https://pressbooks.uiowa.edu/zheng/?p=121#video-121-3>

Pronunciation of r



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=121#video-121-4>

14

ZCS - 舌尖后音



Pronunciation of z



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<https://pressbooks.uiowa.edu/zheng/?p=123#video-123-1>

Pronunciation of c



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<https://pressbooks.uiowa.edu/zheng/?p=123#video-123-2>

Pronunciation of s



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=123#video-123-3>

15

jqx - 舌面后音



Pronunciation of j



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=138#video-138-1>

Pronunciation of q



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<https://pressbooks.uiowa.edu/zheng/?p=138#video-138-2>

Pronunciation of x



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=138#video-138-3>

16

ai ei u(e)i - compound vowels 复韵母



Pronunciation of ai



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<https://pressbooks.uiowa.edu/zheng/?p=292#video-292-1>

Pronunciation of ei



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=292#video-292-2>

Pronunciation of u(e)i



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=292#video-292-3>

17

ao ou i(o)u - compound vowels 复韵母



Pronunciation of ao



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=297#video-297-1>

Pronunciation of ou



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=297#video-297-2>

Pronunciation of i(o)u



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=297#video-297-3>

18

ia ie ua uo üe er - compound finals

复韵母



Pronunciation of ia



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=301#video-301-1>

Pronunciation of ie



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=301#video-301-2>

Pronunciation of ua



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<https://pressbooks.uiowa.edu/zheng/?p=301#video-301-3>

Pronunciation of uo



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<https://pressbooks.uiowa.edu/zheng/?p=301#video-301-4>

Pronunciation of üe



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<https://pressbooks.uiowa.edu/zheng/?p=301#video-301-5>

PART III

LEARNING TONES

19

Introduction to Tones in Mandarin



Welcome to the music of Chinese language!

Unlike English, Chinese does not only differentiate the meaning by different vowels and consonants, but also different pitch. The high level (ma) with first tone is different from the dropping down tone (ma) which means scold. When you want to ask a question, you will say (Wen) with fourth tone accurately without any misunderstanding or confusion, rather than the (wen) with third, which means kiss.

Get ready to unlock the secrets of tones and elevate your Mandarin pronunciation to a whole new level!

There are in total four basic tones in Mandarin Chinese.

Chinese is a tonal language. In mandarin, there are four tones plus neutral tone.

First tone: High pitch and level tone (the pitch is 5-5)

Second tone: High rising tone (the pitch is 2-4)

Third tone: fall-rise tone (the pitch is 2-1-4)

Fourth tone: falling tone (the pitch is 4-1)

ā á ǎ à

1. First Tone (ˉ) — High and Level

- Example syllable:
 - mā (妈 – mother)
 - gōng (公 – public),
 - shū (书 – book),
 - tiān (天 – sky)

2. Second Tone (ˊ) — Rising, like a question

- Example syllable:
 - má (麻 – hemp)
 - píng (平 – flat),
 - chú (厨 – kitchen),
 - míng (明 – bright)

3. Third Tone (ˇ) — Falling then rising

- Example syllable:
 - mǎ (马 – horse)
 - lǐ (李 – a surname),
 - nǐ (你 – you),
 - hǎo (好 – good)

4. Fourth Tone (ˋ) — Sharp, falling

- Example syllable:
 - mà (骂 – to scold)
 - dà (大 – big),
 - shàng (上 – up),
 - kàn (看 – to look)

Neutral Tone (轻声 qīngshēng) — Light and soft

- Examples:
 - māma (妈妈 – mom) → second “ma” is neutral
 - bàba (爸爸 – dad) → second “ba” is neutral
 - zhèr (这儿 – here) vs zài zhèr (在这儿 – with zhèr as neutral)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.uiowa.edu/zheng/?p=201#h5p-81>

Listen to the following words and repeat after the audio.

- Fourth tone:
jiàoshì 教室 – classroom



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.uiowa.edu/zheng/?p=201#audio-201-1>

zìrán 自然 – nature



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zuòyè 作业 – homework



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dàxué 大学 – university



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://pressbooks.uiowa.edu/zheng/?p=201#audio-201-4>

jì jié 季节 – season



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mùbiāo 目标 – goal



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rèn wù 任务 – task



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sùshè 宿舍 – dormitory



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shìjuàn 试卷 – test paper



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jìnbù 进步 – progress



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shìjiè 世界 – world



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kàndào 看到 – see



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gùshì 故事 – story



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dìtú 地图 – map



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qùnián 去年 – last year



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20

The Four Basic Tones



Pre-lesson activity



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<https://pressbooks.uiowa.edu/zheng/?p=206#h5p-84>

Mandarin is a tonal language, which means the pitch or intonation used affects the meaning of that syllable. The same Pinyin spelling with different tones can represent different meanings depending on the tone used.

- **Tone 1:** High and level (First tone: ˉ)
 - Characteristics: Flat and steady pitch.
 - Examples: mā (妈 – mother).
 - Practice exercises:
 - chē (车) – car
 - gōng (工) – work
 - shū (书) – book
- **Tone 2:** Rising (Second tone: ˊ)
 - Characteristics: Starts low and rises to a higher pitch.
 - Examples: má (麻 – hemp).
 - Practice exercises: (Imagine you’re surprised or asking something: “Huh?” Use that rising pitch for second tone practice.)
 - xué (学) – learn
 - míng (明) – bright
 - rén (人) – person
- **Tone 3:** Falling-rising (Third tone: ˋ)
 - Characteristics: Starts low, dips down, then rises.
 - Examples: mǎ (马 – horse).
 - Practice exercises:

- mǎ (马 – horse)
- hěn (很 – very)
- lǎo (老 – old)
- **Tone 4: Falling** (Fourth tone: ˋ)
 - Characteristics: Starts high and falls sharply.
 - Examples: mà (骂 – scold).
 - Practice exercises:
 - mà (骂 – scold)
 - bù (不 – not)
 - zài (再 – again)
- **The Neutral Tone** (轻声)
 - Though not one of the four basic tones, Mandarin also has a **neutral tone**, called 轻声 (qīng shēng). It's light, short, and unstressed.
 - Example: māma (妈妈 – mother): the first mā is first tone, and the second ma is neutral tone.

Pre-lesson activities



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.uiowa.edu/zheng/?p=206#h5p-77>

- Tone practice drills: Combine words from different tones.

I. Reading aloud the following tones and combinations:

First tone

ti_n k_ng (天空) – sky



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-1>

zh_ng x_n (中心) – center



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-2>

g_ngzu_ (工作) – work



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-3>

y_sh_ng (医生) – doctor



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-4>

g_ng q_n (钢琴) – piano



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-5>

x_ng x_ng (星星) – star



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-6>

d_ng gu_ng (灯光) – light



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-7>

q_ng ch_n (青春) – youth



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-8>

f_i jī (飞机) – airplane



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-9>

b_ng xi_ng (冰箱) – refrigerator



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-10>

sh_b__ (书包) – school bag



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-11>

hu_ yu___ (花园) – garden



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-12>

m___ma (妈妈) – mom



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-13>

Second tone:

l___x___ (留学) – study abroad



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-14>

d___sh___ (读书) – read



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-15>

h___dá (回答) – answer



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-16>

x___xi___ (学校) – school



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-17>

xu_sh___ (学生) – student



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-18>

x__gu__ (习惯) – habits



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<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-19>

húd__ (蝴蝶) – butterfly



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-20>

hu__ d__ng (活动) – activity



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-21>

h__p__ (湖泊) – lakes



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-22>

rénm__ (人民) – people



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-23>

tiányu__ (田园) – countryside



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-24>

m__xīng (明星) – celebrity



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-25>

chuány__ (船员) – sailor



— One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-26>

líb___ (离别) – farewell



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-27>

fú w___ (服务) – service



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-28>

tiáoji___ (条件) – condition



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=206#audio-206-29>

21

Tone Sandhi (Tone Changes in Context)



We are going to learn tone sandhi rules and words or phrases.

- Common tone sandhi rules in Mandarin.
- Examples of tone sandhi in words and phrases.
 - **Tone 3 Sandhi:** When two third tones are together, the first one often changes to a second tone (e.g., **nǐ hǎo** -> **ní hǎo**).
 - **Third Tone Sandhi (三声变调):**

This rule applies to **consecutive third-tone syllables**, especially in pairs.

In longer sequences (e.g., three or more third tones), native speakers often apply this rule in **chunks**, following prosodic grouping.

- “不” (bù) Sandhi:

When 不 (bù) is followed by a **fourth tone** (ˋ), bù changes to **second tone** (bú).

- **bù yào** (不要) → **bú yào**
- **bù shì** (不是) → **bú shì**

If followed by any tone **other than the fourth**, bù remains fourth tone.

- “一” (yī) Sandhi

When 一 (yī) is followed by a **fourth tone**, it changes to **second tone** (yí).

- **yī bàn** (一半) → **yí bàn**

When 一 (yī) is followed by a **first, second, or third tone**, it changes to **fourth tone** (yì).

Activity

Exercises on recognizing and practicing tone changes.

- 1) y____njīng (眼睛) – eyes



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-1>

2) y____s_____n (雨伞) – umbrella



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-2>

3) w_____fàn (午饭) – lunch



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-3>

4) l____o shī (老师) – teacher



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-4>

5) t____ji____n (体检) – physical examination



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-5>

6) běnzi (本子) – notebook



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-6>

7) l____w_____ (礼物) – gift



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-7>

8) xiězuò (写作) – writing



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-8>

g) h____k____ (虎口) – tiger’s mouth



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-9>

10) y____sh____ (雨水) – rainwater



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-10>

11) xiǎotíqín (小提琴) – violin



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-11>

12) xi____shí (小时) – hour



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-12>

13) hu____chē (火车) – train



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-13>

Drag the words according to the sound

14) měiguó (美国) – American



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-14>

15) jiàoshì (教室) – classroom



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-15>

16) zìrán (自然) – nature



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-16>

17) zuòyè (作业) – homework



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-17>

18) dàxué (大学) – university



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-18>

19) jì jié (季节) – season



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-19>

20) mùbiāo (目标) – goal



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-20>

21) rènwù (任务) – task



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-21>

22) sùshè (宿舍) – dormitory



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-22>

23) shìjuàn (试卷) – test paper



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<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-23>

24) jìnbù (进步) – progress



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-24>

25) shìjiè (世界) – world



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-25>

26) kàndào (看到) – see



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-26>

27) gùshì (故事) – story



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-27>

28) dìtú (地图) – map



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-28>

29) qùnián (去年) – last year



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#audio-422-29>

Pre-lesson Activity



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#h5p-82>

Post-lesson Activity





An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.uiowa.edu/zheng/?p=422#h5p-73>

Listening exercises: play audio and identify tone in sentences.

- **Wǒ de māma.** – My mom.
- **Tā zài gōngzuò.** – He/she is at work.
- **Wǒ kàn shū.** – I'm reading a book.
- **Fēijī lái le.** – The plane has arrived.
- **Tiānqì hěn hǎo.** – The weather is nice.
- **Tīng yī tīng.** – Listen for a moment

22

Tone Practice - Tongue Twister



I. (Hua hu lu) 画葫芦

hú tú yòng bǐ huà hú lú ,
 hú lú huà dé zhēn hú tú ,
 hú tú bù néng suàn hú lú ,
 yào huà hú lú bù hú tú ,
 hú tú jué xīn bù hú tú ,
 huà chū yī zhī dà hú lú 。

(Chinese script: 胡图用笔画葫芦，葫芦画得真糊涂，糊涂不能算葫芦，要画葫芦不糊涂，胡图决心不糊涂，画出一只大葫芦)

English translation: Hu Tu drew a gourd with brush strokes,
 but the gourd he drew was truly a mess.
 A messy gourd doesn't count as a gourd—
 to draw a proper gourd, it must not be messy.
 Hu Tu made up his mind not to be messy,
 and finally drew a big, perfect gourd.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-1>

II. Nan nan and Lan lan (南南和兰兰)

nán nán yǒu gè lán ,
 lán lán zhuāng zhe pán pán ,
 pán pán fàng zhe wǎn wǎn ,
 wǎn wǎn shèng zhe fàn fàn 。

nán nán fān le lán lán ,
 lán lán kòu le pán pán ,
 pán pán dǎ le wǎn wǎn ,
 wǎn wǎn sā le fàn fàn 。

(Chinese script: 南南有个篮，篮篮装着盘盘，盘盘放着碗碗，碗碗盛着饭饭。南南翻了篮篮，篮篮扣了盘盘，盘盘打了碗碗，碗碗撒了饭饭)

English translation:

Nannan has a basket,
in the basket are trays,
on the trays are bowls,
and in the bowls is rice.

Nannan flipped the basket,
the basket toppled the trays,
the trays broke the bowls,
and the bowls spilled the rice.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-2>

III. (D-T)

Da Duzi he Da Tuzi

Dà tùzi, dà dùzi

Dà dùzi de dà tùzi

Yào yǎo dà tùzi de dà dùzi.

(Chinese script: 大肚子和大兔子：大兔子，大肚子，大肚子的大兔子，要咬大兔子的大肚子)

English Translation:

Big Belly and Big Bunny:

Big Bunny, Big Belly.

The Big-Bellied Big Bunny

wants to bite the Big Bunny's Big Belly.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-3>

(H-F)

Fěnhóng qiáng shàng huà fènghuáng,

fènghuáng huà zài fěnhóng qiáng.

Hóng fènghuáng, fěn fènghuáng,

hóng fěn fènghuáng huā fènghuáng

(Chinese script: 粉红墙上画凤凰，凤凰画在粉红墙，红凤凰，粉凤凰，红粉凤凰花凤凰)

English translation:

On a pink wall, a phoenix flies,
the phoenix painted with colored dyes.
Red phoenix, pink as well,
the red-pink phoenix paints so well.





One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-4>

(B-P)

bǔ pò pí rù zǐ bù rú bù bǔ pò pí rù zǐ

(Chinese script: 补破皮褥子不如不补破皮褥子)

English Translation: Mending a torn leather mattress is worse than not mending it at all.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-5>

IV. 《小花猫》 – Xiǎo huā māo

Xiǎo huā māo zhēn měilì, yītiān dào wǎn xiào mīmī mī,

Xiǎo huā māo wǒ ài nǐ, qǐng nǐ tóng wǒ lái yóuxì.

Xiǎo huā māo zhēn měilì, yītiān dōu huì xiào mīmī mī,

Xiǎo huā māo wǒ ài nǐ, qǐng nǐ tóng wǒ lái yóuxì.

(Chinese script)

小花猫真美丽，一天到晚笑咪咪咪，Little tabby cat, you're so pretty,
smiling sweetly all day long.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-6>

小花猫我爱你，请你同我来游戏。Little tabby cat, I love you,
please come play games with me.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-7>

小花猫真美丽，一天都会笑咪咪咪，Little tabby cat, you're so pretty,
always smiling all day long.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-8>

小花猫我爱你，请你同我来游戏。Little tabby cat, I love you,
please come play games with me.





One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-9>

Note : 笑眯眯 : xiǎo mī mī

游戏 : yóuxì

我爱你 wǒ ài nǐ

美丽 měilì

English translation: Little kitty, soft and sweet,
smiling all day with a happy beat.

Little kitty, I love you,

won't you come and play games too?

Little kitty, soft and bright,

smiling from morning till night.

Little kitty, I love you,

come and play the whole day through!

V.

Xiǎo māo xiǎo māo nǐ bié chǎo

Miāo miāo xiǎo māo jiào,

Miāo miāo xiǎo māo jiào

Xiǎo māo xiǎo māo, nǐ bié chǎo

À yí zuó yè shàng yè bān hái zài shuì jiào,

Xiǎo māo diǎn diǎn tóu qīng qīng de, qīng qīng de zǒu diào le.

《小猫小猫你别吵》

喵喵小猫叫，Meow meow, the little cat cries.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-10>

喵喵小猫叫，Meow meow, the little cat cries.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-11>

小猫小猫，你别吵。 Little cat, little cat, don't be noisy.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-12>

阿姨昨夜上夜班 还在睡觉，Auntie worked the night shift and is still sleeping.





One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-13>

小猫点点头 轻轻地，轻轻地走掉了。

The little cat nods its head, gently, gently tiptoes away.



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://pressbooks.uiowa.edu/zheng/?p=398#audio-398-14>

Pinyin chart 1

aoeiuu with bpmf dtnl gkh jqx

ba bo bi bu
pa po pi pu
ma mo mi mu
fa fo fu
 da de di du
ta te ti tu
na ne ni nu nu;
la le li lu lu:
 ga ge gu
ka ke ku
ha he hu
 ji ju
qi qu
xi xu

Pinyin chart - Initials

| b | p | m | f | d | t | n | l | g | k | h | j | q | x | zh | ch | sh | r | z | c | s |

Labial (唇音 chún yīn)	Alveolar (齿龈音 chǐ yīn)	Velar (软腭音 ruǎn è yīn)	Palatal (硬腭音 yìng è yīn)	Retroflex (舌面音 shé miàn yīn)	Dental (齿音 chǐ yīn)
b (b)	d (d)	g (g)	j (j)	zh (zh)	z (z)
p (p)	t (t)	k (k)	q (q)	ch (ch)	c (c)
m (m)	n (n)	h (h)	x (x)	sh (sh)	s (s)
f (f)	l (l)			r (r)	

[Initial chart \(download\)](#)

Pinyin chart - finals

Simple Finals	Compound Finals	Nasal Compound Finals
a (a)	ai (ai)	an (an)
o (o)	ei (ei)	ang (ang)
e (e)	ui (ui)	en (en)
i (i)	ao (ao)	eng (eng)
u (u)	ou (ou)	in (in)
ü (ü)	iu (iu)	ing (ing)
ie (ie)	ün (ün)	
üe (üe)		
er (er)		