

Narrator: Hello and welcome to ISU's first Lang Cast. My name is Alex Ely and I will be your host for today's show. These brief language learning experiences are presented in association with the existing world languages and cultures pod casts. Each Lang Cast episode offers listeners an opportunity to hear and practice simple words of a particular language, emphasizing a cultural or linguistic feature of the language. So sit back, relax and prepare to be briefly immersed in the richness of world languages.

On this Lang Cast you will be learning Chinese numbers.

Hello

Welcome to a lesson in Chinese numbers. Numbers play a role in every culture. Many things need to be counted, and to count you need numbers. In Chinese, the numbers one through ten are:

Chinese folktales have been useful for many years to pass on values of justice, resourcefulness and wisdom. Folktales are a useful way to learn Chinese numbers. In the following folktale titled "*The First Year Student*," a new student receives gifts to help him in his classes.

At the start of classes at Iowa State University, a mother gave her son a present and promised that he'd receive another each day for the first two weeks for a total of ten presents. It was family tradition to begin with little and work to earn more.

On *Day One*, the son received *one* pencil. Since he had not received anything to write on, he borrowed some paper from classmates to use the pencil. And so on *Day One*, the son learned to converse with others.

On *Day Two*, the son received *two* notebooks, each with *two* pieces of paper. Every class required lots of notes, but the son had to make do with his *two* notebooks with *two* pieces of paper in each. So on *Day Two*, the son learned to be brief and careful in his notes.

On *Day Three*, the son received *three* pencils. In class on *Day Three*, some of his classmates were without pencils. Since the son had more pencils now than he could use and remembering that he had borrowed paper from them, the son returned the gesture by lending *three* classmates his extra pencils. So on *Day Three* the son learned the value in paying back deeds.

On *Day Four*, the son received *four* folders to hold his homework and notes. However, he had more than *four* classes. So on *Day Four* the son learned the value of organization.

On *Day Five*, the son received *five* textbooks, one for each class. Finally he could read along with what was being taught! *Five* was enough, and the son was glad he had

not taken more classes. So on **Day Five** the son learned to value reading more than he ever had.

Thus, the first week ended and the son was more prepared than he had at the start.

On **Day Six**, the son received a bag to carry all of his supplies. Now he would be more organized and could carry **six** days' worth of gifts. So on **Day Six** the son learned he'd always have what he needed.

On **Day Seven**, the son received an alarm clock. To be truthful, the son had slept in and was late for some classes. Now he would wake at **seven** in the morning each day. So on **Day Seven** the son learned to rise early and accomplish more each day.

On **Day Eight**, the son received **eight**. After converting his **eight** into a dollar, he thought it was a meager sum. But the son knew the **eight** had some use despite how little he had. So the son used his **eight** and bought blue books for taking tests in his classes. So on **Day Eight** the son learned how to use money wisely.

On **Day Nine**, the son received a call for a job interview at **nine** in the morning. The job would not be handed to him, however. The son had to earn the job by showing what he had learned after **nine** days of classes. Much to his pleasure, he got the job. So on **Day Nine** the son learned to work hard and provide for himself.

On **Day Ten**, the son received nothing. His mother only smiled at him and sent him on his way to finish the rest of the school year. He would no longer receive presents; he would have to use what he'd been given along with what he'd learned. And it was then he realized his mother's final gift on **Day Ten**.

Practice: Now listen to the following short dialogs and determine what numbers are said. The translation of these dialogs is available in the description of this podcast in your mp3 player. You may also get the translation from our website.

Dialog 1

- What time is class?
- Class is at two in the afternoon, so I'll eat at one.

Dialog 2

- How many tests do you have today?
- I have three tests.

Dialog 3

- Did you bring a blue book?
- Yes, I brought eight for extras.

Dialog 4

- How many classes are you in?
- I tried to sign up for five, but only got in four.

Dialog 5

- How big should our group be?
- Your group should be between six and ten students.

Once you learn the basic Chinese numbers, you almost know how to say the days of the week and the months of the year.

Did you notice the similarity between “Monday” and “one” in the story? If you did not you may want to rewind and play the story again before you continue listening. If you did notice some similarities, here is why. To say the days of the week in Chinese, that is **Monday**, **Tuesday**, **Wednesday**, and so forth, you just add a word before the number.

So to say Monday, you would say...

And to say Tuesday you would say...

Thank you for joining me and I hope you'll tune in next week for another exciting podcast on languages and cultures from Iowa State University. If you would like to send us feedback, you can write us an email to <podcast.iastate.edu>. This Lang Cast script was written by Callae Frazier and edited by Matt Neznanski. Audio editing and dissemination by Laura Centeno-Diaz. Transcriptions by Michael Peterson and Patrick Trainor. Dissemination by Marissa Volz. Interviews by Mehmet Sahin. Technical support provided by Keith Swanson with special thanks to Julio Rodriguez for leadership and coordination. This is your host, Alex Ely.