

INTRODUCTION

This packet has been designed as a supplement to *Integrated Chinese Level 2*, first edition, published by Cheng and Tsui. Its initial purpose was to correct errors and omissions in the *IC* Textbook and Workbook. It has evolved, however, to include not only errata but also additional explanations and exercises for use in the classroom and at home. For each lesson, the packet contains the following sections:

1. *Errata* (including corrections to the vocabulary list and grammar notes in the Textbook, and to the homework exercises in the Workbook). The section also includes vocabulary usage notes, a relisting of hard-to-write characters (which are difficult to see in the *IC* Textbook because of the dark background), and glosses of unfamiliar words which appear in the homework.
2. *Grammar Notes*. These are meant to supplement or in some cases replace the grammar explanations in *IC*. In many instances short exercises are appended to the explanations.
3. *Simplified Character Exercise*. These exercises are designed to systematically introduce simplified characters to students who were exposed only to traditional characters in first-year Chinese. They are designed to complement the current lesson's vocabulary and homework assignments.
4. *Activities and Exercises*. Designed for in-class use.
5. *Reading Guidelines*. These are for the student's own use when preparing the lesson text.
6. *Supplementary Translation Exercises*. This can be used toward the end of the lesson for comprehensive, integrated review of the vocabulary and grammar.
7. *Instructor's Materials*. (These appear only in the Instructor Edition.)

Use of the packet is for the most part self-explanatory. The one activity type which requires some explanation is the pair-work exercise. These activities are marked in the packet by two boxes, one of which is headed **A** and the other **B**. The two students working together must decide who will play the role of A and who will play the role of B. Student A should look only at the box headed **A**, and Student B should look only at the box headed **B**. This is to ensure that students practice speaking and listening, instead of silently reading the lines which their partner is reading aloud. Students should carefully read the instructions. It is often the case that Student A, for example, will have only a single line of instructions corresponding to a half dozen sentences to be read by Student B. Only by reading the instructions will Student A be aware of how s/he is supposed to react to Student B. All of these pair-work exercises are designed so that both students will get equal practice with all facets of the activity. There is usually no need for the students to switch places and repeat the exercise, although this can of course be done.

This version last revised June 15, 2005

ACKNOWLEDGMENTS

I would like to thank the China Studies Program at the University of Washington's Jackson School of International Studies, whose generous grant of Fritz Endowment money in the summer of 1999 provided the resources to begin assembling these supplementary materials into a course packet.

A number of teaching assistants have used these materials in class, and provided valuable feedback and corrections. They have also helped revise and amend the materials during our regular weekly meetings. In addition to Matthew Carter and David Yue Zhang, I would like to thank Gong Hang Su, Yuqing Cao, Suh-jen Yang, and especially Mei-ying Chen for their valuable contributions. Adam Ross also deserves special mention for pointing out errors and suggesting improvements. I of course remain responsible for those errors which, despite numerous revisions, surely remain.

SELECTED LIST OF CHINESE GRAMMATICAL TERMS

<i>míngcí</i>	名詞	noun
<i>dòngcí</i>	動詞	verb
<i>xíngróngcí</i>	形容詞	adjective
<i>fùcí</i>	副詞	adverb
<i>liáncí</i>	連詞	conjunction
<i>jiècí</i>	介詞	preposition
<i>shùcí</i>	數詞	number
<i>liàngcí</i>	量詞	measure word
<i>shùliàngcí</i>	數量詞	number + measure word
<i>bǔyǔ</i>	補語	(verbal) complement
<i>zhǔyǔ</i>	主語	subject
<i>bīnyǔ</i>	賓語	object
<i>zhǔwèi</i>	主位	topic
<i>shùwèi</i>	述位	comment

LESSON 1: 開學

1. Errata

Corrected or additional items are underlined.

I. Vocabulary corrections (Textbook pp. 5-6)

各		pr	gè	each; every (<u>various, different</u>)
搬		<u>v</u>	bān	move (<u>heavy objects, or to a new home</u>)
省錢	省钱	vo, <u>adj</u>	shěng qián	save money; economical
再說	再说	conj	zàishuō	besides; <u>moreover</u>
<u>生活</u>		<u>n</u>	<u>shēnghuó</u>	<u>life(style)</u> [add after 適應]
出門	出门	<u>vo</u>	chū mén	be away from home; go out

All vocabulary in this lesson is *primary*.

難寫的字：機 續 搬 籍 處 適 離 邊

II. Grammar corrections (Textbook pp. 7-15)

p. 9, last full paragraph:

When the occurrence of a **past** action or event is known to both the listener and the speaker, one must use the “是...的...” construction to indicate the time, place, manner, or purpose of the occurrence, or the agent of the action. “是” is optional, **but when present it directly precedes the sentence element being emphasized. Note that “的” follows the verb. It may come either before or after the object.**

p. 10, example sentences:

(2). Yesterday evening. (**It was yesterday evening that he came.**)

(4). With his sister. (**It was with his sister that he came.**)

p. 12:

“再說” is used to provide additional reasons, **and is used when making an argument or presenting a point of view.**

p. 13:

Note that “而且 *érqiě*,” like “再說,” means “furthermore,” but it is not **just** used to explain reasons:

G1A: Remove the eighth character, 不.

A. Unfamiliar words

B.	實驗室	<i>shíyànshì</i>	laboratory (see <i>IC Level 1</i> , lesson 13)
B.	節	<i>jié</i>	mw for class sessions (see <i>IC Level 1</i> , lesson 6)
B.	歷史	<i>lìshǐ</i>	history
B.	前	<i>qián</i>	= 以前
E1.	得	<i>děi</i>	must (see <i>IC Level 1</i> , lesson 6)
E2.	每到	<i>měidào</i>	whenever (literally “each time arrives”)
G1A.	又...又...	<i>yòu ... yòu ...</i>	both ... and ... (see <i>IC Level 1</i> , lesson 10, lesson 3 below)
G2A.	打算	<i>dǎsuàn</i>	plan (to) (see <i>IC Level 1</i> , lesson 21)
G2.	搬得進來	<i>bāndējìnlái</i>	able to move in (this is a <i>potential complement</i> structure)
G3A.	沒錯	<i>méicuò</i>	not wrong

I. 是...的 *shì ... de*

(IC 9-11)

Pattern: **S** (是) { **Place** } { **V O 的** }
 { **Manner** } { **-or-** }
 { **Time** } { **V 的 O** }

After a topic enters the conversation, 〔是〕…的 is used in follow-up questions and answers. It emphasizes the time, place, manner, or purpose of a past action whose occurrence is already known to the listener.

Note that 是…的 is **not** a general past tense. Completion 了 cannot be used with this pattern.

Initial O: 你會寫中文嗎？

Initial A: 我會。我學過中文。

Follow-up Q: 你是什麼時候學的？“When was it that you studied it?”

Follow-up A: 我是一九九六年學的。“It was 1996 that I studied it?”

The English translation “It was ... that ...” is somewhat awkward, but is an accurate indication of the meaning of the Chinese.

是 may be omitted, but not 的. A negative reply is made with 不是. If there is an object, it can come before or after 的. These points are illustrated in the following example:

Follow-up Q2: 你在美國學中文的嗎？

Follow-up A2: 我不是在美國學的中文，是在台灣學的。

II. 除了…以外… *chúle ... yǐwài ...*

(IC 11-12)

There are two meanings of this pattern, depending on whether the following clause contains 還 / 也 or 都. The first, or “inclusive” pattern, asserts that something is true of something besides **A**:

Pattern 1 (inclusive): 除了**A**以外，…還 / 也… ‘besides **A**, also…’

- 1) 除了我以外，我弟弟也學中文。 “Besides me, my brother also studies Chinese.”
- 2) 除了中文以外，我還學德文。 “Besides Chinese, I also study German.”
- 3) 除了說中文以外，我還能寫。 “Besides speaking Chinese, I can also write it.”

Note in the above examples that the thing being compared to **A** might be the subject, object, or verb of the second clause.

In the second, or “exclusive” pattern, **A** is an exception to a general truth expressed by the following clause. You can think of **B** as a *general category* with some quality described by the verb, and **A** as an exception which does not share that quality.

Pattern 2 (exclusive): 除了**A**以外，**B**都… ‘except for **A**, all/none…’

- 4) 除了我以外，我家裡人都不學中文。 “Except for me, no one in my family studies Chinese.” [*general category* = my family members; *exception* = me]
- 5) 除了法語以外，別的語言我妹妹都不會。 “Aside from French, my younger sister doesn’t know any other languages.” [*general category* = (other) languages; *exception* = French]

Recall that 都 must always follow the noun to which it refers. This is the reason that, in the last example above, the object 別的語言 must come at the beginning of the clause.

Note that in both the inclusive and exclusive patterns, if the subject is not **A**, then it may precede the entire 除了 clause:

- 6) 我除了中文以外，也學德文。 “Besides Chinese, I also study German.”

III. 再說 *zàishuō* ‘besides’

(IC 12-13)

Pattern: **Statement**, [因為] **Reason 1**, 再說 **Reason 2**

In this pattern, the **statement** describes a situation, opinion, or intent, which is supported by the reasons that follow. It is very common for 也 to appear in the statement of **reason 2**.

Practice

Make 再說 sentences from the statements and reasons listed. For the last three exercises, provide your own reasons.

Statement	Reason 1	Reason 2
1) 我不喜歡住在西雅圖	下雨下得太多	我不喜歡喝咖啡 (<i>kāfēi</i>)
2) 昨天晚上我沒去看電影	我作業很多	聽說那個電影不好看
3) 我不想住校外	去學校不方便	我的朋友都住校內
4) 我不想住校內	校內的宿舍太舊了	住校外便宜
5) 我不買這條褲子	太小了	?
6) 我暑假不想回家	那兒夏天天氣太熱了	?
7) 我每天去圖書館看書	圖書館很安靜	?

You have already learned 而且 ‘also, besides’, which can be used in more general situations than 再說. The use of 而且 is not limited to giving reasons. It often occurs together with 不但 ‘not only’, as in the following examples.

Pattern: **Topic/Sentence**, [不但] **A**, 而且 **B**

- 8) 她不但想去中國，而且也想去日本。 “She not only wants to go to China, she also wants to go to Japan.”
- 9) 西雅圖不但下雨下得太多，而且中國飯不好吃，所以我不喜歡住在這兒。

IV. 對…有好處 *duì ... yǒu hǎochù* ‘is good for ...’

(IC 15)

Pattern: **X** 對 **Y** 有好處

X and **Y** can be either noun or verb phrases.

- 1) 看中國電影對學漢語有好處。 “Watching Chinese movies is good for learning Chinese.”

Practice

Using the pattern 對…有好處, match each **X** phrase with an appropriate **Y** phrase. Note that three items are blank; you need to complete these on your own.

X	Y
2) 每天都複習生詞	a) 寫報告 (<i>bàogào</i> ‘report’)
3) 住在校內	b) 適應大學生活
4) 跟父母一起住	c) 大家

- | | |
|-------------------------------------|-------------------------------|
| 5) 老生來幫忙 | d) 考試 |
| 6) 用電腦 (<i>diànnǎo</i> ‘computer’) | e) 交 (<i>jiāo</i> ‘make’) 朋友 |
| 7) 多吃水果 | f) 新生 |
| 8) 老師說話說得很清楚 | g) ? |
| 9) ? | h) 省錢 |
| 10) ? | i) 學生 |

Which items from the right-hand column have not been used? Make sentences using these.

V. 不見得 *bú jiàndé* ‘not necessarily’ (IC 15)

This adverb is often preceded in colloquial speech by 也, especially when contradicting someone else’s statement or assumption.

- 1) 中國人也不見得都會中文。 “Not all Chinese people necessarily know Chinese.”

Practice

Use 覺得 and 不見得 to express disagreement with these statements.

- 2) A: 住校內很方便！
B: 我覺得 _____
- 3) A: 住校內可以適應大學生活。
B: _____
- 4) A: 西雅圖 (*Xīyǎtú* ‘Seattle’) 很安全。
B: _____
- 5) A: 我媽媽說：“出門靠朋友”。很有道理。
B: _____

3. Simplified Character Exercise

For each character, the simplified form is given twice, first in a printed form and second in a handwritten form. Write the *pīnyīn*, and write the simplified character five times (using the handwritten form as a model). Then write one word or phrase of at least two characters (in simplified form) which contains the character.

I. Simplified forms of some common radicals. Radicals often give a general indication of the meaning of the character. Once you learn the simplified form of a radical, you will know how to write the simplified form of dozens of characters with that radical. Here, two examples of each radical are given. Can you think of other characters with these radicals?

Character	Pīnyīn	Simplified form (5 times)	Word (simp.)
-----------	--------	---------------------------	--------------

Radical: 言 yán 'speech':

請 请 请	_____	_____	_____
話 话 话	_____	_____	_____

Radical: 門 mén 'door':

們 们 们	_____	_____	_____
間 间 间	_____	_____	_____

Radical: 糸 sī 'silk':

紅 红 红	_____	_____	_____
給 给 给	_____	_____	_____

Radical: 食 shí 'food':

飯 饭 饭	_____	_____	_____
館 馆 馆	_____	_____	_____

Radical: 見 jiàn 'see':

視 视 视	_____	_____	_____
覺 觉 觉	_____	_____	_____

Radical: 貝 bèi 'shell (money)' (be sure to keep it distinct from 見 jiàn 'see'):

貴 贵 贵	_____	_____	_____
費 费 费	_____	_____	_____

Radical: 金 *jīn* 'gold (money)':

錢 钱 钱 _____

銀 银 银 _____

Radical: 車 *chē* 'car':

車 车 车 _____

輛 辆 辆 _____

II. Simplified forms of some common phonetics. Many characters contain a *phonetic* element. Characters which share a phonetic element usually have similar pronunciations.

馬 马 马 _____

嗎 吗 吗 _____

媽 妈 妈 _____

長 长 长 _____

張 张 张 _____

難 难 难 _____

漢 汉 汉 _____

幾 几 几 _____

機 机 机 _____

經 经 经 _____
 輕 轻 轻¹ _____

III. **Simplified forms of some common characters.** These very common characters have simplified forms which you should learn. Some of them have been simplified idiosyncratically, so you won't find any patterns to help you memorize them.

<u>Character</u>	<u>Pīnyīn</u>	<u>Simp form</u>	<u>Character</u>	<u>Pīnyīn</u>	<u>Simp form</u>
個 个 个	_____	_____	這 这 这	_____	_____
麼 么 么	_____	_____	兒 儿 儿	_____	_____
時 时 时	_____	_____	開 开 开	_____	_____

IV. **Rewrite these sentences in traditional form.** You may not recognize all of the characters; try to guess the ones you don't know from their shape and from context, or by looking at your lesson 1 vocabulary list.

这个学校开的汉语课很多。有的也很难。

在美国长大的中国孩子，学中文也不见得容易。

V. **Rewrite these sentences in simplified form.**

你沒有錢，那我請你去飯館吃飯，好嗎？

我們有幾個問題，什麼時候可以問你？

¹See IC Level 1, lesson 20x supplemental vocabulary.

4. Activities & Exercises

I. Practice with 是…的

Classmate Interview—Find out the following from your partner:

- 1) What is your name? _____

Use 是…的 questions to get the following information from your partner:

- 2) Where were you born? _____
- 3) Where did you grow up? _____
- 4) What time did you wake up today? _____
- 5) What time did you get to school? _____
- 6) How did you get to school? _____
- 7) Did you come alone? _____
- 8) Who do you think wrote this exercise? _____

II. Fill-in-the-blank

Fill in each blank with the letter of one of the words or phrases listed to best complete the passage. (Note that one of the items is used twice!)

- | | | | | |
|--------|---------|-------|--------|--------|
| (a) 好處 | (b) 除了 | (c) 有 | (d) 沒有 | (e) 再說 |
| (f) 以外 | (g) 不見得 | (h) 還 | (i) 都 | (j) 省錢 |

張天明是一年級的學生。因為他的錢不多，所以他很想 _____。他想，住在家 _____ 住在宿舍那麼貴。可是他的朋友柯林告訴他“住在校外 _____ 對你有 _____。如果你住在校外，除了你 _____，新生 _____ 住在宿舍。 _____，住在校內很自由。”張天明說：“我覺得你說的話 _____ 道理。我不要搬到宿舍去。”

III. Debate

Collaborate with your classmates to formulate a convincing argument to support your position on the following question:

你覺得住在學校宿舍好，還是住在校外好？

Patterns to use: 除了…以外，再說，不見得，對…有好處

IV. Reading Comprehension

Read the passage below and circle the best answer to the questions.

我姓張，名字叫理文。我是華大四年級的學生。我想給你們介紹一下我的好朋友，王朋。王朋是美國人，可是他很小的時候，父母就搬到北京去了。所以，王朋是在中國長大的。他十七歲的時候才坐飛機搬回美國。現在王朋是華大的新生了。他住的宿舍在我住的宿舍前邊。除了王朋以外，前邊宿舍的學生我都不喜歡。我們常常一起去學校上課，也常常用中文說話。我正在學中文。跟王朋練習中文對我很有好處。王朋不學中文，他學法文(French)。他覺得每天跟我說中文對他學法文沒有好處。可是我不會法文，不能幫他學。昨天沒有人跟我一起去學校，因為王朋要去幫城裡的朋友搬家。他是坐公共汽車去的，他沒有自己的車。這個學期結束了以後，我希望還能每天跟王朋練習中文。

- 1) 張理文是
 - a. 新生
 - b. 三年級的學生
 - c. 老生
 - d. 一年級的學生
- 2) 昨天張理文是怎麼去上課的？
 - a. 跟王朋一起去的
 - b. 坐公共汽車去的
 - c. 一個人去的
 - d. 坐飛機去的
- 3) Wáng Péng shì zài nǎr chūshēng de?
 - a. Měiguó
 - b. Zhōngguó
 - c. Fǎguó
 - d. Rìběn
- 4) Which students in the dorm in front of his does Zhāng Lǐwén like?
 - a. All of them
 - b. None of them
 - c. All but Wáng Péng
 - d. Wáng Péng and no one else
- 5) How old is Wáng Péng?
 - a. Seventeen
 - b. Very small
 - c. Don't know
 - d. Eighteen

- 6) Where did Wáng Péng go yesterday?
- a. Chinese class
 - b. French class
 - c. Campus
 - d. The city
- 7) Choose the correct statement:
- a. Speaking Chinese every day helps Wáng Péng study Chinese.
 - b. Speaking Chinese every day doesn't help Wáng Péng study French.
 - c. Speaking Chinese every day doesn't help Zhāng Lǐwén study Chinese.
 - d. Speaking French every day doesn't help Zhāng Lǐwén study Chinese.

5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make sure they are answered to your satisfaction in class.

p. 1:

- 1) Find the 是…的 pattern in the first paragraph. What is the known past action? What aspects of that action are being indicated by the pattern?
- 2) What is the difference between 各個地方 and 每個地方? Why is the first phrase used here instead of the second?
- 3) Does 自己一個人 mean the same thing as 自己 by itself or 一個人 by itself?

p. 3:

- 1) Find the 是…的 pattern in the first paragraph. Why is this pattern used here?
- 2) Many different Chinese characters can have the same pronunciation. For this reason, when Chinese people say their names, they often must specify which characters are used to write it. Zhāng Tiānmíng explains the character for his surname by two methods. What are these two methods? The second is more common. Can you explain any other Chinese characters by this method?
- 3) In the long paragraph in the middle of the page, Kē Lín uses the patterns 有的…有的…, 除了…以外, 再說, and 不見得. Make sure you understand how all of these work. 為了 is a preposition meaning 'for the purpose of'.
- 4) According to Kē Lín, what are the advantages to living off campus? to living on campus?
- 5) In the seventh line from the bottom, Kē Lín says “過些時候.” Here 些 is short for 一些. What does this phrase mean?
- 6) In the fifth line from the bottom, why is the character 得 used instead of 的?
- 7) What are the names of the main characters in this story? List as many facts as you can about each of them.

6. Supplementary Translation Exercises

Translate the following English sentences accurately into Chinese. Make use of the patterns and vocabulary you have learned in lesson 1. Pay careful attention to the underlined expressions.

- 1) –My mother said: “When away from home you should depend on friends.”

–I think that what your mother said isn’t necessarily reasonable.
- 2) I don’t want to live off campus, because going to school isn’t convenient. Besides, all of my friends live on campus!
- 3) –I feel that riding in an airplane is safer than riding in a car.

–But it’s too expensive!
- 4) I was born in China and grew up in America. Besides Chinese and English, I also know Japanese.
- 5) I was born and raised in America. Besides English, I don’t know any other languages.
- 6) –Reading the text every day is good for learning Chinese.

–What you say is sensible. Are you a new student?

–No, I’m a second-year student.

LESSON 2: 宿舍

1. Errata

Corrected or additional items are underlined.

I. Vocabulary corrections (Textbook pp. 21-23)

熟悉		adj, <u>v</u>	<i>shúxi, shóuxi</i>	familiar, <u>be familiar with</u>
傢俱	家具	n	<i>jiājù</i>	furniture
書桌*	书桌	<u>n</u>	<i>shūzhuō</i>	<u>desk</u> [add before 床]
廁所	厕所	n	<i>cèsuǒ</i>	rest room (<u>i.e. a place with a toilet</u>)
浴室		n	<i>yùshì</i>	bathroom (<u>i.e. a room for bathing</u>)
差不多	差不多	<u>adv</u>	<i>chàbùduō</i>	<u>approximately</u> [add before 層]
層	层	m	<i>céng</i>	measure word for floors (<u>of a building</u>)
猜		<u>v</u>	<i>cāi</i>	<u>guess</u> [add before 猜對了]
著急	着急	<u>adj</u>	<i>zháojí</i>	worry; feel anxious
餐館(兒)	餐馆(儿)	n	<i>cānguǎn(r)</i>	restaurant

Usage notes:

• 樓 *lóu* and 層 *céng*:

樓 is both a **noun** and a **measure word**.

As a **noun**, 樓 means ‘building’: 很高的樓 ‘a tall building’, 三座樓 ‘three buildings’.

As a **measure word**, 樓 means ‘story’ or ‘floor’: 〔第〕三樓 ‘third floor’. It is never followed by a noun.

層 is a **measure word**.

Like 樓, 層 means ‘story’ or ‘floor’. It can optionally be followed by the noun 樓, as in: 這層樓 ‘this floor (of the building)’; 〔第〕三層〔樓〕 ‘the third floor (of the building)’.

‘A three-story building’ in Chinese is 三層的樓. You cannot say 三樓的樓.

All vocabulary in this lesson is *primary*.

難寫的字：熟 窗 擺 櫃 舊 餐 廳 樓

II. Grammar corrections (Textbook pp. 23-32)

p. 25, first full paragraph on existential sentences:

Remove 了 from line 3

Change the end of the last line to:
and verbs **signifying actions that leave the object in an ongoing state.**

p. 25, *example 2*:

There's a book on the desk. (What's on the desk is a book.)

p. 25:

Replace the last paragraph entirely with:

“是” sentences differ somewhat from existential “有” sentences. “是” sentences are better referred to as *identification sentences*. With “是,” there is an assumption that some object is already known to exist in the place; the “是” sentence identifies what that object is.

Thus, if I ask “桌子上有什麼？”, I don't actually know if there is anything on the table, and your answer might be “桌子上沒有東西.” But if I ask “桌子上是什麼？”, I know that there is something on the table, and I want to know what it is.

p. 26:

Add to the paragraph preceding example 8:

The structure of these existential sentences is:

[Place on the body] + [Verb of carrying or wearing] + 著 + Object

p. 27:

Add to the first line:

i.e. is not the same as English *more* or *-er*.

p. 28:

[When the textbook says “verbs that denote psychological activities,” this indicates a category of verbs in Chinese which are similar to adjectives in that they can take the modifier 很. Verbs of this type include 喜歡, 像, 想, and 愛.]

III. Homework corrections (Workbook pp. 17-19)

D1B: Add to the end: (關門 ‘closed’).

D2A: Remove the first character, 都.

IV. Homework explanations (Workbook pp. 17-19)

A. Unfamiliar words

- | | | | |
|-----|----|---------|------------------------|
| A1. | 季節 | jì(jié) | season |
| D2. | 迷路 | mí lù | (vo) to lose one's way |

V. Translation corrections (Workbook pp. 21-22)

2. This is Zhāng Tiānmíng's room. In the middle of the room, there is a bed. There is a blanket and a comforter on the bed. **To the right side of the room is a wardrobe.** However, the wardrobe is empty. There is a picture hanging on the door, **and below the picture is a bookcase.**

2. Supplementary Grammar Notes

I. Existential sentences

(IC 25-26)

The existential sentence is used to describe the appearance of places and of people. It describes unchanging scenes, not dynamic actions.

There are three patterns for existential sentences. All three patterns involve a place and an indefinite noun. (Recall how to form a place word in Chinese: **N + Locative** [e.g., 上、下、裡、前邊、後邊]. For example, 桌子 is a noun. By adding the locative 上, we form 桌子上 ‘on the table’, a place.)

Ia. Existential sentences with 有 yǒu

This pattern simply states that something exists at a certain location. It should not be confused with a 在 sentence, which states where a specific object is located.

Pattern 1: **Place 有 Object** “There is/are **Object** at **Place**”

- 1) 桌子上有書。 “There is/are book(s) on the table.”
- 2) 書在桌子上。 “The book(s) is/are on the table.”
- 3) 床上有什麼？ “What’s on the bed?”
- 4) 床上有毯子。 “There’s a blanket on the bed.”
- 5) 床上沒有什麼東西。 “There isn’t anything on the bed.”

Answer the following about your own room:

- 6) 桌子上有什麼？
- 7) 桌子下有什麼？
- 8) 桌子前邊有什麼？
- 9) 桌子後邊有什麼？

Ib. Existential sentences with 著 zhe

This pattern is used to describe the specific manner in which an object is located at a place. For example, is it hanging, sitting, or parked? If it is a person, is she standing, sitting, or lying down?

Contrast this with the progressive usage of 著, which you learned in first-year Chinese:

- 10) 她吃著飯呢。 “She is (in the midst of) eating.”

- 11) 她吃著飯看電視。 “She is eating while watching TV.”

Pattern 2a: Place V-著 Object “There is **Object** which has been **V-ed** at **Place**”

Not all verbs can occur in this pattern, only those that leave an object in an on-going state. The verb is marked with the durative aspect marker 著, indicating that the object continues to remain in that state.

For inanimate objects the following verbs can be used in this pattern:

放 ‘put’ 掛 ‘hang’ 貼 *tiē* ‘stick’ 擺 ‘put’ 停 *tíng* ‘park’ 寫 ‘write’

- 12) 桌子上放著一本詞典。 “There’s a dictionary (placed) on the desk.”
- 13) 門前擺著兩把椅子。 “There are two chairs (placed) in front of the door.”
- 14) 衣櫃右邊掛著畫兒 (*huàr* ‘picture’)。 “There is a picture hanging to the right of the wardrobe.”
- 15) 黑板上寫著三個字。

The pattern is negated with 沒 (有) :

- 16) 桌子上沒放著詞典。 “There are no books (placed) on the desk.”

When the Noun is a person, the following verbs of posture are used:

坐 *sit* 站 *stand* 躺 *lie*

- 17) 教室裡坐著很多學生。 “There are many students sitting in the classroom.”

A variation of this pattern can be used to describe what people are wearing or carrying:

Pattern 2b: Person + Place on Body V-著 Object

<u>Place on Body</u>	<u>Verb-著</u>
頭上	戴著
身上	穿著
腳上	穿著
手裡	拿著 / 提著
臉上	戴著

- 18) 張天明頭上戴著很難看的帽子。 “Zhāng Tiānmíng is wearing an ugly hat on his head.”

Practice

Make sentences by adding an appropriate locative (e.g. 上、下、裡) and the durative marker 著.

19)	桌子	放	三枝筆
20)	商店	擺	五條褲子
21)	牆 (qiáng 'wall')	掛	畫兒
22)	宿舍	停	幾輛車
23)	那張紙	寫	一些字
24)	公園	坐	三個人
25)	餐廳	站	好多學生
26)	我的床	躺	一個人

Ic. Existential sentences with 是 shì

Pattern 3: **Place** 是 **Object** “What’s at **Place** is **Object**”

是 sentences differ from 有 sentences in two respects: (1) 是 presumes the existence of something, whereas 有 does not. (2) 是 sentences tend to describe objects which exclusively occupy the place. Existential sentences with 是 may also be called “identification sentences”, since they serve to *identify* what is already presumed to exist. The difference can be seen in the answers to the following questions:

a) Q: 床上有什麼？“What is on the bed?”

This sentence can be answered 床上沒有什麼東西。 “There is nothing on the bed.” The questioner might or might not know if something is on the bed.

b) Q: 床上是什麼？“What is (it that is) on the bed?”

This sentence cannot be answered 床上不是什麼東西. The use of 是 rather than 有 by the questioner implies that something is on the bed; the questioner is seeking to identify that object.

As a consequence of the difference between 是 and 有, it is usually the case that 是 sentences have only one noun phrase, while 有 sentences can have more than one.

II. Movable and immovable adverbs

There are two basic types of adverbs in Chinese. Some adverbs always appear between the subject and the verb. Adverbs which always come after the subject in this way are called immovable. For example:

1) 我也想去。 “I want to go too.”

The adverb 也 is immovable. It must come after the subject. You cannot say 也我想去.

There is another type of adverb which is called movable. Movable adverbs sometimes appear

between the subject and the verb, but they can sometimes also appear at the beginning of the sentence, before the subject, as in:

2) 他好像很高興。 “He seems happy.”

3) 好像他很高興。 “He seems happy.”

The adverb 好像 is movable.

How can you tell if an adverb is movable or immovable? There is one basic rule: All one-syllable adverbs are immovable. Thus, the adverbs 也、還、才、就、都, etc. are all immovable. As for multi-syllable adverbs, some are movable and some are immovable. There is no general rule, and you must learn them on a case-by-case basis. Grammar explanations in this book will usually indicate which adverbs are movable and which are immovable.

In this lesson, we have learned three new multi-syllable adverbs: 一般、恐怕、差不多. 一般 and 差不多 are immovable. 恐怕 is movable. Thus it is possible to say either

4) 她恐怕不來。 “I’m afraid she’s not coming.”

5) 恐怕她不來。 “I’m afraid she’s not coming.”

If an adverb is movable, how do you know if it should be placed before or after the subject? This depends on what the topic of your sentence is, and on how your sentence fits in with the sentences around it. We will learn more about this later.

III. 差不多 *chàbùduō* ‘almost, approximately’

(IC 31)

This immovable adverb can be used in two ways: with numbers to indicate an approximate quantity, or with verbs and resultative complements to indicate that the result was almost achieved. The following examples all involve numbers:

1) 現在差不多五點。 “It’s about 5:00 now.”

2) 我們這層樓差不多有十台洗衣機。 “There are approximately 10 washing machines on our floor.”

3) 她差不多三十歲了。

The next example involves a verbal complement.

4) 這本書我差不多看完了。 “I’ve almost finished reading this book.”

As an adverb, 差不多 generally comes before the verb. However, it may also appear directly before a number phrase. For example:

5) 昨天她花了差不多兩百塊錢。

3. Simplified Character Exercise

For each character, write the *pīnyīn*, and write the simplified form five times. Then write one word or phrase of at least two characters (in simplified form) which contains the character.

I. Simplified forms of characters with a common phonetic.

Character	<i>Pīnyīn</i>	Simplified form (5 times)	Word (simp.)
東 东 东	_____	_____	_____
棟 栋 栋	_____	_____	_____

II. Simplified forms of some common characters.

這 这 这	_____	_____	_____
對 对 对	_____	_____	_____
還 还 还	_____	_____	_____
來 来 来	_____	_____	_____
學 学 学	_____	_____	_____
後 后 后	_____	_____	_____
進 进 进	_____	_____	_____
開 开 开	_____	_____	_____

III. Rewrite these sentences in traditional form. You may not recognize all of the characters; try to guess from their shape and from context, or by looking at your lesson 2 vocabulary list.

已经十二点半了，他怎么还没来？_____

宿舍后边的那栋楼是图书馆吗？_____

IV. Rewrite this sentence in simplified form.

這個洗衣機和烘乾機太吵了。_____

4. Activities & Exercises

I. Practice with 差不多

Make sentences using 差不多 based on the following information:

- | | |
|---------------------|-----------------|
| 1) 現在 | 4:57 PM |
| 2) 這條褲子 | \$79.99 |
| 3) 這棟樓的洗衣機 | 38 台 |
| 4) To school by bus | 8 or 9 minutes |
| 5) 昨天看書 | nearly finished |

II. Practice with 比較

Instructions: Work with a partner. One student should look at box A and cover box B. The other student should look at box B and cover box A. When your partner is speaking, you should be listening carefully instead of reading your partner's sentence.

A

IIa. Read the following phrases to your partner. Write down your partner's responses in *pīnyīn* or characters.

- 1) HUB 的飯一般不好吃，可是今天…
- 2) 我一般不喜歡吃巧克力 (*qiǎokèlì* = chocolate)，可是我覺得這種…

IIb. Complete your partner's sentence using 比較.

- 3)
- 4)

B

IIa. Complete your partner's sentence using 比較.

- 1)
- 2)

IIb. Read the following phrases to your partner. Write down your partner's responses in *pīnyīn* or characters.

- 3) 我一般都起床起得很早，可是今天…
- 4) 離大馬路很近的宿舍一般很吵，可是這棟…

III. Practice with 一般

Instructions: Work with a partner. One student should look at box A and cover box B. The other student should look at box B and cover box A. When your partner is speaking, you should be listening carefully instead of reading your partner's sentence.

A

IIIa. Read the following sentence endings to your partner. Write down your partner's responses in *pīnyīn* or characters.

- 1)
…可是這課的生詞比較多。
- 2)
…可是這棟宿舍的設備比較新。

IIIb. Provide the first half to your partner's sentence using 一般.

- 3)
- 4)

B

IIIa. Provide the first half to your partner's sentence using 一般.

1)

2)

IIIb. Read the following sentence endings to your partner. Write down your partner's responses in *pīnyīn* or characters.

3)

…可是這家飯館的菜比較地道。

4)

…可是今天上課的時候我很著急。

IV. Practice with 恐怕

Instructions: Work with a partner. One student should look at box A and cover box B. The other student should look at box B and cover box A. When your partner is speaking, you should be listening carefully instead of reading your partner's sentence.

A

IVa. Read the following phrases to your partner. Write down your partner's responses in *pīnyīn* or characters.

1) 張天明很想打球，可是今天他很忙。…恐怕…

2) 這件衣服很漂亮，可是貴得很。…恐怕…

IVb. Complete your partner's sentence using 恐怕.

3)

4)

B

IVa. Complete your partner's sentence using 恐怕.

1)

2)

IVb. Read the following phrases to your partner. Write down your partner's responses in *pīnyīn* or characters.

3) 我們離大馬路不遠，吵得很。恐怕…

4) 你這些行李重 (*zhòng* 'heavy') 得很！！恐怕…

V. Existential sentences and the location of objects

Useful Patterns:

Place 是 N

Place 有 N

Place 擺著 N

Place 放著 N

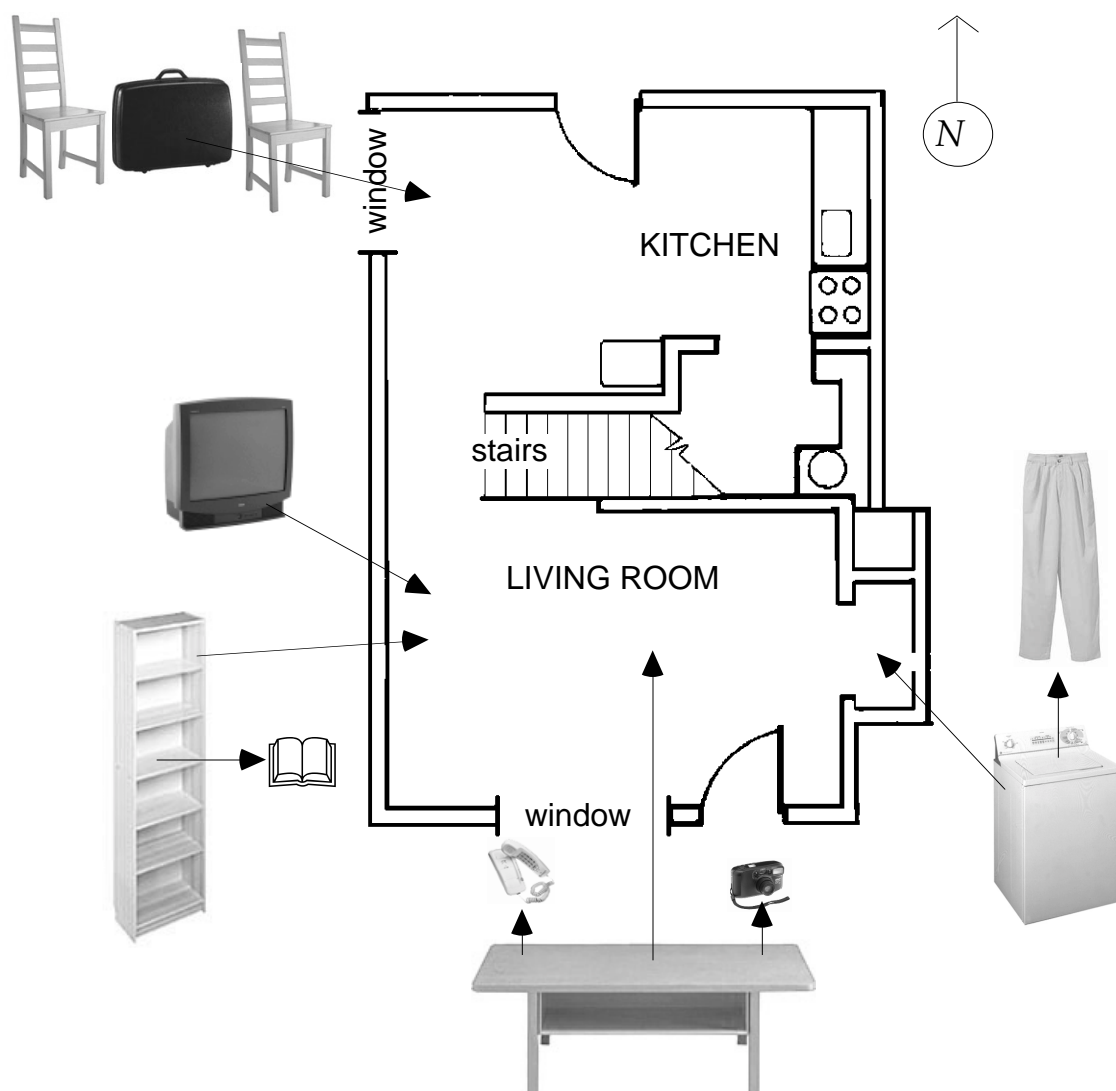
Va. Ground Floor

Student 1

Look at the map below and ask your partner at least five questions about the existence or identity of objects in the apartment. Try to use all four of the patterns listed above.

Student 2

Based on the map below, answer your partner's questions using the above patterns.



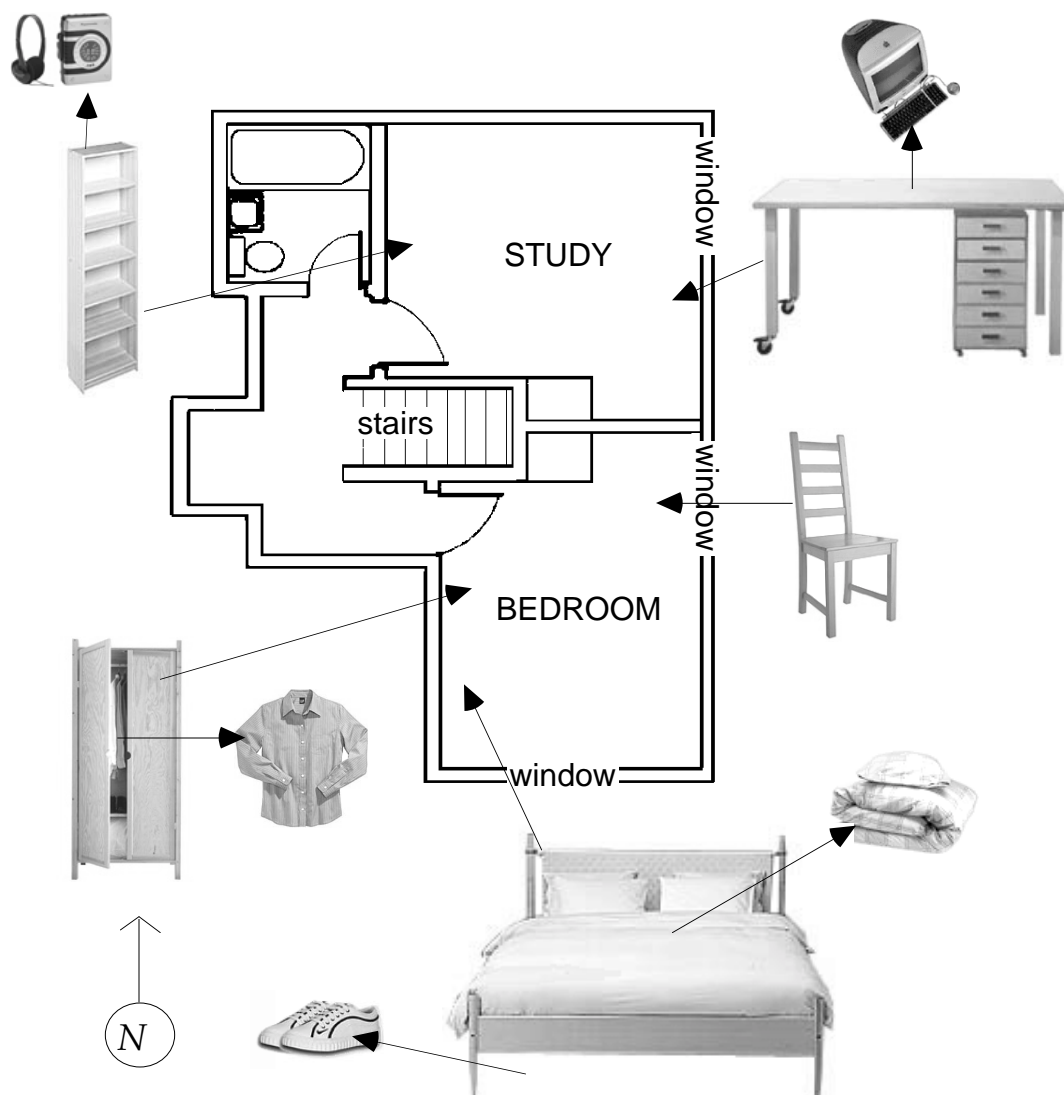
Vb. Second Floor

Student 1

Based on the map below, answer your partner's questions using the above patterns.

Student 2

Look at the map below and ask your partner at least five questions about the existence or identity of objects in the apartment. Try to use all four of the patterns listed above.



5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make sure they are answered to your satisfaction in class.

p. 17:

- 1) What is the meaning of the character 對 in the second sentence? What vocabulary word is it working together with?
- 2) In the second paragraph, identify examples of the three types of existential sentence: 有 sentences, 是 sentences, and V-著 sentences. What is the difference in meaning between these three types? Why are they used where they are? Are they interchangeable?

p. 19:

- 1) In the first line there is a 嗎-question with a negative verb. How would you translate this into English?
- 2) In line 5, why is 了 repeated after 兩天?
- 3) Also in line 5, what is the import of the character 就 in 就在樓下?
- 4) In line 12, what implied noun is omitted in the phrase 這兒的呢?
- 5) In the next line, 不怎麼樣 means “nothing special.” Why is there a 了 at the end of the next sentence?
- 6) In the sixth line from the bottom, 別 is a common contraction for 不要.
- 7) The fourth line from the bottom is a *topic-comment* sentence. This grammatical structure is very common in Chinese. What is the topic? What is the comment? Can you find a subject?
- 8) At the end of the same line, what is the function of 的?
- 9) Compare 過幾天 in the second to last line with 過些時候 from lesson 1’s text.

6. Supplementary Translation Exercises

For practicing lesson 2 vocabulary and grammar points. Pay special attention to the underlined words and phrases.

- 1) —Is there anything under your desk?

—Yes, there are some old dictionaries under my desk.

—What is that next to the dictionaries?

—Next to the dictionaries are my pants!
- 2) There are many books on your bookshelf, and many books under your bookshelf too! My bookshelf is empty.
- 3) My younger brother’s room has two wardrobes. In one there are many pants hanging and in one there are many shirts hanging.
- 4) There are a few Canadian people standing beside our dormitory. There’s a large car parked behind them. I guess it’s their car.

5) My dorm is extremely convenient. It's almost a 10-minute walk to get to school.

6) —I've heard that the dishes at the restaurant behind your house are very authentic.

—That's not a restaurant, it's the school cafeteria! I'm afraid the food isn't good. Yesterday, I ate there. Today I have no appetite.

7) —In general, it rains every day in Seattle in the winter. But yesterday the weather was rather nice.

—Right, yesterday the weather was extremely nice! I heard that tomorrow will be nice too. But I'm afraid it will rain next week.

8) I'm afraid I can't go to the store with you tomorrow to buy stationery. I'm extremely busy! Besides, that store's stationery is rather expensive. I heard that 10 sheets of paper costs about a dollar!

9) —There's a painting hanging on the wall behind that washing machine. I don't like it.

—You don't like the washing machine or you don't like the painting?

—I don't like either. The washing machine is extremely noisy, and the painting is rather small.

10) —Is there a bathroom on this floor?

—No, the bathroom is downstairs. (But) the facilities in this building are rather old. Why don't you go to the new cafeteria to use the bathroom?

- 11) —In general, older students are familiar with registration procedures. New students aren't so familiar (with them).

—Therefore, old students helping new students is good for everybody!!

LESSON 3: 在飯館

1. Errata

Corrected or additional items are underlined.

I. Vocabulary corrections (Textbook pp. 41-43)

正好		adv	zhènghǎo	<u>it just so happens; as luck would have it; by chance</u>
原來	<u>原来</u>	adv	yuánlái	as it turns out
位		m	wèi	polite measure word for people [add after 漂亮]
<u>菜</u>		<u>n</u>	<u>cài</u>	<u>a dish (of food); prepared food in general</u> [add after 拿手]
特別		<u>adj. adv</u>	<u>tèbié</u>	<u>special, especially</u> [add before 清蒸]
清蒸		v, <u>adj</u>	qīngzhēng	steam(ed) (food without heavy <u>sauce</u>)
叫 (菜)		v(o)	jiào (cài)	order (food)
素菜		n	sùcài	vegetarian dishes
點 (菜)	<u>点 (菜)</u>	v(o)	diǎn (cài)	order (food)
麻煩	<u>麻烦</u>	adj	máfan	troublesome
		<u>n</u>		<u>trouble, bother, aggravation</u>
		<u>v</u>		<u>to trouble (polite term meaning “please”)</u>
認為	认为	v	rènwéi	believe, consider, think
說法	说法	n	shuōfǎ	way of saying a thing; statement; <u>argument</u>
會	<u>会</u>	av	huì	be good at, <u>really know how to</u>
清淡		adj	qīngdàn	light; bland (<u>used only of food</u>)

Usage note: 同意 is never used with “跟 + Person”. 同意 takes a direct object which is NOT a person. In Chinese you cannot say the equivalent of “I agree with you”. Instead you must say the equivalent of “I agree with your opinion”. Words commonly used as objects of 同意 are 看法、想法、說法, as in 我不同意你的看法 “I disagree with you.”

The following vocabulary in this lesson is *reading vocabulary*:

常客、清蒸、小白菜、卡路里、片面

難寫的字：蒸 蘭 嫩 鹽 總 實

II. Grammar corrections (Textbook pp. 44-52)

p. 46:

Add to bottom of page:

The “一…就…” pattern indicates a quick succession of related actions. The second action immediately follows the first action. The pattern can be translated with the English phrase “As soon as (then) ...”

p. 47:

A: “in the past, before a change occurred” (contrasts with “後來”, “以後” or similar phrases)

B: “it turns out.” It is used upon the discovery of new information. It implies sudden realization of something unexpected that was true all along.

p. 50:

2. “並” (not really): almost always appears before negative verbs to assert something contrary to expectation or assumption.

p. 51:

2. “這〔就〕要看…了” (It depends on ...): This pattern is always followed by a sentence in the form of a question. The question may be of the V-not-V type (e.g. 好不好) or have a question word (e.g. 什麼), but it cannot be a “嗎” question.

III. Homework corrections (Workbook pp. 28-32)

A: Change “Please rewrite ...” to “Please **answer** ...”

B: Change “Please rewrite ...” to “Please **summarize** ...”

Bex: Remove the ninth character, 改, from the answer.

IV. Homework explanations (Workbook pp. 28-32)

1. Unfamiliar words

A1.	交朋友	<i>jiāo péngyou</i>	(vo) to make friends
A2.	你說呢？	<i>nǐ shuō ne?</i>	What do you think?
Bex.	見到	<i>jiàndào</i>	see
Bex.	遇見	<i>yùjiàn</i>	meet, run into
Bex.	早就	<i>zǎojiù</i>	a long time ago
B1.	實在	<i>shízài</i>	indeed, really
B2.	盤	<i>pán</i>	plate, platter
B3.	高中	<i>gāozhōng</i>	high school
C1.	噢	<i>ò</i>	oh!
C2.	吃素	<i>chī sù</i>	(vo) be a vegetarian
C3.	找不到	<i>zhǎobudào</i>	could not find (this is a <i>potential complement</i> structure)
E2.	打算	<i>dǎsuàn</i>	plan to
Hex.	帶	<i>dài</i>	to come with

2. Supplementary Grammar Notes

I. Adverbial 地 *de*

(IC 45-46)

The pattern **Adj. 地 V** focuses on the intention or attitude with which the **V** is undertaken, that is to say, the manner in which the **V** is carried out. Single-syllable adjectives are usually reduplicated in this pattern. (In Beijing speech, the second reduplicated syllable is also changed to first tone and takes on the *-r* ending. Thus 好好地 is pronounced *hǎohāor de* in Beijing.) This pattern is often seen together with optative verbs like 要 and 應該.

In contrast, the pattern **V 得 Adj.** indicates the objective result of the **V**, or the degree to which the **V** is performed. Thus **V 得 Adj.** is often used to describe the results of past actions, while **Adj. 地 V** is often used to refer to the future.

- 1) 她很認真地學習中文，可是她考試考得不好。“She studied Chinese diligently [attitude], but did poorly on the test [result].”
- 2) 你學得不好，你應該好好地學。“Your study poorly [objective result], you should study hard(er) [intention].”
- 3) 慢慢地走！“Walk slowly!” [intention] (a common polite farewell)
- 4) 你走得很慢。“You walk slowly.” [objective result]
- 5) 她要好好地學。“She has to study hard.” [intention]
- 6) 她學得很好。“She studies well.” or “She has learned it well.” [objective result]
- 7) 你每天都應該好好地複習生詞。
- 8) 她高興地跟我們說：“下課了！”
- 9) 他很驕傲 (*jiāo'ào* ‘proud’) 地跟我說：“我是最好的！”我認為他說得不對。

These sentences describe some results with V 得 Adj. Complete them with Adj. 地 V:

- 10) 你學得不好，你應該_____
- 11) 老師說得太快，麻煩你請他_____
- 12) 你昨天玩得不太高興，明天應該_____
- 13) 我上次考試考得不好，我下次考試以前要_____

II. 一…就… yī ... jiù ... ‘as soon as ... (then ...)’**(IC 46)**

This is always used to describe two actions which occur in rapid sequence, one right after the other. It can be used to refer to recurring actions (as in (1) below) or to one-time events (as in (2)). The basic patterns are:

Pattern 1 (habitual/general): 一 **V₁** 就 **V₂**

Pattern 2 (completed past action): 一 **V₁** 就 **V₂** 了

although there are variations in the use of 了.

Don't forget that 就 is an immovable adverb. If the second verb phrase contains a subject, 就 must follow it, as in example 3 below.

- 1) 她一聽就懂。 “As soon as she hears, she understands.”
- 2) 昨天一下雨就很冷了。 “Yesterday as soon as it rained it got cold.”
- 3) 我一出門，我女朋友就給我打電話。 “As soon as I went out, my girlfriend called me.”

Translate the following:

- 4) As soon as she says it, I understand.
- 5) As soon as I left home, I missed my parents.
- 6) As soon as I got home, I fell right asleep.
- 7) As soon as they saw it, they liked it.
- 8) As soon as I got up, I was hungry!!

III. 原來 yuánlái**(IC 47)**

原來 is a movable adverb with two distinct usages:

[1] ‘originally, in the past, before (as opposed to now)’

- 1) 我原來住宿舍，可是上個星期搬到校外去了。

Practice

Complete the following sentences:

- 2) 我原來不喜歡吃魚，……
3) 柯老師原來不會中文，……
4) 我原來學法語，……

[2] 'it turns out that..., all along...'

In this usage, 原來 introduces an unexpected or surprising situation which was true all along but unknown to the speaker.

- 5) 我昨天給柯林打電話，沒人接 (*jiē* 'answer')，他的電話原來有問題，不能用！
"Yesterday I called Kē Lín, and nobody answered. It turns out his phone had a problem and wasn't working." [the speaker did not know about the problem at the time]
6) 他做的飯很難吃，原來他放了太多味精。 "The food he made was really bad. It turns out he put in too much MSG." [the speaker did not know about the MSG at the time]

Complete the following sentences:

- 7) 我去圖書館，到了以後才知道圖書館關門了。原來_____
8) 房間裡很熱，原來_____
9) 她非常餓，原來_____
10) 張天明不要跟我們一起去中國城，_____
11) 我點的菜，味道很清淡，_____
12) 我昨天去找我同屋，可是他不在家，_____
13) 老師有很久沒有洗衣服了，_____

IV. A note on *Topic* and *Comment* in Chinese

Many Chinese sentences are structured as **Topic + Comment**. In simple terms, the **Topic** is what the sentence is about; it sets the stage for the rest of the sentence. The **Comment** is the new information which the speaker wants to convey about the Topic. The Topic is not necessarily the grammatical subject of the sentence. A literal but awkward English translation of the **Topic + Comment** structure is "As for **Topic**, **Comment**." Consider the following sentences, and notice

how they break down into **Topic** and **Comment**.

- 1) 那個電影，我已經看了。“I have already seen that movie.” = “As for that movie, I have already seen (it).” [The Topic “That movie” is actually the object of the verb.]
- 2) 中國每天都喝咖啡的人少。“Few people in China drink coffee every day.” = “As for China, few people (there) drink coffee every day.”
- 3) 她三十歲了。“She is thirty years old.” = “As for her, thirty years old.”
- 4) 我三塊錢。“As for me, three dollars.” (Depending on context, this could mean “I have three dollars”, “Mine cost three dollars”, “He lent me three dollars”, or any number of other meanings.)

Another way to think of **Topics** and **Comments** is that **Topics** convey old information; that is, they make reference to something that is already in the conversation or already known to the speaker. The **Comment** introduces new information; that is, something the listener doesn't yet know about the **Topic**. In the first example sentence above, “the movie” is already in the conversation and the listener already knows which movie is being discussed. It is old information. What's new is the fact that the speaker has seen it.

The question of whether a movable adverb moves or not, which was discussed in the lesson 2 notes, is related to **Topics** and **Comments**. Generally speaking, if the subject is in front of the adverb, it is treated as a **Topic** and considered old information. If the adverb comes first, then the entire sentence which follows it is considered to be new information.

For example, we saw this sentence above in the notes on 原來:

- 5) 我昨天給柯林打電話，沒人接 (*jiē* ‘answer’)。他的電話原來有問題，不能用！
“Yesterday I called Kē Lín, and nobody answered. It turns out his phone had a problem and wasn't working.”

Since “his phone” is mentioned in the first sentence, it is old information in the second sentence. Therefore it is topicalized and 原來 comes after it and introduces the Comment. But consider this sentence:

- 6) 我昨天給柯林打電話，沒人接。原來柯林的爸爸病了，柯林陪他去醫院看大夫。
“Yesterday I called Kē Lín, and nobody answered. It turns out that his father was sick and Kē Lín went with him to the hospital to see the doctor.”

Here there is no old information in the second sentence. The subject, Kē Lín's father, has not before been mentioned. 原來 is therefore in front of the whole sentence, which becomes one big Comment.

V. 特別是 *tèbié shì* ‘especially’

(IC 50)

特別是 is followed by a **noun phrase**. It extends the meaning of the preceding sentence:

Sentence, 特別是 NP

The **NP** is often a particular instance of a category mentioned in **Sentence**. The assertion made in the **Sentence** especially holds true of the **NP**. In the first example, 中國菜 is a category, and 菠菜豆腐湯 is the particular instance.

- 1) 我很喜歡吃中國菜，特別是菠菜豆腐湯 (*bōcài dòufǔ tāng*)。 “I really like Chinese food, especially spinach-tofu soup.”
- 2) 我的同屋不喜歡起床，特別是天氣很冷的時候。

Practice

Complete the following sentences:

- 3) 我認為學漢語很難，特別是…
- 4) 我很喜歡看電影，特別是…
- 5) 我常常很著急，特別是…
- 6) 小張很會做菜，特別是…
- 7) 這家餐館的菜都很地道，特別是…
- 8) …特別是功課很多的時候。
- 9) …特別是清蒸魚。
- 10) …特別是 Terry/Lander Hall。

Note: 特別 can be used by itself as an **adjective** meaning “special, unique, unusual” or as an **adverb** meaning “especially.” For example:

- 11) 這家餐館很特別，沒有菜單。 “This restaurant is unusual. They don’t have menus.”
- 12) 我特別喜歡在中國城吃飯。 “I especially like eating in Chinatown.”

VI. 並 (*bìng*) + Neg. ‘absolutely not, certainly not, indeed not’ (IC 50)

並 + 不／沒 is an emphatic negative. 並 indicates that what is said is contrary to someone’s assumption or expectation.

- 1) 大家都說 Starbuck’s 咖啡 (*kāfēi*) 最好喝，我並不同意。 “Everyone says that Starbuck’s coffee is the best, but I certainly don’t agree.”
- 2) 你跟我說今天的老師是陳老師。你看！那並不是陳老師！

Practice

Complete the following sentences with 並 + Neg.

- 3) 大家都同意你的看法。我…
- 4) 我的朋友說她妹妹長得很漂亮。原來她…
- 5) 大家都喜歡吃餅乾 (*bǐnggān* ‘cookie’)。我…
- 6) 請別開空調。我…
- 7) 誰說我去過中國？我…

VII. 這〔就〕要看 Question 〔了〕 *zhè (jiù) yào kàn (le)* ‘it depends on’ (IC 51)

The pattern sometimes can take a simple person or thing, as in:

- 1) 這就要看你了。 “It depends on you.”

But usually this pattern involves a question, either in the form of a **V-not-V** question, or a **Question Word** question.

Q: 你能不能跟我一起去 Rainier 山？

- 2) 這就要看 我忙不忙了。 “That depends on whether I’m busy.”
- 3) 你什麼時候想去了。 “It depends on when you want to go.”
- 4) 是開車去還是騎車去。 “It depends on whether you’re going by car or by bicycle.”
- 5) 功課多不多。
- 6) 天氣好不好。
- 7) 你開車開得快不快了。

Practice

Invite your partner to do something with you.

A: 你要不要跟我去…？

see a movie; go to a Chinese restaurant; play ball; go to Chinatown on the weekend; help with homework; help order food; teach you Japanese

B: Respond with 這就要看.

VIII. Negative time duration

Pattern: **S** 〔有〕 **Time Period** 沒有 **V** 了

1) 我有三個月沒有吃法國菜了。 “I haven’t eaten French food in three months.”

There are two possible ways to phrase questions about time duration, both meaning “for how long?”:

多長時間？

多久？

2) 你有多久沒有吃中國菜了？

We will review positive time duration in lesson 4.

IX. 多 / 少 V *duō / shǎo* ‘more / less’

(IC 50)

Pattern: 多 / 少 **V + Amount + O**

This pattern is usually used to make *requests*, *commands*, or *suggestions*. It is used to indicate that someone should do an action to a greater or lesser degree than they are currently.

1) 多喝一杯啤酒。 “Drink one more cup of beer.”

2) 少放一點鹽。 “Put in a little less salt.”

Sometimes the amount can be omitted from the pattern:

3) 你應該多吃水果。 “You should eat more fruit.”

Note that this pattern is not used to describe events that have already occurred. Compare the examples above with this sentence:

4) 他放了太多鹽。 “He put in too much salt.”

3. Simplified Character Exercise

For each character, write the *pīnyīn*, and write the simplified form five times. Then write one word or phrase of at least two characters (in simplified form) which contains the character. **Asterisked characters are in the current lesson’s vocabulary.**

I. Simplified forms of radicals.

Character	Pīnyīn	Simplified form (5 times)	Word (simp.)
-----------	--------	---------------------------	--------------

Radical: 頁 yè 'head':

頓* 顿 顿	_____	_____	_____
--------	-------	-------	-------

煩* 烦 烦	_____	_____	_____
--------	-------	-------	-------

題 题 题	_____	_____	_____
-------	-------	-------	-------

Radical: 魚 yú 'fish':

魚* 鱼 鱼	_____	_____	_____
--------	-------	-------	-------

鮮* 鲜 鲜	_____	_____	_____
--------	-------	-------	-------

II. Be sure to keep these simplified characters carefully distinguished.

頭 头 头	_____	_____	_____
-------	-------	-------	-------

買 买 买	_____	_____	_____
-------	-------	-------	-------

賣 卖 卖	_____	_____	_____
-------	-------	-------	-------

實* 实 实	_____	_____	_____
--------	-------	-------	-------

III. Simplified forms of some common characters.

會* 会 会	_____	_____	_____
--------	-------	-------	-------

為* 为 为	_____	_____	_____
--------	-------	-------	-------

國* 国 国	_____	_____	_____
--------	-------	-------	-------

IV. Rewrite in simplified form.

屋子裡怎麼這麼熱？麻煩你開開門。

4. Activities & Exercises

I. Practice with 這〔就〕要看 Question 〔了〕

Instructions: Work with a partner. One student should look at box A and cover box B. The other student should look at box B and cover box A. When your partner is speaking, you should be listening carefully instead of reading your partner's sentence.

A

Ia. Ask your partner the following questions. Write down your partner's responses in *pīnyīn* or characters.

1) 你這個週末要參加舞會嗎？

2) 那家飯館的菜好不好吃？

3) 你要買新電腦嗎？

Ib. Answer your partner using 這〔就〕要看 Question 〔了〕.

4)

5)

6)

B

Ia. Answer your partner using 這〔就〕要看 **Question** 〔了〕.

- 1)
- 2)
- 3)

Ib. Ask your partner the following questions. Write down your partner's responses in *pīnyīn* or characters.

- 4) 你要不要請你的同屋去看電影？

- 5) 你想住校外嗎？

- 6) 明天的考試難不難？

II. Practice with 正好

Instructions: Work with a partner. One student should look at box A and cover box B. The other student should look at box B and cover box A. When your partner is speaking, you should be listening carefully instead of reading your partner's sentence.

A

IIa. Read to your partner the following statements. Write down your partner's responses in *pīnyīn* or characters.

- 1) 我真想吃中國飯，但是這兒的中國餐館不太好。

- 2) 我想買這條褲子，可是錢已經沒有了。

IIb. Answer your partner using 正好 and the information provided below. (Do not translate.)

- 3) [You want to go see a movie too.]

- 4) [You're planning to drive to Boston.]

B

IIa. Answer your partner using 正好 and the information provided below. (Do not translate.)

- 1) [You're planning to cook Chinese tonight.] 2) [You have lots of cash.]

IIb. Read to your partner the following statements. Write down your partner's responses in *pīnyīn* or characters.

- 3) 我想去看電影，可是我不想一個人去。

- 4) 我想下個星期去波士頓看朋友，但是我沒有車子。

III. Practice with 只好

Instructions: Work with a partner. One student should look at box A and cover box B. The other student should look at box B and cover box A. When your partner is speaking, you should be listening carefully instead of reading your partner's sentence.

A

IIIc. Ask your partner the following question. Write down your partner's response.

- 1) 你想不想週末跟我去打球？

IIId. Answer your partner using 只好 and the information provided below. (Do not translate.)

- 2) [You have to do a lot of homework in the library tonight.]

B

IIIc. Answer your partner using 只好 and the information provided below. (Do not translate.)

- 1) [You have must spend the whole weekend working on a paper.]

IIId. Ask your partner the following question. Write down your partner's response.

- 2) 你想不想今天晚上跟我去跳舞？
- _____

IV. Practice with 一…就…

張天明 had a busy day yesterday. Use the 一…就… pattern to describe what he did. Note that in some cases you will need to add 完 to the verb for your sentence to make sense.

7:30 起床

7:35 洗澡

7:45 吃早飯

8:00 去上課

12:20 下課

12:22 eats lunch

12:55 去商店買日用品

1:45 plays ball

3:40 showers

4:00 goes home

4:30 到家

4:31 calls a friend

4:59 看電視

11:30 睡覺

V. Practice with 多 / 少

Va. At a restaurant, the following things are bothering you. Ask to have the problems rectified. To be polite, begin your requests with 麻煩你.

too much salt

not enough beef

not enough tofu

too much MSG

not enough Chinese broccoli

too much spinach

Vb. Make a suggestion to your friend regarding the following activities for maintaining good health. Start with 你應該.

smoking

eating meat

MSG

exercise

water

fruit

VI. Practice with Negative Time Duration

Via. Translate the following:

- 1) I haven't done laundry for two weeks!
- 2) I haven't driven a car for a year!
- 3) I haven't spoken Chinese for a long time!

Vib. 問問題 “How long since you...?”

- | | |
|---------------------------|------------------|
| 4) Attended a dance party | 5) Gone shopping |
| 6) Ate cookies | 7) Seen a movie |
| 8) 洗衣服 | 9) 回家 |
| 10) 吃牛肉 | |

VII. Fill-in-the-blank

Fill in each blank with the letter of the most appropriate word. (Note that one item is used more than once.)

- (a) 不然 (b) 多 (c) 得 (d) 原來 (e) 地
(f) 的 (g) 正好 (h) 並 (i) 也 (j) 又

張理文住的宿舍附近有一家中國餐館兒。張理文的老師覺得那家餐館兒菜做 _____ 好吃極了，_____ 香 _____ 新鮮。但是老師說他的女兒 _____ 不同意。她是吃素 _____，覺得那兒的素菜太清淡，她說點菜的時候只好告訴老板 _____ 放一點鹽和味精。張理文很高興 _____ 請了他剛認識的女同學跟他一起去那家餐館兒吃飯。他一到了女孩的家，就看到老師在家裡坐著，才知道那個同學 _____ 是老師的女兒。

5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make sure they are answered to your satisfaction in class.

p. 35:

- 1) Does Zhāng Tiānmíng prefer to eat in the school cafeteria? How do you know?
- 2) What are Zhāng Tiānmíng's reasons for deciding to go out to eat?
- 3) In line 3, what word has been omitted from the phrase “打了個電話”?
- 4) Who is Lín Xuěméi?
- 5) In line 5, why is “了” repeated after “兩天”?

p. 37:

- 1) Line 1: “往” wǎng ‘toward’.
- 2) In line 2, “後” is a colloquial abbreviation for what longer word?
- 3) In line 8, “點” doesn't mean ‘to order’. Here it functions as a measure word. What does it mean?
- 4) In the seventh line from the bottom, “看” is used to mean ‘think’. This is common.
- 5) How many dishes did they order? What were they?
- 6) What request did Kē Lín “trouble” the waiter with?

p. 39:

- 1) The word “並” usually appears in negative sentences which contradict an assumption. What assumption is being contradicted here?
- 2) In lines 3-4, is this the “是 ... 的” pattern we learned in lesson 1?
- 3) Find the topic-comment sentence in Lín Xuěméi's paragraph. Identify the topic and the comment.
- 4) What is Lín Xuěméi's argument? Do the others agree or disagree with her?
- 5) In the last line, we have a new use of “會” which we will not formally learn until lesson 16.

Here “會” means ‘likely to’, and the phrase “就不會” can be translated “would not have.”

6. Supplementary Translation Exercises

For practicing lesson 3 vocabulary and grammar points. Pay special attention to the underlined words and phrases.

- 1) Originally my favorite Chinese dish was steamed fish. Now my favorite Chinese dish is beef with Chinese broccoli. I often tell the shopkeeper to put in a little more oil.
- 2) I haven't bought any pants for three years, because I have no money. I have no choice but to borrow pants from my friends.
- 3) I will pick you up at a quarter past seven. Why don't you wait for me in the doorway?
- 4) That restaurant's vegetarian dishes are both cheap and delicious. But their menu does not have specialty dishes (on it). You should ask the owner to help you order good dishes.
- 5) I certainly do not agree with your opinion! On the whole, I believe your statement is extremely one-sided! As soon as I heard you speak I knew you weren't too smart.
- 6) What do you think about that reporter's newspaper article? Actually, I haven't read it yet. As soon as I (started to) read it I felt sleepy (= wanted to sleep).

- 7) May I trouble you to help me order two more dishes? I'm extremely hungry. I haven't eaten in nine hours. I'm a vegetarian. Please ask the owner to not put any beef in.
- 8) When I went to the library to study, it just so happened that two of my roommates were there chatting. One looks sort of ugly; one is good-looking.
- 9) He happily said to me, "Come with me! I'm good at smoking. Why don't I teach you?" I anxiously said, "I certainly don't want to learn how to smoke. It's not good for (your) physical health."
- 10) I heard that we have a new Chinese teacher. But it turns out it is Han Laoshi.
- 11) As for Chinese food, some dishes are bland, some dishes are oily, and some dishes have a lot of calories. On the whole, Chinese food isn't good for your health, especially beef with Chinese broccoli.
- 12) —Do you want to go to Chinatown with me this weekend?

—That depends on whether there is a Chinese test next Monday.

- 13) I originally felt that the reporter's viewpoint was too one-sided. Actually now I also think (= consider) that the dishes at that restaurant are not authentic. I haven't eaten there for three months.

- 14) —May I trouble you to practice Chinese with me this weekend?

—It just so happens that I was thinking of going to pick up my Chinese friend this weekend. Why don't you come with me!

- 15) She is a regular of this restaurant. As soon as she looks at the menu, she knows what dishes she wants to order.

LESSON 4: 買東西

1. Errata

Corrected or additional items are underlined.

I. Vocabulary corrections (Textbook pp. 61-63)

想起來		vc	<i>xiǎngqǐlai</i>	realize; occur to; <u>remember, recall</u>
穿		v	<i>chuān</i>	wear; <u>put on</u>
另外		<u>conj.</u>	<i>lìngwài</i>	<u>besides, in addition</u> [add after 名牌]
於是	于是	conj	<i>yúshì</i>	so; therefore; <u>thereupon</u>
化妝品	化妝品	n	<i>huàzhuāngpǐn</i>	cosmetic products, <u>makeup</u>
厚薄		n	<i>hòubó / hòubáo</i>	thickness (厚 ‘ <u>thick</u> ’; 薄 ‘ <u>thin</u> ’)
純棉的	純棉的	n	<i>chúnmián</i>	pure cotton
行		col	<i>xíng</i>	will work; will do; <u>okay</u>
好像	好象 / 像	adv	<i>hǎoxiàng</i>	<u>seems</u> as if
非…不可			<i>fēi ... bùkě</i>	<u>must</u> , have to
陪		v	<i>péi</i>	accompany; go with; <u>keep company</u>
付(錢)	付(钱)	v(o)	<i>fù (qián)</i>	pay (<u>money</u> , bills, <u>fees</u>)

The following vocabulary in this lesson is *reading vocabulary*:

名牌、洗衣粉、牙膏、香皂、以及、浴巾、於是、化妝品、純棉、哎呀、圖、物美價廉、在乎、信用卡、稅、州、收據

難寫的字：膏 衛 購 薄 圖 廉 論 據 簽

II. Grammar corrections (Textbook pp. 64-75)

p. 70:

(2)A: This **clothing** is too expensive. Don't buy it.

(4)A: **Don't** you eat meat?

6: “難道 ... 嗎” (Do you mean to say ...?):

p. 71, top:

Add the character 嗎 to the end of example sentences (2) and (3).

III. Homework corrections (Workbook pp. 39-41)

C: Remove the character 也 from the pattern.

IV. Homework explanations (Workbook pp. 39-41)

1. Unfamiliar words

Bex.	買得到	mǎidedào	can buy (<i>potential complement</i> structure)
B1.	吃得到	chīdedào	can eat (<i>potential complement</i> structure)
B2.	考慮	kǎolǜ	think over, consider (lesson 5)
D2.	倆	liǎ	two of (us, them, etc.)
D2.	挺	tǐng	very (lesson 7)
Fex.	生意	shēngyì	business
F2.	逛街	guàng jiē	window-shop, stroll around

2. Supplementary Grammar Notes**I. Positive Time Duration****(IC 64-65)**

In lesson 3 we practiced making sentences that talked about how long one had not been taking part in a particular activity. In this lesson we will review how to speak about how long you engage in an activity.

There are two common patterns to express positive time duration. In both, the **Time Phrase** expresses a length of time (e.g., 三天, 兩個鐘頭, 很久).

Which pattern you use depends on whether the action is *punctual* or *durative*. Punctual actions cannot be extended through time.

Pattern 1a (durative **V**): **S V (O V) (了) Time Phrase (了)**

The time phrase is *the length of time during which the activity takes place*.

- 1) 他要在這兒住兩個月。 “He wants to live here for two months.”
- 2) 他在波士頓住了兩個月。 “He lived in Boston for two months.”

If there is an object, then the **V** is repeated:

- 3) 她練習日文練習了四個小時。 “She practiced Japanese for four hours.”
- 4) 昨天晚上王朋看書看了三個鐘頭。
- 5) 張理文學漢語學了一年了。

Pattern 1b (durative V): S V (了) Time Phrase 的 O (了)

We will not be stressing this usage in this lesson. In meaning it is identical to Pattern 1a.

- 6) 她練習了四個小時的日文。 “She practiced Japanese for four hours.”

Pattern 2 (punctual V): S V (O) 了 Time Phrase (了)

When the **V** is punctual, describing an event that takes place at a point in time, the **Time Phrase** expresses how much time has transpired *since the activity took place*.

- 7) 我來了三天了。 “I’ve been [here] for three days (so far).” or “It’s been three days since I arrived.”

If a **V-O** phrase is involved, 了 will come after the **O**.

- 8) 他們結婚 (jiéhūn vo ‘get married’) 了一年了。 “They’ve been married a year (so far).” or “It’s been one year since they married.”

Note that in Pattern 2 the **V** is *not* repeated even if there is an object.

Some other punctual verbs are 開學, 結束, 死, 開始, 畢業 (bìyè ‘graduate’).

In both Pattern 1 and Pattern 2, the use of a sentence-final 了 indicates that the situation is still continuing into the future. Compare the following examples:

- 9) 王朋每天都看書看一個鐘頭。 “Wáng Péng reads for one hour every day.”
 10) 王朋昨天看書看了一個鐘頭。 “Wáng Péng read for one hour last night.”
 11) 王朋今天看書看了一個鐘頭了。 “Wáng Péng has read for one hour so far today.”

II. 無論…都… wúlùn ... dōu ... ‘no matter, whether or not’ (IC 65-66)

Between 無論 and 都 we find a question-form phrase, either of the **V-not-V** type or with a **Question Word**. You might recall that we saw this same requirement with the phrase 這就要看 in lesson 3.

Don’t forget that 都 is an immovable adverb, always coming *after* the **Subject** but *before* the **V** phrase (which includes any **Prepositional Phrases** (such as 在, 跟, 對, 給, 往) and **Negations** (不/沒)).

Pattern 1: 無論 V-not-V 都…

Note that the **V** of the **V-not-V** phrase can be either an **Adj.** or a **V**.

- 1) 無論貴不貴我都要買。 “Whether it’s expensive or not I want to buy it.”
 2) 無論有沒有錢我都要去旅行。

Pattern 2: 無論 **Question Word phrase** 都...

- 3) 無論誰都不認識這個人。 “No matter who, they all do not know this person.”
- 4) 無論是咖啡還是茶，我都不想喝。 “Whether it’s tea or coffee, I don’t want it.”
- 5) 在西雅圖，無論住在哪兒都非常貴。

Complete the following:

- 6) 這個學生真會寫字！無論什麼字…
- 7) 王朋特別喜歡這件毛衣。無論要花多少錢…

III. Adj./V 是 Adj./V，可是/但是… ‘it may be Adj./V, but…’ (IC 69-70)

This forms a type of concessive ‘although’ sentence. The clause with **Adj./V 是 Adj./V** indicates that the speaker concedes that the repeated **Adj.** or **V** is true. The clause after **可是 / 但是** expresses something that is nevertheless the case. It is awkward to use this pattern with a negated **Adj./V** like 不好吃 or 不貴. Instead, you should use positive forms like 難吃 and 便宜.

- 1) A: 你很忙吧？

B: 忙是忙，可是我還有時間幫助你。 “I may be busy, but I still have time to help you.” 2)

A: 你會中文，對不對？ “

B: 會是會，但是我不會寫漢字。 “

- 3) 漢語難是難，可是我覺得很有意思。 “Chinese is hard all right, but I feel it is very interesting.”
- 4) 想去是想去，但是我現在沒有錢，不能去旅行。

Note that with verbs, (1) it is possible to use 了 or 過 in this pattern for completed actions (but only after the repetition of the verb), (2) objects are generally preposed or elided. For example:

- 5) 電影看是看了，可是我不喜歡。 “It’s true that I saw the movie, but I didn’t like it.”

Complete the following dialogues:

- 6) A: 這條牛仔褲很貴。

B: _____

- 7) A: 你做的菜很香！

B: _____

8) A: 那套運動服很便宜。

B: _____

9) A: 你的汽車好像很新。

B: _____

10) A: 住馬路旁邊很方便！

B: _____

11) A: 我們的宿舍設備很舊。

B: _____

12) A: 這道菜非常好吃。

B: _____

13) A: 你的朋友有一點兒胖 (pàng ‘fat’)。

B: _____

IV. Rhetorical questions with 難道…嗎？ *nándào ... ma?*

(IC 70-71)

Rhetorical questions are not really questions in that they don't expect an answer; the speaker already feels she has the answer. One common form of the rhetorical question in Chinese is formed with 難道…嗎？, literally 'isn't it hard to say ...?', but more idiomatically 'could it be ...?', 'do you mean ...?', or 'how could it be that ...?' 難道 sentences express incredulity or shocked surprise on the part of the speaker. The sentence that comes after 難道 is something that is hard to believe. 難道 is movable.

This expression can also be used without final 嗎. When 嗎 is absent, the sentence may take on a harsher or more critical tone. For now, you should always use 嗎 with this pattern.

1) 難道你自己的名字還不知道嗎？ “How can it be that you don't even know your own name?”

2) A: 她連“大”字也不會寫。 “She can't even write the character ‘大’.”

B: 她難道沒學過中文嗎？ “Do you mean to say that she hasn't ever studied Chinese?”

3) 為什麼王朋不跟我說話？難道他不喜歡我嗎？ “Why doesn't Wáng Péng speak to me? Is it possible that he doesn't like me?”

4) 你西雅圖已經來了三個月了，難道你沒有去過 Space Needle 嗎？

5) 你只是學生，難道你有那麼多錢嗎？

Complete the following to indicate that something surprising or hard to believe has happened:

- 6) 這個字是第三課的生詞，我們剛才學過，…
- 7) 她爸爸昨天給她三百多塊錢，…
- 8) 你是在中國長大的，…
- 9) 芥蘭牛肉是這家餐館的拿手菜，…
- 10) 那條牛仔褲打五折了，…

V. 另外 *lìngwài* ‘besides, in addition’

(IC 72)

另外 is often used with 也 or 還. It is an adverb, so it must occur with a verb clause.

- 1) 我要買衛生紙，另外還要買別的日用品。

Complete the following:

- 2) 我買了三件T恤衫 _____ 買了一條牛仔褲。
- 3) 我今天要做法文功課 _____ 要準備明天的中文考試。
- 4) 我喜歡吃芥蘭牛肉…
- 5) 準備考試應該複習生詞…

VI. 非…不可 *fēi ... bùkě* ‘have to, must’

(IC 74-75)

Usually, this pattern is used for an action that isn’t physically necessitated, but is actually made by choice. It is thus quite different from 只好 ‘have no choice but to...’.

Pattern: **S 非 VP 不可**

- 1) 我媽媽病了，我非回家不可。 “My mom is sick. I have go home.”
- 2) 我的朋友現在等著我，我非走不可。 “My friend’s waiting for me, I have to go.”
- 3) 每次去吃中國飯，她非點清蒸魚不可。
- 4) 我弟弟不會開車，我非帶他去不可。

Complete the following:

- 5) 我很想出去玩兒，可是明天就考試了，我非 _____ 不可。
- 6) 我家裡沒有什麼好吃的，我非 _____ 不可。
- 7) 小王買東西的標準，第一是價錢。他非 _____ 不可。
- 8) 我的同屋不喜歡我，我非 _____ 不可。
- 9) 那個同學很奇怪 (*qíguài* ‘strange’)，她每次來上課非 _____ 不可。

3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

I. These characters share a phonetic.

Character	Pīnyīn	Simplified form (5 times)	Word (simp.)
爭* 争 争	_____	_____	_____
靜 静 静	_____	_____	_____

II. Other simplified forms to know.

無* 无 无	_____	_____	_____
樣* 样 样	_____	_____	_____
適* 适 适	_____	_____	_____
價* 价 价	_____	_____	_____
錢* 钱 钱	_____	_____	_____
聽 听 听	_____	_____	_____
個 个 个	_____	_____	_____
時 时 时	_____	_____	_____
舊 旧 旧	_____	_____	_____
寫 写 写	_____	_____	_____

4. Activities & Exercises

I. Practice with 無論 <Question-form>, (S) 都...

Make sentences using 無論...都 that correspond to the English information below and match the frames.

Frame 1: 那個晚會，無論 _____，我都不去。

- | | |
|---|---|
| 1) Whether I'm busy or not | 2) No matter who goes |
| 3) No matter when it starts | 4) No matter where it is |
| 5) Whether I've finished my homework or not | 6) No matter what kind of beer is there |

Frame 2: _____ 我都要吃

- | | |
|-----------------------------------|--|
| 7) No matter what you order | 8) Whether you cook or Xiǎo Wáng cooks |
| 9) Whether I'm hungry or not | 10) No matter how much salt you put in |
| 11) Whether there's MSG or not | 12) Whether it's beef or tofu |
| 13) Whether it tastes good or not | |

Frame 3: _____ 他都要買

- | | |
|------------------------------------|---|
| 14) Whether tax is heavy or not | 15) Whether the quality is good or not |
| 16) No matter what style | 17) Whether it's expensive or not |
| 18) Whether it's jeans or sweaters | 19) Whether it's daily necessities or clothes |
| 20) No matter how much it costs | 21) Whether she has cash or not |

Frame 4: _____ 我都不 _____ (Verb)

- | | |
|---|--|
| 22) Whether it's spinach or tofu | 23) Whether it's French or Japanese |
| 24) Whether it's jeans or T-shirts | 25) No matter who made this dish |
| 26) Whether it rains or not | 27) No matter who's going |
| 28) No matter how many books are on the shelf | 29) No matter how many times you tell me |

II. Practice with Positive Time Duration

Use the question words 多久 or 多長時間 to find out how long your classmate:

- 1) has lived in Seattle
- 2) slept last night
- 3) works each week
- 4) will do homework tonight
- 5) has studied Chinese (so far)
- 6) watches TV each day
- 7) will listen to music this weekend
- 8) washed clothes last week

Review negative time duration. Find out how long it's been since he/she last:

- 9) moved
- 10) paid with a credit card
- 11) bought toilet paper
- 12) smoked cigarettes

III. Prices

Pattern 1: 打 **X** 折 [**1** ≤ **X** < **10**]

This pattern expresses the amount of the reduced price (not of the reduction). Each unit represents one-tenth of the original price.

打八折 : you pay 80%, or in other words, you get 20% off.

打七折 : you pay 70%, or in other words, you get 30% off.

Note: A decimal can be written as part of the number in this pattern, but it is not pronounced in speech. For example, 打 7.5 折 (25% off) is pronounced *dǎ qīwǔ zhé*.

Pattern 2: 百分之 **Y** = **Y**%

百分之七十五 = 75%

Practice

Fill in the blanks based on the information in the following table. You will need to supply an appropriate product for the first blank of each sentence.

Pattern 1 Practice: 這 _____ 原來的價錢是 _____，現在打 _____ 折了，你要付 _____。

Pattern 2 Practice: 這 _____ 原來的價錢是 _____，現在打 _____ 折了，那是百分之 _____。

Item 商品	Original Price 原價	Sale!! 減價	Sale Price 售價
	\$100	打八折	
	\$5	打 2 折	
	\$40	打五折	
	\$200	打 7 折	
	\$50	打八折	
	\$100	打 9 折	
	\$90	打 5 折	
	\$200	打 7.5 折	
	\$91	打 5 折	

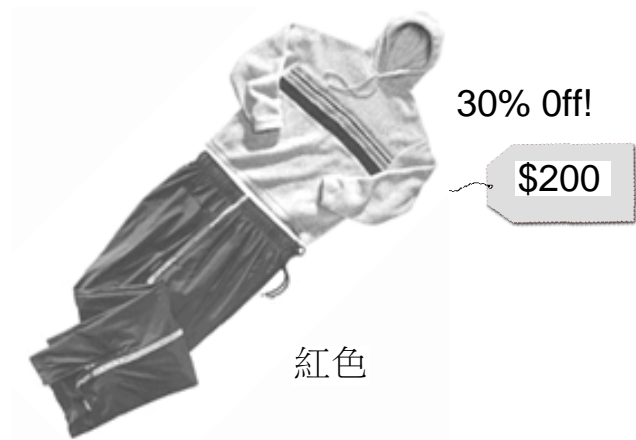
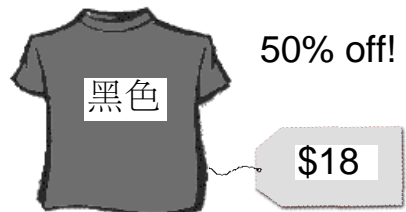
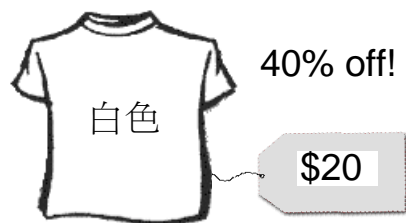
IV. Purchasing clothing—Dialogue Completion

Use the pictures below to complete the following dialog.

〔兩個朋友在購物中心裡買衣服〕

- A. 我想買這 _____，_____ 很好／很合適。
- B. _____ 是 _____，可是 _____。
- A. 沒關係。無論 _____，我都要買。
- B. 好，我不跟你爭論。你看，打 _____ 折了。
- A. 太好了。原來的價錢是 _____，現在只是 _____了。
- B. 我們在哪兒付錢？

After you've practiced a few times, try to improvise variations of the dialog without looking at the text.



V. Purchasing clothing—Guided Conversation

You and your friend are shopping together. Discuss your purchases by following the conversational outlines below.

Student 1 is looking for: a sweater and a pair of jeans.

Student 2 is looking for: two T-shirts and a set of sportswear.

Shopper

A: You want to buy **X**. Explain why you want it.

B: [...]

A: Explain that you don't care about your friend's objection, and will buy it anyway. (use 無論...都)

B: [...]

A: Ask your friend if it is on sale

B: [...]

Friend

A: [...]

B: Explain why he/she should not buy it. (Use **Adj** 是 **Adj**)

A: [...]

B: "Can it be that you don't mind that ..." (use 難道)

A: [...]

B: Tell your friend what the sale is.

VI. Listening comprehension

Read the questions below. You will hear a short dialog two times. Answer the questions based on the content of the dialog.

- 1) Nàge rén yào mǎi shénme ?
- 2) Dì yī tài tài dà háishì tài xiǎo ?
- 3) Yuánlái de jiàqián shì duōshǎo ?
- 4) Tā yígòng yào fù duōshǎo qián ?
- 5) Tax in this state is: ____ % (write a number)

VII. Fill-in-the-blank

Choose the letter that best completes the sentence.

- 1) 那件T恤衫 _____ 是 _____ , _____ 好像質量不太好。
a. piányi, piányi, kěshì b. yòu, yòu, zhǐshì c. hǎo, hǎo, lìngwài
- 2) 我 _____ 去複習中文 _____ , 明天要考試了!
a. wúlùn, dōu b. fēi, bùkě c. hái, zài
- 3) Seattle 我已經來了三個月 _____ .
a. ba b. de c. le
- 4) 你是很好的學生, _____ 考試考得不好 _____ ?
a. fēi, bùkě b. nándào, ma c. shì, de
- 5) 這個菜很清淡, _____ 放多少味精 _____ 沒有什麼味道!
a. duō, yìdiǎr b. chùle, hái c. wúlùn, dōu

5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make sure they are answered to your satisfaction in class.

p. 55:

- 1) This paragraph contains three words which all mean ‘etc.’. What are they?
- 2) Why isn’t Zhāng Tiānmíng satisfied with the clothes his mother bought him?
- 3) Who is driving the car?

p. 57:

- 1) In line 3, 這邊兒 refers to the side of what? What does 就是 mean?
- 2) Line 6: 不過 *búguò* ‘but’. (See lesson 5.)
- 3) Line 11: 這樣 *zhèyàng* ‘in this way’. (See lesson 5.)
- 4) In line 12, translate 兩件衣服花的錢 into English.
- 5) What are Zhāng Tiānmíng’s reasons for buying only name-brand clothing? You should be able to summarize his argument in Chinese.
- 6) Contrast the use of 非…不可 by Kē Lín with the use of 只好 by Zhāng Tiānmíng. Could these patterns be interchanged?
- 7) Summarize Kē Lín’s standards for buying clothes, and his reasons.
- 8) In the fifth line from the bottom, what does Kē Lín mean by 好，好，好？

p. 59:

- 1) 售貨員 *shòuhuòyuán* ‘salesperson’ (literally ‘sell goods person’)
- 2) Line 3: 加上 ‘add on’; 一共 *yígòng* ‘all together’
- 3) In the second to last line, the character 個 in 簽個字 doesn’t mean ‘one’. Sometimes in colloquial speech a measure word is inserted between the verb and object to provide a softening effect, making the action seem less formal or serious. For example, you often hear 上個廁所 meaning “go to the bathroom.”

6. Supplementary Translation Exercises

For practicing lesson 4 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) I have a class now. I have to go.
- 2) —This pair of jeans is 30% off; extremely cheap!

—That may be cheap, but it seems the quality isn't very good.

- 3) Washington State tax is 8.6%. Adding tax, altogether it is \$46.30. Will you use a credit card or pay cash?
- 4) My roommate doesn't like me. I have to move out.
- 5) Whether my roommate likes me or not, I'm not moving out.
- 6) I'm going to the shopping center to buy paper, pens, books, etc.
- 7) It just so happens I need to buy stationery too. Besides, I also need to buy daily necessities. How about I go with you.
- 8) He's very picky about (eating) food. Every time we go to a restaurant to eat he has to bother the owner to put less oil in.
- 9) You've been arguing with him for forty minutes so far! His statements are very reasonable. How can it be that you don't agree with his opinion?

- 10) No matter how much money I have to pay, I must buy this set of sportswear. The size and color really suit me! But I have no cash. I'll have to use my mother's credit card.
- 11) That sweater may be expensive, but the quality is good. No matter how much the price is, I am going to buy it.

LESSON 5: 選專業

1. Errata

Corrected or additional items are underlined.

I. Vocabulary corrections (Textbook pp. 81-84)

其他 (的)		pr, (adj)	<u>qítā (de)</u>	other
大半		adj	<u>dàbàn</u>	more than half; most
為 (了)	為 (了)	prep	<u>wèi (le)</u>	for
至於	至于	conj.	<u>zhìyú</u>	as for; as to
雙學位	双学位	n	<u>shuāng xuéwèi</u>	double major <u>degree</u>
物理 (學)	物理 (学)	n	<u>wùlǐ(xué)</u>	(study of) physics
電腦 (學)	电脑 (学)	n	<u>diànnǎo(xué)</u>	computer (science)
學分	学分	n	<u>xuéfēn</u>	academic <u>unit</u> , credit
打算		v, n	<u>dǎsuàn</u>	plan
(跟)…打交道		vo	<u>(gēn)…dǎ jiāodào</u>	deal with
管		col	<u>guǎn</u>	<u>care about, mind about; control, interfere</u>
申請	申请	v	<u>shēnqǐng</u>	apply (to school, for job, etc.)
考慮	考虑	v	<u>kǎolǜ</u>	consider, <u>think over, think about</u>
履歷	履历	n	<u>lǚlì</u>	<u>professional history/work history</u>
履歷表	履历表	n	<u>lǚlìbiǎo</u>	<u>cv, resume</u> [add after 履歷]

Usage notes:

• 其他 qítā, 別的 biéde, and 另外 lìngwài: These three words are synonymous, all meaning ‘other’. 其他的 and 別的 are essentially identical in usage. They are used with an unspecified number of objects: 其他的人 ‘the other people’. 另外 is used with a specified number: 另外那三條褲子 ‘those three other pairs of pants’, 另外那個人 ‘that (one) other person’.

• 記 jì, 記得 jìde, and 記住 jìzhù: The simple verb 記 means ‘to remember’. 記得 means ‘to have in memory’ or ‘to recall from memory’, as in 我不記得我們哪天要考試 ‘I don’t remember what day we have the test’. 記住 means ‘to commit to memory’ or ‘to fix in one’s memory’, as in 這麼多生詞我記不住 ‘I can’t memorize this many vocabulary words’. Although 記得 and 記住 might both be translated ‘remember’ in English, you should think of 記得 referring to having a memory in your mind, and to 記住 as referring to getting a memory into your mind.

The following vocabulary in this lesson is *reading vocabulary*:

東亞史、統計學、反復、大半、指導教授、聊、肯定、雙學位、物理學、研究所、工學院、

管理學院、文科、醫學院、〔跟〕打交道、唉、哲學、飯錢、省下來、實習、履歷、履歷表、提、咱們

難寫的字：選 專 導 畢 腦 算 醫 整 慮 履

II. Grammar corrections (Textbook pp. 84-94)

p. 84:

1: Remove 就是 from the “it’s just that” pattern. We will only practice “只是.”

p. 87:

Note that the two choices must be verbal expressions. “要麼…要麼…” is colloquial. It is not used in formal writing.

p. 90:

A: Resultative complement **indicating result/completion of action**:

p. 91, last explanatory sentence:

However, when the **auxiliary** verb is “想”, “能”, “可以”, “要”, or the **main verb** is “是”, one can only use “又”:

p. 92, top:

“還” indicates increase in quantity or amount, “still more.” The pattern is “還” + **aux. verb** (+ “再”) + **main verb** (+ **number** + **measure**):

1. “反復” (repeatedly): “反復” often is **followed by** verbs such as...

III. Homework corrections (Workbook pp. 53-56)

A: Change 就是 to 只是 in this section.

E3: Remove the extra 買 from the sentence.

IV. Homework explanations (Workbook pp. 53-56)

1. Unfamiliar words

Aex.	穿起來	chuānqǐlai	when (I) wear it
B3.	消息	xiāoxi	news
F2.	…上	… shàng	in the area of ...
F2.	困難	kùnnán	difficulty

2. Supplementary Grammar Notes

I. 只是 *zhǐshì* 'it's just that'

(IC 84-85)

Pattern: **Sent. 1, 只是 Sent. 2**

只是 is used to introduce a qualification, problem, or exception to the preceding statement. The implication is that this is the only such qualification, problem, or exception. Because it downplays the problem, the use of 只是 is often more polite than using 但是 or 可是, as in #2 below.

- 1) 那件毛衣很好看，我想買，只是昨天付了房租，沒有錢了。 "That sweater looks great, I want to buy it, it's just that I paid rent yesterday and I don't have any money."
- 2) 我願意開車帶你們去，只是我的汽車只坐四個人。
- 3) 我同意你的想法，只是你的說法有一點兒不對。

就是 can often be substituted for 只是, with similar meaning.

- 4) 我同意你的想法，就是你的說法有一點兒不對。

II. 至於 *zhìyú* 'as for'

(IC 86-87)

至於 is contrastive. It is used to say something about the following noun phrase in contrast with an earlier topic. Therefore it always preceded by another sentence.

Pattern: **Sent. 1 (about Y); 至於 X, Sent. 2**

- 1) 我一定要去。至於他，我不知道。 "I certainly will go. As for him, I don't know."
- 2) A: 我們這個週末去哪兒，什麼時候回來？
B: 我想去 Rainier 山最好。至於什麼時候回來，我不知道。
- 3) A: 你認識那兩個人嗎？
B: 我不認識那個男的，至於那個女的，她就是我媽媽！

Complete the following by contrasting two topics using 至於:

- 4) A: 你日文、中文都會嗎？

B: 中文我會，至於 _____

5) **A:** 文學課、電腦課，你都喜歡嗎？

B: _____

6) **A:** 那個商店賣的日用品和文具都很貴嗎？

B: _____

7) **A:** 你喜歡的毛衣、T恤衫都買到了嗎？

B: _____

8) **A:** 那家餐館的菜，你都喜歡嗎？

B: _____

9) **A:** 你 UW 和 Harvard 都申請了嗎？

B: _____

Note the difference between 至於 and 對...來說. The former establishes a contrasting topic for the sentence, while the latter specifies to whom a subjective feeling applies. Compare:

10) (我男朋友的專業是醫學。) 至於我，我的專業是中文。 “As for me [in contrast to someone else], my major is Chinese.”

11) 對我來說，中文很有意思。 “To me, Chinese is interesting.” (No contrast is implied.)

Because of this, 對...來說 always takes a person as its object, while 至於’s object can be any kind of topic. Furthermore, 對...來說 usually occurs with expressions of judgment like 有意思、合適、重要、難, etc.

III. 另外 vs. 其他的／別的 ‘the others’

(IC 88-89)

When appearing before a **N**, 另外 refers to a definite number of items. Hence it occurs with number-measure expressions and determiner-measure expressions. (The two most common determiners in Chinese are 這 and 那.)

Pattern: 另外 $\left\{ \begin{array}{l} \text{Num.} + \text{M} \\ \text{Det.} + \text{M} \end{array} \right\} \text{N}$

In contrast, both 其他的 and 別的 are indefinite as to number, and come directly before the **N**. (Note: this adjectival use of 另外 should be kept distinct from the adverbial use learned in lesson 4.)

1) 我認識那個人，另外那兩個我都不認識。 “I recognize that person, but I don’t recognize the other two.”

- 2) 我認識那個人，其他的我都不認識。 “I recognize that person, but I don’t recognize the others.”

Complete the following with 其他的／別的:

- 3) [of three courses:] 我選好了一門課，…
- 4) [of five dishes ordered:] 這個菜我吃過，…
- 5) [of six washing machines on the floor:] 那台洗衣機可以用，…

Complete the following with 另外:

- 6) [of four courses:] 我選好了一門課，…
- 7) [of two dishes ordered:] 這個菜我吃過，…
- 8) [of two washing machines on the floor:] 那台洗衣機可以用，…

IV. 再／又 zài / yòu ‘again’

(IC 91-92)

Future

Pattern 1: 再 **V**

- 1) 你說你很喜歡昨天買的那條牛仔褲，你明天再去買一條吧。 “You say you really like those jeans you bought yesterday. Why don’t you go again tomorrow and buy another?”
- 2) 錄音帶我聽了一次，我下午再聽一聽。
- 3) 我沒有聽懂，請你再說一次。

Pattern 2: 又 **AV + V**

Auxiliary verbs include 要，得 (děi)，想，應該，能，可以. 要 and 得 are the most commonly seen AVs in this pattern. 又 is also used when the main verb is 是.

- 4) 我們明天又要付房租！ “I have to pay rent again tomorrow!”
- 5) 我註冊手續沒辦好。我又得去辦一次。

PastPattern: 又 **V** 〔了〕

- 6) 我上個星期吃了一次中國飯，昨天又吃了一次。
- 7) 小王特別喜歡她前天買的那條牛仔褲，她昨天又買了一條。

Use of 還 meaning 'more, in addition'

Sometimes 還 is used with auxiliary verbs and an amount to mean 'more'. It can be used together with 再 in an extension of Pattern 1.

Pattern 1a: 還 **AV** 〔再〕 **V Amount (O)**

- 8) 那條魚真好吃，我還想〔再〕點一條。 "That fish was really delicious, I'd like to order another one."
- 9) 我還要跟你討論一件事。

This pattern can only be used when an auxiliary verb is present. If not, Pattern 1 with 再 must be used instead, e.g. 請你再說一次。

3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

I. These characters share a phonetic.

<u>Character</u>	<u>Pīnyīn</u>	<u>Simplified form</u> (5 times)	<u>Word (simp.)</u>
歡 欢 欢	_____	_____	_____
觀 观 观	_____	_____	_____
驗* 验 验	_____	_____	_____
簽 签 签	_____	_____	_____

II. Simplified forms of other characters.

選* 选 选	_____	_____	_____
--------	-------	-------	-------

業*	业	业	_____	_____	_____	_____	_____	_____
為*	为	为	_____	_____	_____	_____	_____	_____
後*	后	后	_____	_____	_____	_____	_____	_____
當*	当	当	_____	_____	_____	_____	_____	_____
過	过	过	_____	_____	_____	_____	_____	_____
師	师	师	_____	_____	_____	_____	_____	_____
動	动	动	_____	_____	_____	_____	_____	_____
電*	电	电	_____	_____	_____	_____	_____	_____
習*	习	习	_____	_____	_____	_____	_____	_____

4. Activities & Exercises

I. Practice with 只是 “it’s just that”

Complete the sentences.

- 1) 我想陪你去買褲子，只是 _____。
- 2) 我今天晚上應該準備課文，只是 _____。
- 3) 我願意選三年級的中文課，只是 _____。
- 4) _____，只是賺的錢不夠。
- 5) _____，只是房租太貴了。
- 6) _____，只是我沒有工作經驗。

Answer the questions with “我想…，只是…”.

- 7) 你要選什麼專業？
- 8) 你為什麼沒有申請 Harvard 大學？

- 9) 你畢業以後要當醫生嗎？

II. Practice with 要麼 “either ... or ...”

Q: 我應該 **Verb** 什麼？

A: 你要麼 **Verb X** 要麼 **Verb Y**

- | | |
|--|-----------------------------|
| 1) jeans or sweater | 2) 電腦課 or 物理課 |
| 3) broccoli or spinach | 4) Chinese or Japanese food |
| 5) 中文課 or 法文課 | 6) 紅的 or 綠的 |
| 7) see a movie or go to library to study | 8) beer or tea |

Other Question Words

- | | |
|----------------------------|----------------------|
| 9) how get to school? [怎麼] | walk or take the bus |
| 10) go with whom? [誰] | 小王 or 小張 |
| 11) eat where? [哪兒] | the Ave. or the HUB |

III. Practice with 對...來說

Answer the questions.

- | | |
|--|----------------------------------|
| 1. 中文難不難？
[to me] | [to people from China] |
| _____ | _____ |
| 2. 買衣服，價錢重要不重要？
[to college students] | [to me] |
| _____ | _____ |
| 3. 哲學有意思嗎？
[to philosophy professors] | [to my friends] |
| _____ | _____ |
| 4. 申請工作，能賺很多錢重要不重要？
[to me] | [to (other) humanities students] |
| _____ | _____ |
| 5. 選專業，什麼是最重要的？
_____ | |

6. 學文學有沒有意思？

7. 拿雙學位容易不容易？

8. 你為什麼買你今天穿的衣服？

IV. Practice with 又／還／再

Put the correct form of “again” in the following sentences:

我們前天去公園玩兒。

• 我們昨天 _____ 去了。

• 我們明天 _____ 去吧！

• 我們明天 _____ 要去。

Add 昨天 and the correct form of “again” to the following sentences:

1) 我們討論了這件事情 (*shìqìng* ‘thing, matter, affair’)。

2) 張天明買褲子了。

3) 我準備課文。

4) 我去了購物中心。

5) 他吃了一條魚。

Add 明天 (where appropriate) and the correct form of “again” to the following sentences:

6) 我去購物中心。

7) 我要付稅。

8) 我得註冊。

9) 我下個學期選文學課。

10) I have to take a test again.

Create appropriate sentences using “還 AV (再) V” or “再 V”, plus amount:

我們前天去公園玩兒。

• 我們明天 _____ 想 _____ 去一次。

11) 我想買牛仔褲。 [two more]

12) I want to see that movie. [once more]

13) Please say it. [once more]

14) 我們點的菜不夠。 [let's order one more]

15) I want to discuss. [two more things]

V. Practice with 又 / 還 / 再 and 只是

A

Va. Assume your 同學 told you yesterday that he or she planned to do something for the second time. Use 又 to ask your 同學 if he/she has in fact V-ed again. Write down his/her answers in characters or *pīnyīn* or a mixture.

Ex: 買了一件毛衣 ⇒ 你又買了一件毛衣嗎？

1) 看了那個日本電影

2) 去了 Rainier 山

3) 選了中文課

4) 跟老師討論了選專業的事

Vb. Answer your 同學's four questions in the negative. Use 還想(再) to indicate you'd like to V again, then use 只是 to explain why you can't. Your 同學 will write down your answers.

Ex: Your 同學 asks: 你又買了一件毛衣嗎？

You might answer: 沒有。我還想再買一件，只是我媽媽說我要多省錢。

B

Va. Answer your 同學's four questions in the negative. Use 還想(再) to indicate you'd like to V again, then use 只是 to explain why you can't. Your 同學 will write down your answers.

Ex: Your 同學 asks: 你又買了一件毛衣嗎? You might answer: 沒有。我還想再買一件, 只是我媽媽說我要多省錢。

Vb. Assume your 同學 told you yesterday that he or she planned to do something for the second time. Use 又 to ask your 同學 if he/she has in fact V-ed again. Write down his/her answers in characters or *pīnyīn* or a mixture.

Ex: 買了一件毛衣 ⇒ 你又買了一件毛衣嗎?

5) 打球了

6) 聽了一次你剛買的 CD

7) 練習了漢字

8) 去了我們前天去的那家餐館

VI. Practice with 至於 and 另外**A**

VIa. Ask your 同學 the following questions. He or she will use 至於 and 另外 to answer. Write down the answers.

- 1) 那兩個菜好吃嗎？
- 2) 你喜歡你的同屋嗎？
- 3) 你的三個朋友什麼時候來看你？

VIb. Answer your 同學's questions using the pattern “**Sentence₁**, 至於 另外 **Number Noun, Sentence₂**.” Your 同學 will write down your answers.

Ex: Your 同學 asks: 那三條褲子都是你的嗎？

You might answer: 這兩條是我的。至於另外那條，我不知道是誰的。

B

VIa. Answer your 同學's questions using the pattern “**Sentence₁**, 至於 另外 **Number Noun, Sentence₂**.” Your 同學 will write down your answers.

Ex: Your 同學 asks: 那三條褲子都是你的嗎?

You might answer: 這兩條是我的。至於另外那條，我不知道是誰的。

VIb. Ask your 同學 the following questions. He or she will use 至於 and 另外 to answer. Write down the answers.

- 4) 你的四門課都選好了嗎?
- 5) 書架上的那五本書好不好?
- 6) 你申請的研究所都申請到了嗎?

VII. Practice with Verb + Complement

Some points to remember about Chinese verb-complement constructions:

- Unlike English verbs, Chinese verbs don't automatically imply success or completion. To specify that an action has been successfully completed or has achieved a certain result, a resultative complement is appended to the verb.
- When a complement is used with a verb, it always implies completed action -- even if 了 is not used. For this reason VC structures must be negated with 沒, never 不.
- A VC structure is tightly bound together and acts as a single verb. Any objects will come after the entire structure: VC O. Thus you would say 吃完飯 (never 吃飯完).

Practice: Indicate that you performed the action, but didn't get the result. Use a VC structure. In some cases you may want to supply an object.

Example: 看了兩個小時 --> 我看書看了兩個小時，可是沒看完。

- | | |
|-----------|---------------|
| 1) 找了半天 | 2) 學了一年 |
| 3) 聽了一個小時 | 4) 寫了四次 |
| 5) 開了兩次 | 6) 關了三次 |
| 7) 記了半個鐘頭 | 8) 說了三十分鐘 |
| 9) 去買牛仔褲 | 10) 作功課作了兩個小時 |

VIII. Reading Comprehension. 【閱讀練習】

Circle the best answers based on the following passage:

李哲明是新生。快要開學了，他還不知道應該選什麼課。他又去看他的指導教授，聽一聽他的意見。教授問：“你的專業是什麼？”李哲明說：“我還沒選好呢。我知道我不願意學文科。”“好。你這個學期要麼選一門電腦課，要麼選一門物理課。至於其他的課，你再考慮考慮。”李哲明很高興。對他來說，教授的想法很有道理。他想再跟教授討論這件事。

- 1) What is Lǐ Zhémíng's major?
 - a. Humanities
 - b. Science
 - c. Physics
 - d. He hasn't decided yet
- 2) What courses was he told to take?
 - a. Computer science and physics
 - b. Computer science or physics
 - c. Literature
 - d. Anything he wants
- 3) Which of the following majors might be suitable for Lǐ Zhémíng?
 - a. Chinese
 - b. Chemistry
 - c. English
 - d. Music
- 4) How many times did Lǐ Zhémíng see his advisor?
 - a. Once, in order to take a test
 - b. Twice, to talk about choosing courses
 - c. Once, and he wants to see him again
 - d. Twice, and he wants to see him again

IX. Listening Comprehension. 【聽力練習】

Answer the following questions based on the passage read to you by the instructor.

- 1) What year in college is Gāo Dōngmíng?
- 2) What did Gāo Dōngmíng's mother suggest he buy?
- 3) What did Gāo Dōngmíng buy the last time he went to the shopping center?
- 4) What was the original price of the sale item which he bought?
- 5) What daily necessity did Gāo Dōngmíng definitely not buy?
- 6) If Gāo Dōngmíng bought \$20 worth of daily necessities, how much of his mother's money was left over?
- 7) Why do you think the jeans were so expensive?

X. Collaborative Writing Exercise.

With your partner, write a short paragraph of at least eight sentences on the topic given below. Be sure to use the grammar and vocabulary from the current lesson. You can also consult the supplementary list of majors on the following page.

Topic:

課文說西方人一般不太管孩子選什麼專業，比東方人自由。你自己的經驗是什麼？你有什麼看法？

Grammatical Patterns:

我的專業是 _____

〔要〕拿雙學位

至於

另外 # / 那 / 這 **M N**

又 **VP**

又 **AV V**

跟 **X** 打交道

念 _____ 學院 / 研究所

只是

要麼...要麼...

Resultative Complements

再 **VP**

還 **AV (再) V Amount**

對 **X** 來說

Other Vocabulary:

學院 'institute, school (as in London School of Economics)'

系 'academic department'

List of Majors:

zhòng chuán bō chuán méi 大眾傳播 or 傳媒	mass communications	shè 社會工作	social work
zhèng zhì 政治學	political science	jì 國際關係	international relations
jì 國際研究	international studies	shè 社會學	sociology
jì 經濟學	economics	yǔ yán xué 語言學	linguistics
lǐ 心理學	psychology	lèi 人類學	anthropology
美國歷史	American history	中國歷史	Chinese history
亞洲歷史	Asian history	lǐ 地理 (學)	geography
地質 (學)	geology	huà 化學	chemistry
huà 生物化學	biochemistry	動物學	zoology
生物學	biology	天文學	astronomy
shù 數學	mathematics	chéng (工業) 工程 (學)	(industrial) engineering
美國文學	American literature	英國文學	English literature
中國文學	Chinese literature	ruì 瑞典文學	Swedish literature
dài 現代文學	modern literature	比較文學	comparative literature
音樂學	music	電影研究	film studies
圖書館學	library science	xìn xī chéng 信息 (工程) (學)	information sciences
lǜ 法律 (學)	law (but 法學院 'law school')	中國學	China studies
jì mào 國際貿易	international trade	kuài jì 會計	accounting
口語及聽力科學	speech and hearing science	營銷 (學)	marketing
shāng 商學	business	醫學	medicine

Note that in China business and medicine are considered, like humanities or sciences, too broad to be majors, so majors are generally sub-specialties, e.g. 藥學 'pharmacology'.

5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make sure they are answered to your satisfaction in class.

p. 77:

- 1) 雖然 ‘although’ is usually paired with 但是 ‘but’, but in line 3 it is paired with a different word. Which word is it?
- 2) In line 5, change 就是 to 只是.
- 3) Recall that 得 has several different pronunciations with different meanings. On this page, the character appears three times. How is it pronounced, and what does it mean in each case?
- 4) Does Zhāng Tiānmíng like his classes? Be able to explain in Chinese how he feels about them.
- 5) Who is Zhāng Tiānmíng going to see first, his advisor or Lǐ Zhé?

p. 79:

- 1) Line 4 contains many adverbs (還, 再, 才) and auxiliary verbs (得, 能). Make sure you understand the function of each one in this sentence.
- 2) Note in line 5 that 拿 is the proper verb to use with 雙學位 to form a sentence meaning “to be a double major” (literally “take a double degree”).
- 3) The 就 at the end of line 6 indicates that there is an implied conditional in this sentence. (This is extremely common in Chinese.) What word is implied, and where could it be inserted?
- 4) In line 12, 多 is a colloquial adverb meaning “very.”
- 5) What are Zhāng Tiānmíng’s mother’s reasons for wanting him to major in medicine rather than literature?
- 6) When 差不多 is used without a following adjective, as in line 13, the implied adjective is always 一樣.
- 7) Do you think Lǐ Zhé’s statement about Westerners is true? Make sure you can express your opinion in Chinese.
- 8) Why does Lǐ Zhé use 再 in the third line from the bottom?

6. Supplementary Translation Exercises

For practicing lesson 5 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) —Have you chosen a major yet? [use complement of result]

—No, I haven’t. My advising professor said either choose Chinese literature or East Asian history. No matter what I choose, after I graduate I will definitely apply to graduate school.

- 2) To me, making a lot of money is most important. As for whether the job is interesting or not, I don't care.
- 3) One of the courses I'm taking (= I chose) this semester meets at 8:30; the others all meet in the afternoon.
- 4) I'm willing to pick you up, it's just that my car is broken. We'll have to take the bus.
- 5) —Did you (succeed in) buying that pair of jeans which is 30% off?

—No, I didn't. I went to the store again yesterday, but it was already closed. I'll go again the day after tomorrow.
- 6) I took Chinese again last year. I'd like to study it again for another two years. But I already have too many credits. What's your opinion?
- 7) I have three roommates. One is a physics major and one is a computer science major. As for the other one, she wants to study humanities, but she hasn't chosen a major.

- 8) My mother said, “Either buy pure cotton (ones) or don’t buy.” I think what she said makes sense.
- 9) I agree. It’s just that I’m buying a car, not clothes.

LESSON 6: 租房子

1. Errata

Corrected or additional items are underlined.

I. Vocabulary corrections (Textbook pp. 101-103)

或 (者)		conj	huo(zhě)	or
吵		adj. v	chǎo	<u>noisy, loud; to disturb</u>
睡不好覺		vc o	shuìbuhǎo jiào	not able to sleep well
隔壁		loc ²	gébì	next door
自從	自从	prep	zìcóng	ever since; since
比賽	比赛	n	bǐsài	competition <u>season</u>
激動	激动	adj	jīdòng	excited
受影響	受影响	vo	shòu yǐngxiǎng	be affected (lit. “receive an <u>influence</u> ”)
翻到		vc	fāndào	turn to, <u>flip to (a page of book or magazine)</u>
喂		interj	wèi	(on the phone) hello (<u>usually pronounced wéi</u>)
帶	带	v	dài	be equipped with, <u>come with</u>
什麼樣	什么样		shénmeyàng	what kind
球場	球场	n	qiúchǎng	<u>basketball</u> court
安德森	安德森		Āndésēn	Anderson [proper name]

Note: 室 and 廳 cannot be used by themselves as words. They must occur in combination with numbers (as 三室一廳的房子 “a 3-bedroom, 1-living room house”) or in compound words like 臥室 ‘bedroom’ and 客廳 ‘living room’.

The following vocabulary in this lesson is *reading vocabulary*:

走廊、趕緊、廣告欄、地毯、什麼樣、球迷、瞞、包、水電、噲

難寫的字：樓 聲 籃 賽 激 響 廣 欄 微 廚 環 境
樹 通

² Loc. indicates a **Location Word**. Loc. are commonly appended to Ns to form **Place Words (PW)**.

II. Grammar corrections (Textbook pp. 103-104)

p. 103:

1: Descriptive complements with “得” (also called *complement of degree*):

p. 104:

A: The complement indicates the manner or quality of the action. The complement is always an adjective:

B: The complement describes the situation which results from the preceding action (if a verb) or state (if an adjective). This pattern may be translated “V with the result that...” or “so Adj that...” Unlike in type A, the complement may be a whole sentence:

(1) When he heard the teacher say there was no test tomorrow, he was so happy that he jumped up.

[Remove the parenthetical comment after this example.]

(2) His classmates teased him, which made him very unhappy.

[Remove the parenthetical comment after this example.]

(3) She swept the house so that it was all clean.

[Remove the parenthetical comment after this example.]

p. 106:

Add to the explanation about “... 以後” vs. “... 的時候”:

Note that in English, we sometimes use “when” to mean “after.” In such a case, we must use “以後” in Chinese. For example, “When Mary got home she ate dinner” really means “After Mary got home she ate dinner” and must be expressed with “以後” in Chinese, because the act of eating dinner comes after the act of getting home.

p. 107:

Please ignore the explanation of ‘Direction Complements (I)’ in your textbook and instead refer to the Supplementary Grammar Notes (pg. 87).

III. Homework corrections (Workbook pp. 64-67)

D: Replace the character 再 with 最 in the pattern.

IV. Homework explanations (Workbook pp. 64-67)

1. Unfamiliar words

Aex.	嘗	cháng	taste
Aex.	老	lǎo	always
A1.	從...以來	cóng...yǐlái	ever since...
A1.	總是	zǒngshì	always
A1.	反對	fǎnduì	oppose
A2.	興趣	xìngqu	interest
A2.	對...有興趣	duì...yǒu xìngqu	be interested in...

A3.	地點	dìdiǎn	location
A3.	登	dēng	post (e.g. an ad in the paper)
A3.	租不出去	zūbuchūqù	couldn't rent out (<i>potential complement</i> structure)
B1.	念不下	niànbuxià	can't keep studying (<i>potential complement</i> structure)
B2.	雙	shuāng	pair
B2.	鞋	xié	shoe
B3.	實在	shízài	in fact
Cex.	打招呼	dǎ zhāohu	greet, say hi
Cex.	想不起來	xiǎngbuqǐlai	can't recall (<i>potential complement</i> structure)
C1.	球隊	qiúduì	sports team
C3.	將來	jiānglái	in the future
Dex.	邊	biān	beside, next to (= 旁邊)
Dex.	釣魚	diàoyú	to fish
D2.	禮物	lǐwù	present
Eex.	肚子	dùzi	stomach
G5.	九樓	jiǔ lóu	ninth floor

2. Supplementary Grammar Notes

I. Complement of Degree (Type B)

(IC 104)

Pattern 1: **Adj. 得 Resulting Situation**

‘so **Adj.** that...’

- 1) 她高興得跳了起來。 “She was so happy that she jumped up.”
- 2) 我的同屋吵得我頭疼了。 “My roommate was so noisy that I got a headache.”
- 3) 我功課多得我沒有時間吃飯。

Contrast the following:

- 4) 謝美花高興得跟王朋結婚了。 “Xiè Měihuā was so happy that she married Wáng Péng.” [result]
- 5) 謝美花高興地跟王朋結婚了。 “Xiè Měihuā happily married Wáng Péng.” [attitude]
- 6) 王朋看球賽激動得大喊大叫。 [result]
- 7) 王朋看球賽激動地大喊大叫。 [attitude]

Pattern 2: **V 得 Resulting Situation**

‘**V**-ed to the extent that...’

8) 我看電影的時候笑得肚子疼。 “Watching the movie I laughed so (hard) that my belly hurt.”

9) 他說得我都聽不懂。 “She spoke (in) such (a way) that I didn’t understand at all.”

In both patterns, it is common to see 讓 *ràng* ‘make, cause, let’ in the sentence describing the resulting situation. For example, the sentence above sounds a bit more natural with 讓:

10) 他說得讓我都聽不懂。 “She spoke in a way that made me not understand at all.”

11) 那些衣服便宜得讓我想買好幾件。 “Those clothes were so cheap that I wanted to buy a lot of them.”

II. 〔要是〕…的話，…就… … *de huà* … *jiù* … ‘if … then …’ (IC 106)

的話 is a colloquial way of saying “if”. It can be used by itself, or together with 要是 / 如果.

Pattern: 〔要是〕 **Situation** 的話，… 就 **VP**

- 1) 要是你去的話，我就不去了。
- 2) 那本書有意思的話，你看完了就借給我看。

III. Directional Complements (IC 107-109)

Simple Compounds

The simplest directional complements are formed from direction verbs ($V_{\text{direction}}$) and either 來 or 去 to indicate motion *toward* or *away from* the speaker.

Pattern 1: $V_{\text{direction}}$ 來 / 去

The six basic direction verbs are 上、下、進、出、回、過. When combined with a directional complement 來 / 去, they yield twelve different verbs:

上來 “come up”, 上去 “go up”, 下來 “come down”, 下去 “go down”

進來 “come in”, 進去 “go in”, 出來 “come out”, 出去 “go out”

回來 “come back”, 回去 “go back”, 過來 “come over/across”, 過去 “go over/across”

Simple Compounds with Place Words

Pattern 2: $V_{\text{direction}}$ **Place** 來 / 去 The place word is either the destination (for 上, 下, 進, 回), the path (for 上, 下, 過), or the place of origin (for 出).

- 1) 上山去 “go up the mountain”
- 2) 進教室來 “come into the classroom”
- 3) 搬出宿舍去 “move out of the dormitory”

Compounds with Action Verbs

The twelve verbs described in Pattern 1 can serve as compound directional complements which attach to other verbs. The main verb expresses the action (V_{action}), while the complement describes the direction in which the action is carried out. Any action verb that can involve movement may take a compound directional complement.

Pattern 3: V_{action} $V_{\text{direction}}$ 來／去

There is a thirteenth compound directional complement that can participate in Pattern 3:

起來 ‘get up, raise’ (note that 起去 does not occur)

There are many different types of action verbs that can take compound directional complements. The exact meaning of the complement depends on the type of action verb involved.

One type of action verb used in this pattern are verbs that refer to physical movement, the motion verbs (V_{motion}).

V_{motion} : 走、跑、跳、爬、搬、坐〔下去〕、站〔起來〕、拿、帶、放、送、開 (‘drive’)

The complement indicates the direction that the motion travels in, with 來／去 indicating whether that direction is toward or away from the speaker.

- 4) 拿起來 “pick up”
- 5) 跑過去 “run over (there)”

If the action verb is a verb of exchange (V_{exchange}), that is a verb which involves buying, selling, transferring, etc., then the complement describes the direction of movement of the object rather than of the subject.

V_{exchange} : 買、賣、借、租

- 6) 買回來 “buy and bring back”
- 7) 租出去 “rent out”

Pattern 4: V_{action} $V_{\text{direction}}$ **Place** 來／去

The placement of the **Place** in this pattern is similar to that in Pattern 2. Among the action verbs that can be used with this pattern are:

V_{action} : 走、跑、跳、爬、搬

8) 搬回北京去。

9) 走進教室來。

Pattern 5: **V_{action} Object V_{direction}** 來／去

Action verb that take an object and can be used in this pattern include:

V_{action}: 拿、帶、放、送、開 ('drive')、搬

10) 拿一本書出來。 "Please take out a book."

11) 搬幾把椅子進去。 "Move some chairs in (there)."

You will hear some Mandarin speakers use a different word order, as in the following two examples.

12) 拿出一本書來。

13) 拿出來一本書。

However, these two word orders do not work for all verbs or all objects, and the rules are quite complicated. For now, place the **Object** directly after the action verb and you will make no mistakes.

Pattern 6: 把 **definite-Object V_{action} V_{direction} (Place)** 來／去

When the object is definite, it is common to use a 把 sentence with directional complements. Compare:

14) 請拿一本書出來。 "Please take out *a* book."

15) 請把書拿出來。 "Please take out *the* book."

While Patterns 4 and 5 allow the specification of a **Place** or of an **Object**, but not both, Pattern 6 makes it possible to have both a place word and an object in the sentence. But remember that 把 sentences can only be used with definite objects.³

16) 請把這把椅子搬進客廳裡去。 "Please move this chair into the living room."

17) 請把你的書放進帶子裡去。 "Please put your book into the bag."

IV. 最好 *zuìhǎo* 'had better'

(IC 111)

Pattern: **S 最好 V**

³Recall that definite nouns have a specific identity known to the speaker and listener; they are often marked by 'the, this, that, these, those' in English; indefinite nouns are not specified, and are often marked by 'a, some' in English. Chinese does not have anything equivalent to English articles like 'a, the', so it uses a number of other grammatical devices to indicate whether nouns are definite or indefinite.

Note that 最好 is different from 只好 ‘have no choice but to V’. With 最好, the implication is that this is the best of several possible alternatives. When used to give advice, 最好 is quite direct.

- 1) 我晚上沒有空，你最好明天來找我。“I don’t have any free time this evening. You’d better come see me tomorrow.”
- 2) 我也不知道，你最好問老師。
- 3) 今天不方便，我們最好明天去。

V. 稍微…點兒 *shāowēi ... diǎnr* ‘a bit ..., slightly too ...’ (IC 112)

This pattern may be used together with 只是 to point out a slight problem. It is a polite expression that can soften the effect of a critique.

Pattern: 稍微 **Adj.** 了〔一〕點兒

A negative form of an adjective (such as 不好) cannot be used in this pattern.

- 1) 你出租的房子真不錯，只是稍微貴了點兒。“The house you’re renting out is really not bad, it’s just that it’s a bit expensive.”

Complete the following. Add another sentence to make your utterance natural.

- 2) 那件毛衣樣子很好，只是… [貴]。
- 3) 今天天氣好是好，只是… [冷]。
- 4) 那個男孩兒長得很好看，只是… [矮 *ǎi* ‘short’]。
- 5) 考試不太難，只是… [長]。
- 6) 我很想跟你出去玩兒，只是… [忙]。
- 7) 我也想出去買些東西吃，只是已經十點多了… [晚]。

3. Simplified Character Exercise

Asterisked characters are in the current lesson’s vocabulary.

I. These characters share a phonetic.

<u>Character</u>	<u>Pīnyīn</u>	<u>Simplified form (5 times)</u>	<u>Word (simp.)</u>
蘭 兰 兰	_____	_____	_____
欄* 栏 栏	_____	_____	_____
還 还 还	_____	_____	_____
環* 环 环	_____	_____	_____
聽 听 听	_____	_____	_____
廳* 厅 厅	_____	_____	_____

II. Simplified forms of other characters.

從* 从 从	_____	_____	_____	_____	_____	_____
帶* 带 带	_____	_____	_____	_____	_____	_____
麼* 么 么	_____	_____	_____	_____	_____	_____
樣* 样 样	_____	_____	_____	_____	_____	_____
書 书 书	_____	_____	_____	_____	_____	_____
應 应 应	_____	_____	_____	_____	_____	_____

4. Activities & Exercises

I. Text Summary

Based on the text of this lesson, summarize the features of places Zhāng Tiānmíng looked at.

Unit 1: 房子出租

房間：

地址 (*dìzhǐ* ‘address’)：

月租：

好處：

壞處：

Unit 2: 套房出租

房間：

地址：

月租：

好處：

壞處：

Unit 3: 套房出租

房間：

地址：

月租：

好處：

壞處：

II. Practice with Complements of Degree—Sentence Creation 造句

IIa. “so Adj. that...”

- 1) 【忙】
- 2) 【激動】
- 3) 【便宜】
- 4) 【高興】
- 5) 【著急】
- 6) 【好看】
- 7) 【功課多】

IIb. “V-ed to the extent that...”

- 8) 【花錢】
- 9) 【吃飯】
- 10) 【吵】
- 11) 【跳舞】
- 12) 【罵 *mà* ‘scold’】

III. Practice with 「要是」…的話—Sentence Creation 造句

- 1) 【好吃】
 - 2) 【功課不多】
 - 3) 【租金三百塊以下 ‘below’】
 - 4) 【環境安靜】
-

- 5) 【交通方便】
- 6) 【每個房間都有地毯】
- 7) 【籃球比賽有意思】

IV. Practice with Directional Complements—Sentence Completion

- 1) 【在中國：】你從美國來這兒已經六個月了。你什麼時候才 _____ ？
- 2) 【在走廊裡：】老師已經到了，快要上課了！咱們 _____ 吧！
- 3) 【在二樓：】樓上真沒意思！我想 _____ 等他們。
- 4) 【在山腳下：】山很高，你看！現在已經四點了。我們能不能 _____ ？

V. Practice with Directional Complements—Phrase Translation

Pay attention to whether the objects are definite or indefinite, and use 把 where appropriate.

- 1) pick up the sweater
- 2) pick up a sweater
- 3) pick up three sweaters
- 4) move that chair over (there)
- 5) move into the dormitory (said by someone living on campus)
- 6) move into the dormitory (said by someone not living on campus)
- 7) move out of the dormitory (said by someone living on campus)
- 8) move out of the dormitory (said by someone not living on campus)
- 9) run up the mountain
- 10) walk downstairs (said by someone upstairs)
- 11) walk downstairs (said by someone downstairs)
- 12) climb up onto the table
- 13) run downstairs
- 14) take the book out of the bag

- 15) put the book into the bag
- 16) take out a T-shirt
- 17) carry the textbook back home
- 18) put the dog down
- 19) stand up
- 20) sit down
- 21) send it over!
- 22) jump into the river
- 23) run upstairs
- 24) carry a pair of pants back here
- 25) walk into the house
- 26) jump across the river
- 27) run across the road

VI. Practice with 還是 / 或者

Use the twelve expressions below to practice saying “or” in Chinese. First practice Dialog 1, then Dialog 2, and finally Dialog 3. Remember that when using 還是 there should be a verb in each clause. 或者 may be used with nouns only.

- | | |
|-----------------------------|--------------------------|
| 1) coffee or tea | 2) today or tomorrow |
| 3) basketball or football | 4) sweater or pants |
| 5) drive or take bus | 6) beef or fish |
| 7) Chinese or Korean food | 8) literature or physics |
| 9) living room or bedroom | 10) TV or radio |
| 11) on campus or off campus | 12) study or see a movie |

Dialog 1

Q: X 還是 Y ? “which one?”

A: [state your preference]

Dialog 2

Q: …什麼 ?

A: X 或者 Y “either one”

Dialog 3

Q: X 還是 Y ? “which one?”

A: X 或者 Y “either one”

Example: Q: 你想喝咖啡還是喝茶？

A: 咖啡或者茶都可以。

VII. Practice with 最好

A

VIIa. Tell your partner the following problems. Write down your partner's advice.

- 1) 我沒有帶現金來。

Advice: _____

- 2) 我的同屋太吵了。

Advice: _____

- 3) 電梯 (*diàntī* 'elevator') 壞了。

Advice: _____

- 4) 我很想去體育場看籃球比賽，可是我沒有汽車。

Advice: _____

VIIb. When your partner tells you a problem, give him/her advice using 最好.

B

VIIa. When your partner tells you a problem, give him/her advice using 最好.

VIIb. Tell your partner the following problems. Write down your partner's advice.

5) 我明天要考試了。

Advice: _____

6) 我每天都睡不好覺。

Advice: _____

7) 我想租的房子已經租出去了。

Advice: _____

8) 我應該買紅色的還是買黑色的？

Advice: _____

VIII. Real Estate Advertisements

有公寓一套，三室一廳，不帶傢俱，有地毯、洗衣機和有線電視。

月租 **\$500**。房客不可以吸煙或養狗，最好是女生，研究生更好。

有興趣者請聯繫。電話： **555-2456**〔日〕； **555-3654**〔夜〕

公寓出租

北西雅圖一室一廳

交通、購物方便

安全安靜。月租 **\$475**

電話： **(206) 555-7548**

晚 **11** 時前

1

House for rent.

2 stories with garage.

3 bedrooms and 2 baths.

In quiet neighborhood with view.

30 minutes from the UW.

\$1075 plus utilities.

425 124th St. in Ballard.

Call (206) 555-1785

3

2 bedroom apartment.

Large kitchen.

Next to wooded area.

10 minutes away from gym.

\$525 including water and electric.

230 76th Ave. in Edmonds

Call (425) 555-0636

2

Studio for rent.

1 block to campus.

\$605 a month, including water.

Carpeted. No pets.

Laundry room in basement.

103 15th Ave.

Call (206) 555-9903

4

1 bedroom furnished apartment.

1 bath, living room.

Year lease at \$710 a month.

Pets okay. Faces Greenlake.

Close to shopping, coffee shops.

Access to major bus routes.

Call (206) 555-4243 until 10:30 PM.

5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make sure they are answered to your satisfaction in class.

p. 95:

- 1) What does 不到六點 mean in line 2? Recall that 到 can be translated 'reach'.
- 2) There are two descriptive complements with 得 in the first paragraph. Are they of Type A or Type B? Make sure you understand the meaning of each.
- 3) List all the problems with Zhāng Tiānmíng's dorm life. Why does he want to move?

- 4) In line 7, 這樣下去 means “(if) it continues like this.”
- 5) In the last line, 打起電話來 means “began making phone calls.” (We will learn “V起來” and “V下去” in lesson 14.)

p. 97:

- 1) 房東 *fángdōng* ‘landlord’
- 2) Note that a measure word is optional with 月 ‘month’. Compare lines 3 and 4.
- 3) In the last line, 不瞞您說 is an idiomatic expression meaning “to tell you the truth.”
- 4) What does Zhāng Tiānmíng mean by the last line?

p. 99:

- 1) When describing a house or apartment, 室 is used as an abbreviation for 臥室, and 廳 as an abbreviation for 客廳. Thus 一室一廳 means the apartment has one bedroom and one living room. A three-bedroom apartment with a living room and a den would be described as 三室二廳.
- 2) 算 literally means ‘to calculate’, but it is used idiomatically to mean ‘be considered’. The expression 不算很貴 in line 8 means something like “that would not be considered expensive,” but sounds more natural in Chinese than in English.
- 3) In lines 9-10, what grammar pattern from lesson 1 appears twice?
- 4) Why does Zhāng Tiānmíng like the third apartment best? What was wrong with the other two apartments? Be prepared to explain in Chinese.

6. Supplementary Translation Exercises

For practicing lesson 6 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) Ever since I chose my major, I’ve been continuously unhappy. -- You’d better choose another major!
- 2) Sit down and take out a piece of paper. We’re going to take a test.
- 3) As soon as Little Zhāng went upstairs to watch the competition, the person next door came over to tell me Little Zhāng was so noisy that he couldn’t sleep well.
- 4) This is a two-bedroom apartment. It’s not ideal. Although the surroundings are quiet, the

living room and kitchen are slightly too small.

- 5) You are always joking loudly outside my door. You are so noisy that I have a headache every day. I can't stand it!
- 6) Little Wáng was upstairs. Little Kē was downstairs. Little Wáng said, "Come upstairs quickly!" Little Kē ran upstairs to help him. Little Wáng said, "Please pick up this book for me." Little Kē was angry.
- 7) Teacher Zhāng made an appointment to look at a house. Although the rent was suitable for him, the transportation in the neighborhood (= nearby) was not convenient. Besides, it was a bit far from school.

LESSON 7: 男朋友

1. Errata

Corrected or additional items are bolded.

I. Vocabulary corrections (Textbook pp. 119-121)

詳細	详细	adj	<i>xiángxì</i>	<u>detailed</u> , in detail
開朗	开朗	adj	<i>kāilǎng</i>	outgoing, <u>easygoing</u> , <u>optimistic</u> , <u>cheerful</u>
交往		v	<i>jiāowǎng</i>	<u>have a relationship with</u>
相處	相处	v	<i>xiāngchǔ</i>	<u>interact</u> , get along
喝醉酒		<u>vco</u>	<i>hēzuì jiǔ</i>	get drunk
厲害	厉害	adj	<i>lìhai</i>	terrible, terribly, <u>severe</u> ; <u>skilled</u> , <u>formidable</u>
吵架		<u>vo</u>	<i>chǎo jià</i>	quarrel
部		m	<i>bù</i>	measure word (for movies, <u>multivolume</u> books, etc.)

Usage notes:

• The following verbs from this lesson are all used with 跟 + Person:

鬧翻，交往，相處，吹，吵架，見面

to mean ‘have a falling out with someone’, ‘go out with someone’, ‘get along with someone’, ‘break up with someone’, ‘quarrel with someone’, and ‘meet with someone’, respectively. For example, “我剛跟我男朋友吹了” means “I just broke up with my boyfriend.”

• When it means ‘empty’, ‘blank’ or ‘space’, the character 空 is pronounced in the first tone, *kōng*. But when it means free time, it is pronounced in the fourth tone, *kòng*. Please note this in your pronunciation of 有空 *yǒu kòng* ‘have free time’.

The following vocabulary in this lesson is *reading vocabulary*:

心事、鬧翻、急躁、體育、戲迷、古典音樂、相處、噢、挺、憋死、酒吧

難寫的字：鬧 脾 戲 噢 厲 鏡 憋

II. Grammar corrections (Textbook pp. 122-129)

p. 122:

Replace the first paragraph with:

“才” links two clauses. It indicates that the action described in the first clause is a *necessary*

condition for the action in the second clause. In other words, the second action will not or cannot occur until the action of the first clause has occurred. “才” in this usage can often be translated “only then” or “not until.”

p. 122:

Replace the second full paragraph with:

“再” is similar to “才” in that it links two clauses, the first of which occurs before the second. However, the feeling of “再” is quite different from that of “才.” “再” indicates that the action described in the first clause is a *desired* condition for the action in the second clause. In other words, the speaker hopes to put off the second action until the first action has occurred.

The first clause may include “先” (‘first’). The entire “(先)...再...” pattern may be translated “(first)...and then ...”

p. 124:

Add to the end of the paragraph about “V來V去”:

This pattern indicates that the action is done every which way, but still without success.

p. 125:

6. “V + 出〔來〕” (tell by V-ing):

“V + 出〔來〕” signifies that a situation can be figured out through the action of the verb. Thus “看出來” means “tell by looking,” “聽出來” means “tell by listening,” and “吃出來” means “tell by eating.” These are often just expressed with “tell” in English. “想出來” is an idiomatic expression meaning “to figure out” (i.e. “tell by thinking”). When there is an object ...

(1) I came up with (**figured out**) a good idea.

(2) I didn’t see any difference (**couldn’t tell by looking**) between these two books.

(3) I recognized (**could tell by listening**) that it was my sister’s voice on the phone.

p. 126:

Add to the note on “... 以來”:

When used with a single event or moment in time, it means “since that time up to the present” (as in examples (1)-(4)). When used with a time duration phrase, it means “for that period of time (up to the present)” (as in example (5)). When “... 以來” is used in the first way, it often appears together with “〔自〕從 ...”

p. 127:

1. “V + 起來〔好像〕” (V as if, seems):

Any verb of perception may be used in this pattern. For example, “聽起來” means “sounds as if,” “看起來” means “looks as if,” and “吃起來” means “tastes as if.” Be careful not to mix this up with the “V + 出來” pattern. Note that in the “V + 出來” pattern, the person is

the subject and the thing perceived is the object, whereas in the “V + 起來” pattern the thing perceived is the subject. Compare:

(a) 我看出來這本書是日本的。 “I recognized (could tell by looking) that this book is Japanese.

(b) 這本書 看起來是日本的。 “This book seems to be (looks as if it is) Japanese.”

III. Homework explanations (Workbook pp. 77-79)

1. Unfamiliar words

A1.	到底	dàodǐ	once and for all, in the end
A2.	... 怎麼了	... zěnmē le	what's wrong with ... ?
Bex.	經過	jīngguò	sequence of events
Bex.	答應	dáying	to promise
B1.	音樂會	yīnyuèhuì	(music) concert
B2.	州立	zhōulì	state(-run)
B3.	小姐	xiǎojiě	Miss
C1.	打工	dǎgōng	to do (manual) work
C2.	答應	dáying	to promise
C2.	決定	juéding	to decide
C3.	做事	zuòshì	to work
D2.	聲音	shēngyīn	sound, voice
D3.	鹹	xián	salty
E1.	場	chǎng	mw for sports match
E1.	幾乎	jīhū	almost, nearly
F3.	將來	jiānglái	(in the) future
F3.	有幫助	yǒu bāngzhù	to be helpful

2. Supplementary Grammar Notes

I. The Adverb 才 *cái*

(IC 122)

才 can be translated in many ways in English, but “then and only then” is a good all-purpose mnemonic. 才 is used to show that an event can only occur under certain conditions. It can be translated “only when,” “not until,” “only after,” etc.

A. Simple time word

Pattern 1: **S Time 才 V**

- 1) 我明天才去。 “I’m *not* going *until* tomorrow”; “Tomorrow—*then and only then*—will I go.”

B. Complex condition

Pattern 2: **Condition, S 才 V**

- 2) 你先給我錢，我才給你東西。 “I *won’t* give you the stuff *until* you first give me the money”; “First give me the money, *then and only then* will I give you the stuff.”

The use of 才 implies *necessity*. The second action cannot or will not occur until the condition is met. Satisfaction of the condition is necessary for the second action to occur.

- 3) 你吃完飯才能出去玩兒。 “You can’t go out to play until you’ve eaten.”
- 4) 我多賺一點兒錢才能去中國旅行。
- 5) 寫拼音你一定要加 “tone marks” 才對。
- 6) 我不知道應該選什麼專業才好。
- 7) 至於租房子，環境安靜我才願意租。

II. The Adverb 再 *zài*

(IC 122-23)

再 is similar to 才. It indicates that an action will be postponed until a certain time or until after another action has occurred. But unlike 才, the condition is voluntary, not imposed. The use of 再 usually indicates a wish, desire, or suggestion. It is sometimes translated “then,” sometimes “instead.” (Note that this use of 再 is different from the use meaning “again” which we studied in lesson 5.)

A. Time phrasePattern 1: **S Time 再 V**

- 1) (我今天不去。) 我明天再去。 “(I’m not going today.) I’m going tomorrow instead.”

B. Sequence of eventsPattern 2: **First Event, S 再 V**

- 2) 他來了以後我再去看電影。 “I’m going after he comes (instead of now).”
- 3) 我們先把功課做完再去看電影吧。 “Let’s finish our homework first and then go see a movie.”

The use of 再 implies *desire*. The person chooses to postpone the second action until the first action has occurred.

Note these other differences between 才 and 再: 1) 再 is not used to describe past actions and is incompatible with completion-了. 才 may be used with past actions. 2) It is common for 能 to appear after 才 (see the example sentences above), but you cannot use 能 after 再. 3) 再 is always used to describe events occurring in sequence over time. While 才 may be used this way, it can also be used to express necessary conditions which are not events, as in the last example sentence above.

III. The Adverb 先 xiān**(IC 122-23)**

When 才 and 再 are used in a sequence of events, 先 xiān ‘first’ may occur in the first clause.

- 1) 你先吃飯才能出去玩兒。
- 2) 我們先吃飯再出去玩兒吧。

IV. 在…上 zài ... shàng ‘in the area of ...’**(IC 123-24)**

Usually an abstract noun goes between 在 and 上. This phrase means ‘in terms of’, ‘in the area of’. Some nouns that could go inside: 性格、興趣、工作、學習、經濟 (jīngjì ‘economy’).

- 1) 在工作上她很努力 (nǔlì)。 “In terms of work, she’s very diligent.”

Make sentences: ‘In terms of A, B is ...’

- | | |
|-------|------------------------------------|
| 2) 性格 | 小王比小張開朗多了 |
| 3) 興趣 | 他們不一樣 |
| 4) 學習 | 他很認真 (rènzhen ‘diligent, serious’) |

5) 經濟

西雅圖…

Note that although the English translations of (在)…上 and 至於 (see lesson 5) are similar, their meanings are different. (在)…上 simply indicates the domain to which the following statement applies, whereas 至於 implies a contrast. Thus (在)…上 sentences may stand on their own, but 至於 sentences usually follow another sentence in order to make a contrast. Compare:

- 6) 在學習上，她很認真。“In terms of studying, she is diligent”.
- 7) 她工作很認真。至於學習，她不太認真。“She’s diligent in her work. As for her studies, she isn’t so diligent.”

V. V-來 V-去

(IC 124)

This pattern indicates that someone does something again and again in every possible way, without attaining the anticipated result.

- 1) 他說來說去，可是一直沒說清楚。“He said it this way and that way, but never made it clear.”
- 2) 我想來想去，還不太懂他們為什麼鬧翻了。
- 3) 我在 The Ave. 走來走去，沒有找到好餐館。

With some physical motions, this pattern can be purely descriptive, with no implication of lack of success:

- 4) 柯老師的小男孩，洗完澡以後，跑來跑去，跑得很高興。

VI. Figurative Complements with V-出來

(IC 125)

Pattern: **S V-出來 Sentence**

S can tell by **V-ing** that **Sentence**

V-出來 can mean one of two things: (1) “to tell by V-ing,” (2) “to V into existence” (usually used with verbs of communication or performance). We are primarily concerned with the first meaning in this lesson.

In this usage, V-出來 introduces a conclusion reached by observation. The V indicates the means by which the observation was made, and is generally a verb of perception (e.g. 看、聽、吃). Note that the English equivalent “I can tell” doesn’t specify how the observation was made.

- 1) 我吃出來是你做的飯。“I can tell (by eating) that it’s food you cooked.”
- 2) 我聽出來你是日本人。“I can tell (by listening to you speak) that you are Japanese.”

Note that on pg. 125, the textbook indicates that 來 is optional in this pattern. However, in this class you should always include it.

V-出來 often occurs in the potential form, that is **V-得出來** or **V-不出來**, emphasizing ability or inability to draw a conclusion. In fact, the negative form of the verb-complement structure, **沒 V-出來**, is rarely seen. Instead the negative potential form is used.

- 3) 老張看來看去，還看不出來故事是誰寫的。“Old Zhang looked and looked, but still could not tell who had written the story.”
- 4) 這兩台洗衣機有什麼不同，我看不出來。“Whatever difference there is between these two washing machines, I can't tell (by looking).”

When the verb **想** is used in this pattern, the meaning is ‘to figure out’ (literally ‘to tell by thinking’):

- 5) 我想不出來她為什麼不願意跟我交往。“I can't figure out why she won't go out with me.”

The verb **想** can sometimes take a noun object rather than a sentence object:

- 6) 她想出來一個好辦法。“She figured out a good solution.”

Complete the following with a potential form of V-出來:

- 7) 中文老師_____是我打的電話。
- 8) 那個字我看了三次才_____。
- 9) 這首 (*shǒu*) 歌我聽了很多次，但是還_____。

VII. Figurative Complements with V-起來 ‘Vs like ...’

(IC 127)

Pattern: **Topic V-起來** (好像) **Verb**

Topic V-s like Verb / It seems that Topic Verb

V-起來 (好像) is a movable adverb meaning “seems like”. **V** is a verb of perception (e.g. 看、聽、吃). Depending on **V**, the English translation might be “looks like”, “sounds like”, etc.

V-起來 may look like a verb phrase, but it is in fact an adverb. Since it is not a true verb phrase, it cannot be negated, used with 了, or put in potential form. The main **Verb** (or adjective) occurs later in the sentence.

Note that the person doing the perceiving is not explicitly indicated. The **Topic** is the thing perceived.

- 1) 你看起來很高興。“You look happy”; “It seems [by looking] that you are happy”
- 2) 看起來你很高興。“You look happy”; “It seems [by looking] that you are happy”
- 3) 你聽起來很高興。“You sound happy”; “It seems [by listening] that you are happy”

- 4) 聽起來你很高興。 “You sound happy”; “It seems [by listening] that you are happy”
- 5) 這個菜吃起來好像不是你做的。 “This dish tastes like it wasn’t made by you.”
- 6) 他聽起來考試考得不好。 “It sounds like he didn’t do well on the test.”

Comparison of V-出來 and V-起來:

While these two patterns seem similar in meaning and structure, they are quite different syntactically. **V-出來** is a verb-complement structure. Its subject is the person who makes the observation. Its object is the conclusion drawn from the observation (usually a full sentence). It often appears in potential form, especially when negated.

In contrast, **V-起來** is an adverb (even though it looks like a verb). It modifies the main verb of the sentence it occurs in. The person doing the perception expressed by **V** is not mentioned in the sentence.

Consider this simple sentence:

- 7) 他跟他的女朋友鬧翻了。 “He had a falling out with his girlfriend.”

To express the idea “It seems that he had a falling out with his girlfriend”, we insert the adverb **V-起來** into the sentence:

- 8) 看起來他跟他的女朋友鬧翻了。 “It looks like he had a falling out with his girlfriend.”

To express the idea that “I can tell that he had a falling out with his girlfriend”, we make the entire original sentence into the object of **V-出來**, and place the subject, “I”, in front:

- 9) 我看得出來他跟他的女朋友鬧翻了。 “I can/could tell (by looking) that he had a falling out with his girlfriend.”

VIII. 自從…以來 *zìcóng ... yǐlái* ‘since’

(IC 125-26)

Pattern 1: [自從] **Point In Time/Event** 以來, **Sentence**

“ever since that point in time/event (up to now)”

This pattern talks about the period of time since an event or action occurred, and always refers to the past. The time period is up to and including the present moment.

- 1) 自從我上大學以來，我一直都很用功。 “Ever since I’ve been in college, I’ve been very diligent.”

The above sentence implies that the speaker is still a college student.

- 2) 1993 年以來，他都沒回家去。 “Since 1993 (and up to and including the present) he has not returned home.”

- 3) 他畢業以來，找不到好工作。

Make an “ever since ...” sentence with 自從...以來, using the point in time indicated.

- 4) 1998: _____
 5) attending college: _____
 6) this summer: _____
 7) turning 21: _____
 8) Oct. 28: _____
 9) stopping smoking: _____
 10) Nov. 28, 2001: _____
 11) coming to Seattle: _____

Pattern 2: Period Of Time 以來, Sentence

“over the last/in the last period of time (up to now)”

When 以來 follows a phrase indicating a length of time, the sentence refers to that length of time up to the present moment. As in the first pattern, 以來 sentences always refer to the past.

- 12) 我兩天以來，一直在考試。 “In the last two days I’ve been constantly taking tests.”
 13) 我三年以來都跟他相處得很好。 “I’ve gotten along with him really well over the last three years.”

Note that 自從 cannot be used with Pattern 2.

Make a “for the past ...” sentence with ... 以來, using the duration of time indicated.

- 14) 2 years: _____
 15) 4 months: _____
 16) 3 weeks: _____
 17) 20 minutes: _____

IX. 越來越 Adj. yuè lái yuè ... ‘more and more ...’

(IC 128)

This pattern can be used with any adjective, and also with verbs which describe states, such as 想 and 喜歡. Here are some sample phrases with 越來越.

越來越好	越來越快	越來越難看	越來越著急	越來越喜歡
better and better	faster and faster	uglier and uglier	more and more anxious	like (it) more and more

Complete the sentences with 越來越 and a suitable adjective.

- 1) 謝深海開車開得_____。
- 2) 一年級的功課很容易，二年級的_____。
- 3) 功課越來越多，我睡覺睡得_____。
- 4) 王朋罵我罵得很厲害，他的話_____。
- 5) 這個體育節目我原來很想看，可是_____。

3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

I. These characters share a component.

Character	Pīnyīn	Simplified form (5 times)	Word (simp.)
-----------	--------	---------------------------	--------------

In a few characters, three drops of water have been simplified to two. This is *not* a general rule.

減 減 減	_____	_____	_____	_____	_____	_____
況* 況 況	_____	_____	_____	_____	_____	_____
淨 淨 淨	_____	_____	_____	_____	_____	_____
萬 萬 萬	_____	_____	_____	_____	_____	_____
厲* 厲 厲	_____	_____	_____	_____	_____	_____

II. Be sure to distinguish the simplified forms of these characters:

東 東 東	_____	_____	_____	_____	_____	_____
車 車 車	_____	_____	_____	_____	_____	_____
樂* 樂 樂	_____	_____	_____	_____	_____	_____

III. Simplified forms of other characters.

氣*	气	气	_____	_____	_____	_____	_____	_____
節*	节	节	_____	_____	_____	_____	_____	_____
難*	难	难	_____	_____	_____	_____	_____	_____
聽*	听	听	_____	_____	_____	_____	_____	_____
後*	后	后	_____	_____	_____	_____	_____	_____
兒	儿	儿	_____	_____	_____	_____	_____	_____
兩	两	两	_____	_____	_____	_____	_____	_____

4. Activities & Exercises

I. Practice with 才

Link two events using 才〔能〕：

- | | |
|----------------|------|
| 1) 作完功課 | 出去玩兒 |
| 2) 會說中文 | 跟你交往 |
| 3) 不喝酒 | 請你吃飯 |
| 4) 如果這個音樂不是搖滾樂 | 喜歡 |
| 5) 有體育節目的時候 | 看電視 |
| 6) 放很多味精 | 好吃 |

II. Practice with 再

Link two events using 再 (start your answer with 我想 to indicate desire):

- | | |
|-----------|-------|
| 1) 準備好了以後 | 考試 |
| 2) 畢業以後 | 開始找工作 |
| 3) 先洗衣服 | 給她打電話 |
| 4) 多複習生詞 | 睡覺 |
| 5) 先買電影票 | 吃晚飯 |
| 6) 多賺一點兒錢 | 去中國旅行 |

7) 先找同屋

找房子租

III. Practice with 才

A

IIIa. Make the following requests of your partner, and write down his/her responses.

1) 你今天晚上跟我一起去酒吧，怎麼樣？

2) 我沒有現金。借給我十塊錢，好不好？

3) 你聽我唱歌，好嗎？

IIIb. When your partner makes a request of you, answer with *condition*, 我才…

B

IIIa. When your partner makes a request of you, answer with *condition*, 我才…

IIIb. Make the following requests of your partner, and write down his/her responses.

4) 麻煩你明天幫我搬家。

5) 你看起來有什麼心事，告訴我吧。

6) 你弟弟〔妹妹〕很好看。請給我介紹介紹！

IV. Practice with 先…再



IVa. Say the following to your partner, and write down his/her responses.

1) 已經很晚了。你應該去睡覺。

2) 你不是今年想去中國學中文嗎？

3) 你說你的女〔男〕朋友不好相處，你快跟他分手吧。〔分手＝吹〕

IVb. Answer with 先…再… indicating that you prefer to do the activity later.

B

IVa. Answer with 先…再… indicating that you prefer to do the activity later.

IVb. Say the following to your partner, and write down his/her responses.

4) 我們什麼時候去 Rainier 山?

5) 你為什麼不買那件很漂亮的毛衣?

6) 十二點鐘了，我很餓，我們過去吃午飯吧！

V. Fill in the blanks with 才 and 再

- 1) 我想等心情好一點_____詳細地告訴你。
- 2) 只有 ('only') 脾氣好的人我_____願意跟他交往。
- 3) 我們先聽古典音樂節目_____去酒吧，好不好？
- 4) 你得反復複習生詞_____能考得好。
- 5) 他喝醉了三次酒我_____跟他鬧翻了。

VI. Practice with figurative complements 起來 and 出來

Complete the dialog with your classmate.

A: "It seems that..." (use **V-起來**)

B: "That's right, I can tell that..." (use **V-出來**)

- 1) She is Chinese.
- 2) This building is a movie theater.
- 3) That is beef with broccoli.
- 4) Something is weighing on his mind.
- 5) Wáng Péng is nervous.

- 6) This is spinach.
- 7) That is classical music.
- 8) They will soon break up.
- 9) Gāo Lì is drunk.

VII. Practice with V-來 V-去 and figurative complements

Complete these dialogs with your classmate.

A: <question>

B: “I V-ed again and again, and still was I unable to tell...”

- 1) A: 她是哪國人？
- 2) A: 這是菠菜還是芥蘭？
- 3) A: 是老張給你打的電話，是不是？
- 4) A: 高明有什麼心事？

VIII. Fill-in-the-blanks

Fill in the blanks appropriately using grammar from this lesson.

我對他說，“你看 _____ 有心事”。他說，“你怎麼看得 _____ ？”他還說，“有人給我打電話。他 _____ 好像喝醉了。我 _____ 他是誰。”

IX. Video Segment: 發脾氣

人物

賴祖浩 Lài Zǔhào, groom
高懷遠 Gāo Huáiyuǎn

夏夢蓮 Xià Mènglián, bride

生詞

接受 accept	fūfū 夫婦 husband & wife	fēng 瘋子 lunatic	mùtóu 木頭 wood
chengwei 成為 become	ā 阿門 amen	gan 幹什麼 what are you doing?	jiàoshì 教士 priest

qīzi 妻子 wife	xìngfú 幸福 happiness	放開 let go	jiéhūn 結婚 marry
zhàngfu 丈夫 husband	走開 get out of the way	gǎn 感情 feelings	zhuā 抓 grab

第七課的生詞

跟 X 交往	跟 X 鬧翻	急躁	厲害
跟 X 相處	心事	開朗	性格
跟 X 吵架	心情	喝醉酒	〔發〕脾氣
跟 X 吹	情況	後悔	難怪

5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make sure they are answered to your satisfaction in class.

p. 113:

- 1) In line 1, 前幾天 means “in the last few days.”
- 2) The verb 聽 appears at the end of line 1. Who is doing the listening?
- 3) The pattern 好幾 MW means “quite a few” Thus 好幾次 means “quite a few times.”
- 4) Note that 才 appears in line 2 and 再 appears in line 3. Be sure you understand the distinction. Could they be interchanged?
- 5) In line 6, 人 refers to Tom’s character. If you say of someone 她人很好, it means she is a good person.

p. 115:

- 1) Summarize the differences in character between Tom and Tiānhuá.
- 2) Insert the character 來 after 想不出 in line 3.
- 3) What does Zhāng Tiānmíng mean by “cultural background differences” in line 4? What is he referring to?
- 4) In line 11, 老 means ‘always, repeatedly’.
- 5) In line 17, 見到 means 看到.
- 6) In the same line, 過 is a grammatical particle indicating that someone has had an experience. Here it refers to Zhāng Tiānmíng’s experience of seeing Tom drunk. We will learn about this usage in a future lesson.
- 7) In the eighth line from the bottom, 管 could be translated ‘to bother with, to get involved in’.
- 8) Where are Zhāng Tiānmíng and Lìshā? Why do they want to leave? Can you guess what vacation is coming up for them?
- 9) What does Zhāng Tiānmíng’s sister do?

p. 117:

- 1) In line 3, 好好 refers to an intention to do something well. 好好學習 means “study hard.”

Here, 好好談談 means “to have a good talk.” This is our familiar Adj. 地 V construction with the 地 omitted.

6. Supplementary Translation Exercises

For practicing lesson 7 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) I couldn't figure out who that person was who called me on the phone.
- 2) I'd like to first watch this sports program and then listen to you tell me the detailed situation.
- 3) Little Wáng quarreled with her three times before she finally broke up with him.
- 4) Don't throw a fit! You have a really impatient temper. No wonder your friends say you are hard to get along with.
- 5) I really regret that we had a falling out. In the last three months I've continuously missed (= thought of) you.
- 6) The rock and roll music you're listening to sounds as if dogs are singing (it). It's getting uglier and uglier (to listen to).

- 7) Teacher Zhāng said it this way and that way but he couldn't say it clearly. Is it because his cultural background and mine are different?
- 8) In terms of personality, Xiǎo Wáng and Xiǎo Zhāng are both outgoing. I've thought about it and thought about it, (but) I can't figure out why they broke up.
- 9) I don't regret quarreling with you last night. At that time your words (= speech) got uglier and uglier. No wonder you have never found a good girlfriend.

APPENDIX 1

Grammar Review

Lesson 1

是…的	除了…以外，…都／還
不但…而且	不見得
對…有好處	再說

Lesson 2

Existential sentences with 有	比較
Existential sentences with 是	得很
Existential sentences with V 著	恐怕
一般	聽說
差不多	

Lesson 3

Adj 地 V	一…就…
原來	要不然
又…又…	多/少 + V (+ amount)
特別是	其實
總的來說	這就要看…了
並 + 不/沒	正好

Lesson 4

有 time 沒有…了	無論…都…
另外	…等等
難道…嗎	非…不可
Adj 是 Adj	打 X 折

Lesson 5

只是

對 X 來說

另外/別的/其他的

再，又，還

要麼...要麼...

至於

VC

Lesson 6

V 得 Adj./result

directional complements

或者/還是

稍微 Adj. 了點兒

Lesson 7

才

再

V出來

V起來

以來

難怪

V來_V去

在...上

越來越...

Fill in each blank with the number (not the character) of the appropriate word or phrase. *Some expressions appear more than once. Some expressions do not appear at all.*

Passage I

- | | | | | | |
|--------|---------|---------|---------|--------|---------|
| (1) 的 | (2) 得 | (3) 地 | (4) 都 | (5) 要麼 | (6) 並 |
| (7) 又 | (8) 要不然 | (9) 一點兒 | (10) 難道 | (11) 了 | (12) 無論 |
| (13) 多 | (14) 少 | (15) 非 | (16) 只好 | | |

高明住的公寓附近有一家中國餐館兒。高明的老師覺得那家餐館兒菜做 _____ 好吃極了，_____ 香 _____ 新鮮。但是老師說他的女兒 _____ 不同意，她是吃素的，覺得那兒的素菜稍微清淡了 _____。她說叫菜的時候 _____ 告訴老板 _____ 放一點鹽和味精。高明很高興 _____ 請了他的女朋友跟他一起去那家餐館兒吃飯。他的女朋友說：“我們 _____ 去日本餐館要麼去法國餐館，_____ 我不去。你是我的男朋友，_____ 你不知道我真不喜歡吃中國菜嗎？”

Passage II

- (1) 了 (2) 以外 (3) 沒有 (4) 非 (5) 出來 (6) 好處
 (7) 再說 (8) 都 (9) 還 (10) 有 (11) 出去 (12) 再

張天明是一年級的學生，因為他的錢不多，所以他很想省錢。他認為住在家 _____ 住在宿舍那麼貴。可是他的朋友柯林告訴他：“住在校外不見得對你有 _____。除了你 _____，新生 _____ 住在宿舍。 _____，住在校內很方便。”張天明覺得柯林說的話 _____ 道理，可是他還不要住校內。張天明想了很久，才想 _____ 一個好辦法。他說：“柯林，我先在宿舍住一個學期，下個學期 _____ 搬 _____，當你的同屋。好嗎？”

Passage III

- (1) 的 (2) 得 (3) 地 (4) 的話 (5) 以後 (6) 越來越
 (7) 從來 (8) 再 (9) 反復 (10) 只是 (11) 跟 (12) 以來
 (13) 得出來 (14) 起來

夏夢蓮 _____ 高懷遠原來相處得很好。高懷遠性格很開朗， _____ 脾氣有一點急躁。三個月 _____ 他看 _____ 好像有什麼心事，脾氣也 _____ 不好。高懷遠以前 _____ 沒喝醉過，可是他昨天晚上醉 _____ 說很多難聽的話。夏夢蓮今天早上跟他說：“我看 _____ 你很後悔，但是你要知道，如果你再喝醉酒 _____，我們肯定要吹了。從今天開始，你不要 _____ 喝一杯酒！”

Translate the following English phrases accurately into Chinese. Make use of the patterns and vocabulary you have learned this quarter. Write in **traditional Chinese characters only**.

1. what you say is unreasonable

2. summer vacation has ended

3. living off campus is convenient

4. it was yesterday that I registered

5. big roads are generally noisy

6. it's approximately 4:00

7. as soon as I ate I had no appetite

8. he really knows how to order dishes

9. I'm afraid the store is relatively expensive

10. there's an air-conditioner hanging next to the wardrobe

11. being vegetarian is beneficial [= advantageous] for one's health

12. [may I] trouble you to put in a little less salt

APPENDIX 2

A brief history of simplified characters

0. Introduction

The traditional characters in use today in Taiwan, Hong Kong, and many overseas Chinese communities have been essentially unchanged for 2,000 years. They were in use in mainland China until the 1950s, when the first simplified characters were introduced. Even today, traditional characters are still commonly seen on some signs in mainland China.

I. The goal of simplifying Chinese characters

Character simplification was originally viewed by the Communist government which took power in 1949 as the first step toward abolition of characters in favor of a romanized writing system. (Although *pīnyīn* was developed as a romanization system, it is not commonly used as a writing system in place of characters, and the goal of abolition of Chinese characters has now been put off indefinitely.) Simplification of characters had these goals:

- 1) Reducing the number of Chinese characters that must be learned
- 2) Reducing the average number of strokes per character
- 3) Reducing the amount of schooling time needed to become literate
- 4) Increasing literacy rates

II. The history of official simplified characters

- 1956: First official list of 515 simplified characters (簡化字綜表 *jiǎnhuàzì zōngbiǎo*) issued by the Committee on Language Reform.
- 1964: Revised edition of *jiǎnhuàzì zōngbiǎo* issued, with 2,238 simplified characters. This is the list used today.
- 1977: A third, revised edition of *jiǎnhuàzì zōngbiǎo* issued, with an appendix listing an additional set of proposed simplified characters. These arose out of the political ferment of the Cultural Revolution, when simplification of characters by the masses was considered a “revolutionary act”. These additional simplifications met with a great deal of resistance (and in any case the Cultural Revolution had ended), and the list was withdrawn.
- In theory, the committee is still at work on continuing the process of reform and simplification, but in practice it looks as if the process of simplification is over for the foreseeable future.
- The return of Hong Kong to China in 1997 could lead to the adoption of simplified characters

there.

III. Methods of simplification

A number of different principles have been applied to character simplification.

1. Consolidation of homophonous graphs. This type of simplification actually reduces the number of characters to be learned.

Examples: 裡 *lǐ* ‘mile’, 裡 *lǐ* ‘inside’ --> 里
 谷 *gǔ* ‘valley’, 穀 *gǔ* ‘grain’ --> 谷
 系 *xì* ‘system’, 係 *xì* ‘relation’, 繫 *xì* ‘to tie’ --> 系

2. Adoption of nonstandard abbreviated forms which had been commonly used for centuries.

Examples: 頭 --> 头 *tóu* ‘head’, 個 --> 个 *ge* MW

3. Adoption of calligraphic “running hand” forms with fewer strokes.

Examples: 馬 --> 马 *mǎ* ‘horse’, 見 --> 见 *jiàn* ‘see’

4. Use of archaic forms employed at various times in history.

Examples: 從 --> 从 *cóng* ‘follow’, 陽 --> 阳 *yáng* ‘yang principle’

5. Newly invented simplifications (*use of part for whole, use of new phonetic element, etc.*)

Examples: 習 --> 习 *xí* ‘practice’, 樹 --> 树 *shù* ‘tree’, 認 --> 认 *rèn* ‘recognize’

IV. Problems with simplified characters?

One result of simplification is that some characters which traditionally shared a phonetic element no longer do in their simplified form. Additionally, some characters have lost their phonetic element altogether in simplified form. This arguably makes the task of memorizing characters more difficult.

燈 -> 灯 *dēng* ‘light’ but 鄧 -> 邓 *dèng* ‘surname’

讓 -> 让 *ràng* ‘make, let’ but 嚷 -> 嚷 *rǎng* ‘yell’

APPENDIX 3

Pīnyīn Review

Pīnyīn (拼音, literally “combine sounds”) was invented in the 1950s by the government of the People’s Republic of China. It is a standardized transcription system for representing the sounds of standard Mandarin.

There are several other transcription systems of Chinese in use today. In America, the most common alternative to *pīnyīn* is the Wade-Giles system, which is still used in many library catalogs (although the Library of Congress has recently changed over to *pīnyīn* and many other libraries are now following suit). In Taiwan, the system 注音符號 *zhùyīn fúhào* (commonly known as ㄅ ㄆ ㄇ ㄈ *bo-po-mo-fo*) remains the most common.

Pīnyīn is now the official United Nations transcription of Chinese. In the United States, it is commonly used in Chinese language instruction, and is also increasingly used in newspapers, academic writing, and in popular culture.

Pīnyīn is not inherently better than any other transcription system, but its increasing popularity and widespread use make it the most important system to know.

Pīnyīn is *not* a spelling system designed to make Chinese sounds easy or natural for English speakers (or French speakers or Thai speakers, for that matter) to pronounce by just looking at the letters. Rather, *pīnyīn* is a transcription system which unambiguously represents the standard pronunciation of any Mandarin syllable. To use *pīnyīn*, it is necessary to understand the special value that the letters have within the *pīnyīn* system.

Note also that there is not a one-to-one correspondence between *pīnyīn* letters and Mandarin sounds. For example, some single sounds are represented by two letters (**ng**, **zh**, etc.); some single letters represent two sounds (e.g. **o** in some cases); one letter can represent different sounds in different contexts (e.g. **i** and **u**); and some letters do not represent any sounds (e.g. **w**, **y** in some cases). But, when combined into syllables, the symbols become unambiguous if you understand the rules.

Chinese syllables are usually described as having three parts: (1) an *initial* consonant; (2) a *final* consisting of vowels and ending consonants; (3) a *tone*. We will look at the *pīnyīn* representations of these three parts.

The INITIALS of Mandarin in *pīnyīn*:

b	p	m	f		<i>labials</i> (produced with the lips)
d	t	n		l	<i>alveolars</i> (produced with the tongue tip just behind the upper teeth)
z	c		s		<i>dentals</i> (produced with the tongue tip at the root of the upper teeth)
zh	ch		sh	r	<i>retroflexes</i> (produced with the tongue tip curled up toward the roof of the mouth)
j	q		x		<i>palatals</i> (produced with the flat center of the tongue against the roof of the mouth)
g	k		h		<i>velars</i> (produced with the root of the tongue against the back of the roof of the mouth)

A syllable may also have no initial consonant, in which case it is said to have the *zero initial*.

All 21 of these symbols represent distinct consonants in Mandarin. Depending on your native language, you may have difficulty distinguishing some of them.

English speakers often have difficulty distinguishing the retroflexes (**zh ch sh**) from the palatals (**j q x**), since both sound similar to English sounds like *jeep*, *cheese*, *shirt*.

Cantonese speakers often have difficulty distinguishing the alveolars (**z c s**) from the palatals (**j q x**), since Cantonese does not distinguish these sounds (e.g. *zou* and *jou* are both possible pronunciations of the word ‘early’).

Speakers of non-Mandarin dialects and of many Mandarin dialects often have difficulty distinguishing the retroflexes (**zh ch sh**) from the alveolars (**z c s**). Pronouncing retroflexes as alveolars is one of the most recognizable features of southern dialects of Mandarin, such as that spoken in Taiwan, in which someone might say *wǒ sì zōngguó rén* instead of *wǒ shì zhōngguó rén*.

Additionally, some speakers of southern dialects may have difficulty distinguishing **n** and **l**, or distinguishing **f** and **h** before **u**. They may therefore confuse *nán* with *lán*, or *hú* with *fú*.

The FINALS of Mandarin in *pīnyīn*:

i₂, i₃	e	a	ei	ai	ou	ao	en	an	eng	ang	er	
i	ie	ia			iou	iao	in	ian	ing	iang		(y-)
u	uo	ua	uei	uai			uen	uan	ong	uang		(w-)
ü	üe						ün	üan	iong			(yu-)

The pronunciation of these finals is mostly straightforward (but see below for an explanation of **i₂, i₃**). What is complicated about the finals are a number of *pīnyīn* spelling rules, which affect many of the finals in the chart:

- When **ü** appears after palatals **j, q, x**, it is written *u*. (When it appears after **n** or **l** it is still written *ü*.) Examples: 覺 **j+üe** = *jue*; 去 **q+ü** = *qu*; 選 **x+üan** = *xuan*; 女 **n+ü** = *nü*; 綠 **l+ü** = *lǜ*
- When **i, u**, and **ü** occur without an initial and there is no following vowel, they are written *yi, wu*, and *yu* respectively. Examples: 一 **Ø+i** = *yī*; 五 **Ø+u** = *wu*; 雨 **Ø+ü** = *yu*; 因 **Ø+in** = *yīn*; 雲 **Ø+ün** = *yún*
- When **i, u**, or **ü** occur without an initial but with another vowel following, these three sounds are written *y, w*, and *yu* respectively. Examples: 研 **Ø+ian** = *yan*; 忘 **Ø+uang** = *wang*; 圓 **Ø+üan** = *yuán*
- When **uo** appears after labials **b, p, m, f**, it is written *o*. Compare 波 **b+uo** = *bo* and 多 **d+uo** = *duo*.
- When **uei** appears after an initial, it is written *ui*. Compare 對 **d+uei** = *duì* and 為 **Ø+uei** = *wéi*.
- When **iou** appears after an initial, it is written *iu*. Compare 六 **l+iou** = *liù* and 有 **Ø+iou** = *yǒu*.
- When **uen** appears after an initial, it is written *un*. Compare 春 **ch+uen** = *chūn* and 文 **Ø+uen** = *wén*.

Three different sounds are written with the letter **i**:

- After alveolars **z, c, s**, the letter **i** represents an alveolar vowel. Example: 字 **z+i₂** = *zì*
- After retroflexes **zh, ch, sh, r**, the letter **i** represents a retroflex vowel. Example: 吃 **ch+i₃** = *chǐ*
- Everywhere else, the letter **i** represents the normal sound associated with this letter. Example: 你 **n+i** = *nǐ*

English speakers may have difficulty distinguishing **ü** (which does not occur in English but is found in French and German) from **u**, especially since because of spelling rules **ü** is often written *u*. The general rule is: *u* after *j, q, x* is pronounced **ü**; *yu* is always pronounced **ü**; *u* anywhere else is pronounced **u**.

Speakers of many dialects (including Taiwan Mandarin) may have difficulty distinguishing **in** from **ing**, as in the difference between 今 *jīn* and 經 *jīng*. (This difference is similar to that found between English *sin* and *sing*.) Some speakers of other dialects may also have difficulty distinguishing **en** from **eng**.

The TONES of Mandarin in *pīnyīn*

1st tone (high level)	2nd tone (high rising)	3rd tone (low dipping)	4th tone (falling)	neutral tone
-	/	ˇ	、	(no mark)

Mandarin is commonly said to have four tones. In fact, standard Mandarin has five. The fifth or *neutral tone* is short and light. Unstressed particles (such as 的 *de*, 了 *le*, 呢 *ne*, 嗎 *ma*) are always pronounced in the neutral tone. Unstressed syllables of words are also pronounced in the neutral tone, while in other Mandarin dialects they may retain their full stress and original tone. (For example, 喜歡 *xǐhuan* in standard Mandarin but *xǐhuān* in many Mandarin dialects.)

The tone mark is always placed over the *main vowel*. If there is more than one vowel, you can identify the main vowel as the vowel that can be prolonged when uttering the syllable; or as the vowel which is *not i, u, or ü*. (In syllables such as *duì* or *liú*, the main vowel is actually the unwritten *e* and *o* respectively; in these cases the tone mark goes over the last vowel: *duì*, *liù*).

PRACTICE

Write *pīnyīn* for the following characters.

zh vs. z:

找 _____ 早 _____ 葬 _____ 張 _____ 至 _____ 自 _____

ch vs. q:

全 _____ 船 _____ 常 _____ 強 _____ 吃 _____ 起 _____

s vs. sh vs. x:

死 _____ 少 _____ 實 _____ 洗 _____ 小 _____ 像 _____

i vs. i₂ vs. i₃:

離 _____ 字 _____ 詞 _____ 幾 _____ 事 _____ 比 _____

iou and uei (with and without initials):

又 _____ 就 _____ 六 _____ 水 _____ 為 _____ 貴 _____

in vs. ing:

心 _____ 民 _____ 請 _____ 明 _____ 親 _____ 興 _____

u vs. ü:

努 _____ 女 _____ 路 _____ 出 _____ 錄 _____ 綠 _____

ON YOUR OWN

Identify which sounds and spellings give *you* the most trouble. In terms of sounds, listen to the course tapes as the vocabulary lists are read aloud, and try to pick out the sounds you have trouble distinguishing. Work on identifying them without looking at your textbook, then check your answers.

For spelling problems, it is important to become familiar with reading and writing *pīnyīn*. When you learn vocabulary, cover the characters with a sheet of paper and read the *pīnyīn* aloud for practice. Then check yourself against the tape. If you pay attention to *pīnyīn* transcriptions, you will gradually acquire an instinct for which combinations of letters are possible and which are not. Once the impossible combinations start looking strange to you, you will be less likely to produce nonexistent *pīnyīn* syllables.