

# 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 8: 電視和電影的影響

## 1. Errata

Corrected or additional items are underlined.

### I. Vocabulary Corrections (Textbook pp. 135-137)

上演		v	<i>shàngyǎn</i>	(of plays or movies) to <u>start showing, debut, come out</u>
<u>演</u>		v	<i>yǎn</i>	<u>(of plays or movies) to show</u> [add after 幾乎]
偶爾	偶尔	adv	<i>ǒu'ěr</i>	occasionally
紀錄片	纪录片	n	<i>jìlù piàn</i>	documentary film
卡通片		n	<i>kǎtōng piàn</i>	cartoon <u>film</u>
引起		v	<i>yǐnqǐ</i>	give rise to, <u>arouse, provoke, ignite</u>
據說	据说	—	<i>jùshuō</i>	it is said <u>that</u> ; allegedly
教育		v, n	<i>jiàoyù</i>	educate, <u>education</u>
反而		adv	<i>fǎn'ér</i>	on the contrary
那樣	那样	—	<i>nàyàng</i>	that manner; that kind
小孩兒	<u>小孩儿</u>	n	<i>xiǎoháir</i>	small kid

Usage notes:

- Although 頻道 and 台 *tái* are often used interchangeably, technically 頻道 refers to a channel or frequency, while 台 refers to a broadcast station. Thus 北京台 is the Beijing broadcast station, which may be received on different channels (頻道) in different locations.
- 兒童 vs. 孩子: 兒童 is a somewhat formal term used only in the collective sense. Individual children are always referred to as 孩子. Furthermore, 兒童 is only used for young children (up to about Grade 6), while 孩子 can, when used to describe the relationship of parent to child, refer to people of any age. Refer to the example sentences given on p. 135 of the textbook.
- 家長 vs. 父母: 家長 (literally 'head of household') usually refers to parents in the context of school life, while 父母 is a more general term. Again, see the example sentences on p. 136.
- The phrase 敢說, literally 'dare to say', is used idiomatically to mean 'I dare say', 'I bet'; it expresses confidence in stating an opinion.

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

商業片、閑著沒事、據說、小男孩、火柴、自相矛盾、威脅、炸

難寫的字：響 禮 藝 爾 據 燒 亂 育 威 脅

## II. Grammar Corrections (Textbook pp. 138-147)

p. 143:

Replace the explanation of 難免 with:

As an adjective, 難免 means “unavoidable” or “inevitable” (as in Example 2 below). As an adverb, it means “inevitably” or “unavoidably”, and is often used together with 會 (as in Example 1 below). The literal meaning of 難免 is ‘hard to avoid’.

Replace the English translations of Examples 1-4 as follows:

- (1) Children are inevitably affected by television.
- (2) The first time you teach, being nervous is inevitable.
- (3) When you use ugly language in front of female students, you inevitably make people unhappy.
- (4) Even two good friends inevitably will disagree sometimes.

p. 146:

多半 can be a noun meaning “most (of them)” or an adverb meaning “mostly”, “most of the time” or “in most cases”. It is very common in Chinese for 多半 to be used adverbially where the English translation simply says “most”.

## III. Homework Explanations (Workbook pp. 88-91)

### 1. Unfamiliar words

A1.	許多	<i>xǔduō</i>	many
A2.	一心兩用	<i>yìxīn liǎngyòng</i>	divide your attention on two tasks
C3.	不滿	<i>bùmǎn</i>	dissatisfaction, discomfort
Fex.	戲院	<i>xìyuàn</i>	theater (for plays)
F1.	彼此	<i>bǐcǐ</i>	mutually; each other
F1.	相愛	<i>xiāng'ài</i>	love each other
F2.	報告	<i>bàogào</i>	report
F3.	氣	<i>qì</i>	anger
F3.	受得了	<i>shòudeliǎo</i>	can stand (opposite of 受不了)
G3.	憋	<i>biē</i>	suffocate, feel bored, be listless

## 2. Supplementary Grammar Notes

### I. 就是…，也…*jiùshì..., yě...* ‘even if..., still...’ (IC 140)

就是 usually comes at the beginning of the sentence, but will sometimes come directly before the V. What follows 就是 may be either a **Sentence** or just a **Noun Phrase**. If it is just a **Noun Phrase**, the English translation is ‘even if it is...’. Compare:

Pattern 1: 就是 **Sentence, (Subj)** 也 ...

- 1) 就是你說是很好看的電影，我也不想去看。“Even if you say it’s a very good movie, I still don’t want to go see it.”

Pattern 2: 就是 **Noun Phrase (Subj)** 也 ...

- 2) 就是卡通片我也不想去看。“Even if it is a cartoon I don’t want to go see it.”

*Complete the following* 【完成句子】:

- 3) 就是你不，\_\_\_\_\_
- 4) 她很聰明，就是考試很難，\_\_\_\_\_
- 5) 就是那家衣服店大減價\_\_\_\_\_
- 6) 就是電視裡的人玩火柴\_\_\_\_\_
- 7) 就是你給我一百塊錢\_\_\_\_\_
- 8) 我閑著沒事，很想出去看電影，就是紀錄片，\_\_\_\_\_
- 9) 小孩子在功課做完以前不能看電視。\_\_\_\_\_也不能看。
- 10) 我很餓。\_\_\_\_\_我也願意吃。

**II. 反而 *fǎn'ér* 'contrary to what you'd expect'****(IC 142-43)**

Other more idiomatic translations include: 'on the contrary, whereas, instead, surprisingly, unexpectedly.' 反而 is movable, but usually comes after the **Subject**.

- 1) 漂亮的毛衣很便宜，難看的毛衣反而貴得很。 "The beautiful sweaters are cheap, and contrary to what you'd expect the ugly sweaters are extremely expensive."
- 2) 有意思的電影沒有人去看，看沒有意思的電影的人反而很多。
- 3) 真奇怪！我從來考試考得都很好，這次反而考得非常不好。

反而 may be used together with 不但不／沒. For example:

- 4) 這件衣服雖然質量不好，可是不但不便宜，反而貴得很。

反而 is occasionally used together with 但是 to provide even more contrastive emphasis:

- 5) 我昨天晚上沒有復習生詞，但是今天反而考得不錯。

**Complete the following 【完成句子】:**

Use the phrases in parentheses where provided.

- 6) 她上個學期每天複習四個小時，\_\_\_\_\_ [考試]
- 7) 王朋一般每天五點鐘看電視新聞，\_\_\_\_\_ [卡通片]
- 8) 他吃了藥以後，他的病不但沒好，\_\_\_\_\_ [厲害]
- 9) 張力一直想看這部紀錄片，看了以後\_\_\_\_\_
- 10) 他星期一說他今天晚上也要去看球賽。我去了，\_\_\_\_\_
- 11) 謝明道昨天去一家有名的中國餐館吃飯，\_\_\_\_\_

**III. 難免 [會] *nánmiǎn huì* 'inevitable/unavoidable that...'****(IC 143)**

難免 is a movable **Adv.**, and thus can come before the **V** or before the **S**.

會 here indicates probability (cf. 明天會下雨—see lesson 16), and is optional. If present, it will always come after the **S**.

This pattern can be applied to both general or specific situations.



- 1) 在西雅圖買好房子，難免花很多錢。“When buying a good house in Seattle, you will inevitably spend a lot of money.”
- 2) 高明不願意跟女人在一起，難免找不到女朋友。
- 3) 張力經常對老師很不客氣，難免會讓老師非常不高興。
- 4) 小孩子難免會受環境的影響。

**Activity:**

Below is a brief description of a friend's risky behavior. Write a sentence using 難免 that indicates to your friend an inevitable outcome of this behavior.

- 1) 她常常不上課。
- 2) 她每天看六個小時電視。 (HINT: use 影響)
- 3) 她幾乎每天都跟他男朋友吵架。
- 4) 她剛喝完了三瓶啤酒，還想再喝六瓶。
- 5) 她經常躺在床上吸煙。 (HINT: use 引起火災)
- 6) 她喜歡在公寓裡玩槍。 (HINT: use 殺死人)

**IV. 引起 yǐnqǐ ‘result in, cause, provoke’****(IC 146)**

Pattern: **S 引起 (Person 的) O**

引起 literally means ‘give rise to’. Common **Object** phrases include: 反對, 火災, 爭論, 問題, 麻煩, 討論, 興趣 (xìngqù ‘interest’), 注意 (zhùyì ‘attention’), and 不滿 (bùmǎn ‘dissatisfaction’).

- 1) 他的看法引起很多人的注意。“His opinion has attracted the attention of many people.”
- 2) 這本書在加州引起很大的興趣。“This book has provoked great interest in California.”
- 3) 她玩兒火柴引起了一場火災。

- 4) 第八頻道昨天播的那個節目引起很多家長的不滿。

**Complete the following 【完成句子】：**

- 5) 王明那麼年輕，就要跟他女朋友結婚，\_\_\_\_\_
- 6) 不同看法的人一起討論很重要的事，有時候會\_\_\_\_\_
- 7) 喝醉酒開車難免會\_\_\_\_\_

### V. 還是…吧 *háishi... ba* ‘I suggest; why don’t...; it would be best to’ (IC 146)

This pattern is used to suggest the best of several alternative actions. It is gentler and more polite than 最好, which we learned in lesson 6.

- 1) 我不知道我們什麼時候考試，你還是問老師吧。 “I don’t know when our test is, it would be best to ask the teacher.”
- 2) 天氣看起來會下雨，〔我們〕今天還是不去公園吧。 “It looks like it’s going to rain, why don’t we not go to the park today.”

**Complete the following 【完成句子】：**

- 3) 我對藝術片沒有興趣 (*xìngqu* ‘interest’), 我們\_\_\_\_\_
- 4) 外邊天氣很冷，你\_\_\_\_\_
- 5) 我昨天就已經吃過日本菜，今天\_\_\_\_\_
- 6) 你打算搬出去，引起父母的反對，\_\_\_\_\_

### VI. 影響 *yǐngxiǎng* ‘influence, effect; to affect’

In lesson 6, we learned the set phrase 受影響 “be affected (lit. ‘receive an influence’)” (see IC pp. 96, 101). In the current lesson, 影響 is used in a number of different ways as both a noun and a verb.

影響 can function as a simple verb ‘to influence’ which takes an object:

- 1) 小孩兒每天都看電視，難免會影響他們的學習。 “If small children watch television every day, it will inevitably affect their studies.”

In the following three patterns, 影響 is a noun.

Pattern 1: **Subj.** 受 **N** 的影響

This pattern expands on the phrase from lesson 6, indicating what the subject is being affected or influenced by. Note that while 影響 itself is a noun here, the phrase 受影響 is a v-o structure and is translated with a verb in English. Compare:

- 2) 這樣下去學習非受影響不可。 “If it continues like this, [my] studies will certainly be affected.”
- 3) 小孩兒難免會受電視的影響。 “Small children are inevitably affected **by television**.” (lit. ‘receive television’s influence’)

Pattern 2: **Subj.** 對 **N** 有影響

In Pattern 1, the subject receives an influence. In Pattern 2, the subject exerts an influence on something else. The 對 phrase indicates what is being affected.

- 4) 電視肯定對小孩兒有〔很大的〕影響。 “Television certainly has (a big) influence on small children.”

Pattern 1 usually corresponds to a passive sentence in English, while Pattern 2 usually corresponds to an active sentence in English.

Pattern 3: **Subj.** 對 **N** 的影響 ...

This is a noun phrase, not a sentence. It means “the influence (or effect) of **Subj.** on **N**”. This noun phrase can in turn act as the subject or topic of a complete sentence.

- 5) 電視對小孩兒的影響很大。 “The influence of television on small children is big.”

To review, identify the different patterns in which 影響 appears in the text, and in the example sentences given in the vocabulary list.

### 3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

#### I. These characters share a component.

<u>Character</u>	<u>Pinyin</u>	<u>Simplified form</u> (5 times)	<u>Word (simp.)</u>
兩 两 两	_____	_____	_____
滿 满 满 <sup>1</sup>	_____	_____	_____
體 体 体	_____	_____	_____
禮* 礼 礼	_____	_____	_____

#### II. Simplified forms of other characters.

錄* 录 录	_____	_____	_____
發* 发 发	_____	_____	_____
兒* 儿 儿	_____	_____	_____
畢 毕 毕	_____	_____	_____
業 业 业	_____	_____	_____
塊 块 块	_____	_____	_____
邊 边 边	_____	_____	_____
報 报 报	_____	_____	_____

<sup>1</sup> See IC Level 1, Lesson 22

## 4. Activities & Exercises

### I. 同學介紹

Get the following information about your 同學 *tóngxué* (classmate) by asking and answering questions in Chinese. No English! Write down the answers in Chinese (*pinyin* or characters). Use the vocabulary and patterns you learned in Chinese 211; don't forget to use the 是... 的 construction when appropriate! Be prepared to introduce your 同學 and yourself to the class.

- 1) What is your name?
- 2) Where were you born?
- 3) Where did you grow up?
- 4) What did you do over winter vacation (寒假 *hánjià*)?
- 5) How many brothers and sisters do you have?
- 6) What year are you in college?
- 7) What is your major?
- 8) What classes are you taking (= have you chosen) this quarter?
- 9) What do you plan to do after you graduate?

### II. Practice with 就是...也

Work with your partner to complete the following sentences using 就是...也 “even if...”

- 1) 就是我的父母反對\_\_\_\_\_
- 2) 你就是給我一百塊錢\_\_\_\_\_
- 3) 你弟弟〔妹妹〕就是很漂亮\_\_\_\_\_

4) \_\_\_\_\_ 我也想吃。

5) \_\_\_\_\_ 我也不請你看電影。

6) \_\_\_\_\_ 我也不跟他分手。

### *Sentence conversion* 【改寫句子】

Change the sentences you created above into 無論…都 sentences which have the same meaning. You may consult with your partner.

1)

2)

3)

4)

5)

6)

### III. Practice with 還是…吧

Complete the dialogs in Chinese with your partner. **A** wants to do something; **B** points out a problem, then offers a suggestion using 還是.

1) **A:** I want to see the new Japanese cartoon.

**B:** No tickets left ...

2) **A:** ...buy that \$100 sweater.

**B:** You have no cash ...

3) **A:** ...eat at that famous Chinese restaurant.

**B:** Food is too oily ...

4) **A:** ...watch the commercial film showing at the auditorium.

**B:** There is a big test tomorrow ...

5) **A:** ...sit on the couch and watch TV for 8 hours every day.

**B:** That's bad for your health ...

#### IV. Practice with 偶爾 (也)

Complete the sentences using 偶爾 or 一般 / 多半 / 平常.

1) 我多半看第二十頻道十點鐘撥的新聞，\_\_\_\_\_。

2) 高明去餐館平常吃中國菜，\_\_\_\_\_。

3) 我一般跟朋友一起去看電影，\_\_\_\_\_。

4) \_\_\_\_\_，偶爾也在圖書館看書。

5) \_\_\_\_\_，偶爾也跟他吵架。

#### V. Fill-in-the-Blank Exercise 【填空】

Fill in each blank with the letter of one of the words or phrases listed. Some may be used more than once.

- (a) 的            (b) 地            (c) 得            (d) 引起            (e) 結果  
(f) 一邊            (g) 就是            (h) 還是

有一個十七歲 \_\_\_\_\_ 男孩子和一個十六歲 \_\_\_\_\_ 女孩子，只認識兩個星期就想結婚 (jiéhūn 'marry'<sup>2</sup>)。他們知道，這會 \_\_\_\_\_ 父母的反對。可是他們認為父母 \_\_\_\_\_ 反對也要結婚。他們的父母說：“ \_\_\_\_\_ 工作， \_\_\_\_\_ 學習，不是容易的。你們 \_\_\_\_\_ 等大學畢業以後再結婚吧。” \_\_\_\_\_ 他們過了六年才高興 \_\_\_\_\_ 結婚。

### 5. Reading Guidelines

Think about the following questions as you read the text. If you are unable to answer them, make

\_\_\_\_\_

<sup>2</sup> See IC Level 1, Lesson 17 supplemental vocabulary.

sure they are answered to your satisfaction in class.

*p. 131:*

- 1) Why is Lisa going to watch more movies than usual this quarter?
- 2) What are the three types of movies mentioned in the text, and where are they shown? How does the situation at University of Washington compare?
- 3) In line 6, 來電話 means 打電話來.
- 4) What is the measure word for 新聞?
- 5) In line 8 we have the pattern 對 X 的影響. What does this mean?

*p. 133:*

- 1) In line 2, 片 is used by itself to mean ‘film’.
- 2) In line 2, the measure word 場 *cháng* appears. It is used for disasters and other events that last for a period of time. (The same character read in the third tone is the measure word for sporting events.)
- 3) Explain in your own words the content of the news story Zhāng Tiānmíng is watching.
- 4) On the use of 老 in line 6, see p. 147.
- 5) Line 7: In addition to meaning ‘study’, 學 can refer more generally to learning or imitating any sort of behavior. When the resultative complements 好 and 壞 are added to 學 used in this sense, the meanings are ‘learn how to behave properly’ and ‘learn improper behavior’ respectively.
- 6) In line 8, 地 has been omitted after 好好. We saw this same usage at the end of the lesson 7 text.
- 7) In line 9, 啊 *ā* is a modal particle. What mood or feeling is it expressing?
- 8) Line 16: (*Simplified only:*) Replace the traditional form 藉口 with the simplified form 借口.
- 9) Line 20: (*Simplified only:*) Replace the traditional form 並 with the simplified form 并.
- 10) In the second line from the bottom, the question word 哪 appears. Is this sentence a question?
- 11) There are many rhetorical questions on this page. Can you identify them all?

## 6. Supplementary Translation Exercises

For practicing lesson 8 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) Even if television’s influence on children is small, we still shouldn’t let them watch Channel 52.
- 2) That Japanese documentary aroused everyone’s interest, but the American commercial film



---

[contrary to what you'd expect] didn't arouse any interest.

- 3) I oppose you blaming that little boy! It would be best for you to completely take responsibility.
- 4) I thought [mistakenly] that when children are idle with nothing to do they will inevitably watch cartoons.
- 5) The character in the movie used a gun to threaten his children, but they [contrary to what you'd expect] were completely unafraid.
- 6) I generally watch commercial or art films, and occasionally also watch documentaries. The television shows I watch are mostly cartoons.
- 7) Yesterday my friend Wáng Péng was riding his bicycle (騎自行車 *qí zìxíngchē*) and reading a book at the same time. As a result he is now in the hospital.
- 8) Parents [of schoolchildren] mostly believe that education's influence on children is inevitably big.
- 9) I thought [mistakenly] that the character in that art film would completely take responsibility, but [contrary to what you'd expect] he looked for an excuse.

# LESSON 9: 旅行

## 1. Errata

Corrected or additional items are underlined.

### I. Vocabulary Corrections (Textbook pp. 155-157)

除非		conj	<i>chúfēi</i>	unless, <u>only if</u>
散步		v <sub>Q</sub>	<i>sànbù</i>	take a walk
出國	出国	v <sub>Q</sub>	<i>chūguó</i>	go abroad
直飛	直飞	v	<i>zhífēi</i>	fly directly
航空公司		n	<i>hángkōng gōngsī</i>	airline
順便	顺便	adv	<i>shùnbìàn</i>	in passing, <u>on the way</u> , <u>conveniently</u>
吃醋		v <sub>Q</sub>	<i>chī cù</i>	jealous (because of rivalry in love)
來不及	<u>来不及</u>	vc	<i>láibují</i>	there's not enough time (for)

Usage notes:

- In Chinese, the verb 辦 *bàn* is used for getting a passport (辦護照) or getting a visa (辦簽證).
- In Taiwan 禮拜 is used more often than 星期. In the mainland, 星期 is more often heard.
- 然後 vs. 後來 vs. 以後: You are already familiar with the usage of 以後, which follows a time word or a verbal clause to indicate the period after that time or after that action has occurred (for example: 四點以後 ‘after four o’clock’, 我畢業以後 ‘after I graduate’). The 以後 phrase itself functions like a time word. In contrast, 後來 and 然後 are conjunctions. 後來 means ‘afterwards’ or ‘later (on)’, and is used to link two situations that occurred in the past. We have seen how 後來 can be used together with 原來, as in 我原來學日語, 後來開始學漢語 “Originally I studied Japanese; later I started to study Chinese”. 然後 means ‘and then’, and is used to link events that occur one immediately after the other, either in the past or the future. For example: 先放一點鹽, 然後放一點味精 “First add a little salt, and then add a little MSG”.

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

假期、曾經、確實、火爐、趟、忘不了、不過、禮拜、領事館

難寫的字：確 實 膩 爐 量 導 護 證

---

## II. Grammar Corrections (Textbook pp. 158-169)

p. 160:

“除非” is a conjunction. It introduces a precondition. There is **sometimes** a second clause containing a “才”.

pp. 161-162:

Delete the last sentence on p. 161 and the three example sentences on p. 162.

p. 162:

Add to the pattern and to the example sentences:

4. “哪兒…，就…哪兒…”:

(2) 每天姐姐去哪兒，她就去哪兒。

(3) 你什麼時候有時間，就什麼時候來。

(4) 這個問題，誰會就請誰回答。

(5) 怎麼近就怎麼走。

p. 164:

Append to the sentence at the top of the page:

“既然” **never expresses a direct cause. Instead, it introduces circumstances under which the second clause applies. Thus it should always be translated “since”, not “because”, and cannot be used together with “所以”.**

Change example (4) to read:

(4) Why **can** each Chinese family only have one child?

## III. Homework Corrections (Workbook pp. 101-104)

p. 101:

The instructions for Exercise B should be: **Please complete the following dialogues using “QW … 就 … QW”.**

## IV. Homework Explanations (Workbook pp. 101-104)

1. Supplemental vocabulary for listening comprehension (p. 93 B1)

<i>lǚguǎn</i>	hotel
<i>jiào</i>	tell (to do something)
<i>hǎibiān</i>	seashore
<i>fāshēng</i>	to happen, to occur (often used with <i>shì</i> ‘matter’)
<i>gǎo</i>	get into a state, act a certain way

2. Unfamiliar words

Aex.	加拿大	<i>Jiānádà</i>	Canada
A1.	紐約	<i>Niǚ Yuē</i>	New York

D2.	鬧	nào	agitate for
D2.	離婚	líhūn	divorce
E2.	急著	jízhe	in a rush
F3.	計劃	jìhuà	plan(s)
G3.	胖	pàng	fat, chubby

## 2. Supplementary Grammar Notes

### I. Two Uses of 過 guò

(IC 158-60)

#### *Review—Experiential 過:*

**V-過** stresses past experience of the verb. It addresses whether a person has ever in the past had a particular experience. In English we usually use phrases such as “have/haven’t **V-ed**,” “have ever/never **V-ed**” to express this notion.

**Experiential 過** always refers to past actions. In this usage, 過 is in the neutral tone and *is not* used with 了.

1) 我去過兩次南京。“I’ve been to Nánjīng twice (before).”

**V-過** sentences often contain words referring generally to the past (such as 以前 ‘before’, 曾經 *céngjīng* ‘previously’) or to specific times in the past (e.g. 去年):

2) 王朋曾經來過美國旅行。“Wáng Péng once came to America to travel.”

The negative form is 沒 **V-過**. 從來 ‘never’ often occurs with 沒 **V-過**.

3) 她是中國人，但是從來沒去過南京。

When preceded by a phrase indicating a period of time, **V-過** stresses experience of the verb during that period of time.

4) 她在南京的時候，去過領事館。

A **V-過** clause can be used to suggest some experience that is relevant to the issue/topic at hand. In this usage **V-過** still emphasizes personal experience.

5) 王朋學過日文，他知道這部電影是日本的，不是中國的。

#### *Activity*

Ask your classmate if s/he has ever done the following activities. Use experiential 過. If s/he answers yes, ask at least one follow-up question with 是…的.

Example: 去中國

A: 你去過中國嗎?

B: 去過，我去過一次。

A: 你是什麼時候去的?

B: 我是去年去的。

- 6) 出國
- 7) 去東岸
- 8) 坐飛機
- 9) watch Chinese news
- 10) fire a gun
- 11) 上電視

### Completion 過:

For the purposes of this class, you need only recognize this usage; you will not be expected to make active use of it.

In this usage, 過 is similar to **V-了**, which emphasizes completion. That is, 過 here indicates that a particular action has been completed. It *does not* indicate that the action has been previously experienced. In this usage, 過 is pronounced with a full tone: *guò*.

12) 我吃過午飯。 “I’ve eaten lunch.”

Completion 過 can —and often is—also used with **V-了** and/or **Sentence-了**. Remember that in contrast, experiential 過 does not occur with 了.

13) A: 你應該給他打電話。

B: 我已經打過電話了。

When both particles appear together, 了 comes after 過.

14) 我辦過了護照。

### Activity

Are the following (A) Experiential 過 or (B) Completion 過?

- 15) 我去過 Xiānggǎng。
- 16) 我去過 Xiānggǎng了。
- 17) 高明吃過午飯就走了。
- 18) 高明吃過那家餐館的拿手菜。

## II. 從來 *cónglái* + 不 / 沒 ‘never’

從來 occurs most commonly in the negative, meaning ‘never’. When used with 不 it describes a habitual situation. When used with 沒 it describes a past situation.

- 
- 1) 我從來不吸煙。 “I never smoke.”
  - 2) 我從來沒吸過煙。 “I have never smoked.”

Since 從來沒 refers to past experiences, it is usually used together with experiential 過, as in the last example.

### Activity

Answer the following questions. Then use 從來不 or 從來沒 to explain the reason for your answer. If you use 從來沒, don't forget to use 過.

- 3) 那個人是誰？

我不知道，我… \_\_\_\_\_

- 4) 北京的哪家酒吧最好玩兒？

\_\_\_\_\_

- 5) 你想不想吸煙？

\_\_\_\_\_

- 6) 他們的關係怎麼樣？經常鬧翻嗎？

\_\_\_\_\_

- 7) 你經常去體育場看球賽嗎？

\_\_\_\_\_

- 8) 喝酒對身體不太好。你經常喝酒嗎？

\_\_\_\_\_

- 9) 那盤〔pán〕CD是古典音樂嗎？

\_\_\_\_\_

- 10) 你喜歡吃菠菜餅乾〔bǐnggān〕嗎？

\_\_\_\_\_

### III. 除非 *chúfēi*

(IC 160-62)

The complete 除非 pattern expresses ideas that are not normally found within a single English sentence. Therefore there is no one English translation which fully captures the meaning of 除非.

We will first look at the parts of the pattern separately (1 and 2) before integrating the entire

pattern (3).

**Pattern 1: 除非 condition 才 V<sub>result</sub>**

The usage of 才 in this pattern is that with which you are already familiar from L7, meaning “then and only then.” The 除非 clause indicates a condition; only when that condition is met does the 才 clause occur. Compare these sentences with and without 除非:

- 1) 你給我錢，我才給你餅乾 (*bǐnggān* ‘cookie’)。
- 2) 我多賺點兒錢，才能去中國旅行。
- 3) 除非你給我錢，我才給你餅乾。“Only if you give me money will I give you cookies.”
- 4) 除非我多賺點兒錢，才能去中國旅行。

The translations “only if; only when” usually work for this variant of the pattern. When compared with sentences containing only 才, sentences with 除非 are more forceful.

*Complete the following with 除非…才:*

- 5) 除非你給我錢，\_\_\_\_\_
- 6) 除非我多賺點兒錢，\_\_\_\_\_

**Pattern 2: 除非 Condition [要] 不然 / 否則 V<sub>alternative</sub>**

要不然 and 否則 both mean “otherwise.” The 要不然 / 否則 clause indicates an alternative action that will take place if the condition is not met.

- 7) 除非你給我錢，要不然我不給你餅乾。“Unless you give me money I won’t give you cookies.”
- 8) 除非我多賺點兒錢，否則我不去中國旅行。

The translation “unless” usually works for this variant of the pattern.

*Complete the following with 除非…要不然 / 否則:*

- 9) 除非你給我錢，\_\_\_\_\_
- 10) 除非我多賺點兒錢，\_\_\_\_\_

**Pattern 3: 除非 Condition 才 V<sub>result</sub> [要] 不然 / 否則 V<sub>alternative</sub>**

The full pattern expresses both the result if the condition is satisfied, and the alternative if the condition is not satisfied.

- 11) 除非你給我錢，我才給你餅乾，要不然我不給你。“Only if you give me money will I give you cookies; otherwise I won’t give them to you.”

12) 除非我多賺點兒錢，才能去中國旅行，否則我不去。

In the above two examples, the **V<sub>result</sub>** and the **V<sub>alternative</sub>** clauses are opposites. The **V<sub>alternative</sub>** clause can also present a different proposed course of action, as in the following:

13) 除非你給我錢，我才給你餅乾，要不然我給我的狗吃。

14) 除非我多賺點兒錢，才能去中國旅行，否則我去加州看朋友。

**Complete the following with 除非...才...要不然 / 否則:**

15) 除非你給我錢，\_\_\_\_\_

16) 除非我多賺點兒錢，\_\_\_\_\_

Note: the textbook lists an inverted form for this pattern (pp. 161-62). For the purposes of this class you can ignore this form and learn only the pattern listed above.

#### IV. QW...，就 QW...

(IC 162-63)

This pattern consists of two identical **question words**, with the adverb 就 appearing in the second clause. This pattern works with any Chinese question word, including:

哪兒	誰	什麼	什麼時候	怎麼	哪 MW
wherever	whoever	whatever	whenever	however	whichever

The question words are not used to ask questions, but are repeated to indicate an indefinite range of possibilities. This same notion is expressed in English with “-ever”. The second occurrence of the question word after 就 indicates “that’s where/who/what/when/which” will be V-ed.

- 1) 我請客。你想吃什麼就吃什麼。“I’m treating. Whatever you want to eat, eat that” = “Eat whatever you want”
- 2) 你什麼時候有空，我就什麼時候去找你。“Whenever you are have free time, I’ll go see you at that time” = “I’ll go see you whenever you are free”
- 3) 你喜歡哪條褲子，我就給你買哪條褲子。“Whichever pair of pants you like, I’ll buy you that pair” = “I’ll buy you whichever pair of pants you like”
- 4) 放假的時候，哪兒天氣好，我們就去哪兒吧！
- 5) 誰唱得最好，你就請誰唱歌。

**Translate the following 【翻譯】:**

- 6) Let’s go wherever you want (= Wherever you want to go, let’s go there)
- 7) Buy whichever book you like. (= Whichever book you like, buy that one)



- 
- 8) Ask whoever knows Chinese. (= Whoever knows Chinese, ask him/her)
  - 9) Help me whenever it's convenient. (= Whenever it's convenient, that's when to help me)
  - 10) Order whatever is good.

V. 既然 … 就 *jìrán ... jiù*

(IC 163-64)

Pattern: 既然 **circumstance** 就 **conclusion/decision**

“since/now that/given that **circumstance**, **conclusion**”

The first clause acknowledges a *fact* or *circumstance* which is already known; the second clause indicates a *conclusion* or *decision* which is appropriate given that circumstance. This is different from *yīnwèi... suóyǐ...*, which indicates cause and effect. (Thus only *yīnwèi*, never *jìrán*, can be used to answer the question *wèishénme?*)

- 1) 既然你不能跟我們一起去，我們就請張天明去。 “Since you can't go along with us, we will ask Zhāng Tiānmíng to go.”
- 2) 我很喜歡看卡通片。既然我下午有空，我就看電視上的卡通片吧。 “I really like to watch cartoons. Since I'm free in the afternoon, I'll watch cartoons on TV.”
- 3) 既然你已經決定去中國，就順便去香港待幾天吧。
- 4) 既然你不喜歡西雅圖的天氣，就應該搬到加州去。

*Translate the following* 【翻譯】：

- 5) Since you've already seen this documentary, let's see a different one.
  - 6) Now that I'm sick of eating Chinese food, I plan to eat Korean food every day.
  - 7) Since the direct flight's tickets are relatively cheap, you should reserve them.
-

- 8) Since he is jealous no matter what you do, don't *worry about* him. (*Hint*: 管 “bother with”)

Note: “Since” and “because” are often confused in English. In Chinese, 既然 and 因為 are always distinguished. For example, the English sentence “Since I have free time tomorrow, come and see me” must be expressed in Chinese with 既然 and not 因為, because the fact that I have free time is not the reason you will come to see me, but rather a circumstance under which the decision to come see me has been made. Compare “Since it hasn't rained in several days, the plants are dying.” This sentence expresses cause and effect, and must be rendered in Chinese with 因為.

*Complete the following* 【完成句子】:

- 9) 既然郵局已經關門了，我們\_\_\_\_\_
- 10) 既然我不知道領事館的地址，\_\_\_\_\_
- 11) 既然你那麼想走長一點的那條路線，\_\_\_\_\_
- 12) 既然韓國航空公司沒有從這兒直飛南京的飛機，\_\_\_\_\_

## VI. 不是 A 就是 B ‘if not A then B; it’s either A or B’ (IC 167-68)

This pattern is used to indicate that there are only two possibilities. **A** and **B** must both be **verb** phrases, unless the main verb is 是, in which case **A** and **B** can be **noun** phrases.

- 1) 以前咱們不是去東岸就是去西岸。“We used to go to the East Coast or the West Coast (and nowhere else).” [note that 去 must be repeated]
- 2) 他穿的衣服不是紅的就是藍的。“The clothes he wears are either red or blue (and nothing else).” [here the main verb is 是]

### 3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

**I. These characters share a component.**

Character	Pinyin	Simplified form (5 times)	Word (simp.)
簽* 签 签	_____	_____	_____
驗 验 验	_____	_____	_____
賣 卖 卖	_____	_____	_____
續 续 续	_____	_____	_____

**II. Simplified forms of other characters.**

國* 国 国	_____	_____	_____
後* 后 后	_____	_____	_____
運 运 运	_____	_____	_____
動 动 动	_____	_____	_____
辦 办 办	_____	_____	_____

**III. Be sure to carefully distinguish the simplified forms of these characters:**

車* 车 车	_____	_____	_____
東* 东 东	_____	_____	_____
樂 乐 乐	_____	_____	_____

**4. Activities & Exercises**

**I. Sentence Completion with 除非 【完成句子】**

**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.** Make the following requests of your classmate. He/she will respond with 除非. Write down the response.

1) 請你幫助我複習中文。

\_\_\_\_\_

2) 別跟我吹了！

\_\_\_\_\_

**Ib.** Respond to your classmate's requests.

3) [use 除非...才]

4) [use 除非...要不然]

**Ib.** Respond to your classmate's requests.

**B**

1) [use 除非...才]

2) [use 除非...要不然]

**Ib.** Make the following requests of your classmate. He/she will respond with 除非. Write down

the response.

3) 我明天回來，請你去機場接我。

4) 你願意跟我交往嗎？

## II. Planning a Trip with 除非

A

**IIa.** Your classmate is going on a trip during spring break. You need to find out the following information.

Ask if he/she will

- |                        |  |
|------------------------|--|
| (1) go to Běijīng?     | (2) buy the plane tickets his/herself? |
| (3) stay with friends? | (4) eat in restaurants in Běijīng?     |

**IIb.** You are going on a trip over break. Your classmate is going to ask you questions about your plans.

Here is an outline of your plans:

Limiting condition (除非)	Plan (才)	Alternate Plan (要不然 / 否則)
(5) first earn lots of money	go to Mexico (Mòxīgē)	go to Chicago (Zhījiāgē)
(6) there are direct flights	go by plane	drive
(7) he/she has to work		will come along
(8) parents give \$1000	will buy plane ticket	1 <sup>st</sup> train to L.A., 2 <sup>nd</sup> rent car

**IIa.** You are going on a trip over break. Your classmate is going to ask you questions about your plans.

Here is an outline of your plans:

Limiting condition (除非)	Plan (才)	Alternate Plan (要不然 / 否則)
(1) must return home		go to Běijīng
(2) have lots of time	buy tickets myself	buy from a travel agency

- |                            |                            |                                    |
|----------------------------|----------------------------|------------------------------------|
| (3) friends are in Běijīng | will live at their place   | stay in a hotel                    |
| (4) friends are treating   | will go to the best places | will only eat at cheap restaurants |

**IIb.** Your classmate is going on a trip during spring break. You need to find out the following information.

Ask if he/she will

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| (5) go to Mexico (Mòxīgē)?           | (6) take a plane to Chicago?       |
| (7) go along with (boy/girl) friend? | (8) If to Mexico, will he/she fly? |

### III. Practice with 既然...就

Write full sentences in Chinese by supplying a decision or conclusion.

- 1) Since I have time...

---

- 2) Since I have no cash...

---

- 3) Since I don't like you...

---

- 4) Since I'm extremely hungry...

---

- 5) Since there isn't enough time to cook...

---

- 6) Since I'm going abroad... [Hint: passport? visa?]

---

- 7) Since plane tickets are too expensive...

---

- 8) Since I'm bored with the West Coast...

---

### IV. Practice with QW... 就 QW...

Your friend is asking your permission to do certain things. Be polite, telling your friend to do whatever he/she wants.

- 1) 可以吃餅乾嗎？
- 2) 可以喝咖啡嗎？
- 3) 可以聽搖滾樂嗎？
- 4) 可以打球嗎？
- 5) 可以去墨西哥嗎？
- 6) 可以禮拜五去嗎？
- 7) 可以坐火車去嗎？
- 8) 可以跟高明去嗎？

### V. Listening Comprehension 【聽力練習】

Answer the questions based on the passage you hear.

Supplementary vocabulary: *lǚguǎn* 'hotel'

- 1) According to Lìshā's statement, she intends to
  - a. go back to the hotel room alone.
  - b. go back to America alone.
  - c. go anywhere she wants.
  - d. start drinking and get drunk.
- 2) Zhāng Tiānmíng
  - a. quickly returned to the hotel with Lìshā.
  - b. got drunk at the Canadian hotel.
  - c. said he'd go wherever Lìshā wanted to go.
  - d. didn't care where Lìshā went.
- 3) Lìshā wèishénme chī cù ?

### VI. Vocabulary Usage 【詞語練習】

Rewrite the following four sentences so that each uses one of these grammar patterns from lesson 9, without changing the basic meaning:

不是…就是…      然後      什麼…什麼…      順便

You must decide which pattern is appropriate for which sentence. The underlined parts of the sentences should not appear in your rewritten versions.

- 1) 電視上無論有什麼節目，張天明都看。



- 2) 李蘭花只吃中國菜或者韓國菜。
- 3) 你們先複習第九課的語法，再練習第十課的生詞。
- 4) 你去郵局辦護照的時候，請你也幫我買一些郵票 (stamps)。

### 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. 149:*

- 1) Line 1: 計劃 *jìhuà* ‘plan(s)’ (see *IC Level 1*, lesson 21)
- 2) What important grammar pattern from lesson 1 appears in line 2?
- 3) In line 4, the use of 讓 doesn’t mean that Zhāng Tiānmíng’s parents have made him go to China many times; it’s meaning is more like ‘tried to make’ or ‘urged’.
- 4) In the last line, 來 has been omitted at the end of the sentence. The use of the compound directional complement 起來 here is figurative, meaning ‘to start’. We saw this usage in the last line of page 1 of the lesson 6 text.

*p. 151:*

- 1) Line 13: 像 X 一樣 “like X, similar to X”. See Textbook p. 168.
- 2) Why doesn’t Zhāng Tiānmíng ask Lisa directly if she wants to go to China? How does he go about bringing up the subject?
- 3) What is Zhāng Tiānmíng’s objection to Mexico? What is Lisa’s objection to China?
- 4) What are the two possible routes for travel to Nanjing?
- 5) Which route does Lisa prefer, and why?

*p. 153:*

- 1) Line 1: 總是 *zǒngshì* ‘always’
- 2) In line 2, note that the meaning of 不過 is different from the meaning we learned in lesson 5. In the new meaning, it is often used together with 只.
- 3) What does Lisa mean by “一般的朋友”?

- 
- 4) What tasks do Lisa and Zhāng Tiānmíng need to do to get ready for their trip? What other preparations would you make before a trip abroad?

## 6. Supplementary Translation Exercises

For practicing lesson 9 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) Let's first take a walk and discuss our travel plans, then go to the travel agency to reserve airplane tickets. [use 然後 *ránhòu*]
  
- 2) Since there's not enough time to arrange for a visa, I'm not going to Korea for spring break.
  
- 3) I'm going to Chicago only if there is a direct flight, otherwise I'll take the train to Mexico.
  
- 4) I thought you were sick of watching movies, but this week if you haven't been at the movie theater watching movies, you've been at home watching movies on TV.
  
- 5) Take whichever route you want. Let's go quickly!
  
- 6) When you go to the consulate to apply for a visa, could you inquire about my situation in passing? That way I don't have to go (and come back) again one time.

# LESSON 10: 在郵局

## 1. Errata

Corrected or additional items are underlined.

### I. Vocabulary Corrections (Textbook pp. 177-179)

逛街		<u>vo</u>	<u>guàngjiē</u>	<u>stroll on the streets; go window shopping</u> [add after 郵局]
對面	对面	<u>loc</u> <sup>3</sup>	<u>duìmiàn</u>	opposite; <u>across the way</u> ; other side
好奇		<u>adj</u>	<u>hàoqí</u>	curious
奇怪		<u>adj</u>	<u>qíguài</u>	strange; unfamiliar
[remove the entry for 過去]				
母親	母亲	<u>n</u>	<u>mǔqin</u>	mother
一路上		<u>adv</u>	<u>yí lùshang</u>	<u>the whole way</u> [add after 路上]
順利	顺利	<u>adj</u>	<u>shùnlì</u>	without a hitch, <u>smooth</u>
放心		<u>vo</u>	<u>fàngxīn</u>	relax, rest assured
輪到	轮到	<u>vc</u>	<u>lúndào</u>	<u>become the turn of</u>
趁		<u>prep</u>	<u>chèn</u>	take <u>advantage of</u> (an opportunity or situation)
來對了	来对了	<u>vc</u>	<u>láiduì le</u>	<u>came correctly (to the right place, at the right time, etc.)</u>
信封		<u>n</u>	<u>xìnfēng</u>	<u>envelope</u> [add after 包裹]
掛號	挂号	<u>adj, v</u>	<u>guàhào</u>	registered, <u>register</u>
萬一...就	万一...就	<u>conj</u>	<u>wànyī... jiù</u>	in case... <u>then</u>
寄丟		<u>vc</u>	<u>jìdiū</u>	get lost in the mail

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

郵電局、辦公、郵簡、拍、出差、陸空聯運、台幣

難寫的字：輪 簡 裹 聯 幣 萬

<sup>3</sup> **Loc.** indicates a **Location Word**. **Loc.** are commonly appended to **Ns** to form **Place Words (PW)**.

---

## II. Grammar Corrections (Textbook pp. 180-191)

p. 180:

Change the first pattern to:

1. “V<sub>1</sub> 著 V<sub>1</sub> 著(O) …就 V<sub>2</sub>”

Change the end of the explanation to read:

… a second action happens **as an unintended result, or by surprise.**

Add to all three example sentences:

(1) 那個孩子哭著哭著就睡著了。

(2) 老人走著走著就迷路了。

(3) 弟弟想著想著就笑起來了。

p. 188:

Add to the explanation of 一向:

**When using “一向”, one generally cannot specify a time frame. If a specific time is indicated, “一直” is used instead.**

*For more on this distinction, see the supplementary grammar notes below.*

## III. Homework Corrections (Workbook pp. 112-114)

p. 112:

The instructions for Exercise B should be: Use “把” to complete the sentences.

## IV. Homework Explanations (Workbook pp. 112-114)

1. Supplemental vocabulary for listening comprehension (p. 107 B1)

<i>qǔ</i>	get, pick up
<i>màn zǒu</i>	lit. “walk slowly”, a polite way to say good-bye

2. Unfamiliar words

Aex.	發呆	<i>fādāi</i>	be stunned, befuddled (vo)
A2.	改	<i>gǎi</i>	change
Bex.	碎	<i>suì</i>	broken, shattered
Cex.	年輕	<i>niánqīng</i>	young
D2.	個性	<i>gèxìng</i>	= 性格
D3.	說個不停	<i>shuō ge bùtíng</i>	speak without stopping
E5.	適應不了	<i>shìyìngbuliǎo</i>	cannot adjust to

## 2. Supplementary Grammar Notes

### I. V-著 V-著, 就 …

(IC 180)

#### Pattern 1: (V O) V-著 V-著 就 VP

In Pattern 1, 著 indicates that an action endures for a period of time. The verb in the V-著 phrase must be just a single character; the pattern is not used with disyllabic verbs like 工作. The following VP happens as an unintended or unexpected result of the V-著 action. This resulting VP is often preceded by 就. This pattern is used to describe actions that have already occurred.

- 1) 小柯吃著吃著就吃飽 (bǎo) 了。 “Little Kē ate and ate, and then was stuffed.”
- 2) 王如山喝著喝著就喝醉了。

The enduring verb must be uninterrupted: that is, it can't take place every day or every week; it must happen continuously over a period of time. Note also that change of situation 了 often appears after the second verb phrase.

When an object is used with V-著, place VO before the V-著:

- 3) 老謝看電視看著看著就睡覺了。

#### Review: The Durative Usages of V-著

The new pattern with V-著 in lesson 10 is related to the durative usage of 著 (Pattern 2 below) and the existential 著 pattern you learned earlier in lesson 2 (Pattern 3 below). In all three patterns, 著 conveys the same basic meaning: that the action or state persists over a period of time.

#### Pattern 2: S V-著 (O)

You have not been formally introduced to the durative 著 pattern, but a brief explanation will help you better understand 著. Durative 著 is most often used with two classes of verbs: those describing the wearing of apparel, as in the next example:

- 4) 王力今天穿著好看的牛仔褲。 “Wáng Lì is wearing nice jeans today.”

and those verbs describing physical posture, as in the next two sentences:

- 5) 別站著，請坐下吧。 “Don't stand there. Please sit down.”
- 6) 他手裡拿著小包裹。 “In his hand he was holding a small package.”
- 7) 門開著，窗戶關著。 “The door is open, the window is closed.”

With both types of verbs, the V-著 pattern indicates that the action (or the state resulting from

that action) persists over a period of time.

**Pattern 3: Place V-著 O**

Last quarter we learned a second usage for V-著, in existential sentences. You will remember this pattern describes the manner in which an object is located at a place. It does so by indicating that the O continues to be in the state it was left after the V was completed. Thus this usage can also be described as durative.

8) 桌子上放著餅乾。

9) 信封上貼著郵票。

**Complete the following 【完成句子】 using Pattern 1:**

10) 她\_\_\_\_\_，肚子就不舒服了。

11) 那個小男孩\_\_\_\_\_，就迷路 (*mílù* 'get lost') 了。

12) 高明看卡通片，\_\_\_\_\_。

13) 王如山\_\_\_\_\_，就累 (*lèi* 'tired') 了。

14) 李友看電視新聞，\_\_\_\_\_。

## II. 把 *bǎ*

(IC 182-83)

**Pattern: S 把 O VP**

This is one of the most important sentence patterns in Chinese. It is used with actions that change the state of a definite object. It tells us what was or will be done to something. For example, the English sentence "I threw your book away" would most likely be expressed in Chinese with the 把 structure. (The original literal meaning of 把 is "grasp, take." It may help you to think of 把 sentences as expressing the idea: "Take the object and **verb** it.")

In terms of sentence structure, the object (O) always follows immediately after 把. The 把 phrase (consisting of 把 and the object of the sentence) comes before the V.

There are some restrictions on the use of 把 sentences. First, the O *must be definite*. The speaker is referring to a particular item or items in the real world, which is presumably known to both speaker and addressee. It cannot be used with indefinite direct objects as in "He sells cookies for the poor" or "I put three socks in the bag". Conversely, a sentence like "她把書給我" can only

mean “She gave me *the* book”, never “She gave me *a* book”.<sup>4</sup>

Second, the 把 structure can only be used when the **O** *is changed* in some way. That is to say, the agent must have some impact on the object that follows 把.

Third, the verb must be followed by some other element *that extends its meaning*. This element can be:

- |   |  |
|---|--|
| 1) a complement of result or direction        | 她把你寫的信看完了。<br>請你把信封 <u>放進去</u> 。             |
| 2) a complement phrase formed with 在, 到, or 給 | 高明把那個包裹 <u>放在書架上</u> 。<br>把漢英詞典 <u>還給我</u> 。 |
| 3) an aspectual particle (most often 了)       | 小李把門 <u>關了</u> 。                             |
| 4) a reduplicative                            | 請你把電報看 <u>一看</u> 。                           |
| 5) a destination or recipient                 | 她把書 <u>給我</u> 。                              |

**Convert the following 【改寫句子】:**

While grammatical, the following sentences would sound more natural with 把. Rephrase the sentences using 把.

- 1) 王朋拿出那封電報來。 \_\_\_\_\_
- 2) 她開了窗戶。 \_\_\_\_\_
- 3) 李東花吃完了那十塊餅乾。 \_\_\_\_\_
- 4) 郵局寄丟了我母親的郵簡。 \_\_\_\_\_
- 5) 別給小孩子我的糖果！ \_\_\_\_\_

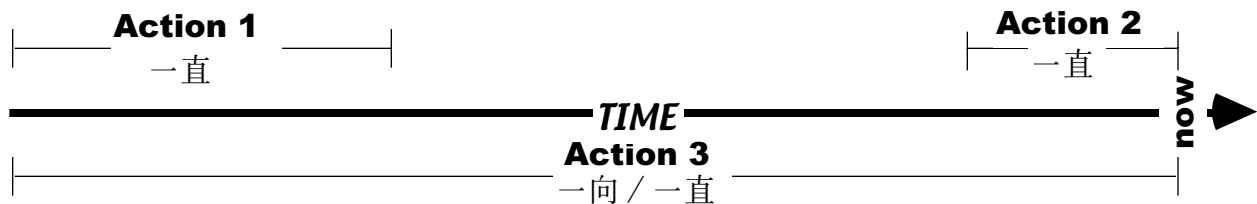
Note that adverbs precede the entire verb phrase “**把 O V**”. Thus 不, 沒, 也, 一直, 別, 一定, 已經, etc. all come before 把.

**III. 一向 vs. 一直 yíxiàng vs. yìzhí (IC 188-89)**

Like 一直, 一向 refers to a constant state or repeated action. In fact, in some sentences 一直 and 一向 may be equally appropriate, with no noticeable distinction. The two are not, however,

<sup>4</sup> In English, nouns preceded by “the”, “this”, “that”, “these”, “those”, etc. are *definite*; nouns preceded by “a”, “an”, “some”, or nothing are *indefinite*. Proper nouns (e.g. “Mary”, “China”) are always definite.

identical. 一直 can be used with any continuous action, whereas 一向 is limited to actions or states that have lasted a long time and have continued up to the present. For this reason it is often used for habitual actions or states. In the following diagram, 一直 can be used with all three of the events depicted, while 一向 can only be used with one of them. Put in other terms, 一向 can never be used if a specific time or time period is indicated.



- 1) 馬道明一直在對面的大樓打長途電話。 “Mǎ Dàomíng was constantly making long-distance calls in the building across the way.” [for a specific period of time]
- 2) 白文山一向在對面的大樓打長途電話。 “Bái Wénshān constantly makes long-distance calls in the building across the way.” [it’s always been this way and it still is this way]
- 3) 他去年一直生病。 [一向 is not possible here]
- 4) 她一直笑。 [一向 is not possible here]
- 5) 她一向不喝酒。
- 6) 她上大學的時候一直不喝酒。

To summarize:

一直	一向
applies generally to <u>specific instances</u> of past actions (may last to present)	applies only to actions lasting to present, most often habitual actions
can apply to a specific time frame	always with actions linked to present
can be used with 以後 or 以來 phrases	usually no time period mentioned
time frame may be short or long	usually time frame is long

### Convert to 一向:

The following sentences make statements about habitual situations. Change them to 一向 sentences.

- 1) 小張從來不急噪。
- 2) 李東花從來不吸煙。
- 3) 柯春香從來不喜歡吃糖果。
- 4) 墨西哥從來不下大雨。



**Fill-in-the-blank with 一向 and 一直:**

Fill in the blanks in the following sentences with 一向 when appropriate or 一直 when this is the only option.

- 5) 咱們一路上\_\_\_\_\_都很順利。
- 6) 從上大學以來，她\_\_\_\_\_住在宿舍裡。
- 7) 斯蒂夫出國旅行\_\_\_\_\_不買明信片。
- 8) 小張跟他的女朋友鬧翻了以後，心情\_\_\_\_\_受影響。
- 9) 中國人\_\_\_\_\_不在早上洗澡。
- 10) 我媽\_\_\_\_\_每天十點拿信。
- 11) 王如山到上海做生意以來，\_\_\_\_\_不吃糖果。
- 12) 李友上個禮拜\_\_\_\_\_沒時間幫我寄信。
- 13) 王力性格很開朗，辦公的時候\_\_\_\_\_很高興。
- 14) 高明一點到四點\_\_\_\_\_打長途電話。
- 15) 張美英\_\_\_\_\_用電腦給父母寫信。

**IV. 趁 chèn****(IC 190)**

趁 is followed by a situation or opportunity that the subject takes advantage of to perform an action. This can be a sentence which describes such a situation or opportunity, or a noun phrase describing a time (…的時候) or an opportunity (…的機會 *jīhuì* 'opportunity').

- 1) 謝蘭趁下課十分鐘的時候很快地把功課做完了。“Xiè Lán took advantage of the ten minutes after class let out to quickly finish the homework.”
- 2) 趁你現在有空（的機會），我想問你幾個問題。
- 3) 陳老師趁柯老師要去中國城買東西的時候請柯老師順便幫她買水果和肉。
- 4) “小林，趕快趁考試前半個小時複習複習，這樣考試才能考得好。”
- 5) 你趁他不在的機會休息 (*xiūxi* 'rest') 休息吧！

**Complete the following 【完成句子】:**

- 6) 趁\_\_\_\_\_我去買襯衫。
- 7) 你趁\_\_\_\_\_趕快走吧。

V. 卻 *què*

(IC 191)

卻 is an immovable **Adv.** that is similar in meaning to both 可是 and 但是, and often appears in the same sentence with one of these conjunctions. 卻 is more emphatic in tone than either 可是 or 但是, and is more typical of the written style. 卻 is also sometimes similar to 反而 “contrary to what you’d expect”.

- 1) 爸爸叫小花往東邊走，小花卻往西走。“Dad told Little Huā to walk to the east, but Little Huā walked west.”
- 2) 天氣預報說今天天氣會很冷，今天卻熱起來了。

*Complete the following* 【完成句子】：

- 3) 小王叫張力別喝醉了，小王自己卻\_\_\_\_\_。
- 4) 李東明讓別人工作，可是自己卻\_\_\_\_\_。
- 5) 我告訴黃雪花不要再去找她以前的男朋友了，她卻\_\_\_\_\_。

VI. 萬一 *wànyī*

(IC 191)

萬一 means ‘just in case; if by chance; should it happen that’. A 萬一 sentence has two parts. The first clause describes an event that may or may not occur. The second clause describes what will happen as a result should that first event in fact occur. 萬一 sentences are often preceded by a suggestion or piece of advice. 就 is used in the second clause when that clause describes a resulting event. 就 is not used when the second clause is a suggestion or a generic question like 怎麼辦, or when some other adverb like 才 is present.

Pattern:      **[Suggestion;]** 萬一 **Possible Event, (就) Result**

The result could be either a bad outcome (if the suggestion isn’t followed) or a good outcome (if the suggestion is followed.)

- 1) 萬一下雨你怎麼辦？“In case it should rain, what will you do?”
- 2) 你把雨傘 (*yǔsǎn* ‘umbrella’) 帶著，萬一下雨就可以打開用。“Take your umbrella. Just in case it rains, you can open and use it.”
- 3) 你多穿點兒衣服，萬一生病了怎麼辦？“You should wear a little more, (otherwise) what will you do if you catch cold?”
- 4) 你趕快複習漢語，萬一明天有考試你才能考得好。

### 3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

**I. These characters share a component.**

Character	<i>Pīnyīn</i>	Simplified form (5 times)	Word (simp.)
輪* 轮 轮	_____	_____	_____
論 论 论	_____	_____	_____
經 经 经	_____	_____	_____
輕 轻 轻	_____	_____	_____
間 间 间	_____	_____	_____
簡* 简 简	_____	_____	_____

**II. These simplified characters were created by dropping a component of the traditional.**

電* 电 电	_____	_____	_____
親* 亲 亲	_____	_____	_____

**III. Simplified forms of other characters.**

萬* 万 万	_____	_____	_____
報* 报 报	_____	_____	_____
隊* 队 队	_____	_____	_____

## 4. Activities & Exercises

### I. Dialog Completion with 萬一 【完成對話】

Complete the following dialogs using 萬一. (Note that when answering a question, your 萬一 sentence will most likely not be preceded by a suggestion.)

1) **A:** 為什麼西雅圖的人常常帶雨傘 (yǔsǎn 'umbrella')?

**B:** 萬一下雨了，\_\_\_\_\_

2) **A:** 你為什麼要帶信用卡去買衣服？

**B:** 萬一\_\_\_\_\_

3) **A:** 你為什麼今天晚上複習中文課？

**B:** \_\_\_\_\_

4) **A:** 你沒有生病。為什麼要去看醫生？

**B:** \_\_\_\_\_

5) **A:** 你為什麼這麼早就訂暑假的機票？

**B:** \_\_\_\_\_

6) **A:** 你為什麼要帶那麼多餅乾去參加晚會？

**B:** \_\_\_\_\_

### II. 曹操稱象

在中國三國的時候〔公元二百二十到二百六十四年〕有一個人名字叫曹操。有一天他的朋友給他一隻很大的象。他想要知道這隻大象多重，就請了很多朋友來，問他們有什麼辦法可以知道這隻象的重量。但是這麼大這麼重的一種東西好像沒有辦法稱。大家想來想去，沒有人想得出辦法來。

曹操有一個小兒子，看他們大人想不出辦法就說：“難道你們想不出辦法來嗎？只要找一條空船來，把這隻大象牽到船上，看船邊什麼地方跟水齊。看了以後把象牽下來，再把很

多石頭放在船裡，讓船邊又下去到以前一樣的地方。然後可以把這些石頭一塊一塊地來稱，一共的重量就是象的重量了。”

曹操一想，他的兒子還小，可是他卻會想出大人想不出的這一種好辦法，他非常高興。

### 生詞

曹操	Cáo Cāo	military figure who founded the 魏 Wèi Kingdom
象	xiàng	elephant
三國	Sān Guó	“Three Kingdoms” period of Chinese history
公元	gōngyuán	common era, A.D.
重量	zhòngliàng	weight
船	chuán	boat
齊	qí	even; at the same level
牽	qiān	lead by a rope
石頭	shítou	rock, stone

### III. Listening Comprehension 【聽力練習】

- When Xiè Chūnméi made her phone call, she:
  - tried to reserve a house in Xī'ān.
  - reserved a room for next week.
  - called her aunt in Chicago.
  - was unable to reach a hotel.
- When at the post office Xiè Chūnméi did not:
  - mail some post cards.
  - mail a package.
  - buy stamps.
  - mail a registered letter.
- Why did Xiè Chūnméi go to Nánjīng Road?
  - to make a phone call
  - to mail a parcel
  - to see the sites of downtown Shànghǎi
  - to buy local specialty goods
- Answer the following in complete sentences. Be sure to include all appropriate information in your answer.

Qǐng nǐ shuō yī shuō Xiè Chūnméi de fángjiān wèishénme méi dìng hǎo?

---

**IV. Sentence Completion 【完成句子】**

Circle the items that best complete the following sentences.

- 1) 他寫郵簡，寫\_\_\_\_\_寫\_\_\_\_\_手就疼了。
  - a. 來…去
  - b. 差…差
  - c. 了…了
  - d. 著…著
- 2) 我告訴李哲寄空運，他\_\_\_\_\_寄海運。
  - a. 可是
  - b. 不過
  - c. 趁
  - d. 反而
- 3) \_\_\_\_\_你想吃餅乾，咱們\_\_\_\_\_去商店買幾包。
  - a. 既然…就
  - b. 不是…就是
  - c. 因為…所以
  - d. 從來…以後
- 4) \_\_\_\_\_來得及，我\_\_\_\_\_拍電報，\_\_\_\_\_給她打長途電話。
  - a. 除非…就…不然
  - b. 除非…否則…才
  - c. 除非…才…否則
  - d. 除了…才…不然

**V. Activity—寄包裹**

For this activity, you may want to consult the textbook p. 175 as a model.

顧客:

- 你有三十塊錢。(a \$20 bill and a \$10 bill)
- 你要寄包裹，也想買郵票和別的東西。
- Decide what country you are sending your package to, and what is inside.
- Decide what you want to buy (for example, how many stamps and at what price).

櫃台:

- 顧客要怎麼寄包裹？
- 請稱稱包裹算郵費。(“pound” = 磅 *bàng*)
- Ask the customer if they want anything else, and calculate the total price.
- Make correct change. (找你…)
- Write a receipt including itemized costs and total price.

郵費表 (Postage costs by continent and type of service)

目的地→ 郵寄方式↓	亞洲	非洲	美洲	歐洲
空運	\$12 for first 4 lbs.; \$1.50 for each additional lb.	\$15 for first 4 lbs.; \$2 for each additional lb.	\$8 for first 4 lbs.; \$.50 for each additional lb.	\$10 for first 4 lbs.; \$1 for each additional lb.
掛號	加 \$5	加 \$8	加 \$3	加 \$4
海運 / 陸運	\$6 for first 4 lbs.; \$.80 for each additional lb.	\$7 for first 4 lbs.; \$1 for each additional lb.	\$4 for first 4 lbs.; \$.30 for each additional lb.	\$5 for first 4 lbs.; \$.50 for each additional lb.
掛號	加 \$5	加 \$8	加 \$3	加 \$4

List of countries by continent

亞洲	非洲	美洲	歐洲
中國 香港 台灣 日本 韓國 馬來西亞 新加坡 泰國 Tàiguó 越南 印泥 Yìnní	埃及 Āijí 南非 肯尼亞 Kěnníyǎ 摩洛哥 Mólùdè	加拿大 墨西哥 巴西 阿根廷 Āgēntíng 古巴 智利 Zhìlì	英國 法國 德國 意大利 荷蘭 Hélán 西班牙 Xībānyá 瑞士 Ruìshì 匈牙利 Xiōngyá lì

## 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. 171:*

- 1) In Line 1, insert 就 between 走著 and 來到.
- 2) What important pattern from lesson 2 is used in line 2?
- 3) Where are Lisa and Zhāng Tiānmíng?
- 4) What does Zhāng Tiānmíng think is strange?

*p. 173:*

- 1) Describe all the things Zhāng Tiānmíng and Lisa did at the post and telecommunications office. Where in America would you go to do these things?
- 2) How long did Lisa wait in line to use the phone?
- 3) Our narrative omits their journey from America to Nanjing. What happened in Hong Kong?
- 4) Fifth line from the bottom: 想到 *vc* 'realize'.
- 5) Fourth line from the bottom: 跑 here is colloquial for 去.
- 6) Third line from the bottom: 那邊 here is colloquial for 那兒.
- 7) Where are they going after Nanjing?

*p. 175:*

- 1) Why did Steve go to Taiwan? What is he doing at the post office?
- 2) What are Steve's criteria for choosing a shipping method?
- 3) Line 9: 重 *zhòng* 'heavy'. The opposite is 輕 *qīng* 'light'.
- 4) Last line: 收據. See lesson 4.
- 5) What kind of relationship do you think Steve and Lisa have? Does Zhāng Tiānmíng have any reason to be jealous?

## 6. Supplementary Translation Exercises

For practicing lesson 10 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) Yesterday Wáng Péng drove to the post office. He was driving and thinking about his girlfriend at the same time. He thought and thought and then [without realizing it] he arrived.



- 
- 2) Please put this letter into an envelope, stick the stamp on the envelope, and mail it registered airmail to New York.
  
  - 3) I took the opportunity of you not being here to finish the cookies, the candies, and the Taiwanese specialty products. There's still some tofu for you to eat.
  
  - 4) Xiè Lán went to the post office to mail her aunt a package, and didn't realize that her aunt had however already moved to Korea. [use 卻]
  
  - 5) I've worked at the post office for seven years. Except for the time Mr. Zhāng's aerogram was lost, the post office has been consistently reliable.
  
  - 6) I'm going out to buy pants! In case I can't succeed in buying any, please lend me your jeans to wear. [use 把]
  
  - 7) I always go to the post office opposite the travel agency before 10:00. I take advantage of times when people [waiting] in line are few to mail letters.
  
  - 8) My mother should relax! I have already told her our itinerary [use 把]. In addition, I'm also taking candy; just in case we get lost (迷路 *mí lù*) along the way, we can eat it.

# LESSON 11: 一封信

## 1. Errata

Corrected or additional items are underlined.

### I. Vocabulary Corrections (Textbook pp. 197-199)

體會__	体会__	v	tǐhuì	<u>understand/learn</u> from experience
妙齡	妙齡	adj	miàolíng	(of young girls) <u>be in the bloom of youth</u>
狠狠地		adv	hěnhěnde	<u>vigorously; severely; intensely</u>
瞪		v	dèng	glare, <u>stare at</u>
忍不住		vc	rěnbuzhù	unable to bear, <u>can't help but...</u>
<u>成為</u>	<u>成为</u>	v	chéngwéi	<u>become (+ n.)</u> [add after 一本正經]
生氣	生气	vQ	shēngqì	<u>be angry</u>
洗澡		vQ	xǐzǎo	<u>bathe</u>

Usage note: 總算 vs. 最後. “最後” merely indicates that something occurred last in a temporal sequence. “總算” is more subjective; it is used to express the feeling that a past action was long overdue.

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

擠下來、人山人海、別具風格、當年、妙齡、少女、人老珠黃、狠狠地、古城牆、陵墓、催、戀戀不舍、葬、哈哈大笑、一本正經、墓碑

難寫的字：覽 體 擠 築 齡 牆 陵 墓 觀 總 戀 突  
葬 偉 萬 觀

### II. Grammar Corrections (Textbook pp. 200-207)

p. 201:

Add to the explanatory sentence following example 3:

With “才”, “了” is not used.

Add to the explanation of 好不容易:

This pattern is usually used with “才 V” to mean “V-ed only with/after great difficulty”. It

is used with actions that have been successfully completed. Do not confuse this usage with “X〔很〕不容易” meaning “It is not easy to X”.

p. 203:

You may ignore Example 4 at the top of the page.

### III. Homework Explanations (Workbook pp. 123-125)

#### 1. Supplemental vocabulary for listening comprehension (p. 117 B2)

There are a number of new vocabulary items in this passage. However, by reading the questions and paying attention to context, you should be able to understand most of the passage. Only a few vocabulary items are given below. Remember, all temperatures are given in Celsius, not Fahrenheit.

<i>qìwēn</i>	temperature
<i>guānzhòng</i>	audience (of a visual medium, as opposed to <i>tīngzhòng</i> ‘listening audience’)
<i>jǐnliàng</i>	as much as possible
<i>lěngqì</i>	air-conditioning

#### 2. Unfamiliar words

A1.	白天	<i>báitiān</i>	daytime
A1.	打工	<i>dǎgōng</i>	work (part time)
A2.	歸	<i>guī</i>	= 回來
A4.	氣溫	<i>qìwēn</i>	(atmospheric) temperature
D1.	卡片	<i>kǎpiàn</i>	card, greeting card
D2.	可不是嗎?	<i>kě búshì ma?</i>	Exactly right!
D3.	起飛	<i>qǐfēi</i>	take off, lift off
	夠	<i>gòu</i>	enough
	來得及	<i>láidejí</i>	opposite of 來不及
E1.	實在	<i>shízài</i>	indeed, really
E2.	隊	<i>duì</i>	team
	連	<i>lián</i>	even
E3.	演員	<i>yǎnyuán</i>	actor
	喜劇	<i>xǐjù</i>	comic play
F1.	可	<i>kě</i>	= 可是
	總	<i>zǒng</i>	= 總是
F4.	售貨員	<i>shòuhuòyuán</i>	salesperson

Note that in Part C you should provide noun phrases, not sentences.

## 2. Supplementary Grammar Notes

### I. 好〔不〕容易 *hǎo bu róngyì*

(IC 201-02)

The adverbs 好容易 and 好不容易 mean exactly the same thing: “V-ed only with / only after great difficulty.” (Cp. English “I could care less” and “I couldn’t care less,” both of which mean “I don’t care at all.”)

The VP that follows 好容易 / 好不容易 is usually preceded by 才 “then and only then.” (Note that when 才 is used, 了 does not occur. See the notes on 了 below.) Since the VP indicates the successful completion of an action, it often consists of a VC compound.

Be sure not to confuse this special pattern, used for completed actions, with the ordinary usage of 不容易 as in 學中文不容易 “It’s not easy to learn Chinese”.

- 1) 昨天的功課真難！我好不容易才做完。“Yesterday’s homework was really hard! Only after great difficulty was I able to finish it.”
- 2) 德文老師的名字我好容易記住了，可是我又忘了！“After great difficulty I had memorized the German teacher’s name, but I’ve forgotten it again!”
- 3) Ballard 離華大很遠。我騎自行車 (*qí zìxíngchē* ‘ride a bicycle’) 好不容易才騎到校園。
- 4) 那個記者寫的文章都很不清楚。我好不容易才懂。

Note: The opposite meaning, “V-ed easily”, is expressed 很容易地 (就) VP.

### II. 再三 *zàisān*

(IC 202-03)

再三 is an immovable Adv.. It means “repeatedly; over and over again.” It is most often used with verbs that indicate speech or thinking, and often conveys a sense of exasperation or tiresomeness.

- 1) 我再三向他說明我為什麼生氣，但是他不聽我說。“I explained to him repeatedly why I was angry, but he did not listen to what I said.”
- 2) 每次我去中國的時候，爸爸再三告訴我要注意健康別生病。

Sometimes adverbial 地 is used after 再三:

- 3) 我再三地向他說：“別那樣對我瞪眼睛”。

### III. 印象 *yìnxiàng*

Note the use of 給, 對, and 有 with the noun 印象 in these examples. 給 is used to indicate the person who gets an impression.

- 1) 他給我不好的印象。 “He gave me a bad impression.”
  - 2) 他給我的印象不好。 “The impression that he gave me was bad.”
- 對 is used to indicate the thing about which one has an impression.
- 3) 我對他的印象不好。 “My impression of him was bad.”
  - 4) 我對他有不好的印象。 “I had a bad impression of him.”

#### IV. 跟 / 向 / 對 *gēn / xiàng / duì*

(IC 203-04)

For verbs involving the transfer of objects or information, the prepositions 跟 and 向 indicate the source. In such cases they would be the equivalent of “from” in English.

Verbs of this class include: 買、租、借、要 (‘request’)、拿、問、打聽

- 1) 我跟我朋友借了幾本書。 “I borrowed some books from my friend”.
- 2) 這件事，你向領事館打聽一下吧。 “You should inquire about this matter from the consulate”.

Note that 從 cannot be used to mean “from” with this class of verbs.

For verbs describing communicative gestures (including speech), the prepositions 跟 and 向 indicate the recipient of the action. In such cases they would be the equivalent of “at”, “to” or “towards” in English. The preposition 對 can also be used to indicate the recipient.

Verbs of this class include 說、笑、點頭、瞪眼睛

- 3) 我向他笑了笑。 “I smiled at him.”
- 4) 別對我瞪眼睛。 “Don’t glare at me.”

Stylistically, 向 is more formal than 跟 or 對. In terms of meaning, 對 tends to imply one-direction communication, while 跟 tends to imply more of an interaction. Thus 對 works better than 跟 in the last example.

#### V. Review of 了 *le*

(IC 205)

The rules governing the use of 了 in Chinese are complex, and have many exceptions. Since you have now developed some intuition about 了 through practice and experience, this is a good opportunity to review the rules and improve your understanding.

了 has at least three distinct meanings in Chinese: (1) New-situation 了 (also called Change-of-situation 了), (2) Intensifier 了, and (3) Completion 了.

The third type is the most complicated, and the one we will spend the most time on. But let’s first review the other two types.

##### 1. New-situation 了 (or Change-of-situation 了)

New-situation 了 always appears at the end of the sentence. It indicates that there has been a change. Sometimes it is difficult to translate into English. Compare the following:

- 1a) 我不要去。 “I don’t want to go.”
- 1b) 我不要去了。 “I don’t want to go anymore.”
- 2a) 天氣很冷。 “The weather is cold.”
- 2b) 天氣冷了。 “The weather has gotten cold.”
- 3) 好了。 “Okay.”

New-situation 了 can also be used to indicate an impending change of situation, as in the 快要…了 pattern. (Cf. IC 206)

- 4) 春天快要到了。 “Spring will soon be here.”
- 5) 我要去中國了。 “I’m going to China.”

New-situation 了 can be used with almost any kind of sentence.

## 2. Intensifier 了

Intensifier 了 appears conventionally in certain structures (such as **Adj-極** and **太 Adj**) to give emphasis, like an exclamation mark.

- 6) 好極了！ “Great!”
- 7) 這課的作業太容易了！ “This lesson’s homework is so easy!”

## 3. Completion 了

This 了 indicates completion of an action. It does *not* indicate past tense. For example, no 了 is needed in these sentences, which describe past actions but do not emphasize completion:

- 8a) 昨天我給張老師打電話。 “I called Zhāng lǎoshī yesterday.”
- 8b) 上個星期我很忙。 “I was busy last week.”
- 8c) 我一邊看書一邊聽音樂。 “I was reading and listening to music at the same time.”

See Section 3c below for other examples where 了 is not used.

There are two kinds of Completion 了, with distinct meanings and usages: (a) Verb 了 (immediately follows the verb), and (b) Sentence 了 (comes at the end of the sentence).

### 3a. Verb 了

Verb 了 is used for completion involving **quantified objects**, of which there are three types: **specific amounts**, **definite objects**, and **time duration**. Specific amounts are often marked by the pattern *Number-MW-Noun*:

- 9) 我吃了三個蘋果 (píngguǒ)。 “I ate three apples.”

10) 我看那部電影看了四次。 “I saw the movie four times.”

Time duration is indicated by a time phrase:

11) 我洗衣服洗了半天。 “I did laundry all day.”

Definite objects are marked by 這 or 那, or by a defining modifier, or are definite by virtue of being known to both the speaker and the listener. (As you have seen, it is common to move such definite objects to the beginning of the sentence, or to employ a 把 structure. This has not been done in the following examples.)

12) 我寫錯了那個字。 “I wrote that character wrong.”

13) 我看了你給我的書。 “I read the book which you gave me.”

14) 我碰到了陳老師。 “I ran into Chen Laoshi.”

Verb 了 is also used for completion in the first part of a sentence when the rest of the sentence says *what happens next*. The two parts of the sentence might be joined with 以後, 就, or 才 to indicate the sequence of events. Notice that the completion is not necessarily in the past; it could be in the future.

15) 你吃了晚飯〔以後〕給我打電話。 “Call me after you eat dinner.”

16) 我買了就告訴你。 “I’ll tell you as soon as I’ve bought it.”

17) 他看了課文才懂老師說的話。 “He didn’t understand what the teacher said until he had read the text.”

### 3b. Sentence 了

Sentence 了 marks completed past action *with present relevance*: “up to now”, “so far”, or otherwise implying something about the current situation. (Note that Verb 了 is often also present in this pattern, so that there are two 了’s in the sentence.) Unlike Verb 了, it may be used with unquantified objects. Compare these example sentences with those for Verb 了 above.

18) 我吃了三個蘋果了。 “I’ve eaten three apples up to now. [I’m still eating.]”

我吃了三個蘋果。 “I ate three apples.”

19) 我看那部電影看了四次了。 “I’ve seen the movie four times so far. [I’ll see it again.]”

我看那部電影看了四次。 “I saw the movie four times.”

20) 我洗衣服洗了半天了。 “I’ve been doing laundry all day [and I’m still doing it].”

我洗衣服洗了半天。 “I did laundry all day.”

21) 我寫錯了那個字了。 “I wrote that character wrong [and now what do I do?].”

我寫錯了那個字。 “I wrote that character wrong.”

22) 我吃飯了。 “I’ve eaten.” (present relevance: I don’t need to eat now)

23) 我來了！ “I’m here!”

24a) 我買衣服了。 “I’ve bought clothes.” (unquantified object, present relevance)

24b) 我買了衣服了。 “I’ve bought the clothes.” (quantified object, present relevance)

The difference between the previous two sentences is quite subtle. The presence of Verb 了 in the second one conveys the sense that the object is quantified. This implies that the listener already was aware of a certain fixed quantity of clothes that the speaker wanted to buy.

*Exceptions: With verbs of motion and places, and with personal pronouns, Sentence 了 is often used instead of Verb 了, even though the object is definite.*

25a) 你去哪兒了？ “Where did you go?”

25b) 我去中國了。 “I went to China.”

26) 我告訴他了。 “I told her.”

### 3c. Where Completion 了 is **not** used

A number of structures and sentence types are incompatible with Completion 了. Among them:

#### i. Habitual past action

27) 我們以前常去公園。 “We used to go to the park often.”

#### ii. With certain verbs that describe states instead of actions (在, 有, 是, 能, 可以)

28) 我去年在墨西哥。 “Last year I was in Mexico.”

#### iii. After certain adverbs that are incompatible with completion (沒有, 才, 再, 剛)

29) 我沒有吃兩個蘋果。 “I didn’t eat three apples.”

Note that with 才 and 剛 it is okay to use Verb 了 but not Sentence 了:

30a) 我八點半才到。 “I didn’t arrive until 8:30.”

30b) 我八點半才到了南京。 “I didn’t arrive in Nanjing until 8:30.”

#### iv. In modifying clauses (followed by 的 + N)

31) 我昨天買的車很便宜。 “The car I bought yesterday was cheap.”

#### v. With potential complements (買不到, 聽得見)

32) 我找不到我的同學。 “I couldn’t find my classmate.”

#### vi. With the 是…的 pattern

33) 我是昨天來的。 “It was yesterday that I came.”



### 3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

#### I. These characters share a component.

Character	Pinyin	Simplified form (5 times)	Word (simp.)
覽* 览 览	_____	_____	_____
籃 篮 篮	_____	_____	_____
藍 蓝 蓝	_____	_____	_____
觀* 观 观	_____	_____	_____
歡 欢 欢	_____	_____	_____
偉* 伟 伟	_____	_____	_____
韓 韩 韩	_____	_____	_____
萬* 万 万	_____	_____	_____
厲 厉 厉	_____	_____	_____

#### II. These simplified characters were created by dropping a component of the traditional.

務 务 务	_____	_____	_____
掛 挂 挂	_____	_____	_____
氣* 气 气	_____	_____	_____

III. Simplified forms of other characters.

鐘 钟 钟      \_\_\_\_\_  
 頭 头 头      \_\_\_\_\_

**4. Activities & Exercises**

**I. Practice with 好〔不〕容易**

**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.

Remember, “好不容易 + VP” refers to a specific completed action. In this exercise, be sure to provide both a context to make the action specific (e.g. by indicating a time like 昨天) and a result to indicate completion (e.g. 做完). For example:

A: 中文很難，每課的生詞都很多。

B: 真是！我昨天晚上好不容易才把第十一課的生詞記住。

A

**Ia.** You and your partner are commiserating about life's difficulties. Listen to your partner's statements and concur by sharing an experience you had using 好〔不〕容易〔才〕. You can use the vocabulary listed below in your answer.

1. 開車                                      2. 看                                      3. 找                                      4. 買

**Ib.** You and your partner are commiserating about life's difficulties. Read to your partner the following statements and write down his/her response.

5) 你的公寓離華大很遠！

6) 這件行李很重！

7) 公車上人多得很！

8) 王朋點了太多菜！

## B

**Ia.** You and your partner are commiserating about life's difficulties. Read to your partner the following statements and write down his/her response.

- 1) 西雅圖交通很不方便！
- 2) 你看的文章長極了！
- 3) 我的家很難找，是不是？
- 4) 這種牛仔褲，這兒的商店差不多都賣完了。

**Ib.** You and your partner are commiserating about life's difficulties. Listen to your partner's statement and concur by sharing an experience you had using 好〔不〕容易〔才〕. You can use the vocabulary listed below in your answer.

5. 走

6. 搬

7. 擠

8. 吃

## II. Practice with 再三

## A

**IIa.** You and your partner are discussing a common friend, Zhāng Jié. Read to your partner the following statements regarding Zhāng's bad habits and write down his/her responses.

- 1) 他做飯一向放太多油。
- 2) 他喜歡一邊喝酒一邊開車。
- 3) 他昨天晚上吃了四包糖果和三包餅乾。

**IIb.** You and your partner now begin to discuss a another friend, Gāo Měiyīng. Listen to your partner's statements, then use 再三 to indicate your repeated unsuccessful attempts to warn Gāo. (Use the phrases 向／對她說 or 催她.)

Example: 她最近一直不上課。

Response: 我再三向她說她應該每天上課，要不然一定考得不好。

## B

**IIa.** You and your partner are discussing a common friend, Zhāng Jié. Listen to your partner's statements, then use 再三 to indicate your repeated unsuccessful attempts to warn Zhāng. (Use the phrases 向/對他說 or 催他.)

Example: 他最近一直不上課。

Response: 我再三向他說他應該每天上課，要不然一定考得不好。

**IIb.** You and your partner now begin to discuss another friend, Gāo Měiyīng. Read to your partner the following statements regarding Gāo's bad habits. Write down your partner's responses.

- 4) 她吸煙吸得真多。
- 5) 她每天看十個小時電視。
- 6) 她最近三個月沒洗澡。

### III. Practice with 向, 對, and 跟

Which of the following sentences can use 對 in place of 向? Which can use 跟?

- 1) 我向他借了兩百塊錢。
- 2) 老師向我說：“你要好好地複習語法。”
- 3) 你應該趁價錢便宜的時候向旅行社買機票。
- 4) 高力不同意，但是他還是向我點了頭。
- 5) 我向櫃台要 (yào ‘request’) 收據。
- 6) 王朋向柯老師租了一台電視。
- 7) 李哲狠狠地向我瞪了一眼。
- 8) 她沒有向我說話，只向我笑了笑。
- 9) 你今天沒有上課，你下午還是向老師拿功課吧。
- 10) 你應該向導遊打聽領事館的地址。

### IV. Practice with 了

Fill in **X** if 了 is not grammatically possible. Fill in 了<sub>comp</sub> wherever completion 了 is possible, 了<sub>int</sub> wherever intensive 了 is possible, and 了<sub>new</sub> wherever new-situation 了 is possible. Be

prepared to say which uses of 了 are optional and which are mandatory, and how the presence of 了 affects the meaning.

- 1) 湖水很深\_\_\_\_\_。
- 2) 我喝\_\_\_\_\_豆腐湯\_\_\_\_\_喝\_\_\_\_\_二十分鐘\_\_\_\_\_。
- 3) 我沒帶\_\_\_\_\_信用卡\_\_\_\_\_，不能買\_\_\_\_\_那件打\_\_\_\_\_七折的  
毛衣\_\_\_\_\_。
- 4) 南京的中山陵太壯觀\_\_\_\_\_。
- 5) 我洗\_\_\_\_\_三次衣服\_\_\_\_\_才洗乾淨\_\_\_\_\_。
- 6) 我妹妹生病\_\_\_\_\_。我不能陪\_\_\_\_\_你們去\_\_\_\_\_。
- 7) 你看完\_\_\_\_\_跟我借\_\_\_\_\_的那本書就還給我\_\_\_\_\_，好嗎？
- 8) 我有錢\_\_\_\_\_！我可以自己買\_\_\_\_\_。

### V. Practice with 想像不出 and 到什麼程度

Pattern: **Subj.** 想像不出 (**TOPIC**) **Adj.** 到什麼程度

“**Subj.** can't/couldn't imagine how **Adj** **TOPIC** is”

Translate:

“You can't imagine how big Bill Gates' house is!”

“You can't imagine how terrible to eat the food you made was!”

Answer the questions using the pattern. You'll want to start your answers with 你.

- 1) 菠菜是不是很難吃？
- 2) Rainier 山是不是很壯觀？
- 3) 海洋是不是很深？
- 4) 公車上是不是很擠？
- 5) Bill Gates 是不是很有錢？

### VI. Practice with 體會到什麼叫

Pattern: **Situation/Time** 才體會到什麼叫 “**Word**”

“only then did I finally understand what is really meant by ‘**Word**’”

---

Translate:

“Now I understand what is meant by ‘grand’ / ‘hungry’ / ‘stupid’ / ‘smart’ / ‘great’ (wěidà).”

Complete the following sentences with the pattern.

- 1) 我到了海洋 \_\_\_\_\_
- 2) 我見到他／她 \_\_\_\_\_
- 3) 我進了夫子廟 \_\_\_\_\_
- 4) 我爬 (pá ‘climb’) 了中山陵 \_\_\_\_\_

## VII. Reading Comprehension 【閱讀練習】

Choose the best answers to the each question after reading the passage.

我的朋友王力告訴我一個很有意思的故事。他說他同屋張明的女朋友王蘭一直不相信 (xiāngxìn ‘to believe’) 自己長得很漂亮，她也以為自己唱的歌不好聽，自己也不聰明。大家都認為王蘭應該相信自己不但美麗而且聰明，但是她卻不認為自己有什麼好的地方。有一天，王力，張明，王蘭和兩三個朋友一起去秦淮河遊覽，他們覺得秦淮河很吸引人。但是更有意思的事是：王蘭突然大聲唱了“當年是妙齡少女，現在已經人老珠黃”的歌。剛開始的時候人們都努力地找一找，看看是誰在唱歌，後來他們才看到王蘭在唱歌。他們都一起說，“看！那個美麗的妙齡少女在唱歌。”很多人問王蘭怎麼練習唱歌，而且告訴她，她很美。那些人王蘭都不認識，所以王蘭相信他們說的話是真的。自從那天以後，王蘭不會認為自己長得不好，或者不會唱歌了。

- 1) How did Wáng Lán perceive herself before she went to Qínhuái River?
  - a. She thought she was not pretty, but sang well.
  - b. She though she was beautiful, but sang poorly.
  - c. She did not have self-confidence.
  - d. She didn’t like being smart and unattractive.
- 2) What did Wáng Lì and his friend think about the Qínhuái River?
  - a. It is boring.
  - b. It is attractive.
  - c. There are huge crowds of people.
  - d. It is attractive to Wáng Lán, but not to anyone else.

- 
- 3) What song did people hear by the Qínhuái River?
- a. “In those days, she was a young lady.”
  - b. “Now the lady is not as beautiful as before.”
  - c. “The lady has become ugly and no one pays attention to her anymore.”
  - d. “In those days, the young lady was so beautiful. Now she is old and less charming.”
- 4) What is the name of the roommate of the author’s friend?
- a. Wáng Lì                      b. Zhāng Míng                      c. Wáng Lán                      d. We don’t know.
- 5) Why did Wáng Lán sing?
- a. Because the Qínhuái River was beautiful.                      b. She felt sad.
  - c. Her friends urged her to sing a song.                      d. We have no clue. She sang suddenly.
- 6) What did the people by the Qínhuái River say to Wáng Lán?
- a. They told her that she sang loudly.                      b. They asked her to sing again.
  - c. They told her that she sang beautifully
  - d. They asked her where she is from

### VIII. Writing letters and addressing envelopes

Look at this sample of the letter format used both in Taiwan and the People’s Republic. Letter writing practice varies widely, so this is only a generic template. Note especially that letter writing tends to be much more formal in Taiwan, as writers often borrow numerous phrases from the classical literary language.

### Salutation

When addressing a letter, write the name followed by a colon, as in the example letter here. When writing to someone other than a friend, the practice is to refer to him or her by title. Here are a few common ones:

(姓) 先生      (姓) 老師      (姓) 教授      父/母親

Under the influence of English, some people in both Taiwan and the PRC will address letters to family members and close friends with the phrase 親愛的 'dear'.

### Body

Note the practice is to indent the first line of each new paragraph approximately 2 characters worth of space.

### Closing

When closing a letter, the practice is to leave from 1/3 to 2/3 of a line of white space following the last line of the body, after which the closing begins with one of these two conventional phrases:

祝 'wishing you'  
敬祝 'respectfully wishing you'

On a separate line, flush left, the closing wish is written. This usually consist of a conventional two- or four-character phrase. Common ones include:

身體健康  
一切順利  
平安  
快樂  
安好

To a fellow student you could write:

學安

To a teacher you could write:

教安

To your parents you could write:

大安

At the New Year you could write:

新年快樂

### Signature

When signing a letter to someone other than a very close friend, you may wish to use a respectful tone. You can achieve this by adding one of the following:

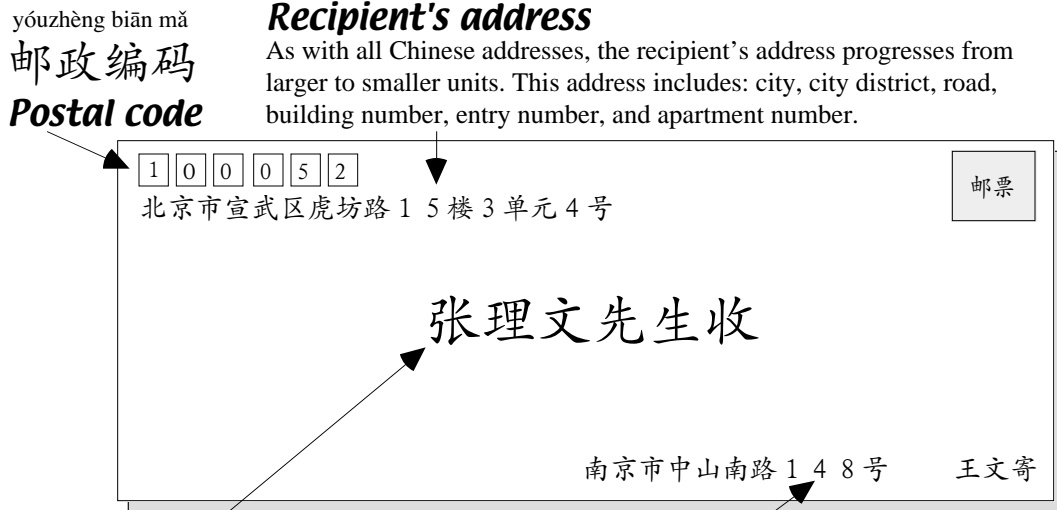
- (名字) 上 'submitted by <personal name>'
- (姓名) 敬上 'respectfully submitted by <full name>'
- (姓名) 敬啟 qǐ 'respectfully written by <full name>'

### Date

The date can also be written in Arabic numerals separated by dots, e.g. 2001.1.27



Below are sample envelopes for both mainland China and Taiwan.



yóuzhèng biānmǎ  
 邮政编码  
**Postal code**

**Recipient's address**

As with all Chinese addresses, the recipient's address progresses from larger to smaller units. This address includes: city, city district, road, building number, entry number, and apartment number.

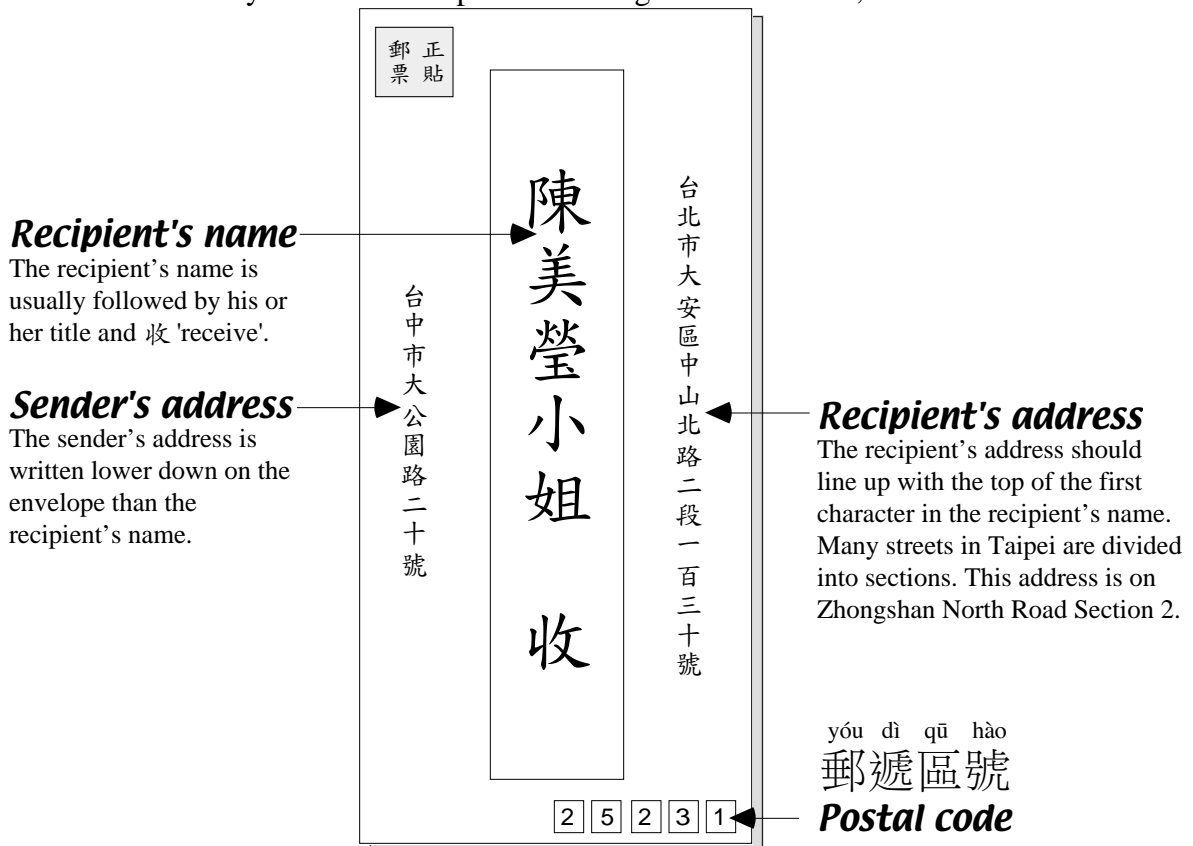
**Recipient's name**

The recipient's name is optionally followed by 收 'to receive'.

**Sender's address**

The sender's address can be followed by the sender's name and 寄 'sent'. The two elements are separated by white space.

The vertically-written envelope is becoming rarer in Taiwan, but is still seen.



**Recipient's name**

The recipient's name is usually followed by his or her title and 收 'receive'.

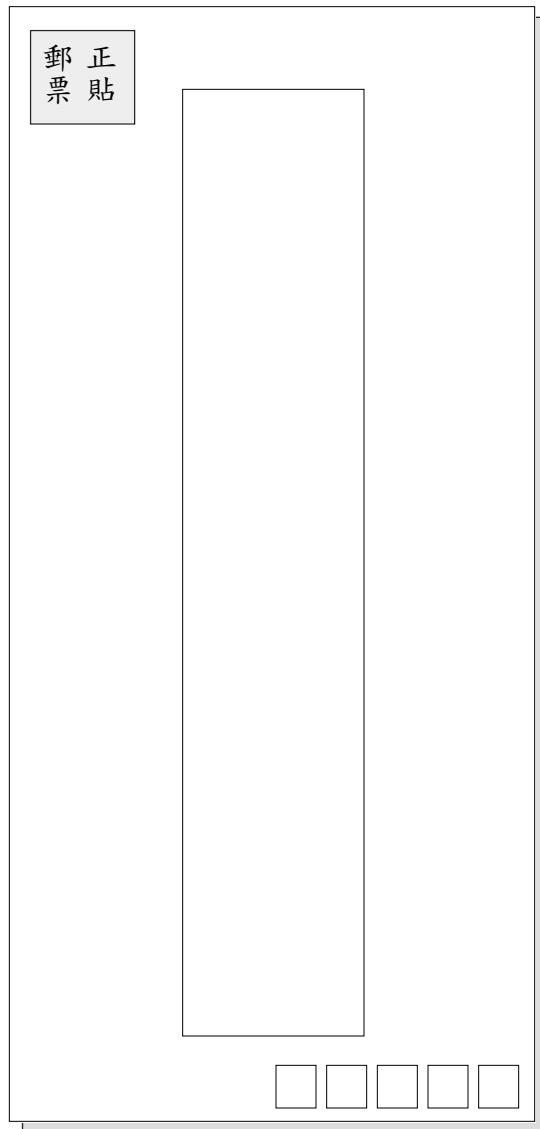
**Sender's address**

The sender's address is written lower down on the envelope than the recipient's name.

**Recipient's address**

The recipient's address should line up with the top of the first character in the recipient's name. Many streets in Taipei are divided into sections. This address is on Zhongshan North Road Section 2.

yóu dì qū hào  
 郵遞區號  
**Postal code**



**Addressing envelopes**

Below are two Chinese addresses as they might appear in English on an American envelope. Rewrite them in Chinese characters on the appropriate blank envelopes on the previous page. Be sure to use the sample envelopes as a guide.

<Sender> Room (室) 506, 8th Floor (楼) Xīnxīng (新兴) Building 88 Jiànguó (建国) Road Xī'an, Shǎnxī Province (陕西省) 710001	<Recipient> 30 Báishíqiáo (白石桥) Road Hǎidiàn (海淀) District, Beijing 100081
--	---

<Sender> Room 12, Building 5 1 College Road Tainan	<Recipient> 162 Héping (和平) East Road Section 1 Taipei
---	--

**Writing a letter**

You and your 同學 are currently on a study abroad trip in Xi'an. Collaborate with your 同學 to write a letter in Chinese to your friend in Beijing. Try to convince him or her to come visit you. Be sure to use three types of 了 in your letter. Underline each 了, and add a footnote indicating which type it is.

Use the letter format illustrated above. When you are done writing, address an envelope and place your letter inside it. Below is a list of things to see and do in and around Xi'an. You may want to learn more about some of these places on the internet before finishing your letter:

tera-cotta warriors 兵馬俑 *bīng mǎ yǒng*

ancient city walls 古城牆

tomb of the first emperor 秦始皇陵 *Qín shǐ huáng líng*

Bànpō neolithic village 半坡遺址 *Bànpō yízhǐ*

stele forest 碑林

Huáqīng hot springs 華清池

## 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. 193:*

- 1) How many days was Zhāng Tiānmíng in Nanjing? Describe what he did on each day.
- 2) In line 9, 想像不出來 is the same structure (with 來 omitted) as 想不出來. It means something like ‘could not work out by imagining’ or ‘couldn’t imagine’.
- 3) Line 9: **Adj** 到什麼程度 ‘**Adj** to what extent/degree’ = ‘how **Adj**’
- 4) Line 11: 所以…正是因為… “the reason that ... is precisely because ...”. This is an inverted version of the familiar 因為…所以… pattern, in which the result comes before the reason. We will learn this pattern formally in lesson 13.
- 5) Zhāng Tiānmíng refers to the Qínhuái River with a metaphor. What kind of metaphor does he use? Why did Lisa object?
- 6) In the second line of the last paragraph the phrase 我不說你們也知道 appears. What word has been omitted from the beginning of this sentence (hint: it goes together with 也 to form a pattern learned in lesson 8).
- 7) Fourth line from the bottom: 海 here is metaphorical: “sea of trees”.

*p. 195:*

- 1) In line 1, 誰 is not a question word (interrogative pronoun) but an indefinite pronoun, meaning ‘anyone’.
- 2) In line 3, 成為 means ‘to become’. (Note that in its prepositional meaning ‘for, on behalf of’ 為 is read in the fourth tone wèi, while in its verbal meaning of ‘be, act as’ it is read in the second tone wéi.)
- 3) Why does Lisa want to be buried at the Sun Yat-sen Mausoleum? What promise does Zhāng Tiānmíng make?
- 4) Why does Zhāng Tiānmíng think his mother will be angry at him?
- 5) Why does Zhāng Tiānmíng think Lisa might get angry at him?

## 6. Supplementary Translation Exercises

For practicing lesson 11 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) My father told me over and over again to eat more tofu and eat fewer cookies.
  
- 2) This Chinese story is even longer than I had imagined. I only finished reading it with great difficulty.

- 
- 3) Wang Peng glared at me severely. I couldn't help being angry at him.
  
  - 4) I'd already eaten twelve cookies. He urged me to eat six more. I finished them with great difficulty.
  
  - 5) The city walls made a deep impression on me [= gave me...]. No wonder they attract many tourists every year. Before I saw them I couldn't imagine how [=to what degree] grand they were.
  
  - 6) After Wang Peng died, I finally understood the importance of friendship (友誼 *yǒuyì*). I want to be buried next to him when I die.
  
  - 7) When my [little male] cousin saw that [at] the Temple of Confucius there were huge crowds of people, he suddenly was not willing to go over and look at the architecture. He finally went in after great difficulty. That gave me a bad impression.
  
  - 8) Before I took that professor's class, I couldn't imagine how [to what extent] deep the ocean is! I don't want to take a boat to Nánjīng anymore.

# LESSON 12: 中國的節日

## 1. Errata

Corrected or additional items are underlined.

### I. Vocabulary Corrections (Textbook pp. 215-218)

早晨		t	zǎochén	<u>early</u> morning
戴		v	dài	wear ( <u>hat, gloves, glasses, jewelry</u> )
習慣	习惯	n, v	xíguàn	usual practice, custom; <u>be used to</u>
端		v	duān	hold level with both hands; <u>serve (food)</u>
實際上	实际上		shíjìshang	actually, <u>in fact, in reality</u>
表現	表现	v	biǎoxiàn	display, manifest, <u>express</u>
關係	<u>关系</u>	n	guānxi	<u>relationship</u> [add after 精神]
老百姓		n	lǎobǎixìng	ordinary folks, <u>common people</u>
象徵	象征	v, n	xiàngzhēng	symbolize; <u>symbol</u>
拜年		v	bàinián	pay a New Year call; wish someone a happy New Year
日子		n	rìzi	days, time, life; <u>days of one's life</u>
儘可能	尽可能	adv	jìnkěnéng	try one's best to

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

早晨、荷包、身上、用處、豐盛、端、粽子、國王、趕、憂國憂民、投江、祭祀、竹筒、龍舟、當時、爭先恐後、鞭炮、親朋好友、拜年、壓歲錢、農曆、正月、上街、儘可能、院子、月餅、賞月

難寫的字：戴 豐 雞 鴨 憂 龍 徵 鞭 壓 歲 團

### II. Grammar Corrections (Textbook pp. 219-228)

p. 219:

Change the second-to-last line on the page:

“能／不能+ Verb + resultative complement/**directional** complement.”

p. 220:

In the middle of the page, replace “動詞” with “Verb”.

Change the pattern at the bottom of the page to:

2. “V 著玩”: (V for fun)

### III. Homework Corrections (Workbook pp. 134-137)

p. 135:

In Exercise B, remember that 根本 is always followed by 不 or 沒.

In Exercise E, complete the sentences **using potential complements**.

### IV. Homework Explanations (Workbook pp. 134-137)

1. Supplemental vocabulary for listening comprehension (p. 128-9 B2)

yìzhuō	a tableful
xiǎoxīn	careful
bùhǎoyìsi	embarrassed
sǎo dì	sweep the floor
jìxù	continue
liú	leave (behind)
yú	surplus, extra

2. Unfamiliar words

A2.	太極拳	tàijíquán	Tai Chi (literally “Great Ultimate Fist”)
A3.	作家	zuòjiā	writer, author
B3.	牌子	páizi	brand
	變	biàn	change, become
Eex.	放下	fàngxià	to fit in
E3.	剩下	shèngxià	leave over, be left over

## 2. Supplementary Grammar Notes

### I. Question Words as Indefinites

(IC 221-222)

You have learned a number of question words (QW), including 什麼、誰、哪兒、什麼時候、多少、幾、怎麼…

When used as indefinites, these words appear in sentences that are not questions at all. We have seen this already last quarter. How would you translate the QW in the following sentences?

**A. 無論 QW 都...**

- 1) 無論你有什麼樣的鞭炮，教室裡都不可以放。
- 2) 無論咱們去哪兒過節，都要吃月餅。

**B. QW, …就 QW**

- 3) 你想戴什麼就戴什麼。
- 4) 誰會做粽子誰就做。

**Pattern 1: Neg. + 什麼 + N**

In this new pattern 什麼 acts like an **Adj.**, modifying the following **N**, and means “any.” In conjunction with the negative, it means “[not] any” or “[not] much”.

- 5) 每天吃鴨對你身體健康沒有什麼好處。“Eating duck every day does not really have any health benefits.”
- 6) 我沒買什麼東西，所以錢沒花完。“I didn’t buy much of anything, so I didn’t spend all the money.”
- 7) 對我來說屈原 (Qū Yuán) 寫的詩沒有什麼特別的意思。

**Answer the following questions with Neg.+ 什麼 + N:**

- 8) 你這個週末有什麼打算？
- 9) 你們還有什麼問題？
- 10) 你有什麼旅行計劃？
- 11) 你昨天看什麼電視節目？
- 12) 這本書怎麼樣？

**Pattern 2a: QW ⇒ “something/-time/-place/-body/…”****Pattern 2b: NEG. + QW ⇒ “anything/-time/-place/-body/…”**

In the two variations of Pattern 2, the **QW** functions as a **N**. This pattern is most common with 什麼, but the other question words can occur as well. For example, note the use of both 什麼 and 哪 in the second-to-last line of the lesson 8 text.

- 13) 我想喝點兒什麼。“I want to order a little something.”
- 14) 我沒有說什麼。“I didn’t say (much of) anything.”

This pattern can also occur with other **QWs**, though more commonly in negative sentences.

- 15) 我那些日子沒去哪兒。“I didn’t go anywhere (significant) during those days.”



16) 王朋還沒回來。他肯定在路上碰到 (pèngdào ‘ran into’) 誰了。

Pattern 3: **QW + 都 / 也** …

Pattern 3 is not discussed your textbook, but is quite common, and occurs in many of the lesson texts. The pattern is quite emphatic; it can't be translated with qualifiers like “much” as can Patterns 1 and 2. The exact translation of **QW** varies according to whether the sentence is in the affirmative or negative.

**QW + 都 / 也** ⇒ “every/all \_\_\_\_\_”

**QW + 都 / 也 + Neg.** ⇒ “any \_\_\_\_\_ (at all)”

都 is more common in this pattern. 也 can replace 都, but does so most often with negated Vs. For an example, see the first line of the second page of the lesson 11 text (IC p. 196).

17) 哪個時代的音樂高美英都喜歡。 “Gāo Měiyīng likes the music of every period.”

18) 我剛到美國的時候，什麼菜都不習慣。 “When I had just arrived in the U.S., I was not accustomed to any of the food (at all).”

19) 她誰都不認識。

20) 哪國的傳統，白文山都覺得很有意思。

Remember, 都 always comes before the verb but after the noun phrase it qualifies. This means that the indefinite question word must often be preposed to the beginning of the sentence, so that 都 can come after it.

## II. 跟 X 有關係 *gēn...yǒu guānxi* ‘related to X’ (IC 226-227)

The term 關係 ‘relationship’ is an extremely flexible and important word in Chinese, as it expresses everything from social relationships to cause-and-effect relationships.

1) 天華和湯姆的關係最近不太好。 “Tiānhuá and Tom’s relationship hasn’t been too good lately.”

2) 這兩件事的關係是什麼？ “What’s the relationship between these two things?”

Here are a few commonly seen patterns with 有關係 ‘have a relationship’:

- 1 **A 跟 X 有關係**  
“**A** is related to **X**, **A** has something to do with **X**”
- 2 **A 跟 X 沒有關係**  
“**A** is not related to **X**”
- 3 **A 跟 X 有什麼關係？**  
“What’s the relationship between **A** and **X**?”

4 跟 **X** 有關係的 **A**

“**A** that is related to **X**” [note that this is a noun phrase, NOT a sentence]

- 3) 楊貴妃跟華清池有什麼關係？“What’s the connection between Yáng Guìfēi and Huáqīng Springs?”
- 4) 我的事情跟你沒有關係，你不要管。“My affairs have nothing to do with you, don’t interfere.”
- 5) 我高興不高興跟你沒有關係。
- 6) 鴨跟雞有什麼關係？
- 7) 這是一個跟大家都有關係的問題。“This is a problem which involves everyone.”
- 8) 他不吃雞可能跟他是吃素的有關係。

**Complete the dialogue 【完成對話】：**

Make dialogues based on the following model using the phrases listed below.

**A:** 我 \_\_\_\_\_ .

**B:** 為什麼？

**A:** 那可能跟我 \_\_\_\_\_ 有關係.

Example: 很餓 (è ‘hungry’): “我很餓可能跟我沒吃早飯有關係。”

- 9) 身體很好
- 10) 忘了戴手錶 (*shǒubiǎo* ‘watch’)
- 11) 今天沒有精神 (‘energy’)
- 12) 考試考得不好
- 13) 吃不完

**III. 各種各樣 gèzhǒnggèyàng ‘all sorts of’****(IC 227)**

Pattern: 各種各樣的 **N**

“all sorts of **N**”

- 1) 我姑媽給我做各種各樣的菜
- 2) 老師說得不清楚，學生有 \_\_\_\_\_ 問題。
- 3) 這家書店有 \_\_\_\_\_ 地圖，我們買哪張好？

---

*Make sentences* 【造句】 (where possible, begin your sentences with 我認為...):

- 4) 花
- 5) 衣服
- 6) 建築
- 7) 明信片
- 8) 郵票
- 9) 啤酒
- 10) 男朋友
- 11) 卡通
- 12) 月餅

#### IV. NP 之一 *zhīyī* ‘one of...’

(IC 227)

- 1) 他是我喜歡的男孩兒之一。 “He’s one of the boys that I like.”

One of the most common types of NP used with 之一 is “最 Adj. 的 N”, as in:

Pattern:        **X 是 (scope) 最 Adj. 的 N 之一**

“**X** is one of the most **Adj. N**’s (in **scope**)”

The **scope** might be a place (e.g. 中國, 世界上, 我們學校), a group, or some other term that delimits a subset.

- 2) 中國是歷史最長的國家之一。
- 3) 孟子 (Mèngzǐ) 是中國最偉大的哲學家 (*zhéxuéjiā* ‘philosopher’) 之一。
- 4) “Dawson’s Creek” 是我最喜歡看的電視節目之一。
- 5) 南京是名勝古蹟最多的城市之一。

---

**Make sentences 【造句】：**

- 6) 壯觀
- 7) 有意思
- 8) 好玩
- 9) 動人
- 10) 高
- 11) 便宜
- 12) 奇怪
- 13) 有名
- 14) 可怕
- 15) 喜歡

**V. Potential complements: V 得 C, V 不 C****(IC 219-220)**

Before discussing potential complements, it will be necessary to review the difference between VO, VV, and VC verb structures.

VO is a verb-object compound which functions semantically like a verb but syntactically is composed of a verb and a noun. For example: 吃飯 'to eat', 出國 'go abroad', 見面 'to meet'. In terms of grammar, these words are no different than phrases like 買衣服, 看電視, etc. The verb and object can be separated, or the verb can be repeated, as in:

- 1) 他跳舞跳得很快。
- 2) 我們見過一次面。
- 3) 吃很多飯。

Some verbs are two syllables, but are not VO compounds. We can refer to these as VV verbs.

For example: 工作, 吸引, 遊覽, 旅行, 學習. These verbs behave syntactically exactly like single-syllable verbs such as 買, 看, 走, 猜, 想, etc. The two syllables of these verbs are never separated. (These verbs might additionally take an object.)

- 4) 他工作得很快。
- 5) 我們已經遊覽了一次長城。
- 6) 吸引很多遊客。

VC are compounds of a verb (which might be one or two syllables) and a complement. The compound as a whole is a verb. We have learned two kinds of complements which can attach directly to verbs: resultative and directional. The complement tells you two things: (1) that the action described by the verb is completed; (2) what the resulting state or situation is. Examples of VC compounds with results are:

- 7) 吃完〔飯〕      action: 'eat'; result: 'finished'
- 8) 打破      action: 'hit'; result: 'broken'
- 9) 複習好      action: 'review'; result: 'finished; successful'
- 10) 寄丟      action: 'mail'; result: 'lost'
- 11) 買到      action: 'buy'; result: 'succeeded'
- 12) 喝醉      action: 'drink'; result: 'drunk'
- 13) 說定      action: 'speak'; result: 'settled'
- 14) 寫錯      action: 'write'; result: 'incorrect'
- 15) 打通      action: 'dial (phone)'; result: 'connected'
- 16) 看見      action: 'look'; result: 'see'

We have also learned about directional compounds, like:

- 17) 擠下來      action: 'squeeze, jostle'; direction: 'off (a vehicle)'
- 18) 走過去      action: 'walk'; direction: 'over (there)'
- 19) 跑上      action: 'run'; direction: 'up'

These VC compounds can also take objects, as in the first example (吃完). In practice, definite objects are often transposed to the beginning of the sentence, or a 把 structure is used. For example:

- 20) 他把鏡子打破了。

Now we are ready to review another kind of complement, the 'potential complement'. This kind of complement describes the ability (or inability) to carry an action through to a result. It is formed by inserting 得 or 不 between a verb and its complement of result or direction. In English we translate as "can" or "can't". Note that 能 and 不能 are not used to express ability to carry an action through to a result.

- |                                      |   |
|--------------------------------------|---|
| 21) 吃得完 ‘can finish eating’          | 22) 打得破 ‘can break’                       |
| 23) 複習不好 ‘can’t successfully review’ | 24) 睡不好 ‘can’t sleep well’                |
| 25) 買得到 ‘can (successfully) buy’     | 26) 喝不醉 ‘can’t get drunk’                 |
| 27) 說不定 ‘can’t say for sure’         | 28) 打不通 ‘can’t get through (on phone)’    |
| 29) 看得見 ‘can see’                    | 30) 擠不下來 ‘can’t squeeze off (e.g. a bus)’ |
| 31) 走不過去 ‘can’t walk over’           | 32) 跑得上 ‘can climb up’                    |

Note the difference between 打不通 ‘can’t/couldn’t get through’ and 沒有打通 ‘didn’t get through’.

Remember that you cannot use completion 了 with potential complements!

Generally, one cannot use 不能 with VC structure.

- 33) 你車太小了，我們五個人坐不下。(not 不能坐下)  
 34) 我不會日語，這部電影根本聽不懂。(not 不能聽懂)

One exception is that you can use 不能 with VC in an order (“You may not...”), where 能 refers to permission, not ability:

- 35) 你不能吃完，我還要給表弟吃。“You can’t (= may not) finish it, I still want to give some to your cousin.”

## VI. V-著玩 V-zhe wánr ‘V for fun’

(IC 220-21)

In this pattern, the verb must be only one syllable. You cannot directly use an object in this pattern; instead you can prepose the VO before the pattern.

### Examples:

說著玩 “tease, say for fun”

吃著玩 “eat for fun (not for hunger)”

吃餅乾吃著玩 “eat cookies for fun”

- 1) **A:** 你在寫文章嗎？  
**B:** 不，我\_\_\_\_\_
- 2) 我每天洗澡的時候\_\_\_\_\_
- 3) **A:** 你又買了中國郵票嗎？沒有用處吧。  
**B:** 沒關係，我\_\_\_\_\_

### 3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

#### I. These characters share a component.

<u>Character</u>	<u>Pinyin</u>	<u>Simplified form</u> (5 times)	<u>Word (simp.)</u>
傳* 传 传	_____	_____	_____
專 专 专	_____	_____	_____
團 团 团	_____	_____	_____

#### II. Simplified forms of other characters.

節* 节 节	_____	_____	_____
習* 习 习	_____	_____	_____
處* 处 处	_____	_____	_____
愛* 爱 爱	_____	_____	_____
適 适 适	_____	_____	_____
報 报 报	_____	_____	_____
龍* 龙 龙	_____	_____	_____
實* 实 实	_____	_____	_____

## 4. Activities & Exercises

### I. Practice with Complements

Practice the following dialog with a classmate. Make as many different sentences as you can by using different verbs, complements, and objects. Feel free to make the sentences longer and more creative.

A: 你（昨天）VC 了 (Object) 沒有？

B: 沒有，我 V不C, 因為…

### II. Practice with Indefinite QWs and Negatives

A

**IIa.** Ask your partner questions based on the English phrases below.

- |                 |                 |                   |
|-----------------|-----------------|-------------------|
| 1) Yesterday    | shopping center | bought what?      |
| 2) Your aunt    |                 | made what dishes? |
| 3) Sight-seeing | Great Wall      | with who?         |
| 4) Last night   | art film        | how was it?       |

**IIb.** Listen to your partner's questions, and answer using an indefinite QW to give your partner a negative response.

Ex: Last year celebrating New Year went where?

A: 你去年過春節的時候去哪兒？

B: 我沒有去哪兒。 "I didn't go anywhere."



**B**

**IIa.** Listen to your partner's questions, and answer using an indefinite **QW** to give your partner a negative response.

Ex: Last year celebrating New Year went where?

**A:** 你去年過春節的時候去哪兒？

**B:** 我沒有去哪兒。 "I didn't go anywhere."

**IIb.** Ask your partner questions based on the English phrases below.

- |               |              |               |
|---------------|--------------|---------------|
| 5) Yesterday  | at the party | sang what?    |
| 6) Last week  | from whom    | borrowed car? |
| 7) Last night |              | called who?   |
| 8) Last month | on vacation  | did what?     |

**III. Practice with Indefinite QWs and 都/也**

**A**

**IIIa.** Ask your partner the following questions.

- 1) 這課的作業誰能作？
- 2) 你明天什麼時候在家裡？
- 3) 你說應該買哪條褲子合適？
- 4) 我們坐公共汽車快還是騎自行車快？

**IIIb.** Listen to your partner's questions, and answer using an indefinite **QW** + 都/也 meaning "any/every...". Don't forget to practice both positive and negative answers!

Ex: **A:** 你會什麼語言？

**B:** 我什麼語言都不會。 "I don't know any languages."

or 我什麼語言都會。 "I know every language."

## B

**IIIa.** Listen to your partner's questions, and answer using an indefinite **QW** + 都/也 meaning "any/every...". Don't forget to practice both positive and negative answers!

Ex: A. 你會什麼語言？

B. 我什麼語言都不會。 "I don't know any languages."  
or 我什麼語言都會。 "I know every language."

**IIIb.** Ask your partner the following questions.

- 5) 你媽媽什麼菜做得最好？
- 6) 你要聽我念哪首詩？
- 7) 西雅圖住哪兒交通最方便？
- 8) 明天出去玩，你想請麗莎還是請張天明？

## 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. 209:*

- 1) Which Chinese city are Lisa and Zhāng Tiānmíng in?
- 2) Line 3: 過去 *guòqù* 'past'
- 3) What kind of food was served? What other holiday activities happened?

*p. 211:*

- 1) How many cousins does Zhāng Tiānmíng have?
- 2) Line 4: 這裡邊 is two words 這 + 裡邊, not 這裡 + 邊.
- 3) Why was Qū Yuán banished?
- 4) How are the two main rituals of Duānwǔ Jié related to the story of Qū Yuán?

*p. 213:*

- 4) The traditional Chinese calendar is lunar. Each month begins on the new (invisible) moon. The full moon falls on the fifteenth day of the month. Because there is no inherent relationship between the orbit of the moon around the earth and the orbit of the earth around the sun, the lunar calendar has no consistent relationship with the modern solar calendar. Lunar months are 29 or 30 days long. When dates for Chinese holidays are given (as, for example, 五月五日), they usually refer to the lunar rather than the solar calendar. In general, the lunar year begins about a month after the solar new year (with considerable variation from year to year). Thus a holiday that falls in the fifth lunar month tends to occur in June. Note that other traditional calendrical systems (such as the Muslim and Jewish calendars) are also

lunar.

- 1) Which holiday has two names?
- 2) Be prepared to name the most important Chinese holidays, and the activities associated with them.
- 3) Note the use of a reduplicated measure word in lines 2-3. We will study these in more detail in lesson 16.

---

## 6. Supplementary Translation Exercises

For practicing lesson 12 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) The Lantern Festival is one of my favorite traditional holidays. Everywhere [use a QW] are hanging all sorts of lanterns.
  
- 2) I know I can't set off firecrackers any time. The firecrackers don't have any use; I bought them for fun.
  
- 3) When celebrating a holiday, my family members try their best to reunite. We happily eat all sorts of dishes.
  
- 4) In the early morning I am not at all willing to eat chicken or duck. I eat *zongzi*. This is my habit. You be sure not to laugh at me!
  
- 5) China's common people have a patriotic spirit! Maybe this is related to China's customs and traditions.
  
- 6) I didn't go anywhere for Mid-Autumn Festival. I read poems, admired the full moon, and also ate all sorts of moon cakes. You can't imagine how many [= to what degree]! Actually, I feel a bit uncomfortable. Does this have something to do with me eating so many moon cakes?

# LESSON 13: 談體育

## 1. Errata

Corrected or additional items are underlined.

### I. Vocabulary Corrections (Textbook pp. 235-237)

失望		<u>adj</u>	<i>shīwàng</i>	be disappointed
追		v	<i>zhuī</i>	<u>chase, pursue</u>
秒 (鐘)	秒 (鐘)	m, <u>n</u>	<i>miǎo (zhōng)</i>	second (of time)
贏	<u>贏</u>	v	<i>yíng</i>	win (a prize, a game, etc.)
反正		<u>adv</u>	<i>fǎnzhèng</i>	anyway
帥 (哥)	帥 (哥)	adj	<i>shuài (gē)</i>	(colloq.) handsome (guy)
發展	发展	v, <u>n</u>	<i>fāzhǎn</i>	develop, <u>development</u>
感到		<u>v</u>	<i>gǎndào</i>	feel
<u>感</u>		<u>v</u>	<i>gǎn</i>	<u>feel</u> [add before 感到]
成績	成绩	n	<i>chéngjī, chéngjì</i>	achievement, <u>grade</u> (e.g. B+, 3.2)
爭	争	v	<i>zhēng</i>	fight for, <u>strive for, compete for</u>
實在	<u>实在</u>	adv	<i>shízài</i>	indeed; really
必要		<u>adj, n</u>	<i>bìyào</i>	necessary, <u>necessity</u>

Usage note: 實在 is usually used to confirm or emphasize the truth of something already mentioned; it is not used to contradict a previous statement. In contrast, 其實 and 實際上 can be used to contradict a previous statement or to introduce a new topic.

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

可不是、強壯、教練、領先、秒〔種〕、籃、決賽、倒也是、帥、精彩、世界記錄、為此、驕傲、光榮、成千上萬、有益於、榮譽

難寫的字：寔聲輸籃贏(贏)驕整慶譽際奧

### II. Homework Corrections (Workbook pp. 144-146)

p. 145:

C3: Add the verb 看 after 還是.

### III. Homework Explanations (Workbook pp. 144-146)

1. Supplemental vocabulary for listening comprehension (p. 140 B2)

In the first question, change the word football to **soccer**.

<i>chà</i>	poor, bad
<i>míngxīng</i>	star (i.e. famous person)

2. Unfamiliar words

Aex.	電扇	<i>diànshàn</i>	electric fan
B3.	累	<i>lèi</i>	tired
Cex.	急	<i>jí</i>	in a rush, anxious
C4.	再…也	<i>zài ... yě</i>	no matter how ...
C5.	改	<i>gǎi</i>	change
D1.	雄偉	<i>xióngwěi</i>	= 壯觀

## 2. Supplementary Grammar Notes

### I. 連…也 / 都… *lián... yě/dōu...* ‘even...’

(IC 238)

This construction is used to indicate that something is the case even to a surprising or unexpected degree. There are two basic patterns, depending on whether the focused element is verbal or not. We will mostly be working with Pattern 1.

Pattern 1: 連 **FOCUS** 也 / 都 **V**

This pattern stresses the degree to which something is true by saying that the statement made in the verb phrase is true even of the focused element. This element might be the subject or object of the verb, or a time phrase.

- 1) 這個球賽很精彩，連我弟弟都想看。“This ball game is really spectacular. Even my brother wants to watch it.” [My brother doesn’t normally like to watch sports, so the fact that even he want to watch indicates just how spectacular the game is. Here the focused element is the subject.]
- 2) 我姐姐會很多種語言，連 *Ālābó* 文都會。“My older sister knows a lot of languages. She even knows Arabic.” [Not many Chinese or Americans know Arabic, so the fact that my sister knows it indicates just how broad her knowledge of languages is. Here the focused element is the object.]

In Chinese the focused element is emphasized by placement after 連. In English we often place the word ‘even’ immediately before the verb regardless of which element in the sentence is focused, and indicate focus through intonation alone: “She even knows *Arabic*.”

- 3) 中國的郵局真方便，連星期六下午也開門。[Here the focused element is a time phrase.]

The pattern can be used with positive or negative verbs. The above examples illustrate the use of positive verbs with a focused subject, object, and time phrase, respectively. The following examples illustrate the parallel use with negative verbs:

- 4) 這個字肯定很難，連陳老師都不認識。“This character is certainly hard. Chén Lǎoshī doesn’t even recognize it *or* Even Chén Lǎoshī doesn’t recognize it.”
- 5) 恐怕老師不太聰明，連一個漢字都不認識！
- 6) Luòshānjī 的天氣非常好，連冬天都不下雪。

The 連 **FOCUS** part of the pattern is like a movable adverb, in that it can occur both before or after the subject (unless of course the focused element is itself the subject):

- 7a) 連 Ālābó 文她都會。
- 7b) 她連 Ālābó 文都會。

**Pattern 2: 連 V 也／都 negative-V-phrase**

This pattern is used when what is being emphasized is the verbal action itself. The pattern is only used for *negative* verb constructions. The “focus” slot after 連 is filled with the simple positive form of the verb. The negative verb phrase may contain 不 or 沒, or may be a more complex construction such as a negative potential complement. The English translation will be something like “hasn’t even...”, “can’t even...”, or “doesn’t even...”. For now, you are expected to recognize this usage but not to produce it yourself.

- 8) 他連看也看不懂，一定不能給你翻譯成英文。“He can’t even understand it. He certainly can’t translate it into English for you.”
- 9) 她照相的時候，連笑也不笑。“When her picture is being taken, she doesn’t even smile.”

Note that English can be ambiguous (at least in writing) about what is being emphasized, but Chinese is never ambiguous. English “He couldn’t even borrow it” might mean either:

- 10) 連他都借不到。“He couldn’t even borrow it (let alone someone else not as important as him).”
- 11) 他連借也借不到。“He couldn’t even *borrow* it (let alone buy it).”

**Complete the following using 連 V 也／都 【完成句子】:**

- 12) 你不要問她跟中國有關係的問題。中國她 \_\_\_\_\_ 都沒去過。
- 13) 你放音樂放得很小聲。我 \_\_\_\_\_ [“can’t even hear”]
- 14) 那個人很奇怪。你跟他打招呼，他 \_\_\_\_\_ [“doesn’t even speak”]

**II. 反正 fǎnzhèng ‘either way; anyway’**

**(IC 239)**

反正 is movable, and thus can come before the **S** or directly before the **V**. The textbook gives two meanings for 反正. In fact they are closely related, and you may prefer to think of them as the same. Both are translated as ‘anyway’ in English. The first usage is very similar to that of 無論…都.

**Pattern 1: Sentence<sub>1</sub>, 反正 Sentence<sub>2</sub>**

The first sentence describes different possible situations, often by means of a question structure. The second sentence describes an action that will be taken regardless.

- 1) 我不知道那部電影好不好看，反正我不去看。“I don’t know if that movie is good or not. Either way, I’m not going to see it.”
- 2) 我們的籃球隊速度快不快都沒關係，反正明天難免會輸了。“It doesn’t matter if our basketball team is fast or not, either way we will invariably lose tomorrow.”
- 3) 你看不看球賽我都不管，反正我一定要看。

The first sentence will often have an expression like 都不管 “don’t care either way”, 都沒關係 “doesn’t matter”, 無論, V不V, etc.

*Paraphrase #1 and #3 above using the 無論…都 pattern:*

- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Pattern 2: Sentence<sub>1</sub>, 反正 Sentence<sub>2</sub>**

In the second usage, the 反正 sentence is a statement of fact that underlies or is a reason for the statement in the first sentence. Alternative possibilities are implied but not stated.

- 6) 你想現在過來看我也可以，反正我不忙。“If you want to come over to see me now that would be fine, anyway [whether you come or not] I’m not busy.”
- 7) 比分是八十比三十二，不用看了，反正人家會贏。“The score is 80 to 32. There’s no need to watch anymore. The other team is going to win anyway.”
- 8) **A:** “我們來不及討論你那件事情。” **B:** “沒關係，反正不太重要。”

Sometimes the sentence with 反正 appears before the other sentence. Compare:

- 9a) 這個生詞你不用學，反正不會考。“You don’t have to learn this vocabulary word, anyway it won’t be on the test.”
- 9b) 反正不會考，這個生詞你不用學。“Anyway it won’t be on the test, you don’t have to learn this vocabulary word.”



Use 反正 to give a reason or explanation for the following sentences:

- 10) 餅乾都吃完了？我不在乎，反正 \_\_\_\_\_
- 11) 你沒有現金我就借給你，\_\_\_\_\_
- 12) 原來你現在沒有空？沒關係，\_\_\_\_\_
- 13) 他的地址 (*dìzhǐ* 'address') 你忘了嗎？沒關係，\_\_\_\_\_

### III. 還是…的，就是… *háishi... de, jiùshi...* 'it may be..., it's just...' (IC 245)

This pattern is an extension of the 只是／就是 pattern we learned in lesson 5, and is similar in meaning to the **Adj 是 Adj** pattern we learned in lesson 4. It is more flexible than **Adj 是 Adj** because it can take negated adjectives (such as 不錯) and adjectives modified by adverbs (such as 挺好).

Pattern: (S) 還是 **Adj** 的，就是 [**objection**]

The pattern concedes that the subject is **Adj** (some positive quality), but that there is some sort of objection or problem which qualifies the positive quality.

- 1) **A:** 西雅圖環境不錯吧。“Seattle’s environment is pretty good, right?”  
**B:** 環境還是不錯的，就是常常下雨。“The environment is pretty good, it’s just that it often rains.”
- 2) **A:** 她的男朋友看起來對她很好。“It looks like her boyfriend treats her well.”  
**B:** 他還是不錯的，就是有時候發脾氣。“He’s not bad, it’s true; it’s just that sometimes he loses his temper.”
- 3) **A:** 高蘭最近每一次都考得最好。她真聰明！  
**B:** 她還是很聰明的，就是有點驕傲。

### IV. 每當…〔的〕時〔候〕 *měidāng... de shíhòu* 'whenever...' (IC 245)

This pattern is used to indicate that whenever a certain event or action occurs, some other action also occurs. The second clause may contain 就.

- 1) 每當過中秋節的時候，我家裡的人都儘可能回家團圓。“Whenever we celebrate Mid-Autumn Festival, my family always tries their best to return home for a reunion.”
- 2) 每當我國得到 *Àolínpǐkè* 的金牌時，學生都要寫表現愛國精神的詩。“Whenever we get an Olympic gold medal, the students have to write a poem expressing patriotic spirit.”

3) 每當中國運動員在國際比賽中取得好的成績時，就有成千上萬的人上街慶祝。

### V. 所以…是因為… *suóyǐ... shì yīnwèi... '... is because...'* (IC 246)

This inverted 因為…所以 pattern is used to give the reason for a situation *which is already known to the speaker and listener*. It can also be translated “The reason... is that...”

Pattern:       **Topic** 所以 **Result** [正/就] 是因為 **Cause**

Note that the topic always precedes 所以 in this pattern.

- 1) 夫子廟的遊客所以那麼多，可能就是因為那裡的建築別具風格吧。“The reason there are so many tourists at Confucius Temple is perhaps precisely because the architecture there is so distinctive.” (See lesson 11, p. 194.)
- 2) 他們所以贏球是因為他們教練的比賽經驗很豐富。“The reason they win is that their coach has extensive competition experience.”
- 3) 人們所以參加體育運動，是因為運動有益於身體健康。

Because this pattern can only be used when the resulting situation is known to the speaker and listener, some 因為…所以 sentences simply cannot be inverted. For example, the sentence

- 4) 因為陳老師生病了，所以她今天不來上課。“Because Chén Lǎoshi is sick, she’s not coming to class today.”

cannot be inverted if the fact that Chén Lǎoshi is not coming to class is new information. In inverted form, the implication is that the speaker and listener already know that she is not coming:

- 5) 陳老師所以今天不來上課，是因為她生病了。“The reason Chén Lǎoshi isn’t coming to class today is that she’s sick.”

### 3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

**I. These characters share a component.**

<u>Character</u>	<u>Pinyin</u>	<u>Simplified form</u> (5 times)	<u>Word (simp.)</u>
------------------	---------------	----------------------------------	---------------------

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

決* 决 决	_____	_____	_____
減 减 减	_____	_____	_____
況 况 况	_____	_____	_____
帥* 帅 帅	_____	_____	_____
師 师 师	_____	_____	_____

**II. These simplified characters were created by dropping similar components.**

聲* 声 声	_____	_____	_____
醫 医 医	_____	_____	_____

**III. Simplified forms of other characters.**

還 还 还	_____	_____	_____
隊* 队 队	_____	_____	_____
鐘* 钟 钟	_____	_____	_____
總 总 总	_____	_____	_____
適 适 适	_____	_____	_____

## 4. Activities & Exercises

### I. Sentence Conversion with 連…也／都【改寫句子】

Work with your partner to convert these sentences into 連…也／都 sentences. Change the word order if necessary.

- 1) 柯林不能回答最容易的問題。  
柯林不太聰明，\_\_\_\_\_
- 2) 王蘭上課的時候也睡覺。  
王蘭常常睡覺，\_\_\_\_\_
- 3) 韓國航空公司的機票夏天很便宜。  
韓國航空公司的機票什麼時候都很便宜，\_\_\_\_\_
- 4) 我想身體最強壯的人搬不動這麼重的桌子。  
這張桌子這麼重，我想\_\_\_\_\_
- 5) 這個字很容易，難道你不會寫嗎？  
難道\_\_\_\_\_

### II. Sentence Conversion with 反正【改寫句子】

Work with your partner to convert these sentences into 反正 sentences.

- 1) 無論你們放假不放假，我都得工作。  
\_\_\_\_\_
- 2) 下雨不下雨都沒關係，我還會跟朋友們打籃球。  
\_\_\_\_\_
- 3) 你想去哪兒就去哪兒。我不陪你去。  
\_\_\_\_\_
- 4) 無論你給我多少錢，我也不跟你結婚 (*jiéhūn* 'marry')。  
\_\_\_\_\_

### III. Practice with 還是…的, 就是…

**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.** Say the following to your classmate, and write down his/her responses.

- 1) 聽說那部記錄片非常有意思！你看過嗎？
- 2) 你現在租的房子便宜不便宜？
- 3) 屈原投江自殺不是很動人的故事嗎？

**IIIb.** Use [還是…的, 就是…] to respond to your classmate's assertion.

**B**

**IIIa.** Use [還是…的, 就是…] to respond to your classmate's assertion.

**IIIb.** Say the following to your classmate, and write down his/her responses.

- 4) 張天明姑媽做的菜都非常好吃。
- 5) 我覺得天花是世界上最漂亮的女孩子之一。
- 6) 這兩條褲子質量真好！

**IV. Sentence Conversion with 每當【改寫句子】**

Work with your partner to convert these sentences into 每當…的時候 sentences.

- 1) 我每次考試得到好成績，我男朋友都送我一束花。

---

- 2) 咱們學校每次跟 Bókèlái 比賽，球賽都很精彩。

---

- 3) 麗莎每次去購物中心買新褲子，都激動得大喊大叫。

---

- 4) 我每次看那個記者寫的文章，都同意他的看法。

---

**V. Sentence Conversion with 所以…是因為…【改寫句子】**

Work with your partner to convert these sentences into 所以…是因為 sentences.

- 1) 因為柯林老說很多不客氣的話，所以張天明一直瞪著他。

---

2) 屈原憂國憂民，所以投江自殺。

---

3) 吃豆腐有益於健康。我以後打算每天都吃。

---

4) 我不要陪你去買東西，因為你每次都想借我的信用卡。

---

Answer the following questions with 所以...是因為 sentences.

5) 你為什麼吃得那麼少？

---

6) 你為什麼昨天沒去看電影？

---

7) 你為什麼累了？

---

8) 你為什麼生氣了？

---

9) 你為什麼想去古城牆遊覽？

---

## VI. Sports Vocabulary

Fill in the appropriate verbs for the following sports and activities. Try to make a good guess if you don't know the answer. Keep in mind the verbs 練 'train' and 學 'study'.

_____	體操	<i>tǐcāo</i>	gymnastics
_____	馬		horseback riding
_____	自行車		bike riding
_____	短跑	<i>duǎnpǎo</i>	sprinting

欄	<i>lán</i>	hurdles
足球		soccer
橄欖球	<i>gǎnlǎnqiú</i>	football
排球	<i>páiqiú</i>	volleyball
網球	<i>wǎngqiú</i>	tennis
手球	<i>shǒuqiú</i>	handball
羽毛球	<i>yǔmáoqiú</i>	badminton
乒乓球	<i>pīngpāngqiú</i>	ping-pong
箭／擊	<i>jiàn/jī</i>	archery
標槍	<i>biāoqiāng</i>	javelin
船		rowing
拳擊	<i>quánjī</i>	boxing
太極拳		Tai Chi
西洋劍	<i>xīyángjiàn</i>	fencing
劍道	<i>jiàndào</i>	kendo
高爾夫球	<i>gāoěrfūqiú</i>	golf
鏈球	<i>liànqiú</i>	hammer throw
鉛球	<i>qiānqiú</i>	shot put
鐵餅	<i>tiěbǐng</i>	discus
武術	<i>wǔshù</i>	martial arts
中國功夫	<i>zhōngguó gōngfu</i>	Kung fu
游泳	<i>yóu yǒng (vo)</i>	swimming
跳水	<i>(vo)</i>	diving
溜冰	<i>liū bīng (vo)</i>	ice skating
滑雪	<i>huá xuě (vo)</i>	skiing
舉重	<i>jǔ zhòng (vo)</i>	weightlifting



## VII. Listening Comprehension 【聽力練習】

Answer the questions based on the passage you hear.

- 1) Zhāng Tiānmíng's coach
  - a. used to do well coaching basketball.
  - b. used to do well coaching soccer.
  - c. now does well coaching basketball.
  - d. now does well coaching soccer.
- 2) How does Zhāng Tiānmíng's team feel?
  - a. proud that they are one of the best
  - b. uninterested in basketball
  - c. proud that their sport is so spectacular
  - d. disappointed about their coach
- 3) Zhāng Tiānmíng's team members
  - a. are strong and fast.
  - b. are either strong or fast.
  - c. don't have enough playing experience.
  - d. are slow and weak.
- 4) Write one sentence using *běnlái ...*, *hòulái ...* which expresses any part of the content of the passage.

## VIII. Sentence Completion 【完成句子】

Circle the items that best complete the following sentences.

- 1) 高蘭的新男朋友 \_\_\_\_\_ 不錯的，\_\_\_\_\_ 他有時候發脾氣。
  - a. 還是…就是
  - b. 所以…是因為
  - c. 都…反正
  - d. 連…也
- 2) \_\_\_\_\_ 遊客都覺得秦淮河很漂亮，\_\_\_\_\_ 他們多半覺得沒有什麼好看的。
  - a. 還是…就是
  - b. 所以…是因為
  - c. 本來…後來
  - d. 不管…反正
- 3) 那個運動員參加過奧林匹克運動會，\_\_\_\_\_ 世界記錄 \_\_\_\_\_ 打破了。
  - a. 還是…也
  - b. 本來…後來
  - c. 無論…反正
  - d. 連…都
- 4) \_\_\_\_\_ 你們一開始領先不領先，\_\_\_\_\_ 最後還會輸球。
  - a. 連…都
  - b. 本來…後來
  - c. 無論…反正
  - d. 每當…時
- 5) 王老師中文 \_\_\_\_\_ 看 \_\_\_\_\_ 看不懂，他原來是怎麼得到這個工作？
  - a. 後來…也
  - b. 連…也
  - c. 無論…都
  - d. 每當…時

## IX. Q & A on sports

Interview your 同學 *tóngxué* (classmate) about sports in Chinese. No English! Write down the answers in Chinese (*pinyin* or characters). Be prepared to discuss your notes with the class.

- 1) What sports do you like to do? to watch? 為什麼? 有什麼好處?
- 2) When do you usually exercise? 為什麼?
- 3) Together or with others? 為什麼?
- 4) Where? 為什麼?
- 5) 請你說一說你做運動時的感覺。
- 6) 請你說一說你做運動後的感覺。
- 7) 你對不喜歡運動的人有什麼建議?
- 8) 你還有什麼意見想討論?

## 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. 229:*

- 1) In line 2-3, “一個人” doesn’t mean ‘a person’, but rather ‘by oneself’.
- 2) There are two modal particles in this dialogue: 啊 *ā* and 唉 *āi*. What feelings do they express?
- 3) Line 15: “讓人 **V/Adj**” is a common pattern. Literally ‘makes people **V/Adj**’, it is often used where in English we would say something like “that’s depressing” or “that’s exciting”.
- 4) Line 16: 身強體壯 (cf. 身體 ‘body’ and 強壯 ‘strong’)
- 5) Who is Michigan’s best player. What makes him so good?

*p. 231:*

- 1) Line 1: 追 means ‘to pursue’, 追上來 ‘to catch up’.
- 2) Line 2: 進球 is a **vo** construction. What do you think it means?
- 3) Who is the best player on the local team?
- 4) Why did the local team lose? Did they play badly?

*p. 233:*

- 1) How have China’s athletes fared lately in international competition? Are they in general getting better or worse?

- 
- 2) How do most Chinese people feel about the performance of their athletes?
  - 3) What happens in China when athletes do well in international competition?
  - 4) How does Zhāng Tiānmíng feel about sports? Is his viewpoint that same as his cousin's?
  - 5) Are you more like Zhāng Tiānmíng or his cousin? Why?

## 6. Supplementary Translation Exercises

For practicing lesson 13 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) This ball game is really spectacular! There are only thirty seconds left, the score is 89 to 88. We're in the lead. Even my brother is anxious. He's not a sports fan.
  
- 2) It doesn't matter if you get a gold medal or not. Anyway, the most important thing is striving for honor in an international sports meet.
  
- 3) The grades (= achievement) I got in Chinese class were originally not bad; later they got worse and worse. This really makes me feel disappointed!
  
- 4) The reason the entire country is proudly celebrating is because the Olympic team won three silver medals.
  
- 5) Whenever I hear the voice of my old friend Wang Peng, I can't help but think about the time our basketball team lost the final. I still blame Wang Peng; his speed was not fast enough.
  
- 6) I feel lonely. Whenever I hear the voice of my old girlfriend Lìshā, I can't help but think about how we used to often go together to watch ball games. I believe the reason we broke

---

up was because she saw that fast handsome guy playing so spectacularly. His name was Zhāng Tiānmíng.

# LESSON 14: 家庭

## 1. Errata

Corrected or additional items are underlined.

### I. Vocabulary Corrections (Textbook pp. 253-255)

過日子	过日子	<u>VO</u>	<i>guò rìzi</i>	(colloq.) live, <u>get by</u> , survive
結婚	结婚	<u>VO</u>	<i>jiéhūn</i>	get married
分手		<u>VO</u>	<i>fēnshǒu</i>	part company; <u>break up</u>
操心		<u>VO</u>	<i>cāoxīn</i>	trouble about, <u>worry about</u>
去世		v	<i>qùshì</i>	pass away ( <u>die</u> )
放學	放学	<u>VO</u>	<i>fàng xué</i>	<u>get out of school</u>
畫畫兒	画画儿	VO	<i>huà huàr</i>	paint, draw
告狀	告状	<u>VO</u>	<i>gào zhuàng</i>	bring a lawsuit against somebody; lodge a complaint with somebody's superior
抽		v	<i>chōu</i>	take out, <u>pull out</u> (e.g. a drawer)
吵架*		<u>VO</u>	<i>chǎo jià</i>	quarrel
離婚	离婚	<u>VO</u>	<i>líhūn</i>	<u>get divorced</u>

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

父子、嘛、衝、告狀、單親

難寫的字：鐵 獨 嘛 衝 聰 鋼 畫 罵 懶 離

### II. Grammar Corrections (Textbook pp. 256-263)

p. 256:

A: Indicating a change from inaction to action, the initiation of an action (起來).

Move examples (2) and (3) to the bottom of the page, as these are examples of the second usage of 起來.

“起來” can also be used following an adjective to indicate a change in **quality or state**.

---

p. 257:

Ignore the paragraph at the top of the page and the following four examples.

p. 258:

“下去” indicates the continuation of an action or state **into the (relative) future**.

Ignore example (1) near the top of the page.

p. 164:

Append to the sentence at the top of the page:

**“既然” never expresses a direct cause. Instead, it introduces circumstances under which the second clause applies. Thus it should always be translated “since”, not “because”, and cannot be used together with “所以”.**

Change example (4) to read:

(4) Why **can** each Chinese family only have one child?

### III. Homework Corrections (Workbook pp. 157-158)

p. 158:

The instructions for Exercise D are incorrect. You should **complete** the sentences, not rewrite them.

### IV. Homework Explanations (Workbook pp. 157-158)

1. Supplemental vocabulary for listening comprehension (p. 150 B2)

<i>fāxiàn</i>	discover, find out
<i>gǎo</i>	make, cause
<i>fūqī</i>	husband and wife
<i>jiāwù shì</i>	household chores
<i>jīngcháng</i>	often

2. Unfamiliar words

Bex.	要求	<i>yāoqiú</i>	seek, request, demand
B1.	年齡	<i>niánlíng</i>	age
Eex.	平時	<i>píngshí</i>	ordinarily, normally
E1.	急	<i>jí</i>	in a rush, anxious

## 2. Supplementary Grammar Notes

### I. 起來 *qǐlái* ‘start to...; become...’

(IC 256)

In this lesson we will learn three more figurative uses of compound directional complements. 起來 can be used with verbs or adjectives.

Pattern 1: **(S) V-起 (O) 來**

This pattern is used to indicate that an action has just begun or is in the process of beginning.

- 1) 他們一吵架，王朋就哭起來了。 “As soon as they quarreled, Wáng Péng began to cry.”
- 2) 高蘭打起球來，就不緊張了。 “Once Gāo Lán began playing ball, she wasn’t nervous anymore.”
- 3) 工人走進工廠的時候唱起歌來。

**Make sentences 【造句】:**

Make sentences using **V-起來** and the following Objects. You must supply the verb unless it is provided in parentheses:

Example: 可樂 ⇒ 他剛剛喝起可樂來。

- |                 |                             |
|-----------------|-----------------------------|
| 1) 歌 _____      | 2) 月餅 _____                 |
| 3) 錢 _____      | 4) 漢語 _____                 |
| 5) 畫兒 _____     | 6) 〔彈 <i>tán</i> 〕 鋼琴 _____ |
| 7) 天 _____      | 8) 燈 _____                  |
| 9) 澡 _____      | 10) 隊 _____                 |
| 11) 船 _____     | 12) 〔散〕 步 _____             |
| 13) 〔照〕 相 _____ | 14) 生意 _____                |

15) 〔吃〕醋 \_\_\_\_\_ 16) 酒 \_\_\_\_\_

17) 架 \_\_\_\_\_

**Pattern 2: (S) Adj-起來**

Here 起來 indicates a change in quality or state. It can often be translated as “to get Adj(-er)”.

4) 水所以深起來了，是因為下大雨。“The water is getting deeper because it’s raining hard.”

5) 老師說從今天開始，考試要容易起來。“The teacher said that starting today the tests will get easier.”

6) 每當過感恩節的時候，我叔叔忙起來了。

**Make sentences 【造句】：**

Make sentences using 起來 and the following Adjectives:

Example: 便宜 ⇒ 這條褲子便宜起來了！打七折。

1) 熱 \_\_\_\_\_ 2) 高 \_\_\_\_\_

3) 冷 \_\_\_\_\_ 4) 難 \_\_\_\_\_

5) 緊張 \_\_\_\_\_ 6) 亮 \_\_\_\_\_

7) 深 \_\_\_\_\_ 8) 擠 \_\_\_\_\_

9) 胖 \_\_\_\_\_ 10) 餓 \_\_\_\_\_

11) 老 \_\_\_\_\_ 12) 好看 \_\_\_\_\_

**II. 下來 xiàlai**

**(IC 257)**

As a figurative complement, 下來 has two meanings. When used with an adjective, it indicates the decrease of a quality to a less energetic state. The adjective must always be one which represents a lesser quality (for example ‘dark’ as opposed to ‘light’, ‘calm’ as opposed to ‘energetic’, ‘quiet’ as opposed to ‘loud’).

1) 老師生氣的時候，聲音低 (dī) 下來了。“When the teacher got angry, her voice lowered.”

2) 他把燈關了，屋子裡就黑下來了。“After she turned off the light, the room darkened.”



3) 她速度本來很快，後來慢下來了。

When used with a verb, “下來” indicates that something has become settled or fixed as a result of the action.

4) 她想在香港住下來。“She wants to settle down in Hong Kong.”

5) 李明覺得他們應該商量商量，把他們的關係定下來。“Lǐ Míng felt that they should talk things out, and get their relationship resolved.”

### III. 下去 *xiàqu*

(IC 258)

The third figurative complement, 下去, indicates perseverance of a state or action.

1) 這首 (*shǒu*) 詩我看不下去！“I can’t keep reading this poem!”

2) 她激動得說不下去。“She was so excited that she couldn’t keep speaking.”

3) 我找不到工作，恐怕活 (*huó* ‘to live’) 不下去。

When used with an adjective, “下去” may indicate not just the continuation of a state, but its intensification as well.

4) 已經很冷，天氣看起來好像會冷下去。“It’s already cold; it looks like the weather will keep getting colder.”

This chart summarizes the figurative usages of 起來, 下來, and 下去.

<u>Complement</u>	<u>Meaning with verb</u>	<u>Meaning with adjective</u>
起來	start, begin	become
下來	settle, fix in place	decrease
下去	continue	get more and more

Examples:

起來                      哭起來 ‘start crying’                      紅起來 ‘become red’

下來                      住下來 ‘settle down’                      慢下來 ‘slow down’

下去                      吃下去 ‘keep eating’                      熱下去 ‘keep getting hotter’

Note 1: If the **Verb** has an object, it usually goes in the middle of the complement, before 來 or 去: 打起電話來. (This is somewhat different from the object placement rule you learned in lesson 6.)

Note 2: There is no single English translation that can be consistently used for each complement.

### IV. Potential Complements with 了 *liǎo*

(IC 258-59)

了 (in this usage pronounced *liǎo*) is used to form a potential complement indicating the ability or inability to carry through or finish an action. 了 is used when there is no standard complement for the **V** in question, and thus serves as a kind of “dummy” complement. We have seen this

usage before in the phrase 受不了 *shòu bu liǎo* “can’t bear it” (lesson 5) and 忘不了 *wàng bu liǎo* “can’t forget” (lesson 9). 了 *liǎo* commonly occurs with the verbs 受, 打, 走, 忘, 動, 搬, and 吃, among others. Note that **V**不了 differs from 不能 **V** in that the former indicates inability to carry through the action, while the latter indicates inability to engage in the action. Compare 吃不了 ‘I can’t eat (it all/that much/etc.)’ and 不能吃 ‘I can’t eat (e.g. because my mouth is swollen after an operation)’. Another example of the distinction is “我能走，但是我走不了那麼遠”。 Sometimes, depending on context, the distinction between 不能 **V** and **V**不了 is not significant and the two are more or less interchangeable.

- 1) 如果明天下大雨，我們就打不了球。“If it rains tomorrow, we will be unable to play ball.”
- 2) 史蒂夫一直忘不了他的女朋友麗莎。“Steve has never been able to forget his girlfriend, Lisa.”
- 3) 我跟他所以一直分不了手，是因為我還沒找到更好的人。
- 4) 張力身體特別強壯。什麼東西都搬得了。
- 5) 我肚子餓得連四盤清蒸魚都吃得了。

### V. 而 *ér* ‘but; and’

(IC 261-262)

而 is a weakly contrastive connective, expressing the notion “A, not B” or “not A, but B”. It differs from 反而 not only in being less forceful, but also in that it does not imply any kind of unexpectedness. In English, 而 may be translated as “but” or “and”, or left untranslated.

- 1) 我不是坐公共汽車來的，而是騎馬來的。“I didn’t come by bus; I came on a horse.”
- 2) 你去中國旅行應該遊覽長城，而不應該遊覽華清池。“When you go traveling in China you should see the Great Wall, and you shouldn’t see Huáqīng Chí.”
- 3) 過日子靠的是錢，而不是興趣。“It’s money that you depend on to live, not your interests.”
- 4) 秦淮河所以吸引那麼多遊客是因為以前很有名，而不是因為環境有什麼特別好看的。

Note that because 而 is contrastive, if 不 is in the first clause then it won’t be in the second, and vice versa.

### VI. 要不是…〔就〕會 *yàobushì* ‘if not for (the fact)’

(IC 262-263)

要不是 is used to express a hypothetical situation. The following clause generally contains 會 and indicates what would have occurred had something not been the case. In English, these sentences generally have ‘would’ or ‘could’. You can think of a 要不是 sentence as being formed in the following way: Consider a factual event, such as 你給我這本書 “You gave me this book”. What would have happened if this factual event had never occurred? First form a negative hypothetical, 要不是你給我這本書 “If you had not given me this book,” and then append an imagined result, as in example (3) below.

要不是 may be immediately followed by a **N**, as in:

- 1) 要不是你，我會一直很寂寞。“If it weren't for you, I would probably be lonely all the time.”
- 2) 要不是這本書，我考試就會考得不好。

要不是 may also be followed by a **Sentence**, as in:

- 3) 要不是你給我這本書，我考試就會考得不好。“If you hadn't given me this book, when I took the test, I would probably have done poorly.”
- 4) 要不是麗莎看到那個又快又帥的籃球員，她也許已經和斯蒂夫結婚 (*jiéhūn* 'get married') 了。
- 5) 要不是他們每天吵三次架，他們就不會離婚 (*līhūn* 'get divorced') 了。

### 3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

#### I. These characters share a component.

Character	Pinyin	Simplified form (5 times)	Word (simp.)
聰* 聰 聰	_____	_____	_____
總 總 總	_____	_____	_____
鋼* 鋼 鋼	_____	_____	_____
剛 剛 剛	_____	_____	_____
狀* 狀 狀	_____	_____	_____
壯 壯 壯	_____	_____	_____

#### II. These simplified characters were created by dropping a component of the traditional.

親* 亲 亲	_____	_____	_____
離* 离 离	_____	_____	_____

雖 虽 虽     \_\_\_\_\_  
 廣 广 广     \_\_\_\_\_

Note that in the last example, it is the phonetic element 黃 *huáng* (sounds like *guǎng*) which has been dropped.

### III. Simplified forms of other characters.

術\* 术 术     \_\_\_\_\_  
 過\* 过 过     \_\_\_\_\_  
 興 兴 兴     \_\_\_\_\_  
 發 发 发     \_\_\_\_\_

Don't confuse the simplified form 发 with the simplified form of *lóng* 'dragon': 龙.

## 4. Activities & Exercises

### I. Figurative Complements: Fill-in-the-Blank Exercise 【填空】

Fill in the blanks with 起來, 下來, or 下去.

- 1) 我一聽到斯蒂夫要跟我分手就哭 \_\_\_\_\_ 了。
- 2) 很難聽的搖滾樂，我根本聽不 \_\_\_\_\_ 了。
- 3) 下午天氣暖和 \_\_\_\_\_ 了，到了晚上又冷 \_\_\_\_\_ 了。
- 4) 那個人看 \_\_\_\_\_ 很餓！他一坐就吃 \_\_\_\_\_ 飯 \_\_\_\_\_ 了。
- 5) 春假快到了！我們應該把旅行計劃定 \_\_\_\_\_ 了。
- 6) 這部電影太沒有意思了！我一看 \_\_\_\_\_ 就看不 \_\_\_\_\_ 了。
- 7) 我還想聽這個故事。請你說 \_\_\_\_\_ 。

### II. Sentence Completion with 而 【完成句子】

- 1) 他們分手是因為 \_\_\_\_\_ ，而不是因為 \_\_\_\_\_ 。

- 
- 2) 小林畢業以後想 \_\_\_\_\_ ，而不想 \_\_\_\_\_ 。
  - 3) 過端午節應該吃 \_\_\_\_\_ ，而不應該吃 \_\_\_\_\_ 。
  - 4) 小林的姑父退休是因為姑媽生病了， \_\_\_\_\_ 。
  - 5) 他們結婚了以後去 Xiàwēiyí， \_\_\_\_\_ 。
  - 6) \_\_\_\_\_ ，而不學鋼琴。
  - 7) \_\_\_\_\_ ，而是一個人去的。

### III. Potential Complements with 了 【造句】

Work with your partner to make sentences using **V 得／不了** using the following verbs. Pay attention to whether they are plain verbs or **VO** constructions! Make at least one of your sentences with the positive form (得了).

- 1) 放假: \_\_\_\_\_
- 2) 吸引: \_\_\_\_\_
- 3) 比賽: \_\_\_\_\_
- 4) 贏球: \_\_\_\_\_
- 5) 跳舞: \_\_\_\_\_
- 6) 放心: \_\_\_\_\_

### IV. Practice with 要不是 【完成句子】

Translate the English phrase into Chinese, then complete the sentence:

- 1) If not for your suggestion...  
\_\_\_\_\_
- 2) If not for your help...  
\_\_\_\_\_

---

3) If not for the fact that my mother often scolds me...

---

4) If not for the fact that my grades are bad...

---

5) Were it not for the fact that I didn't get divorced (*lǐhūn*) five years ago...

---

6) Were it not for the fact that their coach's experience is richer than ours...

---

## V. More practice with potential complements

A

**Va.** Your classmate will read you a statement or question. Read the contextual information below and respond appropriately with some form of potential complement. Use the verb, **V + C**, or **V + O** listed in brackets; where no complement is provided, use 了 as the complement.

- 1) [做]                      You are smart and work quickly.
- 2) [看見]                    It is so minute that you can't see it.
- 3) [賺錢]                    You're a medical student in a lucrative specialty.
- 4) [爬]                        Your leg is broken.
- 5) [買到]                    You know there are still tickets available.
- 6) [離婚]                    You won't divorce because of your children.

**Vb.** Read the following to your classmate and write down his/her responses.

- 7) 請你把桌子搬過來。
- 8) 那個美國人說漢語說得真清楚！
- 9) 你的男／女朋友住在中國！你怎麼辦？
- 10) 你點太多菜了！
- 11) 你什麼時候要結婚？
- 12) 屋子裡有各種各樣的傢俱。大衣櫃要放在哪兒？

## B

**Va.** Read the following to your classmate and write down his/her responses.

- 1) 電腦課的作業一直太多了！
- 2) 你認識那個漢字嗎？
- 3) 你畢業以後怎麼過日子？
- 4) 我們今天去爬山，好不好？
- 5) 人人都去 Mòxīgē 旅行。你想還有機票嗎？
- 6) 你什麼時候要離婚？

**Vb.** Your classmate will read you a statement or question. Read the contextual information below and respond appropriately with some form of potential complement. Use the verb, **V + C**, or **V + O** listed in brackets; where no complement is provided, use 了 as the complement.

- 7) [搬]                      The table weighs 2 tons.
- 8) [聽懂]                    You can understand every word she says.
- 9) [見面]                    You can afford many plane tickets, so you will certainly see her soon.
- 10) [吃]                      You're starving and could eat a horse.
- 11) [結婚]                    Your parents will not let you get married yet.
- 12) [放下]                    There is no room for it

### 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.* 247:

- 1) How does Zhāng Tiānmíng's Thanksgiving vacation compare with UW's? Why does the time word 一個星期 go in between 放 and 假?
- 2) Line 3: 倆 *liǎ* = 兩個人



- 3) What does 起來 mean in line 3?
- 4) In line 5, 還好 is a very common expression meaning ‘okay; not bad’.
- 5) Why doesn’t Zhāng Tiānmíng’s father approve of his choice of courses? What majors would Zhāng Tiānmíng’s parents find more acceptable?
- 6) Does Zhāng Tiānmíng agree?
- 7) Line 13: What word that goes together with 也 has been omitted before 有錢? We have had many examples now in our texts which show how a single 也, 還 or 就 can carry the whole meaning of a pattern even if the first part has been omitted.
- 8) What else besides academics is on Zhāng Tiānmíng’s father’s mind?

p. 249:

- 1) Line 3: The modal particle 嘛 is pronounced differently from the question particle 嗎. Though both are neutral tone, 嘛 is usually pronounced low, while 嗎 has a high pitch.
- 2) Why does the father think it is best for Chinese to marry Chinese?
- 3) What arguments does Zhāng Tiānmíng use to refute his father?
- 4) Is Zhāng Tiānmíng’s explanation of the reason his sister and Tom broke up consistent with his thinking on the matter in the text of lesson 7?

p. 251:

- 1) Zhāng Tiānmíng’s aunt and her daughter-in-law aren’t getting along. Why?
- 2) Line 4: the complement of degree “變得+Adj” is used for “become Adj”, while the verb+complement form “變成+N” is used for “become N”.
- 3) Three generations are involved in this narrative. Which people are in which generation?
- 4) What is the relationship between Zhāng Tiānmíng and Línglíng?
- 5) Why does Línglíng sometimes cry?
- 6) Why might Línglíng’s mother want a divorce? Why doesn’t she get one?
- 7) What does the 也 mean in the last line? What kind of implicit comparison is being made?

## 6. Supplementary Translation Exercises

For practicing lesson 13 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) My mother said, “You’ve recently become lazy!” I said, “Please don’t speak so bluntly”; however, she continued to scold.
- 2) The reason that television program aroused everyone’s opposition is that on the surface it seems to be history but in fact it is not true.

- 
- 3) I can't forget the good impression that you gave me that day. If not for you, I would have been unable to move so many heavy tables.
- 4) The reason they got divorced isn't because they often quarreled; it's because she wanted to be independent.
- 5) To get by you must rely on an iron rice bowl, and not on chasing your dreams (夢 *mèng*).
- 6) As soon as I loudly scolded him, he started crying. I then lowered (低 *dī*) my voice.
- .

# APPENDIX 1

## Grammar Review

### Lesson 8

的 vs. 地 vs. 得	一邊 ... 一邊 ...
就是 ..., .. 也 ...	反而
難免〔會〕	〔一般〕 ... 偶爾 ...
多半	還是 ... 吧
引起 ... 的反對 / 興趣, etc.	

### Lesson 9

過 (experience)	過 (completion)
既然 ..., .. 就 ...	然後
不是 ..., 就是 ...	除非 ... 才 ... 否則 / 要不然 ...
QW ..., .. 就 .. QW (e.g. 哪兒 ... 就 .. 哪兒)	

### Lesson 10

V著 V著, 就 ...	卻
趁 ... (的時候)	一向 vs. 一直
萬一	

### Lesson 11

好〔不〕容易〔才〕V	忍不住 V
跟 vs. 向 vs. 對	再三
Adj. 到什麼程度	

---

Lesson 12

V 得 / 不 C (potential complement)

V 著玩

各種各樣的

QW ... 都 / 也 (e.g. 什麼 ... 都 / 也)

跟 ... 有關係

最 ... 之一

Lesson 13

連 ... 都 / 也

還是 Adj. 的, 就是 ...

所以 ... 是因為 ...

反正

每當 ... 時, .. 就 ...

Lesson 14

V/Adj 起來 / 下來 / 下去

V 得 / 不了 (potential complement)

要不是

而

Fill in each blank with the appropriate phrase. (Note that some items might be used more than once; some expressions do not appear at all.)

**Passage 1**

- (7) 難免會      (8) 之一      (9) 閑著      (10) 幾      (11) 不然  
 (12) 還是      (13) 起      (14) 什麼      (15) 每當      (16) 好容易  
 (17) 有關係      (18) 下去      (19) 再三      (20) 說不定      (21) 連

李香花特別喜歡看電視。她一\_\_\_\_\_沒事，就看\_\_\_\_\_電視來，電視上播\_\_\_\_\_節目，她就看\_\_\_\_\_節目。卡通片是她最喜歡看的節目\_\_\_\_\_。李香花的同屋高美英完全不一樣。她\_\_\_\_\_最有意思的節目都不看。\_\_\_\_\_高美英下班回家時，她要麼做功課，要麼在屋子裡看書。她\_\_\_\_\_告訴李香花電視的壞處 (*huàichù*, disadvantages)。有一天她進了門以後，就說：“每天看\_\_\_\_\_個小時電視，你的學習\_\_\_\_\_受電視的影響。明天有大考試。\_\_\_\_\_今天別看電視吧。”李香花覺得高美英說的話很有道理，就說：“\_\_\_\_\_我成績不好跟看太多電視\_\_\_\_\_。”她從此以後不看電視了。

**Passage 2**

- (22) 過      (23) 向      (24) 順便      (25) 而      (26) 反正  
 (27) 了      (28) 要不是      (29) 既然      (30) 趁      (31) 各種各樣

快要到聖誕節 (*Shèngdànjié*, Christmas)\_\_\_\_\_。謝榮跟他朋友黃東明特地去商店買東西，\_\_\_\_\_去郵局寄包裹。郵局裡人山人海。黃東明\_\_\_\_\_排隊的時候看\_\_\_\_\_的郵票。他想他應該買三張最漂亮的郵票給他大姐。謝榮\_\_\_\_\_他說：“你為什麼要買這些？是紀念品 (*jìniànpǐn* ‘souvenir’)，沒有用處。”黃東明說：“沒關係，我還要買。\_\_\_\_\_那麼貴，我就會多買幾張，\_\_\_\_\_我花的是我自己的錢，\_\_\_\_\_不是你的，你就不用管。”

---

## APPENDIX 2

### Dictionary Exercises

#### 漢英辭典怎麼用

There are two common types of Chinese dictionary:

- arranged by character radical;
- arranged by pronunciation

All dictionaries of the first type have a pronunciation index so you can look up a word whose written form you don't know. All dictionaries of the second type have a character index so that you can also look up a character whose pronunciation you don't know. Most character indexes are arranged by radical, so you will need to learn how to identify the radical of a Chinese character.

Today we will learn how to use a *pinyin* dictionary (arranged by pronunciation). The characters appear in alphabetical order according to the *pinyin* spelling system.

**Exercise 1:** Find the word *zhīdao* 'to know'.

Go to the *zhi* section of the dictionary. The first-tone characters are listed first. There are quite a few characters with the pronunciation *zhī*. If you remember what the *zhī* of *zhīdao* looks like, you can scan through until you find it. Then, look at the words listed under this character until you find *zhīdao*. If you don't remember what the *zhī* of *zhīdao* looks like, you will have to look under every character pronounced *zhī* until you find the one which has *zhīdao* listed under it.

What is the definition of the word *zhīdao* ? \_\_\_\_\_

**Exercise 2:** Find the word 菊花

Based on the second character of this word, what type of meaning do you think it has? \_\_\_\_\_

To look up a character, you must find its radical. Usually, but not always, the radical is an easily identifiable part of the character which is related to the general meaning of the character. You will get better at identifying the radical with practice and experience.

(A list of some common radicals appears at the end of this exercise.)

Step 1: Identify the radical of the character 菊. If you aren't sure, take a guess. \_\_\_\_\_

Step 2: Count the number of strokes in the radical.<sup>5</sup> \_\_\_\_\_

\_\_\_\_\_

<sup>5</sup>Traditional radical indexes list radicals by the number of strokes in the *full* or *original form* of the radical. In the chart on the next page, full forms are given in parentheses. Simplified indexes usually don't refer to full forms.

Step 3: Look in the radical index of the dictionary under the number of strokes you have counted. Find your radical there, and get the page or radical number associated with it: \_\_\_\_\_

Step 4: Count the number of strokes in the rest of the character, not including the radical.

How many strokes are in the non-radical part of the character 菊? \_\_\_\_\_

Step 5: Turn to the number listed for your radical, and then find the section for the number of other strokes in your character. Search through the list until you find the character you are looking for. There will be a page number, character number, or *pinyin* pronunciation for your character. (If you can't find your character, you may have guessed wrong about the number of strokes: go back to Step 4. Or, you may have misidentified the radical: go back to Step 1.) What is the page number or *pinyin* pronunciation for this character? \_\_\_\_\_

Step 6: Turn to the indicated location in the dictionary, and find your character.

What is the pronunciation of the 菊? \_\_\_\_\_

What does the character mean? \_\_\_\_\_

What does the word 菊花 mean? \_\_\_\_\_

**Exercise 3:**

You see the following newspaper headline: 布希誓言完成解放伊拉克和阿富汗的任務

Use your dictionary to figure out what it means. Look up the following characters or words, and write down both the pronunciation and meaning. Work together with your classmates to translate the sentence:

1 布 2 希 3 誓言 4 完成 5 解放 6 伊 7 拉 8 克 和

9 阿 10 富 11 汗 的 12 任務

Translate the headline: \_\_\_\_\_

SELECTED LIST OF 21 COMMON RADICALS AND THEIR BASIC MEANINGS

‘speech’ 言	‘knife’ 刂 (刀)	‘person’ 亻 (人)	‘water’ 氵 (水)	‘heart’ 忄 (心)	‘door’ 門	‘walk’ 辵
‘earth’ 土	‘grass’ 艹 (艸)	‘hand’ 扌 (手)	‘mouth’ 口	‘food’ 饣 (食)	‘woman’ 女	‘silk’ 纟 (糸)
‘fire’ 火	‘wood’ 木	‘altar’ 礻 (示)	‘clothing’ 衤 (衣)	‘metal’ 钅 (金)	‘bamboo’ 竹 (竹)	‘foot’ 足 (足)

---

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

<b>i<sub>2</sub>, i<sub>3</sub></b>	<b>e</b>	<b>a</b>	<b>ei</b>	<b>ai</b>	<b>ou</b>	<b>ao</b>	<b>en</b>	<b>an</b>	<b>eng</b>	<b>ang</b>	<b>er</b>	
<b>i</b>	<b>ie</b>	<b>ia</b>			<b>iou</b>	<b>iao</b>	<b>in</b>	<b>ian</b>	<b>ing</b>	<b>iang</b>		<b>(y-)</b>
<b>u</b>	<b>uo</b>	<b>ua</b>	<b>uei</b>	<b>uai</b>			<b>uen</b>	<b>uan</b>	<b>ong</b>	<b>uang</b>		<b>(w-)</b>
<b>ü</b>	<b>üe</b>						<b>ün</b>	<b>üan</b>	<b>iong</b>			<b>(yu-)</b>

The pronunciation of these finals is mostly straightforward (but see below for an explanation of **i<sub>2</sub>, i<sub>3</sub>**). 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** = *yi*; 五 **Ø+u** = *wu*; 雨 **Ø+ü** = *yu*; 因 **Ø+in** = *yin*; 雲 **Ø+ün** = *yun*
- 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** = *yuan*
- 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** = *dui* and 為 **Ø+uei** = *wei*.
- When **iou** appears after an initial, it is written *iu*. Compare 六 **l+iou** = *liu* and 有 **Ø+iou** = *you*.
- When **uen** appears after an initial, it is written *un*. Compare 春 **ch+uen** = *chun* and 文 **Ø+uen** = *wen*.

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

- After alveolars **z, c, s**, the letter **i** represents an alveolar vowel. Example: 字 **z+i<sub>2</sub>** = *zi*
- After retroflexes **zh, ch, sh, r**, the letter **i** represents a retroflex vowel. Example: 吃 **ch+i<sub>3</sub>** = *chi*
- Everywhere else, the letter **i** represents the normal sound associated with this letter. Example: 你 **n+i** = *ni*

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
-	ˊ	ˇ	ˋ	(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 *dui* or *liu*, 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. i<sub>2</sub> vs. i<sub>3</sub>:**

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.