

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.

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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 15: 男女平等

1. Errata

Corrected or additional items are underlined.

I. Vocabulary Corrections (Textbook pp. 271-275)

平等		adj., n	<i>píngděng</i>	equal; equality
懷孕	懷孕	v	<i>huáiyùn</i>	<u>be</u> pregnant
帶	帶	v	<i>dài</i>	(colloq.) raise (<u>a child</u>)
比如		conj	<i>bǐrú</i>	<u>for example</u> [add after 現象]
婦女	婦女	n	<i>fùnǚ</i>	woman (<u>formal</u>)
歧視	歧視	v	<i>qíshì</i>	discriminate <u>against</u>
得到		v	<i>dédào</i>	obtain
提高		v, n	<i>tígāo</i>	lift; improve; <u>improvement</u>
主要		adj., adv	<i>zhǔyào</i>	main, chief; <u>mainly, chiefly</u>
老鼠		n	<i>lǎoshǔ</i>	mouse, <u>rat</u>
由		pr	<i>yóu</i>	<u>by</u> (preposition indicating agent)
做主		v	<i>zuò zhǔ</i>	decide
未婚妻		n	<i>wèihūnqī</i>	<u>fiancée</u> [add after 未婚夫]
甚至			<i>shènzhì</i>	even, <u>as much as/as far as</u>
變化	变化	v, n	<i>biànhuà</i>	change
改革開放	<u>改革开放</u>	v	<i>gǎigé kāifàng</i>	reform
突出		v	<i>tūchū</i>	<u>be</u> prominent
升學	升学	v	<i>shēng xué</i>	go to school of a higher level

Usage notes:

• 女的 vs. 女人 vs. 女子 vs. 婦女 vs. 女生: 女的 is the most common and most colloquial term for 'woman'. 女人 and 女子 tend to be more literary in their usage. 婦女 is a formal term that, like 兒童, is commonly used in compounds like 婦女電視 'women's television' or 婦女節 'International Women's Day'. 女生 means 'female student' but it is sometimes applied to girls or young women who appear to be of student age.

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

男女、辭、家庭主婦、護士、比如、主管、模範、姐夫、看不慣、女子、出嫁、婚姻、由、指腹為婚、未婚夫、未婚妻、木刻、同工同酬、改革開放、突出、夫婦、大部分、體現

難寫的字：懷 辭 護 擔 識 隨 斷 範 鼠 酬 數 顯
顧

II. Grammar Corrections (Textbook pp. 275-282)

p. 276:

2. “隨著” takes a noun phrase (or a nominalized verb phrase). The following clause introduces a linked development or phenomenon.

p. 277:

Delete example (3)A and B at the bottom of the page and top of page 278.

III. Homework Explanations (Workbook pp. 166-167)

1. Supplemental vocabulary for listening comprehension (p. 161 B2)

半邊天 *bànbīāntiān* literally “half the sky”, this expression came to refer to women in socialist society, following Mao Zedong’s saying 婦女能頂半邊天 “women can hold up half the sky”.
改革開放 *gǎigé kāifàng* this expression refers specifically to the policies of reform and liberalization carried out by the Chinese government in the ’80s and ’90s.

2. Unfamiliar words

Aex.	親自	<i>qīnzì</i>	personally
Aex.	下廚	<i>xià chú</i>	go into the kitchen
C2.	票房	<i>piàofáng</i>	box office

2. Supplementary Grammar Notes

I. 同樣〔的〕 *tóngyàng (de)* ‘the same’ (IC 275-76)

同樣 is an **Adj.** that always precedes a noun: 同樣的 N.

- 1) 他們用同樣的辦法。 “They used the same method.”
- 2) 男女應該得到同樣的地位。 “Men and women should attain the same status.”
- 3) 表面上都是同樣的現象。 “On the surface, they are all the same phenomenon.”

The negative form of 同樣 is 不同:

- 4) 實際上是不同的現象。 “In reality, they are different phenomena.”

同樣 never follows the noun as a predicate. 一樣, on the other hand, can be used either before a noun (i.e. attributively) or after a noun (i.e. as a predicate).

- 5) 我的想法跟她不一樣。 “My opinion is not the same as hers.”
 6) 那兩個護士的薪水完全一樣。 “Those two nurses’ salaries are identical.”

Fill in the blanks with 同樣 or 一樣【填空】：

- 7) 作_____的工作，應該有_____的薪水
 8) 我和她的地位_____,但是我們的薪水不_____。
 9) 聽說中國也有_____的現象。
 10) 恐怕男女不平等這個現象哪兒都_____。

Translate into Chinese【翻成中文】：

- 11) The same problem often has many methods to resolve it.
 12) American and Chinese societies are completely different.

II. 隨著 *suízhe* ‘along with..., following..., in conjunction with...’

(IC 276)

隨著 is followed by a **NP** which represents a process or development. The most common form of **NP** used is **N 的 V**, as seen in the examples below.¹ Verbs commonly seen in this pattern include 發展, 提高, 減少, 變化, etc. The second clause introduces a linked phenomenon or development.

- 1) 隨著經濟 (*jīngjì* ‘economics’) 的發展，老百姓的工作機會越來越好。 “Following economic development, the working opportunities of the common people got better and better.”
 2) 隨著社會的發展，婦女的地位會不斷得到提高。 “In conjunction with social

¹ The verb in a **N 的 V** phrase is said to be *nominalized*, meaning that it has become noun-like. For example, 發展 ‘to develop’ takes on the meaning ‘development’ in this structure.

development, the position of women will likely attain advances without interruption.”

- 3) 隨著全社會風俗的改變 (*gǎibiàn* ‘transformation’), 我爸爸的行為也變 (*biàn* ‘change’) 了很多。
- 4) 隨著技術的發展, 社會有很大的變化。

Complete the following 【完成句子】:

- 5) _____, 老百姓賺的錢越來越多。
- 6) 隨著電腦技術的提高, _____。
- 7) _____, 價錢越來越便宜。
- 8) 隨著老師薪水的減少, _____。

III. 在…方面 *zài...fāngmiàn* ‘in the area of...; as for...’ (IC 276-77)

在…方面 specifies the scope to which the comments that follow apply. 在…方面 is similar to 在…上 (see lesson 7), but is more formal. 方面 literally means “aspect”; this pattern is often used to refer to one aspect of something, in implicit contrast to other aspects.

- 1) 在性格上, 她以前的男朋友比現在的好多了。 “In terms of personality, her previous boyfriend was much better than the current one.”
在性格方面, 她以前的男朋友比現在的好多了。 “As for personality, her previous boyfriend was much better than the current one.”
- 2) 在經濟 (*jīngjì* ‘economics’) 方面, 台北是一個非常重要的大城市。
- 3) 他覺得在社會地位這方面, 男女實際上不平等。
- 4) 在教育方面, 家長對孩子的影響非常重要。

IV. 甚至 *shènzhì* ‘even to the degree that ...’ (IC 277-78)

The meaning of 甚至 and 連…也/都 are similar, but the grammatical structure is different. 連…也/都 is used to focus on one part of a sentence, for example the subject or the object:

- 1) 她很聰明。她連中文都會說。 “She is smart. She even knows **Chinese**”
- 2) 真不公平。連我妹妹也覺得不公平。 “It’s really unfair. Even my **little sister** thinks it is unfair.”

甚至 is different in that it focuses on an entire sentence rather than any one of its parts. It is a conjunction between two sentences; the first sentence makes a statement, and the second illustrates the surprising degree to which it is true.

- 3) 她很聰明，甚至有時候也說著 Ālābóyǔ 用電腦。“She’s so smart, to the degree that **sometimes she uses a computer while speaking Arabic.**”
- 4) 他沒出過國，甚至沒去過紐約。“He’s never been abroad; he’s never even **been to New York.**”
- 5) 麗莎的中文非常好，甚至比中國人還好。
- 6) 我不但喜歡他，而且愛他，甚至想跟他結婚。

In some cases either 甚至 or 連…也/都 could be used to express the same idea (as in #4 above, one could also say 連紐約都沒去過); in others they are not interchangeable (as in #3 or #5 above). Sometimes they occur together, providing even more emphasis:

- 7) 他學了三年中文，不但不會說，而且不會寫，甚至連“大”字都不認識。

Grammatically, 甚至 functions like an immovable adverb. In all of the example sentences above, the subject of the 甚至 clause is the same as the subject of the preceding clause, and is therefore omitted. If there is a different subject, it generally precedes 甚至:

- 8) 在古代中國男女不平等，有的婦女甚至要服從兒子。“In ancient China men and women were not equal, to the degree that **some women had to obey their sons.**”

V. 反過來 *fǎnguòlái* ‘on the other hand’

(IC 279-80)

反過來 is used to indicate that two situations that one would expect to be opposites or in contrast to one another actually are evaluated the same way. Be careful! Chinese 反過來 is used in a much narrower way than is English ‘on the other hand’.

Sit.₁ ≠ Sit.₂

The two situations are opposites or in sharp contrast (at least in the mind of the speaker)

Adj.₁ ≈ Adj.₂

The evaluations of the two situations are the same or similar (in the mind of the speaker)

Pattern:

- | | Sit.₁ | Adj.₁ | 〔可是〕反過來 | Sit.₂ | Adj.₂ |
|----|---|-------------------------|---------|-------------------------|-------------------------|
| 1) | 重男輕女 | 不好 | 可是反過來 | 重女輕男 | 也不好 |
| | “To privilege men over women is not good, but on the other hand, to privilege women over men is also not good.” | | | | |
| 2) | 兒童吃太多肉 | 不好 | 可是反過來 | 不吃肉 | 也不好。 |
| | “It’s not good for children to eat too much meat, but on the other hand, to not eat meat is also not good.” | | | | |
| 3) | 休息 (<i>xiūxi</i> ‘rest’) 很重要，可是反過來，每天都休息不工作也不好。“Rest is important, | | | | |

but conversely it is also not good to rest everyday and not work.”

- 4) 不學習當然不行，但是反過來，一直學習不休息也不行。
- 5) 經濟 (*jīngjì* ‘economy’) 很重要，反過來環境也很重要。
- 6) 讓女的辭職，待在家裡當然不公平；可是反過來，讓男的待在家帶小孩也不公平。

Sentence Completion 【完成句子】：

- 7) 每天工作十五個小時實在太多了，_____。
- 8) 不斷工作賺很多錢當然很好，_____。
- 9) 小民，妹妹罵你當然不對，_____。
- 10) 你不複習生詞不行，_____。

VI. 實際上 *shíjì shang* ‘actually, in fact, in reality’

(IC 280)

We originally encountered 實際上 in lesson 12. 實際 itself means “fact” (as opposed to fiction) when used as a **N**. 實際上 is used to indicate that the speaker is correcting a misperception. Hence, we often see it with contrasted with 表面上 *biǎomiàn shang* ‘on the surface’.

Pattern: 表面上 **Superficial Observation** [可是] 實際上 **Reality**

Both 實際上 and 表面上 function as a movable **AVs**, and thus can appear at the very beginning of a sentence or before the **V**.

- 1) 有人說她丈夫分擔家務，實際上，擔子都在高蘭身上。“Some people say that her husband shares in the household duties. In reality, the burden is all on Gāo Lán’s back.”
- 2) 她表面上是很公平的人，可是實際上歧視各種各樣的人。“On the surface, she is a very fair person, but she in fact discriminates against all sorts of people.”
- 3) 實際上，男女平等的現象還有很多。
- 4) 我以為張力很樂觀，實際上他特別悲觀 (*bēiguān* ‘pessimistic’)。

VII. [就] 拿…來說 (*jiù*) *ná...láishuō* ‘take ...for example’

(IC 280-81)

Pattern: [就] 拿 **Example** 來說, **Sentence**

This pattern is used to illustrate a general statement with a specific example. The exemplary thing is placed after 就拿 and before 來說. The sentence that follows explains the way in which the example illustrates the general statement.

- 1) 這家飯館的菜很便宜，就拿芥蘭牛肉來說吧，只要三塊錢。“The food at this restaurant is cheap. Take broccoli beef for example—it costs only three dollars.”
- 2) 物理課的成績都很好，就拿王明來說，他也得了 3.2。“The grades in physics class are all good. Take Wáng Míng for example—he too got a 3.2.”
- 3) 就拿我家來說吧，我爸爸媽媽分擔家務，教育孩子主要是爸爸。

Earlier we learned the pattern 對人來說 (see lesson 5), used to indicate from whose perspective a comment is made.

- 4) 對張力來說，老鼠是最可怕的動物。“For Zhāng Lì, the rat is the scariest animal.”

Be careful not to confuse the two patterns.

Sentence Completion 【完成句子】：

- 5) 我的朋友多半學了很多種外語，_____，他學了德語、漢語和日語。
- 6) 這家鞋店的鞋子非常貴，_____。
- 7) 王朋的衣服都貴得很，_____，也要一百塊錢。

VIII. 以來 vs. 以後

(IC 280-81)

We first saw the use of 以來 in lesson 7. Recall that 以來 always refers to a period of time beginning in the past and lasting to the present.

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

This pattern indicates a period starting from a particular moment. When 以來 is used, the time period begins in the past and lasts up to the present. 自從 can only be used for past events.

- 1) 改革開放以來，男女平等問題又突出起來。“Ever since the reforms, the question of gender equality became prominent again.”
- 2) 自從謝春梅辭了工作以來，她一直當家庭主婦。“Ever since Xiè Chūnméi resigned from her job, she has been a housewife”

The presence of 以來 implies that the Xiè Chūnméi is still a housewife and has been ever since she quit her job. When 以後 occurs in such sentences, there need not be a connection to the present.

- 3) 自從謝春梅辭了工作以後，她一直當家庭主婦。“After Xiè Chūnméi resigned from her job, she was a housewife.”

The previous sentence is open to two possible interpretations: perhaps Xiè Chūnméi is still a housewife; perhaps she has founded her own Internet startup, and is no longer a housewife.

For future events, only 以後 can be used, and 自從 cannot occur.

- 4) 高美英退休以後，要去日本旅行。

Even when an event is in the past, if there is no connection to the present, only 以後 is possible.

- 5) 他開始跟小梅交往以後，他很愛小梅，可是他們後來常常吵架，就分手了。

The following examples all refer to points in time instead of events. The same distinction between 以來 and 以後 applies.

- 6) 1989 以來，這兒出現了許多奇怪的現象。
 7) 1993 年以來，每年他的薪水都一直提高。
 8) 1911 以後，南京是中國最重要的城市。1949 以來，最重要的城市是北京。
 9) 我想 2020 年以後，男女同樣的工作肯定有同樣的薪水。

Pattern 2: **Period Of Time 以來 / 以後, Sentence**

Where 以來 follows a phrase which itself indicates a period of time, the sentence refers to that period of time immediately preceding the present.

- 10) 我兩天以來，一直在考試。“I’ve been continuously taking tests for the last two days.”

When 以後 follows a phrase indicating a period of time, the sentence refers to the future endpoint of that period.

- 11) 我兩天以後，有考試。“I have a test in two days.”

以後 can also refer to habitual actions or to future and past events.

- 12) 每次吃飯以後應該刷牙 (*shuā yá* ‘brush teeth’)。
 13) 你吃完飯以後，請幫我洗盤子 (*pánzi* ‘dishes’)。

Fill-in-the-blank 【填空】:

Fill in the following with 以來 or 以後. Where both are possible, what implications do each add to the sentence?

- 自從我辭了工作_____，我到現在一直當家庭主婦。
- 我姑媽說：“你結了婚_____，應該服從丈夫的爸爸。”
- 文化大革命 [*gémìng* “revolution”] (Cultural Revolution, 1966–76) 開始了_____，中國在社會方面什麼都很亂七八糟。
- 文化大革命結束_____，到現在中國在經濟的發展這方面水平不斷地提高。

5. 他們大學畢業_____，三年沒見過面，但是最近在同樣的辦公室裡工作。
- 6 李東明妻子的親戚搬到他們的家裡住_____，他一直很生氣。可是他不知道這個問題什麼時候要解決。

3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

I. These characters share a phonetic component.

Character	Pinyin	Simplified form (5 times)	Word (simp.)
還 还 还	_____	_____	_____
環 环 环	_____	_____	_____
懷* 怀 怀	_____	_____	_____
壞 坏 坏	_____	_____	_____
職* 职 职	_____	_____	_____
識 识 识	_____	_____	_____
觀* 观 观	_____	_____	_____
歡 欢 欢	_____	_____	_____
幾 几 几	_____	_____	_____
機* 机 机	_____	_____	_____
經 经 经	_____	_____	_____
輕* 轻 轻	_____	_____	_____

變*	变	变	_____	_____	_____	_____	_____	_____
戀	恋	恋	_____	_____	_____	_____	_____	_____
長	长	长	_____	_____	_____	_____	_____	_____
張	张	张	_____	_____	_____	_____	_____	_____

4. Activities & Exercises

I. Sentence Completion with 甚至【完成句子】

With your partner, complete the following sentences with 甚至:

- 1) 我長大的城市變化得很快，_____。
- 2) 醫生的社會地位很高，_____。
- 3) 我的親戚不喜歡我，_____。
- 4) 在古代的中國，女子要服從男人，_____。

II. Sentence Completion with 甚至 and 連…也/都【完成句子】

With your partner, complete the following sentences with 甚至 *and* 連…也/都:

- 1) 那隻老鼠什麼都不怕，_____。
- 2) 他對中國的傳統節日都不清楚，_____。
- 3) 我的姐夫特別喜歡看電視，_____。

- 4) 我國的運動員得到了好成績，_____。

III. Practice with 在…方面

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. Ask your partner the following four questions. Write down your partner's responses.

- 1) 你跟你父母怎麼不一樣？
- 2) 你想華大很有名嗎？
- 3) 你中文什麼地方還沒得到提高呢？
- 4) 你想美國社會上有什麼大問題？

IIIb. Answer your partner's questions, using 在…方面 to limit the scope of your comments.

- 5) 6) 7) 8)

B

IIIa. Answer your partner's questions, using 在...方面 to limit the scope of your comments.

- 1)
- 2)
- 3)
- 4)

IIIb. Ask your partner the following four questions. Write down your partner's responses.

- 5) 你對什麼最挑剔？
- 6) 你想華大什麼地方最不好？
- 7) 學中文跟學別的語言怎麼不一樣？
- 8) 你想中國社會上大概有什麼大問題？

IV. Practice with 實際上**A**

IVa. Read the following statements to your partner.

- 1) 有人說西雅圖的房子都貴得很。
- 2) 我們的中文老師好像非常懶。
- 3) 你看起來好像特別怕老鼠。
- 4) 我聽說你們分擔家務。

IVb. Your partner will make a statement. First concede that on the surface his/her observation is correct (use 表面上), then state the reality of situation (use 實際上).

B

IVa. Your partner will make a statement. First concede that on the surface his/her observation is correct (use 表面上), then state the reality of situation (use 實際上).

IVb. Read the following statements to your partner.

- 5) 有人說 HUB 的菜都很難吃。
- 6) 華大中文系的學生很聰明。
- 7) 你看起來好像很負責任。
- 8) 我聽說你特別喜學漢語。

V. Listening Comprehension 【聽力練習】

- 1) What period did the narrator's mother grow up in?
 - a. The fifties, a time of great equality
 - b. The fifties, a time of great inequality
 - c. The sixties, a time of great social change
 - d. The sixties, a time of great inequality
- 2) After college, the narrator's mother
 - a. looked for a job, like her mother.
 - b. became a housewife, like her mother.
 - c. looked for a job, unlike her mother.
 - d. became a housewife, unlike her mother.
- 3) The narrator's mother feels that
 - a. equality between men and women has been achieved.
 - b. some of the gains in equality between men and women will be erased in the future.
 - c. discrimination against women is worse now than when she was a girl.
 - d. it will be difficult to make more progress in women's rights.

- 4) The reason women's status started improving in the sixties was that
- many people became opposed to gender discrimination.
 - the poor economy meant women had to work to help support the family.
 - the problem of discrimination against women was solved.
 - more and more men stayed at home to raise the children and do housework.

VI. Vocabulary Usage 【詞語練習】

Circle the choice which best completes the sentence.

- 1) 以前在中國，女子要服從男人，_____ 連自己的兒子的話 _____ 要聽。
- 反過來…也
 - 就拿…來說
 - 實際上…是
 - 甚至…都
- 2) 她表面上對我很客氣，_____ 她很不喜歡我。
- 以後
 - 同樣
 - 實際上
 - 甚至
- 3) 賺很多錢不見得很好，_____ 我弟弟 _____，不管賺多少，他都不高興。
- 反過來…也
 - 就拿…來說
 - 實際上…是
 - 甚至…都
- 4) 我辭了工作 _____，我當了三年家庭主婦。
- 以後
 - 以來
 - 方面
 - 甚至

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. 265:

- In line 5, 才 = 只 'only'.
- In line 6, 在 [Person] 身上 is a figurative expression meaning 'on [person's] shoulders'.
- Third line from bottom: see lesson 13 for a similar expression with a similar meaning.

p. 267:

- Adverbial 地 is frequently omitted in Chinese writing. For example, it has been omitted in line 2 after 不斷 and on p. 269 in the third-to-last line after 明顯.
- In the last line 討論清楚 is a VC construction. Both V and C are two syllables. What is the meaning?
- Summarize Zhāng Tiānmíng's and Lisa's arguments about who should raise children.
- Summarize their views on equality of men and women in society. Who do you agree with?
- What country are they talking about? Do you think the situation is different in other countries? How so? Think about how you would express your views in Chinese.

p. 269:

- 1) In line 5, 叫 means ‘to make’.
- 2) What does 死了未婚夫的女孩 mean?
- 3) Second paragraph: What event in Chinese history led to the 1950s being a period of great social change?
- 4) Describe the changes that have taken place since “reform” (改革開放). When did “reform” in China begin?
- 5) In the second-to-last line, 在…中 means “among …”.
- 6) What do you think of the author’s final argument about equality in the home? What do you think constitutes equality between men and women?

6. Supplementary Translation Exercises

For practicing lesson 15 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) In terms of social status, men and women are still not equal. Take Microsoft as an example; there are few women in high positions.
- 2) Since they graduated from college, my son and daughter have all along done the same work. But their salaries are not the same, even to the degree that my daughter sometimes borrows money from my son.
- 3) Along with changes in society, many problems in family life (家庭生活) have also appeared.
- 4) Taking the bus is not too convenient, because we will have to wait a long time. On the other hand, driving is also inconvenient, because parking (停車) is troublesome.

- 5) Along with technological development, the standard of living (生活水平) has improved. But there are still many social problems which we have no way [= method] to resolve.
- 6) My friend (erroneously) thinks that the phenomenon of discrimination against women is more and more uncommon [use 少]. In fact, society is still very unfair, even to the degree that female students often don't have the opportunity to get high-salary positions.
- 7) In terms of social status, America still has the problem of men and women being unequal. But I think that along with social development, the instances [= phenomena] of discrimination against women are fewer and fewer. I'm optimistic about this.
- 8) The burden is all on me. Please help me come up with a method of resolving the problem.

LESSON 16: 健康與保險

1. Errata

Corrected or additional items are underlined.

I. Vocabulary Corrections (Textbook pp. 289-292)

保險	保險	n, v	<i>bǎoxiǎn</i>	insurance; <u>insure</u>
看病		vo	<i>kàn bìng</i>	see a doctor (<u>of patients</u>), <u>see patients (of a doctor)</u>
決定	<u>決定</u>	v, n	<i>juédìng</i>	decide; decision
受傷	受傷	<u>vo</u>	<i>shòu shāng</i>	get wounded, <u>be injured</u>
所有的		<u>adj</u>	<i>suǒyǒude</i>	all
製藥	制 <u>药</u>	<u>n, vo</u>	<i>zhì yào</i>	pharmaceuticals; <u>manufacture medicine</u>
<u>改革</u>		<u>v</u>	<i>gǎigé</i>	<u>reform</u> [add after 意義]
拍		v	<i>pāi</i>	<u>to film, to shoot (film)</u>
武打片		n	<i>wǔdǎ piàn</i>	martial arts movie
發愁	发 <u>愁</u>	<u>vo</u>	<i>fā chóu</i>	worry
過剩	过 <u>剩</u>	<u>n, v</u>	<i>guòshèng</i>	excess, surplus; <u>be excessive</u>
水平		n	<i>shuǐpíng</i>	<u>level</u>
身材		n	<i>shēncái</i>	figure (<u>of the body</u>)
吃素		<u>vo</u>	<i>chī sù</i>	eat vegetarian food
減肥	减 <u>肥</u>	<u>vo</u>	<i>jiǎnféi</i>	lose weight
過份	过 <u>份</u>	<u>adj, adv</u>	<i>guòfèn</i>	excessive, excessively
節食	节 <u>食</u>	<u>vo</u>	<i>jiéshí</i>	<u>be on a diet</u>
指出		<u>vc</u>	<i>zhǐchū</i>	point out

Usage notes:

- ‘to have surgery’ can be either 動手術 or 做手術.
- Note that the v-o compounds 看病 and 動手術 are “bidirectional”: the subject can be either the doctor or the patient. Thus 看病 can mean either “see a doctor” or “see patients” depending on the subject and 動手術 can mean either ‘perform surgery’ or ‘undergo surgery’.
- 拍電影 “make/film a movie” can have a producer, director, or actor as subject. For actors only, it is also possible to say 演電影 ‘act in a movie’.

- 過剩 vs. 過份: 過剩 is a concrete term, meaning that there is physically more of something than necessary, so that there is an excess or surplus. Thus 營養過剩 means “nutrition is excessive”. 過份 is usually more abstract, and is often used adverbially to indicate that someone is overdoing something: 別說得那麼過分 “Don’t speak so crazily/irresponsibly/forcefully”, 做得太過分 “overdo it”, 過分生氣 “excessively angry”.
- 病 vs. 症: 症 is more formal and technical than 病. Unlike 病, 症 cannot be used by itself as a word. It must always be attached to the name of a disease, e.g. 癌症 *áizhèng* ‘cancer’, 失眠症 *shīmiánzhèng* ‘insomnia’.
- 價格 vs. 價錢: 價錢 is the more informal everyday word for the price of something. 價格 is a more formal term, used in such compounds as ‘price control’, ‘pricing policy’, etc.

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

急病、心臟病、心臟科、不必、出、製藥、不足、過剩、與、患、營養不良、症、攝取、均衡

難寫的字：醫 察 臟 窮 費 製 藥 養 攝 衡 灣

II. Grammar Corrections (Textbook pp. 292-302)

p. 296:

Delete “(到底、究竟)”. We will only study 畢竟.

p. 299:

After the first sentence of Example (4):

[Entirety **viewed as a unit**]

III. Homework Explanations (Workbook pp. 174-176)

1. Supplemental vocabulary for listening comprehension (p. 169 B1)

kèhù

client, customer

2. Unfamiliar words

B2.	所	<i>suǒ</i>	measure word for institutions
C1.	計劃	<i>jìhuà</i>	plan (see <i>IC Level 1</i> , lesson 21)
D3.	幹	<i>gàn</i>	= 作

2. Supplementary Grammar Notes

I. Modal verb 會 ‘might, would, will likely’

(IC 295)

We are already familiar with 會 + V meaning “to know how to”, e.g. 會開車, 會漢語。

會 + V is also used to indicate that a future event is likely to occur, or to express an opinion. For example:

- 1) 我沒有保險。我去看病會不會很貴？ --- 會很貴。 “It (likely) will be expensive.”
- 2) 我想不會很貴。 “I think it (likely) won’t be expensive.”

Note that 會 is often translated into English with the simple future tense, but it is not a future tense marker in Standard Mandarin. Just as 了 is not a past tense marker and sentences about the past need not have 了, sentences about the future need not have 會. 會 always conveys a degree of certainty less than 100%. Since many statements about the future cannot be made with absolute certainty, there is a tendency for 會 to be used in certain kinds of sentences about the future. To convey a sense of inevitability, use 要 instead. Compare the next three sentences:

- 3) 我去看病。 “I am going to see a doctor.” [this could also refer to the present or past]
- 4) 我要去看病。 “I will see a doctor; I have to see a doctor; I want to see a doctor.”
- 5) 我會去看病。 “I’ll probably go see a doctor.”

會 is often used when expressing an opinion to avoid sounding too assertive. Compare:

- 6) 這個問題不太嚴重 “This problem is not too serious.” (statement of fact)
- 7) 這個問題不會太嚴重 “This problem isn’t likely to be too serious.” (statement of opinion)

Other examples:

- 8) 我不用買醫療保險。我不會生病。 “I don’t need to buy medical insurance. I won’t get sick [I think, I hope].”
- 9) 你向小王借錢吧，他會借給你。

As we saw with the 要不是 pattern in L14, 會 is also used to indicate what would or might happen (or have happened) under hypothetical circumstances:

- 10) 要不是你給我這本書，我考試就會考得不好。

Note that in southern dialects of Mandarin (including Taiwan Mandarin) 會 is frequently used more like the English future tense, without the probabilistic sense. In this course we will stick with the standard usage.

Note also that if 會 is modified by certain adverbs, its probabilistic meaning can be eliminated:

- 11) 明天一定會下雨。 “It will definitely rain tomorrow.”
- 12) 吃得太多的人難免會胖起來。 “People who eat too much will inevitably get fat.”

II. Comparisons with 不如 ‘not as Adj./good as’ (IC 296–98)

The pattern **A 不如 B (Adj.)** is used to indicate that **A** is not as good as **B** in some way. It is similar to the pattern **A 沒有 B Adj.**, but differs in three ways:

- 不如 is more literary, less colloquial.
- The adjective can be omitted, in which case the meaning 好 ‘good’ is implied.
- The adjective always represents a positive or desirable quality in the mind of the speaker; in other words, a comparison **A 不如 B** always indicates that **B** is better than **A** in some way. So, for example, 難吃 would in most cases not be a suitable adjective for use in this pattern.

Examples with an adjective:

- 1) 美國的保險制度不如加拿大好。 “The American insurance system is not as good as the Canadian one.”
- 2) 住校外不如住校內方便。 “Living off campus is not as convenient as living on campus.”
- 3) “Gone With the Wind” 那個電影不如 “Star Wars” 那個電影有意思。

Examples without an adjective:

- 4) 今天的天氣不如昨天。 “Today’s weather is not as good as yesterday’s.”
- 5) 加拿大什麼都好！就拿保險制度來說,美國不如加拿大。 “Everything is great in Canada! Take for example the insurance system—the U.S. is not as good as Canada.”
- 6) 我的成績不如王朋。
- 7) 住校外不如住校內。

Make sentences 【造句】:

- 8) 有名
- 9) 有意思
- 10) 好看
- 11) 公平
- 12) 獨立
- 13) 方便

14) 舒服

15) 容易

III. Comparisons with 不比 ‘not more Adj. than’ (IC 297–298)

We have already learned the following basic comparisons:

Pattern 1: A 比 B Adj.	張天明比王朋高。
“ A is more Adj. than B ”	“Zhāng Tiānmíng is taller than Wáng Péng.”
Pattern 2: B 沒有 A Adj.	張天明沒有麗莎聰明。
“ A is not as Adj. as B ”	“Zhāng Tiānmíng is not as smart as Lisa.”

Pattern 1 can be negated, as follows:

Pattern 1a: A 不比 B Adj.	Àiyīnsītǎn 不比我聰明！
“ A is <u>not</u> more Adj. than B ”	“Einstein is not smarter than me!”

This pattern is almost always used to contradict an assumption or a statement made with 比. For example, the appropriate context for the sentence above is in response to somebody’s claim that Einstein is smarter than you.

For example:

1a) 我比你聰明。	⇒	1b) 你不比我聰明！
“I am smarter than you”		“You are <u>not</u> smarter than me”

Be sure not to use 不比 in situations where 沒有 or 不如 is more appropriate. Pattern 2 above, with 沒有, is the most common way to say “A is not as Adj. as B”. 不比 should only be used when an explicit or implicit contradiction of a 比 sentence is intended.

IV. Reduplicated Measure Words (IC 298–300)

Reduplicated measure words are used to indicate that the statement applies to all members of a class, without exception. Such expressions are often translated as ‘every N’ or ‘each and every N’. (Note that we saw examples of this in lesson 12.) Compare the following:

一個親戚	⇒	個個親戚
一家飯館	⇒	家家飯館

- 14) 在這個公司_____女人的地位都很低。
- 15) 你_____吃肥肉而不運動，難免會得心臟病。
- 16) _____孩子都喜歡_____去公園玩兒。

V. 至少 *zhìshǎo* ‘at least’

(IC 301)

至少 is a movable adverb. Note that it must always *precede* the V. Thus, the English “He has at least four” becomes 他至少有四個 in Chinese.

- 他做事雖然很慢，但是至少比高明快。“Although he does things slowly, at least he’s faster than Gāo Míng.”
- 在加拿大，至少你不必擔心付不起醫藥費。“In Canada, at least one need not worry about not being able to afford medical expenses.”
- 雖然我這次中文考試的成績不是很好，但是至少我用功複習。

Sentence Completion 【完成句子】：

- 在 Hall Health，雖然你要經常等二十分鐘才看醫生，但是至少_____。
- 華大的學費雖然稍微貴了點兒，但是至少_____。

VI. 毫無 *háowú* ‘not at all, have none whatsoever, have not one bit’

(IC 301)

毫無 is usually followed by a two-syllable noun. 無 is the classical Chinese word for 沒有. The expression is similar in meaning and function to 根本沒有 or 一點…也沒有 but is more formal. Some example noun phrases with 毫無 are:

毫無辦法	毫無經驗	毫無關係
毫無意義	毫無意思	毫無興趣

- 這個問題太難，我毫無辦法。“This problem is too hard. I have no way at all of doing it.”
- 他大學剛畢業，他毫無工作經驗。“He just graduated from college. He has no work experience whatsoever.”

Sentence Conversion 【改寫句子】：

- 我姑媽演的那部武打片根本沒有意思。

-
- 4) 你一個人去吧，我自己不去，我對藝術片一點興趣也沒有。
- 5) 我不知道以後怎麼能活下去，我根本沒有希望。

VII. 有 N 可 V ‘have N that can be V-ed’, ‘have N to V’ (IC 302)

This pattern indicates that there are Ns present that can be V-ed or are worth V-ing. Note that N is always the object of V, which makes this pattern more restrictive than the English equivalent.

- 1) 我姑媽明天要買幾把椅子，這樣客人就有椅子可坐。“My aunt will buy several chairs tomorrow. This way guests will have chairs on which to sit.”
- 2) 爸爸剛才開始做晚飯，我們有好吃的中國菜可吃了。“Dad just started to cook dinner. We’ll have delicious Chinese food to eat tonight.”

Most often this pattern is used in the negative, which is formed with 沒.

- 3) 你辭了工作的話，就沒有錢可賺了。“If you resign from your job, there won’t be any money to be made.”

Often, the pattern has the meaning of “Ns worth V-ing”. In the next example, Wáng Dōngmíng may have lots of books in his room, but he doesn’t feel that he has any worth reading.

- 4) 王東明常常說他沒有書可看。“Wáng Dōngmíng often says that he doesn’t have any books to read.”

In this pattern, N is *always* the object of V. Thus you *cannot* say something like “我沒有錢可買衣服”, because 錢 ‘money’ is not what is being bought. You could instead say “我沒有錢可花” “I haven’t any money to spend” or “我沒有錢買衣服” “I don’t have any money to buy clothes”.

Note that the phrase “沒話可說” often has the special meaning ‘have no argument to make’.

Sentence Completion 【完成句子】：

- 5) 小明告訴他媽媽他的作業都做完了，_____。
- 6) 這家購物中心太好了！各種各樣的產品質量都很好。肯定_____。
- 7) 如果你現在用現金買那麼多東西，明天就_____。
- 8) 我知道你看過很多電影。不過這兒的錄影帶多極了，一定_____。

VIII. 加上 *jiāshàng* ‘in addition’**(IC 300)**

加上 is used to give an additional reason or explanation. Most often the pattern is:

Pattern: **Reason₁**, 加上 **Reason₂**, **Conclusion**.

As you recall, 再說 is used when making arguments or trying to persuade someone. 加上 may be used this way, but is also used to provide further explanations.

- 1) 王朋最近賺了很多錢，加上他有空，所以他就決定去德國旅行。
- 2) 李力營養過剩，加上不喜歡運動，難怪得了心臟病。
- 3) 她不願意等，加上她聽說我們學校醫院的心臟科很有名，所以決定來這兒做手術。

Sentence Completion 【完成句子】：

- 4) 王朋經常吃肥肉，_____，
所以他有一點怕得心臟病。
- 5) 那個醫院離我家很近，_____，
所以我決定去那兒看病。
- 6) 她是個窮人，沒有錢付醫療費，_____，
所以她很怕得急病。

IX. 只有…才… *zhǐyǒu...cái...* ‘only when...’**(IC 302)**

In lesson 7 we encountered 才 in sentences in which a necessary condition was fulfilled before the following statement would be true.

Review: **Condition 才 Sentence**

- 1) 男女平等的問題解決了，高美英才願意申請那個公司的工作。“Gāo Měiyīng isn’t willing to apply for that company’s job until their gender equality problem is solved.”

If we add 只有 before the Condition clause, the general meaning remains the same, though with even greater emphasis on the necessity of the condition, as the *only* condition under which the following statement would be true.

New Pattern: 只有 **Condition** 才 **Sentence**

- 2) 只有男女平等的問題解決了，高美英才願意申請那個公司的工作。“Only under the condition that their gender equality problem is solved will Gāo Měiyīng be willing to apply for that company’s job.”
- 3) 只有生病的時候，才懂健康的重要。

只有 precedes the element in the situation upon which there is focus. In some cases, the focus is

on the totality of the condition.

4) 只有你買票，我才去看電影。

In some cases, the focus is on the performance of the V.

5) 醫生只有先洗手，才可以動手術。

Sometimes the condition can be expressed as a NP.

6) 只有新生才可以選這門課。

Sentence Completion 【完成句子】：

7) 只有_____，才可以出去玩兒。

8) 病人只有_____，才動手術。

9) 只有_____，才可以賺很多錢。

10) 學生只有_____，才可以得到好的成績。

11) 只有_____，才可以去中國旅行。

12) 你只有_____，你的病才會好。

除非 and 只有 overlap in meaning and usage. 除非…才 is even stronger than 只有…才.

X. V 得 / 不起 V *de/bu qi* ‘able/unable to afford to V’

This is a potential complement, with 起 as the complement. Potential forms with 起 address whether one can afford to V. Any V that refers to an action requiring money can be used in this structure.

1) **A:** 你汽車保險買得起買不起？“Can you afford to buy car insurance?”

B: 爸爸給我的錢昨天我都花完了。今天什麼都買不起。

2) 這家餐館貴得很！連最便宜的菜我都吃不起。

3) 我坐不起飛機，只好坐火車回家。

Sentence Completion 【完成句子】：

- 1) 西雅圖的房子貴是貴，可是我想我還_____。
- 2) 學費又提高了，我是個窮人，我_____這麼貴的學費。
- 3) 我_____保險，也_____病。
- 4) Hertz 出租的車子都很便宜，我大概_____。

XI. 畢竟 *bìjìng* ‘after all, in the end, in the final analysis’**(IC 296)**畢竟 is a movable **Adv.**; it often comes after the subject and before the verb.

- 1) 能得到政府幫助的人畢竟很少。“In the end, very few people are able to get government assistance.”
- 2) 媽媽畢竟是媽媽，一直會關心自己的孩子。“After all mothers are mothers; they will always be concerned with her own children.”
- 3) 能賺很多錢畢竟沒有多少意義。“In the final analysis, being able to make a lot of money is not very meaningful.”

Translate 【翻譯】：

- 4) In the final analysis, American are Americans. Do you really mean to say they would like to eat ‘stinky (臭 *chòu*) tofu’?

- 5) Don’t worry about grades. After all, it’s how much you’ve learned that’s most important.

Sentence Completion 【完成句子】：

- 6) 你畢竟選過幾門電腦學課，_____。
- 7) 美國的醫療制度畢竟還是不錯的，_____。
- 8) 麗莎跟張天明的看法畢竟不同，_____。

3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

I. These characters share a phonetic component. Notice that their pronunciations rhyme.

<u>Character</u>	<u>Pinyin</u>	<u>Simplified form</u> (5 times)	<u>Word (simp.)</u>
險* 险 险	_____	_____	_____
簽 签 签	_____	_____	_____
驗* 验 验	_____	_____	_____
臉 脸 脸	_____	_____	_____

II. These simplified characters were created by choosing a new phonetic element.

療* 疗 疗	_____	_____	_____
擔* 担 担	_____	_____	_____
價* 价 价	_____	_____	_____
證* 证 证	_____	_____	_____
讓 让 让	_____	_____	_____

4. Activities & Exercises

I. Listening Comprehension 【聽力練習】

- 1) Where did Wáng Míng's aunt once live?
 - a. Taiwan
 - b. Hong Kong
 - c. the United States
 - d. Canada

2. What did Wáng Míng's aunt do at that time?
 - a. She worked in an insurance company.
 - b. She produced movies.

-
- c. She provided insurance for movie productions. d. She acted in movies.
- 3) Why did Wáng Míng's aunt decide to quit her job?
- She didn't like it anymore.
 - She could not get insurance if there were dangerous situations.
 - She could not make enough money.
 - She needed more danger in her life.
- 4) What did Wáng Míng's aunt originally think about Americans' habit of buying insurance?
- It was good because the insurance company would pay for her injury or illness.
 - It was a heavy burden on a family.
 - She understood why Americans wanted to buy much insurance.
 - It was good because she was working in an insurance company.

II. Fill-in-the-Blank Exercise 【填空】

Fill in each blank with the letter of one of the words or phrases listed.

- (a) 至少 (b) 不比 (c) 而 (d) 會 (e) 加上
(f) 畢竟

- 雖然他不是個模範丈夫,但是_____對我很體貼。
- 他們擔心的不是營養不好,_____是營養太多的問題。
- 如果你是窮人的話,你就_____覺得美國沒有他說的那麼好。

III. Improvised Skits 【即興短劇】

- Prepare an outline for a 2- to 3-minute skit.
- Have an idea of your role and what you will say. Don't memorize lines.
- Consider vocabulary and grammar from recent lessons.
- Feel free to improvise during the performance.

人物：

- 〔1〕 要減肥的人
- 〔2〕 他的丈夫／妻子
- 〔3〕 櫃台 (receptionist)
- 〔4〕 護士
- 〔5〕 醫生

You may remove or add characters as necessary.

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. 283:

1) How many 姑媽 does Zhāng Tiānmíng have? Where do they live?

p. 285:

1) Zhāng Tiānmíng and Lisa sure do like to argue! Describe their positions on American health care.

2) In line 13, 重 means the same thing as 嚴重.

3) In line 14, 替 *tì* means ‘for, on behalf of, in place of’.

4) In line 15, 醫藥 refers to both medical treatment (醫) and medicine (藥).

5) In line 16, 出 is a transitive verb meaning literally ‘put out, give out’ and in this context meaning ‘pay’.

6) In line 17, 部分 *bùfen* means ‘part’.

7) In line 18, 它 *tā* means ‘it’. In spoken Chinese *tā* is generally used only for ‘he’ and ‘she’, but in more formal speech or writing it is sometimes used for ‘it’. (Although Chinese has only one third-person singular pronoun, *tā*, it may be written in a variety of ways: 他、她、它. You may also see the written form 牠 used in reference to animals.)

8) Line 19: What do you think the expression 羊毛出在樣身上 means? Is there an equivalent English expression?

9) Line 20: Can you explain the use of the directional complement 回來 here?

10) (*Simplified only*:) In line 22, the traditional character 製 should be replaced with the simplified form 制.

11) Four lines from the bottom: speakers often use 對了 to bring up a new topic. The meaning is something like, “oh yes, I remember what I wanted to say ...”

p. 287:

1) Line 4: 為 X 發愁 means “worry about X”.

6. Supplementary Translation Exercises

For practicing lesson 16 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

1) I don’t have medical insurance, and in addition I don’t have much money, so I can’t afford to see a doctor. Do you think insurance will (likely) be expensive?

- 2) My doctor says that the American insurance system is not as convenient as Canada's, but that the quality of Canada's medical treatment is not as good as America's [don't use 沒有]. I've decided to have surgery in America.

- 3) Experts point out that only when nutrition is excessive should [one] go on a diet. Otherwise, losing weight is not healthy.

- 4) In Canada, at least there is no need to worry about not being able to afford the fee for medical treatment.

- 5) I have no books to read. Each and every one of the books you lent me is not one bit interesting.

- 6) In the final analysis, Chinese is Chinese. You can't just take English and translate it into Chinese.

- 7) If you don't have money to buy medicine, no matter how good the medicine is, it doesn't have any meaning to you at all.

- 8) I have no chair to sit on. Each and every one is too small.

- 9) I heard that your grades are not as good as your younger sister's.

LESSON 17: 教育

1. Errata

Corrected or additional items are underlined.

I. Vocabulary Corrections (Textbook pp. 311-314)

無論如何	无论如何		<i>wúlùn rúhé</i>	under any circumstance; <u>no matter what</u>
<u>使</u>		v	<u>shǐ</u>	<u>cause, make</u> [add after 要求]
變成	变成	vc	<i>biànréng</i>	change into
讀書	读书	vQ	<i>dú shū</i>	study; read
優點	优点	n	<i>yōudiǎn</i>	merit; advantage; <u>good point</u>
教學	教学	n	<i>jiàoxué</i>	teaching; education
喘氣	喘气	vQ	<i>chuǎn qì</i>	gasp (<u>for breath</u>)
<u>即使</u>		conj	<u>jíshǐ</u>	<u>even if</u> [add after 尊師重道]
啟發	启发	v, n	<i>qǐfā</i>	enlighten; inspire; <u>inspiration</u>
留		v	<i>liú</i>	leave (a note); <u>assign (homework)</u>
<u>快樂</u>	<u>快乐</u>	adj	<i>kuàilè</i>	<u>happy</u> [add after 留]

Usage notes:

- 快樂 vs. 高興: 高興 generally indicates a short-term mood, while 快樂 indicates a long-term state. Compare 他們倆談得很高興 ‘The two of them talked happily’ and 他有很快樂的童年生活 ‘He had a happy childhood’.
- 教學 vs. 教育: 教育 is the more general, abstract term for ‘education’. It is used in reference to someone’s educational background, or to an educational system. 教學, literally ‘teaching and learning’, focuses more on the mechanics of teaching, i.e. the education process as it takes place in the classroom
- We have now learned a number of adverbs that have meanings similar to English ‘really’: 其實, 實在, 的確, 實際上, 真的. These words all have different meanings and usages. 其實 ‘actually’ (lesson 3) is used to state a truth that is contrary to expectation or assumption. 實在 ‘really’ (lesson 13) emphasizes the truth of something; 的確 ‘indeed’ (lesson 17) is used to reinforce or agree with a statement already made; 實際上 ‘in reality’ (lesson 12) is used to state a truth which is in opposition to surface appearances; 真的 ‘really, very’ (lesson 2) is similar to emphatic adverbs like 非常. You may wish to review the contexts in which these words appear

in the lesson texts in order to help you distinguish their meanings.

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

不以為然、上進心、打基礎、督促、自覺、淘汰、極端、使、習題、苦心、望子成龍、望女成鳳、子女、用心良苦、補習班、家庭教師、及、指揮棒、死記硬背、喘氣、尊師重道、啟發、思考、無法

難寫的字：鬆 鴨 熟 礎 將 辯 嚴 壓 壞 承 優 數
望 龍 鳳 尊 勵 鴨

II. Grammar Corrections (Textbook pp. 315-323)

p. 315:

Changes to the explanation of 簡直:

“簡直” is used to **emphasize the obviousness of what the speaker is saying. It is almost always used with negated verbs and adjectives. If a positive adjective is used, it must be extreme (for example 樂壞了 but not 很有意思).**

(1) ... get a divorce after ...

Remove the comment in parentheses which follows the translation of Example (1).

(2) He's **simply not human.**

(3) I **simply couldn't recognize him.**

p. 316:

3. “Adj + 壞 + 了”

“壞” can be used after **adjectives** to indicate ...

4. “適合” is a verb ‘**to suit**’. It must be followed by an object (**a noun or a situation**). “合適” on the other hand is an adjective ‘**suitable**’. It cannot take an object.

Note that the verbs 穿 and 用 in examples (1) and (2) can be left out with no change in meaning.

Remove “[more]” from the translation of Example (2).

5. Please ignore this entire explanation, and read instead the grammar notes on 被 given below.

p. 318:

6. Note that the first usage of 從來 demonstrated here (“never”) we have already seen in lesson 9.

III. Homework Explanations (Workbook pp. 185-187)

1. Supplemental vocabulary for listening comprehension (p. 178 B1)

Although there are a number of unfamiliar vocabulary words in this passage, you should be able to understand enough from context to answer the questions.

2. Unfamiliar words

B3.	當…面	<i>dāng ... miàn</i>	in front of ...’s face
Dex.	背	<i>bèi</i>	recite from memory
D2.	獎學金	<i>jiǎngxuéjīn</i>	scholarship

2. Supplementary Grammar Notes

I. 壞了 *huàile* ‘...to an extreme’

(IC 316)

Pattern: **Adj.-壞了**

The **Adj.** is one syllable. If the desired **Adj.** has two syllables, it is reduced to one. For example, 著急--> 急; 快樂 --> 樂.

- 1) 今天早上有數學大考。我急壞了！“This morning there is a big math test. I’m worried sick!”
- 2) 我的錢包被老鼠咬(yǎo ‘bite’) 走了！讓我氣壞了。“My wallet was taken away by rats! It makes me hoppin’ mad!”

壞了 is more restricted in usage than 極了. It is used only with adjectives that describe an emotional or physical feeling. For now, use it only with these five adjectives: 急、樂、氣、餓、累 (*lèi* ‘tired’).

II. The adversative passive structure with 被 *bèi*

(IC 316-18)

(This section is meant to replace grammar point 5 in your textbook pages 316–318.)

English has active and passive sentences. In a passive sentence, the recipient of an action becomes the subject instead of the object.² For example:

- | | |
|--|-----------|
| 1a) Louise ate the fish. | (active) |
| 1b) The fish was eaten (by Louise). | (passive) |
| 2a) Someone stole my wallet. | (active) |
| 2b) My wallet was stolen (by someone). | (passive) |

² The English passive verb is composed of the verb “to be” combined with the past participle of the main verb.

Many passive sentences in English can be translated into Chinese without using any special words or grammatical structures. The correct meaning (active or passive) of the Chinese sentence is apparent from context. For example, the following Chinese sentences all correspond to English passives, and are structured with the object placed at the beginning of the sentence to function as a topic:

- 3) 水果都吃完了，應該去買了。“The fruit has all been eaten, we should go buy some more.”
- 4) 功課做錯了，他只好再做一次。“His homework was done wrong. He had no choice but to do it again.”
- 5) 房子租好了，明天就可以搬家了。“The house has been rented, you can move tomorrow.”
- 6) 魚吃了。“The fish has been eaten.”

Some English passive sentences correspond to Chinese 是…的 sentences, as in the following.

- 7) 這幾本書都是高明寫的。“These few books were written by Gāo Míng.”

Chinese has another, special kind of passive sentence, where the passivity is explicitly indicated by the word 被 *bèi*. Generally speaking, 被-sentences signify that something unpleasant was brought upon someone by someone else. Because suffering is involved, this type of passive sentence is called the “adversative passive”. The agent of the action, if specified, immediately follows 被, which can then be translated into English as “by”.

Pattern: **N + 被 + (Agent) + V**

“the **N** was **V**-ed (by the **Agent**). [in a harmful way]”

- 8a) 他被打了。“He was beaten.” [He suffered from this.]
- 8b) 他被爸爸打了。“He was beaten by his father.”
- 9a) 書被丟了。“The book was lost.” [The owner of the book suffered from this.]
- 9b) 書被郵局丟了。“The book was lost by the post office.”
- 10) 屈原被楚國國王趕到南方去了。“Qū Yuán was expelled to the South by the Lord of Chǔ.” [Qū Yuán suffered from this.]
- 11) 王朋養的老鼠被隔壁的人打死了。王朋想投江自殺。
- 12) 老師的缺點被學生批評得很厲害。
- 13) 小梅被她哥哥說哭了。結果哥哥被媽媽罵了一頓。

Sometimes 被 occurs with ordinarily neutral verbs that are modified to indicate a negative outcome, or are understood from context to convey a negative outcome.

- 14) 吃同屋的餅乾的時候，我被她看見了。

Negatives 不 and 沒, as well as adverbs such as 都 and 也, are placed before 被.

- 15) 我寫的信沒被郵局寄丟了。我忘了貼郵票！

16) 謝春梅不願意被父母送到國外去讀書。

As in some of the above sentences, the agent can sometimes be omitted. In this case, the person who carried out the action is unspecified. The same meaning exists if the generic agent 人 is used. Here are some more examples:

17a) 機器都被破壞了。我氣壞了！

17b) 機器都被人破壞了。我氣壞了！

18a) 名牌的牛仔褲已經被買完了。

18b) 名牌的牛仔褲已經被人買完了。

被 sentences usually refer to past actions. However, the pattern can also occur in hypothetical situations.

19) 要是你的錢都被老張花了，你就真的無法付學費！

Under the recent influence of Western languages like English, it is not uncommon in formal writing for 被 to be used in passive sentences that do not involve suffering. However, you should avoid such sentences yourself for now. (See examples (4) and (5) in the textbook, p. 318.)

***Sentence conversion using 被* 【改寫句子】：**

Transform the following sentences to the 被 passive.

20) 月餅都已經吃完了。

21) 李美春把錢都花完了。

22) 小柯把數學課本留在補習班裡。哎呀！我無法讀書！

23) 老師，我的壞貓咬 (yǎo 'bite') 了我的作業。

24) 同屋把白文山的信用卡拿走了。

25) 習題都作錯了。

26) 高本漢昨天批評了王力。

- 27) 小安剛把老鼠放走了。
- 28) 林雪梅打破了那面鏡子。
- 29) 我哥哥把我的電腦投到河裡去了。

III. 自然就 *zìrán jiù* ‘naturally, over the course of time’ (IC 319)

This adverbial usage of 自然 speaks about the natural outcome that stems from an action or process. **Sentence**₁ describes the action or process, which is the condition under which an outcome will naturally occur.

Pattern: **Sentence**₁, **S** 自然就 (會) **V**

- 1) 你每天都複習語法，自然就會考得好。“If you review the grammar every day, you will naturally test well.” (I.e. the outcome -- testing well -- will result automatically from the process -- reviewing daily. No other effort is necessary.)
- 2) **A:** 我感冒了，不太重，應該怎麼辦？。
- B:** 你休息幾天，多喝水，自然就會好了。

This pattern is always used to indicate that an outcome naturally comes about as the result of a process or the passage of a period of time. It is not used to express the idea of ‘naturally’ meaning ‘no wonder’. Thus the English sentence “You seldom exercise, so naturally you got tired!” could not be expressed in Chinese with this pattern.

IV. 不是…就是… *búshì... jiùshì...* ‘if not...then...’ (IC 320)

This is a review of a pattern we first saw in lesson 9.

Pattern: 不是 + **N / Phrase / Sentence** 就是 + **N / Phrase / Sentence**

- 1) 不是你，就是他。(e.g., when you are not sure whether **A** or **B** ate your piece of cake, but it had to be one or the other.)
- 2) 不是在家慶祝，就是去酒吧慶祝。
- 3) 不是他打基礎打得不好，就是他沒有上進心，考試才考得這麼不好。“If it isn’t that he’s established a poor foundation, then it’s that he has no ambition, that’s why he tests so poorly.”

4) 不是老師不夠嚴，就是學生不夠認真。

Sentence Completion 【完成句子】：

5) 不是_____，就是我去機場接姑媽。

6) 我下個月不是去德國旅行，就是_____。

7) 我喜歡睡覺，看小說。所以我週末_____，

就是_____。

V. 害得 *hàide* ‘causing harm such that...’

(IC 320-21)

Pattern: **Event, 害得 Harmful result**

The **Event** contributes directly to the **Harmful result**, which must be expressed as a full sentence. Note that, while 害得 literally means ‘cause harm such that’, it is often difficult to translate into English.

- 1) 我的壞貓把餅乾都吃完了，害得我沒有東西可吃。“My bad cat ate up all the cookies, such that I have nothing to eat.”
- 2) 謝老師天天罵學生，害得他們都不敢說話。“Teacher Xiè scolds the students each and every day, such that they dare not speak.”

Sentence Completion 【完成句子】：

3) 隔壁的人看球賽的時候一直大喊大叫_____。

4) 老師總是批評學生批評得很厲害_____。

5) 我的信用卡被同屋拿走了_____。

VI. 即使…也 *jíshǐ yě* ‘even if’

(IC 323)

In lesson 8, we learned the pattern 就是…也 ‘even if’. The new pattern 即使…也 is identical in meaning, but is more literary in usage. There are two basic structures using this pattern.

Pattern 1: 即使 **Sentence₁**, 也 **Sentence₂**
 ‘even if **Sentence₁**, **Sentence₂**’

Note that 即使 is movable in this pattern. It may come before or after the subject of **Sentence₁**.

- 1) 即使你不去，我也去。“Even if you don’t go, I’ll go.”
- 2) 他的態度很認真，即使壓力很大，他也會考得好。“He has a serious attitude. Even if the pressure is great, he will probably test well.”
- 3) 他即使有意見，也不敢提。
- 4) 即使你承認自己錯了，我也不願意再跟你討論了。

Pattern 2: 即使 **N**, 也 **Sentence**
 ‘even **N**, **Sentence**’

This second usage is identical to the 連…也 pattern we learned in lesson 13.

- 5) 那部電影很簡單，即使不會英文的人也看得懂。“That movie is simple. Even those who don’t know English can understand it.”
- 6) 我弟弟對人特別好，即使不認識的人他也願意幫助。“My brother is especially good to others. He is willing to help even those he does not recognize.”
- 7) 說漢語不難，即使最小的孩子也會。

Sentence Completion 【完成句子】：

- 8) 即使我的父母反對_____。
 - 9) 你即使給我一百塊錢_____。
 - 10) 即使沒有想像力的人_____。
 - 11) _____也能考得好。
 - 12) _____我也不跟你辯論。
 - 13) _____我也不跟他／她分手。
-

Now change the sentences you created above into 無論…都… or 連…都/也… sentences that have the same meaning.

14)

15)

16)

17)

18)

19)

3. Simplified Character Exercise

Asterisked characters are in the current lesson's vocabulary.

I. The traditional forms of these characters all have 車 in them.

Character	Pinyin	Simplified form (5 times)	Word (simp.)
連 连 连	_____	_____	_____
揮* 挥 挥	_____	_____	_____
輕* 轻 轻	_____	_____	_____
運 运 运	_____	_____	_____

II. These simplified characters were created by taking just part of the original form.

氣*	气	气	_____	_____	_____	_____	_____	_____
飛	飞	飞	_____	_____	_____	_____	_____	_____

III. In these characters a complex part of the original form has been replaced with X or 又.

難	难	难	_____	_____	_____	_____	_____	_____
漢	汉	汉	_____	_____	_____	_____	_____	_____
對	对	对	_____	_____	_____	_____	_____	_____
剛	刚	刚	_____	_____	_____	_____	_____	_____
風	风	风	_____	_____	_____	_____	_____	_____
觀*	观	观	_____	_____	_____	_____	_____	_____

4. Activities & Exercises

I. Practice with 自然就〔會〕

A

Ia. Ask your partner the following questions. Write down your partner's responses.

- 1) 我怎麼能減肥？
- 2) 我怎麼能提高身體健康？

Ib. Answer your partner using 自然就〔會〕.

B

Ia. Answer your partner using 自然就〔會〕.

Ib. Ask your partner the following questions. Write down your partner's responses.

- 3) 我怎麼能提高中文水平？
- 4) 我怎麼能記住生詞？

II. Practice with 的確

A

IIa. Make the following observation to your partner. Write down your partner's responses.

- 1) 二年級的中文壓力很大。
- 2) 那家餐館的菜很好吃。

IIb. Confirm your partner's observation using 的確.

B

IIa. Confirm your partner's observation using 的確.

IIb. Make the following observation to your partner. Write down your partner's responses.

- 3) 聽說日本的高中學生態度很認真。
- 4) 麗莎說你的中文老師特別嚴。

III. Practice with Adj. 壞了

A

IIIa. Say to your partner the following. Write down your partner's responses.

- 1) 你看起來很生氣。
- 2) 你有八個小時沒有吃飯了。

IIIb. Respond to your partner with **Adj.** + 壞了.

B

IIIa. Respond to your partner with **Adj.** + 壞了.

IIIb. Say to your partner the following. Write down your partner's responses.

- 3) 你現在很著急嗎？
- 4) 有人說你今天特別快樂。

IV. 合適／適合 Fill-in-the-Blank Exercise 【填空】

Fill in the blank with either 合適 or 適合.

- 1) 那件毛衣真_____你穿。
- 2) 那件毛衣對你很_____。
- 3) 三年級中文課不_____你，二年級大概對你比較_____。
- 4) 填鴨式的教育方式不見得_____每個學生。
- 5) 老師給我們的習題不是_____的作業。
- 6) 我得承認，上數學課用這種課本不太_____。

V. Sentence Conversion with 看來 【改寫句子】

Rewrite the following sentences with 看來 “it seems that...”, and translate into English.

- 1) 小王的數學老師看起來很嚴。
- 2) 有的老師看起來好像從來不考慮學生的特點和需要。
- 3) 我昨天晚上作了好幾個鐘頭的作業，但是十個答案 (*dá'àn* ‘answer’) 看起來都做錯了。

VI. Sentence Conversion 【改寫句子】

Rewrite the following four sentences so that each uses one of these grammar patterns from lesson 17, without changing the basic meaning. (Note that it may be necessary to omit some words when you rewrite in order to make the new sentences grammatical.)

不是…就是… 從來 即使…也… 害得

- 1) 我的同屋睡覺的時候大喊大叫，結果我簡直睡不好覺。
- 2) 他上課只跟老師辯論或者跟同學吵架。
- 3) 我以前沒有批評過老師。
- 4) 我這個星期放假很輕鬆，連白天也睡覺。

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. 305:

- 1) Line 11: 無 is classical Chinese for 沒有. It is used in many modern idioms and expressions.
- 2) In the same line, 不好意思 means ‘embarrassed, uncomfortable’. This is a very common expression in Chinese.
- 3) Line 12: 中小學 means 中學和小學. 中學 refers to both middle school (初中) and high school (高中).
- 4) Second line from the bottom: We have seen 指導 before in the word 指導教授. Can you guess what it means?

p. 307:

- 1) Line 1: 走極端 means ‘go to an extreme’.
- 2) In line 3, 死 is an adverb meaning ‘immersed in to the exclusion of all else’.
- 3) In line 4, 各 gè means ‘each’ (see lesson 1). 優缺點 is, like 中小學, a compound. What does it mean?

p. 309:

- 1) Line 4: 隨著 X 走 means ‘follows X’.
- 2) Line 4: 壓 is a verb meaning ‘to pressure, put pressure on’.
- 3) Line 6: 啟發式 is the “elicitation method” of teaching, in which students are not simply given facts presented by the teacher but are encouraged to ask questions, engage in critical thinking, and discover the facts for themselves.
- 4) Line 8: 美式 is an abbreviation for 美國方式.

-
- 5) Based on the entire text, summarize the differences between the American and Chinese education systems. What was your own educational experience as a child?

6. Supplementary Translation Exercises

For practicing lesson 17 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) I've never criticized a teacher before, but his shortcomings are simply too many! It's caused the harmful result that we don't have any way to study.
- 2) Being on vacation this week is so relaxing! Even if we have a test next Monday, as far as I'm concerned there won't be any pressure.
- 3) It seems that students who attend "cram" school naturally become test-taking machines!
- 4) Studying doesn't suit me (don't use 學習). If it's not that homework is too hard then it's that the pressure is too great. My attitude is indeed not serious!
- 5) My textbook was left (留 *liú*) in the library by Zhang Tianming. I'm hopping mad! [use 被 and 壞了]
- 6) In terms of teaching, American and Chinese methods are different. Americans attach importance to letting elementary school students give free rein to their imagination. China stresses competition, and makes students do a lot of homework.

- 7) I don't like teaching American students. Their attitude is simply not serious, especially high school students.
- 8) You should admit to your shortcomings! You regularly discriminate against poor people.

LESSON 18: 槍支與犯罪

1. Errata

Corrected or additional items are underlined.

I. Vocabulary Corrections (Textbook pp. 331-334)

犯罪		<u>vo, n</u>	<i>fàn zuì</i>	commit a crime; <u>crime</u>
打獵	打獵	<u>vo</u>	<i>dǎliè</i>	go hunting
走火		<u>vo</u>	<i>zǒu huǒ</i>	(of firearms) discharge accidentally
碰		<u>v</u>	<i>pèng</i>	touch, <u>bump</u>
理智		<u>n, adj</u>	<i>lǐzhì</i>	senses; reason; <u>rational</u>
正		<u>adv</u>	<i>zhèng</i>	just; precisely
出事		<u>vo</u>	<i>chū shì</i>	have an accident; <u>something bad happens</u>
救命		<u>vo</u>	<i>jiù mìng</i>	save (someone's) life
腳	<u>腳</u>	<u>n</u>	<i>jiǎo</i>	<u>foot(step)</u> [add after 罪犯]
查		<u>v</u>	<i>chá</i>	investigate; check; <u>look up</u> (e.g. 查字, 查字典)
放火		<u>vo</u>	<i>fàng huǒ</i>	set <u>a</u> fire
規定	<u>規定</u>	<u>v, n</u>	<i>guīdìng</i>	stipulate; stipulation, <u>rule, regulation</u>
受到		<u>vc</u>	<i>shòudào</i>	receive (influence, restriction, etc.)
賭博	賭博	<u>vo, n</u>	<i>dǔbó</i>	gamble; <u>gambling</u>
基本上		<u>adv</u>	<i>jīběnshàng</i>	basically, fundamentally
尤其是			<i>yóuqí shì</i>	particularly, <u>especially</u>
隨之	隨之		<i>suí zhī</i>	<u>along with this</u> (之 is a classical Chinese pronoun meaning 'it')

Character notes:

- The right sides of 保護的護 and 權力的權 are different. The latter has the same component as 喜歡的歡 and 參觀的觀. (You have seen the character 護 before in 護士 'nurse'.)
- The radical of 犯, 獄 and 獵 is a simplified form of 犬 *quǎn* 'dog', and should not be confused with the 'hand' radical in characters like 打 and 搶.

Usage notes:

- 手段 vs. 辦法 vs. 方式: All three of these words may be translated ‘method’ in English, but their meanings and usage are different. 方式 means simply the way or manner in which something is done. Thus 生活方式 is a ‘way of living’ and 教育方式 is a ‘way of educating’. 辦法 is a way of solving or dealing with a problem or challenge, as in 我沒有辦法解決這個問題. 手段 is a means or technique of achieving a result.
- 搶劫 vs. 偷〔竊〕: Both terms refer to theft. 偷竊 is used when something is stolen without the victim being aware at the time; it is theft involving stealth rather than force. 搶劫 on the other hand involves violence or assault. The object of 偷竊 is the stolen item, while the object of 搶劫 is the placed robbed. Compare: 偷竊信用卡 “steal a credit card” and 搶劫銀行 “rob a bank”.
- 支 vs. 枝: These characters are basically interchangeable when used to write the measure word *zhī* for long thin rigid objects.
- 監獄: ‘go to jail’ is 進監獄; ‘be in jail’ is 〔關〕在監獄裡; ‘put in jail’ is 關進監獄. For example: 那個罪犯被關進監獄。
- 禁止 vs. 取締: 禁止 is most commonly used with verbs (禁止販賣毒品), 取締 most commonly with nouns (取締毒品). However, they are interchangeable in some cases.
- 全面 vs. 完全: 全面 means ‘complete’ in the sense of encompassing all aspects of something, while 完全 means ‘complete’ in the sense of finished or perfected. Thus 全面取締 means to ban under all circumstances or in all aspects.

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

亂放、不然、走火、收好、理智、舞刀弄槍、放火、言論、保障、受到、羔羊、任人宰割、販賣、取締、打擊、強制、消滅、如、貧富不均、價值觀念、紊亂、法規、健全

難寫的字：獵 亂 舞 警 察 監 獄 腦 憲 權 博 擊
竊 滅

II. Grammar Corrections (Textbook pp. 335-340)

p. 335:

You can ignore grammar point 1. The second paragraph is an attempt to explain VO (verb-object) structures.

Delete the meanings “it so happens, coincidentally” for 正. Before example (2), insert: **正好 is idiomatic for “it just so happens, coincidentally”, expressing a fortuitous event. See lesson 3.**

p. 336:

Replace the second sentence, which begins “It is synonymous with ...”, with:

It is a non-movable adverb, appearing before the verb in the second of two linked clauses.

The last line on the page ends with the character “和”.

p. 337:

Delete the sentence which says that 等 and 等等 are used interchangeably. Replace it with: **等等 marks the end of a partial list, and ends the sentence. “等 + NP” marks the end of either a complete or partial list, which is summarized, categorized, or enumerated by the noun phrase which follows. For example, (1) is a complete list; the NP ‘three countries’ summarizes the list contents. (3) is a partial list; the NP ‘five cities’ summarizes the list contents.**

p. 339:

Add “...嗎” to the 難道 pattern.

III. Homework Explanations (Workbook pp. 196-198)

1. Supplemental vocabulary for listening comprehension (p. 190 B1)

lǚxíngtuán tour group

2. Unfamiliar words

A2.	可惜	<i>kěxí</i>	a shame; too bad
B3.	人擠人	<i>rén jǐ rén</i>	people crowding each other
Cex.	可	<i>kě</i>	indeed
Cex.	開玩笑	<i>kāi wánxiào</i>	fool around, make a joke
C1.	考上	<i>kǎoshàng</i>	test into
Eex.	發現	<i>fāxiàn</i>	discover
Eex.	偷	<i>tōu</i>	steal
E1.	檢查	<i>jiǎnchá</i>	inspect, checkup

2. Supplementary Grammar Notes

I. 正 *zhèng* ‘just, precisely’

(IC 335-36)

(S) 正 VP

Used by itself, 正 is an **Adv.** meaning ‘precisely; just’.

- 1) 我正要談這個問題。 “I want to talk about exactly this question.”
- 2) 正因為老柯要保護他的子女，所以他不敢買槍枝。 “Precisely because old Kē wants to protect his children, he dares not buy a firearm.”

It is often used in conjunction with 是. 正是 is identical to 就是 both in terms of meaning and

usage.

- 3) 這正是美國藥比別的國家貴的原因。“This is precisely the reason that American medicine is more expensive than in other countries.”
- 4) 警察所以不願意進去抓罪犯，正是因為她有三四枝槍。“The reason the police were unwilling to go in and seize the criminal is precisely because she had three or four firearms.”

(S) 正在 VP [呢]

正在 means ‘right in the midst of’, and indicates that the **V** is just now in progress.

- 5) 小心！老謝剛進了浴室開始洗澡，她正在唱歌。太危險了！“Be careful! Old Xiè just went into the bathroom and started to shower. She is right in the midst of singing a song. It’s too dangerous!”
- 6) 張力今天腦子真不正常。他正在用肥皂洗電腦呢。“Zhāng Lì’s mind really isn’t normal today. He is right now using soap to wash his computer.”

See *IC Level*, lesson 15 for review of this usage.

正好

正好 is an **Adv.**, and literally means ‘precisely good’. It is idiomatic for ‘it just so happens, coincidentally’, and expresses that an event is fortuitous. For further review, see lesson 3.

- 7) 我原來想請林雪梅去看武打片，可是她已經走了。我排隊買票的時候正好碰到她。“Originally I wanted to invite Lín Xuěméi to go see a martial arts movie, but she had already left. When I lined up to buy a ticket it just so happened that I ran into her.”
- 8) 他差點兒投江自殺。真可怕！警察正好來了救他的命。“He was just about to throw himself in the river and commit suicide. It was truly scary! It just so happened that the police arrived and saved his life.”

II. 並 *bìng* ‘in addition, furthermore, and also’

(IC 336)

Pattern: **Sentence₁, (S/Topic) 並 V**

並 is an immovable adverb, appearing before the **V** in the second sentence. It is more formal than 也 or 還.

- 1) 中國禁止賭博和販賣毒品，並取締妓女，打擊偷竊搶劫。“China prohibited gambling and drug trafficking, and furthermore suppressed prostitution and struck against stealing and robbery.”
- 2) 王朋的文章介紹中國經濟發展很快的原因，並指出了一些問題。“Wáng Péng’s article introduces the reasons for the fast development of China’s economy, and in addition points out a few problems.”

- 3) 他常常賭博，並販賣酒，真讓人生氣。
4) 法律禁止罪犯，並限制他們的權利。

III. 只要…就… *zhǐyào ... jiù* ‘so long as...’

(IC 338)

Pattern: 只要 **Sentence₁**, (**S/Topic**) 就 **V/Adj.**

只要 is a conjunction, and hence must come at the beginning of the sentence.

The 只要 clause indicates a minimum condition; so long as that condition is met, the **V/Adj.** will occur, regardless of all other factors.

- 1) 只要你天天運動，少吃肥肉，你就不會得心臟病。“So long as you exercise every day and eat less fat, you are not likely to get heart disease.”

Compare this to 只有…才. 只有…才 sentences also indicate a precondition to the **V/Adj.**, but in 只有…才 sentences, the condition describes the *only* circumstance under which the **V/Adj.** will come about.

Thus, the 只要 pattern tends to be expansive and positive (‘it will happen as long as...’) while the 只有 pattern tends to be limiting and negative (‘it won’t happen unless...’). Note the difference in the following examples:

- 2) 只有你動手術，你的病才會好。“Only if you have surgery might you recover from your illness.”

In the above example the prognosis is pessimistic. The speaker believes surgery is the only choice.

- 3) 只要你動手術，你的病就會好。“So long as you have surgery, you will likely recover from your illness.”

The prognosis is optimistic. As long as surgery is performed, a positive outcome is assured.

- 4) 只有高蘭去，我才去看電影。“Only if Gāo Lán goes will I go to see a movie.”

The speaker and 高蘭 are inseparable. 高蘭’s participation is the only condition under which he will see the movie.

- 5) 只要王朋去，我就去看電影。“So long as Wáng Péng goes, I will go see a movie.”

As long as 王朋 is going, that’s good enough for the speaker. Other factors are irrelevant.

Sentence Completion 【完成句子】：

- 6) 只要你有錢，_____。
- 7) 只要你承認你自己又錯了，_____。

-
- 8) 只要你每天都運動三十分鐘，_____。
- 9) 只要你小心，不亂放槍，_____。
- 10) 只要小學生基礎打得好，_____。

IV. 等 and 等等

(337)

等 and 等等 both come at the end of enumerative lists. There are however syntactic and functional differences between the two.

Pattern 1: **X, Y, Z 等等**

等等 is syntactically and functionally identical to 什麼的. 等等 comes at the end of a clause, and indicates that what precedes is a partial or incomplete list. It can be translated ‘*et cetera*’.

1) 在理想的社會裡，不需要法律、警察、政府等等。“In an ideal society, you don’t need laws, police, government, etc.”

Pattern 2: **X, Y, Z 等 (Det./ Num. + M) Category**

等 comes at the end of either an incomplete or a complete list. If the total number of items in the list is not specified, then context will tell which meaning is intended. 等 must be followed by a **Category**, which summarizes the contents of the list.

Suppose your room has four pieces of furniture in it: a desk, a chair, a bed, and a wardrobe. The following sentences could all be used to describe the room’s contents:

- 2a) 屋子裡有書桌、椅子、床等等。(Pattern 1) “In the room are a desk, chair, bed, etc.”
- 2b) 屋子裡有書桌、椅子、床等傢俱。“In the room are a desk, chair, bed, and other furniture.” [This list is incomplete.]
- 2c) 屋子裡有書桌、椅子、床等四種傢俱。“In the room are four kinds of furniture including a desk, a chair, and a bed.” [This list is incomplete.]
- 2d) 屋子裡有書桌、椅子、床、衣櫃等傢俱。“In the room are these pieces of furniture: a desk, chair, bed, and wardrobe.” [This list is complete.]
- 2e) 屋子裡有書桌、椅子、床、衣櫃等四種傢俱。“In the room are four kinds of furniture, namely a desk, a chair, a bed, and a wardrobe.” [This list is complete.]

In (b) and (d) above, the sentence itself does not indicate whether the list is complete or incomplete. Both sentences are ambiguous. Only our knowledge of what is in the room tells us which is complete or incomplete and allows us to give an accurate English translation. In (c) and (e), we can tell whether the list is complete or incomplete by comparing the number of listed items with the total number of items specified. It may seem to you that in (d) and (e) the use of

等 with complete lists is somewhat illogical. This is, however, a common stylistic device found in Chinese writing.

Here is another example of a potentially ambiguous sentence:

- 3) 憲法保障言論自由、集會自由、帶槍權利等法律權利。

“The constitution ensures the political rights of freedom of speech, freedom of assembly, and the right to bear arms.” [complete list]

or

“The constitution ensures such political rights as freedom of speech, freedom of assembly, the right to bear arms, and so on.” [incomplete list]

The sentence can be made more specific by preceding the **N** with a **Number + Measure** expression.

- 4) 憲法保障言論自由、集會自由、帶槍權利等十種法律權利。“The constitution ensures ten political rights including freedom of speech, freedom of assembly, the right to bear arms, and so on.”

A note on punctuation: The English comma corresponds to two different punctuation symbols in Chinese, which have different functions. The 頓號 *dùnhào* (、) is used to separate items in a list or series. The 逗號 *dòuhào* (，) is used to indicate a pause between phrases and clauses. The listed items preceding 等 or 等等 should be separated with 、. Note that no punctuation mark is used after the last item preceding 等.

Answering Questions 【回答問題】：

Answer the following using 等 or 等等. Using the items listed in parentheses at right, first respond with an incomplete list, then respond with the complete list. Be sure to use the optional **Det. # M** with 等 in some of your answers.

- 5) 你屋子裡有什麼？ (desk, chair, bed, wardrobe)

[incomplete]

[complete]

- 6) 美國有哪些主要城市？ (New York, Los Angeles, Chicago)

[incomplete]

[complete]

- 7) 你在中國過了哪些節日？ (New Years, Lantern Festival, Dragon Boat Festival)

[incomplete]

[complete]

- 8) 你去過什麼國家旅行？ (Mexico, Canada, Japan)
 [incomplete]
 [complete]
- 9) 社會上有什麼犯罪現象？ (theft, gambling, drug trafficking)
 [incomplete]
 [complete]

V. 萬一 wànyī ‘just in case’ (337)

萬一 is followed by a contingency for which one must plan (see lesson 10). It is often followed by 就.

- 1) 把我的電話和地址寫下來，_____，就可以找我。
- 2) 你什麼保險都沒有。_____，怎麼辦？
- 3) 你應該小心！_____，你會殺死人。
- 4) 我有槍在我房子裡，_____，_____。

VI. 難道…嗎？ nándào ma? ‘do you mean to say...?’ (IC 339)

We first encountered 難道…嗎？ in lesson 4. In rhetorical questions, 難道 means ‘do you mean to say/imply?’ 難道 sentences express disbelief or shocked surprise. They may be translated as ‘Is it possible that...?’ ‘Can it be that ...?’ ‘How can it be that...?’

One must always use 嗎 with 難道. **V-not-V** and **QW** questions do not work.

- 1.) 難道你願意像羔羊一樣任人宰割嗎？ “Could it be that you are willing to allow yourself to be slaughtered like a lamb?”
2. 難道你不願意全面禁止販賣槍的廣告嗎？ “Is it possible that you are unwilling to [implement] a comprehensive ban on ads for gun sales?”
- 3.) 難道你不覺得買槍來保護自己和言論自由、集會自由一樣嗎？

VII. 通過 tōngguò and 經過 jīngguò ‘by means of, through, by’ (IC 339-40)

Pattern: **(S/Topic) 通過 X, V**

通過 **X, (S/Topic) V**

'S does V by means of X'

通過 is used to indicate the specific manner or method by which an action is carried out. This method can be a noun phrase or a verb phrase. 經過 is similar. It is usually used when describing a process or an experience rather than a method. In this lesson we will focus on 通過, but you will see some examples of 經過 as well.

- 1) 警察通過苦心的調查最後抓了那個小偷。 “Through painstaking investigation, the police in the end caught that thief.”
- 2) 政府通過經濟改革等各種手段提高了老百姓的生活水平。 “By means of economic reform and other methods, the government raised the living standards of the common people.”

The entire 通過 phrase behaves like a movable adverb; it may also precede the **S**, as in the following examples.

- 3) 經過幾個小時的討論，學生們想出辦法來解決問題了。 “By means of several hours of discussion, the students thought of a way of dealing with the problem.”
- 4) 通過認真的準備，小王這次考試得到了很高的成績。 “Through serious preparation, little Wáng got a high grade on the test this time.”

Note that **X** must be a noun phrase or a nominalized verb phrase. Plain verbs and verb-object constructions are automatically nominalized after 通過, so that 討論 ‘to discuss’ takes on the nominal meaning ‘discussion’ and 執行法律 ‘to implement laws’ takes on the nominal meaning ‘implementation of laws’. However, Subject-Verb constructions must be explicitly nominalized with 的 (you have seen this type of nominalization before with 隨著 in lesson 15). Thus 醫生幫助 ‘the doctor helps’ must be changed to 醫生的幫助 ‘the doctor’s assistance’ in order to be used with 通過.

Examples of noun phrases you can use with 通過 include:

討論 ‘discussion’	調查 ‘investigation’	人的介紹 ‘(person’s) introduction’
教育	人的幫助	手段 規定 練習

For example:

- 5) 通過醫生的幫助，小李最後好起來了。 “By means of the doctor’s help, Little Lǐ in the end got better.”

Be careful not to construct sentences that have two subjects. It is NOT possible to say “醫生通過幫助，小李…”.

Sentence Completion 【完成句子】:

- 6) 警察通過調查發現 (fāxiàn ‘discover’) _____。

- 7) 經過中國的旅行，我才體會到_____。
- 8) 政府通過_____使販賣毒品的現象消失了。
- 9) 我通過_____得到了A 的成績。
- 10) _____，我們決定放暑假要去墨西哥旅行。
- 11) _____，你一定可以得到你理想的工作。

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.)
監* 监 监	_____	_____	_____
籃 篮 篮	_____	_____	_____
執* 执 执	_____	_____	_____
報 报 报	_____	_____	_____
權* 权 权	_____	_____	_____
觀 观 观	_____	_____	_____
歡 欢 欢	_____	_____	_____
槍* 枪 枪	_____	_____	_____
搶* 抢 抢	_____	_____	_____

濟*	济	济	_____	_____	_____	_____	_____	_____
擠	挤	挤	_____	_____	_____	_____	_____	_____
論*	论	论	_____	_____	_____	_____	_____	_____
輪	轮	轮	_____	_____	_____	_____	_____	_____
選	选	选	_____	_____	_____	_____	_____	_____
憲*	宪	宪	_____	_____	_____	_____	_____	_____

4. Activities & Exercises

I. Fill-in-the-blank with 正 【天空】

Fill in the blank with 正, 正好, 正是 or 正在.

- 1) 我_____今天有空，我可以陪你去監獄看你的親戚。
- 2) 他打電話來的時候，我_____查他的電話號碼。
- 3) _____因為罪犯很多，你應該買枝槍用保護你自己。
- 4) 製藥公司提高價格_____美國藥比別的國家貴的原因。
- 5) 我那天出事，警察_____就在附近，救了我的命。
- 6) 那件事情警察_____調查，還沒有什麼結果。
- 7) 你最喜歡的菜是芥蘭牛肉嗎？太好了，那_____我_____做的菜。

II. Practice with 只要…就…

A

IIa. Have your partner answer the following questions. Write down your partner's responses.

- 1) 你要不要陪我去看電影？
- 2) 你將來怎麼會找好的工作呢？

IIb. Answer your partner using the 只要…就 'as long as' pattern.

B

IIa. Answer your partner using the 只要…就 ‘as long as’ pattern.

IIb. Have your partner answer the following questions. Write down your partner’s responses.

- 3) 你不怕變成考試機器嗎？
- 4) 我們明天可以不可以去公園看花？

III. Practice with 只要 and 只有

Decide which is better in the following sentences, 只有…才… or 只要…就… If either is appropriate, explain the difference in meaning:

- 1) A: 申請研究所，壓力很大。我怎麼辦？
B: 別緊張，_____ 你申請很多，_____ 一定能申請到。
- 2) A: 聽說他的病很嚴重。
B: 對，他要動手術，醫生說 _____ 他每天都吃藥，好好地休息 _____ 會好。
- 3) 你的中文發音已經很不錯了！ _____ 你去中國待一段時間 _____ 跟中國人一樣清楚。
- 4) 你的中文發音問題很多。 _____ 你天天聽錄音帶 _____ 會說得清楚。
- 5) _____ 我們有帶槍支的權利 _____ 能保護自己和自己的家庭。

IV. Practice with 通過

A

IVa. Ask your partner the following question. Write down your partner’s response.

- 1) 你的中文水平怎麼已經提高到這麼高呢？

IVb. Answer your partner using 通過.

B

IVa. Answer your partner using 通過.

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

- 2) 政府怎麼使犯罪的現象減少了？

V. Sentence Conversion with 連…都…【改寫句子】

Pattern: 連 **V** 都 **Neg. V**

'Not even **V**'

This pattern is derived from a negative verb phrase such as 不V, 沒V, 不會V, V不C, etc. The simple verb is copied out of this phrase and placed after 連. In the example below, the negative verb phrase is 不想碰 and the simple verb is 碰.

Example: 槍這東西我連碰都不想碰。"As for guns, I don't want to even touch them."

See the more detailed explanation of this pattern in lesson 13.

Convert the following into 連…都… "not even" sentences:

- 1) 他吃不下。
- 2) 王朋真不高興。他不笑。
- 3) 槍他沒開過。(kāi qiāng (vo) 'fire a gun')
- 4) 警察沒調查。

VI. Reading Comprehension 【閱讀練習】

最近李哲和他的同屋唐蘭爭論槍這東西。李哲覺得全世界上沒有哪個國家的人像美國人那麼愛槍。結果，美國是世界上犯罪率最高的國家之一。買槍太容易，罪犯一出了監獄，就可以進槍店買幾枝槍。他認為我們最好全面禁止帶槍，私人不應該有槍，可是這樣難免會引起很多人的反對。因此他建議我們要求政府多僱警察，調查買槍人的背景來解決這個問題。唐蘭完全不同意李哲的看法。她不擔心犯罪，但是她覺得正因為那麼多人有槍，得買槍保護自己。她也認為帶槍是一種法律權利，跟言論自由、集會自由一樣不應該受到什麼限制。

- 1) Lǐ Zhé sees a cause and effect relationship between:
 - a. the free availability of guns in America and the American love for guns.
 - b. the ease with which guns can be purchased and an increase in the crime rate.
 - c. America's high rate of gun ownership and an increase in the crime rate.
 - d. the American love for guns and America's high crime rate.
- 2) What practical suggestion does Lǐ Zhé make to address the perceived problem?
 - a. That citizens demand that the government hire more police and investigate gun sellers.
 - b. That the government hire more police and do background checks.
 - c. That the government investigate gun buyers and prohibit firearms sales.
 - d. That individuals should not own firearms and the government should ban gun sales.
- 3) Which of the following assertions does Lǐ Zhé make?
 - a. 罪犯一出了監獄，一定就到處殺死人。
 - b. 很多罪犯前腳出了監獄，後腳就進槍店。
 - c. 現在槍店常常查買槍的是什麼人。
 - d. 只有全面禁止槍枝，不讓私人有槍，我們才解決這些問題。
- 4) Táng Lán believes that _____ necessitates the purchase of a weapon.
 - a. concern for crime
 - b. widespread gun ownership
 - c. insufficient numbers of police
 - d. self-defense against robbery
- 5) When Táng Lán mentions 言論自由 and 集會自由, her goal is to:
 - a. argue that gun ownership should be a constitutional right.
 - b. prevent the prohibition of gun ownership.
 - c. assert that gun ownership should be completely unrestricted.
 - d. argue that legal rights such as gun ownership and freedom of speech and assembly should sometimes be infringed upon.

VII. Vocabulary Usage 【詞語練習】

Fill in each blank with the letter for the appropriate phrase.

- | | | | | |
|--------|--------|-------|--------|--------|
| (a) 查 | (b) 放 | (c) 等 | (d) 等等 | (e) 難道 |
| (f) 著急 | (g) 正好 | (h) 好 | (i) 萬一 | (j) 正是 |
| (k) 正在 | (l) 紊 | | | |

Dialogue 1:

A: 你別亂_____槍!

B: 你_____什麼?我_____把槍放_____呢。

A: _____你不小心,走了火就會殺死人。

Dialogue 2:

A: _____她的電話號碼你連_____也沒查嗎?

B: 我所以沒查電話,_____因為她昨天說她的電話壞了。

A: 好。要是你碰到她的話,就要告訴她顏色、大小、牌子、價錢_____。

VIII. Buying a Weapon



手槍



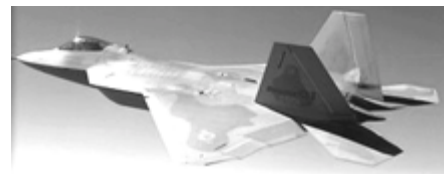
飛彈
fēidàn



半自動手槍



機槍



戰鬥機
zhàndòujī

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.

Error: p. 328 line 12: (*simplified only*:) change the traditional character 著 to the simplified form 着.

p. 325:

- 1) What does the title of the text mean? What would an appropriate English translation be?
- 2) What is the grammatical structure of the words 收好，放好，走火，亂放? What meaning does the resultative complement 好 have in the first two words? Make a negative potential complement (“cannot ...”) out of the first three words.
- 3) What exactly is Yuēhàn worried might happen with the gun?
- 4) Did the gun fire? What words can you add to the last phrase to make the meaning more explicit?

p. 327:

- 1) In line 1, 你緊張什麼 is a colloquial use of ADJ + 什麼 to mean “What are you so ADJ about?”
- 2) What is the meaning of 讓 in line 2?
- 3) In line 6, a word has been left out because this is very colloquial language. What word is missing?
- 4) The use of 連 ... 也 in line 6 is not the usage we have seen most often, but we did discuss it back in lesson 13. What does this line mean?
- 5) In the next line, what tone (second or fourth?) should 為 be read in? What does it mean?
- 6) What kind of comparison is Yuēhàn making between the US and other countries?
- 7) Given the fact that in America 很多人有槍, what different conclusions do Yuēhàn and Zhāng Tiānmíng draw from it?
- 8) Summarize Yuēhàn’s arguments for gun control. Pay special attention to his statement about what gun shops do and don’t do; make sure you can break down this long sentence into meaningful pieces. What four things does Yuēhàn feel gun shops should be checking up on?
- 9) 前腳 and 後腳 here refer to ‘first step’ and ‘next step’ respectively. 前 and 後 here refer to sequence in time, not position in space.
- 10) What is the subject of the phrase 一定有調查買槍人的背景? In other words, who is supposed to do the investigating?
- 11) 算了吧 is a very common Chinese expression. It often means “forget it”, or “nevermind”. Here the sense is more like “that doesn’t count for anything”.
- 12) What rights does Zhāng Tiānmíng refer to in the last paragraph, and what are the common English terms for them? What kind of argument against gun control is he making here?

p. 329:

- 1) Line 5: 如 means 比如 (see lesson 15).
- 2) What happened in China in 1949?
- 3) List the activities which the Chinese government suppressed after 1949. Note that three different verbs are used to describe the suppression. Are these verbs interchangeable in this context? Why or why not?
- 4) What was the result of this suppression? What methods were used to carry it out?

-
- 5) How much of the second sentence can be considered the “object” of 通過?
 - 6) What factors have led to increased crime rates in China in the last decade?
 - 7) Can you rewrite the sentence with 隨之 to be a 隨著 sentence instead?
 - 8) In the end, does the author feel that China is a dangerous place or not?

6. Supplementary Translation Exercises

For practicing lesson 18 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) The American constitution ensures the right of free speech, the right of free assembly, and other legal rights, [use 等 + N] and furthermore ensures the right to bear arms (= carry guns).

- 2) By means of trafficking in drugs, stealing, robbing, etc., I earned a lot of money. But in jail there's nothing to buy.

- 3) When Zhāng Tiānmíng bumped into me, by fortunate coincidence I was right in the middle of making dinner. He happily said, “Steamed fish is precisely my favorite dish!”

- 4) In our society, as long as criminals give money, they can buy guns. In case something bad happens, how can I protect myself?

- 5) I'm not right in the head today. I left my gun lying around in the kitchen and the gun went off. Now the police are in the middle of investigating this incident. At least I didn't kill anyone!

- 6) Do you mean to say that you are willing to let your children buy guns? You should be more

careful!

- 7) By means of a variety of methods, the government of Nánjīng made two kinds of criminal phenomena—gambling and robbery [*note: this is a complete list*—disappear. So long as they implement laws and regulations, it will likely guarantee societal safety.

LESSON 19: 動物與人

1. Errata

Corrected or additional items are underlined.

I. Vocabulary Corrections (Textbook pp. 347-350)

可憐	可憐	<u>adj.</u> , v	<i>kělián</i>	pitiable, <u>to pity</u>
剪		v	<i>jiǎn</i>	cut (e.g. hair, paper; <u>anything using scissors</u>)

II. Grammar Corrections (Textbook pp. 350-356)

p. 353:

“其中” means “of them, among them, out of them”. It is used to refer to a subgroup, or to specify a breakdown, of the category or group previously mentioned.

2. Supplementary Grammar Notes

I. 其中 *qízhōng* ‘among them, of them’ (IC 353)

其中 is preceded by a sentence that mentions a category or group. 其中 is used to refer to a subgroup, or to specify a breakdown of the whole group. It is often used together with a quantifier (有 + Num + MW, 很多, 多半 etc.) to mean ‘of them, there are amount that...’

Pattern 1: **Sentence** (mentions Category / Group), 其中 **N** + **Comment**

Pattern 2: **Sentence** (Cat. / Group), 其中 (有) **amount** + **Comment**

In Pattern 1, N is a definite noun (such as a personal name).

1a) 我有三個同屋，其中麗莎是最聰明的。 “I have three roommates. Of them, Lisa is the smartest.” [Pattern 1]

1b) 我有三個同屋，其中兩個是加拿大人。 “I have three roommates. Of them, two are Canadian.” [Pattern 2 without 有]

-
- 1c) 我有三個同屋，其中有兩個是中國人。“I have three roommates. Of them, there are two who are Chinese.” [Pattern 2 with 有]
- 2) 我們這個附近有三個工廠，其中有一個排出很多廢水，兩個排出廢氣，對我們這附近造成很多污染。“In this neighborhood of ours there are three factories. Among them there is one which discharges waste water, and two which discharge waste steam. They cause a lot of pollution for the neighborhood.”
- 3) 中國是能源大國，有煤、石油等能源。其中煤是比較便宜的。“China is a major energy-resource country, with coal, oil, and other energy resources. Of these coal is relatively inexpensive.”

Sentence Completion 【完成句子】：

Complete each sentence twice, once with Pattern 1 and once with Pattern 2.

- 4) 我們中文課有二十幾個學生， _____

- 5) 我這個學期選了四門課， _____

- 6) 美國的憲法保障很多權利， _____

3. Simplified Character Exercise

Materials have not been developed for this section.

4. Activities & Exercises

Materials have not been developed for this section.

5. Reading Guidelines

Materials have not been developed for this section.

6. Supplementary Translation Exercises

Materials have not been developed for this section.

LESSON 20: 環境保護

1. Errata

Corrected or additional items are underlined.

I. Vocabulary Corrections (Textbook pp. 361-363)

總	总	adv	<u>zǒng</u>	總是“always”
項	项	m	<u>xiàng</u>	<u>m for projects and activities</u>
造成		<u>vc</u>	<u>zàochéng</u>	cause, lead to
聯邦	联邦	n, <u>adj</u>	<u>liánbāng</u>	<u>federation</u> ; federal
成本		n	<u>chéngběn</u>	<u>production</u> cost
原來如此	原来如此		<u>yuánlái rúcǐ</u>	so that's the reason, <u>so that's how it is</u>
毒		n, <u>v</u>	<u>dú</u>	poison, toxin; to poison
失業	失业	<u>vo</u>	<u>shī yè</u>	be out of work; <u>lose one's job</u>
<u>發電</u>	<u>发电</u>	<u>vo</u>	<u>fā diàn</u>	<u>generate (electric) power</u> [add after 週期]
大多		adv	<u>dàduō</u>	mostly
排放		<u>vc</u>	<u>páifàng</u>	discharge; let out
危害		v, <u>n</u>	<u>wēihài</u>	harm

Note: You are responsible for the following seven vocabulary items from lesson 19, which occur in the text and/or homework of lesson 20:

動物、研究、實驗、由於、增加、採取、措施
 動物, 研究 and 增加 are primary vocabulary; the other four are reading vocabulary.

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

廢渣、三廢、化工、松樹林、害蟲、臭氧層、酸雨、不堪設想、造價、週期、二氧化硫、污染源、煤爐、需求量、與日俱增、日益加劇

難寫的字：廢 實 驗 聯 蟲 層 酸 爐

II. Grammar Corrections (Textbook pp. 364-371)

p. 366:

3. Add to the explanation: **Both alternatives are problematic or unpleasant.**

III. Homework Corrections (Workbook pp. 218-220)

p. 218:

A1. Change “_____ 他” to “他 _____”.

B: Insert “常常” between the quotation marks.

IV. Homework Explanations (Workbook pp. 218-220)

1. Supplemental vocabulary for listening comprehension (p. 213 B2)

<i>nánfāng</i>	south
<i>xiǎo zhèn</i>	small town
<i>xǐnglái</i>	wake up
<i>fāxiàn</i>	discover, find out
<i>hémiànshang</i>	on the surface of the river
<i>pàomò</i>	foam
<i>jīngguò</i>	same as <i>tōngguò</i>
<i>dāngdì</i>	local
<i>huánbǎo jú</i>	environmental protection agency
<i>tōutōu de</i>	secretly
<i>chǎngzhǎng</i>	head/manager of the factory (<i>chǎng</i> = <i>gōngchǎng</i>)
<i>gōngrén</i>	(factory) workers
<i>lǐngdǎo</i>	leader(s)
<i>shēn yè</i>	in the middle of the night
<i>fāshēng</i>	happen, occur
<i>rìcháng</i>	daily, normal
<i>shēnghuó</i>	life
<i>kùnnán</i>	difficulties, hardships
<i>gǎishàn</i>	improve

2. Unfamiliar words

A1.	平時	<i>píngshí</i>	usually
B2.	歐洲	<i>Ōuzhōu</i>	Europe
B3.	治	<i>zhì</i>	cure (illness)
D1.	婚禮	<i>hūnlǐ</i>	wedding ceremony
D3.	教授	<i>jiàoshòu</i>	professor
Eex.	表	<i>biǎo</i>	(wrist)watch
E2.	條件	<i>tiáojiàn</i>	qualifications
Fex.	場	<i>cháng</i>	period (measure word)
F1.	建	<i>jiàn</i>	build, establish
F1.	就業	<i>jiù yè</i>	opposite of 失業

2. Supplementary Grammar Notes

I. 怎麼 vs. 為什麼 *zěnmě vs. wèishénme*

(IC 364)

In addition to its literal meaning ‘how’, 怎麼 can also be used to ask ‘why’ or ‘how come’. It differs from 為什麼 in that it used to express bewilderment or dissatisfaction rather than to ask about the reason for something. It is always used when the speaker finds the situation to be unexpected.

In any particular sentence, the two words may be interchangeable. But their connotations will be quite different. 為什麼 is used to seek information; 怎麼 is used to express a feeling.

Compare these two sentences:

- 1) 張天明為什麼沒有來？“Why has Zhāng Tiānmíng not come?”
- 2) 張天明怎麼沒有來？“How is it that Zhāng Tiānmíng has not come?”

Question (1) is emotionally neutral. The speaker is curious about the *reason* Zhāng didn’t come, but isn’t necessarily bewildered or upset.

Question (2), on the other hand, is spoken by someone who is expressing dismay or annoyance that he hasn’t come. The speaker isn’t necessarily interested in the particular *reason* Zhāng didn’t come.

The following sentences illustrate contexts where 怎麼 may be more appropriate than 為什麼.

- 3) 已經七點五十五分，電影快要開始了，謝蘭怎麼還沒來呢？
- 4) 你以前每天都來看我，最近怎麼總見不到你？
- 5) 我們明天考試？我每天都來上課，我怎麼不知道？
- 6) 柯林那個人很認真，他怎麼沒來上課？
- 7) 政府最近執行的法律很有道理，怎麼造成了這麼多問題？

怎麼 and 為什麼 can both stand alone as whole sentences. 怎麼 precedes another sentence, expressing surprise:

- 8) 怎麼？老師讓我們早一點下課？“What? (Huh?) The teacher is letting us out of class early?”

The sentence above expresses surprise and confusion. The speaker isn’t actually curious about the reason. 為什麼 may follow or precede another sentence:

- 9) 我是最好的警察。我的薪水為什麼很低？為什麼？為什麼？“I’m the best cop! Why is my salary so low? Why? Why?”

The speaker is not surprised by the situation, she just doesn’t understand it.

II. 吧…吧… ‘on the one hand..., on the other hand...’**(IC 366-67)**Pattern: **A 吧 X, B 吧 Y**

The 吧…吧… construction is used to weigh two alternatives when the speaker is undecided between them. The two alternatives, **A** and **B**, are usually opposites (e.g. 去吧 / 不去吧). The two results of those alternatives, **X** and **Y**, are usually both undesirable; this is the reason that it is difficult to make a decision.

Note: You should *not* use 如果 / 要是 in **A** and **B**, nor use 就 in **X** and **Y**.

- 1) 我很想去看電影，可是功課很多。去看電影吧，恐怕功課做不完，不看吧，一定會後悔。“I really want to see that movie, but I have a lot of homework. On the one hand if I go see the movie, I'm afraid I won't be able to finish the homework; on the other hand, if I don't go, I will definitely regret it.”
- 2) 張天明的姑媽做的菜我不喜歡。吃吧，會覺得不舒服，不吃吧，張天明會生我的氣。我怎麼辦？“I don't like Zhāng Tiānmíng's aunt's food. On the one hand, if I eat it, I will likely not feel well; on the other hand, if I don't eat it, Zhāng Tiānmíng will likely get mad at me.”
- 3) 取締槍枝吧，沒辦法保護自己，不取締吧，罪犯都帶著槍，很危險。

Sentence Conversion using 吧…吧… 【改寫句子】:

- 4) 我坐公共汽車很慢，可是反過來開車很麻煩。
- 5) 吃素，營養不夠，可是反過來吃很多肉對身體不好。
- 6) 警察對罪犯開槍會殺死人，可是反過來不開槍就追不上罪犯。
- 7) 買便宜的衣服，質量不好，反過來買貴的就沒有錢給女朋友買生日禮物。
- 8) 我明天工作可以多賺一點錢，反過來明天不工作，可以在家看很多卡通片。
- 9) 不保護自然環境會造成很多大問題，但是反過來不發展經濟難免造成嚴重的問題。

- 10) 我們剛有個小孩。你辭職待在家裡帶小孩對你不公平，可是反過來我辭職一個人帶孩子也不行。

III. V不過 *búguò*

(IC 368-69)

V不過 is a negative potential complement structure. The resultative complement, 過, means 'to surpass'. So the literal meaning of this construction is 'cannot surpass by V-ing'. The person or thing which cannot be surpassed follows the construction.

- 1) 你看，柯林跑得非常快！別的運動員都跑不過他，他一定會贏。“Look! Kē Lín is running extraordinarily fast! The other athletes cannot outrun him. He will certainly win.”
- 2) 我不敢再跟陳老師辯論，我簡直說不過她。“I dare not argue with Chén lǎoshī again. I simply cannot outtalk her.”
- 3) 因為要給工人買保險，要提高產品價格，所以我們產品競爭不過外國。

One of the most common uses of this construction is somewhat idiomatic. When used with the verb 比 'to compare', it means 'can't compare with; isn't comparable to'.

- 4) 史蒂夫又帥又有錢，我簡直比不過他。“Steve is handsome and rich. I simply can't compare to him.”

Sentence Completion 【完成句子】：

- 5) 他又聰明又帥，其他的學生都喜歡他。我肯定_____
- 6) 林老師罵學生罵得特別厲害，害得學生無話可說。別的老師_____
- 7) 咱們籃球隊打得還是不錯的，就是他們的六號特別好。連咱們二號也_____

- 8) 謝春梅很會點菜！她知道每家餐館有什麼拿手菜。我們都_____
-

IV. 常常 vs. 往往 *chángcháng vs. wǎngwǎng*

(IC 364)

Although 常常 ‘often’ and 往往 ‘usually’ are very similar, they have important differences in both meaning and usage. 往往 usually implies regularity or predictability, not just frequency. This difference is similar to the difference in English between ‘usually’ and ‘often’.

- 1) 週末他常常在家。 “He is often home on weekends.”
- 2) 週末他往往在家。 “He is usually/regularly home on weekends.”

往往 is preferred over 常常 in sentences that express a general truth or tendency about the world.

- 3) 在美國社會上，女人的薪水往往比男人少。

常常 can be used in most types of sentences. But 往往 is more restricted. It cannot be used with expressions of desire, intention, or unpredictable future events. So after words like 希望, 要, 以後 etc., 往往 cannot be used. In the following examples, only 常常 is possible.

- 4) 請你以後常常來！
- 5) 我希望我的男朋友常常給我買禮物。

常常 can be negated. The negative form is 不常. But 往往 cannot be negated.

- 6) 夏天天氣很好，不常下雨。

V. 委托 *wěituō* ‘entrust’

(IC 369)

Pattern: **S** 委托 **Agent + Action**

“**S** entrusts **Agent** to carry out **Action**”

This pattern usually involves actions that are regarded as important, so the agent is being entrusted with a significant responsibility. The subject is usually in a higher position than the agent.

- 1) 張力負很多責任。我們應該委托他作這項工作。 “Zhāng Lì has many responsibilities. We should entrust him to take care of this task.”
- 2) 州政府委托我們學校化學系幫助化工廠解決污染問題。 “The state government entrusted our school’s chemistry department to help the chemical factory solve the pollution problem.”
- 3) 華盛頓州長委托我們的市長全面治理犯罪的問題。

Occasionally only the agent is mentioned.

4) 這件事我就委托你。

Dialogue Completion with 委托【完成對話】:

5) **A:** 這個問題真難辦！誰會想出好辦法來解決？

B: _____

6) **A:** 這項化學研究特別重要。我們應該讓誰做？

B: _____

7) **A:** 再過兩個月有全世界環保大會。我們請誰去參加？

B: _____

VI. 不就是…嗎？ *bújiùshì ... ma? 'Isn't it just...?'* (IC 370-71)

This rhetorical pattern is used to express surprise that something does not accord with the speaker's assumptions. When the speaker uses this pattern, she is asserting that her assumption/understanding is correct.

- 1) 今天不就是生詞小考嗎？你怎麼那麼緊張？“Isn't it just a vocabulary quiz today? How is that you are so tense?”
- 2) 我不就是一個老百姓嗎？我對政府的法律和規定沒有什麼影響力。“Am I not just a common person? I have no influence on the government's laws and regulations.”
- 3) 這個地方有什麼工業？不就是一個大學城嗎？
- 4) 昨天不就是一場爭論嗎？李哲和天紅要分手了嗎？

VII. 造成 *zàochéng* 'cause; lead to'

Pattern 1: **N / Situation** 造成 **Negative Result**

“Situation causes Negative Result”

The negative result can be a noun phrase (e.g. 'a fire', 'an argument') or a verb phrase (e.g. 'they divorce').

- 1) 整個月沒下什麼雨，有孩子在松樹林玩火柴，後來造成特別嚴重的火災。“Throughout the entire month it hasn't rained at all. There were some children playing with matches in the woods. Later they caused an especially serious fire.”
- 2) 經濟專家認為要是造價變高了，難免會造成很多人失業。“Economists believe that, if

production costs get higher, it will inevitably cause many people to lose their jobs.”

Pattern 2: **N / Situation** 給 / 對 **X** 造成 **Negative Result**

“**Situation** causes **Negative Result** for **X**”

In this pattern, the negative result is usually expressed as a noun phrase containing a word like 問題, 結果, 後果, 影響, etc.

3) 最近經濟的變化大概會對工業造成一些問題。

Sentence Completion 【完成句子】：

4) 山下工廠的廢水，_____。

5) 賭博和販賣毒品會_____。

6) 調查核電站的制度不夠嚴_____。

7) 吸煙跟空氣污染都很危險，_____。

VIII. 其中 qízhōng ‘among them, of them’

(IC 353)

See the lesson 19 Supplementary Grammar Notes.

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>
環* 环 环	_____	_____	_____
還 还 还	_____	_____	_____

發*	发	发	_____	_____	_____	_____	_____
廢*	废	废	_____	_____	_____	_____	_____

Note that the simplified forms of 開 and 關 are exceptional as they do not contain 阝:

關	关	关	_____	_____	_____	_____	_____
聯*	联	联	_____	_____	_____	_____	_____
實*	实	实	_____	_____	_____	_____	_____
買	买	买	_____	_____	_____	_____	_____
賣	卖	卖	_____	_____	_____	_____	_____
續	续	续	_____	_____	_____	_____	_____
讀	读	读	_____	_____	_____	_____	_____

The simplified forms of these two characters are created by dropping the component on the right:

離	离	离	_____	_____	_____	_____	_____
雖	虽	虽	_____	_____	_____	_____	_____

These characters share a phonetic element but have been simplified in unrelated ways:

藥	药	药	_____	_____	_____	_____	_____
樂	乐	乐	_____	_____	_____	_____	_____

4. Activities & Exercises

I. Fill-in-the-blank with 怎麼 or 為什麼 【填空】

Fill in the blanks with 怎麼, 為什麼, or “both” if either is possible. Be sure to discuss with your

partner the differences in meaning when either might be appropriate.

- 1) 我_____能提高會話 ('conversation') 能力?
- 2) 空氣污染的問題越來越嚴重! 政府_____還沒限制開汽車呢?
- 3) 王蘭總反對環保的法律。我不知道_____。
- 4) 核電站很危險! 你_____能建議多用這種發電廠?
- 5) 你_____參加這項化學研究? 是不是因為你的指導教授叫你去做?
- 6) 再過幾天一些非常有名的教授要來看我們這項研究。高平春_____還沒把實驗 ('experiment') 做完?
- 7) 我知道這樣作會造成不好的後果, 可是_____那麼嚴重?
- 8) _____? 你畫的小貓帶著兩枝槍, 而且穿的衣服像妓女的一樣!

II. Fill-in-the-blank with 常常 or 往往 【填空】

Fill in the blanks with 常 [常], 往往, or both. Be sure to discuss with your partner the differences in meaning when either might be appropriate.

- 1) 以後請你_____來!
- 2) 女人的薪水_____比男人低得多。
- 3) 麗莎希望張天明_____請她出去吃飯。
- 4) 韓老師怎麼還沒來呢? 他不_____晚到, 他_____早五分鐘到教室。
- 5) 過去我_____坐飛機去法國、德國、日本等國家旅行, 現在沒有錢了。
- 6) 我所以想將來_____去參觀化工廠, 是因為我的專業就是化學。

III. Reading Comprehension 【閱讀練習】

張天明: 這兒的工業污染問題很嚴重嗎? 這個小地方有什麼工業? 不就是個大學城嗎?

李哲: 這兒有一個化工廠, 排出的廢氣、廢水造成了嚴重的污染。州政府通過聯邦環境保護法讓工廠解決污染問題。可是工廠說他們沒有能力解決, 因為解決這個問題會增加成本, 產品就會競爭不過外國。工廠還威脅說, 要是州政府不幫他們解決, 他們就搬到墨西哥去。後來, 州政府申請到一筆錢, 委托我們學校化學系幫助化工廠解決污染問題。

-
- 1) The fact that the town has an industrial pollution problem
 - a. surprises Zhāng Tiānmíng because there isn't enough room for a factory.
 - b. doesn't surprise Zhāng Tiānmíng because there is a lot of industry in a small area.
 - c. surprises Zhāng Tiānmíng because there are federal laws to prevent it.
 - d. surprises Zhāng Tiānmíng because it is just a college town.
 - 2) The pollution problem has been caused by
 - a. industrial waste from several chemical plants.
 - b. waste water emitted by the chemical factory.
 - c. two types of industrial waste from the chemical factory.
 - d. three kinds of industrial waste emitted by the chemical factory.
 - 3) Because the word 造成 is used in Line 2, we know that:
 - a. Lǐ Zhé does not consider pollution to be a problem.
 - b. “使” could be used in its place.
 - c. “serious pollution” must be a negative thing.
 - d. “污染” is a verb in this sentence.
 - 4) The chemical plant does not want to solve the problem itself because
 - a. it will be in Mexico.
 - b. it will not be able to compete in the international market.
 - c. the law requires that it receive state assistance.
 - d. it will not be able to afford to buy foreign products.
 - 5) According to Lǐ Zhé,
 - a. the chemistry department has applied for and received state funds.
 - b. the state has applied for and received funds.
 - c. the state government has invited the school to entrust work to the factory.
 - d. the chemistry department has gotten funds from the federal government to do research.
 - 6) Who is entrusting whom to solve the pollution problem?
 - a. The state government is entrusting the chemistry department.
 - b. The federal government is entrusting the state government.
 - c. The factory is entrusting the state government.
 - d. The factory is entrusting the chemistry department.
-

- 7) Which Chinese phrase could substitute for 會增加成本 in a grammatical and sensible way?
- 也不減少成本
 - 要多花錢
 - 還得做研究
 - 要加上成本

IV. Fill-in-the-blank 【填空】

Fill in each blank with the phrase which best fits. Do not use any item more than once.

- (a) 怎麼 (b) 為什麼 (c) 常常 (d) 往往 (e) 不過

A: 我想問你一個問題。_____ 女人的薪水 _____ 比男人低？

B: 是因為女人簡直比 _____ 男人。你是女的，你 _____ 不知道？

A: 別開玩笑。你是男的，以後我們要 _____ 比賽，看誰畢竟是最有能力的。

V. Role-play: 發展經濟還是保護環境？

- 廠長
- 環保局調查人員
- 居民〔贊成工廠〕
- 居民〔反對工廠〕

情況是這樣：工廠好像造成很多污染，所以政府委托環保局調查人員去調查。

I. With your group write out at least three sentences, as follows:

廠長: Explain why you are illegally polluting. What pressures do you face?

環保局調查人: Explain what kinds of polluting activity you have discovered, and the consequences.

居民〔贊成工廠〕: Explain why you support the factory's presence in town.

居民〔反對工廠〕: Explain why you oppose the factory's presence in town.

II. Write your reasons on the board.

III. Discuss the other groups' reasons.

IV. Role-play.

other useful vocabulary:

發現 *fāxiàn* 'to discover (that)'

罰款 *fā kuǎn* (vo) ‘to pay a fine’

偷偷地 *tōutōu de* ‘secretly, stealthily’

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. 357:

- 1) The dialogue is quite colloquial. In line 1, what word has been omitted before 些? The character 呀 (*ya*) is a “modal particle”; it has no meaning, but expresses a mood or feeling. It has the same function as 啊 (*a*).
- 2) What kind of project is Lǐ Zhé working on? Who is involved in the project, and in what way? What exactly has been keeping Lǐ Zhé so busy?
- 3) Why is Zhāng Tiānmíng surprised by Lǐ Zhé’s research?
- 4) In the last line on the page, the character 法 is short for 法律. Can you figure out the name of the American law which has been translated into Chinese as 聯邦環境保護法?

p. 359 (dialogue):

- 1) How do you say “federal government” in Chinese? “State government”?
- 2) What has the factory requested of the state government? What reason does it give for the request? What has it threatened to do if its request is not met?
- 3) You already know the verb 申請 and the resultative complement 到. What does the VC combination 申請到 in line 6 mean?
- 4) In line 6, the word 筆 comes between the number “one” and the noun “money”. In this case the word does NOT mean “pen”. What part of speech is 筆 in this sentences? Can you guess its meaning?
- 5) Where did the money come from?
- 6) The verb 委托 takes an agent and an action. In lines 6-7, what is the agent? What is the action?
- 7) In line 8, 噢 (*o*) is an interjection, meaning “I see!”.
- 8) What part of speech is 片 in line 8? The answer is related to the answer to question 4.
- 9) For the phrase 不能吃, who is it that can’t eat? What can’t be eaten?
- 10) Summarize what Lǐ Zhé says about the effects of pollution on the local environment .
- 11) If the word 使 were substituted for 造成 in Zhāng Tiānmíng’s last line, would the meaning change? If so, how?
- 12) What makes environmental protection such a complicated issue? Explain the advantages of disadvantages which Lǐ Zhé and Zhāng Tiānmíng describe.

p. 359 (passage):

- 1) Besides China, what other countries are 能源大國?
- 2) Why does China rely mainly on coal for power? Give at least two reasons.
- 3) In the middle of line 4 is a grammar pattern we learned back in lesson 1, but it is in written style with two characters omitted. What are they?
- 4) In line 6, 化 is a suffix meaning “-ize” or “-ization”. It is added to a noun to make a verb or noun. How would you say “technologize”, “Americanize”, and “make scientific” in Chinese?

-
- 5) Can you rewrite the 隨著 sentence as two sentences using 隨之?
 - 6) List the causes of China's pollution problem. What are the negative consequences of the pollution?

6. Supplementary Translation Exercises

For practicing lesson 20 vocabulary and grammar points. Pay special attention to the underlined words and phrases—some are from earlier lessons.

- 1) Chemical industry factories have caused a lot of pollution, to the extent that some people were poisoned to death. How come the government doesn't implement environmental protection laws?

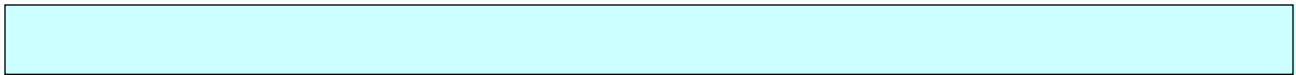
- 2) Even if you often seriously practice playing basketball, your team still will not be able to surpass (in playing) the UW team.

- 3) On the one hand, not implementing strict laws will (likely) lead to environmental problems; on the other hand, restricting industry's discharging waste water will (likely) lead to the consequence of people losing their jobs. This problem is really hard to handle! [use…吧…吧]

- 4) The federal government entrusted the state governments with implementing the federal environmental protection law, so the state governments requested the federal government to give them a big sum of money. This kind of situation is usually ineffective.

- 5) In terms of environmental regulations, America occupies the number two position in the world. Even America can't compare with Sweden [瑞典 *Ruìdiǎn*].

- 6) On the one hand, if we protect the environment, it will (likely) lead to many people being out of work. On the other hand, if we don't protect the environment, it will (likely) lead to the consequence of people being poisoned to death. No wonder the residents don't know what to do.



APPENDIX 1

Grammar Review

Note: You are responsible for all grammar points this quarter, even if they are not specifically reviewed on this sheet.

Fill in the blanks with 同樣 or 一樣 :

- 1) 作 _____ 的工作，應該有 _____ 的薪水，但是我和她的薪水不 _____。聽說中國也有 _____ 的現象。

Complete the following sentence with 甚至:

- 2) 這個地方的污染問題很嚴重，_____

Answer the question using 在...方面 to specify the scope of your comments.

- 3) 你想美國社會上有什麼大問題？_____

Complete the following sentences with 隨著.

- 4) _____，老百姓賺的錢越來越多。
- 5) 隨著老師薪水的減少，_____。

Answer the following question using 自然就〔會〕.

- 6) 我怎麼能提高中文水平？_____

Complete the following sentences using 害得.

- 7) 隔壁的人看球賽的時候一直大喊大叫 _____
- 8) 老師總是批評學生批評得很厲害 _____

Rewrite the following sentences using the 即使...也 pattern.

- 9) 無論我的父母反對不反對，我都跟張天明結婚。
-

10) 連很窮的人也買得起醫療保險。

Complete the sentence using 即使.

11) _____ 我也不讓你買槍放在家裡。

Fill in the blank with either 合適 or 適合.

12) 那件毛衣對我不_____。但是真_____你穿。

Fill in the blank with 正, 正好, 正是 or 正在.

13) 你最喜歡的菜是芥蘭牛肉嗎？那_____我_____做的菜。

Write a 只要...就 and a 只有...才 sentence out of the following phrases.

14) 你有錢

a. _____

b. _____

15) 你承認你自己又錯了

a. _____

b. _____

Complete these sentences using 通過.

16) 政府 _____ 使販賣毒品的現象消失了。

17) _____, 我們決定放暑假要去墨西哥旅行。

Fill the blank with 常 (常) or 往往.

18) 韓老師怎麼還沒來呢？他不_____晚到，他_____早五分鐘到教室。

19) 我所以想將來_____去參觀化工廠，是因為我的專業就是化學。

Complete the sentence with 反過來

20) 讓工廠一直排出造成污染的三廢當然對環境不好，但是

Rewrite the following as 被 sentences:

21) 化工廠排放的廢水毒死了湖裡的魚。

22) 學生考得不好以後，老師就批評學生批評得很厲害。

23) 水果都吃完了。

Fill in the blank with an appropriate verb.

24) 美國的醫療保險制度_____不過加拿大。我_____不起保險，所以_____不起醫療費，_____不起病。

25) 我怕我身體健康不好。我媽媽跑得很慢，可是我還_____不過她。

Make a sentence using each of the following 毫無 + N phrases

26) 毫無意義: _____

27) 毫無關係: _____

28) 毫無辦法: _____

Measure Word Review

In the left columns, write the character and *pīnyīn* for the measure word described at right. Where a blank appears after the description, provide a noun appropriate to that measure word.

_____ things with handles (including chairs) _____

_____ packages or bundles (such as parcels and food products)

_____ books _____

_____ sums of money (*L. 20*) _____

_____	_____	(1) movies; (2) cars; (3) (of martial arts books) volumes in a series	_____	_____
_____	_____	floors of a building	_____	_____
_____	_____	events that transpire over a period of time such as storms, natural disasters, and battles (<i>L. 8, Textbook p. 134 line 2</i>)	_____	_____
_____	_____	recreational or sports activities (<i>L. 7, Homework E1</i>)	_____	_____
_____	_____	times or occurrences	_____	_____
_____	_____	buildings	_____	_____
_____	_____	meals (<i>L. 3</i>)	_____	_____
_____	_____	(1) servings, portions; (2) copies; (3) newspapers	_____	_____
_____	_____	letters or aerograms	_____	_____
_____	_____	families or business establishments	_____	_____
_____	_____	rooms in a house or building	_____	_____
_____	_____	(1) luggage; (2) shirts and sweaters; (3) matters	_____	_____
_____	_____	class meetings	_____	_____
_____	_____	(1) basic units of currency; (2) chunks or pieces	_____	_____
_____	_____	cars, trucks, and bicycles	_____	_____

_____	_____	academic courses	_____
_____	_____	things conceived as having faces (L. 7)	_____
_____	_____	(1) stretches, tracts, swaths, or expanses of land or water; (2) tablets of medicine; (3) slices (L. 6)	_____
_____	_____	bottles	_____
_____	_____	machines and appliances (L. 2)	_____
_____	_____	round trips (with verbs of motion, e.g., 去) (L. 9)	_____
_____	_____	things that come in sets: (1) suits; (2) multiple volumes of books; (3) a living unit (apartment, condo, studio) (L. 4)	_____
_____	_____	(1) long, thin, non-rigid objects; (2) some abstract items such as 新聞, 建議, and 法律	_____
_____	_____	people (polite)	_____
_____	_____	projects, tasks (L. 20)	_____
_____	_____	objects with a flat surface	_____
_____	_____	long, slender, rigid objects (L. 18)	_____
_____	_____	animals; limbs	_____
_____	_____	kind or sort	_____
_____	_____	generic measure	_____

Measure Word Exercise:

套	家	個	條	部	棟	毛	台	天
門	趟	封	包	筆	項	片	把	本
件	塊	張	層	位				

我的宿舍

我們學校一共有十_____女生宿舍，我自己住在第七_____，是三_____樓的宿舍。環境真漂亮！宿舍東邊有一_____小河跟一大_____松樹林。設備也不錯，地下樓有幾_____洗衣機和烘乾機。宿舍裡的每_____房間都住兩_____人。我的同屋太喜歡買名牌的衣服。他有兩_____大衣櫃，裡面掛著八_____運動服、十六_____毛衣、二十一_____牛仔褲等等，可是他的書架上連一_____書也沒有。我自己有一_____書桌、兩_____椅子、一_____床、三_____書架等傢俱。我們沒有電視，但是二樓有一_____。

爸、媽：

這_____學期我選了四_____課，其中有物理和化學。化學課的那_____教授最近申請到一_____錢作工業污染的研究，所以她要僱幾_____學生參加這_____重要的研究。我真想參加，可是如果要參加的話，就得去三_____德州 (Dézhōu 'Texas')。教授說化學系要租兩_____車子，所以不用買機票。我們要待在一_____很便宜的旅館，每夜只要付三十六_____五_____錢。

媽，不要擔心，我在德州的時候，每_____禮拜一定會寫幾_____信給你。還有一_____事，麻煩你們再寄三_____我最喜歡的餅乾給我。我_____都吃幾_____，快要吃完了。

敬祝

大安

明文

1999年5月25日

APPENDIX 2

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

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

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

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

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

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

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

The FINALS of Mandarin in *pīnyīn*:

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

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

- When **ü** appears after palatals **j, q, x**, it is written *u*. (When it appears after **n** or **l** it is still written *ü*.) Examples: 覺 **j+üe** = *jue*; 去 **q+ü** = *qu*; 選 **x+üan** = *xuan*; 女 **n+ü** = *nü*; 綠 **l+ü** = *lǜ*
- When **i, u**, and **ü** occur without an initial and there is no following vowel, they are written *yi, wu*, and *yu* respectively. Examples: 一 **Ø+i** = *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+i₂** = *zi*
- After retroflexes **zh, ch, sh, r**, the letter **i** represents a retroflex vowel. Example: 吃 **ch+i₃** = *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. i₂ vs. i₃:

離 _____ 字 _____ 詞 _____ 幾 _____ 事 _____ 比 _____

iou and uei (with and without initials):

又 _____ 就 _____ 六 _____ 水 _____ 為 _____ 貴 _____

in vs. ing:

心 _____ 民 _____ 請 _____ 明 _____ 親 _____ 興 _____

u vs. ü:

努 _____ 女 _____ 路 _____ 出 _____ 錄 _____ 綠 _____

ON YOUR OWN

Identify which sounds and spellings give *you* the most trouble. In terms of sounds, listen to the course tapes as the vocabulary lists are read aloud, and try to pick out the sounds you have trouble distinguishing. Work on identifying them without looking at your textbook, then check your answers.

For spelling problems, it is important to become familiar with reading and writing *pīnyīn*. When you learn vocabulary, cover the characters with a sheet of paper and read the *pīnyīn* aloud for practice. Then check yourself against the tape. If you pay attention to *pīnyīn* transcriptions, you will gradually acquire an instinct for which combinations of letters are possible and which are not. Once the impossible combinations start looking strange to you, you will be less likely to produce nonexistent *pīnyīn* syllables.