



中文听说读写 · 中文聽說讀寫

INTEGRATED CHINESE

Simplified and
Traditional Characters

4th Edition

Yuehua Liu and Tao-chung Yao
Nyan-Ping Bi, Yaohua Shi, Liangyan Ge

Original Edition by Yuehua Liu and Tao-chung Yao
Yaohua Shi and Nyan-Ping Bi

3 **Textbook**



CHENG & TSUI

"Bringing Asia to the World"™

中文听说读写 · 中文聽說讀寫

INTEGRATED CHINESE

Simplified and
Traditional Characters

3

Textbook

4th Edition

Yuehua Liu and Tao-chung Yao
Nyan-Ping Bi, Yaohua Shi, Liangyan Ge

Original Edition by Yuehua Liu and Tao-chung Yao
Yaohua Shi and Nyan-Ping Bi



CHENG & TSUI

“Bringing Asia to the World”™

Copyright © 2018, 2010, 2006, 1997 by
Cheng & Tsui Company, Inc.

Fourth Edition 2018

21 20 19 18 17 1 2 3 4 5

ISBN 978-1-62291-159-2
[Fourth Edition, Simplified and Traditional
Characters, Hardcover]

ISBN 978-1-62291-156-1
[Fourth Edition, Simplified and Traditional
Characters, Paperback]

Library of Congress
Cataloging-in-Publication
Data [Third Edition]

Integrated Chinese = [Zhong wen ting shuo
du xie]. Level 2, part 1 / Yuehua Liu . . . [et al.]
– 3rd ed.
p. cm.

Chinese and English.

Includes indexes.

Parallel title in Chinese characters.

ISBN 978-0-88727-680-4 (hbk.)
– ISBN 978-0-88727-679-8 (pbk.)
1. Chinese language–Textbooks for foreign
speakers–English. I. Liu, Yuehua. II. Title:
Zhong wen ting shuo du xie.

PL1129.E5I683 2009

495.1–dc22

Printed in Canada

The *Integrated Chinese* series encompasses
textbooks, workbooks, character workbooks,
teacher’s resources, audio, video, and more.
Content is available in a variety of formats,
including print and online via the ChengTsui
Web App™. Visit chengtsui.co for more
information on the other components of
Integrated Chinese.

Publisher
JILL CHENG

Editorial Manager
BEN SHRAGGE

Editors
MIKE YONG and LIJIE QIN
with LEI WANG

Creative Director
CHRISTIAN SABOGAL

Illustrators/Designers
KATE PAPADAKI and LIZ YATES

Photographs
© Adobe Stock
© Cheng & Tsui
© Shutterstock
© humphery/Shutterstock.com
© LP2 Studio/Shutterstock.com
© TonyV3112/Shutterstock.com

Cheng & Tsui Company, Inc.
25 West Street
Boston, MA 02111-1213 USA
Phone (617) 988-2400 / (800) 554-1963
Fax (617) 426-3669
chengtsui.co

All rights reserved. No part of this publication
may be reproduced or transmitted in
any form or by any means, electronic
or mechanical, including photocopying,
recording, scanning, or any information
storage or retrieval system, without written
permission from the publisher.

All trademarks and references mentioned
or depicted in this book are used for
identification purposes only and are the
property of their respective owners. Any
resemblance to persons or entities past or
present is not meant to be literal; nor is it to
be taken as an endorsement on the part of
the authors or publisher.

This Fourth Edition of *Integrated Chinese* is dedicated to the memory of our
dearest colleague and friend Professor Tao-chung (Ted) Yao.

Publisher's Note

When *Integrated Chinese* was first published in 1997, it set a new standard with its focus on the development and integration of the four language skills (listening, speaking, reading, and writing). Today, to further enrich the learning experience of the many users of *Integrated Chinese* worldwide, Cheng & Tsui is pleased to offer this revised and updated Fourth Edition of *Integrated Chinese*. We would like to thank the many teachers and students who, by offering their valuable insights and suggestions, have helped *Integrated Chinese* evolve and keep pace with the many positive changes in the field of Chinese language instruction. *Integrated Chinese* continues to offer comprehensive language instruction, with many new features, including the **ChengTsui Web App™**, as detailed in the Preface.

The Cheng & Tsui Chinese language program is designed to publish and widely distribute quality language learning materials created by leading instructors from around the world. We welcome readers' comments and suggestions concerning our publications. Please contact the following members of our Editorial Board, in care of our Editorial Department (email: editor@chengtsui.co).

Cheng & Tsui Editorial Board

Professor Shou-hsin Teng (Chief Editor)

Graduate Institute of Teaching Chinese as a Second Language
National Taiwan Normal University

Professor Dana Scott Bourgerie

Department of Asian and Near Eastern Languages
Brigham Young University

Professor Samuel Cheung

Department of Chinese
Chinese University of Hong Kong

Professor Hong Gang Jin

Faculty of Arts and Humanities
University of Macau

Professor Ying-che Li

Department of East Asian Languages and Literatures
University of Hawaii

Former members of our Editorial Board

Professor Timothy Light (emeritus), Western Michigan University

Professor Stanley R. Munro (emeritus), University of Alberta

Professor Ronald Walton (in memoriam), University of Maryland

Contents

Preface.....	ix
Series Structure	xiii
Volume 3 Lesson Structure	xiv
Scope & Sequence	xvii
Abbreviations of Grammatical Terms.....	xxi
Legend of Digital Icons.....	xxi
Cast of Characters.....	xxii
Lesson 1: 开学/開學 · Starting a New Semester	1
Text	2
Vocabulary	6
<i>How About You?</i>	6
<i>Get Real with Chinese</i>	7
Grammar	8
<i>Characterize It!</i>	16
Words & Phrases	17
<i>A Way with Words</i>	18
<i>Chinese Chat</i>	23
Language Practice	24
<i>A Way with Words</i>	26
Cultural Literacy	28
Lesson Wrap-Up	30
Pinyin Text	32
Lesson 2: 宿舍生活 · Dorm Life	33
Text	34
Vocabulary	38
<i>How About You?</i>	38
<i>Get Real with Chinese</i>	39
Grammar	40
<i>A Way with Words</i>	44
Words & Phrases	46
<i>A Way with Words</i>	48
<i>Chinese Chat</i>	52
Language Practice	53
<i>Characterize It!</i>	55
Cultural Literacy	58
Lesson Wrap-Up	60
Pinyin Text	64
Lesson 3: 在饭馆儿/在飯館兒 · At a Restaurant.....	65
Text	66
Vocabulary	72
<i>How About You?</i>	73
<i>Get Real with Chinese</i>	74
Grammar	75
<i>A Way with Words</i>	81
Words & Phrases	82
<i>Characterize It!</i>	86

Language Practice	87
<i>A Way with Words</i>	88
<i>Chinese Chat</i>	91
Cultural Literacy	92
Lesson Wrap-Up	95
Pinyin Text	98
Lesson 4: 买东西/買東西 · Shopping	99
Text	100
Vocabulary	106
<i>How About You?</i>	107
<i>Get Real with Chinese</i>	108
Grammar	109
Words & Phrases	112
<i>A Way with Words</i>	117
<i>A Way with Words</i>	118
Language Practice	119
<i>Characterize It!</i>	120
<i>Chinese Chat</i>	123
Cultural Literacy	124
Lesson Wrap-Up	126
Pinyin Text	128
Lesson 5: 选课/選課 · Choosing Classes	129
Text	130
Vocabulary	134
<i>How About You?</i>	135
<i>Get Real with Chinese</i>	136
Grammar	137
<i>A Way with Words</i>	143
Words & Phrases	144
<i>Characterize It!</i>	144
<i>Chinese Chat</i>	147
<i>A Way with Words</i>	147
Language Practice	148
Cultural Literacy	152
Lesson Wrap-Up	154
Pinyin Text	157
Bringing It Together (L1–L5)	159
Lesson 6: 男朋友女朋友 · Dating	163
Text	164
Vocabulary	170
<i>How About You?</i>	171
Grammar	172
<i>Get Real with Chinese</i>	173
<i>Chinese Chat</i>	177
Words & Phrases	178
<i>Characterize It!</i>	180
<i>A Way with Words</i>	182
Language Practice	183
<i>A Way with Words</i>	186

Cultural Literacy	190
Lesson Wrap-Up	192
Pinyin Text	195
Lesson 7: 电脑和网络/電腦和網絡 · Computers and the Internet	197
Text	198
Vocabulary	204
<i>How About You?</i>	205
Grammar	206
<i>Chinese Chat</i>	212
Words & Phrases	213
<i>Characterize It!</i>	213
<i>A Way with Words</i>	214
<i>Get Real with Chinese</i>	216
Language Practice	218
<i>A Way with Words</i>	218
Cultural Literacy	222
Lesson Wrap-Up	224
Pinyin Text	226
Lesson 8: 打工 · Working Part-Time	227
Text	228
Vocabulary	234
<i>How About You?</i>	235
<i>Get Real with Chinese</i>	236
Grammar	237
<i>Characterize It!</i>	239
Words & Phrases	241
<i>A Way with Words</i>	246
<i>Chinese Chat</i>	247
Language Practice	248
<i>A Way with Words</i>	253
Cultural Literacy	254
Lesson Wrap-Up	256
Pinyin Text	259
Lesson 9: 教育 · Education	261
Text	262
Vocabulary	268
<i>Get Real with Chinese</i>	269
<i>How About You?</i>	270
Grammar	271
<i>Characterize It!</i>	271
Words & Phrases	274
<i>A Way with Words</i>	277
Language Practice	279
<i>A Way with Words</i>	280
<i>Chinese Chat</i>	283
Cultural Literacy	284
Lesson Wrap-Up	286
Pinyin Text	289

Lesson 10: 中国地理/中國地理 · Geography of China	291
Text.....	292
Vocabulary.....	298
<i>How About You?</i>	299
<i>Get Real with Chinese</i>	300
Grammar.....	301
Words & Phrases	306
<i>A Way with Words</i>	308
<i>Chinese Chat</i>	310
Language Practice	311
<i>Characterize It!</i>	314
<i>A Way with Words</i>	315
Cultural Literacy	316
Maps of China.....	318
Lesson Wrap-Up.....	319
Pinyin Text	322
Bringing It Together (L6–L10)	323
Indexes and Appendix	327
Vocabulary Index (Chinese-English), Volume 3	327
Vocabulary Index (English-Chinese), Volume 3	342
Vocabulary Index (Chinese-English), Volumes 1–2	358
Vocabulary Index (English-Chinese), Volumes 1–2	390
Appendix: Lesson Texts in English.....	423

Preface

The *Integrated Chinese* (IC) series is an internationally acclaimed Mandarin Chinese language course that delivers a cohesive system of print and digital resources for highly effective teaching and learning. First published in 1997, it is now the leading series of Chinese language learning resources in the United States and beyond. Through its holistic focus on the language skills of listening, speaking, reading, and writing, IC teaches novice and intermediate students the skills they need to function in Chinese.

What's New

It has been over eight years since the publication of the Third Edition of IC. We are deeply grateful for all the positive feedback, as well as constructive suggestions for improvement, from IC users. In the meantime, China and the world have seen significant transformations in electronic communications, commerce, and media. Additionally, the technology available to us is transforming the way teachers and students interact with content. The teaching of Chinese as a second language needs to keep pace with these exciting developments. Therefore, the time seems right to update IC across delivery formats.

In developing this latest edition of IC, we have consulted the American Council on the Teaching of Foreign Languages (ACTFL) *21st Century Skills Map for World Languages*. The national standards for foreign language learning in the 21st century focus on goals in five areas—communication, cultures, connections, comparisons, and communities. In addition to classifying the applicable **Language Practice** activities by communication mode (interpersonal, interpretive, and presentational), we have added a host of materials that address the 5 Cs. The delivery of IC via the new **ChengTsui Web App™** elevates the teaching and learning experience by presenting multimedia and interactive content in a truly blended and integrated way.

New, visually rich supplementary modules that recur in each lesson have been introduced. These can be taught in any sequence to serve as prompts for classroom discussion and student reflection:

- **Get Real with Chinese** draws on realia to situate language learning in real-life contexts. Students are required to analyze, predict, and synthesize before coming to conclusions about embedded linguistic and cultural meaning. Photos and questions connect the classroom to authentic Chinese experiences. To familiarize students with both character sets, students are exposed to realia in simplified characters and realia in traditional characters.
- **Chinese Chat** provides opportunities for language practice in the digital environment. Realistic texting, microblogging, and social media scenarios show students how the younger generation has adapted Chinese to new communication technologies.
- **Characterize It!** encourages students to approach Chinese characters analytically. Additional activities are provided on the ChengTsui Web App.
- **How About You?** has been revamped for the first two volumes and newly introduced in Volumes 3 and 4. This module encourages students to personalize their study of vocabulary and learn words and phrases that relate to their own interests and background. Visual cues, which prompt possible answers, promote vocabulary expansion and retention. In Volumes 3 and 4, questions appear in Chinese only, and encourage students to answer in a full sentence or short paragraph.
- In **A Way with Words**, students will find in the example sentence new words and phrases that, although unstudied, bear a cognate relationship to a word or phrase that they have just learned in the current lesson. Based on the provided context, students are encouraged to guess at the meaning of these new words or phrases. The exercise is designed to raise students' awareness of the latent semantic interconnections among different vocabulary items and to foster their ability to expand their vocabulary on their own.

While not new to the Fourth Edition, **Words & Phrases** is new to Volumes 3 and 4 of IC. This is because as students move up proficiency levels the number of new syntactic structures decreases while the study of semantics becomes more and more important. Unlike **Language Notes**, which sheds light on lexical nuances and idiomatic usage, **Words & Phrases** elaborates on versatile words and phrases with multiple examples and should be given the same weight as **Grammar**.

Moreover, per ACTFL guidelines, we have included **Compare & Contrast** activities in the **Cultural Literacy** (formerly Culture Highlights) section in order to promote students' awareness of cultural diversity in a world of rapid globalization. This section as a whole has been given a lavishly illustrated, magazine-style treatment to better engage students.

In Volumes 3 and 4, the **Text** has been updated for additional visual interest, including with icons of the characters. The **Before You Study**, **When You Study**, and **After You Study** segments have been revised to include questions in Chinese. **View & Explore**, meanwhile, encourages students to make use of short, supplemental video clips available through the ChengTsui Web App.

The **Vocabulary** list, as well as the Indexes, now provides simplified and traditional characters in full for each item in Volume 3.

Bringing It Together (formerly Let's Review) continues to help students review language forms and language functions previously introduced.

Finally, the new **Lesson Wrap-Up** section includes context-based wrap-up projects, developed in line with ACTFL standards. These projects encourage students to become active learners by requiring them to engage in research beyond the textbook, and additional projects for this section are available through the ChengTsui Web App. The ability to speak and write cohesively is a key attribute of advanced learners; building on Make It Flow! in IC1 and IC2, we have created a new segment, **Keep It Flowing**, to help students develop and apply strategies for coherently and cohesively organizing information in written and spoken discourse. The **Lesson Wrap-Up** activities can be used as assessment instruments for the **Can-Do Checklist**, which encourages students to measure their progress at the end of the lesson.

As previous users of IC will note, we have renamed the four-volume series. The new sequencing of Volumes 1 to 4 better reflects the flexibility of the materials and the diversity of our user groups and their instructional environments. However, we also recognize that Volumes 1 and 2 are often used together in the first year of language instruction, and Volumes 3 and 4 in the second. Thus, for ease of reference, we have retained the sequencing of the lessons from 1 to 20 in each half of the series.

We have also relabeled complex grammatical structures. Users will now find continuous Roman numerals applied across the four IC volumes. Students and teachers can now easily see that five segments are devoted to the particle 了, three to directional complements, and so on. Grammatical structures that are recycled for review purposes are marked "revisited," to allow teachers to decide how much time to spend on them. We hope that this new system brings greater organizational clarity and makes for easier cross-referencing.

As with the Third Edition, the Fourth Edition of IC features both traditional- and simplified-character versions of the Volume 1 and 2 textbooks and workbooks, and a combination of traditional and simplified characters in the Volume 3 and 4 textbooks and workbooks. However, in response to user feedback, we have updated the traditional characters to ensure they match the standard set used in Taiwan. For reference, we have consulted the Taiwan Ministry of Education's online *Revised Chinese Dictionary*. To reflect the predominance of simplified characters in Chinese language instruction, we have listed simplified characters first in the new edition of Volumes 3 and 4.

The most significant change in the Fourth Edition is the incorporation of innovative educational technology. Users of the print edition have access to audio (at chengtsui.co/resources), while subscribers to the ChengTsui Web App have access to audio plus additional, interactive content.

Users who choose to purchase the **Basic Edition** of the ChengTsui Web App will have access to:

- Audio (Textbook and Workbook)
- View & Explore video clips based on each lesson's theme
- Vocabulary flashcards
- Additional character practice
- Additional Lesson Wrap-Up projects

Users who choose to purchase the **Essential Edition** of the ChengTsui Web App will, in addition to the above, have access to the Workbook with automatic feedback for students and printable Character Workbook sheets for handwriting and stroke order practice.

In addition to the student editions, the ChengTsui Web App is available in an **Educator Edition**. The *Educator Edition* web-application overlay suggests teaching tips and strategies and conveniently makes connections between the Textbook and the additional resources provided in the Teacher's Resources, such as video activity worksheets, quizzes, and answer keys.

A key feature of the ChengTsui Web App is coherence. The innovative instructional design provides an integrated user experience. Learners can move seamlessly between the transmission, practice, application, and evaluation stages, navigating the content to suit their particular learning needs and styles. For more information about the Web App, please visit chengtsui.co.

Both in its print and digital versions, the new IC features a contemporary layout that adds clarity and rigor to our instructional design. Rich new visuals complement the text's revised, user-friendly language and up-to-date cultural content. We hope that students and teachers find the many changes and new features timely and meaningful.

Organizational Principles

In the higher education setting, the IC series often covers two years of instruction, with the first two volumes usually used in the first year of study and the final two volumes in the second. The lessons first cover topics from everyday life, then gradually move to more abstract subject matter. The materials do not follow one pedagogical methodology, but instead blend several effective teaching approaches. Used in conjunction with the ChengTsui Web App, incorporating differentiated instruction, blended learning, and the flipped classroom is even easier. Here are some of the features of IC that distinguish it from other Chinese language resources:

Integrating Pedagogy and Authenticity

We believe that students should be taught authentic materials even at the beginning stage of language learning. Therefore, authentic materials (produced by native Chinese speakers for native Chinese speakers) are included in every lesson.

Integrating Traditional and Simplified Characters

We believe that students should learn both traditional and simplified Chinese characters. However, we also realize that teaching students both forms from day one could be overwhelming. Our solution is for students to focus on one form during their first year of study, and to acquire the other during their second. Therefore, the first two volumes of IC are available in separate traditional- and simplified-character versions, with the texts presented in the alternative character form in the Appendix.

By their second year of study, we believe that all students should be exposed to both forms of written Chinese. Accordingly, the final two volumes of IC include both traditional and simplified characters. Students in second-year Chinese language classes come from different backgrounds, and should be allowed to write in their preferred form. However, it is important that the learner write in one form only, and not a mix of both. In keeping with the differing conventions for the punctuation of traditional and simplified characters, punctuation marks for simplified characters have been set at the baseline and close to the preceding character, while punctuation marks for traditional characters have been set at the median and centered within the following space.

Integrating Teaching Approaches

Because no single teaching method can adequately train a student in all language skills, we employ a variety of approaches in IC. In addition to the communicative approach, we also use traditional methods such as grammar-translation and the direct method.

Users of the ChengTsui Web App can employ additional teaching approaches, such as differentiated learning and blended learning. Students can engage in self-paced learning, a very powerful study strategy. The product also facilitates breaking down direct instruction into more engaging “bites” of learning, which improves student engagement. Moreover, the ChengTsui Web App allows students to interact with the content at home and practice and apply their learning in the classroom with corrective teacher feedback, which has the potential to improve student outcomes. Additionally, teachers and learners do not need to follow the instructional flow of the underlying book. They can navigate using multiple pathways in flexible and customized ways and at varying paces for true individualized learning.

Acknowledgments

We would like to thank users around the world for believing in IC. We owe much of the continued success of IC to their invaluable feedback. Likewise, we would be remiss if we did not acknowledge the University of Notre Dame for sponsoring and inviting us to a one-day workshop on IC on April 9, 2016. Leading Chinese-language specialists from across the country shared their experiences with the IC authors. We are especially indebted to Professor Yongping Zhu, Chair of the Department of East Asian Languages and Cultures at Notre Dame, and his colleagues and staff for organizing the workshop.

Professors Fangpei Cai and Meng Li of the University of Chicago took time out from their busy teaching schedules to compile a detailed list of comments and suggestions. We are profoundly touched by their generosity. In completing this Fourth Edition, we have taken into consideration their and other users' recommendations for revision. Indeed, many of the changes are in response to user feedback. The authors are naturally responsible for any remaining shortcomings and oversights.

For two summers in a row, Professor Liangyan Ge's wife, Ms. Yongqing Pan, warmly invited the IC team to their home to complete the bulk of the work of revising the IC series. Words are inadequate to express our thanks to Ms. Pan for her gracious hospitality and her superb cooking day in and day out.

We are deeply grateful to our publisher Cheng & Tsui Company and to Jill Cheng in particular for her unswerving support for IC over the years. We would also like to express our heartfelt appreciation to our editors Ben Shragge, Mike Yong, and the rest of the editorial team for their meticulous attention to every aspect of this new edition.

As we look back on the evolution of IC, one person is never far from our thoughts. Without Professor Tao-chung Yao's commitment from its inception, IC would not have been possible. Sadly, Professor Yao passed away in September 2015. Throughout the summer, Professor Yao remained in close contact with the rest of the team, going over each draft of IC 1 with an eagle eye, providing us with the benefit of his wisdom by phone and email. This Fourth Edition of IC is a living tribute to his vision and guidance.

Note: Prefaces to the previous editions of IC are available at chengtsui.co.

Series Structure

The IC series has been carefully conceptualized and developed to facilitate flexible delivery options that meet the needs of different instructional environments.

Component per Volume	Description	Print/Other Formats	ChengTsui Web App™
Textbook	<ul style="list-style-type: none"> • Ten engaging lessons per volume, each with readings, grammar explanations, communicative exercises, and culture notes 	<ul style="list-style-type: none"> • Paperback or Hardcover • Simplified or Traditional Characters (Volumes 1 and 2) • Simplified and Traditional Characters (Volumes 3 and 4) 	<ul style="list-style-type: none"> • <i>Basic, Essential, and Educator Editions</i>
Workbook	<ul style="list-style-type: none"> • Wide range of integrated activities covering the three modes of communication (interpersonal, interpretive, and presentational) 	<ul style="list-style-type: none"> • Paperback • Simplified or Traditional Characters (Volumes 1 and 2) • Simplified and Traditional Characters (Volumes 3 and 4) 	<ul style="list-style-type: none"> • <i>Essential and Educator Editions</i>
Character Workbook	<ul style="list-style-type: none"> • Radical- and character-writing and stroke order practice 	<ul style="list-style-type: none"> • Paperback • Simplified and Traditional Characters 	<ul style="list-style-type: none"> • <i>Essential and Educator Editions</i>
Audio	<ul style="list-style-type: none"> • Audio for Textbook vocabulary and lesson texts, and in Volume 1, pronunciation exercises • Audio for Workbook listening exercises, and in Volume 1, pronunciation exercises 	<ul style="list-style-type: none"> • Audio available to print users at chengtsui.co/resources 	<ul style="list-style-type: none"> • <i>Basic, Essential, and Educator Editions</i>
Video	<ul style="list-style-type: none"> • Volumes 1 and 2: acted dialogues and narratives presented in the Textbooks; also includes theme-related Culture Minutes sections in authentic settings • Volumes 3 and 4: documentary-style episodes correlating to the lesson themes in authentic settings 	<ul style="list-style-type: none"> • One DVD per volume 	<ul style="list-style-type: none"> • <i>Basic, Essential, and Educator Editions</i> • Streaming video
Teacher's Resources	<ul style="list-style-type: none"> • Comprehensive implementation support, teaching tips, sample syllabi, tests and quizzes, answer keys to the workbook exercises, and supplementary resources 	<ul style="list-style-type: none"> • Downloadable resources that include core lesson guides along with ancillary materials previously on the companion website 	<ul style="list-style-type: none"> • <i>Educator Edition</i>

Volume 3 Lesson Structure

All components of IC (Textbooks, Workbooks, and Teacher’s Resources) are considered core and are designed to be used together to enhance teaching and learning. Recurrent lesson subsections are highlighted in the Textbook Elements column. Note that Supplementary Modules do not compose a separate section, but are rather discrete entities that appear throughout each lesson.

Section	Textbook Elements	Interactive Content	Workbooks	Teacher’s Resources
Lesson Opener	<ul style="list-style-type: none"> • Learning Objectives state what students will be able to do by the end of the lesson • Relate & Get Ready helps students reflect on similarities and differences between Chinese culture and their own 		<ul style="list-style-type: none"> • Opportunity for students to revisit learning objectives and self-assess 	<ul style="list-style-type: none"> • Overview of language functions, vocabulary, grammar, pronunciation, and characters taught in the lesson • Sequencing recommendations and teaching aids
Text	<ul style="list-style-type: none"> • Chinese Text in each lesson demonstrates practical vocabulary and grammar usage • Before You Study includes two lesson-related questions for teachers to use as warm-up activities • When You Study provides three reading comprehension questions that students can answer after listening to and scanning the text • After You Study includes two summative questions that encourage students to produce discrete sentences • Language Notes sheds light on semantic nuances and idiomatic usage • <i>Pinyin</i> versions at the end of the lesson provide pronunciation support 	<ul style="list-style-type: none"> • Audio builds receptive skills 	<ul style="list-style-type: none"> • Listening comprehension and speaking exercises based on the dialogues • Reading comprehension 	<ul style="list-style-type: none"> • Strategies for teaching the Text, plus question prompts

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Vocabulary	<ul style="list-style-type: none"> Vocabulary lists define and categorize new words from the Text (proper nouns are listed last) 	<ul style="list-style-type: none"> Audio models proper pronunciation Flashcards assist with vocabulary acquisition 	<ul style="list-style-type: none"> Handwriting and stroke order practice is provided in the Character Workbook All exercises use lesson vocabulary to support acquisition 	<ul style="list-style-type: none"> Explanations, pronunciation tips, usage notes, and phrasal combinations
Grammar	<ul style="list-style-type: none"> Grammar points, which correspond to numbered references in the readings, explain and model language forms 		<ul style="list-style-type: none"> Writing and grammar exercises based on grammar introduced in the lesson 	<ul style="list-style-type: none"> Explanations, pattern practice, and additional grammar notes
Words & Phrases	<ul style="list-style-type: none"> Words & Phrases elaborates on useful words and phrases, highlighted in green in the lesson text, with multiple examples 			
Language Practice	<ul style="list-style-type: none"> Role-plays, pair activities, contextualized drills, and visual cues prompt students to produce language 		<ul style="list-style-type: none"> Exercises and activities spanning the three modes of communication (interpersonal, interpretive, and presentational), plus <i>pinyin</i> and tone practice, to build communication and performance skills 	
Cultural Literacy	<ul style="list-style-type: none"> Culture notes provide snapshots of contemporary and traditional Chinese-speaking cultures Compare & Contrast draws connections between cultures 		<ul style="list-style-type: none"> Authentic materials develop predictive skills 	<ul style="list-style-type: none"> Background notes expand on the section and provide additional cultural information

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Lesson Wrap-Up	<ul style="list-style-type: none"> • Projects encourage review and recycling of lesson materials through different text types • Keep It Flowing develops students' ability to produce smooth discourse • Can-Do Checklist allows students to assess their fulfillment of the learning objectives 	<ul style="list-style-type: none"> • Additional projects encourage students to produce written discourse 	<ul style="list-style-type: none"> • Translation exercises provide opportunities to examine students' overall control of language forms and language functions in context 	<ul style="list-style-type: none"> • Teaching tips for implementing self-diagnostic activities, answer keys for Keep It Flowing, and additional sample quizzes and tests
Supplementary Modules	<ul style="list-style-type: none"> • How About You? encourages students to personalize their vocabulary • Get Real with Chinese teaches students to predict meaning from context • Characterize It! explores the structure of Chinese characters • Chinese Chat demonstrates how language is used in text messaging and social media • A Way with Words raises students' awareness of the latent semantic interconnections among different vocabulary items 	<ul style="list-style-type: none"> • Video, highlighted in the View & Explore segment, provides insight into non-verbal cues and communication plus context through authentic settings • Additional Characterize It! exercises increase understanding of characters 	<ul style="list-style-type: none"> • Pattern exercises to build radical and character recognition 	<ul style="list-style-type: none"> • Teaching tips and strategies for fully exploiting and implementing these new elements

Scope & Sequence

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
1 开学/開學 Starting a New Semester	<ul style="list-style-type: none"> Explain how to write your Chinese name Say where you were born and grew up Discuss the pros and cons of living on and off campus Express a dissenting opinion politely 	<ol style="list-style-type: none"> The particle 了 (IV) Sentences with 是...的 (I) revisited 除了...以外, 都... Connecting sentences (I) 	<ol style="list-style-type: none"> 觉得/覺得 (to feel, to think) 方便 (convenient) 安全/安全 (safe) 省钱/省錢 (to save money, to economize) 自由 (free, unconstrained) 不见得/不見得 (not necessarily) 好处/好處 (advantage, benefit) 适应/適應 (to adapt, to become accustomed to) 	<ul style="list-style-type: none"> School relationships Homonyms Military training
2 宿舍生活 Dorm Life	<ul style="list-style-type: none"> Name basic pieces of furniture Describe your living quarters Comment on someone's living quarters Disagree tactfully 	<ol style="list-style-type: none"> Existential sentences Expressing relative degree or extent using 比较/比較 Indicating an extreme extent using ...得很 Conjunctions 	<ol style="list-style-type: none"> 恐怕/恐怕 (I'm afraid, I think perhaps, probably) 差不多/差不多 (about, roughly) 吵 (noisy; to quarrel) 安静/安靜 (quiet) 一般 (generally) 不怎么样/不怎麼樣 (not that great, just so-so) 地道 (authentic, genuine) 	<ul style="list-style-type: none"> Student housing Campus dining Accommodations for international students
3 在饭馆儿/在飯館兒 At a Restaurant	<ul style="list-style-type: none"> Name four principal regional Chinese cuisines Order food and drinks Talk about what tastes you like and dislike Describe your dietary restrictions and preferences 	<ol style="list-style-type: none"> Topic-comment sentence structure 一 + verb and 一...就... 又...又... (both ...and...) revisited The reaffirmative 是 	<ol style="list-style-type: none"> 正好 (coincidentally) 特别是/特別是 (especially) 有机/有機 (organic) 麻烦/麻煩 (to trouble; troublesome) 这(就)要看... (了) / 这(就)要看... (了) (It depends on...) 比方说/比方說 (for example) 	<ul style="list-style-type: none"> Environmental influences on regional cooking Restaurants Dining conventions Cooking essentials Chopstick do's and don'ts

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
4 买东西/ 買東西 Shopping	<ul style="list-style-type: none"> Name basic clothing, bedding, and bath items Describe your shopping preferences and criteria Express discounts Disagree with others tactfully 	<ol style="list-style-type: none"> 无论…, 都… / 無論…, 都… Non-predicative adjectives Adjective/verb + 是 + adjective/verb, 可是 or 但是… revisited 	<ol style="list-style-type: none"> …什么的 / …什麼的 (... and so on) 大小, 长短/長短, 宽窄/寬窄 (kuānzhǎi) (size, length, width...) 打折 (to discount, to sell at a discount) (要) 不然 (otherwise) 只好 (can only, have to) 非…不可 (have to, must) 标准/標準 (criterion, standard) 在乎 (to mind, to care) 	<ul style="list-style-type: none"> Bargaining New forms of payment Dongxi
5 选课/選課 Choosing Classes	<ul style="list-style-type: none"> State your major and academic department and some required general courses you have taken Talk about your plans after graduation Discuss what will enhance your future job opportunities Explain whether your family members have an influence on your choice of major and career path Share tips on how to save money for your education 	<ol style="list-style-type: none"> 对…来说 / 對…來說 Resultative complements (III) 另外 Comparing 再 and 还/還 要么…, 要么… / 要麼…, 要麼… 	<ol style="list-style-type: none"> 只是 and 就是 (it's just that) 受不了 (unable to bear) 跟…打交道 (to deal with...) 这样/這樣 (in this way) 	<ul style="list-style-type: none"> Value of education Graduate school Declaring a major
Bringing It Together (L1–L5)	<ul style="list-style-type: none"> Review of L1–L5 			

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
6 男朋友女朋友 Dating	<ul style="list-style-type: none"> • Say if you have an upbeat personality • State if you share the same interests or hobbies as others • Inquire if everything is OK and find out what has happened • Describe behaviors of a forgetful person • Give a simple description of what you look for in a friend • Tell what makes you anxious or angry 	<ol style="list-style-type: none"> 1. (在) ...上 2. Verb 来 / 來 verb 去 3. Comparing 的, 得, and 地 (II) 4. 原来 / 原來 as adverb and adjective 5. Set phrases 	<ol style="list-style-type: none"> A. 到底 (what on earth, what in the world, in the end) B. 根本 (at all, simply) C. 一千二净 / 一乾二淨 (completely, thoroughly, spotless) D. 实际上 / 實際上 (actually, in fact, in reality) E. 丢三拉四 (scatterbrained, forgetful) F. 一会儿..., 一会儿..., 一会儿又... / 一會兒..., 一會兒..., 一會兒又... (one minute..., the next minute...) 	<ul style="list-style-type: none"> • Valentine's Day and the Qixi Festival • Idealized traits • Courtship
7 电脑和网络 / 電腦和網絡 Computers and the Internet	<ul style="list-style-type: none"> • Find out if others are angry with you and apologize if so • Avoid tension in a conversation by changing the subject • Let people know about the trouble you had to go through because of their thoughtlessness or carelessness • Name and discuss the activities you use the Internet for • Discuss the pros and the cons of using the Internet 	<ol style="list-style-type: none"> 1. Potential complements (III) 2. Connecting sentences (II) 3. 过来 / 過來 and 过去 / 過去 (to come over / to go over) 	<ol style="list-style-type: none"> A. 从...到... / 從...到... (from... to...) B. 结果 / 結果 (as a result) C. 害得 / 害得 (to cause trouble so that, to do harm so that) D. 看起来 / 看起來 (it seems) E. 听起来 / 聽起來 (it sounds) 	<ul style="list-style-type: none"> • Baidu, Alibaba, and Tencent • Internet lingo • Chinese character throwbacks

Lesson	Learning Objectives	Grammar	Words & Phrases	Cultural Literacy
8 打工 Working Part-Time	<ul style="list-style-type: none"> • Explain how people fund their education • Discuss if you work part-time and why • Name common jobs for students in China and in your country • Talk about how students spend their pocket money 	<ol style="list-style-type: none"> 1. Directional complements (III) 2. Connecting two verb phrases using 来/來 3. The particle 了 (V) 4. Rhetorical questions 	<ol style="list-style-type: none"> A. 受到 (to receive) B. 压力/壓力 (pressure) C. 减轻/減輕 (to lessen) D. 适合/適合 (to suit) and 合适/合適 (suitable) E. 影响/影響 (to influence, to affect; influence) F. 取得 (to obtain) G. 说到/說到 (speaking of) H. 不是 X, 就是 Y (if it's not X, it's Y; either X or Y) I. 难怪/難怪 (no wonder) J. 多 (How ... it is!) 	<ul style="list-style-type: none"> • Tuition and scholarships • Working students • Mencius and manual labor
9 教育 Education	<ul style="list-style-type: none"> • Comment on whether your parents packed your schedule with activities as a child • Describe some typical classes offered in afterschool programs • Indicate agreement or disagreement • Present your opinions on children's education • Talk about parents' aspirations for their children 	<ol style="list-style-type: none"> 1. The adverb 才 before numbers 2. Adjectives as predicates 3. 不是 X, 而是 Y 	<ol style="list-style-type: none"> A. 一直 (all along, continuously) B. Comparing 幸福, 快乐/快樂, and 高兴/高興 C. 厉害/厲害 (terrible, formidable) D. 最好 (had better, it's best) 	<ul style="list-style-type: none"> • Respect for teachers • Parental aspirations • Cram school
10 中国地理/中國地理 Geography of China	<ul style="list-style-type: none"> • Locate major Chinese cities, provinces, and geographic features on a map • Compare basic geographic aspects of China and your own country • Describe features of a tourist sight that would attract or deter you • Discuss an itinerary for travel to China 	<ol style="list-style-type: none"> 1. Indicating the beginning of a state using 起来/起來 2. The conjunction 而 3. 最 adjective 不过了/最 adjective 不過了 4. The dynamic particle 过/過 revisited 	<ol style="list-style-type: none"> A. 为了/為了 and 因为/因為 B. Comparing 理解/理解 and 了解/了解 C. 一下子 (all of a sudden, in an instant) D. 大多 (mostly) E. Indicating a pause in speech using 呢 	<ul style="list-style-type: none"> • Regional differences • Xu Xiake • Major rivers
Bringing It Together (L6-L10)	<ul style="list-style-type: none"> • Review of L6-L10 			

Abbreviations of Grammatical Terms

adj	adjective	pr	pronoun
adv	adverb	prefix	prefix
conj	conjunction	prep	preposition
interj	interjection	qp	question particle
m	measure word	qpr	question pronoun
mv	modal verb	t	time word
n	noun	v	verb
nu	numeral	vc	verb plus complement
p	particle	vo	verb plus object (for detachable compounds)
pn	proper noun		

Legend of Digital Icons

The icons listed below refer to interactive content. For readers who have purchased only the print edition, audio is available at chengtsui.co/resources and videos are available for separate purchase. All other digital content is available exclusively to ChengTsui Web App subscribers.



Audio

Text, Vocabulary



Video

View & Explore



Flashcards

Vocabulary



More characters

Characterize It!



More exercises

Lesson Wrap-Up

Cast of Characters



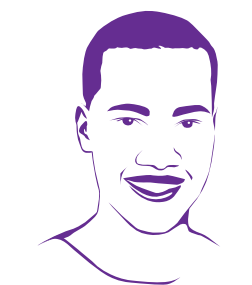
Zhang Tianming
张天明/張天明

An American college freshman whose parents immigrated to the United States from Nanjing, China. He's obsessed with sports and computers. Although he's outgoing and has many friends, his girlfriend thinks he spends too much time online.



Lisha
丽莎/麗莎

Lisa Cohen, an American college freshman. She and Zhang Tianming were high school sweethearts. Lisha loves music and is interested in all things Chinese.



Ke Lin
柯林

Al Collins, a graduate student and Lin Xuemei's boyfriend. He wants to study in China after he receives his master's degree in counseling. He is very warm and loves to help others.



Lin Xuemei
林雪梅

A graduate student from Hangzhou, China. She and Ke Lin are about four or five years older than Zhang Tianming and Lisha. Lin Xuemei and Lisha have quickly become good friends.



Li Zhe
李哲

Zack Ruiz, a senior and a good friend of Zhang Tianming's. He and Zhang Tianming like to hang out together and talk or play basketball. Li Zhe's older brother is an information technology specialist. His sister-in-law is originally from Hong Kong. Li Zhe has an eight-year-old niece.

Lesson 1

第一课

第一課

开学 開學

STARTING A NEW SEMESTER

Learning Objectives

In this lesson, you will learn to:

- Explain how to write your Chinese name
- Say where you were born and grew up
- Discuss the pros and cons of living on and off campus
- Express a dissenting opinion politely

Relate & Get Ready

In your own culture/community:

- How do people disambiguate names?
- Do students prefer on-campus or off-campus housing?
- What services are provided for first-year students arriving on campus?

课文

Text



Audio

Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 你是大学几年级的学生?
- 2 你住在学校宿舍里吗?

When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.

- 1 张天明是怎么介绍自己的名字的?
- 2 为什么有的人喜欢住在校内, 有的人喜欢住在校外?
- 3 柯林住在哪儿? 为什么?

张天明是大学一年级的**新生^a***。快开学了, 他家离大学很远, 得坐飞机去学校。他坐飞机坐了两个小时, 下飞机以后, 马上叫了一辆出租汽车, 很快就到了学校宿舍¹。

人真多!

你是新生吧?

是, 我是新生。你呢?

我是研究生。在这儿帮新生搬东西。请问, 你叫什么名字?

我叫张天明。

张天明? 是中文名字吗?

对, 我爸爸妈妈**是**从中国来的**的**。可是我是**是**在美国出生, 在美国长大的**的²**。请问你的名字是……

我正在学中文, 我的中文名字是柯林。你的名字是哪三个字?

张是弓长张, 就是一张纸的张, 天是天气的天, 明是明天的明。

你是怎么来学校的?

課文

Text




Audio

張天明是大學一年級的**新生^a***。快開學了，他家離大學很遠，得坐飛機去學校。他坐飛機坐了兩個多小時，下飛機以後，馬上叫了一輛出租汽車，很快就到了學校宿舍¹。

 人真多！


 你是新生吧？


 是，我是新生。你呢？


 我是研究生。在這兒幫新生搬東西。請問，你叫什麼名字？

 我叫張天明。

 張天明？是中文名字嗎？

 對，我爸爸媽媽是從中國來的。可是我是在美國出生，在美國長大的²。請問你的名字是……

 我正在學中文，我的中文名字是柯林。你的名字是哪三個字？

 張是弓長張，就是一張紙的張，天是天氣的天，明是明天的明。

 你是怎麼來學校的？

Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 你是大學幾年級的學生？
- 2 你住在學校宿舍裡嗎？

When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.

- 1 張天明是怎麼介紹自己的名字的？
- 2 為什麼有的人喜歡住在校內，有的人喜歡住在校外？
- 3 柯林住在哪兒？為什麼？

* Here and throughout the book, red lesson text and letters correspond to explanations in the Language Notes; blue lesson text and numbers correspond to explanations in the Grammar section; and green lesson text corresponds to explanations in the Words & Phrases section.

After You Study


Answer the following questions in Chinese.


- 1 请简单地介绍一下张天明和柯林。
- 2 你喜欢住在校内还是校外？为什么？

 我先坐飞机，从机场到学校坐出租汽车。


柯林，你也住在这儿吗？

 不，这是新生宿舍，我住在校外。


 是吗？你为什么住校外？你**觉得**住在校内好，还是住在校外好？


 有的人喜欢住在学校宿舍，觉得又**方便**又**安全**，有的人喜欢住在校外，因为校外的房子比较便宜。我住在校外，**除了**想省点儿**钱以外**³，还因为住在校外**自由**。再说，住在校内也**不见得**很方便。

 真的吗？那我以后也搬到校外去。

 你刚来，在学校住对你有**好处**^b，可以**适应**一下学校的生活。要是你以后想搬家，我可以帮你找房子。

 好吧，我以后要是搬家，一定请你帮忙。

 天明，前边没人了，我帮你把行李搬进去吧。

 好，谢谢。哎，我的电脑呢？……糟糕，电脑可能**拉**^c在出租车上了！

Language Notes

a 新生


新生 (*xīnshēng*) (lit. new student) is the Chinese term for “freshman.” The term 新鲜人/新鲜人 (*xīnxiānrén*), a perhaps initially facetious translation of the English term “freshman,” is used in Taiwan. However, the adjective 新鲜/新鲜 (*xīnxiān*) (fresh) typically describes food or things that are novel or unusual. Returning students are called 老生 (*lǎoshēng*) (lit. old student).


b 好处/好處


The opposite of 好处/好處 (*hǎochu*) (advantage, benefit) is 坏处/壞處 (*huàichu*) (disadvantage, harm).


c 拉

拉 (*lā*) is used here in its colloquial sense to mean “to leave something behind.” 拉 is otherwise pronounced “*lā*” and means “to pull.” Some people prefer using the character 落/落, which is normally pronounced “*luò*” and means “to fall.”


 我先坐飛機，從機場到學校坐出租汽車。
柯林，你也住在這兒嗎？

 不，這是新生宿舍，我住在校外。


 是嗎？你為什麼住校外？你覺得住在校內好，還是住在校外好？


 有的人喜歡住在學校宿舍，覺得又方便又安全，有的人喜歡住在校外，因為校外的房子比較便宜。我住在校外，除了想省點兒錢³以外，還因為住在校外自由。再說，住在校內也不見得很方便。

 真的嗎？那我以後也搬到校外去。

 你剛來，在學校住對你有好處^b，可以適應一下學校的生活。要是你以後想搬家，我可以幫你找房子。

 好吧，我以後要是搬家，一定請你幫忙。

 天明，前邊沒人了，我幫你把行李搬進去吧。

 好，謝謝。哎，我的電腦呢？……糟糕，電腦可能拉^c在出租車上了！

After You Study

Answer the following questions in Chinese.

- 1 請簡單地介紹一下張天明和柯林。
- 2 你喜歡住在校內還是校外？為什麼？

View & Explore

For deeper language immersion and more cultural information, watch “Starting School,” a short, supplemental video clip by Cheng & Tsui on this lesson's theme.



Video



Vocabulary



Audio



Flashcards

No.	Simplified	Traditional	Pinyin	Part of Speech*	Definition
1	开学	開學	kāi xué	vo	to begin a new semester
2	新生	新生	xīnshēng	n	new student
3	辆	輛	liàng	m	(measure word for vehicles)
4	研究生	研究生	yánjiūshēng	n	graduate student
5	出生	出生	chūshēng	v	to be born
6	弓	弓	gōng	n	bow (for archery)
7	长	長	cháng	adj	long
8	校外	校外	xiào wài		off campus
9	校内	校內	xiào nèi		on campus
10	安全	安全	ānquán	adj	safe
11	比较	比較	bǐjiào	adv/v	relatively, comparatively, rather; to compare
12	省钱	省錢	shěng qián	vo	to save money, to economize
13	自由	自由	zìyóu	adj	free, unconstrained

* Parts of speech are indicated for most vocabulary items. Four-character phrases, idiomatic expressions, and other phrases that cannot be categorized by part of speech are left unmarked.

从张天明的家到学校坐飞机得坐两个多小时。你家离学校有多远？

從張天明的家到學校坐飛機得坐兩個多小時。你家離學校有多遠？



How About You?

While studying abroad in Taiwan, you plan to move to a new apartment. Your friend recommends a moving company to you and gives you their business card. Determine the manager's family name and the number to call. Check out the company's slogan on the right and explain how the company's name serves as an advertisement.



No.	Simplified	Traditional	Pinyin	Part of Speech	Definition
14	不见得	不見得	bújiànde		not necessarily
15	好处	好處	hǎochu	n	advantage, benefit
16	适应	適應	shìyìng	v	to adapt, to become accustomed to
17	生活	生活	shēnghuó	n/v	(day-to-day) life; to live
18	搬家	搬家	bān jiā	vo	to move (one's residence)
19	帮忙	幫忙	bāng máng	vo	to help
20	哎	哎	āi	excl	(exclamatory particle to express surprise or dissatisfaction or to remind)
21	拉	拉	là	v	to leave (something) behind inadvertently (colloq.)
22	张天明	張天明	Zhāng Tiānmíng	pn	(a personal name)
23	柯林	柯林	Kē Lín	pn	(a personal name)

Grammar

1

The particle 了 (IV)

The dynamic particle 了 can indicate that an action has occurred. It may appear after a verb; between a verb and a quantified object, as in (A) and (B); or after an unquantified object at the end of a sentence, as in (C).

A

昨天晚上我看了一个电影。

昨天晚上我看了一個電影。

Last night I saw a movie.

B

小王刚才在网上买了两本书。

小王剛才在網上買了兩本書。

Little Wang bought two books online a moment ago.

C

Q: 你昨天晚上做什么了?

你昨天晚上做什麼了?

What did you do yesterday evening?

A: 洗衣服了。

洗衣服了。

I did laundry.

In all the examples above, 了 signals that an action has occurred, but adding 了 is not equivalent to making a verb past tense. In some cases, 了 indicates that an action will actually occur in the future:

D

明天我吃了早饭去机场。

明天我吃了早飯去機場。

Tomorrow, I'll go to the airport after breakfast.

Sentences with 了 that indicate the occurrence of an action usually have a time phrase, as in (A), (B), and (C). When the sentence does not have a time phrase, the time implied is the immediate past.

E

Q: 这本书你看了吗?

這本書你看過了嗎?

Did you read this book?

A: 我看了。

我看過了。

Yes, I read it.

F

Q: 你买明天的电影票了吗?

你買明天的電影票了嗎?

Did you buy tickets for tomorrow's movie?

A: 买了。

買了。

Yes, I did.

Q: 等了多长时间?

等了多長時間?

How long did you wait?

A: 人不多，只等了五分钟。

人不多，只等了五分鐘。

There weren't a lot of people. I only waited five minutes.

When 了 appears between a verb and an object, the object is usually quantified, as in (A) and (B), but it need not be if one of three circumstances applies: if the object is followed by another 了, as in (G); if the object is followed by another clause, as in (H); or if the object refers to a definite person or thing, as in (I).

G

我给小李打了电话了。

我給小李打了電話了。

I called Little Li.

H

张天明买了机票就回家了。

張天明買了機票就回家了。

Zhang Tianming went home right after he bought the plane ticket.

I

昨天我在学校里看见了小王。

昨天我在學校裡看見了小王。

Yesterday, I saw Little Wang at school.

When 了 occurs at the end of a sentence, it may signify the occurrence or realization of an event, state, or new situation:

J

十月了，天气慢慢冷了。

十月了，天氣慢慢冷了。

It's October. The weather is gradually getting cold.

K

我想今天晚上看电影，可是明天要考试，所以不看了。

我想今天晚上看電影，可是明天要考試，所以不看了。

I wanted to go see a movie tonight, but I have an exam tomorrow, so I'm not going to.

When there are two verb phrases in a sentence and the first verb phrase is followed by the particle 了, the two actions denoted by the verbs are consecutive. The second action begins once the first one is completed.

L

我下了课再去找你。

我下了課再去找你。

After class, I'll go look for you.

M

昨天我搬进了宿舍就去餐厅吃饭了。

昨天我搬進了宿舍就去餐廳吃飯了。

Yesterday, as soon as I finished moving into the dorms, I went to eat at the cafeteria.

In (L), the action 去找你 occurs when the action 下课/下課 is completed. In (M), the action 去餐厅吃饭/去餐廳吃飯 occurs once the action 搬进宿舍/搬進宿舍 is finished.

2

Sentences with 是...的 (I) revisited

We studied this construction in IC2 [see Grammar 4, Lesson 14, IC2]. Remember that when both the speaker and the listener know that an action or event has occurred and the speaker wants to draw attention to the particulars of the action—such as the time, place, manner, purpose, or agent—the 是...的 construction must be used. Notice that in the following examples the particle 了 is used to ask whether an action occurred. Once it's established that it did, the speakers immediately switch to using the 是...的 construction to get into the specifics of the action. Notice also that although we call it the 是...的 construction, 是 is, in fact, often optional.

A

Q: 柯先生来了吗?

柯先生來了嗎?

Did Mr. Ke come?

A: 来了。

來了。

Yes, he did.

Q: (是) 什么时候来的?

(是) 什麼時候來的?

When did he come?

A: (是) 昨天晚上来的。

(是) 昨天晚上來的。

Yesterday evening.

Q: (是) 跟谁一起来的?

(是) 跟誰一起來的?

Who did he come with?

A: (是) 跟他姐姐一起来的。

(是) 跟他姐姐一起來的。

With his older sister.

Q: (是) 坐飞机来的还是开车来的的?

(是) 坐飛機來的還是開車來的的?

Did they come by plane or by car?

A: 开车来的的。

開車來的的。

By car.

B

张天明 (是) 在美国出生的的。

張天明 (是) 在美國出生的的。

Zhang Tianming was born in the U.S.

If there is an object after the verb, 的 can be placed at the end of the sentence or before the object.

C

Q: 你是大学生吗?

你是大學生嗎?

Are you an undergrad?

A: 不，我是研究生。

不，我是研究生。

No, I'm a grad student.

Q: 你是在哪儿上的的大学?

你是在哪兒上的大學?

Where did you go to college?

A: 我是在纽约上的大学。

我是在紐約上的大學。

I went to college in New York.

In negative sentences, 是 cannot be omitted:

D Q: 你是在中国学的中文吗?
你是在中國學的中文嗎?

Did you study Chinese in China?

A: 我不是在中国学的中文，是在美国学的。
我不是在中國學的中文，是在美國學的。

I didn't study Chinese in China. I studied it in the U.S.

E Q: (是) 谁跟你一起看的电影? 是小张吗?
(是) 誰跟你一起看的电影? 是小張嗎?

Who went to the movie with you? Was it Little Zhang?

A: 不是小张跟我一起看的，(是) 小李跟我一起看的。
不是小張跟我一起看的，(是) 小李跟我一起看的。

No, Little Zhang didn't go with me. Little Li did.

3

除了...以外，都...

除了 means "not counting." As we learned in IC1, the structure 除了...以外，
还/還... introduces something that is in addition to what is already known. [See Grammar 8,
Lesson 8, IC1.]

A 他除了学中文以外，还学日文。
他除了學中文以外，還學日文。

or in other words:

他学中文，也学日文。

他學中文，也學日文。

In addition to Chinese, he's also studying Japanese.

B

我们班除了小王以外，还有小林去过中国。

我們班除了小王以外，還有小林去過中國。

or in other words:

小王和小林都去过中国。

小王和小林都去過中國。

In our class, in addition to Little Wang, Little Lin has also been to China.

C

昨天张天明除了搬家以外，还买东西了。

昨天張天明除了搬家以外，還買東西了。

or in other words:

昨天张天明搬家、买东西。

昨天張天明搬家、買東西。

In addition to moving, Zhang Tianming also went shopping yesterday.

On the other hand, the structure 除了...以外，都... emphasizes that a group of people or things shares something in common, excluding the noted exceptions. It is usually translated as “except” or “except for.”

D

除了小柯以外，我们班的同学都去过中国。

除了小柯以外，我們班的同學都去過中國。

or in other words:

小柯没去过中国。

小柯沒去過中國。

Except for Little Ke, every student in our class has been to China.
(Little Ke is the only one in our class who has not been to China.)

E

除了看书以外，晚上什么事我都愿意做。

除了看書以外，晚上什麼事我都願意做。

or in other words:

我晚上不愿意看书。

我晚上不願意看書。

Except for reading, I am willing to do anything in the evening.
(Reading is the only thing that I am not willing to do in the evening.)

For flow and clarity, connecting words are necessary when we speak at length in multiple sentences. In the example from the Text shown below, take a look at how Ke Lin uses three connectives—因为/因為, 除了…以外, 还因为/除了…以外, 還因為, and 再说/再說—to organize his sentences.

A

**Zhang
Tianming**

是吗? 你为什么住校外? 你觉得住在校内好, 还是住在校外好?

是嗎? 你為什麼住校外? 你覺得住在校內好, 還是住在校外好?

Is that so? Why do you live off campus? Do you think it's better to live on or off campus?

Ke Lin

有的人喜欢住在学校宿舍, 觉得又方便又安全, 有的人喜欢住在校外, 因为校外的房子比较便宜。我住在校外, 除了想省点儿钱以外, 还因为住在校外自由。再说, 住在校内也不见得很方便。

有的人喜歡住在學校宿舍, 覺得又方便又安全, 有的人喜歡住在校外, 因為校外的房子比較便宜。我住在校外, 除了想省點兒錢以外, 還因為住在校外自由。再說, 住在校內也不見得很方便。

Some people like to live on campus, thinking it's both convenient and safe. Others like to live off campus, as off-campus housing is relatively inexpensive. I live off campus. In addition to wanting to save some money, I also want freedom. On top of that, living on campus isn't necessarily that convenient.

Another way to connect sentences is by using ordinal numbers to enumerate each reason:

第一…，第二…，第三…。

Ke Lin

有的人喜欢住在学校宿舍，觉得又方便又安全，有的人喜欢住在校外，**因为**，**第一**，校外的房子比较便宜，**第二**，住在校外比较自由，**第三**，住在校内不见得很方便。

有的人喜歡住在學校宿舍，覺得又方便又安全，有的人喜歡住在校外，**因為**，**第一**，校外的房子比較便宜，**第二**，住在校外比較自由，**第三**，住在校內不見得很方便。

In (A), connecting words allow Ke Lin's reply to sound clearer and more organized. Take a look at another example:

B

妈妈告诉我当医生最好。**因为除了**好找工作**以外**，**还**挣钱多，**再说**家里人看病也方便。

媽媽告訴我當醫生最好。**因為除了**好找工作**以外**，**還**掙錢多，**再說**家裡人看病也方便。

Mom told me it would be best if I became a doctor because it would be easy for me to find a job, I would be able to make more money, and it would be more convenient for other family members to see the doctor.

Here as well, the sentences can be connected using ordinal numbers instead.

妈妈告诉我当医生最好。**因为第一**好找工作，**第二**挣钱多，**第三**家里人看病也方便。

媽媽告訴我當醫生最好。**因為第一**好找工作，**第二**掙錢多，**第三**家裡人看病也方便。

Characterize it!



Identify the common component.

How does the pronunciation of the component relate to the overall pronunciation of the characters?



Words & Phrases

A

觉得/覺得 (to feel, to think)

觉得/覺得 can be used to express a feeling, as in (1).

1

我今天觉得有点不舒服，不能跟你一起去游泳了。

我今天覺得有點不舒服，不能跟你一起去游泳了。

I don't feel very well today. I can't go swimming with you. [feeling]

It can also be used to express an opinion, as in (2) and (3).

2

大家都说那个电影好看，可是我看了以后觉得不怎么样。

大家都說那個電影好看，可是我看了以後覺得不怎麼樣。

Everybody says that film is good, but I didn't think it was all that great after seeing it. [opinion]

3

很多美国人认为 (rènwéi) 十八岁以后就应该离开家搬到别的地方住，我觉得不一定。

很多美國人認為 (rènwéi) 十八歲以後就應該離開家搬到別的地方住，我覺得不一定。

Many Americans think that you should leave home and live somewhere else after you turn eighteen. I don't necessarily feel this is the case. [opinion]

When used to express an opinion, 觉得/覺得 is less formal than 认为/認為.

B

方便 (convenient)

As an adjective, 方便 can appear in a sentence as a predicate, as in (1) and (2).

1

住在城里买东西很方便。

住在城裡買東西很方便。

Living in the city, it's very convenient to shop. [predicate]

2

我想问您一个问题，您现在方便吗？

我想問您一個問題，您現在方便嗎？

I'd like to ask you a question. Is right now convenient for you? [predicate]

It can also appear as an attributive, as in (3).

3

方便的时候，请给我打个电话。

方便的時候，請給我打個電話。

Please give me a call whenever is convenient for you. [attributive]

叫出租汽车

昨天晚上她唱歌唱得不错，很多人**为她叫好**。

这个电影特别**叫座**，很多人想去看。

A WAY WITH WORDS

Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.

叫出租汽车

昨天晚上她唱歌唱得不错，很多人**为她叫好**。

這個電影特別**叫座**，很多人想去看。

C

安全/安全 (safe)

As an adjective, 安全/安全 can be used as a predicate, as in (1) and (2).

1

这栋楼很安全。

這棟樓很安全。

This building is very safe. [predicate]

2

你不必担心，她现在很安全。

你不必擔心，她現在很安全。

You don't have to worry. She's very safe now. [predicate]

It can also be used as an attributive, as in (3) and (4).

3

我们宿舍的安全问题很大。

我們宿舍的安全問題很大。

Our dorm has a big problem with safety. [attributive]

4

最安全的办法是下午五点以后不准人进公司。

最安全的辦法是下午五點以後不准人進公司。

The safest solution is to not allow people to enter the company building after 5:00 p.m. [attributive]

D

省钱/省錢 (to save money, to economize)

省钱/省錢 is a verb-object compound. Numerals and particles such as 了 can be inserted between the verb and the object.

1

每个星期少开一天车，一年可以省不少钱。

每個星期少開一天車，一年可以省不少錢。

If you drive one day less a week, you'll save a lot of money over a year.

2

这件衬衫周末打五折，可以省三十块钱。

這件襯衫週末打五折，可以省三十塊錢。

This shirt is half off this weekend. You can save thirty dollars.

3

我去年住在中国，吃饭很便宜，省了很多钱。

我去年住在中國，吃飯很便宜，省了很多錢。

I lived in China last year. Eating was very inexpensive. I saved a lot of money.

E

自由 (free, unconstrained)

自由 can be used as a noun, as in (1); as an adjective, as in (2); or as an adverbial with the addition of 地, as in (3).

1

Q: 在那个地方，你觉得人们有自由吗？

在那個地方，你覺得人們有自由嗎？

In that place, do you think people have freedom? [noun]

A: 我在那儿住了半年，觉得很自由。

我在那兒住了半年，覺得很自由。

I lived there for half a year. I found it very free. [adjective]

2

我妹妹住在表姐家里，她觉得很不自由。

我妹妹住在表姐家裡，她覺得很不自由。

My younger sister lives with my cousin. She finds it very restrictive. [adjective]

3

那个孩子快两岁了，可以在地上自由地走来走去。

那個孩子快兩歲了，可以在地上自由地走來走去。

That child is going to be two soon. He can walk around freely. [adjective + 地 = adverbial]

F

不见得/不見得 (not necessarily)

An adverb, 不见得/不見得 can be used to politely express a dissenting opinion.

1 Q: 她是在中国出生的，中文一定很好吧？

她是在中國出生的，中文一定很好吧？

She was born in China. Her Chinese must be very good.

A: 在中国出生的人，中文**不见得**好。

在中國出生的人，中文**不見得**好。

People who were born in China don't necessarily speak good Chinese.

2 报上说的**不见得**对。

報上說的**不見得**對。

What's said in the newspaper isn't necessarily right.

3 这个城市路上车多人多，开车**不见得**比走快。

這個城市路上車多人多，開車**不見得**比走快。

The streets in this city are packed with people and cars. Driving isn't necessarily faster than walking.

G

好处/好處 (advantage, benefit)

好处/好處 is a noun. It can be used as a subject, as in (1).

1 坐飞机的**好处**是很快。

坐飛機的**好處**是很快。

The advantage of flying is that it's quick.

It can also be used as an object, as in (2).

2

请你说说这样做的**好处**。

請你說說這樣做的**好處**。

Please tell us the advantage of doing it this way.

好处/好處 often occurs in this construction, meaning “X is advantageous for Y”:

X对Y (没) 有好处

X對Y (沒) 有好處

3

少开车，多走路，**对健康有好处**。

少開車，多走路，**對健康有好處**。

Driving less and walking more is good for health.

4

这样做**对你没有好处**。

這樣做**對你沒有好處**。

Doing this has no advantages for you.

5

上过大学、会用电脑、会说外语，**对找工作有好处**。

上過大學、會用電腦、會說外語，**對找工作有好處**。

Having a college degree, being able to use a computer, and being able to speak a foreign language are advantages when it comes to looking for a job.

H

适应/適應 (to adapt, to become accustomed to)

The verb 适应/適應 must be used with a direct object.

1

你**适应**大学的生活了吗?

你**適應**大學的生活了嗎?

Have you gotten used to college life yet?

2

我来了两年了，到现在还**不适应**这里的生活。

我來了兩年了，到現在還**不適應**這裡的生活。

I've been here for two years, but I'm still not used to life here.

Alternatively, the object can be introduced by the preposition 对/對 and be placed before the verb 适应/適應.

3

你**对**这里的天气已经**适应**了吗?

你**對**這裡的天氣已經**適應**了嗎?

Have you gotten used to the weather here?

4

我们刚来美国，**对**美国的天气还**不适应**。

我們剛來美國，**對**美國的天氣還**不適應**。

We've just arrived in the U.S. We're not used to American weather yet.

Chinese Chat

A friend is texting you on WeChat to ask for a favor. How would you reply?



Lola:
我週末搬家。能幫忙嗎?

You:
...

Lola:
太好了! 搬好了, 我叫 pizza, 怎麼樣?

You:
...

Language Practice

A

Pleasure to meet you

INTERPERSONAL

Ask your teacher to give you a Chinese name if you don't already have one, then go around the class and introduce yourself. Explain the characters in your Chinese name and ask your classmates to explain how to write their own Chinese names.

B

Back to school

INTERPERSONAL

In pairs, take turns asking questions about your trips back to school after summer break. Use the 是...的 structure to ask about the particulars of the trip, e.g.:

What date?

Q: 你是几号回学校来的?

你是幾號回學校來的?

A: 我是二十三号回学校来的。

我是二十三號回學校來的。

1 What day of the week?

2 How?

3 With whom?

C

Apart from that

INTERPERSONAL

First, in pairs, take turns asking your partner what other courses he/she is taking this semester besides Chinese, using 除了...以外, 还/還... Use English to name courses you don't know how to say in Chinese.

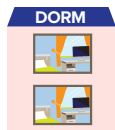
Second, since you know your partner can speak Chinese, find out what other languages he/she can speak using 除了...以外, 还/還...

F

Missing in action

PRESENTATIONAL

Based on the images, express your regret about leaving these items behind, e.g.:



糟糕，我把書拉在宿舍里了。
糟糕，我把書拉在宿舍裡了。

1



2



3



4



G

Newbie nerves

INTERPERSONAL

In pairs, brainstorm a list of things you can do to help first-year students feel more at ease when they first arrive on campus.

A WAY WITH WORDS

省钱

为了省事，他把三个月的房租一次付了。

这个孩子每天一回家就开始做功课，真让妈妈省心。

Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.

省錢

為了省事，他把三個月的房租一次付了。

這個孩子每天一回家就開始做功課，真讓媽媽省心。

H

PRESENTATIONAL

Pros and cons

INTERPERSONAL

First, list the pros and cons of living on campus in a dorm and living off campus in an apartment or a house. Then survey three of your classmates and see who prefers living on campus or off campus. Record their reasons using 觉得住在校外比住在校内好。因为...../.....覺得住在校外比住在校內好。因為..... and report back to the class.

I

INTERPERSONAL

Stay or go

PRESENTATIONAL

In groups, discuss the pros and cons of living on campus vs. living off campus, then summarize your group members' opinions by using 有的..., 有的.... Points for discussion can include safety, doing laundry, Internet access, shopping, expenses, and freedom, e.g.:

有的同学觉得住在校内，离教室近，上课很方便。有的同学觉得.....

有的同學覺得住在校內，離教室近，上課很方便。有的同學覺得.....

J

INTERPERSONAL

There's no place like home

PRESENTATIONAL

In pairs, take turns asking the following questions about living situations. Make sure you incorporate the expressions and constructions you've learned in this lesson.

- 1 Do you live on or off campus?
- 2 When did you move there?
- 3 What are the advantages of living where you do?
- 4 Do your friends live on or off campus as well?
- 5 What would you say to those who have made a different choice?
- 6 Next year, are you going to continue living on/off campus?

Then, based on your answers to the questions above, explain your choice of living on or off campus in a short, coherent paragraph. Don't forget to connect your sentences using 因为/因為, 除了...以外, 还/還..., 再说/再說..., and/or 第一..., 第二..., 第三....

CULTURAL LITERACY

School Relationships

Relationships are very important in China. As one saying goes, “At home, we depend on our parents; when we travel, we depend on our friends” (在家靠父母，出外靠朋友). At college, away from their families for the first time, students often form special, sibling-like mentorship bonds based on seniority. Terms like 学长/學長 (xuézhǎng) (upperclassman), 学弟/學弟, 学姐/學姐, and 学妹/學妹 are frequently heard on Chinese college campuses. The unfortunate flip side to this strong sense of family and group belonging is occasional indifference to strangers.



COMPARE & CONTRAST

For students who are new to campus, not knowing one's way around and failing to blend in can be stressful and embarrassing. To avoid the awkwardness of being a 菜鸟/菜鳥 (càiniǎo) (newbie, lit. vegetable bird), new students often try to befriend a 学长/學長 to learn the ropes and meet new friends. While senior students do often play a central role in the social scene on campus, it is not uncommon for them to provide academic, personal, and professional advice to their younger peers. Do such relationships exist at your school? If not, what ways are there for new students to acclimate to their schools?

Homonyms abound in Chinese—for instance, Zhang Tianming's family name, 张/張 (Zhāng), sounds exactly like another family name, 章 (Zhāng). In conversation, it is common to disambiguate a family name by explaining how it is written. One way is to break the character into components: hence, Zhang Tianming's family name is said to be 弓长张/弓長張 (gōng cháng Zhāng), made up of 弓 (gōng) and 长/長 (cháng), and not 立早章 (lì zǎo Zhāng), made up of 立 (lì) and 早 (zǎo). A family name can also be disambiguated by presenting a disyllabic context in which it is used or by referencing a famous person with the same name. For instance, to differentiate the family name 江 (Jiāng) from 姜 (Jiāng), one might say 长江的江/長江的江，不是姜太公的姜 (Chángjiāng de Jiāng, bú shì Jiāng Tàigōng de Jiāng), ([it's] the Jiang in Changjiang [the Yangtze River], not the Jiang in Jiang Taigong [a semi-legendary figure from Chinese antiquity]).

江

姜

Homonyms



First-year students engaged in military training
at Jiujiang University, Jiangxi Province

MILITARY TRAINING

Chinese law requires that all college students undergo basic military training. Since 1989, freshman orientation has included at least two weeks of on-campus military training overseen by officers of the People's Liberation Army. Since the academic year usually starts in September, when much of the country is still uncomfortably hot, many students find the experience grueling. The training consists of drill formations, crawling, strength building, and target practice, often under the harsh sun. Sometimes, nighttime cross-country hiking is also included in the program. While some students and parents find the requirement beneficial, others are more critical. However, there are no indications that military training will be phased out anytime soon.

Lesson Wrap-Up

Project



More
exercises

You are on the University New Student Orientation Committee and have been tasked with helping a group of incoming Chinese students. Make a video for the new student orientation program. Look up information on the university website and incorporate it in your video. In your video, be sure to:

- extend a warm welcome to the new students, and introduce yourself—say what your name is, where you are from, what year you are, where you live, what your major is, and so on
- outline what you will go over in the video (i.e., the items below)
- describe the main facilities on campus—the library, computer center, athletic field, student activity center, student dorms, etc.
- explain when move-in day is and who will be helping new students move into their dorms (i.e., returning students)
- inform new students when they will meet their faculty adviser (指导教授/指導教授) (zhǐdǎo jiàoshòu) and what they will go over (classes and university life)
- remind them when classes begin
- tell them what fun activities the university has planned for new students before classes begin
- end by reiterating your welcome

Keep It Flowing

First, study the following description; pay particular attention to how the highlighted parts help the sentences flow smoothly from one to the next. Notice how:

- pronouns (他) replace corresponding nouns when the subject remains unchanged (张天明/張天明)
- identical subject pronouns in close proximity are omitted (他 in brackets)
- words and structures that indicate time or time relationships (…以后/以後, 马上/馬上, 快…了) and place (在那儿/在那兒) serve as connective devices

张天明上大学的第一天

张天明是大学一年级的新生，他家离大学很远。大学快开学了，他坐飞机去学校。他坐飞机坐了两个多小时，[他]下飞机以后，[他]马上叫了一辆出租车，[他]很快就到了学校宿舍。宿舍前边的人很多，在那儿，他认识了柯林。

張天明上大學的第一天

張天明是大學一年級的新生，他家離大學很遠。大學快開學了，他坐飛機去學校。他坐飛機坐了兩個多小時，[他]下飛機以後，[他]馬上叫了一輛出租汽車，[他]很快就到了學校宿舍。宿舍前邊的人很多，在那兒，他認識了柯林。

Second, describe your first day in college. Use as many of the cohesive devices in the example as possible to string together your answers to the questions:

- 你是大學幾年級的学生？
你是大學幾年級的學生？
- 你家离学校远不远？
你家離學校遠不遠？
- 你是怎么从家里来学校的？坐飞机、开车，还是坐出租车来的？
你是怎麼從家裡來學校的？坐飛機、開車，還是坐出租汽車來的？
- 从你家到学校要多少时间？
從你家到學校要多少時間？
- 你到宿舍以后认识了谁？
你到宿舍以後認識了誰？

Can-Do Check List



Before proceeding to Lesson 2, make sure you can complete the following tasks in Chinese:

I can

- ▣ Disambiguate my Chinese name
- ▣ Ask and answer questions about where I was born and grew up
- ▣ Discuss my preferences for living on or off campus
- ▣ Express a contrary view politely

Pinyin Text

Zhāng Tiānmíng shì dàxué yī niánjí de xīnshēng^a. Kuài kāi xué le, tā jiā lí dàxué hěn yuǎn, děi zuò fēijī qù xuéxiào. Tā zuò fēijī zuò le liǎng ge duō xiǎoshí, xià fēijī yǐhòu, mǎshàng jiào le yí liàng chūzū qìchē, hěn kuài jiù dào le xuéxiào sùshè¹.



Rén zhēn duō!



Nǐ shì xīnshēng ba?



Shì, wǒ shì xīnshēng. Nǐ ne?



Wǒ shì yánjiūshēng. Zài zhèr bāng xīnshēng bān dōngxi. Qǐng wèn, nǐ jiào shénme míngzi?



Wǒ jiào Zhāng Tiānmíng.



Zhāng Tiānmíng? Shì Zhōngwén míngzi ma?



Duì, wǒ bàba māma shì cóng Zhōngguó lái de. Kěshì wǒ shì zài Měiguó chūshēng, zài Měiguó zhǎng dà de². Qǐng wèn nǐ de míngzi shì . . .



Wǒ zhèng zài xué Zhōngwén, wǒ de Zhōngwén míngzi shì Kē Lín. Nǐ de míngzi shì nǎ sān ge zì?



Zhāng shì gōng cháng zhāng, jiù shì yì zhāng zhǐ de zhāng, tiān shì tiānqì de tiān, míng shì míngtiān de míng.



Nǐ shì zěnméi lái xuéxiào de?



Wǒ xiān zuò fēijī, cóng jīchǎng dào xuéxiào zuò chūzū qìchē. Kē Lín, nǐ yě zhù zài zhèr ma?



Bù, zhè shì xīnshēng sùshè, wǒ zhù zài xiào wài.



Shì ma? Nǐ wèishénme zhù xiào wài? Nǐ juéde zhù zài xiào nèi hǎo, hái shì zhù zài xiào wài hǎo?



Yǒude rén xǐhuan zhù zài xuéxiào sùshè, juéde yòu fāngbiàn yòu ānquán, yǒude rén xǐhuan zhù zài xiào wài, yīnwèi xiào wài de fángzi bǐjiào piányi. Wǒ zhù zài xiào wài, chúle xiǎng shěng diǎnr qián yǐwài³, hái yīnwèi zhù zài xiào wài zìyóu. Zàishuō, zhù zài xiào nèi yě bújiànde hěn fāngbiàn.



Zhēn de ma? Nà wǒ yǐhòu yě bān dào xiào wài qù.



Nǐ gāng lái, zài xuéxiào zhù duì nǐ yǒu hǎochu^b, kěyǐ shìyìng yí xià xuéxiào de shēnghuó. Yàoshi nǐ yǐhòu xiǎng bān jiā, wǒ kěyǐ bāng nǐ zhǎo fángzi.



Hǎo ba, wǒ yǐhòu yàoshi bān jiā, yídìng qǐng nǐ bāng máng.



Tiānmíng, qiánbian méi rén le, wǒ bāng nǐ bǎ xíngli bān jìn qu ba.



Hǎo, xièxie. Āi, wǒ de diànnǎo ne? . . . Zāogāo, diànnǎo kěnéng là^c zài chūzū chē shang le!

Lesson 2

第二课

第二課

宿舍生活

DORM LIFE

Learning Objectives

In this lesson, you will learn to:

- Name basic pieces of furniture
- Describe your living quarters
- Comment on someone's living quarters
- Disagree tactfully

Relate & Get Ready

In your own culture/community:

- Do dorms and apartments usually come furnished or unfurnished?
- What facilities and services do dorms offer?
- Do dorms usually have air conditioning?

课文

Text



Audio

Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 你平常自己带饭还是在学生餐厅吃饭?
- 2 学生餐厅的饭怎么样?

When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.

- 1 为什么宿舍房间里那么热?
- 2 柯林说住在这儿方便吗? 为什么?
- 3 张天明觉得美国的中餐馆儿怎么样?

张天明宿舍的房间不太大，住两个人。他的同屋^a已经来了。房间里家具不多，靠窗户摆着两张书桌，每张桌子的前边^b有一把椅子。书桌的旁边^c是床¹，床上有被子和毯子。床旁边有两个衣柜，柜子里挂着一些衣服。门右边放着两个书架，书架还是空的。

真热! 房间里怎么没有空调^b?

这栋楼比较²旧，我大一^c的时候在这儿住过。

卫生间也比较小。住在这儿恐怕很不方便吧?

不，这儿很方便。学生餐厅^d就在楼下，餐厅旁边有一个小商店，卖日用品和文具。教室离这儿不远，走路差不多五、六分钟。

洗衣服方便吗?

方便得很³。这层楼有三台洗衣机和三台干衣机。

这儿吵不吵?

不吵，这儿离大马路很远，很安静。

課文

Text



Audio

張天明宿舍的房間不太大，住兩個人。他的同屋^a已經來了。房間裡傢俱不多，靠窗戶擺著兩張書桌，每張桌子的前邊^b有一把椅子。書桌的旁邊^c是床^d，床上有被子和毯子。床旁邊有兩個衣櫃，櫃子裡掛著一些衣服。門右邊放著兩個書架，書架還是空的。

真熱！房間裡怎麼沒有空調^e？

這棟樓比較^f舊，我大一^g的時候在這兒住過。

衛生間也比較小。住在這兒恐怕很不方便吧？

不，這兒很方便。學生餐廳^h就在樓下，餐廳旁邊有一個小商店，賣日用品和文具。教室離這兒不遠，走路差不多五、六分鐘。

洗衣服方便嗎？

方便得很ⁱ。這層樓有三台洗衣機和三台乾衣機。

這兒吵不吵？

不吵，這兒離大馬路很遠，很安靜。

Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 你平常自己帶飯還是在學生餐廳吃飯？
- 2 學生餐廳的飯怎麼樣？

When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.


- 1 為什麼宿舍房間裡那麼熱？
- 2 柯林說住在這兒方便嗎？為什麼？
- 3 張天明覺得美國的餐館兒怎麼樣？

After You Study


Answer the following questions in Chinese.

- 1 张天明的房间里有些什么家具?
- 2 你觉得住在张天明的宿舍里有什么好处和坏处?


 听说学校餐厅的饭一般都不太好。这儿的呢?


 你说对了，餐厅的饭真的不怎么样。

 真的? 那怎么办?

 你别着急。附近有很多饭馆儿，还有一家中国餐馆儿呢。

 我觉得美国的中国餐馆儿，好吃的不多。

 那也不见得。附近那家中国餐馆儿的菜就很地道。我和我的女朋友常去。

 真的吗? 那么过几天你带我去那儿看看，好吗?

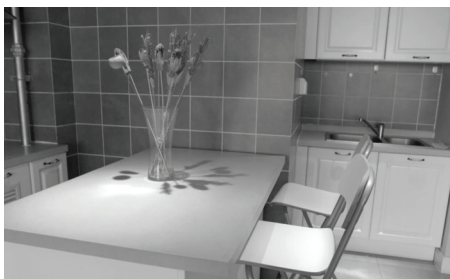
 好，没问题。

View & Explore



Video


For deeper language immersion and more cultural information, watch "Housing," a short, supplemental video clip by Cheng & Tsui on this lesson's theme.




 聽說學校餐廳的飯一般都不太好。這兒的呢？


 你說對了，餐廳的飯真的不怎麼樣。

 真的？那怎麼辦？

 你別著急。附近有很多飯館兒，還有一家中國餐館兒呢。

 我覺得美國的中國餐館兒，好吃的不多。

 那也不見得。附近那家中國餐館兒的菜就很地道。我和我的女朋友常去。

 真的嗎？那麼過幾天你帶我去那兒看看，好嗎？

 好，沒問題。

After You Study

Answer the following questions in Chinese.

- 1 張天明的房間裡有些什麼傢俱？
- 2 你覺得住在張天明的宿舍裡有什麼好處和壞處？

Language Notes

a 同屋

Another word for roommate is 室友 (*shìyǒu*) (lit. room friend).

b 空调/空調

空调/空調 (*kōngtiáo*) is short for 空气调节器/空氣調節器 (*kōngqì tiáojié qì*) (air control or air adjustment machine), although the long form is almost never used. 空调/空調 can have both heating and cooling functions. However, by definition, 冷气机/冷氣機 (*lěngqì jī*) are only capable of cooling.

c 我大一

This phrase, short for 我是大学一年级的学生/我是大學一年級的學生, means “I’m a first-year college student.” Among students, the shorter form is more common.

d 餐厅/餐廳

The term 餐厅/餐廳 applies to both small, independent restaurants and school and company cafeterias. School and company cafeterias are also called 食堂 (*shítáng*). In China, many schools and companies subsidize their own cafeterias; these are for the exclusive use of students or employees. Many accept meal cards rather than cash.

Vocabulary



Audio



Flashcards

No.	Simplified	Traditional	Pinyin	Part of Speech	Definition
1	同屋	同屋	tóngwū	n	roommate
2	摆	擺	bǎi	v	to put, to place
3	被子	被子	bèizi	n	comforter, quilt
4	毯子	毯子	tǎnzi	n	blanket
5	衣柜	衣櫃	yīguì	n	wardrobe
6	柜子	櫃子	guìzi	n	cabinet, cupboard
7	挂	掛	guà	v	to hang, to hang up
8	门	門	mén	n	door
9	空	空	kōng	adj	empty
10	空调	空調	kōngtiáo	n	air conditioning
11	栋	棟	dòng	m	(measure word for buildings)
12	旧	舊	jiù	adj	old (of things)
13	恐怕	恐怕	kǒngpà	adv	I'm afraid that, I think perhaps, probably
14	日用品	日用品	rìyòngpǐn	n	daily necessities
15	文具	文具	wénjù	n	stationery, writing supplies

张天明的房间里，靠窗户摆着两张书桌，书桌的旁边是床，床旁边有两个衣柜。你的房间里有哪些家具？

張天明的房間裡，靠窗戶擺著兩張書桌，書桌的旁邊是床，床旁邊有兩個衣櫃。你的房間裡有哪些傢俱？



How About You?

While studying abroad in Beijing, you see this poster in your dorm. What does it ask students to do in order to ensure everyone's safety?

**GET
Real**
WITH **CHINESE**

请大家也为“安全”充充电！



No.	Simplified	Traditional	Pinyin	Part of Speech	Definition
16	洗	洗	xǐ	v	to wash
17	层	層	céng	m	(measure word for stories of a building)
18	台	台	tái	m	(measure word for machines)
19	洗衣机	洗衣機	xǐyījī	n	washing machine
20	干衣机	乾衣機	gānyījī	n	clothes dryer
21	马路	馬路	mǎlù	n	road, street
22	一般	一般	yìbān	adv	generally
23	真的	真的	zhēn de	adv	really, truly
24	着急	著急	zháojí	v	to worry
25	餐馆儿	餐館兒	cānguǎnr	n	restaurant
26	地道	地道	dìdao	adj	authentic, genuine
27	过几天	過幾天	guò jǐ tiān		in a few days

D

Au contraire

INTERPERSONAL

You're in a contrarian mood today. In pairs, practice disagreeing with everything that your partner says using 不见得/不見得, e.g.:

student dorm

convenient

Person A

住在学生宿舍很方便。

住在學生宿舍很方便。

Person B

住在学生宿舍不见得很方便。

住在學生宿舍不見得很方便。

- | | | |
|---|-----------------------|-----------------------------|
| 1 | what the teacher says | correct |
| 2 | living off campus | more freedom |
| 3 | writing English | easier than writing Chinese |
| 4 | airplane tickets | most expensive in August |
| 5 | people born in China | cook delicious Chinese food |

E

It's good for you!

PRESENTATIONAL

Your friend is recovering from an illness. Offer him/her health advice using …对… (没) 有好处/…對… (沒) 有好處, e.g.:



喝水对身体有好处。

喝水對身體有好處。



1



2



3

Another friend of yours has decided to take up learning Chinese as a hobby. Offer him/her three study tips, e.g.:



多听录音对学中文有好处。

多聽錄音對學中文有好處。

Grammar

1

Existential sentences

Existential sentences indicate that something exists at a certain place. Such sentences have a non-typical word order and are structured as follows:

Place word/phrase + verb + (着/著 or 了) + numeral + measure word + noun

Let's look at some examples:

A

桌子上**放着**一本书。

桌子上**放著**一本書。

There is a book lying on the desk.

B

床前**有**一把椅子。

床前**有**一把椅子。

There is a chair in front of the bed.

C

书桌的旁边**是**衣柜。

書桌的旁邊**是**衣櫃。

Next to the desk, there is a wardrobe.

The verbs that can be used with this structure are limited to 有, 是, and verbs signifying bodily actions (e.g. 站, 坐, 躺, 拿, 放, 摆/擺, 挂/掛, and 贴/貼).

D

教室里**有**一些学生。

教室裡**有**一些學生。

There are some students in the classroom.

E

桌子上是一张地图。

桌子上是一張地圖。

On the desk is a map.

F

书架上摆着三张照片。

書架上擺著三張照片。

There are three photos on the bookshelf.

G

那个男孩子手里拿着一个小飞机。

那個男孩子手裡拿著一個小飛機。

That boy is holding a model plane in his hand.

H

床上坐着一个人。

床上坐著一個人。

Someone is sitting on the bed.

In existential sentences, 有 and 是 differ in their implications. 是 suggests that there is only one, or one type of, object or person at a particular place. By contrast, 有 suggests that at the location being referred to, there are multiple objects or types of objects or people. Compare:

I

桌子上有一枝笔，一份报和一些纸。

桌子上有一枝筆，一份報和一些紙。

There's a pen, a newspaper, and some paper on the desk.

[There may be other items on the desk as well.]

J

Q: 你看，桌子上放着什么？

你看，桌子上放著什麼？

Look, what's on the table?

A: 桌子上是一枝笔。

桌子上是一枝筆。

There's a pen on the table.

[There's nothing else on the table.]

Existential sentences can be used to describe what someone is wearing or what is in a space.

K

这个时候从前边走来一个人，他身上**穿着一件白衬衫**，手里**拿着一条红毯子**。

這個時候從前邊走來一個人，他身上**穿著一件白襯衫**，手裡**拿著一條紅毯子**。

At that moment, a man walked over from the front. He was wearing a white shirt and carrying a red blanket in his hand.

L

我住的地方非常漂亮，也非常安静。房子前边**有很多花**，房子后边**是一个小山**，山上**有很多树**。左边**有一个小公园**，右边**有一条小路**，从那条小路可以去学校。

我住的地方非常漂亮，也非常安靜。房子前邊**有很多花**，房子後邊**是一個小山**，山上**有很多樹**。左邊**有一個小公園**，右邊**有一條小路**，從那條小路可以去學校。

The place where I live is very pretty and very quiet. There are many flowers in front of the house. Behind the house is a small hill, and on this hill there are many trees. To the left is a small park, and to the right is a small road by which I can go to school.

2

Expressing relative degree or extent using 比较/比較

The word 比较/比較 (relatively, comparatively, rather) is not used to make absolute comparisons such as “X is more [adjective] than Y” and “X is less [adjective] than Y.” The term is more general, and is used in statements to indicate a relative degree or extent.

A

这把椅子**比较贵**，你别买了。

這把椅子**比較貴**，你別買了。

This chair is rather expensive. Don't buy it.

B

今天**比较**冷，你多穿点衣服吧。

今天**比較**冷，你多穿點衣服吧。

It's pretty cold today. You'd better put on more clothes.

C

Q: 你喜欢什么运动?

A: 我**比较**喜欢打网球。

你喜歡什麼運動?

我**比較**喜歡打網球。

What kind of sports do you like?

I kind of like playing tennis.

(A), (B), and (C) all feature generalized rather than specific comparisons. Contrast these examples with (D):

D

Q: 听说你这两天不太舒服，今天觉得怎么样?

聽說你這兩天不太舒服，今天覺得怎麼樣?

I heard that you were sick the last couple of days. How are you feeling today?

A: 好一点儿了。

好一點兒了。

A little better.

Because the questioner asks for a specific comparison of the respondent's current condition to his/her condition over "the last couple of days," it would be incorrect for the respondent to say:

[**×** 比较好。]

[**×** 比較好。]

As with (D), the sentence in (E) involves a specific comparison:

E

我很高，我哥哥更高。

我很高，我哥哥更高。

I'm very tall. My older brother is even taller.

Hence, it would be incorrect to say:

[**×** 我很高，我哥哥比较高。]

[**×** 我很高，我哥哥比較高。]

3

Indicating an extreme extent using …得很

…得很 is used after adjectives and certain verbs that denote thoughts or feelings to suggest an extreme extent. 冷得很, for example, suggests a much more intense degree of coldness than 很冷.

A

学校刚开学，大家都忙得很。

學校剛開學，大家都忙得很。

School just started. Everyone has been extremely busy.

B

今天搬进宿舍的新生多得很，我们明天再搬吧。

今天搬進宿舍的新生多得很，我們明天再搬吧。

There are way too many freshmen moving into the dorms today. Let's move tomorrow.

C

我们的宿舍安静得很，大家都很喜欢。

我們的宿舍安靜得很，大家都很喜欢。

Our dorms are very quiet. Everyone likes them a lot.

D

来学校一个多星期了，张天明想家得很。

來學校一個多星期了，張天明想家得很。

It's been over a week since Zhang Tianming arrived on campus. He's really homesick.

A WAY WITH WORDS

洗衣服

听说那个人洗钱，现在跑了，大家都在找他。

小白昨天刚从纽约回来，今天朋友们请她吃饭，为她洗尘 (chén)。

Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.

洗衣服

聽說那個人洗錢，現在跑了，大家都在找他。

小白昨天剛從紐約回來，今天朋友們請她吃飯，為她洗塵 (chén)。

4

Conjunctions

Conjunctions are often omitted in spoken Chinese.

A

**Zhang
Tianming**

真热！房间里怎么没有空调？

真熱！房間裡怎麼沒有空調？

It's so hot! How come there's no air conditioning in this room?

Ke Lin

（因为）这栋楼比较旧……

（因為）這棟樓比較舊……

(Because) this building is relatively old ...

B

**Zhang
Tianming**

这儿吵不吵？

這兒吵不吵？

Is it noisy here?

Ke Lin

不吵，（因为）这儿离大马路很远，
（所以）很安静。

不吵，（因為）這兒離大馬路很遠，
（所以）很安靜。

No, it's not noisy here. (Because) it's far from the major roads,
(that's why) it's very quiet here.

Words & Phrases

A

恐怕/恐怕 (I'm afraid, I think perhaps, probably)

The adverb 恐怕/恐怕 is used to express an assessment or concern regarding a particular situation.

1

下雨了，恐怕我们不能打球了。

下雨了，恐怕我們不能打球了。

It's raining. I'm afraid we can't play ball.

2

十一点了，现在给他打电话恐怕太晚了。

十一點了，現在給他打電話恐怕太晚了。

It's eleven o'clock already. I'm afraid it's too late to call him now.

3

这儿没空调，恐怕夏天很热吧？

這兒沒空調，恐怕夏天很熱吧？

There's no air conditioning here. It's probably very hot in the summer, isn't it?

4

窗户外有一条马路，这儿恐怕很吵吧？

窗戶外有一條馬路，這兒恐怕很吵吧？

There's a street outside the window. It must be very noisy here, right?

People seldom say 我恐怕/我恐怕. For example, [✗ 我恐怕他不能去/我恐怕他不能去] would be incorrect. If someone says 我恐怕不能去了/我恐怕不能去了, what he or she really means is (我) 恐怕我不能去了/(我) 恐怕我不能去了 (I'm afraid I won't be able to go). One can also say 他恐怕不能去了/他恐怕不能去了, meaning (我) 恐怕他不能去了/(我) 恐怕他不能去了 (I'm afraid he won't be able to go). In other words, the implied subject is 我. In 他恐怕不能去了/他恐怕不能去了, 他 functions as the topic of the sentence.

B

差不多/差不多 (about, roughly)

差不多/差不多 means “roughly” or “approximately” and can be used as an adverbial.

1

我跟姐姐差不多高。

我跟姐姐差不多高。

I'm about the same height as my older sister. [adverbial]

2

教室离这儿不远，走路差不多五、六分钟。

教室離這兒不遠，走路差不多五、六分鐘。

The classroom isn't far from here. It's roughly a five- or six-minute walk. [adverbial]

3

Q: 你同屋的书架上一共有几本书?

你同屋的書架上一共有幾本書?

How many books are on your roommate's bookshelves?

A: 差不多有一百本。

差不多有一百本。

About a hundred. [adverbial]

4

电影两点开始，现在差不多一点半了，快走吧。

電影兩點開始，現在差不多一點半了，快走吧。

The film starts at two o'clock. It's almost one thirty. We'd better go now. [adverbial]

5

Q: 你多长时间给你母亲打一次电话?

你多長時間給你母親打一次電話?

How often do you call your mom?

A: 我差不多一个星期打一次。

我差不多一個星期打一次。

About once a week. [adverbial]

差不多/差不多 can also be used as an adjective meaning “almost the same.” When used in this way, it can function as a predicate.

6 Q: 你弟弟长得什么样?

你弟弟長得什麼樣?

What does your younger brother look like?

A: 跟我差不多，好多人看见我常常叫他的名字。

跟我差不多，好多人看見我常常叫他的名字。

Very much like me. Many people call me by his name when they see me. [predicate]

7 今天的天气跟昨天差不多，不冷不热，很舒服。

今天的天氣跟昨天差不多，不冷不熱，很舒服。

Today's weather is very similar to yesterday's—not too cold, not too hot, very comfortable. [predicate]

A WAY WITH WORDS

同屋

他们一起上小学、中学和大学，是十几年的同窗。

小李和小王做的菜一样好吃。她们是同门，都是跟林师傅学的。

Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.

同屋

他們一起上小學、中學和大學，是十幾年的同窗。

小李和小王做的菜一樣好吃。她們是同門，都是跟林師傅學的。

C

吵 (noisy; to quarrel)

When used as an adjective, as in (1) and (2), 吵 means “noisy.”

1

外边很吵，我不能看书。

外邊很吵，我不能看書。

It's very noisy outside. I can't read. [adjective]

2

这儿很安静，一点儿也不吵。

這兒很安靜，一點兒也不吵。

It's very quiet here. It's not at all noisy. [adjective]

吵 can also be used as a verb meaning “to quarrel,” as in (3) and (4).

3

他们两个人不知道为什么，吵起来了。

他們兩個人不知道為什麼，吵起來了。

The two of them started to quarrel. I don't know why. [verb]

4

别吵了！有什么问题，好好说。

別吵了！有什麼問題，好好說。

Stop quarreling! If there's a problem, talk it out. [verb]

D

安静/安靜 (quiet)

安静/安靜 is an adjective. It can be used as a predicate, as in (1), (2), and (3).

1

我们的宿舍很安静。

我們的宿舍很安靜。

Our dorms are quiet. [predicate]

2

这儿安静得很，我们就在这儿坐一下吧。

這兒安靜得很，我們就在這兒坐一下吧。

It's very quiet here. Let's sit here for a while. [predicate]

3

安静点儿，弟弟在睡觉。

安靜點兒，弟弟在睡覺。

Be quiet. My younger brother is sleeping. [predicate]

It can also be used as an attributive, as in (4).

4

我们找一个安静的地方聊聊，好吗？

我們找一個安靜的地方聊聊，好嗎？

Let's find a quiet place to talk, OK? [attributive]

E

一般 (generally)

一般 is an adjective, often used as an adverbial.

1

我听说学校餐厅的饭一般都不太好。

我聽說學校餐廳的飯一般都不太好。

I hear that the school cafeteria food is generally not very good.

2

新生一般都没有车，差不多都找老生开车带他们去买东西。

新生一般都沒有車，差不多都找老生開車帶他們去買東西。

Freshmen usually don't have cars. Almost all of them ask upperclassmen to take them shopping.

3

周末学校宿舍一般都有一点点吵，图书馆比较安静。

週末學校宿舍一般都有一點吵，圖書館比較安靜。

On weekends the dorms are generally a bit noisy. It's quieter in the library.

4

星期一到星期五，她**一般**都在学校餐厅吃饭，周末常常去饭馆儿。

星期一到星期五，她**一般**都在學校餐廳吃飯，週末常常去飯館兒。

From Monday through Friday, she usually eats at the school cafeteria. On weekends, she often goes out to eat.

F

不怎么样/不怎麼樣 (not that great, just so-so)

Usually used as a predicate, 不怎么样/不怎麼樣 is a colloquial expression and means “not that great” or “just so-so.” It can sound a bit direct and dismissive, so it’s often used among friends or people who know each other well—that is, when there is no need to hold back.

1

这个图书馆**不怎么样**，书很少。

這個圖書館**不怎麼樣**，書很少。

This library is not that great. There are very few books.

2

Q: 你觉得这栋楼怎么样?

你覺得這棟樓怎麼樣?

What do you think about this building?

A: **不怎么样**，又小又旧。

不怎麼樣，又小又舊。

Not that great. It’s small and old.

3

Q: 你觉得这个房间的家具摆得怎么样?

你覺得這個房間的傢俱擺得怎麼樣?

What do you think about how the furniture in this room is arranged?

A: **不怎么样**，床应该靠右，书桌应该靠窗户。

不怎麼樣，床應該靠右，書桌應該靠窗戶。

Not good. The bed should be on the right, and the desk should be against the window.

G

地道 (authentic, genuine)

地道 is an adjective meaning “authentic.” It implies that what’s being referred to meets a certain standard. It is most often used to describe food or someone’s accent. In Taiwan and southern Mainland China, 道地 is more common.

1

他说的北京话很地道。

他說的北京話很地道。

His Beijing dialect really passes muster. *[predicate]*

2

这是地道的中国菜。

這是地道的中國菜。

This is authentic Chinese food. *[attributive]*

3

我今天买了一些地道的日本茶。

我今天買了一些地道的日本茶。

I bought some authentic Japanese tea today. *[attributive]*

Chinese Chat

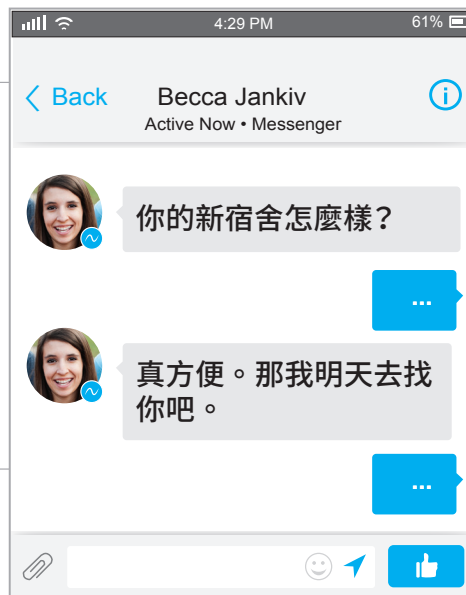
A friend is texting you on Facebook Messenger about your dorm.
How would you reply?

Becca:
你的新宿舍怎么样？

You:
...

Becca:
真方便。那我明天去找
你吧。

You:
...



Language Practice

A

Humble abode

INTERPERSONAL

In pairs, conduct a role-play about apartments. Pretend you have just moved into a new apartment, and your friend is asking you how things are. You like your place and would like to be positive about it, but at the same time, you don't want to brag too much. Formulate questions-and-answers using the prompts, e.g.:

客厅/客廳

大

Q: 你的公寓客厅很大吧?

你的公寓客廳很大吧?

A: 对, 客厅比较大。

對, 客廳比較大。

1 家具/傢俱

新

2 房租

便宜

3 附近

安静/安靜

4 买东西/買東西

方便

B

You don't want to do that

INTERPERSONAL

In pairs, practice dissuading your partner from engaging in the activities described in the prompts. Use ...得很 to emphasize the reason, e.g.:

eat at the cafeteria

awful food

Person A

我想去学生餐厅吃午饭。

我想去學生餐廳吃午飯。

Person B

别去, 学生餐厅的饭难吃得很。

別去, 學生餐廳的飯難吃得很。

- | | |
|--|---------------------|
| 1 go jogging in the park | freezing cold |
| 2 study at the coffee shop | loud and noisy |
| 3 get a part-time job at the bookstore | totally boring |
| 4 go to the new store to shop | incredibly far away |

C

You don't want to go there

INTERPERSONAL

In pairs, practice politely and indirectly expressing disagreement. Your partner wants to relocate to a different state, but you don't want him/her to leave. Attempt to dissuade him/her using 恐怕/恐怕, e.g.:

Alaska

Person A 我想搬到Alaska去。

我想搬到Alaska去。

Person B 是吗? Alaska恐怕太冷了吧?

是嗎? Alaska恐怕太冷了吧?

- | | |
|--------------|------------|
| 1 Florida | 4 Texas |
| 2 California | 5 Michigan |
| 3 New York | |

Your partner is thinking of moving to a different dorm. Using 恐怕/恐怕, make a gentle attempt at convincing him/her that the other dorm is not as great as he/she thinks, e.g.:

small rooms

Person A 我想搬到 (name of a dorm) 宿舍去。

我想搬到 (name of a dorm) 宿舍去。

Person B 恐怕那儿的房间有点儿小吧?

恐怕那兒的房間有點兒小吧?

- | | |
|-----------------|-------------------------------------|
| 6 old furniture | 8 noisy |
| 7 restrictive | 9 not convenient for having parties |

D

Creature of habit

INTERPERSONAL

In pairs, use the prompts and refer to the schedule to discuss what Zhang Tianming and Ke Lin generally do on a weekly basis, e.g.:

	星期一	星期二	星期三	星期四	星期五	星期六	星期天
							
							



Q: 张天明星期几买菜?

張天明星期幾買菜?

A: 张天明一般星期六买菜。

張天明一般星期六買菜。

1



2



3



4



Characterize it!



Identify the common radical.

How does the radical relate to the overall meaning of the characters?



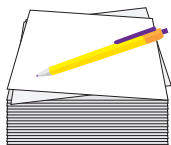
More characters

E

Tough customer

INTERPERSONAL

In pairs, role-play two friends at the mall. You're both thoroughly dissatisfied with what's on offer. Form questions-and-answers and make it clear that you are unimpressed, e.g.:



Q: 这家店的文具怎么样?
這家店的文具怎麼樣?

A: 这家店的文具不怎么样，又贵又不好。
這家店的文具不怎麼樣，又貴又不好。

1



2



3



4



5

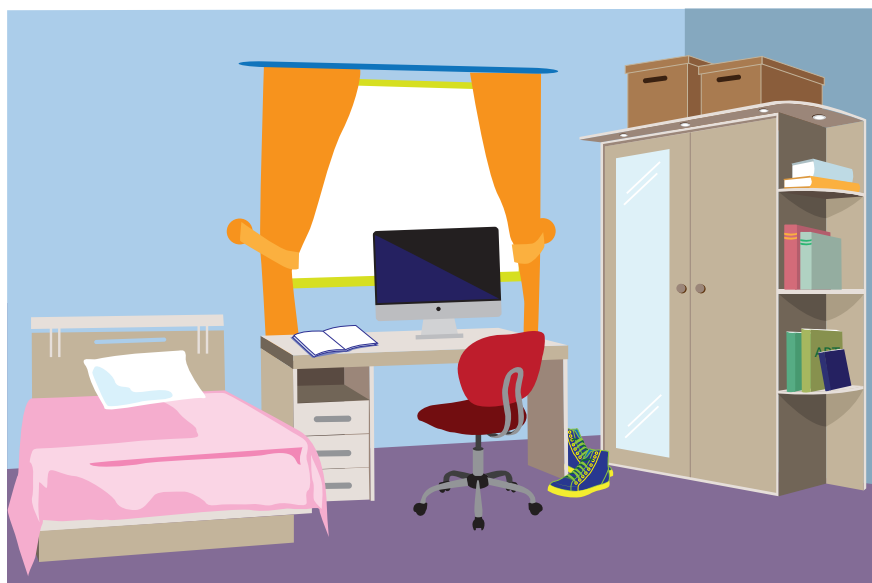


F

INTERPRETIVE

Interior layout

PRESENTATIONAL



Identify the furniture in the room, then take turns with your classmates describing the arrangement of the room. Make your description sequential, e.g., move from left to right.

G

Get your bearings

PRESENTATIONAL

Imagine that you're helping a group of freshmen get to know the layout of your campus. Pull up a map of your campus on your cell phone and work with a partner to identify where the main buildings/facilities are on the map, e.g., 运动场的南边是图书馆/運動場的南邊是圖書館.

H

INTERPRETIVE

See what I'm saying

PRESENTATIONAL

Make a list of the furniture in your bedroom and share the list with your partner. Then bring in a picture or a sketch of your room. Work with a partner and describe your picture to him or her in Chinese, e.g., 房间的右边有一把椅子, 椅子上挂着一件衣服/房間的右邊有一把椅子, 椅子上掛著一件衣服, etc. Have your partner, without looking at your original picture or sketch, draw a picture of your room by following your description. Compare the original picture and your partner's drawing to see whether your descriptions were correct and whether your partner faithfully followed your descriptions.

I

INTERPERSONAL

Dream house

PRESENTATIONAL

Imagine that you're working with an architect to build your dream house. Your partner will pretend to be your architect. He/she will ask questions and sketch your house based on your description and answers. Make your description as logical as you can, e.g., begin with the entrance and go from downstairs to upstairs, as well as from left to right.

J

INTERPERSONAL

Upsides and downsides

PRESENTATIONAL

List the things that you do and don't like about your room/building, then share your list with a partner. Take turns explaining your list and reasons to each other, then politely agree or disagree with your partner's assessment.

喜欢/喜歡

不喜欢/不喜歡

CULTURAL LITERACY

Student Housing

Chinese graduate students have many more housing options than do undergraduates. Besides campus housing, graduate students can also rent apartments off campus. Married and part-time graduate students can live at home. Because many universities in large cities have relocated their undergraduate colleges to the suburbs while keeping their graduate and international programs on their original campuses, graduate student housing also tends to be more centrally located than undergraduate student housing. Consequently, undergraduate, graduate, and international students are often segregated from one another.

University dormitories
in Guangzhou,
Guangdong Province

Campus Dining

The dining hall is an essential part of the Chinese college experience. Many colleges and universities try hard to please their students by offering a wide variety of dining options. Some even exchange chefs and host competitions with other local universities. One-upmanship of this kind is often called PK (“player killing,” a term borrowed from combat video games) in colloquial Chinese. It’s not unheard of for students to visit friends on other campuses in order to sample their food. The media also frequently report on novel creations by college chefs such as deep-fried mangos, stir-fried corn with grapes, stir-fried bitter and honeydew melons, fried wontons in salt and pepper, and so on. There are also numerous small and inexpensive eateries around most university campuses. Many people are nostalgic about dining on and around college campuses long after they graduate.



COMPARE & CONTRAST

Institutional spaces such as dorms are the product of available resources, but they’re also conditioned by ideas about personal space and how people are supposed to relate to each other—that is, by ideas about how society is supposed to work. As one example, in dorms at many Chinese public universities, the electricity is turned off around eleven o’clock at night. Research Chinese dorm life online, and take a look at a few pictures. What ideas about how people are supposed to relate to each other in society are reflected in Chinese dorm rooms? Which of these ideas are shared in your own community/culture?

Accommodations for

INTERNATIONAL STUDENTS

If you study abroad in China, you will most likely stay in an international student dorm. You will probably share a room with another international student, or you may be paired with a Chinese roommate. Many universities have established international student dorms to avoid thrusting students into conditions dramatically different from those back home. However, China also has a history of segregating foreigners from the local population. For example, between about 1686 and 1856, Western traders were confined in a special area along the Pearl River in Canton (now Guangzhou). The so-called Thirteen or Canton Factories comprised the offices and warehouses of foreign mercantile agents. The establishment of these separate quarters arose from a desire to avoid the intermingling of foreigners and the native Chinese population, or 华洋杂处/華洋雜處 (*huá yáng zá chǔ*).

Lesson Wrap-Up

Project



More
exercises

An educational consulting agency in China is creating a guide for Chinese students applying to American universities. They have hired you and some classmates as consultants to conduct a survey about living conditions at your school. Using the questionnaire below as a starting point, interview at least four students about their living conditions. Compare research results with a fellow consultant. As part of your conversation with your partner, be sure to elaborate in the following ways:

- the numerical breakdown of answers you received, e.g., 三个学生觉得……, 一个学生觉得……/三個學生覺得……, 一個學生覺得……
- how much a place costs, e.g., question #5, 住宿舍住一年……; the specific age of the building, e.g., question #6, 宿舍是……年盖/蓋 (gài) (to construct) 的; why a location is good or not, e.g., question #7, 宿舍离马路远不远/宿舍離馬路遠不遠…… or question #8, 宿舍旁边有没有小商店, 买得到买不到……/宿舍旁邊有沒有小商店, 買得到買不到……
- what you found students care most about with regard to their living conditions
- other relevant questions missing from this survey

QUESTIONNAIRE

- 1 你愿意住在校内还是住在校外?
你願意住在校內還是住在校外?
- 2 住在校内有什么好处, 住在校外有什么好处?
住在校內有什麼好處, 住在校外有什麼好處?
- 3 你愿意一个人住一个房间还是和同屋一起住?
你願意一個人住一個房間還是和同屋一起住?
- 4 一个人住有什么好处, 和同屋住有什么好处?
一個人住有什麼好處, 和同屋住有什麼好處?
- 5 你觉得你住的地方贵吗?
你覺得你住的地方貴嗎?

- 6 你觉得你住的地方旧不旧?
你覺得你住的地方舊不舊?
- 7 你觉得你住的地方安静不安静?
你覺得你住的地方安靜不安靜?
- 8 你觉得你住的地方买东西方便不方便?
你覺得你住的地方買東西方便不方便?
- 9 你觉得你住的地方洗衣服方便不方便?
你覺得你住的地方洗衣服方便不方便?
- 10 你喜欢不喜欢你住的地方?
你喜歡不喜歡你住的地方?
- 11 你觉得你的卫生间怎么样?
你覺得你的衛生間怎麼樣?
- 12 你最喜欢你的房间的什么?
你最喜歡你的房間的什麼?
- 13 你最不喜欢你的房间的什么?
你最不喜歡你的房間的什麼?
- 14 你觉得你住的地方缺 (quē) (to lack) 什么?
你覺得你住的地方缺 (quē) (to lack) 什麼?

Keep It Flowing

Study the following description; pay particular attention to how the highlighted parts help the sentences flow smoothly from one to the next. Notice how:

- place words and phrases (旁边/旁邊, 这里/這裡) can serve as connective devices
- conjunctions (因为/因為, 但是) also join sentences together
- adverbs (就, 还/還) serve as connective devices

张天明的宿舍很方便

张天明的宿舍很小，因为没有空调，很热，但是很方便。学生餐厅就在楼下，旁边有一个小商店，卖日用品和文具。这里洗衣服也方便得很，每层楼有三台洗衣机和三台干衣机。离教室也不远，走路差不多五、六分钟。这里离大马路很远，很安静。附近还有一家中国餐馆儿，菜很地道。

張天明的宿舍很方便

張天明的宿舍很小，因為沒有空調，很熱，但是很方便。學生餐廳就在樓下，旁邊有一個小商店，賣日用品和文具。這裡洗衣服也方便得很，每層樓有三台洗衣機和三台乾衣機。離教室也不遠，走路差不多五、六分鐘。這裡離大馬路很遠，很安靜。附近還有一家中國餐館兒，菜很地道。

Describe your dorm. Use as many of the cohesive devices highlighted in the example as possible to string together your answers to the questions:

你的宿舍……

你的宿舍……

- 大不大?
大不大?
- 有没有空调?
有沒有空調?
- 吃饭、买东西、洗衣服方便不方便? 为什么?
吃飯、買東西、洗衣服方便不方便? 為什麼?
- 离教室远不远?
離教室遠不遠?
- 安静不安静? 为什么?
安靜不安靜? 為什麼?
- 附近有中国餐馆儿吗? 如果有, 菜怎么样?
附近有中國餐館兒嗎? 如果有, 菜怎麼樣?

Can-Do Check List



I can

Before proceeding to Lesson 3, make sure you can complete the following tasks in Chinese:

- ▣ Name the furniture in my room
- ▣ Describe my living quarters and where things are placed
- ▣ Talk about the facilities/amenities in my building
- ▣ Comment on the quality of food at my school's cafeteria
- ▣ Give opinions indirectly and politely

Pinyin Text

Zhāng Tiānmíng sùshè de fángjiān bú tài dà, zhù liǎng ge rén. Tā de **tóngwū^a** yǐjīng lái le. Fángjiān lǐ jiājù bù duō, kào chuānghu **bǎi zhe** liǎng zhāng shūzhuō, měi zhāng zhuōzi de qiánbian **yǒu** yì bǎ yǐzi. Shūzhuō de pángbiān **shì** chuáng¹, chuáng shàng yǒu bèizi hé tǎnzi. Chuáng pángbiān yǒu liǎng ge yīguì, guìzi lǐ guà zhe yì xiē yīfu. Mén yòubian fàng zhe liǎng ge shūjià, shūjià hái shì kōng de.



Zhēn rè! Fángjiān lǐ zěnméi yǒu **kōngtiáo^b**?



Zhè dòng lóu **bǐjiào²** jiù, **wǒ dà yī^c** de shíhou zài zhèr zhù guo.



Wèishēngjiān yě bǐjiào xiǎo. Zhù zài zhèr **kǒngpà** hěn bù fāngbiàn ba?



Bù, zhèr hěn fāngbiàn. Xuéshēng **cāntīng^d** jiù zài lóu xià, cāntīng pángbiān yǒu yí ge xiǎo shāngdiàn, mài rìyòngpǐn hé wénjù. Jiàoshì lǐ zhèr bù yuǎn, zǒu lù **chàbuduō** wǔ, liù fēnzhōng.



Xǐ yīfu fāngbiàn ma?



Fāngbiàn **de hěn³**. Zhè céng lóu yǒu sān tái xǐyījī hé sān tái gānyījī.



Zhèr **chǎo** bù chǎo?



Bù chǎo, zhèr lí dà mǎlù hěn yuǎn, hěn **ānjìng**.



Tīngshuō xuéxiào cāntīng de fàn **yìbān** dōu bú tài hǎo. Zhèr de ne?



Nǐ shuō duì le, cāntīng de fàn zhēn de **bù zěnmeyàng**.



Zhēn de? Nà zěnméi bàn?



Nǐ bié zháojí. Fùjìn yǒu hěn duō fànguǎnr, hái yǒu yì jiā Zhōngguó cānguǎnr ne.



Wǒ juéde Měiguó de Zhōngguó cānguǎnr, hǎochī de bù duō.



Nà yě bújiànde. Fùjìn nà jiā Zhōngguó cānguǎnr de cài jiù hěn **dìdao**. Wǒ hé wǒ de nǚpéngyou cháng qù.



Zhēnde ma? Nàme guò jǐ tiān nǐ dài wǒ qù nàr kàn kan, hǎo ma?



Hǎo, méi wèntí.