

走向未来

Chinese for Tomorrow

新中文教程
A New Five-Skilled Approach

课本第二册
Simplified Character Textbook, Volume 2

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SAMPLE

PREFACE

Following Volume 1 of the *Chinese for Tomorrow* series, this second volume serves as a vital link between the beginning stages of Chinese language learning to more advanced communicative levels. This volume continues to use the “Computer Chinese” (or “CC”) method, but adds a considerably expanded character handwriting component.

CC is a new approach to learning Chinese, designed specifically with the needs of English-speaking students in mind. According to a study on the way American students learn Chinese, most students consider character memorization to be the most difficult task (印 2003). Research on “penless” Chinese also supports some critical components of the CC approach (Xu and Jen 2005). The guiding principal of CC is that students at the beginning level (Volume 1) use computer input as the focus of their learning, supplemented by character handwriting. At the intermediate stage (Volume 2), students continue to focus on computer input, but gradually increase their handwriting skills; and at the advanced level, handwriting will become the focus, supplemented by computer input.

Using the CC method, we avoid the common scenario where students begin their study of Chinese with the most difficult and time-consuming task: writing characters by hand. By instead putting the focus on character recognition, students will be able to learn vocabulary more quickly and will have more time to practice other language skills, including listening, speaking, reading, and composition, and at the same time they may take advantage of computer technology to learn Chinese at a faster pace. Our field testing results show that students taught using the CC approach can process vocabulary items more quickly and with more accuracy than those taught using a traditional method. Students using the CC method have overall stronger abilities in speaking, reading comprehension, and composition.

During the course of five years while developing this curriculum at New York University, we discovered a significant difference in the progress of two groups of students using the same textbook: Students taught under traditional methods often complained that the textbook introduced too many new words per lesson. However, CC students using this very same textbook learned, on average, twenty additional words per lesson — without problems or complaints.

The practice of typing Chinese and recognizing characters, while gradually adding character handwriting exercises, ensures that by the time students reach the advanced level, they will already recognize several thousand characters and be able to handwrite several hundred. Once they've become more confident in their handwriting skills, they may switch their focus from computer input to handwriting.

New to Volume 2

As a series, *Chinese for Tomorrow* considers the needs of university-level Chinese programs as well as those students learning in high schools or on their own, including those preparing to take the AP® or HSK Chinese Proficiency exams. Volume 2 continues to build on the 5 C's — communication, culture, connections, comparisons, and communities — which comprise the national standards for foreign language learning set by the American Council on the Teaching of Foreign Languages.¹

The Volume 2 lessons — 10 in total — stress communicative skills, with conversation as their main focus, and literary language is gradually incorporated into the reading comprehension texts. As they hone their communication skills, students who use this book will also come to better understand the differences between Chinese and American societies. While focusing on a specific cultural theme in each lesson, we place special emphasis on different aspects of campus life in the U.S. and China. The Customs and Culture sections at the back of each lesson introduce many contemporary trends in Chinese society and thought, allowing students to make comparisons with their own culture.

The Companion Grammar Book

As with Volume 1, the Volume 2 companion grammar book is a perfect complement to this textbook. The grammar book focuses on sentence structure, moving from simple to more complex structures, including clear explanations, sentence patterns, and a wealth of exercises. The two books are connected by vocabulary used in corresponding lessons of the textbook and grammar book, and we suggest teaching the relevant grammar points simultaneously with each corresponding lesson of the textbook.

In the textbook, additional Notes on Language Usage refer to the points explained in the grammar book, and indicate the lessons in which they can be found. In the grammar book, we also provide sample sentences selected from the textbook using the grammar points introduced in each chapter.

For more about supplements to this volume, please see the page on accompanying materials.

¹ "Standards for Foreign Language Learning: Preparing for the 21st Century" was first published by ACTFL in 1996. The third edition is now available and can be downloaded from the ACTFL website: http://www.actfl.org/files/public/StandardsforFL-Lexecsumm_rev.pdf

Volume 2 Also Features:

1. A greater number of character handwriting exercises.

Starting with Lesson 11, there are 10 characters for handwriting, instead of 5 to 8 as in Volume 1. This number is increased by one in each subsequent lesson. In Lesson 20, students are required to handwrite 20 characters, totaling 277 characters required for handwriting mastery in this volume. These characters have been selected from the most frequently used words in the texts. In the Exercises for Computing and Learning Characters, there is a unique exercise that asks students to use these single-character words to create compound words, which helps students to extend their range of vocabulary.

2. Reduction of pinyin.

In Volume 1, we took into account the importance of pinyin for beginning learners by providing pinyin texts for each reading, as well as for all headings and example sentences, to help students improve their pronunciation. But pinyin is not Chinese, and students need to quickly abandon their reliance on pinyin and ultimately use only characters. Thus, in Volume 2, we provide only Chinese character texts, and do not provide pinyin in the headings or example sentences. However, we have included pinyin for new vocabulary words that appear in the exercises and examples.

3. Less English and more language notes in Chinese.

In order to help students more quickly transition to reading Chinese characters, we use somewhat less English in Volume 2. In the Volume 1 exercises, we provided both English and Chinese for the first section of text-based questions. In Volume 2, we provide questions in Chinese only. In addition, the Volume 2 Notes on Language Usage include some explanations in Chinese, to allow students to deepen their comprehension through Chinese explanations and usage, and prepare them for the advanced language of Volume 3.

4. A greater number of vocabulary words glossed for the reading texts.

We believe that greater exposure to new vocabulary is the key to learning Chinese at a faster pace. Thus, because the dialogues and supplementary reading texts in Volume 2 gloss more vocabulary and introduce more proper nouns, we have placed an asterisk in front of words that are particularly useful or relevant to the subject of the reading text. These function as the key words of each reading passage. Teachers may require their students to learn these words before learning the others, and should focus on assessing students' knowledge of these starred words.

5. Supplementary reading exercises.

Reading in Chinese is a proven way for students to obtain a larger vocabulary, and is necessary for improving their reading and speaking abilities in Chinese. Starting in Volume 1, each lesson has a reading comprehension section, with two types of reading exercises: controlled vocabulary and open vocabulary. In Volume 2, we continue to provide these different exercises for reading comprehension, and the reading texts are longer and more sophisticated in content as well as structure. The controlled vocabulary exercises are topically related to the reading texts, and also include vocabulary lists, while the open reading exercises do not have vocabulary lists, and require students to look up words in a dictionary or to try and surmise the meaning of words from context. We have included the latter supplementary readings on the *Chinese for Tomorrow* companion website (my.cheng-tsui.com/cft), and students may download these and use an online dictionary to read them.

Chinese for Tomorrow Sets a New Standard

After completing Volume 2, students should be prepared to begin advanced Chinese language studies in their third year of university-level study. We expect to see CC students advancing even faster, acquiring even stronger communication skills and the ability to more effectively utilize their knowledge and skills in the target language and culture.

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印京华. 2003. 美国大学生记忆汉字时使用的方法. *Journal of the Chinese Language Teachers Association*, October.

Xu, Ping and Theresa Jen. 2005. 'Penless' Chinese Language Learning: A Computer-Assisted Approach. *Journal of the Chinese Language Teachers Association*, May.

前言

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和第一册相比，《走向未来》教材系列的第二册主要是承上启下，引导学生从初级学习阶段过渡到高级阶段。本册继续使用电脑中文的方法，但是加大了手写部分的比重。

电脑中文是一个新的中文教学法，主要是为了解决使用拼音文字的人学习中文而设计的。根据一项对美国学生学习汉字的调查，绝大部分的美国学生都认为记住怎么手写汉字是学习汉字最难的一个任务。（印 2003）而“无笔”中文的研究，也论证了电脑中文的可行性。（Xu and Jen 2005）。《走向未来》教材系列是专供使用电脑中文的学

生编写的。电脑中文的指导思想是初学阶段（第一册）学生以电脑输入汉字为主，手写为辅；中级阶段（第二册）仍以电脑输入汉字为主，逐步加大手写汉字的部分；高级阶段（第三册）转为以手写汉字为主，电脑打字为辅。这样做可以避免学生初学时从学汉语最难的手写汉字开始，以认读汉字为主，很快地学习词汇和有时间练习其它语言技能，如听、说、读和写（作），同时还可以使用各种电脑科技提供的方便及语言资源辅助，从而更快，更好地学习汉语。我们的测试证明用电脑中文方法教的学生比传统方法教的学生记生词记得快，学得好。他们在会话、阅读理解和写作方面的能力都比传统方法教的学生强。

在纽约大学研发电脑中文新教学大纲的五年里，在使用同一课本的情况下，我们发现传统的学生常常抱怨课本生词太多，而电脑中文学生每课多学二十个生词，却没有问题。在电脑输入汉字和认读汉字的同时，逐步增加手写汉字的练习，到高年级以后，学生已经认识了几千个汉字，可以手写几百个汉字了，这时具备了学习手写汉字的能力，转为以手写为主，电脑输入为辅，水到渠成。

第二册的特点：

作为系列教材，在编写第二册的时候，既考虑到大学中文课的需要，也兼顾高中、自学的需要以及准备 AP 考试和 HSK 汉语水平考试的需要。全册10课的编写仍然基于全美外语教学学会制定的五个C的标准 (communication, culture, connections, comparisons, and communities)。课文继续强调交际功能，以会话为主，逐渐增加阅读和书面语的成分。学习本册书的时候，学生在学习交际技能的同时，对中美社会和校园文化的差异可以有更好的了解。我们继续采用同一话题既有美国校园的情景，又有中国校园的情景的方式介绍课文，同时继续保留了每课的文化介绍。跟第一册略有不同的是，文化部分介绍了很多中国当代的社会思想潮流，并引导学生思考比较。

语法分册：

跟第一册一样，语法书跟课本紧密结合，互相补充。语法仍然采用句型为主，从易到难，精讲多练，课本和语法书互相配合的体系。我们建议教一课课文的时候，也教一课跟课本相对应的语法。每课的词汇使课本和语法书相对应的同一课内容相连。课本的语言应用注释会提到某个语法点在语法书的哪一课有详细介绍，而在语法书，我们也提供了每课介绍的语法点在课本里使用的例句。下面我们重点介绍一下本册书的主要变化和特点。

为了达到教学目的，我们在编写第二册的时候做了如下的变动。

1. 逐步增加手写汉字的比例。在第一册每课只写5个或8个汉字，从第十一课开始手写

十个汉字，以后每课增加一个，到第二十课以后每课手写汉字达到二十个，本册最后达到手写 277 个汉字。这些精选的汉字都是从课文里学的词汇里选出的最常用的字，又配以汉字组词的练习，使学生可以用这些精选词汇举一反三，组成不同的复合词，达到扩大词汇量的目的。

2. 减少学生对拼音的依赖。在第一册，考虑到初学者的方便，我们提供了拼音课文，题目和例句都标以拼音，这对初学阶段更好地练习发音，学习打字和词汇提供了方便。但拼音毕竟不是汉语的书面文字，学生需要尽快地摆脱对拼音的依赖，过渡到完全使用汉字。因此在第二册我们只提供汉字课文，对课文题目和例句也不再提供拼音，只有例句和练习里出现了词汇表里没有的生词，才标以拼音。

3. 减少使用英文，增加汉字解释。为了帮助学生尽快地过渡到全汉语阅读，和第一册相比，我们减少使用了一些英文。如在第一册的课文练习里，第一部分课文问答，同样的问题我们既给了中文也给了英文，而在第二册里，我们只提供中文问题。同时，我们对有些课文注释，除了英文解释，我们增加了一点中文解释，使学生开始接触到一些中文如何解释词意和用法，为第三册做准备。

4. 增加课文生词表的重点词汇。我们觉得要让学生更快地学习汉语，关键是要多学多接触新词汇。考虑到第二册有的课文生词比较多，专有名词也比较多，为了教学方便，我们在一些较常用的词以及跟课文专题关系比较密切的词汇前面标了星号。这些词可以作为本课的重点词汇，老师可以要求学生先学会这些词汇再学别的，也可以重点考这些词汇。

5. 阅读部分改为网上和课本相结合。阅读是学生扩大词汇量的一个重要手段，是提高阅读理解和表达能力所必须的练习。从第一册开始，每课都有阅读，并有控制词汇阅读和开放词汇阅读两种练习。第二册继续提供这两种不同的阅读练习。但第二册的阅读更长，内容和结构更复杂。控制词汇阅读内容和课文有关，并提供词汇表。而开放词汇阅读，不提供生词表，由学生自己查字典练习阅读。为了节省课本的篇幅，并考虑到这部分练习学生往往需要使用电脑的在线字典，我们把这部分阅读放在剑桥出版社的网页上 (my.cheng-tsui.com/cft)，学生下载后可以用电脑在线字典阅读。

《走向未来》树立了新标准

学了第二册，学生应该具备了开始高级班学习的能力。我们期待看到学生更快地进步，更好地掌握语言交际功能，更有效地在目的语文化环境中使用汉语知识和技能。

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印京华. 2003. 美国大学生记忆汉字时使用的方法. *Journal of the Chinese Language Teachers Association*, October.

Xu, Ping and Theresa Jen. 2005. 'Penless' Chinese Language Learning: A Computer-Assisted Approach. *Journal of the Chinese Language Teachers Association*, May.


SAMPLE

ACCOMPANYING MATERIALS

In addition to this textbook, the *Chinese for Tomorrow* series includes a teacher's manual, a companion grammar book, and online resources.

The teacher's manual is an important resource for teaching. It presents sample syllabi, extra classroom activities, sample quizzes and tests, and answer keys to the exercises in the textbook.

The grammar book provides a systematic explanation of the basic grammatical principles of Mandarin Chinese, and should be taught concurrently with the textbook.

Throughout this textbook, you will see an audio CD icon: . Audio CD icons indicate the presence of audio recordings, which are available as free downloadable audio files. Please visit the companion web site at my.cheng-tsui.com/cft for these and more *Chinese for Tomorrow* online resources, which include

- 1) audio files for the vocabulary lists, texts, and listening and speaking exercises,
- 2) supplementary reading exercises,
- 3) flashcards for all the vocabulary words in the word lists, and
- 4) links to other web sites with information and tools for students using the Computer Chinese method.

The electronic versions of the reading comprehension exercises allow students to use an online dictionary to help them read and understand the stories, and the flashcards are a great way for students to reinforce their recognition of Chinese characters at home, on the bus or train, or wherever they may be.



第十一课
LESSON 11

新学期
A New Semester

► Objectives:

1. To discuss the courses you'd like to take this semester
2. To register for a new semester of classes

对话(一)

DIALOGUE 1

怎么选课

▶ How to Select a Course



▶ 猜猜看，这是美国东部最大城市的哪所大学？

生词



New Words

About the 生词: Words marked with an asterisk should be studied first. At the end of each lesson, these starred new words and expressions should be reviewed before moving on to the next lesson.

	Chinese	Pinyin	Part of Speech	English
*1.	开学	kāixué	V	school opens; term begins
*2.	选课	xuǎnkè	VO	select a course
	选	xuǎn	V	select; choose; elect
*3.	没问题	méiwèntí	CE	no problem
*4.	课程表	kèchéngbiǎo	N	course schedule
	课程	kèchéng	N	course
*5.	系	xì	N	department (in a college)
*6.	专业	zhuānyè	N	major; special field of study; special subject; discipline
7.	主修	zhǔxiū	V/N	major; specialize (in a subject)
	主	zhǔ	Adj	main; primary
	修	xiū	V	repair; study; compile
8.	经济	jīngjì	N	economy; economics
*9.	必修课	bìxiūkè	N	required course

10.	规定	guīding	V	stipulate; set; formulate
*11.	共同	gòngtóng	Adj	common; together; jointly
*12.	有关	yǒuguān	Ad	having something to do with; relating to
*13.	部分	bùfen	N	part; section; share
14.	本	běn	N	one's own; this; present
*15.	选修	xuǎnxiū	V	take as an elective course
16.	核心	héxīn	N	nucleus; core
*17.	比如	bǐrú	V	for example; for instance; such as
*18.	外语	wàiyǔ	N	foreign language
*19.	要求	yāoqiú	V	ask; demand; require; claim
*20.	学期	xuéqī	N	school term; term; semester
*21.	清楚	qīngchǔ	Adj	clear; understandable
*22.	注册	zhùcè	V	register
*23.	上网	shàngwǎng	VO	surf the Internet
*24.	教务处	jiàowùchù	N	Registrar's Office
	教务	jiàowù	N	educational administration
	处	chù	N	place; department; office
*25.	排队	páiduì	VO	form a line; line up; queue up
*	排	pái	V	arrange; put in order; row; line
26.	满	mǎn	A	full; filled; packed; reach the limit
27.	重新	chóngxīn	Ad	again; anew; afresh

课文

Text

- 黄方： 格林，快开学了，我还没选课，你可以帮助我吗？
- 格林： 没问题。你没选过课吗？
- 黄方： 在中国选过，课程表里都是系里开的课，没有这么多，很容易选。
- 格林： 其实在这儿选课也要看系和专业。你主修什么？
- 黄方： 主修就是专业吧？我要学经济专业。
- 格林： 那你要先知道哪些是经济专业的必修课和学校规定的共同课，然后到学校课程表找这些课。
- 黄方： 什么是必修课和共同课？
- 格林： 每个专业都有一些本专业规定要修的课，叫必修课，除了必修课以外还有选修课，是你自己喜欢上的课。共同课是学校要求每个学生毕业前都要修的课，有的学校叫核心课。比如外语课，我们学院就要求上四个学期。你要先选好这些共同课。
- 黄方： 那我先到系里问清楚再选课。
- 格林： 你决定了上哪些课以后可以打电话注册，也可以上网注册，不一定要去教务处排队。有的时候你想上的课人满了，你还得重新选。
- 黄方： 好，谢谢！我先去系里，有问题再请教你。
- 格林： 不客气，再见。

语言应用注释

Notes on Language Usage

About this section:

(1) While this section includes some grammatical explanations, it is primarily intended to provide the cultural, social, and linguistic background necessary to understand and appreciate the texts. For more complete and systematic explanations of grammar, please see the companion grammar book.

(2) Items marked with an asterisk are those that students must master before moving on to the next lesson.

*1. 快……了

This phrase can be used to indicate imminent action. Similar phrases are 要……了 and 快要……了.

For example:

快下雨了，回家吧。

It's going to rain, let's go home.

他明天要回国了，我们去看看他。

He is going home tomorrow, so let's go see him.

(For details, please see Grammar Book I, Lesson 7.)

*2. 其实

其实 is an adverb, meaning “actually” or “in fact.” It is used before a subject or verb.

For example:

其实去飞机场很容易，你打的就行了。

Actually, getting to the airport is very easy. You can take a taxi.

中文看起来很难，其实用电脑学就容易多了。

Chinese seems very hard, but in fact, using a computer makes the learning much easier.

3. 主修 and 专业

Very often, you may find that Taiwan and Mainland China use different words to refer to the same thing or event. 主修 is one example. 主修 is used in Taiwan to mean “college major” as a verb, while 专业 (zhuān yè) is used in Mainland China to mean “college major” as a noun.

For example:

我弟弟在大学主修经济。(台湾)

My brother majors in economics at college.

我弟弟在大学的专业是经济。(大陆)

My brother's major at college is economics.

*4. 比如

比如 is an adverb, used to introduce a concrete example for illustrative purposes.

For example:

学中文有很多好方法，比如用电脑帮助学习就很好。

There are many good ways to study Chinese. For example, using a computer as a study aid is a very good way.

感冒的时候人很不舒服，比如头疼，咳嗽。

One does not feel well when one has a cold. For instance, one may have a headache and cough.

*5. 不一定

不一定 is an adverb, meaning "not necessary."

For example:

这本字典我不急用，不一定今天还我。

I am not in a hurry to use this dictionary, so you don't have to return it to me today.

好看的东西不一定好吃。

Things that look good do not necessarily taste good.

*6. 得

Here, 得 is used as an auxiliary verb. It reads as "děi," meaning "have to do, must, should."

For example:

快十点了，我得上课去了。

It's almost 10:00. I have to go to class.

要注册，你得先交学费。

To register, you must pay tuition first.

(For details, please see Grammar Book I, Lesson 7.)

7. 再

再 here means “then” and functions the same as 然后 in a sequence of actions. It can be used alone or after 然后.

For example:

吃了饭再走吧。

Eat dinner, then leave.

去飞机场先坐三站地铁，然后再换公共汽车，就到了。

To get to the airport, first you take the subway three stops, then change to the bus, and there you are.



► 这是中国的哪所大学？

对话(二)

DIALOGUE 2

我选的课呢？

► What Happened to the Classes I Registered For?



► 黄方：喂，格林，出事了，快来帮我。

生词

New Words

	Chinese	Pinyin	Part of Speech	English
1.	出事	chūshì	VO	meet with a mishap; have an accident
*2.	别	bié	Ad	don't; leave; other; another; different
*3.	回	huí	M	(measure word for 事)
4.	心理学	xīnlǐxué	N	psychology
*5.	名单	míngdān	N	name list
*6.	而且	érqiě	Conj	in addition; moreover
*7.	所有	suǒyǒu	A	all; own; possess
8.	地方	dìfāng	N	place; local
*9.	交	jiāo	V	hand over; pay
*10.	學費	xuéfèi	N	tuition fee; tuition
	費	fèi	N	fee; dues; expenses; charge
11.	免費	miǎnfèi	VO	free of charge; free; gratis
	免	miǎn	V	dismiss; relieve; remove
12.	午餐	wǔcān	N	lunch; luncheon

13.	取消	qǔxiāo	V	cancel; call off; remove
*14.	怎么办	zěnmébàn	CE	What to do?
*15.	财务处	cáiwùchù	N	Bursar's office
	财务	cáiwù	N	financial affairs
16.	赶紧	gǎnjīn	Ad	hurry up; lose no time; hasten
*17.	东亚研究	dōngyà yánjiū	N	East Asian Studies
	东	dōng	N	east; host
	亚	yà	N	(short for Asia)
	研究	yánjiū	N	study; research
18.	社会学	shèhuìxué	N	sociology
	社会	shèhuì	N	society
*19.	历史	lìshǐ	N	history; past records

课文

Text

- 黄方：喂，格林，出事了，快来帮我。
- 格林：别急，告诉我怎么(一)回事。
- 黄方：今天我去上心理学课，可是教授告诉我，我的名字不在名单上，而且那门课人已经满了。
- 格林：不会吧!我们不是一起在网上注册的吗？那别的课呢？
- 黄方：我下了课上网一查，我所有注册的课都没有了。
- 格林：那一定是什么地方出问题了。嗯，对了，你交学费了吗？

- 黄方： 我还要问你在这儿交呢。
- 格林： 问题就出在这儿。天下没有免费的午餐。因为学校没收到你的学费，就从电脑上把所有你选的课都取消了。
- 黄方： 那怎么办？我不是上不了课了吗？
- 格林： 没关系，你先到财务处把学费交了，然后再重新注册。
- 黄方： 好，我赶紧去。那心理学课怎么办？
- 格林： 你先看看你的时间，然后再看看东亚研究、社会学或历史系的课，重选一门人没满、时间又合适的选修课先上。如果你还喜欢心理学，下学期再上。
- 黄方： 好，就这么办，多谢了。

语言应用注释

Notes on Language Usage

1. 出事了

This phrase is used when something is wrong, or an accident happens.

For example:

他出什么事了，怎么到现在还没来？

What happened? Even now, he's still not here.

我的车出事了，半路上抛锚 (pāomáo; break down [of vehicles]) 了。

There was a problem with my car — it broke down on our way.

2. 回

We learned 回 as a verb (meaning “return”) in Volume 1, Lesson 7. But 回 can also be used as a measure word for “things” (instead of 件) or “trip” (instead of 次).

For example:

这是怎么(一)回事？飞机票都买了，苏珊还不回家。

What's the matter? Susan will not return home, even after she purchased an airline ticket.

你们说的是两回事。

You're talking about two different things.

我去过一回北京。

I have been to Beijing once.

张小妹去校医院看过一回病。

Xiaomei Zhang went to the school hospital to see the doctor once.

(For details, please see Grammar Book II, Lesson 11.)

*3. 而且

而且 is a conjunction, meaning “in addition” or “moreover.”

For example:

我认识一些中国朋友，而且有的还是好朋友。

I have some Chinese friends; moreover, some of them are my good friends.

我上中文课的时候学会了打中文，而且常常用中文发电子邮件。

I learned how to type Chinese in Chinese class. I also often compose emails in Chinese.

(For details, please see Grammar Book I, Lesson 9.)

*4. 不会吧

Here, 不会吧 means “not likely” or “it can't be like that,” to show that the speaker does not believe what happened.

A: 听说王老师去北京了。

B: 不会吧，我上午还看见他了。

A: I heard that Professor Wang went to Beijing.

B: It can't be true. I saw him this morning.

今天下雨，人不会多吧。

It's raining today. It's unlikely that many people will show up.

5. 对了

We learned 对 in Volume 1, Lesson 4. 对 means “correct, right.” Here this phrase is used to call attention to a suddenly remembered detail.

For example:

我们现在去吃饭吧。噢，对了，今天晚上的电影几点？别晚了。

Let's go eat. Oh, (right,) when is the movie tonight? Don't be late.

对了，小王下午来找你，你不在。

Oh yes, Xiao Wang came to see you this afternoon, but you were not in.

6. 问题就出在这儿。(That's where the problem is.)

There are different ways to use 出问题 which is similar to 出事, referring to a mishap, or something wrong. In this sentence, 问题 is moved to the beginning of the sentence to make a topic-comment sentence.

For example:

我的车出问题了，半路上抛锚了。

My car had some problems and it broke down on our way.

问题已经出了，说也没有用。

The mishap has already happened, so there's no use in talking about it.

7. 天下没有免费的午餐

天下没有免费的午餐 means “there is no free lunch in this world.”

天下 indicates “the world.”

For example:

天下无双 (tiānxià wúshuāng, none such under heaven; unparalleled in the world)

天下奇闻 (tiānxià qíwén, the most absurd thing in the world, a most fantastic tale)

天下乌鸦一般黑 (tiānxià wūyā yībān hēi, all crows are black; evil people are bad the world over)

*8. 赶紧

赶紧 is an adverb, meaning “lose no time; hasten.”

For example:

赶紧走，要不飞机起飞了。

Let's hurry up, otherwise the plane will take off.

我们赶紧去买票，晚了就买不到了。

We should hurry to get our tickets. If we're late, we won't get them.

*9 门、堂、节、个 (班)

These are all measure words for class-related nouns. 门 is a measure word for a course.

For example:

这学期我选了五门课。有两门课我不太喜欢。

This semester I selected five courses. There are two that I don't really like.

节 is a measure word for a class period. It can be used for a section, segment, or length, and also a period of time.

For example:

A: 你今天上午有几节课?

B: 有三节。

A: How many classes do you have this morning?

B: Three.

堂 is a measure word for a class period.

For example:

我今天上了两堂课。

I had two classes today.

Note: When 节 and 堂 are used as measure words for a period of class, they are interchangeable.

个 is a measure word for a 班, a group of people who take class together.

For example:

我们年级有五个班。

There are five classes in our grade.

我们班的同学有胖 (pàng, fat) 有瘦 (shòu, thin; skinny), 有高有矮。

Some of the students in my class are fat and some are thin; some are tall and some are short.

阅读

Reading

生词

New Words

	Chinese	Pinyin	Part of Speech	English
*1.	根据	gēnjù	Prep	on the basis of; according to
*2.	必须	bìxū	Ad	must; have to
*3.	世界	shìjiè	N	world
*4.	文化	wénhuà	N	civilization; culture
5.	并不	bìngbù	Ad	not at all; emphatically not
6.	尽量	jǐnliàng	Ad	to the best of one's ability; as far as possible
*7.	学位	xuéwèi	N	academic degree; degree
8.	包括	bāokuò	V	include; consist of; comprise
*9.	毕业	bìyè	V/N	graduate; finish school; graduation

课文

Text

每个学期学生都要注册。注册时学生要先根据课程表和自己的需要选好要上的课，然后可以在网上或打电话注册，也可以到教务处注册。在美国，大学生一般到二年级才要选专业。如果还没有专业，可以先修一年级学生的共同课，如英语写作，或学校规定的其他共同课，如外语和世界文化等，但每个学校的共同课不一定都一样。选了专业以后，学生就应该尽量先修专业必修课，有时间再修选修课。学生修满学位规定的学分，包括学校规定的所有的共同课和专业必修课，就可以毕业了。

语言应用注释

Notes on Language Usage

*1. 一般

一般 here means “generally” or “generally speaking.”

For example:

他星期五一般不到学校来。

He generally does not come to school on Fridays.

一般地,说一年级学生不用选专业。

Generally speaking, first-year students do not need to select their majors.

But 一般 can also mean “same” or “similar.” For instance, in the example above, we have the old saying 天下乌鸦一般黑 (tiānxià wūyā yībān hēi). 一般 means “the same” here: All the crows have the same black color.

Another example:

我跟我哥哥一般高。

I'm as tall as my older brother.

*2. 尽量

尽量 is an adverb, meaning “to try one's best.”

For example:

我明天尽量早点来。

I will try to come early tomorrow.

你尽量少说点,多做点。

Try your best to say less and do more.

► English Translations of the Texts

.....

Dialogue 1

Fang Huang: Green, school is starting soon, and I haven't selected my courses yet. Can you please help me?

- Green: No problem. You haven't chosen courses before?
- Fang Huang: In China, I have. The courses there are all offered by the department, there aren't that many, and they're easy to choose.
- Green: Actually, here you also need to consider the department and your major. What's your major?
- Fang Huang: Is "major" the same thing as "specialty"? I want to major in economics.
- Green: Then you need to know which are the required courses for an economics major and which are the general education courses required by the school. Then you can go to the course schedule and look for these courses.
- Fang Huang: What are major courses and general education courses?
- Green: Every major has certain courses required for that major and which you need to take, and these are called major courses. Besides your major courses there are electives, which are the courses that you yourself would like to take. General education courses are the courses that the school requires every student to take before they graduate. Some schools call these core courses. For example, our school requires you to take four semesters of foreign language. You need to first choose your general education courses.
- Fang Huang: Then I'll go to the department first and ask for clarification before selecting my courses.
- Green: After you decide which courses to take, you can register by phone or on the Internet; you don't need to go to the Registrar's office and wait in line. Sometimes the course you want to take will be full, and you'll need to choose again.
- Fang Huang: Okay, thanks! I'll go to the department first. If I have questions, I'll ask you again.
- Green: Don't worry about it. See you later.

Dialogue 2

- Fang Huang: Hey, Green, something's happened. Please help me.
- Green: Don't worry. Tell me what happened.
- Fang Huang: Today I went to my psychology class, but the professor said that my name was not on the class list, and also that the class was already full.
- Green: That can't be! Didn't we register online together? How about your other classes?
- Fang Huang: After class, I checked online and all the classes I registered for are gone.
- Green: There must have been a problem somewhere. Oh, I know — did you pay your tuition?
- Fang Huang: I was going to ask you where I do that.
- Green: That's where the problem is. There's no free lunch in this world. Because the school didn't receive your tuition, they deleted all the classes you registered for online.
- Fang Huang: Now what do I do? Won't I be able to take classes?

- Green: No problem. First go to the Bursar's office and pay your tuition; then register again.
- Fang Huang: Okay, I'd better hurry. What about psychology?
- Green: First have a look at the time, then check out classes in the East Asian studies, sociology, or history departments. First take an elective that isn't yet full and fits into your schedule. If you still want to take psychology, you can take it next semester.
- Fang Huang: Okay, that's what I'll do. Thank you so much.

Reading

Students must register every semester. When they register, students must first choose their courses based on the course schedule and their own needs, and then they can register by phone or online, or they can go to the Registrar's office. In the U.S., college students generally choose a major in their sophomore year. If they don't yet have a major, they can take a year of general education courses, like English composition or other general education courses required by the school, such as a foreign language or world cultures. But each school's general education requirements are not exactly the same. After choosing a major, students must do their best to take the courses required by their major, and they can sometimes also take electives. When students complete the credits required to earn a degree, including all the general education courses required by the school and all their major courses, then they can graduate.

听说练习

► Exercises for Listening and Speaking

一、完成对话。(1. Work in pairs to complete the dialogue.)

A: Xià le jīngjì kè wǒmen shàng wǎng zhùcè xià xuéqī de kè ba.

B: _____

A: Nǐ hái yǒu jǐ mén kè jiù xiū wán le?

B: _____

A: Nǐ bìxiū kè dōu shàng wán le ma?

B: _____

A: Wǒ bixiū kè hái chā yī mén, shèng xià dōu shì xuǎnxiū kè le. Búguò wǒ huì xuǎn yī mén Zhōngwén kè, shāngyè hànǚ jiāng lái gōngzuò yòng de shàng.

B: _____

A: Tài hǎo le, zhèyàng wǒmen yòu shì tóngxué le. Xiàkè dào wǒ sùshè lái, wǒmen yī qǐ xuǎn kè.

B: _____


 **二、听对话，回答问题。** (2. Listen to the conversation and answer the questions.)

1. What courses did B take last year?

2. What are A's major and minor?

3. How many courses does an Economics major require?

4. What types of courses does an East Asian Studies major require?

 **三、先听对话，然后两人一组朗读。** (3. Listen to the following conversation without looking at the book, and then read it aloud in pairs, first by following the pinyin, then by following the characters.)

Jiǎ: Nǐ xuǎn hǎo kè le ma?

Yī: Xuǎn hǎo le, jīntiān shàng wǔ zài wǎng shàng xuǎn de.

Jiǎ: Zài wǎng shàng xuǎnkè, nǐ kě yào jì zhù jiāo xuéfei. Qùnián wǒ jiāo xuéfei wǎn le, suǒyǒu zhùcè de kè dōu méi le.

Yī: Nà nǐ zěnmē bàn, búshì shàng bù liǎo kè le.

Jiǎ: Wǒ gǎnjīn jiāo hǎo xuéfei, zài chóngxīn zhùcè. yǒu de wǒ xǐhuān de kè rén mǎn le, méi shàng chéng.

- Yì: Nà kě zhēn máfán. Wǒ chī le wǔfàn jiù gǎnjīn bǎ xuéfèi jiāo le.
 Jiǎ: Rúguǒ nǐ yǒu dàiikuǎn huò jiǎngxuéjīn shénme de, nǐ yào chácha shì bú shì dào le.
 Yì: Nǐ shuō de hěn duì, wǒ jīntiān xiàwǔ jiù qù bàn.
 Jiǎ: Nǐ qù chī wǔfàn ma? Wǒmen yīqǐ qù ba.
 Yì: Hǎo, wǒmen zǒu.

- 甲：你选好课了吗？
 乙：选好了。今天上午在网上选的。
 甲：在网上选课，你可要记住交学费。去年我学费交晚了，所有注册的课都没了。
 乙：那你怎么办，不是上不了课了吗？
 甲：我赶紧交好学费，再重新注册。有的我喜欢的课人满了，没上成。
 乙：那可真麻烦。我吃了午饭就赶紧把学费交了。
 甲：如果你有贷款或奖学金什么的，你要查查是不是到了。
 乙：你说的很对，我今天下午就去办。
 甲：你去吃午饭吗？我们一起去吧。
 乙：好，我们走。

四、角色表演 (4. Role Play)

- A: You are a junior at college. You met a freshman who just came from abroad. He/she needs help with selecting courses. You help him/her to register online and explain to him/her how to select courses.

B: You are a freshman who just came from China. You don't know how to select courses and register. You ask a junior to show you and explain how to decide courses to take and how to register online.
- A: You are a staff member working at the Registrar's office. A student comes to ask why all the courses that he/she selected and registered for online are not available to him/her. What should he/she do now to register?

B: You are a college student who just found that all the courses you registered for online disappeared from the computer system. You are scared and do not know what to do. You are now at the Registrar's office to find out the reason and how you can remedy the situation.

电脑与汉字练习

► Exercises for Computing and Learning Characters

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一、汉字练习 (1. Character Typing Practice)

A. 翻译短语。(A. Translate the following phrases from English to Chinese, and then type them up.)

1. course schedule
2. required courses
3. common courses
4. selective courses
5. foreign language requirement
6. to register online
7. school registrar
8. to stand in line
9. Bursar's office
10. East Asian Studies

B. 打出下面的句子。(B. Type the following Chinese sentences.)

1. 黄方还没有选课，他请格林帮助他。
2. 黄方要学经济专业。
3. 什么是必修课和共同课？
4. 选修课就是你自己喜欢上的课。
5. 你决定了选哪些课以后可以上网注册。
6. 心理学课已经满了。
7. 天下没有免费的午餐。
8. 在美国，学生一般到二年级才选专业。

二、圈出正确的汉字。(2. Circle the correct character to fill in the blanks.)

- 快开学了，黄方还没有___(造、选、迄、远、运)课呢。
- 在中国的大学，课程___(辰、农、衷、表、畏)里都是系里开的课。
- 在注册以前要先知道哪些是___(亏、失、专、关、半)业要求的必修课。
- 选修课是你自___(已、己、弓、乞、巳)喜欢上的课。
- 黄方和格林都选了中文做他们的___(克、其、哀、兄、共)同课。

三、学习下列词组和短语，然后把它们分类打出来 (3. Study the following words and expressions, then type them up in the categories provided.)

开学、学期、学费、注册、选课、排队、上网、打电话、课程表、主修、副修、专业课、选修课、共同课、核心课、教务处、教务处、历史、外语、经济学、心理学、东亚研究、社会学、世界文化、写作、数学

Categories:

1. Registration-related 2. Course Names 3. Departments 4. School Offices

四、打出你学过的同一个偏旁的词，越多越好。(4. Type out characters that you know share the same radicals — the more, the better.)

	Radical	Pinyin	Number of Strokes	Meaning
1.	人/亻	rén	2	man
2.	儿	ér	2	son; legs
3.	又	yòu	2	right hand
4.	大	dà	3	adult; big

5.	宀	mián	3	roof
6.	辶	chuò	3	walk; go

五、学生字与词汇扩展练习 (5. Character and Vocabulary Building Exercises)

Study the following characters selected from this lesson's new vocabulary, and complete the following exercises:

1. Copy each character by hand using the character writing demonstration sheet.
2. For each character marked with an asterisk, find the compounds in which that character is used in the text, and write those compound words next to the characters.
3. With the assistance of a dictionary, write down three more compounds in which these single-character words appear.
4. For each character marked with an asterisk, first make a compound word by combining it with other characters, then develop it into a sentence by adding more phrases of different functions. Try to make the sentence as long as you can, following the example below.

开* 学* 主 经* 同* 本 新* 回 名 东

For example:

学*

学跳舞

学跳中国舞

格林每天学跳中国舞。

格林和王小年每天都学跳中国舞。

格林和王小年每天都去学校跟老师学跳中国舞。

Character Writing Demonstration Sheet 第十一课 姓名 _____

Pinyin	Strokes	Structure	English	Radical	Traditional Form
kāi	4	半包围	open	二	開



Pinyin	Strokes	Structure	English	Radical	Traditional Form
xué	8	上下	study; learn	子	學



Pinyin	Strokes	Structure	English	Radical	Traditional Form
zhǔ	5	独体	host; owner; master	丶	主



EXERCISES

Pinyin	Strokes	Structure	English	Radical	Traditional Form
jīng	8	左右	pass through; undergo; through	纟	經



Pinyin	Strokes	Structure	English	Radical	Traditional Form
tóng	6	半包围	same	口	同



Pinyin	Strokes	Structure	English	Radical	Traditional Form
běn	5	独体	foundation; origin; basis	木	本



Pinyin	Strokes	Structure	English	Radical	Traditional Form
xīn	13	左右	new; fresh	斤	新



Pinyin	Strokes	Structure	English	Radical	Traditional Form
huí	6	全包围	return; go back	口	回



Pinyin	Strokes	Structure	English	Radical	Traditional Form
míng	6	上下	name; given name; fame	口	名



Pinyin	Strokes	Structure	English	Radical	Traditional Form
dōng	5	独体	east	木	東

一	丨	𠂇	东	东	东

EXERCISES

SAMPLE

课文练习

► Exercises for Understanding the Texts

.....

一、根据课文回答问题。(1. Answer the questions orally based on the text.)

对话(一)

1. 黄方请格林帮他做什么？他为什么要请格林帮忙？
2. “主修”是什么意思？黄方想主修什么？
3. “必修课”，“选修课”，“共同课”都是什么意思？
4. 在黄方的学校有几种注册的方法？
5. “教务处”是做什么的？

对话(二)

1. 黄方为什么又得请格林帮他的忙？
2. 电脑为什么取消了黄方注册的课？
3. “财务处”是做什么的？
4. 黄方交了学费以后就能上心理学课了吗？为什么？
5. 格林建议他怎么办？

二、口头完成下列句子。(2. Complete the sentences orally.)

1. 快开学了，_____ (everybody is busy choosing courses to register for).
2. 黄方要学经济 _____ (as his major).
3. 格林告诉黄方 _____ (to find the required classes in the school course schedule).
4. 学校把黄方注册的课都取消了，_____ (because he did not pay his tuition).
5. 黄方要先到财务处把学费交了 _____ (before he can register again).

三、用量词 — 门、堂、节、个、填空 — 然后大声朗读。
(3. Fill in the blanks with the measure words 门、堂、节 or 个, and then read each sentence aloud.)

1. 这个学期格林选了两 ___ 专业课，两 ___ 选修课。
2. 黄方这学期的课很多，每天都有三、四 ___ 课。
3. 因为老师病了，今天上午的那 ___ 心理学课取消了。
4. 格林和黄方在同一 ___ 班上中文课。
5. 要是你想上的那 ___ 课学生已经注满了，就得重新选别的课。

四、作文 (4. Composition)

Use a computer to compose an article (10 sentences minimum) about your experiences of registering for a new semester. Make sure to use the words and discourse connectors listed below.

先，再，然后(再)；快……了；得；比如；不一定

五、翻译 (5. Translation)

Translate the following sentences orally in class. Then type your translations in Chinese using the words and phrases provided.

1. How time flies! This semester will end soon. (快……了)
2. In fact, Chinese is not very difficult to learn. (其实)
3. Chinese is not necessarily the most difficult language. (不一定)
4. It's getting dark now, I have to go home right away. (得)
5. A: Green is not here yet, he must be sick. B: That can't be true! I saw him playing basketball a moment ago. (不会吧)
6. Oh, I forgot to tell you. Green is going to take part in a basketball game this afternoon. (对了)
7. The psychology class is about to begin, we'd better hurry up. (赶紧)
8. Generally speaking, college students in the U.S. do not have to choose a major until their second year. (一般)
9. Please try to come to school as early as possible tomorrow. (尽量)
10. College students generally have to take core courses such as English writing, foreign language, and U.S. history. (比如)

补充阅读练习

► Supplementary Reading Exercises

Controlled Vocabulary

Read the following passage and then answer the questions in either Chinese or English.

	Chinese	Pinyin	Part of Speech	English
1.	记者	jìzhě	N	reporter
2.	采访	cǎifǎng	V/N	gather material; have an interview with; press interview
3.	熟悉	shúxī	Adj	be familiar with
4.	自由	zìyóu	N/Adj	freedom; free
5.	尊重	zūnzhòng	V	respect
6.	兴趣	xìngqù	N	interest
7.	爱好	àihào	N	interest; hobby
8.	适应	shìyìng	V	suit; adapt
9.	多样化	duōyànghuà	V/Adj	diversify; diversified
10.	环境	huánjìng	N	environment

<<海外学人周报>>近期报导:

本记者在对外国留学生在美国学习生活的采访中得知，留学生对在美大学选课的问题还需要熟悉。经济学系本科留学生黄方指出，在美大学选课自由度比较大，非常尊重学生的兴趣和爱好。但是也有一些让人不清楚的地方，比如哪些课该先选，哪些课可以晚一点选，什么时候要付学费，怎样做到注上册了的课不出问题等等。看起来，有些留学生还是不太适应美国这种比较自由多样化的学习环境。

Questions

1. 这篇(piān, measure word)短文主要讲的是什么？

a. 外国学生在美国大学的生活	b. 外国学生还需要适应美国大学的环境
c. 外国学生的兴趣和爱好	d. 外国学生在美国大学的注册问题

2. 新闻报导中的黄方是

a. 美国本科学生	b. 美籍中国学生
c. 中国留学生	d. 外国本科留学生

3. 下面哪一条不是美国大学的特点：

a. 从不出问题	b. 尊重学生的兴趣爱好
c. 多样化	d. 自由度比较大

4. 下面哪一条不是留学生不适应美国大学学习环境的原因：

外国学生不知道在美国的大学里，

a. 什么课该先选，什么课可以以后选	b. 选课自由度比较大
c. 怎样做到注上册了的课不出问题	d. 学费必须什么时候交完

中国文化习俗

Chinese Customs and Culture

Táng shī

唐诗

► Tang Dynasty Poetry

The Tang Dynasty

The Tang Dynasty is considered by most historians to be one of the great golden ages in Chinese history. The dynasty lasted from 618 to 917 CE and saw some of the greatest achievements in art and technology in the history of the world. While Chinese historians and scholars tend to emphasize the essentially “Chinese” nature of the period, the Tang is one of the most cosmopolitan eras in Chinese history, when China’s global connections across the Asian continent were at their height, when the Silk Road flourished and the Chinese upper classes became fascinated with exotic products imported from foreign lands.

For most Chinese, of course, the Tang Dynasty is synonymous with poetry. From their earliest years, Chinese children are taught to memorize and appreciate Tang poetry, and the subject is an important subject in the Chinese literature courses taught in schools and tested on national examinations. The poetry of the Tang has been so profoundly influential in the history of East Asian literature that Japanese and Korean students are also still taught to memorize and appreciate this part of China’s culture legacy in schools and at home. In the twentieth century, the great Tang poets began to carve out a place for themselves in world literature, particularly through the translations of Ezra Pound, Arthur Waley, and Burton Watson.

The Role of the Poet

Throughout Chinese intellectual and cultural history, the twin strands of Confucianism (儒学, Rúxué) and Daoism (道教, Dàojiào) have been of supreme importance. Confucianism is a philosophy of social engagement and achievement that emphasizes the responsibility of the individual within society and the duty of each person to play their prescribed role. In ancient China, the highest goal of the Confucian was to become a scholar and gain appointment as a high government official, serving the nation. Confucianism emphasizes submission and obedience to authority, with a strong work ethic and an ideal of mutual respect and trust.

Daoism is by necessity the complement of Confucianism. Utter devotion to social duty and subjugation of individual desires would take a high toll on anyone’s psyche. So it is only natural that a philosophy emphasizing mysticism, harmony with the natural world, and the search for quiet solitude should develop within Chinese civilization. Daoism filled this need and validated the individual’s need to seek freedom from the social obligations of the Confucian world.

During the early periods of the development of these two traditions (around the fifth century before the Common Era), they emerged as bitter rivals for powerful patronage, but in time, Chinese tradition embraced them both as complementary approaches to living. The ideal became one of social engagement in one’s early life and middle age, followed by a retirement into the countryside to embrace a more harmonious, natural, and individualistic existence. Indeed, the greatest poets of the Tang all follow this pattern — most were government officials who retired to a life of hermetic solitude, contemplation, and enjoyment of nature.

While there are many Tang poets of note, the two who stand out and are known to everyone in China and beyond are Li Bai and Du Fu.



► Lǐ Bái 李白 (701–762 CE)

Li Bai

Li Bai is rightly regarded as one of the titans of classical Chinese literature. Following the typical pattern described above, Li Bai spent much of his life in government service, attaining a post in the Hanlin Academy (翰林院, Hànlín Yuàn) under Emperor Xuanzong (唐玄宗, Táng Xuánzōng). The Hanlin Academy was a government office which only admitted scholars of the highest rank and was charged with a variety of literary and administrative activities, including the critical task of editing and interpreting the Confucian classics. Beyond this, the exact details of Li Bai's life are somewhat sketchy, though it is clear that he held a number of other significant government appointments following his post at the Hanlin Academy. He appears to have been removed from his post at the Academy and forcibly exiled as the result of slanderous accusations against him, and subsequently served an Imperial prince who was charged with treason, forcing a second exile on the future poet.

In spite of these difficulties, Li Bai's poetry is surprisingly playful, hopeful and optimistic. It is suffused with a delight for fantastic imagining and a veneration of the cosmic and ineffable. *The Columbia Book of Chinese Po-*

etry (1984) suggests that Li Bai's art grows out of "... certain convictions he held concerning life and art, out of a tireless search for spiritual freedom and communion with nature, a lively imagination and a deep sensitivity to the beauties of language" (206). Indeed, the two most enduring images of the poetry of Li Bai are doubtless wine and the moon, a symbol of transcendence and enlightenment, associated with both Buddhism and Daoism.

Li Bai's signature poem, known to every Chinese child, is his "Thoughts on a Peaceful Night" 静夜思 (Jìng Yè Sī):

Chuáng	qián	míng	yuè	guāng	
床	前	明	月	光	In front of the bed, the moon is shining
Yí	shì	dì	shàng	shuāng	
疑	是	地	上	霜	There must be frost on the ground
jǔ	tóu	wàng	míng	yuè	
举	头	望	明	月	I lift my head to see the bright moon above
dī	tóu	sī	gù	xiāng	
低	头	思	故	乡	Bow my head and think of home



► Dù Fū 杜甫 (712-770)

Du Fu

Born a decade after Li Bai, Du Fu brought a wholly different sensibility to his poetry. His poems are much more personal and give us biographical information. Like Li Bai, his life is a record of government posts and exiles that reflect the political exigencies of the time. The two poets actually met and Du Fu would come to dedicate a series of poems to his older contemporary. Prominent in the lives of both poets are the events of the An Lu Shan Rebellion (安史之乱, Ān Shǐ Zhī Luàn) of 756-763, in which Emperor Xuangzong's power was usurped by the Sogdian general An Lu Shan (安禄山, Ān Lùshān), one of the emperor's top military commanders and the adopted son of the emperor's favorite concubine Yang Guifei (杨贵妃, Yáng Guīfēi), reputed to have been one of the most beautiful women in Chinese history. Du Fu's poetry offers a record of censure of Yang Guifei's influence at court and describes his exile to escape the rebel armies who had seized the imperial capital.

Through beautiful language and evocative images, often associated with the Daoist mode in Chinese art and literature, Du Fu expresses a supreme Confucian ideal, that of duty and service to the nation. *The Columbia Book of Chinese Poetry* (1984) notes that we can observe in Du Fu's poetry "the tortured course of his life as it was molded by the tumultuous events of the time. He was imbued with a strong Confucian sense of duty that kept him striving to serve the dynasty to which he professed such deep loyalty, hoping thereby to assuage the ills of the nation" (219). It goes on to assert that Du Fu "fulfilled his moral purpose through his art . . . his greatest works are at once a lament upon the appalling sorrows that he saw around him, and a reproach to those who, through folly or ignorance, were to some degree responsible for the creation of so much misery" (219).

Du Fu eventually left government service and spent the 760s wandering the country, eventually succumbing to illness and death. For his dedication to his duty, Du Fu is often called the Sage of Poetry (诗圣, shī shèng).

The following is a poem that Du Fu wrote in his declining years. It is entitled "Climbing the Heights" 登高 (Dēng Gāo):

fēng	jí	tiān	gāo	yuán	xiào	āi
风	急	天	高	猿	啸	哀，
zhǔ	qīng	shā	bái	niǎo	fēi	huí
渚	清	沙	白	鸟	飞	回。
wú	biān	luò	mù	xiāo	xiāo	xià
无	边	落	木	萧	萧	下，
bù	jìn	cháng	jiāng	gǔn	gǔn	lái
不	尽	长	江	滚	滚	来。

The wind swift,
the sky high, the apes cry.
Clear lake and white sand,
the birds fly home.
The boundless forest,
leaves falling in torrents.
The endless Long River
ever flowing on.

wàn lǐ bēi qiū cháng zuò kè ,
 万 里 悲 秋 常 作 客 ，
 bǎi nián duō bìng dú dēng tái 。
 百 年 多 病 独 登 台 。
 jiān nán kǔ hèn fán shuāng bìn
 艰 难 苦 恨 繁 霜 鬓 ，
 liáo dǎo xīn tíng zhuó jiǔ bēi
 潦 倒 新 停 浊 酒 杯 。

From a distance in this sad Autumn
 far away from home.
 One hundred years of sickness,
 I climb these heights alone.
 Living through bitterness,
 the frosted gray of my hair.
 The difficulties continue,
 coming to rest in my cup of wine.

► Expand Your Knowledge

Studying and memorizing Tang Dynasty poems is one of the best ways to focus in on pronunciation and tones, and improve the accuracy and precision of your spoken Chinese. Using the two poems above as a model, search the Internet for more poems by Li Bai and Du Fu. One of the best resources is the “Three Hundred Tang Poems” at the University of Virginia’s Electronic Text Initiative. The site can be accessed at <http://etext.virginia.edu/chinese/frame.htm>. Go to the “Search” page and search for “Li Bai” and then “Du Fu.” Find one more short poem by each poet. Using an electronic dictionary resource, translate each poem literally — that is, word by word. Then choose one to memorize. Don’t just recite the words — be creative! Set the poem to your own original music, turn it into a rap, or create a chanting or rhythmic presentation for your class. The teacher may give awards for the most creative presentation and for best overall pronunciation. For inspiration, visit http://www.cheng-tsui.com/downloads/preview/chapter_10_asking_moon_wine_hand to listen to an audio recording of Li Bai’s poem, “Asking the Moon, with Wine in Hand.”

Reference

Watson, Burton, ed. 1984. *The Columbia Book of Chinese Poetry*. New York: Columbia University Press.