

欢迎
中学汉语课本

HUANYING
An Invitation to Chinese
Textbook, Volume 2

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PREFACE

Huanying: An Invitation to Chinese (欢迎：中学汉语课本) is a series designed for secondary school students who are non-native speakers of Chinese with minimal or no background in Mandarin Chinese. Following the *Standards for Foreign Language Learning* developed by the American Council on the Teaching of Foreign Languages (ACTFL), *Huanying* will offer four volumes covering four years of study at the secondary school level and taking students to an intermediate-high level of language proficiency, or the equivalent of two years of college Chinese.

Huanying is organized around thematic units that are essential to everyday communication. All material in each unit—vocabulary, grammar, idiomatic expressions, and culture—is carefully developed with learners’ interests and real-life uses in mind. *Huanying* intends to develop language proficiency by taking students gradually from their immediate surroundings to the bigger world. The topic domain is similar throughout the series—self, family, school, daily life, and the larger community—with each subsequent volume building more complexity and depth into the themes and calling for more complex language use. Throughout the series, students learn vocabulary related to each theme, grammar and idiomatic expressions needed to communicate about the theme, and cultural information that helps to contextualize the language use. Language practice focuses on authentic communicative tasks that integrate several modalities of language skills and are intellectually engaging. Individual, pair, and group activities are rooted in meaningful contexts that appeal to students’ interests and allow them to present, interpret, and negotiate meanings through active communication.

Each volume of *Huanying* is designed for an entire school year, based on 180 instructional hours, or one hour of language class per day. Six units comprise each volume. Each unit includes five lessons and one unit review lesson. Teachers may plan to use a week to study one lesson. After the unit review lesson, a unit test can be given to students to assess their learning; pre-prepared unit tests appear in the *Huanying Teacher’s Book*.

What Is the Pedagogical Philosophy Behind *Huanying*?

Our Goal: Communication

Huanying was developed based on a belief that the purpose of learning Chinese is to communicate in Chinese accurately and appropriately. *Huanying* is designed to help students

achieve this goal through monitored language input via sequenced and organized instruction; vigorous language practice via performance-based communicative tasks and constant reinforcement of language skills; and systematic evaluation via quizzes, unit tests, and student self-assessment. All of the above serve the purpose of helping students communicate in Chinese from the very first day of class.

Our Content: Incorporating the “5 C’s”

Huanying reflects the philosophy outlined by the *Standards for Foreign Language Learning* developed by the American Council on the Teaching of Foreign Languages (ACTFL). It strives to provide students with the necessary knowledge and skills that will enable them to be “linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.” *Huanying’s* primary focus is on meaningfulness, which is the core of communication. By embedding language input and output in communicative tasks set in a broader socio-cultural context, *Huanying* requires students to draw from other academic disciplines and the knowledge of their own cultures to facilitate their understanding of Chinese language and culture. *Huanying* also provides students with opportunities to extend their knowledge in Chinese by exploring the Chinese-speaking communities around them. The ultimate goal of *Huanying* is for students to become more aware of themselves, as well as their own language and culture, through the study of Chinese.

Our Approach: Teaching for Understanding

Huanying differs from traditional Chinese language instructional approaches by adopting an integrated approach that promotes teaching for understanding. Instead of teaching discrete bits and pieces of language (vocabulary, sentence structures, and idiomatic expressions) through repetitive drills without any meaningful context, *Huanying* takes a real-life communication task as its starting point. This holistic approach allows *Huanying* to teach vocabulary, grammar, and cultural information not in isolation, but rather in context. In order to enhance accuracy in language use, language points are practiced in context. Practice of form, meaning, and function are always interwoven in the communication tasks. Through varied forms of learning tasks, students learn to comprehend, use, and analyze the Chinese language. In brief, *Huanying’s* approach affords students opportunities to construct their own understanding of new concepts and, therefore, to become more effective learners. Based on our belief in teaching for understanding, *Huanying* pays particular attention to topics and situations that are both authentic and appealing to students. Authenticity and relevance are motivational tools that produce life-long learners.

Our Strategy for Success: Negotiate Meaning in Context

Successful language learners know how to negotiate meaning by relying on their previous knowledge and by analyzing and discovering cues from the communicative context. To help students become successful language learners, the activities in *Huanying* are designed to stimulate students' schemata, or schemes of how one perceives the world, to aid students in comprehension—understanding both the main ideas and specific information—and to guide students step-by-step through some challenging tasks. *Huanying* also tries to convey the idea that language proficiency cannot be achieved from word-by-word translation. Effective learners approach language learning by looking at context and structure, not by putting together dictionary definitions.

Huanying involves students in every step of the learning process. Students not only actively participate in learning activities, but also make decisions about using appropriate strategies to accomplish tasks. To help students build a tolerance for some ambiguity and risk as they explore a new language, we have purposefully made certain pedagogical decisions: 1) We do not provide English translations for dialogues and texts in the textbook and workbook, 2) In the texts and activities we include some new words that are not glossed yet do not interfere with students' overall comprehension of the text/task, 3) We gradually decrease the use of pinyin as learning progresses, and 4) We ask students to periodically assess their own learning.

How Is *Huanying* Structured?

The structure of *Huanying* can be best described by using the “3 P's” (Presentation, Practice, Production) language instruction model as an analogy. The textbook focuses on presentation, and the student workbook focuses on practice and production.

As many teachers still rely on textbooks as the starting point for class organization and planning, we want to assist teachers to achieve success in their teaching. The textbook and workbook are derived from a carefully planned communicative curriculum, with corresponding goals and tasks. The teacher's book is intended to make lesson preparation more efficient for busy teachers; it contains workbook activities, answer keys, suggestions on how to facilitate a learner-centered classroom, plus quizzes and unit tests.

Textbook

Volume 2 of *Huanying* includes six units, each focusing on one theme. There are five lessons and a review lesson in each unit, so that three units are typically covered per semester.

Learning goals are clearly stated at the beginning of each unit, and students can check their progress by taking a self-assessment questionnaire at the end of the unit. A typical lesson consists of two dialogues or texts (with new vocabulary highlighted in color), a new word list (with simplified and traditional characters, pinyin, parts of speech, and English explanations), language notes, some knowledge-related language activities (“Extend Your Knowledge”), and information about Chinese proverbs, idioms, stories, and culture.

At the end of the textbook four indexes are provided: vocabulary (both Chinese–English and English–Chinese), proper nouns, and language notes. There is also an appendix of dialogues and texts in traditional characters, designed for students who would like to learn traditional Chinese characters alongside simplified ones.

Workbooks

The workbook component contains a wealth of communicative, ready-to-use language activities and is divided into two parts: Volume 2 Part 1 for first semester, and Volume 2 Part 2 for second semester. For each lesson, the workbook has three types of language practice: Listening Practice, Integrated Language Practice, and Chinese Character Practice. Listening Practice involves two or more skills—usually listening/reading, listening/writing, listening/speaking, etc. It is distinct from Integrated Language Practice because students will need the accompanying audio files to complete these activities. Integrated Language Practice includes a variety of communicative activities such as interviews, bingo, board games, role-play, email correspondence, oral report, and more. Students will benefit from this hands-on format that lets them use different language skills simultaneously (for example, interviewing a classmate while taking notes and filling out a chart in the workbook). Teachers will benefit because all of the activities are presented in a convenient, ready-to-use format—students can do all activities directly in their workbooks, so photocopying other materials is not necessary. Chinese Character Practice focuses on the new characters learned in each lesson and can be used as homework assignments for students to practice character writing.

Audio Files

Huanying's accompanying audio files contain recordings of the dialogues, texts, and vocabulary in the textbook, along with audio clips to be used for Listening Practice in the workbook. Audio files can be downloaded free of charge from the publisher's website: <http://www.cheng-tsui.com/downloads/huanying>. See page iv for details.

Teacher's Books

The teachers' book includes copies of all student workbook activities with answer keys, together with "Notes to the Teacher" (in both simplified Chinese and English) that help teachers effectively conduct the activities and facilitate a communicative classroom environment. Additional information at the front of the book includes general tips on lesson planning and classroom management, and an overview chart of content covered in the course. The appendix contains quizzes and unit tests, with answer keys. Two quizzes are provided for every lesson: one is a vocabulary quiz that can be given at the beginning of the lesson or after the vocabulary is learned, and the other is a general quiz that can be given at the end of the lesson. Preparing for quizzes and tests is made simple for teachers—just a matter of photocopying.

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First of all, we would like to thank Ron and Ken for their support and understanding when we spent more time with *Huanying* than with them. Without them, *Huanying* would be impossible.

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Last, but not least, we would like to thank the editors at Cheng & Tsui for their meticulous reading of our manuscripts and their suggestions and comments to make *Huanying* a better series.

We hope that *Huanying* will introduce secondary school students to Chinese language and culture in a practical and engaging way. Learning a foreign language opens up a new world for exploration, and the new world welcomes (*huanying*) young adventurers.

ABBREVIATIONS OF PARTS OF SPEECH

<i>Abbreviation</i>	<i>Part of Speech</i>
abbr.	abbreviation
adj.	adjective
adv.	adverb
aux.w.	auxiliary word
conj.	conjunction
excl.	exclamation
m.w.	measure word
n.	noun
num.	number
o.v.	optative verb
p.n.	proper noun
prep.	preposition
pron.	pronoun
s.p.	set phrase
v.	verb
v.c.	verb plus complement
v.o.	verb plus object

SAMPLE

第二单元： 饮食

UNIT 2 Food and Drink

LEARNING GOALS OF UNIT 2

By the end of this unit, you will learn how to:

- Name common food items
- Order food in a restaurant
- Talk about the price of something
- Make a comparison between two things or two people, including:
 - A is more X than B
 - A is much more X than B
 - A and B are similar
- Describe the immediacy of an action that is about to take place
- Describe an existing condition or phenomenon
- Describe a healthy diet
- Briefly describe the Mid-Autumn Festival
- Describe a repeated action

2.1

中秋节要到了

The Mid-Autumn Festival Is Coming

星期日	星期一	星期二	星期三	星期四	星期五	星期六
	1 七月廿八	2 廿九	3 三十	4 八月初一	5 初二	6 初三
7 初四	8 初五	9 初六	10 初七	11 初八	12 初九	13 初十
14 十一	15 十二	16 十三	17 十四	18 十五	19 十六	20 十七
21 十八	22 十九	23 二十	24 廿一	25 廿二	26 廿三	27 廿四
28 廿五	29 廿六	30 廿七				

A combined solar and lunar calendar



对话一 Dialogue 1

丁老师：中秋节快要到了。你们知道今年的中秋节是几月几号吗？

玛丽娅：我知道，是八月十五号。

汤姆：阴历是八月十五号，但阳历每年不一样。今年的阳历中秋节是九月十八日。

凯丽：中国人怎么庆祝中秋节？

汤姆：他们会一家人坐在一起一边看月亮一边吃月饼。

大卫：中秋节为什么要吃月饼？

玛丽娅：是不是因为中秋节的月亮特别圆，月饼也是圆的？

丁老师：玛丽娅说得对。中国人庆祝中秋节有三千多年的历史了。今年中秋节的晚上，我们开一个晚会，说说中秋节的历史和传说。

玛丽娅：太好了，我去买月饼。

大卫：我跟你一起去。



Moon cakes



对话二 Dialogue 2

大卫：玛丽娅，我们去哪儿买月饼？

玛丽娅：我们可以去“杏花楼”，听说“杏花楼”的月饼在上海很有名。

大卫：太好了。从学校去“杏花楼”怎么走？

玛丽娅：我们可以先坐地铁到南京路，出了地铁站往前走，过两条街，到了福州路往右边一拐就到了。

大卫：容易找吗？

玛丽娅：很容易。你去过上海外文书店吗？“杏花楼”就在它的对面，商店外边挂着一个很大的牌子，牌子上写着“杏花楼”。

大卫：我去过外文书店，那儿离南京路不远。现在我知道“杏花楼”在哪儿了。



In front of the well-known “Plum Blossom Restaurant”
(The store sign is written in traditional Chinese characters,
which read from right to left.)



Business hours sign of the Foreign Language Bookstore



生词 New Words

	<i>Simplified</i>	<i>Traditional</i>	<i>Pinyin</i>	<i>Part of Speech</i>	<i>English</i>
1.	阴历	陰歷	yīnlì	<i>n.</i>	lunar calendar
2.	阳历	陽曆	yánglì	<i>n.</i>	solar (Western) calendar
3.	月亮		yuèliàng	<i>n.</i>	moon
4.	月饼	月餅	yuèbǐng	<i>n.</i>	moon cake
5.	特别		tèbié	<i>adj./adv.</i>	special, specially, particularly
6.	圆	圓	yuán	<i>adj./n.</i>	round, circle
7.	千		qiān	<i>num.</i>	thousand
8.	传说	傳說	chuánshuō	<i>n./v.</i>	legend; the legend says
9.	有名		yǒumíng	<i>adj.</i>	famous, well-known
10.	拐		guǎi	<i>v.</i>	turn, make a turn
11.	挂		guà	<i>v.</i>	hang
12.	牌子		páizi	<i>n.</i>	sign

Proper Nouns

13.	中秋节	中秋節	Zhōngqiūjié	<i>p.n.</i>	Mid-Autumn Festival, Moon Festival
14.	杏花楼	杏花樓	Xìnghuālóu	<i>p.n.</i>	Plum Blossom Restaurant

语言注释 Language Notes

1. 就(要)…了, 快(要)…了 (something is about to happen)

In Lesson 1.3, we learned the structure 要…了, which describes an action that will soon take place. To increase the degree of immediacy, the adverb 就 can be placed before 要. To decrease the degree of immediacy, the adverb 快 is placed before 要. When 就 or 快 is used, 要 becomes optional. There is no difference in meaning with or without 要.

- 火车就(要)开了。 The train is leaving momentarily.
 我们就(要)上课了。 The class is just about to begin.
 弟弟快(要)上小学了。 The younger brother will start elementary school soon.
 我们快(要)考试了。 We will have our test soon.

- There are no definitive “time rules” for using 就要, 要 or 快要. Personal differences affect how individuals perceive the immediacy of an upcoming event. People may describe the same thing in different ways:

- 1) 中秋节要到了。 The Mid-Autumn Festival is coming soon.
- 2) 中秋节就要到了。 The Mid-Autumn Festival is coming very soon.
- 3) 中秋节快要到了。 The Mid-Autumn Festival is coming.

- There is another difference among these three structures. 要 and 就要 can take an adverb of time, but 快要 cannot.

- 明天我要去北京了。 Tomorrow I am going to Beijing.
 九点他就要到上海了。 He will arrive in Shanghai right at nine.
 飞机快要到了。 The plane is arriving soon.

2. 是 + Adjective + 的

We have already learned how to describe something with an adjective:

- 我的书包很旧。 My schoolbag is old.
 书店很大。 The bookstore is big.

The two statements above are general descriptions. Sometimes we want to define something or emphasize that something belongs to a particular category. In that case, we use the structure 是 + Adjective + 的:

- 我的书包是蓝的。
 My schoolbag is blue (not green, red, or any other color).

我的书包是旧的。

My schoolbag is old (emphasizing the distinction between “new” and “old”).

In other words, we use 是 + Adjective + 的 to convey information that we feel is absolute.

3. 着 (indicating existence)

In Lesson 1.2 we learned how to use Verb + 着 to indicate the continuous aspect of an action.

Look at the sentence below:

我们等着你回来。

We are waiting for your return.

Here, 着 is a marker for an ongoing action. The same structure can also be used for describing the static state or condition of an object, as the result of an action. The emphasis is on the existence of an object.

饭店外边挂着一个牌子。

A sign is hanging outside of the restaurant.

牌子上写着“杏花楼”。

“Plum Blossom Restaurant” is written on the sign.

书店还开着呢，你快去吧。

The bookstore is still open. You should hurry up and go.

4. Interrogative pronoun in a sentence

We have learned how to use an interrogative pronoun (when, where, who, what...) in a question. These words can also be used in a sentence.

我知道杏花楼在哪儿。

I know where the Plum Blossom Restaurant is.

他不知道哪天是中秋节。

He doesn't know which day is the Mid-Autumn Festival.

你知道中国人中秋节的时候吃什么吗？

Do you know what the Chinese eat during the Mid-Autumn Festival?

学无止境 EXTEND YOUR KNOWLEDGE

People may use different words to refer to the lunar and the solar calendars:

Lunar Calendar	yīnlì 阴历	nónglì 农历	
Solar Calendar	yánglì 阳历	gōnglì 公历	xīlì 西历

Below are the major festivals celebrated in China:

元旦 Yuándàn	公历一月一日	New Year's Day
春节 Chūnjié	农历一月一日	Chinese New Year
元宵节 Yuánxiāojié	农历一月十五日	Lantern Festival
国际妇女节 Guójì fùnǚjié	公历三月八日	International Women's Day
清明节 Qīngmíngjié	公历四月五日	Chinese Memorial Day
国际劳动节 Guójì láodòngjié	公历五月一日	International Labor Day
青年节 Qīngniánjié	公历五月四日	Youth Day
端午节 Duānwǔjié	农历五月五日	Dragon Boat Festival
国际儿童节 Guójì értóngjié	公历六月一日	International Children's Day

七夕节 Qīxījié	农历七月七日	Chinese Valentine's Day
中秋节 Zhōngqiūjié	农历八月十五日	Moon Festival, Mid-Autumn Festival
重阳节 Chóngyángjié	农历九月九日	Elder's Day
国庆节 Guóqìngjié	公历十月一日	National Day



Celebrating the Chinese New Year



Celebrating the Lantern Festival

中国文化一瞥 A Glimpse into Chinese Culture

Chinese proverbs, idioms, or phrases

1. huā hǎo yuè yuán
花 好 月 圆

blooming flowers and full moon — a perfectly happy life
(This phrase is used for congratulating newlyweds.)



2. shuǐ zhōng lāo yuè
水 中 捞 月

to fish for the moon in the water; try to catch the moon in the water — a fruitless attempt

IN USE:

妈妈：你为什么写那么多“100”？

小明：有人说，我写一百个“100”，考试就能得100分。

妈妈：我看你是在水中捞月。

YOUR TURN:

Do you think any of the following efforts is an example of 水中捞月？

是/不是	Goal	Action
	做一个世界有名的侦探	每天都看侦探小说
	找到一个有意思的工作	玩有意思的电脑游戏
	学好汉语	每天吃中国饭

	上一个最好的 大学	有空儿的时候， 看看数学书
	让老师高兴	每天去上课，但 是不做作业
	认识一些名人 (celebrities)	常常去看电影和 球赛

水中捞月: A Children's Story

一天晚上，月亮特别大，也特别亮。一群猴子(hóuzi, monkey)在外边玩，突然(tūrán, suddenly)有只小猴大喊：“快看，河(hé, river)里有个月亮。”猴子们跑来一看，对啊，河里真的有一个圆圆的月亮，是不是天上的月亮掉(diào, fall)进河里了？老猴子说，“我们快捞月亮吧。”大家一捞，水一动(dòng, move), 河里的月亮就不见了。它们不捞的时候，河里的月亮又出来了。猴子们觉得很奇怪，这是怎么回事呢？

YOUR TURN:

After reading the story, retell the story in pairs. Try to fill in as many details as you can remember.

你知道吗? Do you know?

By now, you have probably noticed that many moon cake containers have the image of a Chinese lady in an ancient costume on them. According to legend, this lady is Cháng É (嫦娥), who lives on the moon. There are several versions of the legend, but the common theme is that Lady Chang E was once living on earth. After taking some elixir, she flew to the moon and has been living there ever since. The following is one version of the legend.

Around 2170 BC, Lady Chang E, Goddess of the Moon, and her husband Hòu Yì (后羿), the Archer, were sent to the Earth by the Emperor of Heaven. Their mission was to help the people of Earth to fight against vicious animals. Hou Yi was a great archer, who never missed a target. It didn't take him long to eliminate the ferocious animals. At the time when Hou Yi and Lady Chang E were getting ready to return to Heaven, an unexpected thing happened.



Moon cake box with the image of Lady Chang E

Ten suns, who were the sons of the Emperor of Heaven, appeared in the sky together. They were playing a practical joke. They burned the earth with their heat. Forests and fields were on fire, rivers dried up, and many people died of thirst. In order to save the people of Earth, Hou Yi shot down nine of the suns. The tenth one apologized for his wrongdoing and was left alone by Hou Yi. While people of Earth were grateful, Hou Yi's action enraged the Emperor of Heaven, who forbade the couple to return to Heaven.

Hou Yi was told that the West Goddess in the Kunlun Mountains had an elixir that would allow them to return to Heaven. He traveled many miles for the elixir. The West Goddess, however, only had enough for one person. After obtaining the elixir, Hou Yi hid it at home because he loved his wife so much that he didn't want to leave her alone on earth.

One day when Hou Yi was out, Lady Chang E found the elixir. She took a sip. As soon as she took it, she floated into the sky. As the Goddess of the Moon, she flew back to the Moon and has been living there ever since. It is said that Lady Chang E feels lonely on the Moon and misses the happy life she and her husband once had.

Inspired by this legend, many Chinese poets have written poems about the bright autumn moon and about love.

2.6

第二单元复习

Unit 2 Review



对话一 Dialogue 1

玛丽娅：这个周末，有两个意大利朋友要来我们家。我妈妈打算带他们去一家比较好的中国饭店吃饭。你们知道哪家饭店比较好吗？

凯丽：我去过一家饭店，叫“上海老饭店”，做的都是上海菜。

大卫：我去过浦东的“小四川饭店”。那里的菜又便宜又好吃。因为是四川菜，所以比较辣。不知道你们喜不喜欢吃辣的。

汤姆：我看，你们还是去美心酒楼吧，那是一家广东饭店，有八十多年的历史了。那里的**点心品种**很多，味道也很好，去那儿吃饭的人很多。要是你们周末去，需要**订座**，订座电话是5757-5777。

玛丽娅：哇塞，汤姆，你能**记住**那家饭店的电话号码！

汤姆：这个电话号码很容易**记**，用上海话说，就是“我吃，我吃，我吃，吃。”



The well-known “Old Shanghai Restaurant”



对话二 Dialogue 2

(玛丽娅和大卫在张爷爷的病房。)

玛丽娅：张爷爷，您今天好一点儿了吗？

张爷爷：比昨天好一些。吃午饭的时候，也吃得比昨天多。

大卫：您吃了些什么？

张爷爷：医院给我们两个菜一个汤，还有一点米饭。今天的菜是肉和蔬菜，汤是海鲜汤。

玛丽娅：张爷爷，这是妈妈给您的葡萄和巧克力。

张爷爷：你妈妈太客气了。你们来看我的时候，不用带东西。

玛丽娅：我去洗葡萄，大卫先跟您说说话。

大卫：张爷爷，您的优盘是什么时候不见的。

张爷爷：是八月一号的下午。那天上午，我还用过它。吃了午饭以后，我睡了差不多三十分钟，等我再去用电脑的时候，优盘就不见了。

大卫：您睡觉的时候，张奶奶在家吗？

张爷爷：在，她在厨房。

玛丽娅：葡萄洗好了。来，我们吃葡萄。张爷爷，别着急，我和奶奶再帮你去找一次。



A western-style bakery in Shanghai



生词 New Words

	<i>Simplified</i>	<i>Traditional</i>	<i>Pinyin</i>	<i>Part of Speech</i>	<i>English</i>
1.	点心	點心	diǎnxīn	<i>n.</i>	snack, dim sum
2.	品种	品種	pǐnzhǒng	<i>n.</i>	kind, type, variety
3.	订座	訂座	dìngzuò	<i>v.o.</i>	reserve a seat
4.	记住	記住	jìzhù	<i>v.c.</i>	remember, learn by heart
5.	记	記	jì	<i>v.</i>	remember
6.	洗		xǐ	<i>v.</i>	wash

生词扩充 EXPAND YOUR WORD POWER

By now you know that every Chinese character bears meaning. Many Chinese words are formed by combining two or more characters. If you know the characters in a word, you can usually guess the meaning of the word. See if you understand the meaning of the following words.

牛肉面		鸡肉	
羊肉		冰水	
冰可乐		炸鱼	
肉汤		菜汤	
辣味鸡		甜酸鱼	
素点心		炒肉片	
酸菜		牛奶巧克力	
巧克力冰激淋		月饼盒	

SELF-ASSESSMENT

In Unit 2, you have learned to talk about food, including shopping in a supermarket, ordering food in a restaurant, and describing a healthy diet. Have you achieved the learning goals of Unit 2? After completing the exercises for Unit 2 in your Workbook, fill out the following self-assessment sheet.

Yes/No	Can you do these things in Chinese?
	Talk about general food items in Chinese, such as vegetables, fruits, grains, meats and snack food
	Order food and drinks in a restaurant
	Talk about the price of something
	Compare two similar things/people (一样)
	Compare two different things/people (比)
	Describe an action is about to take place (就要…了, 快要…了)
	Describe an existing condition (着)
	Describe a healthy diet
	Describe a repeated action (再, 还, 又)
	Briefly describe the Mid-Autumn Festival

8-10	yes	excellent
5-7	yes	good
0-4	yes	need some work

生词索引

Vocabulary Index (Chinese–English)

This list contains vocabulary found in each lesson's New Words and **Extend Your Knowledge (EYK)** sections. Words from **Extend Your Knowledge** are shown in color because they are supplementary and not required for students to memorize. For proper nouns, see the Proper Nouns Index.

Simplified	Traditional	Pinyin	English	Lesson
A				
爱	愛	ài	love	1.2
安排		ānpái	arrangement; arrange	3.3
安全		ānquán	safety, security; safe, secure	3.6
B				
白天		báitiān	daytime	1.5
百		bǎi	hundred	4.2
百货公司	百貨公司	bǎihuògōngsī	department store	4.1
拜年		bài nián	wish somebody a Happy New Year; pay a New Year visit	4.5 EYK
班		bān	shift, (scheduled) run	1.3
办公室	辦公室	bàngōngshì	office	6.3
半折		bànzhé	half-price, 50% off	4.4
帮	幫	bāng	help	1.1
磅		bàng	pound	1.4 EYK
包		bāo	bump, bruise	5.1
饱	飽	bǎo	full (from eating)	2.3

Simplified	Traditional	Pinyin	English	Lesson
保安人员	保安人員	bǎo'ān rényuán	security guard	5.5 EYK
报告	報告	bàogào	report, to report	5.5 EYK
报警	報警	bàojǐng	notify the police	5.5 EYK
报名	報名	bàomíng	register, sign up	6.1
报纸	報紙	bàozhǐ	newspaper	3.6
北方		běifāng	north, northern part of a country	3.2
背		bèi	back (of the body)	5.1 EYK
被		bèi	by (in a passive voice)	5.5
鼻涕		bítì	nasal discharge	5.2
鼻子		bízi	nose	5.1
比		bǐ	than, compared with	2.2
比较	比較	bǐjiào	comparison; compare; comparatively	1.4
比萨		bǐsà	pizza	2.5
必须	必須	bìxū	must	2.3
必要		bìyào	need, necessity	6.2
毕业	畢業	bìyè	graduation; graduate	6.5
别		bié	don't (<i>negative imperative</i>)	1.2
别提了		bié tí le	don't talk about it	5.6
饼干	餅乾	bǐnggān	cookie	2.3 EYK
冰雕		bīngdiāo	ice sculpture, ice carving	3.4
冰激淋		bīngjīlín	ice cream	2.3
冰激凌店		bīngjīlíng diàn	ice cream store	4.1 EYK
冰天雪地		bīngtiānxuědì	a world of snow and ice	3.4
病		bìng	illness; become ill	1.4
菠菜		bōcài	spinach	2.5 EYK
菠萝		bōluó	pineapple	2.2 EYK
脖子		bózi	neck	5.1 EYK
博物馆	博物館	bówùguǎn	museum	1.5, 1.5 EYK
不错		bù cuò	not bad, pretty good	1.4

生词索引

Vocabulary Index (English–Chinese)

This list contains vocabulary found in each lesson's New Words and **Extend Your Knowledge (EYK)** sections. Words from **Extend Your Knowledge** are shown in color because they are supplementary and not required for students to memorize. For proper nouns, see the Proper Nouns Index.

English	Simplified	Traditional	Pinyin	Lesson
A				
abdomen, stomach	肚子		dùzi	5.1 EYK
ability at work	工作能力		gōngzuò nénglì	6.4 EYK
about to, going to	将	將	jiāng	6.5
above, over	以上		yǐshàng	6.4
accident	事故		shìgù	5.5
accompany	陪		péi	5.2
ache, hurt, be painful	疼		téng	5.1, 5.2 EYK
ache, pain, painful	痛		tòng	5.2 EYK
action	行动	行動	xíngdòng	6.5 EYK
activity; engage in an activity	活动	活動	huódòng	3.2
address for service workers, skilled workers	师傅	師傅	shīfù	4.6
air-conditioned bus	空调车	空調車	kōngtiáo chē	1.3 EYK
airline	航空公司		hángkōng gōngsī	1.2
airline ticket	飞机票	飛機票	fēijī piào	3.5
airplane	飞机	飛機	fēijī	1.1

English	Simplified	Traditional	Pinyin	Lesson
airport	机场	機場	jīchǎng	1.2, 1.5 EYK
all kinds, different kinds	各种各样	各種各樣	gèzhǒnggèyàng	6.4
allergic to...	对...过敏	對...過敏	duì...guòmǐn	5.2 EYK
already	已经	已經	yǐjīng	2.3
also, again, in addition	又		yòu	3.1
altogether, total	一共		yīgòng	4.2
always	总是	總是	zǒngshì	6.1
analysis; analyze	分析		fēnxī	6.2
animated cartoon	动漫	動漫	dòngmàn	6.1
anxious, worried	急		jí	1.3
apart from, except for, besides	除了...以外		chúle...yǐwài	5.1
apartment	公寓		gōngyù	2.6
apartment building	公寓楼	公寓樓	gōngyùlóu	2.6
apple	苹果	蘋果	píngguǒ	2.2
application letter	申请信	申請信	shēnqǐngxìn	6.4 EYK
apply for a job	申请工作	申請工作	shēnqǐng gōngzuò	6.4 EYK
approximately, more or less, about	左右		zuǒyòu	3.5
apricot	杏		xìng	2.2 EYK
arm	胳膊		gēbo	5.1 EYK
arm	手臂		shǒubì	4.2
arrangement; arrange	安排		ānpái	3.3
arrive	到达	到達	dàodá	1.3
art museum	美术馆	美術館	měishùguǎn	1.5 EYK
assistance for seniors	敬老服务	敬老服務	jìnglǎofúwù	6.5 EYK
assistant	助手		zhùshǒu	6.3
at least	至少		zhìshǎo	1.2
at one breath, without a break	一口气	一口氣	yīkǒuqì	2.5
attention; pay attention to	注意		zhùyì	2.5

语言注释索引

Language Notes Index

A		Complement of result/consequence	1.5, 2.3, 5.5
啊 in a list of things	4.5	Complement of quantity	2.4, 3.1
B		从...到... (from... to...)	1.1
被 to form a passive sentence	5.5	Conjunction ...的话	3.1
别 (adverb)	1.2	Conjunction 而且	6.4
别, 没 and 不; differences among	1.2	Conjunction 然后	3.3
不但... 而且...	4.4	Conjunction 如果 (if)	5.2
(not only... but also...)		Conjunction 这样	3.3
不是...吗? (isn't it true that...?)	4.2	D	
不是A就是B (if it is not A, then it is B; either A or B)	2.2	大...大...(excessively)	2.5
C		到(了)...才 (not until...)	6.2
Chinese monetary units	2.2	得 with a "complement of degree"	1.1
除了...(以外) (with the exception of, in addition to)	5.1	...的话 (conjunction)	3.1
次 to show the frequency of an action	1.5	地 (adverbial marker)	4.1
Cohesive devices to indicate sequence	3.5	Directional complement	1.2
Comparison with 比	2.2, 3.1	"Discounted price," Chinese way of saying	4.2
Comparison (A 跟 B 一样)	2.3	对...说 (say to someone)	3.4
Comparison using A (没)有 B (那么) + Adjective	4.2	对...(没)有帮助 (to be helpful to, to be helpful for)	6.1
Comparison (跟...差不多)	4.5	对...有兴趣 (be interested in...)	6.3
		多 to indicate an approximate number	1.1
		多 to ask about extent	1.4

E

而且 (conjunction) 6.4

F

非要 to express strong desire or determination 4.4

G

给 as a verb 2.4

跟...差不多 (comparison) 4.5

A跟B一样 (comparison) 2.3

更 (adverb) 3.2

过 to indicate experience 1.5

H

还 and 再 (adverbs) 2.4

还没有...呢 (not yet) 6.1

还是 (had better) 5.1

好在 (fortunately, luckily) 5.3

会...的 (it is likely, it is possible) 3.3

I

Interrogative pronoun in a sentence 2.1

J

极了 (extremely) 6.2

将 (about to, going to) 6.5

就, different meanings 6.5

就...了 (sooner/quicker/earlier than expected) 3.2

就(要)...了, 快(要) 2.1

...了 (something will happen soon)

K

看上去 (it seems, seem, appear) 4.2

可 for emphasis 4.3

L

V来V去 (do something repeatedly) 2.2

了 to indicate change 1.2

了, different uses 1.4

了 at the end of a sentence 3.1

M

嘛 (particle) 6.3

嘛 in a suggestion/command 6.4

没, 别, and 不, differences among 1.2

A(没)有B(那么) 4.2

+ Adjective (comparison)

N

呢 at the end of a sentence for emphasis 2.2

Nouns made of two single-character antonyms 4.2

O

Object placed before the verb 4.5

Ordering food in a restaurant, words for 2.4

P

Personal opinions, expressing 3.3

Prepositional phrase as a complement to indicate time and place 3.2

Preposition 往 1.3

Q

前 (ago, previous) 4.3

R

然后 (conjunction) 3.3

如果 (if), (conjunction) 5.2

S

上 as a complement of result 5.2

上 and 下 in time expressions to indicate past and future 3.2

什么 to modify a noun 5.3

什么…都 (all-inclusive) 4.1

是……的 to indicate details of a known past event 1.1

是 + Adjective + 的 2.1

T

“Taxi,” notes on how to say 1.3

V

Verb unit as a subject 1.1

W

为了 (for, for the sake of, in order to) 4.5

位 (measure word) 2.4

X

象…一样 (resemble…) 6.4

Y

要…了 (something is about to happen) 1.3

要是 (if) 3.4

V + 一 + V (do something briefly or casually) 5.3

一…就… (as soon as) 1.4

一点儿 (a little, a little bit) 2.3

一点都不 (not…at all) 4.4

一下 (once, a short while) 5.1

一样 (same as) 1.3

以上 (more than) 6.4

A (没)有 B (那么) 4.2

+ Adjective, (comparison)

有的…有的… (some… some…) 4.5

有一点儿 vs. 一点儿 4.2

又 and 再 (adverbs) 2.5

Z

再 and 还 (adverbs) 2.4

再 and 又 (adverbs) 2.5

怎么, different meanings 5.4

怎么办? (what shall I/we do?) 5.4

这样 (conjunction) 3.3

着 indicating the continuous aspect of a situation/action 1.2

着 indicating existence 2.1

着 describing the state and manner accompanying an action 3.3

自己 (self) 4.3

左右 (approximately, more or less, about) 3.5