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**LEVEL 1**

**Part 2**

# Integrated Chinese

# 中文听说读写



*Simplified Character Edition*

**TEXTBOOK**

2nd Edition

**Tao-chung Yao and Yuehua Liu**

**Liangyan Ge, Yea-fen Chen,**

**Nyan-ping Bi, Xiaojun Wang and Yaohua Shi**



CHENG & TSUI COMPANY ▲ Boston





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Second Edition

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## THE INTEGRATED CHINESE SERIES

The *Integrated Chinese* series is a two-year course that includes textbooks, workbooks, character workbooks, audio CDs, CD-ROMs, DVDs and teacher's resources.

**Textbooks** introduce Chinese language and culture through a series of dialogues and narratives, with culture notes, language use and grammar explanations, and exercises.

**Workbooks** follow the format of the textbooks and contain a wide range of integrated activities that teach the four language skills of listening, speaking, reading and writing.

**Character Workbooks** help students learn Chinese characters in their correct stroke order. Special emphasis is placed on the radicals that are frequently used to compose Chinese characters.

**Audio CDs** include the narratives, dialogues and vocabulary presented in the textbooks, as well as pronunciation and listening exercises that correspond to the workbooks.

**Teacher's Resources** contain helpful guidance and additional activities online.

**Multimedia CD-ROMs** are divided into sections of listening, speaking, reading and writing, and feature a variety of supplemental interactive games and activities for students to test their skills and get instant feedback.

**Workbook DVD** shows listening comprehension dialogues from the Level 1 Part 1 Workbook, presented in contemporary settings in color video format.





## PUBLISHER'S NOTE

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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, the Cheng & Tsui Company is pleased to offer the revised, updated and expanded second 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.

The Cheng & Tsui Asian Language Series 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 the publications in this series. Please send feedback to our Editorial Department (e-mail: [editor@cheng-tsui.com](mailto:editor@cheng-tsui.com)), or contact the following members of our Editorial Board.

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## PREFACE

The *Integrated Chinese* series is an acclaimed, best-selling introductory course in Mandarin Chinese. With its holistic, integrated focus on the four language skills of listening, speaking, reading, and writing, it teaches all the basics beginning and intermediate students need to function in Chinese. *Integrated Chinese* helps students understand how the Chinese language works grammatically, and how to use Chinese in real life.

The Chinese title of *Integrated Chinese*, which is simply 中文听说读写 (*Zhōngwén Tīng Shuō Dú Xiě*), reflects our belief that a healthy language program should be a well-balanced one. To ensure that students will be strong in all skills, and because we believe that each of the four skills needs special training, the exercises in the *Integrated Chinese* Workbooks are divided into four sections of listening, speaking, reading, and writing. Within each section, there are two types of exercises, namely, traditional exercises (such as fill-in-the-blank, sentence completion, translation, etc.) to help students build a solid foundation, and communication-oriented exercises to prepare students to face the real world.

### How *Integrated Chinese* Has Evolved

*Integrated Chinese* (IC) began, in 1993, as a set of course materials for beginning and intermediate Chinese courses taught at the East Asian Summer Language Institute's Chinese School, at Indiana University. Since that time, it has become a widely used series of Chinese language textbooks in the United States and beyond. Teachers and students appreciate the fact that IC, with its focus on practical, everyday topics and its numerous and varied exercises, helps learners build a solid foundation in the Chinese language.

### What's New in the Second Edition

Thanks to all those who have used *Integrated Chinese* and given us the benefit of their suggestions and comments, we have been able to produce a second edition that includes the following improvements:

- ▲ Typographical errors present in the first edition have been corrected, and the content has been carefully edited to ensure accuracy and minimize errors.
- ▲ The design has been revised and improved for easier use, and the Textbooks feature **two colors**.
- ▲ **Revised illustrations** and **new photos** provide the reader with visual images and relevant cultural information.
- ▲ Many **new culture notes** and examples of **functional expressions** have been added.

- ▲ **Grammar and phonetics explanations** have been rewritten in more student-friendly language.
- ▲ **Workbook listening and reading sections** have been revised.
- ▲ **A new flexibility for the teaching of characters** is offered. While we believe that students should learn to read all of the characters introduced in the lessons, we are aware that different Chinese programs have different needs. Some teachers may wish to limit the number of characters for which students have responsibility, especially in regards to writing requirements. To help such teachers, we have identified a number of lower-frequency Chinese characters and marked them with a pound sign (#) in the vocabulary lists. Teachers might choose to accept *pinyin* in place of these characters in homework and tests. The new edition adds flexibility in this regard.
- ▲ **The Level 1 Workbooks** have been reorganized. The Workbook exercises have been divided into two parts, with each part corresponding to one of the dialogues in each lesson. This arrangement will allow teachers to more easily teach the dialogues separately. They may wish to use the first two or three days of each lesson to focus on the first dialogue, and have students complete the exercises for the first dialogue. Then, they can proceed with the second dialogue, and have students complete the exercises for the second dialogue. Teachers may also wish to give separate quizzes on the vocabulary associated with each dialogue, thus reducing the number of new words students need to memorize at any one time.
- ▲ **Level 2 offers full text in simplified and traditional characters.** The original Level 2 Textbook and Workbook, which were intended to be used by both traditional- and simplified-character learners, contained sections in which only the traditional characters were given. This was of course problematic for students who were principally interested in learning simplified characters. This difficulty has been resolved in the new edition, as we now provide both traditional and simplified characters for every Chinese sentence in both the Textbook and the Workbook.

### Basic Organizational Principles

In recent years, a very important fact has been recognized by the field of language teaching: the ultimate goal of learning a language is to communicate in that language.

*Integrated Chinese* is a set of materials that gives students grammatical tools and also prepares them to function in a Chinese language environment. The materials cover two years of instruction, with smooth transitions from one level to the next. They first cover everyday life topics and gradually move to more abstract subject matter. The materials are not limited to one method or one approach, but instead they blend several teaching approaches that

can produce good results. Here are some of the features of *Integrated Chinese* which make it different from other Chinese language textbooks:

### *Integrating Pedagogical and Authentic Materials*

All of the materials are graded in *Integrated Chinese*. We believe that students can grasp the materials better if they learn simple and easy to control language items before the more difficult or complicated ones. We also believe that students should be taught some authentic materials even in the first year of language instruction. Therefore, most of the pedagogical materials are actually simulated authentic materials. Real authentic materials (written by native Chinese speakers for native Chinese speakers) are incorporated in the lessons when appropriate.

### *Integrating Written Style and Spoken Style*

One way to measure a person's Chinese proficiency is to see if s/he can handle the "written style" (书面语, shūmiànyǔ) with ease. The "written style" language is more formal and literal than the "spoken style" (口语, kǒuyǔ); however, it is also widely used in news broadcasts and formal speeches. In addition to "spoken style" Chinese, basic "written style" expressions are gradually introduced in *Integrated Chinese*.

### *Integrating Traditional and Simplified Characters*

We believe that students should learn to handle Chinese language materials in both the traditional and the simplified forms. However, we also realize that it could be rather confusing and overwhelming to teach students both the traditional and the simplified forms from day one. A reasonable solution to this problem is for the student to concentrate on one form, either traditional or simplified, at the first level, and to acquire the other form during the second level. Therefore, for Level 1, *Integrated Chinese* offers two editions of the Textbooks and the Workbooks, one using traditional characters and one using simplified characters, to meet different needs.

We believe that by the second year of studying Chinese, all students should be taught to read both traditional and simplified characters. Therefore, the text of each lesson in Level 2 is shown in both forms, and the vocabulary list in each lesson also contains both forms. Considering that students in a second-year Chinese language class might come from different backgrounds and that some of them may have learned the traditional form and others the simplified form, students should be allowed to write in either traditional or simplified form. It is important that the learner write in one form only, and not a hybrid of both forms.

### *Integrating Teaching Approaches*

Realizing that there is no one single teaching method which is adequate in training a student to be proficient in all four language skills, we employ a variety of teaching methods and approaches in *Integrated Chinese* to

maximize the teaching results. In addition to the communicative approach, we also use traditional methods such as grammar-translation and direct method.

### Online Supplements to Integrated Chinese

*Integrated Chinese* is not a set of course materials that employs printed volumes only. It is, rather, a network of teaching materials that exist in many forms. Teacher keys, software, and more are posted for *Integrated Chinese* users at [www.webtech.cheng-tsui.com](http://www.webtech.cheng-tsui.com), Cheng & Tsui Company's online site for downloadable and web-based resources. Please visit this site often for new offerings.

Other materials are available at the IC website, <http://eall.hawaii.edu/yao/icusers/>, which was set up by Ted Yao, one of the principal *Integrated Chinese* authors, when the original edition of *Integrated Chinese* was published. Thanks to the generosity of teachers and students who are willing to share their materials with other *Integrated Chinese* users, this website is constantly growing, and has many useful links and resources. The following are some of the materials created by the community of *Integrated Chinese* users that are available at the *Integrated Chinese* website.

- ▲ Links to resources that show how to write Chinese characters, provide vocabulary practice, and more.
- ▲ *Pinyin* supplements for all *Integrated Chinese* books. Especially useful for Chinese programs that do not teach Chinese characters.
- ▲ Preliminary activities for an activity book for *Integrated Chinese* Level 1 (in progress), by Yea-fen Chen, Ted Yao and Jeffrey Hayden. (<http://eall.hawaii.edu/yao/AB/default.htm>)
- ▲ Teacher's resources.

### About the Format

Considering that many teachers might want to teach their students how to speak the language before teaching them how to read Chinese characters, we decided to place the *pinyin* text before the Chinese-character text in each of the eleven lessons of the Level 1 Part 1 Textbook.

Since *pinyin* is only a vehicle to help students learn the pronunciation of the Chinese language and is not a replacement for the Chinese writing system, it is important that students can read out loud in Chinese by looking at the Chinese text and not just the *pinyin* text. To train students to deal with the Chinese text directly without relying on *pinyin*, we moved the *pinyin* text to the end of each lesson in the Level 1 Part 2 Textbook. Students can refer to the *pinyin* text to verify a sound when necessary.

We are fully aware of the fact that no two Chinese language programs are identical and that each program has its own requirements. Some schools will cover a lot of material in one year while some others will cover considerably less. Trying to meet the needs of as many schools as possible, we decided to cover a wide range of material, both in terms of vocabulary and grammar, in *Integrated Chinese*. To facilitate oral practice and to allow students to communicate in real-life situations, many supplementary vocabulary items are added to each lesson. However, the characters in the supplementary vocabulary sections are not included in the Character Workbooks. In the Character Workbooks, each of the characters is given a frequency indicator based on the *Hànyǔ Pínlǜ Dà Cídiǎn* (汉语频率大辞典). Teachers can decide for themselves which characters must be learned.

### Acknowledgments

Since publication of the first edition of *Integrated Chinese*, in 1997, many teachers and students have given us helpful comments and suggestions. We cannot list all of these individuals here, but we would like to reiterate our genuine appreciation for their help. We do wish to recognize the following individuals who have made recent contributions to the *Integrated Chinese* revision. We are indebted to Tim Richardson, Jeffrey Hayden, Ying Wang and Xianmin Liu for field-testing the new edition and sending us their comments and corrections. We would also like to thank Chengzhi Chu for letting us try out his “Chinese TA,” a computer program designed for Chinese teachers to create and edit teaching materials. This software saved us many hours of work during the revision. Last, but not least, we want to thank Jim Dew for his superb professional editorial job, which enhanced both the content and the style of the new edition.

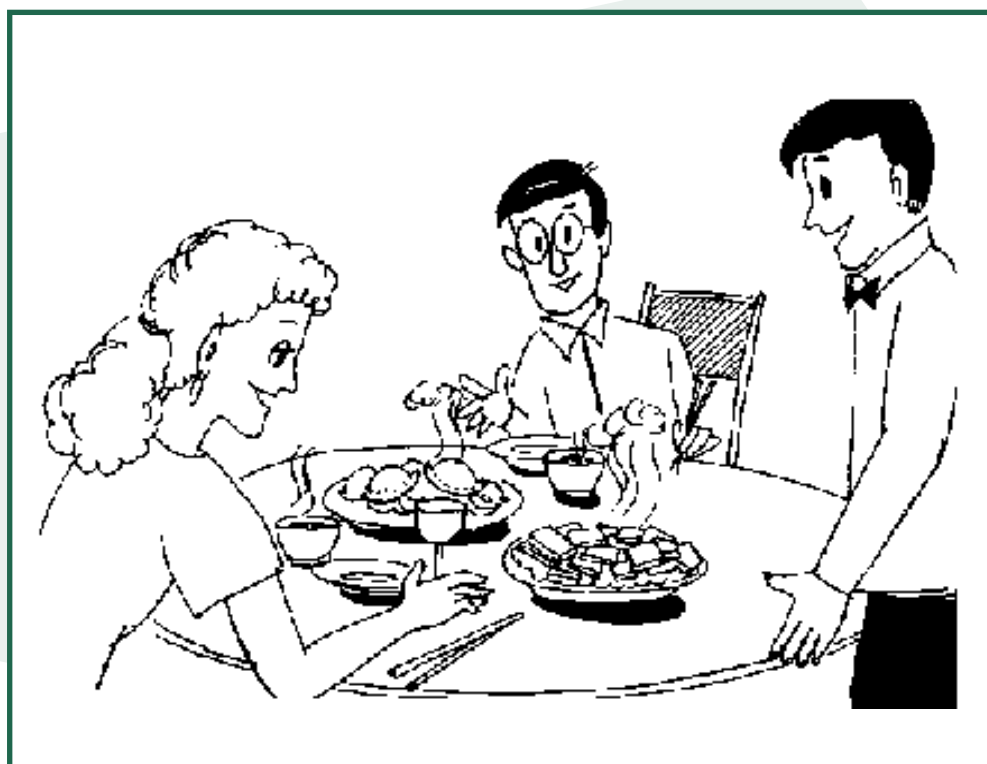
As much as we would like to eradicate all errors in the new edition, some will undoubtedly remain, so please continue to send your comments and corrections to [editor@cheng-tsui.com](mailto:editor@cheng-tsui.com), and accept our sincere thanks for your help.



LESSON 12 ▲ Dining

第十二课 ▲ 吃饭

*Dì shí'èr kè ▲ Chī fàn*

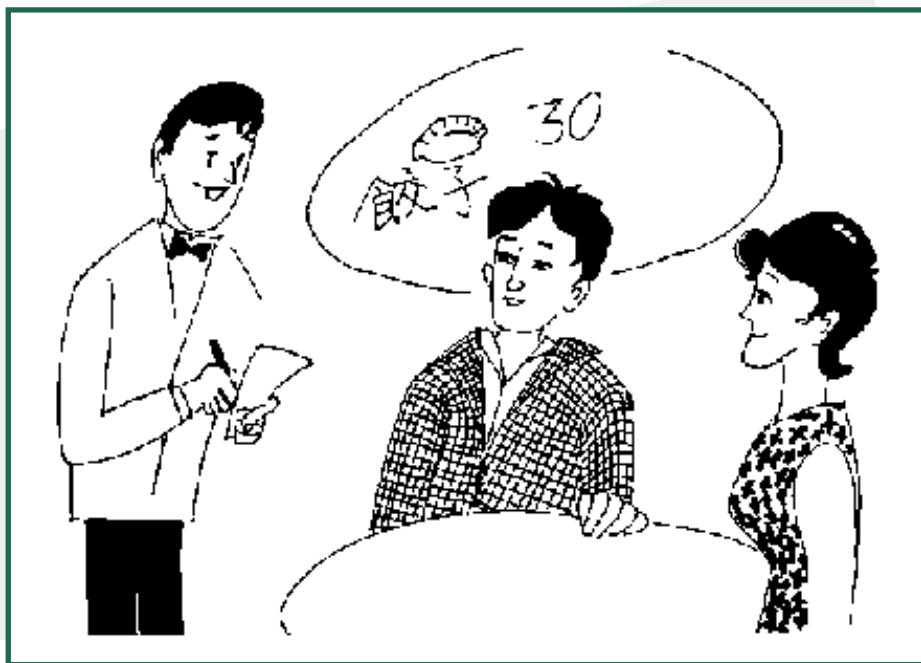


**Dialogue I: Dining in a Restaurant**

**VOCABULARY**

- |          |            |   |                              |
|----------|------------|---|------------------------------|
| 1. 饭馆(儿) | fànguǎn(r) | n | restaurant                   |
| 2. 服务员   | fúwùyuán   | n | waiter; attendant            |
| 服务       | fúwù       | v | to serve; to provide service |
| 3. 好像    | hǎoxiàng   | v | to seem; to be like          |
| 4. 位子    | wèizi      | n | seat                         |
| 5. 桌子    | zhuōzi     | n | table                        |

6.	点菜	diǎn cài	vo	to order dishes (in a restaurant)
	菜	cài	n	(of food) dish; course
7.	饺子	jiǎozi	n	dumplings (with vegetable and/or meat stuffing)
8.	素	sù	adj	vegetarian; of vegetables
9.	盘	pán	m	(plate; dish)
10.	家常#豆#腐	jiācháng dòufu	n	home-style tofu
	豆腐	dòufu	n	tofu; bean curd
11.	肉	ròu	n	meat (usually pork, when unmodified)
12.	#碗	wǎn	m	(bowl)
13.	#酸#辣#汤	suānlàtāng	n	hot and sour soup
	酸	suān	adj	sour
	辣	là	adj	spicy; hot
	汤	tāng	n	soup



What does the number “30” in this picture represent?  
(You will find the answer in Dialogue I.)



14. 放	fàng	v	to put in
15. 味精	wèijīng	n	monosodium glutamate (MSG)
16. #渴	kě	adj	thirsty
17. 这些	zhè(i)xiē	pr	these
些	xiē	m	(some [measure word for an indefinite amount])
18. 够	gòu	adj	enough
19. #饿	è	adj/v	hungry; to starve
20. 上菜	shàng cài	vo	to serve dishes
21. 好	hǎo	adj	(indicating that something is ready)

## DIALOGUE I

(在<sup>(F)</sup>饭馆儿)

服务员<sup>(1)</sup>: 请进, 请进。

李小姐: 人怎么这么多? 好像一个位子都<sup>(G1)</sup>没有了。

王先生: 请问, 还有没有位子?

服务员: 有, 有, 有。那张桌子没有人。

服务员: 二位要吃一点(儿)什么?

李小姐: 老王你点菜吧。

王先生: 好。先给我们三十个饺子, 要素的。

服务员：除了饺子以外，还要什么？

李小姐：还要一盘家常豆腐，不要肉，我们吃素。

服务员：我们的家常豆腐没有肉。

李小姐：还要两碗酸辣汤，请不要放味精。

服务员：好，两碗酸辣汤。那喝点(儿)<sup>(2)</sup>什么呢？

王先生：我要一瓶啤酒。

李小姐：我很渴，给我一杯可乐。

服务员：好，三十个饺子，一盘家常豆腐，两碗酸辣汤，一瓶啤酒，一杯可乐。还要别的吗？



李小姐： 不要别的了，这些够了。小姐，  
我们都饿了，请上菜快一点(儿)。

服务员： 没问题，菜很快就能做好<sup>(G2)</sup>。

### Notes

▲1▲ It is proper to address a waiter or waitress as 先生 (xiānsheng) or 小姐 (xiǎojiě). Until recently, people in mainland China tended to call a waiter/waitress simply 服务员 (fúwùyuán, literally, a person who serves), which is, despite its call-a-spade-a-spade candor, no longer considered polite enough.

▲2▲ 点(儿) (diǎn[r]) here is the abbreviated form of 一点(儿) (yìdiǎn[r]).

### Culture Notes ▲

1▼ The word 中国饭 (Zhōngguófàn) covers all varieties of Chinese food in different styles. There are—aside from numerous minor styles—four principal schools of Chinese cuisine: Mandarin, originated in the north; Cantonese, based in the south; Shanghainese, favored by people in the lower Yangtze Valley; and Sichuanese, preferred by people in central provinces such as Sichuan and Hunan. A Chinese restaurant usually specializes in only one of those cooking styles, but some are more eclectic and syncretic.

2▼ For a Chinese meal, rice, sometimes substituted by noodles or dumplings, is the 主食 (zhǔshí, “staple,” or principal food). Everything else is called 副食 (fùshí, non-staple food). However, a Chinese hostess will usually be more elaborate with her 菜 (cài, dishes), which are considered 副食 (fùshí), in order to demonstrate her hospitality to the guest.

3▼ In Chinese food culture, knives (刀 dāo) belong to the kitchen, not to the dining table. The cook preempts the diner’s need for a knife by cutting the food, especially the meat, into small pieces before cooking. As everyone knows, most Chinese eat not with a fork but a pair of chopsticks (筷子 kuàizi).

4 Since the 1990s, American fast food restaurants such as KFC, McDonald's and Pizza Hut have been popping up in Chinese cities like mushrooms. Many of them have enjoyed flourishing business. The dubious reputation of American fast food as a "fattener" does not scare most Chinese diners away, and it is hip, especially among the young people, to hang out with their friends in an American fast food restaurant.

## Dialogue II : Eating in a Cafeteria

### VOCABULARY

- |    |       |          |     |                              |
|----|-------|----------|-----|------------------------------|
| 1. | 好吃    | hǎochī   | adj | delicious                    |
| 2. | 师#傅   | shīfu    | n   | master worker                |
| 3. | 中餐    | Zhōngcān | n   | Chinese food                 |
| 4. | 西#餐   | Xīcān    | n   | Western food                 |
| 5. | #糖#醋鱼 | tángcùyú | n   | fish in sweet and sour sauce |
|    | 糖     | táng     | n   | sugar                        |



Who is the 师傅 (shīfu) in the picture?

	醋	cù	n	vinegar
	鱼	yú	n	fish
6.	#甜	tián	adj	sweet
7.	极(了)	jí (le)	adv	extremely (usually with le as a complement of degree)
8.	红烧	hóngshāo		to braise in soy sauce
9.	牛肉	niúròu	n	beef
	牛	niú	n	cow; ox
10.	卖完(了)	mài wán (le)	vc	to be sold out
	卖	mài	v	to sell
	完	wán	v	to finish; to run out of
11.	凉#拌	liángbàn		(of food) cold and dressed with sauce
12.	黄#瓜	huánggua	n	cucumber
13.	再	zài	adv	in addition
14.	两	liǎng	m	(a Chinese traditional unit of weight, 50 grams)
15.	米饭	mǐfàn	n	cooked rice
16.	错	cuò	adj	wrong
17.	明儿	míngr	n	tomorrow



## DIALOGUE II

(在学生餐厅)

学生： 请问今天晚饭有什么好吃的？

师傅<sup>(1)</sup>： 中餐还是西餐？

学生： 中餐。

师傅：我们今天有糖醋鱼，酸酸的、甜甜的<sup>(G3)</sup>，好吃极了<sup>(G4)</sup>，你买一个吧。

学生：好。今天有没有红烧牛肉？

师傅：红烧牛肉卖完<sup>(G5)</sup>了。今天天气热，来<sup>(G6)</sup>个凉拌黄瓜吧？

学生：好极了。再来二两<sup>(2)</sup>米饭。一共多少钱？

师傅：糖醋鱼，十块五，凉拌黄瓜，四块五；二两米饭，五毛钱。一共十五块五。

学生：这是二十块。

师傅：找你四块五。

学生：对不起，钱你找错了，这是五块五，多找了我一块钱<sup>(G7)</sup>。

师傅：对不起，谢谢。

学生：明儿<sup>(3)</sup>见。

师傅：明儿见。

### Notes

▲1▲ In recent years in China, 师傅 (shifu, master worker) has become a popular term by which to address a stranger, especially a blue-collar worker.

- ▲2▲ Rice is sold in 两 (liǎng, 50 grams) only in institutional cafeterias.
- ▲3▲ People in north China, especially the Beijing area, speak with an 儿 (ér) ending quite often. For example, some people say 明儿 (míngér) for tomorrow instead of the more common 明天 (míngtiān). However, in other parts of China, people seldom use the 儿 (ér) ending. For example, people in south China use 这里 (zhèlǐ) rather than 这儿 (zhèr) for the word “here.”

### FUNCTIONAL EXPRESSIONS

#### 在 zài (to exist; to be in a certain place)

- A: 老师，我的功课在你那儿吗？  
(Teacher, do you have my homework?)  
Lǎoshī: Wǒ de gōngkè zài nǐ nàr ma?

B: 我已经给你了。 (I gave it to you already.)  
Wǒ yǐjīng gěi nǐ le.

A: 是吗？对不起，我再找找。  
(Oh you did? Sorry, I'll look for it again.)  
Shì ma? Duì bu qǐ, wǒ zài zhǎozhao.
- A: 妈妈，我的飞机票在您那儿吗？  
(Mom, do you have my plane ticket?)  
Māma, wǒ de fēijīpiào zài nín nàr ma?

B: 在我这儿。给你吧。 (I have it. Here it is.)  
Zài wǒ zhèr. Gěi nǐ ba.

### SUPPLEMENTARY VOCABULARY

1.	鸡	jī	n	chicken
2.	烤鸭	kǎoyā	n	roast duck
	烤	kǎo	v	to roast; to bake

3.	猪肉	zhūròu	n	pork
4.	羊肉	yáng ròu	n	mutton; lamb
5.	汉堡包	hànbǎobāo	n	hamburger
6.	麦当劳	Màidāngláo	n	McDonald's
7.	比萨饼	bǐsàbǐng	n	pizza
8.	必胜客	Bìshèngkè	n	Pizza Hut
9.	炸鸡	zhá jī	n	fried chicken
10.	肯德基	Kěndéjī	n	KFC
11.	快餐	kuàicān	n	fast food

## Grammar

### 1. 一...也/都...不/没... (yī...yě/dōu...bù/méi)

These patterns are used to form an emphatic negation meaning “not at all.”

For example:

(1) 小黄一个朋友都没有。

Xiǎo Huáng yí ge péngyou dōu méiyǒu.

(Little Huang does not have a single friend.)

(2) 这些电影我一个也不喜欢。

Zhè xiē diànyǐng wǒ yí ge yě bù xǐhuan.

(I don't like any of these movies.)

(3) 他去了餐厅，可是一点儿饭也没吃。

Tā qù le cāntīng. Kěshì yì diǎnr fàn yě méi chī.

(He went to the cafeteria, but he didn't eat anything at all.)

If the noun after 一 (yī) is countable, a proper measure word should be used between 一 (yī) and the noun, as in (1) and (2). If the noun is uncount-



able, the phrase 一点儿 (yì diǎnr) is usually used instead, as in (3). See the patterns below.

*Pattern for (1):*

Subject + yī + (Measure word) + Object + yě/dōu + bù/méi + Verb

Subject + 一 + (Measure word) + Object + 也/都 + 不/没 + Verb

*Pattern for (2):*

Topic (Object) + Subject + yī + (Measure word) + yě/dōu + bù/méi + Verb

Topic (Object) + Subject + 一 + (Measure word) + 也/都 + 不/没 + Verb

*Pattern for (3):*

Subject + yìdiǎnr + Object + yě/dōu + bù/méi + Verb

Subject + 一点儿 + Object + 也/都 + 不/没 + Verb

**Note:** The following sentences are incorrect:

(1a) \* 小黄没有一个朋友。

\*Xiǎo Huáng méiyǒu yí ge péngyou.

(2a) \* 这些电影我不喜欢一个。

\*Zhè xiē diànyǐng wǒ bù xǐhuan yí ge.

(3a) \* 他饭没吃一点。

\*Tā fàn méi chī yì diǎnr.

## 2. 好 (hǎo) as a Verb Complement

好 (hǎo) can serve as a complement following a verb, indicating the completion of an action as expected or scheduled. It also indicates that something is ready to be used, or that the next action is about to take place.

*For example:*

(1) 明天开晚会，我的衣服已经买好了。

Míngtiān kāi wǎnhuì, wǒ de yīfu yǐjīng mǎi hǎo le.

(I've already bought my dress for the party tomorrow evening.)

## (2) 饭做好了，快来吃吧。

Fàn zuò hǎo le, kuài lái chī ba.

(The food is ready. Come and eat.)

**3. Reduplication of Adjectives**

Adjectives can be used in reduplication. When monosyllabic adjectives are reduplicated, the accent usually falls at the second occurrence of the adjective. Reduplication of monosyllabic adjectives often suggests an approving and appreciative attitude on the speaker's part:

*For example:*

## (1) 啤酒凉凉的，很好喝。

Píjiǔ liánliáng de, hěn hǎo hē.

(The beer is nicely chilled and tastes good.)

## (2) 酸辣汤酸酸的，辣辣的，很好喝。

Suānlàtāng suānsuān de, là là de, hěn hǎo hē.

(The hot and sour soup tastes good, a bit sour and a bit hot.)

## (3) 我想要一碗酸酸的，辣辣的汤。

Wǒ xiǎng yào yì wǎn suānsuān de, là là de tāng.

(I'd like to have a soup that's a bit sour and a bit hot.)

**Note:** Reduplication of adjectives usually does not occur in the negative form.

**4. 极了 (jíle)**

When used after an adjective, 极了 (jíle) usually indicates the superlative degree:

*For example:*

## (1) 这个电影有意思极了。

Zhège diànyǐng yǒu yìsi jíle.

(This movie is extremely interesting.)



(2) 今天热极了。

Jīntiān rè jíle.

(It is extremely hot today.)

(3) 那个孩子漂亮极了。

Nàge háizi piàoliang jíle.

(That child is extremely cute.)

(4) 他高兴极了。

Tā gāoxìng jíle.

(He is overjoyed.)

### 5. Resultative Complements (I)

Following a verb, an adjective or another verb can be used to denote the result of an action:

*For example:*

(1) 你找错钱了。

Nǐ zhǎo cuò qián le.

(You gave me the incorrect change.)

(2) 这个字你写错了。

Zhègè zì nǐ xiě cuò le.

(You wrote this character incorrectly.)

(3) 那个人是谁你看清楚了吗?

Nàgè rén shì shéi nǐ kàn qīngchū le ma?

(Did you see clearly who that person was?)

(4) 红烧牛肉卖完了。

Hóng shāo niúròu mài wán le.

(Beef braised in soy sauce is sold out.)

In (1), 错 (cuò, wrong) is the result of the action 找 (zhǎo, to find), in (2) 错 (cuò) is the result of the action 写 (xiě, to write), in (3) 清楚 (qīngchū, clear) is the result of the action 看 (kàn, to look), and in (4) 完 (wán, finish) is the result of the action 卖 (mài, to sell).

Generally, the negative form of a resultative complement is formed by placing 没 (méi, no; not) or 没有 (méiyǒu, have not) before the verb.

*For example:*

(5) 我没找错钱。

Wǒ méi zhǎo cuò qián.

(I didn't give the wrong change.)

(6) 这个字你没有写错。

Zhègè zì nǐ méiyǒu xiě cuò.

(You didn't write this character incorrectly.)

(7) 红烧牛肉还没卖完。

Hóng shāo niúròu hái méi mài wán.

(Beef braised in soy sauce is not sold out yet.)

Sometimes the collocation of a verb with the resultative complement following is fixed. In those cases it is a good idea to take the combination of the verb and the complement as a whole unit.

## 6. 来 (lái)

In colloquial expressions, the verb 来 (lái) can serve as a substitute for some other verbs, mostly in imperative sentences:

*For example:*

(1) A: 服务员：先生，你们想吃点儿什么？

Fúwùyuán: Xiānsheng, nǐmen xiǎng chī diǎnr shénme?

(Waiter: Are you ready to order, sir?)

B: 王先生：来一盘糖醋鱼，一碗酸辣汤，和一碗米饭。

Wáng Xiānsheng: Lái yì pán tángcù yú, yì wǎn suānlà tāng, hé yì wǎn mǐfàn.

(Mr. Wang: Give me a sweet and sour fish, a hot and sour soup, and a bowl of rice, please.)

(2) (At a party, when someone has sung a song) 再来一个!

Zài lái yí ge.

(Encore!)

**Note:** The use of 来 (lái) in this sense is rather limited. It is usually used in restaurants and stores, especially when ordering food, buying small things, or coaxing someone to sing a song.

## 7. 多/少 (duō/shǎo) + Verb

When 多 or 少 is used before a verb, sometimes it means a deviation from the correct amount or number.

*For example:*

(1) 你多找了我一块钱。

Nǐ duō zhǎole wǒ yí kuài qián.

(You gave me one dollar too much.)

(2) 老师说要写五十个字，我写了四十五个，少写了五个。

Lǎoshī shuō yào xiě wǔshí ge zì, wǒ xiěle sìshíwǔ ge, shǎo xiěle wǔ ge.

(The teacher told us to write fifty characters. I wrote forty-five. I was five short.)

### PATTERN DRILLS

#### A. 一...也/都...不/没... (yī...yě/dōu...bù/méi...)

EXAMPLE: 没，写字，个

→ 我一个字也没写。

méi, xiězì, ge

→ Wǒ yí ge zì yě méi xiě.

- |     |   |      |   |
|-----|---|------|---|
| 1.  | 不 | 买衣服  | 件 |
| 2.  | 不 | 看电影  | 个 |
| 3.  | 没 | 有钱   | 块 |
| 4.  | 没 | 吃饭   | 碗 |
| 5.  | 没 | 买鞋   | 双 |
| 6.  | 没 | 上中文课 | 节 |
| 7.  | 没 | 学汉字  | 个 |
| 8.  | 没 | 写日记  | 篇 |
| 9.  | 没 | 问问题  | 个 |
| 10. | 不 | 认识朋友 | 个 |

- |    |     |              |      |
|----|-----|--------------|------|
| 1. | bù  | mǎi yīfu     | jiàn |
| 2. | bù  | kàn diànyǐng | ge   |
| 3. | méi | yǒu qián     | kuài |

- |     |     |                   |        |
|-----|-----|-------------------|--------|
| 4.  | méi | chī fàn           | wǎn    |
| 5.  | méi | mǎi xié           | shuāng |
| 6.  | méi | shàng Zhōngwén kè | jíe    |
| 7.  | méi | xué Hànzì         | ge     |
| 8.  | méi | xiě rìjì          | piān   |
| 9.  | méi | wèn wèntí         | ge     |
| 10. | bù  | rènshi péngyou    | ge     |

### B. ...极了 (...jíle)

EXAMPLE: 中国啤酒 好喝 极了。

Zhōngguó píjiǔ      hǎo hē      jíle.

- |     |        |     |
|-----|--------|-----|
| 1.  | 我      | 高兴  |
| 2.  | 李老师    | 忙   |
| 3.  | 第八课的语法 | 容易  |
| 4.  | 今天的天气  | 暖和  |
| 5.  | 王先生的弟弟 | 帅   |
| 6.  | 学校图书馆  | 大   |
| 7.  | 图书馆的书  | 多   |
| 8.  | 那条裤子   | 便宜  |
| 9.  | 电脑课    | 有意思 |
| 10. | 糖醋鱼    | 好吃  |

- |    |                   |         |
|----|-------------------|---------|
| 1. | Wǒ                | gāoxìng |
| 2. | Lǐ lǎoshī         | máng    |
| 3. | Dì bā kè de yǔfǎ  | róngyì  |
| 4. | Jīntiān de tiānqì | nuǎnhuo |

- |     |                        |          |
|-----|------------------------|----------|
| 5.  | Wáng xiānsheng de dìdi | shuài    |
| 6.  | Xuéxiào túshūguǎn      | dà       |
| 7.  | Túshūguǎn de shū       | duō      |
| 8.  | Nà tiáo kùzi           | piányi   |
| 9.  | Diànnǎo kè             | yǒu yìsi |
| 10. | Tángcù yú              | hǎo chī  |

### C. 来 (lái)

EXAMPLE: 中国啤酒 两瓶

→ 来两瓶中国啤酒。

Zhōngguó píjiǔ liǎng píng

→ Lái liǎng píng Zhōngguó píjiǔ.

- |    |      |    |
|----|------|----|
| 1. | 可乐   | 三瓶 |
| 2. | 酸辣汤  | 两碗 |
| 3. | 红烧牛肉 | 一碗 |
| 4. | 咖啡   | 一杯 |
| 5. | 米饭   | 四两 |

- |    |                  |           |
|----|------------------|-----------|
| 1. | kělè             | sān píng  |
| 2. | suānlà tāng      | liǎng wǎn |
| 3. | hóng shāo niúròu | yì wǎn    |
| 4. | kāfēi            | yì bēi    |
| 5. | mǐ fàn           | sì liǎng  |



## D. Resultative Complements

EXAMPLE: 找 钱 错

→ 你找错钱了。

→ 我没找错钱。

zhǎo qián cuò

→ Nǐ zhǎo cuò qián le.

→ Wǒ méi zhǎo cuò qián.

- |    |      |   |
|----|------|---|
| 1. | 写字   | 错 |
| 2. | 说话   | 错 |
| 3. | 买衣服  | 错 |
| 4. | 找书   | 到 |
| 5. | 找王老师 | 到 |
| 6. | 做功课  | 完 |
| 7. | 吃饭   | 完 |
| 8. | 听他的话 | 懂 |
| 9. | 看这本书 | 懂 |

- |    |                  |      |
|----|------------------|------|
| 1. | xíe zì           | cuò  |
| 2. | shuō huà         | cuò  |
| 3. | mǎi yīfu         | cuò  |
| 4. | zhǎo shū         | dào  |
| 5. | zhǎo Wáng lǎoshī | dào  |
| 6. | zuò gōngkè       | wán  |
| 7. | chī fàn          | wán  |
| 8. | tīng tā de huà   | dǒng |
| 9. | kàn zhè běn shū  | dǒng |

E. 多/少 + Verb + Numeral + Measure Word + Noun  
(duō/shǎo + Verb + Numeral + Measure Word)

EXAMPLE: 找钱 一块

→ 你多找了一块钱。

→ 你少找了一块钱。

zhǎo qián yí kuài

→ Nǐ duō zhǎole yí kuài qián.

→ Nǐ shǎo zhǎole yí kuài qián.

- |    |     |    |
|----|-----|----|
| 1. | 给钱  | 一块 |
| 2. | 上课  | 一节 |
| 3. | 写字  | 五个 |
| 4. | 吃饭  | 一碗 |
| 5. | 唱歌  | 一个 |
| 6. | 看书  | 两本 |
| 7. | 写日记 | 两篇 |
| 8. | 穿衣服 | 一件 |
| 9. | 喝啤酒 | 两杯 |

- |    |            |            |
|----|------------|------------|
| 1. | gěi qián   | yí kuài    |
| 2. | shàng kè   | yì jié     |
| 3. | xiě zì     | wǔ ge      |
| 4. | chī fàn    | yì wǎn     |
| 5. | chàng gē   | yí ge      |
| 6. | kàn shū    | liǎng běn  |
| 7. | xiě rìjì   | liǎng piān |
| 8. | chuān yīfu | yí jiàn    |
| 9. | hē píjiǔ   | liǎng bēi  |



### Fighting for the Bill ▲

When Chinese people go out to eat with friends, they rarely split the check at the end of a meal. Usually, someone will insist on picking up the tab. The next time someone else will offer to pay. Often more than one person reaches for the bill and there might be a little struggle over who gets to pay.

## Pinyin Texts

### DIALOGUE I

(Zài<sup>(F)</sup> fànguǎn)

Fúwùyuán<sup>(1)</sup>: Qǐng jìn, qǐng jìn.

Lǐ xiǎojie: Rén zěnme zhème duō? Hǎoxiàng yí ge wèizi dōu<sup>(G1)</sup> méiyǒu le.

Wáng xiānsheng: Qǐng wèn, hái yǒu méiyǒu wèizi?

Fúwùyuán: Yǒu, yǒu, yǒu. Nà zhāng zhuōzi méiyǒu rén.

Fúwùyuán: Èr wèi yào chī yìdiǎn(r) shénme?

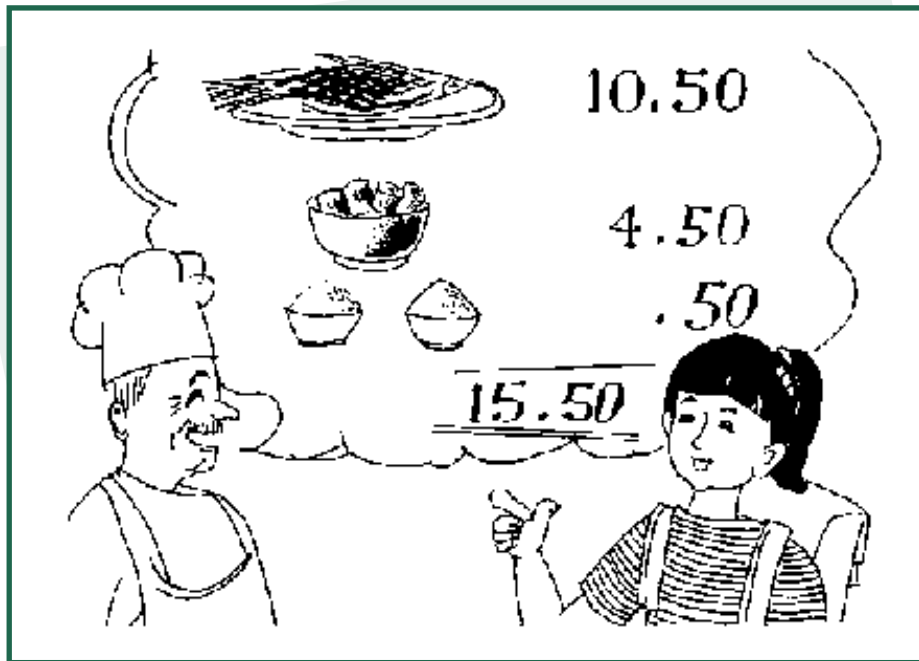
Lǐ xiǎojie: Lǎo Wáng nǐ diǎn cài ba.

- Wáng xiānsheng: Hǎo. Xiān gěi wǒmen sānshí ge jiǎozi, yào sù de.
- Fúwùyuán: Chule jiǎozi yǐwài, hái yào shénme?
- Lǐ xiǎojie: Hái yào yì pán jiācháng dòufu, bú yào ròu, wǒmen chī sù.
- Fúwùyuán: Wǒmen de jiācháng dòufu méiyǒu ròu.
- Lǐ xiǎojie: Hái yào liǎng wǎn suānlàtāng, qǐng bú yào fàng wèijīng.
- Fúwùyuán: Hǎo. Liǎng wǎn suānlàtāng. Nà hē diǎn(r)<sup>(2)</sup> shénme ne?
- Wáng xiānsheng: Wǒ yào yì píng píjiǔ.
- Lǐ xiǎojie: Wǒ hěn kě, gěi wǒ yì bēi kělè.
- Fúwùyuán: Hǎo, sānshí ge jiǎozi, yì pán jiācháng dòufu, liǎng wǎn suānlàtāng, yì píng píjiǔ, yì bēi kělè. Hái yào bié de ma?
- Lǐ xiǎojie: Bú yào bié de le, zhèxiē gòu le. Xiǎojie, wǒmen dōu è le, qǐng shàng cài kuài yìdiǎn(r).
- Fúwùyuán: Méi wèntí, cài hěn kuài jiù néng zuò hǎo<sup>(G2)</sup>.

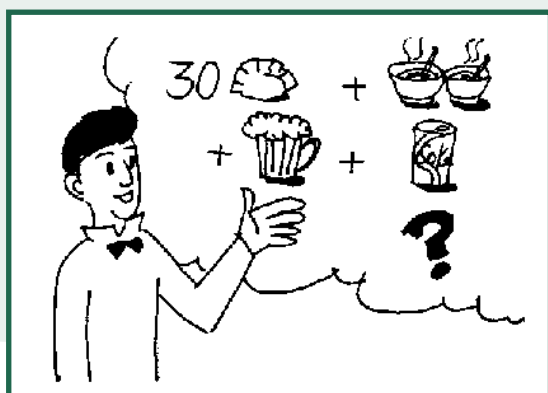
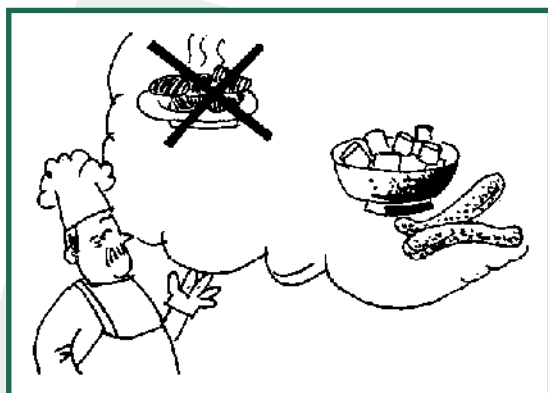
## DIALOGUE II

(Zài xuésheng cāntīng)

- Xuésheng: Qǐng wèn jīntiān wǎnfàn yǒu shénme hǎochī de?
- Shīfu<sup>(1)</sup>: Zhōngcān háishi Xīcān?
- Xuésheng: Zhōngcān.



Explain this picture in detail. Who are the two people in the picture?



Review the two dialogues in this lesson. Try to find the passages corresponding to the pictures above.

- Shīfu: Wǒmen jīntiān yǒu tángcùyú, suānsuān de, tiántián de<sup>(G3)</sup>,  
hǎochī jīle<sup>(G4)</sup>, nǐ mǎi yí ge ba.
- Xuésheng: Hǎo. Jīntiān yǒu méiyǒu hóngshāo niúròu?
- Shīfu: Hóngshāo niúròu mài wán<sup>(G5)</sup> le. Jīntiān tiānqì rè, lái<sup>(G6)</sup> ge  
liángbàn huánggua ba?
- Xuésheng: Hǎojí le. Zài lái èr liǎng<sup>(2)</sup> mǐfàn. Yígòng duōshǎo qián?
- Shīfu: Tángcùyú, shí kuài wǔ, liángbàn huánggua, sì kuài wǔ; èr liǎng  
mǐfàn, wǔ máo qián. Yígòng shíwǔ kuài wǔ.
- Xuésheng: Zhè shì èrshí kuài.
- Shīfu: Zhǎo nǐ sì kuài wǔ.
- Xuésheng: Duìbuqǐ, qián nǐ zhǎo cuò le, zhè shì wǔ kuài wǔ, duō zhǎole wǒ  
yí kuài qián<sup>(G7)</sup>.
- Shīfu: Duìbuqǐ, xièxie.
- Xuésheng: Míng<sup>(3)</sup> jiàn.
- Shīfu: Míngr jiàn.

## English Texts

## DIALOGUE I

*(At a restaurant)*

Waitress: Please come in.

Miss Li: How come there are so many people? It looks like there is not a single seat (table) left.

Mr. Wang: Excuse me, are there any tables left?

Waitress: Yes. That table is vacant.

Waitress: What would you two like?

Miss Li: Why don't you order, Old Wang?

Mr. Wang: All right. First give us thirty dumplings. Vegetarian ones.

Waitress: Anything else besides the dumplings?

Mr. Wang: A plate of home-style tofu. Don't put any meat in it. We are vegetarians.

Waitress: There's no meat in our home-style tofu.

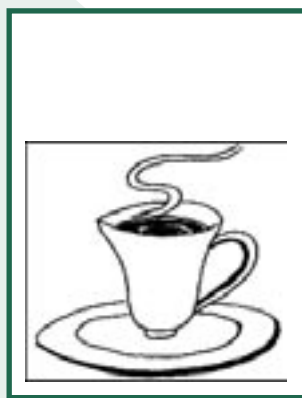
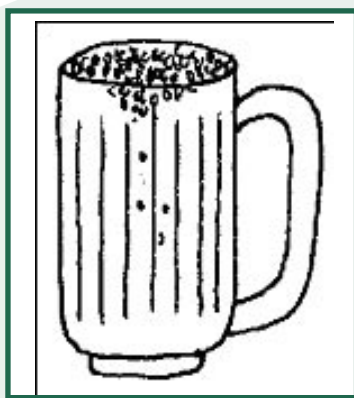
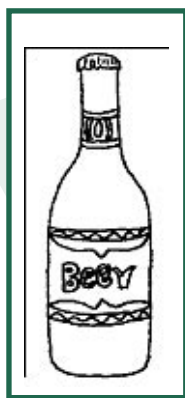
Miss Li: Two hot and sour soups. Don't put MSG in them.

Waitress: O.K. Two hot and sour soups. What would you like to drink?

Mr. Wang: I'd like a bottle of beer.

Miss Li: I'm really thirsty. Give me a cola.

Waitress: Sure. Thirty dumplings, a plate of home-style tofu, two hot and sour soups, a bottle of beer, a cola. Anything else?



*Describe the drinks above in Chinese using the appropriate measure words.*

Miss Li: We don't want anything else. That's enough. Miss, we are both very hungry. Could you rush the order?

Waitress: No problem, the dishes will be ready in no time.

## DIALOGUE II

*(In the student dining hall)*

Student: What's good for dinner tonight?

Worker: Chinese or Western food?

Student: Chinese food.

Worker: We have sweet and sour fish. It's a little bit sour and a little bit sweet, and extremely delicious. Why don't you have one?

Student: Good. Do you have beef braised in soy sauce today?

Worker: Beef braised in soy sauce is sold out. It's hot today. How about a cucumber salad?

Student: Great. And two *liang* of rice. How much altogether?

Worker: Ten-fifty for the sweet and sour fish. The cucumber salad is four-fifty. Two *liang* of rice, that's fifty cents. Fifteen-fifty altogether.

Student: Here is twenty.

Worker: Four-fifty is your change.

Student: I'm sorry. This is not the correct change. This is five-fifty. You gave me one dollar too much.

Worker: I'm sorry. Thank you.

Student: See you tomorrow.

Worker: See you tomorrow.

### ▲▲▲ Exercise ▲▲▲

*Find the Chinese names for the food items in English and write the numbers in the parentheses next to the correct Chinese.*

- |                   |                        |                     |
|-------------------|------------------------|---------------------|
| 1. Tofu Soup      | 5. Sweet and Sour Pork | 8. Home-style Tofu  |
| 2. Fish Dumplings | 6. Hot and Sour Soup   | 9. Cucumber Salad   |
| 3. Roast Duck     | 7. Roast Chicken       | 10. Cold Tofu Salad |
| 4. Braised Mutton |                        |                     |

- |               |             |
|---------------|-------------|
| ( ) a. 素饺     | ( ) k. 红烧羊肉 |
| ( ) b. 烤鸭     | ( ) l. 素鸡   |
| ( ) c. 酸辣汤    | ( ) m. 红烧鱼  |
| ( ) d. 红烧(猪)肉 | ( ) n. 甜酸鸡  |
| ( ) e. 红烧牛肉   | ( ) o. 红烧鸭  |
| ( ) f. 家常豆腐   | ( ) p. 鱼饺   |
| ( ) g. 凉拌豆腐   | ( ) q. 甜酸肉  |
| ( ) h. 红烧豆腐   | ( ) r. 糖醋鱼  |
| ( ) i. 烤鸡     | ( ) s. 凉拌黄瓜 |
| ( ) j. 鸡饺     | ( ) t. 豆腐汤  |

*How many of the Chinese dishes above have you tried? Circle them.*





LESSON 13 ▲ At the Library

第十三课 ▲ 在图书馆

Dì shí sān kè ▲ Zài tú shū guǎn



Dialogue I: Borrowing Audio Tapes

VOCABULARY

1. #借

jiè

v

to borrow; to lend

[**Note:** 借 (jiè) is a “two-way” verb. It can mean either “to borrow” or “to lend.” When it means “to borrow,” it is often used with 跟 (gēn) as in 我跟她借书 (Wǒ gēn tā jiè shū; I am borrowing books from her). When it means “to lend”, it is often used with 给 (gěi) as in 我借给她三本书 (Wǒ jiè gěi tā sān běn shū; I am lending three books to her.)]

2. 盘

pán

m

coil; plate; platter; a measure word for things wound flat or things that have something to do with a plate or board



3.	录音带	lùyīndài	n	audio tape
4.	#职员	zhíyuán	n	staff member; office worker
5.	把	bǎ	prep	used to indicate how a thing or person is disposed of, dealt with or affected
6.	学生证	xuéshēngzhèng	n	student ID card
7.	留	liú	v	to leave behind
8.	语言	yǔyán	n	language
9.	实#验室	shíyànshì	n	laboratory
	实验	shíyàn	n/v	experiment
10.	#楼下	lóuxià	n	downstairs
11.	再	zài	adv	then and only then
12.	还	huán	v	to return (something to someone or some place)
13.	忘	wàng	v	to forget
14.	带	dài	v	to bring; to take
15.	其他的	qítā de	adj	other
16.	证件	zhèngjiàn	n	identification; credentials
17.	信用#卡	xìnyòngkǎ	n	credit card
	信用	xìnyòng	n	trustworthiness; credit
	卡(片)	kǎ(piàn)	n	card
18.	开到...	kāi dào...	vc	open till...
	开	kāi	v	to open
19.	关门	guān mén	vo	to close the door
	关	guān	v	to close
	门	mén	n	door

20.	剩	shèng	v	to remain; to be left over
21.	钟头	zhōngtóu	n	hour
22.	可能	kěnéng	av	possibly; perhaps; maybe
23.	来不及	lái bu jí		there is not enough time (to do something)

## Culture Notes ▲

In some libraries in China, the reader is not allowed to browse in the stacks. To check out a book, one has to give the title to the staff, who will then go to the stacks to retrieve the book. However, the reader can pick any book from the shelves in the reading room.

## DIALOGUE I

学生：我要借这两盘录音带<sup>(1)</sup>。

职员：请你把<sup>(G1)</sup>学生证留在<sup>(G2)</sup>这儿。语言实验室在楼下，你可以去那儿听。还录音带的时候，我再把学生证还给你。

学生：糟糕<sup>(F)</sup>，学生证我忘了带了。

职员：你有没有其他的证件？

学生：信用卡可以吗？

职员：不行。

学生：语言实验室开到几点？

职员：我们五点关门。

学生：只剩半个钟头<sup>(2)(G3)</sup>了，可能来不及了，我明天再来吧。

### Notes

▲1▲ In China, 录音带 (lùyīndài, audio tape) is also called 磁带 (cídài), which literally means “magnetic tape.”

Some of the Chinese expressions for time units have to be preceded by the measure word 个 (ge) while some others do not: e.g., 半个钟头 (bàn ge zhōngtóu, half an hour), 一个月 (yí ge yuè, a month), 两个星期 (liǎng ge xīngqī, two weeks), 半分钟 (bàn fēnzhōng, half minute), 三天 (sān tiān, three days), and 五年 (wǔ nián, five years). No measure words are needed when counting days (tiān, 天) and years (nián, 年).

In China, unlike in the United States, driver’s licenses are not the most commonly used and most effective proof of one’s personal identification. Rather, one is often asked to produce one’s student ID (学生证 xuéshēngzhèng), employee’s ID (工作证 gōngzuòzhèng), or the more generic identification card (身份证 shēnfènzhèng) that the government issues to each citizen at age 16.



## FUNCTIONAL EXPRESSIONS

## 糟糕 zāogāo ([It's] awful/too bad.)

1. A: 糟糕，我的信用卡不见了。

(Shoot! My credit card has disappeared.)

Zāogāo, wǒ de xìnyòngkǎ bújiàn le.

B: 快给你爸爸打电话吧。(Call your dad quickly.)

Kuài gěi nǐ bàba dǎ diànhuà ba.

2. A: 糟糕，图书馆要关门了，我的书还没还。

(Darn it. The library is closing. I haven't returned the books yet.)

Zāogāo, túshūguǎn yào guān mén le, wǒ de shū hái méi huán.

B: 过期了吗？(Are they overdue?)

Guòqī le ma?

A: 对。(Yes.)

Duì.

B: 那你就等着罚钱吧。

(Then you'll just have to wait to be fined.)

Nà nǐ jiù děngzhe fá qián ba.

## Dialogue II: Borrowing Books

## VOCABULARY

1. 本	běn	m	(measure word for books)
2. 图书馆员	túshūguǎnyuán	n	librarian
3. 进去	jìn qu	vc	to go into
4. 找到	zhǎo dào	vc	to find

5.	借书证	jièshūzhèng	n	library card
6.	多久	duō jiǔ	qpr	how long
7.	如果	rúguǒ	conj	if
8.	过期	guòqī	v	to be overdue
9.	罚	fá	v	to fine; to punish
10.	续借	xùjiè	v	to renew
11.	必须	bìxū	av	must
12.	字典	zìdiǎn	n	dictionary

## DIALOGUE II

学生：我想要借这四本书。

图书馆员：请你在这儿等一下，我进去找。

*(A few minutes later.)*

图书馆员：四本书都找到了。

学生：谢谢你。

图书馆员：请你把借书证给我。

学生：请问，书可以借多久<sup>(G4)</sup>？

图书馆员：可以借半个月。如果过期，每天罚五毛。

学生：可以续借吗？

图书馆员：可以。可以续借半个月，可是一个月以后必须还。

学生： 可以借字典吗？

图书馆员： 不行。你还要借别的书吗？

学生： 不借别的书了。谢谢，再见！

图书馆员： 不谢，再见<sup>(F)</sup>！

### FUNCTIONAL EXPRESSIONS

#### -见 -jiàn (See you....)

再见！ (Good-bye!)

Zàijiàn!

明儿见！ (See you tomorrow!)

Míngér jiàn!

回见！ (See you soon!)

Huí jiàn!

回头见！ (See you soon!)

Huítóu jiàn!

下个星期见！ (See you next week!)

Xiàge xīngqī jiàn!

北京见！ (See you in Beijing!)

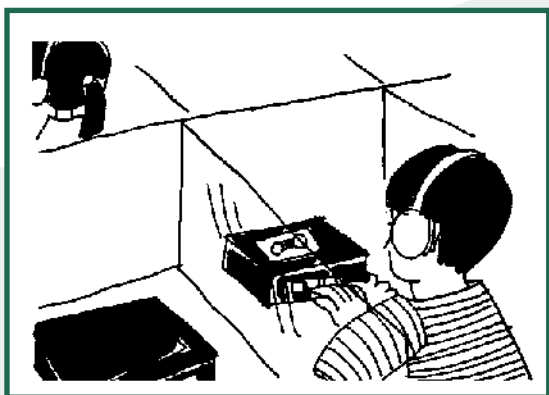
Běijīng jiàn!

机场见！ (See you at the airport!)

Jīchǎng jiàn!

### SUPPLEMENTARY VOCABULARY

- |    |    |        |   |        |
|----|----|--------|---|--------|
| 1. | 办法 | bànfǎ  | n | method |
| 2. | 方法 | fāngfǎ | n | method |



What is he doing?



Can you identify the two people in the above picture?



Can you name this card in Chinese?



The word 銀行 (yínháng) in the picture above is not in this lesson, but you can probably guess its meaning if you know who issues credit cards. You will learn this word in Lesson 19.

- |    |     |             |   |                  |
|----|-----|-------------|---|------------------|
| 3. | 小时  | xiǎoshí     | t | hour             |
| 4. | 分钟  | fēnzhōng    | t | minute           |
| 5. | 楼上  | lóushàng    | n | upstairs         |
| 6. | 词典  | cídiǎn      | n | dictionary       |
| 7. | 研究生 | yánjiūshēng | n | graduate student |
| 8. | 声音  | shēngyīn    | n | sound            |
| 9. | 到期  | dàoqī       | v | to become due    |



## Grammar

### 1. 把 (bǎ) Construction (I)

Sentences with 把 (bǎ) are common in Chinese. The basic construction is as follows:

**Subject (Noun1) + 把 (bǎ) + Object (Noun2) + Verb + Complement/ 了 (le)...**

In the 把 (bǎ) construction, the noun following 把 (bǎ) is both the object of the preposition 把 (bǎ) and the object of the verb. Most sentences with the 把 (bǎ) construction denote the subject's disposal of or impact upon the object, with the result of the disposal or impact indicated in the complement following the verb. For example, in sentence (1) below, the subject 我 (wǒ) exerts an impact on the book through the action of 找 (zhǎo), of which 到 (dào) is the result; in (2) the subject 你 (nǐ, you) wrote the object 字 (zì, character) incorrectly; (4, 5, 6) suggest what the listener should do to the objects (the pants, the book and the coffee); and in (3), it is the classmate who caused the change to the book (it is no longer there) through the action of borrowing. Following the verb, there is always a complement or some other element. The other element could be an indirect object (4), a reduplicated verb (5), or the particle 了 (6, 7).

*For example:*

(1) 我把你要的书找到了。

Wǒ bǎ nǐ yào de shū zhǎo dào le.

(I have found the books that you wanted.)

[到 (dào) is a resultative complement.]

(2) 你把这个字写错了。

Nǐ bǎ zhège zì xiě cuò le.

(You wrote this character wrong.)

[错 (cuò) is a resultative complement.]

(3) A: 小弟，我的中文书呢？

Xiǎo dì, wǒ de Zhōngwén shū ne?

(Little Brother, where is my Chinese book?)

B: 你的同学把你的中文书借走了。

Nǐ de tóngxué bǎ nǐ de Zhōngwén shū jiè zǒu le.

(One of your classmates borrowed it.)

[走 (zǒu) is a resultative complement.]

(4) 请把那条裤子给我。

Qǐng bǎ nà tiáo kùzi gěi wǒ.

(Please pass me that pair of pants.)

[我 (wǒ) is the indirect object.]

(5) 请你把这本书看看。

Qǐng nǐ bǎ zhè běn shū kànkàn.

(Would you please take a look at this book.)

[In the above sentence, the reduplicated verb 看 (kàn) serves as the other element.]

(6) 把这杯咖啡喝了！

Bǎ zhè bēi kāfēi hē le!

(Finish this cup of coffee!)

(7) 你怎么把女朋友的生日忘了？

Nǐ zěnmē bǎ nǚpéngyou de shēngrì wàng le?

(How did you manage to forget your girlfriend's birthday?)

[In sentences (6) and (7), the particle 了 (le) serves as the other element.]

In sentences with the 把 (bǎ) construction, the object often refers to something already known to both the speaker and the listener. For example, 你要的书 (nǐ yào de shū) in (1), 这个字 (zhège zì) in (2), 那条裤子 (nà tiáo kùzi) in (4), 女朋友的生日 (nǚpéngyou de shēngrì) in (7), and 你的中文书 (nǐ de Zhōngwén shū) in (3) are all things already known. Now compare the following two sentences:

(8) 老王给了小张一些钱。

Lǎo Wáng gěile Xiǎo Zhāng yìxiē qián.

(Old Wang gave Little Zhang some money.)

(9) 老王把钱给小张了。

Lǎo Wáng bǎ qián gěi Xiǎo Zhāng le.

(Old Wang gave the money to Little Zhang.)

While the listener might not know what money is being talked about in (8), he or she would know what money the speaker is referring to in (9). Please note that the word order in (9) is S + 把 (bǎ) + O + V rather than the common S + V + O as in (8).

Let's compare the word order in the two following sentences.

(10) 她做完功课就去睡觉了。

Tā zuò wán gōngkè jiù qù shuì jiào le.

(She went to sleep after finishing her homework.)

[i.e., whatever homework she had for the evening in question. To do some homework is a regular part of her evening routine.]

(11) 她把功课做完就去睡觉了。

Tā bǎ gōngkè zuò wán jiù qù shuì jiào le.

(She went to sleep after finishing the homework.)

[i.e., a specific assignment.]

The word order in (10), which does not have the 把 construction, runs as follows:

Subject +	Verb +	Complement +	Object +...
Tā	zuò	wán	gōngkè...
她	做	完	功课...

while the word order in (11), which DOES have the 把 construction, looks like this:



<b>Subject +</b>	<b>把 (bǎ) +</b>	<b>Object +</b>	<b>Verb +</b>	<b>Complement +...</b>
Tā	bǎ	gōngkè	zuò	wán...
她	把	功课	做	完...

While the homework in (10) is indefinite, the homework in (11) is definite. The listener is expected to know what homework the speaker is talking about in (11).

## 2. 在、到、给 (zài, dào, gěi) Used in Complements

在、到、给 (zài, dào, gěi) can be used after verbs as part of a complement. They must be followed by nouns.

A: “Verb + 在 (zài) + Place Word “ signifies the location of an object after the completion of an action.

*For example:*

(1) 放在桌子上。

Fàng zài zhuōzi shang.

(Put it on the table.)

(2) 别坐在地上。

Bié zuò zài dì shang.

(Don't sit on the floor.)

B: “Verb + 到 (dào) + Time/Place Word”

B1: Indicating the end point of the duration of an action:

(1) 图书馆开到九点。

Túshūguǎn kāi dào jiǔ diǎn.

(The library is open till nine o'clock.)

(2) 今天早上我睡到十点。

Jīntian zǎoshang wǒ shuì dào shí diǎn.

(This morning I slept till ten o'clock.)

B2: Indicating the location of a person or object after the completion of an action:

(1) 我每天走到教室。

Wǒ měi tiān zǒu dào jiàoshì.

(I walk to the classroom everyday.)

(2) 他把汽车开到飞机场。

Tā bǎ qìchē kāi dào fēijīchǎng.

(He drove the car to the airport.)

C: “Verb + 给 + A Person/People”

(1) 我把学生证还给你。

Wǒ bǎ xuéshēngzhèng huán gěi nǐ.

(I am returning your student ID to you.)

(2) 请你把你的字典借给我。

Qǐng nǐ bǎ nǐ de zìdiǎn jiè gěi wǒ.

(Please lend me your dictionary.)

(3) 这件黄衬衫送给你。

Zhè jiàn huáng chènshān sòng gěi nǐ.

(This yellow shirt is for you.)

### 3. Time-When and Time-Duration Expressions Compared

Time expressions in Chinese can be divided into two major groups, namely, “time-when” expressions and “time-duration” expressions. A “time-when” expression indicates when an action takes place, and a “time-duration” expression tells how long an action lasts. Please compare the “time-when” expressions on the left with the “time-duration” expressions on the right.

#### Time-when expressions

一点钟 one o'clock  
(yì diǎnzhōng)

两点半  
two thirty  
(liǎng diǎn bàn)

三点十分  
ten after three  
(sān diǎn shí fēn)

差五分六点  
five to six  
(chà wǔ fēn liù diǎn)

#### Time-duration expressions

一个钟头 one hour  
(yí ge zhōngtóu)

两个半钟头  
two and a half hours  
(liǎng ge bàn zhōngtóu)

三个钟头又十分钟  
three hours and ten minutes  
(sān ge zhōngtóu yòu shí fēnzhōng.)

六个钟头差五分钟  
five minutes short of six hours  
(liù ge zhōngtóu chà wǔ fēnzhōng)

Although a time-when expression is normally placed before the verb, a time-duration expression has to be placed after the verb or at the end of a sentence.

*For example:*

Sentences with time-when expressions:



(1) 我六点钟起床。

Wǒ liù diǎnzhōng qǐ chuáng.

(I get up at six o'clock.)

(2) 她十二点半吃中饭。

Tā shí'èr diǎn bàn chī zhōngfàn.

(She eats lunch at 12:30.)

(3) 白老师每天上午九点钟上中文课。

Bái Lǎoshī měi tiān shàngwǔ jiǔ diǎnzhōng shàng Zhōngwén kè.

(Teacher Bai has Chinese class every day at 9:00 A.M.)

Sentences with time-duration expressions:

(4) 她写字写了两个钟头。

Tā xiě zì xiě liǎng ge zhōngtóu.

(She wrote Chinese characters for two hours.)

(5) 你可以借四个星期。

Nǐ kěyǐ jiè sì ge xīngqī.

(You may borrow it for four weeks.)

(6) 小高昨天晚上唱歌唱了三个小时。

Xiǎo Gāo zuótiān wǎnshang chàng gē chàngle sān ge xiǎoshí.

(Little Gao sang for three hours last night.)

Additional discussion of time-duration sentences is in the next section.

#### 4. Duration of an Action

To indicate the duration of an action, the following construction is used:

**Subject + Verb + (Object + Verb) + (了) + Duration of time**

**Subject + Verb + (Object + Verb) + (le) + Duration of time**

For example:

(1) 我刚才睡了二十分钟。

Wǒ gāngcái shuile èrshí fēnzhōng.

(I slept for twenty minutes just now.)

(2) 老高想在上海玩一个星期。

Lǎo Gāo xiǎng zài Shànghǎi wán yí ge xīngqī.

(Old Gao wishes to have a good time in Shanghai for a week.)

(3) 昨天晚上我看书看了三个小时。

Zuótiān wǎnshang wǒ kàn shū kànle sān ge xiǎoshí.

(I read for three hours last night.)

(4) 你学中文学了多长时间?

Nǐ xué Zhōngwén xuéle duō cháng shíjiān?

(How long did you study Chinese?)

**Note:** Sentences in this pattern must be in the affirmative. If the verb takes an object, the verb has to be repeated, as in (3) and (4). Note also that if there is an object, the following alternative pattern can be used to express the same idea.

**Subject + Verb + (了) + Duration of time + (的) + Object**

**Subject + Verb + (le) + Duration of time + (de) + Object**



(5) 昨天晚上我看了三个小时的书。

Zhuótiān wǎnshang wǒ kànle sān ge xiǎoshí de shū.

(I read for three hours last night.) [Compare with (3) above.]

(6) 他每天听半个小时的录音。

Tā měi tiān tīng bàn ge xiǎoshí de lùyīn.

(He listens to the recording for half an hour every day.)

(7) 下了两天雨。

Xiàle liǎng tiān yǔ.

(It rained for two days.)

(8) 我学了一年半中文。

Wǒ xuéle yì nián bàn Zhōngwén.

(I studied Chinese for one and a half years.)

**Note:** The phrase for the length of time must not be put before the verb:

(8a) \*我一年半学了中文。

\*(Wǒ yì nián bàn xuéle Zhōngwén.)

## PATTERN DRILLS

### A. 把 (bǎ)

A.1 EXAMPLE: 字 写错

→ 他把字写错了。

zì xiě cuò

→ Tā bǎ zì xiě cuò le.

- |        |    |
|--------|----|
| 1. 钱   | 找错 |
| 2. 话   | 说错 |
| 3. 那本书 | 找到 |

- |     |        |     |
|-----|--------|-----|
| 4.  | 王老师    | 找到  |
| 5.  | 那瓶啤酒   | 喝完  |
| 6.  | 这本书    | 看完  |
| 7.  | 那碗饭    | 吃完  |
| 8.  | 今天的功课  | 做完  |
| 9.  | 明天的中文课 | 预习好 |
| 10. | 我的话    | 听清楚 |

- |     |                         |              |
|-----|-------------------------|--------------|
| 1.  | Qián                    | zhǎo cuò     |
| 2.  | Huà                     | shuō cuò     |
| 3.  | Nà běn shū              | zhǎo dào     |
| 4.  | Wáng lǎoshī             | zhǎo dào     |
| 5.  | Nà píng píjiǔ           | hē wán       |
| 6.  | Zhè běn shū             | kàn wán      |
| 7.  | Nà wǎn fàn              | chī wán      |
| 8.  | Jīntiān de gōngkè       | zuò wán      |
| 9.  | Míngtiān de Zhōngwén kè | yù xí hǎo    |
| 10. | Wǒ de huà               | tīng qīngchū |

A.2 EXAMPLE: 书 放 在桌子上  
→ 你把书放在桌子上。

shū fàng zài zhuōzi shang

→ Nǐ bǎ shū fàng zài zhuōzi shang.

- |    |     |   |      |
|----|-----|---|------|
| 1. | 电影票 | 放 | 在桌子上 |
| 2. | 衬衫  | 放 | 在床上  |
| 3. | 书   | 放 | 在办公室 |

- |     |     |   |        |
|-----|-----|---|--------|
| 4.  | 电脑  | 放 | 在宿舍    |
| 5.  | 学生证 | 留 | 在这儿    |
| 6.  | 钱   | 付 | 给售货员   |
| 7.  | 钱   | 找 | 给客人    |
| 8.  | 那本书 | 还 | 给图书馆   |
| 9.  | 录音带 | 还 | 给语言实验室 |
| 10. | 车   | 开 | 到飞机场   |

- |     |               |      |                      |
|-----|---------------|------|----------------------|
| 1.  | Diànyǐng piào | fàng | zài zhuōzi shàng     |
| 2.  | Chèshān       | fàng | zài chuángshàng      |
| 3.  | Shū           | fàng | zài bàngōngshì       |
| 4.  | Diànnǎo       | fàng | zài sùshè            |
| 5.  | Xuéshēngzhèng | liú  | zài zhèr             |
| 6.  | Qián          | fù   | gěi shòuhuòyuán      |
| 7.  | Qián          | zhǎo | gěi kèrén            |
| 8.  | Nà běn shū    | huán | gěi túshūguǎn        |
| 9.  | Lùyīndài      | huán | gěi yǔyán shíyàn shì |
| 10. | Chē           | kāi  | dào fēijīchǎng       |

### B. Verb + 到 (dào)

B.1 EXAMPLE: 语言实验室 八点

→ 语言实验室开到八点。

yǔyán shíyàn shì      bā diǎn

→ Yǔyán shíyàn shì kāi dào bā diǎn.

- |    |      |     |
|----|------|-----|
| 1. | 学生餐厅 | 七点半 |
| 2. | 图书馆  | 半夜  |

3. 那家咖啡馆 十一点

4. 这家中国餐馆 十点钟

- |                             |               |
|-----------------------------|---------------|
| 1. Xuéshēng cāntīng         | qī diǎn bàn   |
| 2. Túshūguǎn                | bànyè         |
| 3. Nà jiā kāfēi guǎn        | shíyī diǎn    |
| 4. Zhè jiā Zhōngguó cānguǎn | shí diǎnzhōng |

B.2 EXAMPLE: 跳舞 十一点

→ 我们跳舞跳到十一点。

tiào wǔ shíyī diǎn

→ Wǒmen tiào wǔ tiào dào shíyī diǎn.

- |           |        |
|-----------|--------|
| 1. 唱歌     | 九点半    |
| 2. 做功课    | 半夜一点   |
| 3. 聊天     | 下午两点   |
| 4. 打球     | 晚上八点   |
| 5. 吃午饭    | 下午三点   |
| 6. 睡觉     | 早上九点   |
| 7. 写汉字    | 吃晚饭的时候 |
| 8. 等朋友的电话 | 睡觉的时候  |

- |               |                  |
|---------------|------------------|
| 1. chàng gē   | jiǔ diǎn bàn     |
| 2. zuò gōngkè | bànyè yì diǎn    |
| 3. liáo tiān  | xiàwǔ liǎng diǎn |
| 4. dǎ qiú     | wǎnshang bā diǎn |
| 5. chī wǔfàn  | xiàwǔ sān diǎn   |

- |                            |                      |
|----------------------------|----------------------|
| 6. shuì jiào               | zǎoshang jiǔ diǎn    |
| 7. xiě Hànzì               | chī wǎnfàn de shíhou |
| 8. dēng péngyou de diànhuà | shuǐjiào de shíhou   |

**B.3 EXAMPLE:** 回 宿舍 晚上十点  
→ 我晚上十点回到宿舍。

huí sùshè wǎnshang shí diǎn  
→ Wǒ wǎnshang shí diǎn huí dào sùshè.

- |          |        |       |
|----------|--------|-------|
| 1. 来     | 公园     | 早上八点  |
| 2. 走     | 那家中国餐馆 | 下午六点  |
| 3. 开车    | 飞机场    | 中午十二点 |
| 4. 坐公共汽车 | 学校     | 每天    |
| 5. 回     | 教室     | 下午一点半 |

- |                       |                         |                     |
|-----------------------|-------------------------|---------------------|
| 1. lái                | gōngyuán                | zǎoshang bā diǎn    |
| 2. zǒu                | nà jiā Zhōngguó cānguǎn | xiàwǔ liù diǎn      |
| 3. kāi chē            | fēijīchǎng              | zhōngwǔ shí'èr diǎn |
| 4. zuò gōnggòng qìchē | xuéxiào                 | měi tiān            |
| 5. huí                | jiàoshì                 | xiàwǔ yì diǎn bàn   |

### C. Duration of an Action

**EXAMPLE:** 学中文 多久 两年  
→ A: 你学中文学了多久?  
→ B: 我学中文学了两年。

xué Zhōngwén duō jiǔ liǎng nián  
→ A: Nǐ xué Zhōngwén xuéle duō jiǔ?  
→ B: Wǒ xué Zhōngwén xuéle liǎng nián.

1. 看电影	几个小时	两个半小时
2. 吃饭	多久	一个小时
3. 跳舞	多久	四个钟头
4. 聊天	几个小时	一个小时
5. 学日文	几个月	五个月
6. 看这本书	几天	三天
7. 听录音	多长时间	五十分钟
8. 写汉字	多长时间	一个半小时
9. 学法文	几年	五年半
10. 写中文日记	几个星期	两个星期

1. kàn diànyǐng	jǐ ge xiǎoshí	liǎng ge bàn xiǎoshí
2. chī fàn	duō jiǔ	yí ge xiǎoshí
3. tiào wǔ	duō jiǔ	sì ge zhōngtóu
4. liáo tiān	jǐ ge xiǎoshí	yí ge xiǎoshí
5. xué Rìwén	jǐ ge yuè	wǔ ge yuè
6. kàn zhè běn shū	jǐ tiān	sān tiān
7. tīng lùyīn	duō cháng shíjiān	wǔshí fēnzhōng
8. xiě Hànzì	duō cháng shíjiān	yí ge bàn xiǎoshí
9. xué Fǎwén	jǐ nián	liǎng nián bàn
10. xiě Zhōngwén rìjì	jǐ ge xīngqī	liǎng ge xīngqī

#### D. Verb + 给 (gěi)

EXAMPLE: 你的学生证 还 你

→ 我把你的学生证还给你。

nǐ de xuéshēngzhèng huán nǐ

→ Wǒ bǎ nǐ de xuéshēngzhèng huán gěi nǐ.

- |            |   |       |
|------------|---|-------|
| 1. 你的钱     | 还 | 你     |
| 2. 这本书     | 还 | 图书馆   |
| 3. 这盘录音带   | 还 | 语言实验室 |
| 4. 他的学生证   | 还 | 他     |
| 5. 图书馆的书   | 借 | 他朋友   |
| 6. 他朋友的录音带 | 借 | 他妹妹   |
| 7. 她买的字典   | 送 | 王朋    |
| 8. 他的新衬衫   | 送 | 他的同学  |

- |                           |      |                  |
|---------------------------|------|------------------|
| 1. nǐ de qián             | huán | nǐ               |
| 2. zhè běn shū            | huán | túshūguǎn        |
| 3. zhè pán lùyīndài       | huán | yǔyán shíyàn shì |
| 4. tā de xuéshēngzhèng    | huán | tā               |
| 5. túshūguǎn de shū       | jiè  | tā péngyou       |
| 6. tā péngyou de lùyīndài | jiè  | tā mèimei        |
| 7. tā mǎi de zìdiǎn       | sòng | Wáng Péng        |
| 8. tā de xīn chènshān     | sòng | tā de tóngxué    |

## Pinyin Texts

### DIALOGUE I

Xuésheng: Wǒ yào jiè zhè liǎng pán lùyīndài<sup>(1)</sup>.

Zhíyuán: Qǐng nǐ bǎ<sup>(G1)</sup> xuéshēngzhèng liú zài<sup>(G2)</sup> zhèr. Yǔyán shíyànshì zài lóuxià, nǐ kěyǐ qù nàr tīng. Huán lùyīndài de shíhòu, wǒ zài bǎ xuéshēngzhèng huán gěi nǐ.

Xuésheng: Zāogāo<sup>(F)</sup>, xuéshēngzhèng wǒ wàngle dài le.

Zhíyuán: Nǐ yǒu méiyǒu qítā de zhèngjiàn?

Xuésheng: Xīnyòngkǎ kěyǐ ma?

Zhíyuán: Bùxíng.

- Xuésheng: Yǔyán shíyànshì kāi dào jǐ diǎn?  
 Zhíyuán: Wǒmen wǔ diǎn guānmén.  
 Xuésheng: Zhǐ shèng bàn ge zhōngtóu<sup>(G3)</sup> le, kěnéng lái bu jí le, wǒ míngtiān zài lái ba.



## DIALOGUE II

- Xuésheng: Wǒ xiǎng yào jiè zhè sì běn shū.  
 Túshūguǎnyuán: Qǐng nǐ zài zhè dēng yí xià, wǒ jìnqu zhǎo.

*(A few minutes later.)*

- Túshūguǎnyuán: Sì běn shū dōu zhǎodào le.  
 Xuésheng: Xièxie nǐ.  
 Túshūguǎnyuán: Qǐng nǐ bǎ jièshūzhèng gěi wǒ.  
 Xuésheng: Qǐng wèn, shū kěyǐ jiè duō jiǔ<sup>(G4)</sup>?  
 Túshūguǎnyuán: Kěyǐ jiè bàn ge yuè. Rúguǒ guòqī, měi tiān fá wǔ máo.  
 Xuésheng: Kěyǐ xùjiè ma?  
 Túshūguǎnyuán: Kěyǐ. Kěyǐ xùjiè bàn ge yuè, kěshì yí ge yuè yǐhòu bìxū huán.  
 Xuésheng: Kěyǐ jiè zidiǎn ma?  
 Túshūguǎnyuán: Bùxíng. Nǐ hái yào jiè biéde shū ma?  
 Xuésheng: Bú jiè biéde shū le. Xièxie, zàijiàn.  
 Túshūguǎnyuán: Bú xiè, zàijiàn<sup>(F)</sup>.

## English Texts

### DIALOGUE I

- Student: I want to borrow these two tapes.  
 Clerk: Please leave your student ID here. The language lab is downstairs, and you can go and listen to the tapes there. I'll give you your student ID back when you return the tapes.  
 Student: Oh, shoot! I forgot to bring my student ID!  
 Clerk: Do you have any other ID with you?  
 Student: Will a credit card do?  
 Clerk: No.  
 Student: When does the language lab close? (Lit., "the language lab is open until when?")



Clerk: We close at five.

Student: Only half an hour left, perhaps there is not enough time. Well, I'll come back tomorrow.

## DIALOGUE II

Student: I'd like to borrow these four books.

Librarian: Please wait here a moment while I go inside to look for them.

*(A few minutes later.)*

Librarian: I found all four of the books that you wanted.

Student: Thank you.

Librarian: Please let me have your library card.

Student: May I ask how long books can be checked out for?

Librarian: You can keep them for half a month. There is a fine of fifty cents for each day overdue.

Student: Can I renew them?

Librarian: Yes, you can renew them for half a month. But you must return them after a month.

Student: Can dictionaries be checked out?

Librarian: No. Would you like to check out any other books?

Student: No, thanks. Bye.

Librarian: You're welcome. Good-bye.

