

**Success with Chinese, A Communicative Approach  
For Beginners—Listening and Speaking  
Level 2**

**By De-An Wu Swihart**

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# Introduction

The Proficiency Guidelines developed by the American Council for the Teaching of Foreign Languages (ACTFL) in 1986 provide global measurement of integrated performance in speaking, listening, reading, and writing a foreign language. The establishment of those Proficiency Guidelines reflects a significant change in the contemporary direction of foreign language teaching, with less emphasis on single methodologies, and an increased focus on the end results of language learning. In this way, a variety of methods, approaches, materials and curricula are oriented toward one goal—proficiency. The advantages of such an approach have been particularly evident to me in twelve years of taking students to Beijing for summer study and in nine years of preparing English speakers to live in China. Whenever learners can apply their classroom knowledge to a real-life conversation, their learning is powerfully reinforced and their motivation is strengthened. All learners of Chinese language profit from instructional methods that are context-based and culture-centered, with an ultimate emphasis beyond the classroom, on day-to-day natural language usage. There is a need for Chinese language textbooks that can bridge the gap between what is taught in the classroom and what is spoken by native speakers every day.

In 1999, in response to the lack of materials for teaching practical Chinese language for everyday communication, I began writing context-based, proficiency-oriented teaching materials to train beginning students from the ACTFL OPI (Oral Proficiency Interview) novice level (students can produce mainly isolated words and phrases) to the intermediate level (students can function in sentence-length discourse, using appropriate connector and transitional phrases). In compiling these materials into a textbook, I was joined by the well-known Chinese linguist Cong Meng in writing the Pronunciation Notes and Grammar Notes for Listening & Speaking, Level 1. When another well-known Chinese linguist, Dr. Irene Liu, edited Listening & Speaking, Level 1, I was so impressed by her knowledge of the Chinese language and her professionalism that I invited her to join me in writing the Grammar Notes for Listening & Speaking, Level 2. She also provided many valuable ideas for improving Listening & Speaking, Level 1. Dr. Judy Mu wrote the Exercises and

Communication Activities for Listening & Speaking, Level 2. I wrote both of the Reading & Writing volumes.

*Success with Chinese* takes a unique proficiency-based approach and has been field tested in both China and the United States. With its up-to-date, real-life situations based in China, this book fills a clear need for context-based learning. Its wide use of authentic daily language contexts helps students make rapid progress in speaking, listening, reading, and writing in Chinese for preparation to live, study, work, or travel in China.

## **How This Book's Design Leads to Success with Chinese**

This book was written for people who plan to live or work in China—students, English teachers, and others. It can also be used as a textbook in regular college courses, in immersion programs, in intensive summer programs, and in language training schools.

*Success with Chinese* is structured in two separate but coordinated parts: Listening & Speaking and Reading & Writing. This is because the phonetic language background of English speakers leads them to expect to be able to look at an unfamiliar word and determine its pronunciation from its spelling. But Chinese, as a character-based, non-phonetic language, does not allow that, except through Pinyin, the Chinese system for phonetically transliterating Chinese characters into the Latin alphabet. Thus the task of learning a Chinese character entails learning the graphic character, its meaning, and its Pinyin pronunciation, both spelling and tone. Very often, English speakers learn to speak and understand Chinese faster than they learn to read and write it. Most students need time to learn to connect the pronunciation of Chinese characters with their shapes, and only then can they read.

This use of a coordinated two-part structure allows teachers, as well as individual learners, considerable flexibility in designing the instruction and learning process.

- Students can learn Chinese by studying the two parts concurrently, but without having to use the same pace for Listening & Speaking as for Reading & Writing. It is recommended to have students concentrate primarily on speaking and listening at first, while learning reading and writing at a slower pace. This allows students, especially native speakers of English, to have more confidence about learning Chinese, because they will already have learned to say many of the words by the time they are asked to learn the Chinese characters.
- For students who wish to learn only spoken Chinese, Listening & Speaking may be studied independently of Reading & Writing. For students who are learning or who

have already learned some spoken Chinese, Reading & Writing can be used as an independent course.

- In the Chinese dialogues and short passages in this book, Pinyin transliterations are printed directly below each Chinese character, rather than in a separate section away from the characters, as is commonly done in many Chinese textbooks. This design helps English speakers associate the Chinese characters with their sounds. I believe that in this way, an English-speaking student of Chinese will make the connection between characters and sounds more quickly and will later learn to read characters without the help of Pinyin.

The lessons in Listening & Speaking are thematically coordinated with the lessons in Reading & Writing. The former opens with an introduction to Pinyin and pronunciation; the latter opens with an introduction to Chinese characters. Thereafter, the coordination between the two parts is according to the context-based modules, as follows:

<i>Listening &amp; Speaking</i>		<i>Reading &amp; Writing</i>
Lesson(s)	Topic of Module	Lesson(s)
2	Numbers	2
3	Money	3–4
4-5	Food	5–9
6	Telephone	10
7	Hotels	11
8	Directions	12–14
9–10	Time, Schedules, & Forms	15–18
11	School	19–20
12	Shopping for Food	21–22
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The characters selected for inclusion in Reading & Writing do not simply mirror the vocabulary lists in Listening & Speaking. Instead, they are the characters that are most relevant to daily life in China and are commonly seen on signs, menus, schedules, etc. In teaching large numbers of Americans who are spending a year in China while learning Chinese, I have found that this approach is especially useful to those people who want to quickly learn how to find their way around China. To them, learning Chinese characters is a matter of survival. At the same time, the book meets the needs of all students, and the selected characters are also the foundation for a program in academic reading, as I will explain later.

## How the Lessons Are Organized

### *The Listening & Speaking Component*

Training students to speak well and to understand what native speakers say is the most important task of a foreign language teacher. The Listening & Speaking component of *Success with Chinese, Level 2* employs a variety of teaching methods to help students achieve oral proficiency.

Each lesson opens with a list of **Key Expressions** that introduces important words and phrases from that lesson's dialogues. The two **Dialogues** in each lesson were created based on research into the frequency of usage for the specific situation in daily life. While the language found in the dialogues is used in daily life in China, it is appropriately simple for intermediate learners. Each dialogue has accompanying notes, a vocabulary list, and an English translation. The dialogues, which reflect a variety of specific daily situations, allow learners to communicate with native Chinese speakers in a realistic environment. Students should master the dialogues and try to create their own dialogues based on the situations.

The **Grammar Notes** are linked directly to the dialogues. The explanations are written from the angle of how English speakers see Chinese grammar, and comparisons with English are used extensively. Because of the communicative nature of the dialogues, the grammar points are not necessarily presented strictly according to a progressive degree of difficulty from lesson to lesson.

The dialogues include sentence patterns that have been selected because they are commonly used in daily life in China and illustrate the grammar points of that lesson. The sentence patterns are of central importance in helping students learn conversational Chinese. The **Grammar Practice & Sentence Patterns** section of each lesson provides a diagram of each sentence pattern, with the sentence elements in separate blocks. Remembering the correct position of each block in a sentence pattern will help students make new sentences with that pattern. Drills using the sentence patterns foster students' ability to make their own sentences, so they can begin to engage in conversations with others.

Each lesson has **Listening Comprehension Exercises**, which train students to understand native speakers, **Communication Activities**, which train students to make sentences in Chinese and foster their ability to understand and respond to what is being said in daily conversations, and **Review Exercises**, which train students to understand how to use the vocabulary and grammar points from that lesson. At the end of each lesson are notes on **Understanding Chinese Culture** relevant to the content of the lesson. These notes provide cultural and practical information about China that is interesting to students and that can help them understand and use the language.

### ***The Reading & Writing Component***

In the Reading & Writing portion of *Success with Chinese, Level 2*, the lessons each introduce twenty to thirty-two **New Characters**. The characters are listed at the beginning of each lesson in a table that shows each character with its Pinyin pronunciation and its meaning(s). This format emphasizes that each Chinese character can be an independent unit. In addition, the vocabulary lists in Level 2 also include the traditional version of each character in parentheses, to assist students who may be interested in learning traditional Chinese characters alongside simplified characters.

Each lesson includes a **Learning Radicals** section, which is an important element in the design of this textbook. Radicals are a very powerful aid to students learning Chinese characters. Each lesson teaches four radicals. A standard list of 226 radicals from the *Modern Chinese Dictionary (Xiàndài Hànyǔ Cídiǎn)* is provided in an appendix in both Level 1 and Level 2. Students should practice and memorize the radicals so that they are able to recognize them when they see a new Chinese character.

Then comes an analysis of the **Structure of the Characters**, showing each character's components and radicals, which are its building blocks. Students are expected to remember each character and to be able to pronounce it, write it, and know its meaning as a single character, as well as be alert to the changes of its meaning when it is in a compound with other characters.

Next, there are from three to five **Reading Practice** exercises that use repetition and character compound analysis to build students' ability to recognize new words that combine characters they have already learned. The last section of each lesson is **Writing Practice**, which provides illustrations of the stroke order for each new character. Students must practice writing Chinese characters in order to remember them. I suggest that students be tested on five Chinese characters in every class meeting.

### ***The Effectiveness of a Proficiency-Based Approach to Reading***

Training students to read Chinese is an important stepping stone for them in learning to write Chinese. *Success with Chinese* places heavy emphasis on reading and uses a variety of practices to teach reading.



## ***Students Learn through Repetition***

Because Western education usually places more emphasis on analysis than on memorization, English speakers often are not well practiced in mechanical memorization. The reading exercises in Reading & Writing are designed to help students learn Chinese characters through repetition. Each new character is listed with examples of its use in several compound words. This shows students how learning one character will help them learn many new words that use the character in compounds. The students also see that a character can have various meanings when it is in a compound. The character is then repeated elsewhere in the lesson and is further reinforced by repetition in later lessons. Just as seeing a picture over and over makes it become familiar, repetition of a character will lead students to recognize and remember it.

## ***Students Learn through Character Analysis***

In *Success with Chinese*, there are reading exercises that ask students to analyze the meaning of word compounds and short phrases. The compounds combine a character from the current lesson with other characters that students have learned before. Students should try to analyze the meaning of each word compound, and then look at the English translations that follow to check if they have correctly guessed the word's meaning. This approach is used in exercises that teach the reading of signs, street names, schedules, and many other documents that students will encounter. Having to guess the meaning of an unfamiliar word containing one familiar character will allow students to strengthen their reading skills and more easily recognize unfamiliar words and phrases as they begin to read longer passages.

## ***Students Understand Chinese Sentence Structure***

Reading words and phrases on menus and signs is the first step in learning to read Chinese, and it is relatively easy for beginning learners. But Chinese sentences and paragraphs can be difficult for English speakers because there are no spaces between the words in a sentence in Chinese publications. Since a word can range in length from a single character to as many as four characters, it takes practice for non-native speakers to determine the word divisions. For example, when I took students out in Beijing to let them try to read signs, one sign they saw read, “dàxuéshēng huódòng zhōngxīn” (College Students' Activity Center). One student incorrectly separated “College” (dàxué) from “College Students” (dàxuéshēng) and thus wrongly guessed, “It's the name of a college.” Each lesson has a section that asks students to find the characters they recognize in a short essay. It is like a “Where's Waldo” game, and it helps students review the characters they have already learned, while becoming familiar with how words are divided in printed Chinese.

To help students develop reading skills, Reading & Writing, Level 1 begins with exercises in reading short units and then moves to increasingly longer units. Students start by reading characters, then progress to words, phrases, and then sentences in Lesson 8. Eventually short paragraphs are introduced in Lessons 14 through 18. Reading & Writing, Level 2 includes exercises in reading short paragraphs, announcements, short jokes, doctor's schedules, long lists of items at market places, and more. By doing these exercises, students will gradually attain an academic classroom reading level, and they will also have gained considerable confidence and motivation because they first learned to read signs, menus, and schedules in daily life.

### ***Answer Keys to Assist Teachers and Independent Learners***

To assist teachers in organizing their curriculum and to help independent learners evaluate their own progress, answer keys to all of the exercises in the book are available online. Please visit [www.cheng-tsui.com](http://www.cheng-tsui.com) or write to [marketing@cheng-tsui.com](mailto:marketing@cheng-tsui.com) if you are interested in obtaining these answer keys.

## **About the Authors**

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## 12

## Shopping for Food

## 第十二课 买食品

Dì shí'èr kè

Mǎi shípǐn

**In this lesson you will learn how to do the following:**

- Find various markets for shopping: vegetable market, supermarket, and morning market
- Ask the prices at a market
- Bargain at a market
- Find food and merchandise you need in a supermarket

**Grammar Practice & Sentence Patterns:**

Interchangeable structures of 来 lái / 去 qù + place and  
到 dào + place + 来 lái / 去 qù

又 yòu . . . 又 yòu . . . both... and...

Superlative degree 最 zuì (the superlative degree of "many") + adjective

Asking and telling a price: merchandise + 怎么卖 zěnmě mài

Units of weight: 两 liǎng (0.05 kilogram), 斤 jīn (0.5 kilogram),  
公斤 gōngjīn (1 kilogram)

Usage of 一样 yíyàng: kinds of merchandise + 一样 yíyàng + unit

Idiomatic use of 来 lái

**Understand Chinese Culture:**

- Traditional Chinese weight and liquid measurements
- Discounts
- Morning market and street market
- Bargaining

**KEY EXPRESSIONS**

到哪儿去买菜?

Dào nǎr qù mǎi cài?

Where can I buy vegetables?

附近有个早市，蔬菜又新鲜又便宜，你还可以讲价。

Fùjìn yǒu ge zǎoshì, shūcài yòu xīnxiān yòu piányi, nǐ hái kěyǐ jiǎngjià.

*There is a morning market nearby. The vegetables there are fresh and cheap. You can bargain too.*

水果怎么卖？

Shuǐguǒ zěnmē mài?

*How is the fruit sold?*

一样来两斤。

Yíyàng lái liǎng jīn.

*Please give me one kilogram of each.*

卫生纸和洗衣粉在哪儿？

Wèishēngzhǐ hé xīyīfěn zài nǎr?

*Where are the toilet paper and detergent?*

在日用品那行。

Zài rìyòngpǐn nà háng.

*They are in the aisle for household items.*



## New Words I • 生词 一

Character & Pinyin	Part of Speech	English
自己 zìjǐ	N	self
做饭 zuòfàn	VO	to cook
到 dào	V	to reach, to arrive
菜市场 càishìchǎng	N	vegetable market
超市 chāoshì	N	supermarket
地方 dìfang/ dìfāng	N	place; local, space

最 zui	Adv	most (the superlative degree of “many”)
早市 zǎoshì	N	morning market
蔬菜 shūcài	N	vegetable
又...又 yòu... yòu	Adv	both...and
新鲜 xīnxiān	Adj	fresh
便宜 piányi	Adj	cheap, inexpensive
讲价 jiǎngjià	VO	to bargain
开门 kāimén	VO	to open the door
关门 guānmén	VO	to close the door
水果 shuǐguǒ	N	fruit
苹果 píngguǒ	N	apple
斤 jīn	Meas	half a kilogram
香蕉 xiāngjiāo	N	banana
桔子 júzi	N	orange
样 yàng	Meas	kind
两 liǎng	Meas	0.1 jin

扁豆 biǎndòu	N	green bean
青椒 qīngjiāo	N	green pepper
西红柿 xīhóngshì	N	tomato
别的 biéde	Pron	other things



## Dialogue I • 对话 一

<b>ROLES</b>	A: 周文	<i>Zhōu Wén</i>
	B: 钱明	<i>Qián Míng</i>
	C: 商人	<i>shāngrén</i> <i>vendor</i>

A: 钱明，今天我想自己做饭，到哪儿去买菜？  
Qián Míng, jīntiān wǒ xiǎng zìjǐ zuǒfàn, dào nǎr qù<sup>G1</sup> mǎi cài?

B: 你可以去菜市场买，也可以去超市买。  
Nǐ kěyǐ qù cài shìchǎng mǎi, yě kěyǐ qù chāoshì mǎi.

A: 什么地方最近？  
Shénme dìfang zuì<sup>G2</sup> jìn?

B: 附近有个早市，蔬菜又新鲜又便宜，你还可以讲价。  
Fùjìn yǒu ge zǎoshì, shūcài yòu xīnxiān yòu<sup>G3</sup> piányi, nǐ hái kěyǐ jiǎngjià.

A: 现在去可以吗？  
Xiànzài qù kěyǐ ma?

B: 现在太晚了。早市是早上六点开门，九点关门。  
Xiànzài tài wǎn le. Zǎoshì shì zǎoshang liù diǎn kāimén, jiǔ diǎn guānmén.

你现在可以去超市买。  
Nǐ xiànzài kěyǐ qù chāoshì mǎi.

...

A: 请问，水果怎么卖？  
Qǐngwèn, shuǐguǒ zěnmě mài<sup>G4</sup>?

C: 苹果一块钱一斤，香蕉一块五，桔子一块三。  
Píngguǒ yí kuài qián yì jīn<sup>1</sup>, xiāngjiāo yí kuài wǔ, júzi yí kuài sān.

- A: 好，我一样要一斤。  
Hǎo, wǒ yíyàng<sup>2</sup> yào yì jīn.
- C: 一斤三两可以吗?  
Yì jīn sān liǎng<sup>1</sup> kěyǐ ma<sup>2</sup>?
- A: 可以。扁豆，青椒和西红柿多少钱一斤?  
Kěyǐ. Biǎndòu, qīnjiāo hé xihóngshì duōshao qián yì jīn?
- C: 都是两块二一斤。  
Dōu shì liǎng kuài èr yì jīn.
- A: 一块八可以吗?  
Yì kuài bā kěyǐ ma?
- C: 可以，要几斤?  
Kěyǐ, yào jǐjīn?
- A: 一样来两斤。  
Yíyàng<sup>3</sup> lái liǎng jīn.
- C: 一共二十块四。还要别的吗?  
Yígòng shíèr kuài sì. Háiyào biéde ma?
- A: 不要了。这是三十块钱。  
Búyào le. Zhè shì sānshí kuài qián.
- C: 找你九块六。谢谢。  
Zhǎo nǐ jiǔ kuài liù. Xièxie.
- A: 不客气。  
Búkèqi.

## Notes

- 斤 (jīn, 0.5 kilograms) is a unit of Chinese weight system. The next smaller unit often used in the market is 两 liǎng (0.05 kilograms). The Chinese word for kilogram is 公斤 gōngjīn.
- 可以吗 kěyǐ and 怎么样 zěnmeyàng  
可以吗 kěyǐ ma? (Is it OK...?) and 怎么样 zěnmeyàng? (How about...?) are both used to seek a reaction or to put forward a proposal. The way to use it is to put the proposal or suggestion first, followed by 可以吗 kěyǐma or 怎么 zěnmeyàng:  
一斤三两可以吗? Is 1.3 jin OK?  
Yì jīn sān liǎng kěyǐ ma?



我们没有苹果了，来一斤桔子，怎么样？

Wǒmen méiyǒu píngguǒ le, lái yì jīn júzi, zěnmeyàng

*We don't have any more apples, how about half a kilogram of oranges?*

Note that 可以吗? and 怎么样? should be at the end of a statement. Unlike in English, they can never be used to open a statement.

3. 一样 yíyàng (one kind)

Here 一样 has a built-in reference that there are several kinds of things involved. In usage, it follows the rule of the “whole, part” sequence. That is, to state the “whole” first as the topic and then bring in the parts as commentary. Here we have:

kinds of merchandise (蔬菜 shūcài) + 一样 yíyàng + unit (两斤 liǎng jīn): There are different kinds of (vegetables) (Give me) (2) jin of each of (these vegetables).

4. The idiomatic use of 来 lái

来 lái here is a colloquial way of ordering merchandise at a store or in a restaurant. It has no equivalent in English. It literally means “to bring something to me.” The way to use it is:

(给我 gěi wǒ) 来 lái + Num-Meas + merchandise

The phrase 给我 gěi wǒ is regularly omitted, since in a real situation it is obvious that the speaker is the person who orders the merchandise.



Inside a supermarket

## Translation of Dialogue I

A: Qian Ming, I want to cook for myself today. Where can I buy vegetables?

B: You can go to a vegetable market or a supermarket to shop.

A: Which one is closer?

B: There is a morning market nearby. The vegetables there are fresh and cheap. You can bargain too.

A: Can I go now?

B: It is too late now. It opens at 6:00 a.m. and closes at 9:00. You can go to the supermarket to shop.

...

A: Excuse me, how much is the fruit?

B: The apples are one yuan a jin, bananas are 1.50 yuan per jin and oranges are 1.30 yuan per jin.

A: OK. Give me half a kilogram each.

B: Is 1.3 jin OK?

A: Fine. How much is one jin each of green beans, green peppers, and tomatoes?

B: They are all 2.2 yuan per jin.

A: How about 1.80 per jin?

B: OK. How many jin do you want?

A: Please give me two jin each.

B: Your total is 20.4 yuan. Do you want anything else?

A: Nothing more. Here is 30 yuan.

B: Here is 9 kuai and 60 cents in change. Thanks.

A: Don't mention it.

## New Words II • 生词 二

Character & Pinyin	Part of Speech	English
面包 miànbāo	N	bread
食品店 shípǐndiàn	N	food mart
罐头 guàntóu	N	canned food, tin
到头儿 dàotóur	V complement	to the end, at an end
调料 tiáoliào	N	seasonings

洗衣粉

xǐyīfěn

N

detergent

日用品

rìyòngpǐn

N

household items



## Supplementary Words 补充词汇

**Character  
& Pinyin**

**Part of Speech**

**English**

梨

lí

N

pear

葡萄

pútáo

N

grape

桃

táo

N

peach

洋白菜

yángbáicài

N

cabbage

洋葱

yángcōng

N

onion

小葱

xiǎocōng

N

green onion

菠菜

bōcài

N

spinach

胡萝卜

húluóbo

N

carrots

生菜

shēngcài

N

lettuce

土豆

tǔdòu

N

potato

盐

yán

N

salt

胡椒

hújiāo

N

pepper

洗发剂 xǐfàjì	N	shampoo
梳子 shūzi	N	comb
牙刷 yáshuā	N	toothbrush
牙膏 yágāo	N	toothpaste
餐巾 cānjīn	N	napkin
月经用棉塞 yuèjīng yòng miánsāi	N	tampons
避孕套 bìyùntào	N	condom
刮胡刀 guāhúdāo	N	razor



## Dialogue II • 对话二

<b>ROLES</b>	A: 外教 wàijiào	Foreign teacher
	B: 钱明 Qián Míng	
	C: 售货员 shòuhuòyuán	Salesperson

A: 钱明，在哪儿买面包？

Qián Míng, zài nǎr mǎi miànbāo?

B: 在食品店买。

Zài shípǐndiàn mǎi.

A: 食品店在哪儿？

Shípǐndiàn zài nǎr?

B: 出了大门往右走。在超市旁边。

Chū le dàmén wǎng yòu zǒu. Zài chāoshì pángbiān.

...

A: 请问,有面包吗?

Qǐngwèn, yǒu miànbāo ma?

C: 有,在那边。

Yǒu, zài nàbian.

A: 多少钱一个?

Duōshaoqián yí ge?

C: 一块五。

Yí kuài wǔ.

A: 罐头在哪儿?

Guàntou zài nǎr?

C: 在左边那行<sup>1</sup>, 走到头儿。

Zài zuǒbian nà háng, zǒu dàotóur.<sup>2</sup>

A: 蔬菜和调料呢!

Shūcài hé tiáoliào ne?

C: 蔬菜在前边那行, 调料在中间那行。

Shūcài zài qiánbian nà háng, tiáoliào zài zhōngjiān nà háng.

A: 卫生纸和洗衣粉在哪儿?

Wèishēngzhǐ hé xīyīfěn zài nǎr?

C: 在日用品那行。

Zài rìyòngpǐn nà háng.

## Notes

1. 在那行 zài nàháng (in that aisle) expresses the location of merchandise in a store. The location can be made more clear by placing in front of 那行 a RPW (relative place word) such as 在左边那行 zài zuǒbian nà háng (in the middle aisle) or 在中间那行 zài zhōngjiān nà háng (in the middle aisle).
2. 到头儿 dàotóur is a word meaning “to the end,” “at an end,” or “throughout” (a year). 头儿 tóur means the “end” or “tip” of a place (a street, a path, a hall way) or an object (pencil).

## Translation of Dialogue II

A: Qian Ming, where can I buy bread?

B: At the food mart.

A: Where is the food mart?

B: After you go out the gate, turn right. It is next to the supermarket.

...

A: Excuse me, do you have bread?

B: Yes, we do. It is over there.

A: How much is it?

B: One and a half yuan.

A: Where is the canned food?

B: On the left aisle, all the way at the end.

A: Where are the vegetables and the seasonings?

B: Vegetables are in the front aisle; seasonings are in the middle aisle.

A: Where are the toilet paper and detergent?

B: They are in the household items aisle.

## GRAMMAR

### Grammar Notes

#### G1. Interchangeable structures of 来 lái / 去 qù + place and 到 dào + place + 来 lái / 去 qù

##### 1.1 来 lái / 去 qù + place and 到 dào + place + 来 lái / 去 qù

We previously learned that the pattern for “coming” and “going” is “来 lái / 去 qù + place,” with 来 signaling motion toward the speaker and 去 away from the speaker. In this lesson, we will learn its variation, 到 dào + place + 来 lái / 去 qù. In usage, “来 lái / 去 qù + place” and “到 dào + place + 来 lái / 去 qù” are interchangeable structures:

去银行 = 到银行去      to go to the bank  
qù yínháng = dào yínháng qù

##### 1.2. Purposes in coming and going 来 lái / 去 qù + V-O

When a verb-object compound, instead of a place, follows 来 lái / 去 qù, the pattern refers to the purpose in coming or going.

来学汉语      to come to learn Chinese (come here for the purpose of  
lái xué Hànyǔ      learning Chinese)

去买菜      to go to buy groceries (go there for the purpose of buying  
qù mǎi cài      groceries)

去上课      to go to class (go there for the purpose of attending a class)  
qù shàngkè

1.3. Coming and going to a place for the purpose of: 到 + Place 来 / 去 qù + V-O

This pattern is the combination of the previous two patterns.

到市场去买水果

dào shìchǎng qù mǎi shuǐguǒ

go to the market to buy (for the purpose of buying) fruits

到中国来教英文

dào Zhōngguó lái jiāo Yīngwén

come to China to teach (for the purpose of teaching) English

到超市去买面包

dào chāoshì qù mǎi miànbāo

go to the supermarket to buy (for the purpose of buying) bread

G2. 又 yòu . . . 又 yòu . . . both... and...

S + 又 yòu + Adj1/(V-O) 1 + 又 yòu + Adj2/(V-O) 2

This pattern is used when a subject has two distinctive, complementary, not opposing qualities. It is also used to relate two actions, which happen at the same time.

这碗酸辣汤不好，又不酸又不辣。

Zhèi wǎn suānlàtāng bù hǎo, yòu bù suān yòu bú là.

This hot-and-sour soup is not good; it is neither sour nor hot.

那个早市的蔬菜，又便宜又新鲜。

Nàge zǎo shì de shūcài, yòu piányi yòu xīnxiān.

The vegetables in that morning market are both fresh and cheap.



A street vendor selling roasted chestnuts

我周末又要买菜，又要洗衣服。

Wǒ zhōumo yòu yào mǎi cài, yòu yào xǐ yīfu.

*I have to shop for groceries and wash clothes over the weekend.*

### G3. Superlative degree of “many”: 最 zuì (most, exceedingly) + adjective

Functionally, 最 zuì is an adverb. It goes before an adjective to relate the utmost condition of the quality, e.g., 最便宜 zuì piányi (cheapest), 最近 zuì jìn (nearest).

### G4. Asking and telling the price at a market place: 怎么卖 zěnmě mài

In a statement that gives the price, the verb is usually omitted because it is obvious. These verbs are usually 是 shì “is,” 卖 mài “sells (for)” or 要 yào “wants,” and they can be used alternatively.

Here are two patterns:

#### 4.1. General way of asking and telling the price

Question	Answer
Merchandise + 怎么卖 zěnmě mài	Merchandise + price (monetary term)
橘子 怎么卖? Júzi zěnmě mài How much are the oranges?	橘子 两块钱。 Júzi liǎngkuài qián Oranges are \$2.00.



An outdoor fruit stand



#### 4.2. Specific way of asking and telling the unit price

Question		Answer	
<i>Merchandise + Int + unit</i>		<i>Merchandise + price + unit</i>	
啤酒	多少钱一瓶?	啤酒	五毛钱一瓶。
Pǐjiǔ	duōshao qián yì píng	Pǐjiǔ	wǔmáo qián yìpíng
<i>How much is one bottle of beer?</i>		<i>One bottle of beer is \$0.50.</i>	

This pattern is quite flexible in that you can mention first the “price” then the “unit,” or vice versa. The meaning remains the same. For example, both 啤酒多少钱一瓶? and 啤酒一瓶多少钱? mean “How much is a bottle of beer?”

## Grammar Practice & Sentence Patterns

### 1. Practice saying going to a place, using the pattern in G1.1

Question			Answer		
Subject	到 dào	Int. 去 qù	Subject	到 dào	Place 去 qù
你	到	哪儿去?	我	到	超市去。
Nǐ	dào	nǎr qù	Wǒ	dào	chāoshì qù
<i>Where are you going?</i>			<i>I am going to the supermarket.</i>		
			邮局 yóujú		
			售票处 shòupiàochù		
			办公室 bàngōngshì		

### 2. Practice asking and saying to go to a place for the purpose of... using the pattern in G1.2

Question			Answer		
Subject	到 dào	Int-去 qù V-O	到 dào	Place	去 qù V-O
我	到	哪儿去买菜?	到	早市去	买菜。
wǒ	dào	nǎr qù mǎicài?	Dào	zǎoshì qù	mǎi cài .
<i>Where do I go to buy vegetables?</i>			<i>Go to the morning market to buy vegetables.</i>		

买水果 mǎi shuǐguǒ	超市去 chāoshì qù	买水果 mǎi shuǐguǒ
吃饭 chīfàn	饭馆儿 fànguǎnr	吃饭 chīfàn
上网 shàngwǎng	网吧 wǎngbā	上网 shàngwǎng
买新鲜蔬菜 mǎi xīnxiān shūcài	菜市场 càishì	买新鲜蔬菜 mǎi xīnxiān shūcài
看电影 kàn diànyǐng	电影院 diànyǐngyuàn	看电影 kàn diànyǐng
换钱 huànqián	银行 yínháng	换钱 huànqián
打电话 dǎ diànhuà	办公室 bàngōngshì	打电话 dǎ diànhuà

**3. Practice saying to come and go to a place for the purpose of... using the pattern in G1.3**

Question	Answer
Subject 到 Place 来 lái / V-Int dào                      去 qù	到 Place 去 V-O dào                      qù

你 到 超市去 买什么? 到 超市去 买毛巾。  
 Nǐ dào chāoshì qù mǎi shénme? dào chāoshì qù mǎi máojīn.  
*What do you want to buy at the supermarket? I am going to the supermarket to buy a towel.*

买洗衣粉  
mǎi xǐyīfěn

买面包  
mǎi miànbāo

北京 来 做什么? 来 学 汉语。  
 Běijīng lái zuò shénme? lái xué Hànyǔ

教 英文  
jiāo Yīngwén

#### 4. Practice the pattern of 又... 又... both... and... (G2)

Subject	又 yòu	Adj1/(V-O) 1	又 yòu	Adj2/(V-O) 2
今天的鱼 Jīntiān de yú	又 yòu	新鲜 xīnxiān	又 yòu	便宜。 piányi。
<i>Today's fish are fresh and cheap.</i>				
早市的水果 Zǎoshì de shuǐguǒ		大 dà		漂亮 piàoliang
菜市的青椒 Càishì de qīngjiāo		好 hǎo		便宜 piányi
我今天 Wǒ jīntiān		要去邮局 yào qù yóujú		要去书店 yào qù shūdiàn
		医院 yīyuàn		银行 yínháng
		教英文 jiāo Yīngwén		上课 shàng kè

#### 5. Practice telling business hours

Question			Answer
Place	Int	开门/关门 kāimén/guānmén	Time 开门/关门 kāimén/guānmén
早市 Zǎoshì	几点 jǐdiǎn	开门? kāimén?	6:00 a.m.–9:00 a.m.
<i>What time will the morning market open?</i>			<i>6:00 to 9:00 a.m.</i>
超市 Chāoshì		关门 guānmén	8:00 p.m.
菜市 Càishì		关门 guānmén	6:00 p.m.
商店 Shāngdiàn		开门 kāimén	10:00 a.m.
银行 Yínháng		关门 guānmén	5:00 p.m.

邮局 Yóujú	开门 kāimén	8:00 a.m.–5:00 p.m.
网吧 Wǎngbā	关门 guānmén	6:00 a.m.–12:00 a.m.

**6. Practice asking and telling with comparison sentence pattern 最 zui (the most) (G3)**

Question Subject	最 zui Adj	Answer Subject	最 zui Adj
什么地方 Shénme dìfang Which place is closest?	最 zui 近? jìn?	超市 Chāoshì	最 zui 近。 jìn.
哪儿的蔬菜 Nǎr de shūcài	最 zui 新鲜 xīnxiān	早市的蔬菜 zǎoshì de shūcài	最 zui 新鲜 xīnxiān
哪个饭馆的菜 Nǎge fànguǎn de cài	好吃 hǎochī	那个饭馆的 Nà ge fànguǎn de	好吃 hǎochī
什么时间 Shénme shíjiān	好 hǎo	下午3:00 Xiàwǔ sāndiǎn	好 hǎo
哪个宾馆 Nǎ ge bīnguǎn	便宜 piányi	学校的宾馆 Xuéxiào de bīnguǎn	便宜 piányi
哪个网吧 Nǎ ge wǎngbā	近 jìn	大门外边的网吧 Dàmén wàibiān de wǎngbā	近 jìn

**7. Practice asking and talking about price (amount of unit) with “怎么卖 zěnmě mài” and “多少钱 duōshǎo qián” (G4).**

A.

Question Merchandise	怎么卖 zěnmě mài	Answer Merchandise	price (monetary term)
橘子 Júzi	怎么卖? zěnmě mài	橘子 Júzi	两块钱。 liǎng kuài qián.
How much are the oranges?		Oranges are \$2.00.	

牛肉 Niúròu	牛肉 Niúròu	五块五毛 wǔ kuài wǔ máo
水果 Shuǐguǒ	苹果 Píngguǒ	四块钱 sì kuài qián

B.

Question			Answer		
Merchandise	Int	unit	Merchandise	price	unit
香蕉 Xiāngjiāo	多少钱	一斤?	香蕉 Xiāngjiāo	一块两毛	一斤。
	duōshao qián	yì jīn		yí kuài liǎng máo	yì jīn
<i>How much is one jin of bananas?</i>			<i>Bananas are 1.20 kuai for one jin.</i>		
啤酒 Píjiǔ		一瓶	啤酒 Píjiǔ	两块钱	一瓶
		yì píng		liǎng kuài qián	yì píng
苹果 Píngguǒ		一斤		一块钱	一斤
		yì jīn		yí kuài qián	yì jīn
青椒 Qīngjiāo		一斤		八毛钱	一斤
		yì jīn		bā máo qián	yì jīn
可乐 Kělè		一罐		四块钱	一罐
		yì guǎn		yì kuài qián	yì guǎn

8. Practice ordering in colloquial way (来 lái) one each of different kinds of merchandise with 一样 yíyàng (one kind).

Kinds of merchandise	一样 yíyàng	来 lái	unit
啤酒, 可乐, 雪碧, Píjiǔ, kělè, xuěbì	一样 yíyàng	来 lái	三瓶。 sān píng.
<i>Give me three bottles each of beer, cola, and Sprite.</i>			
罐头肉, 罐头鱼, guàntóuròu, guàntóuyú	一样 yíyàng	来 lái	两罐 liǎng guǎn
苹果, 梨, 葡萄, Píngguǒ, lí, pútáo,			一斤 yì jīn
胡萝卜, 扁豆, 白菜, Húluóbo, biǎndòu, báicài			三斤 sān jīn

馒头, 面包,  
Mántou, miànbāo

两个  
liǎng ge

**9. Practice asking and telling the location of merchandise in a store by placing the name of the merchandise in front of a relative place word (RPW) “在... 行 zài... háng” (in the ... aisle)**

Question	Answer
请问 Merchandise 在 + Int Qǐngwèn zài	在 RPW zài
请问, 日用品 在哪儿? Qǐngwèn, rìyòng pǐn zài nǎr	在 前边那行。 Zài qiánbian nà háng. Excuse me, where are the household items? They are in the aisle at the front.
调料 tiáoliào	左边那行 zuǒbian nà háng,
洗衣粉 xǐyīfěn	日用品那行, 走到头儿 rìyòngpǐn nà háng, zǒu dàotóur
罐头 guàntóu	右边那行 yòubian nà háng
饮料 yǐnliào	中间那行 zhōngjiān nà háng
面包 miànbāo	那行, 走到头儿 nà háng, zǒu dàotóur
蔬菜 shūcài	左边那行, 走到中间 zuǒbian nà háng, zǒu dào zhōngjiān

## EXERCISES

### Listening Comprehension Exercise

1.  LCE.1 Listen to the narrative and answer the questions.

First review this word that is not in the vocabulary list for this lesson:

可是 kěshì (but, however)

马丽莎来中国以后，每天都在学生食堂吃饭。今天是星期天，她想换一换，自己做饭吃。早上她起床以后就去学校附近的早市买菜。她买了两个青椒，半斤扁豆，五毛钱的小葱还有别的蔬菜，都很新鲜，花了三块五毛钱。中午她用这些蔬菜做了素菜面条。晚上她想做一点肉菜，下午去了一家菜市场买肉。菜市场的肉不新鲜，可是水果很好，也很便宜，她香蕉，苹果，桔子一样买了两斤，一共花了十五块钱。出了菜市场以后她又去了旁边的超市买肉，那儿的肉太贵了，也不可以砍价，可是鱼不贵，也很新鲜。所以她买了三条，还买了六个鸡蛋和一些调料，花了三十二块六。她想今天晚上可以请她的中国学生来吃饭。

Questions:

1. What did Ma Lisha do that is different from usual?

a. \_\_\_\_\_

b. \_\_\_\_\_

2. Based on the narrative, fill in the information below on the things Ma Lisha bought.

Places she went	Type of item	Amount or quantity	Quality	Total price
1. Morning Market	1. 2. 3. 4. Other vegetables	1. 2. 3. 4.		
2.	1. Bananas 2. 3.	1. 2. 3.		
3. Supermarket	1. 2. 3. Spices	1. Three 2. 3. Some		

2.  LCE.2 Listen to the dialogue and then answer the questions.

First review this word that is not in the vocabulary list for this lesson:

觉得 juéde (feel, think)

汤姆 *is a Canadian student at Nanjing University. He is shopping for daily necessities.*

钱明 *is a Chinese friend taking him to the shop.*

汤姆：钱明，学校附近哪儿可以买日用品？

钱明：最近的在教学楼对面，有一个小超市，又有吃的，又有用的。我也要买两瓶饮料，我们一起去吧！

汤姆：太好了！

钱明：到了，在这儿。你要买什么？

汤姆：六个卫生纸，一个洗衣粉，一块肥皂，还有一条毛巾。

钱明：这些都在日用品那行。

汤姆：这儿有食品吗？

钱明：有，在右边那行，走到头儿。

汤姆：你看，这两样面包很好，怎么卖？

钱明：鸡蛋面包一块八一个，肉面包两块一个。可是我觉得肉面包不太新鲜。

汤姆：好吧！我来三个鸡蛋面包。

钱明：我也来一个，再来四个罐头橘子。你还要买别的吗？

汤姆：我觉得他们的衣服很好看。

钱明：可是不便宜，这儿你也不能砍价，最好不在这儿买。

汤姆：好吧！



**Questions:**

1. Where did they go shopping? \_\_\_\_\_

2.

a. Check the items they each bought and write in the amount.

b. Cross out the items they didn't buy and give the reason.

Stuff	Tom	Amount bought or reason if not bought	Qian Ming	Amount bought or reason if not bought
Toilet paper				
Detergent				
Towel				
Soup				
Bread with meat				
Egg bread				
Beverages				
Clothes				
Canned food				

## Communication Activities

### Pair Work

1. Tell your partner about the following. Use the provided words:

要 yào, 又... 又 yòu... yòu, 最想 zuì xiǎng, 房间 fángjiān

1) Vegetables you would like to have for dinner today:

\_\_\_\_\_

2) Fruit you like to eat after dinner:

\_\_\_\_\_

3) Household items you have in your room:

\_\_\_\_\_

4) Things you don't eat and household items you don't have:

\_\_\_\_\_

2. Compare and contrast what you can buy in a supermarket and a farmer's market in the United States and China. Use the following words:

什么地方 shénme dìfang, 到哪儿去 dào nǎr qù, 可以 kěyǐ, 讲价 jiǎngjià,  
开门 kāimén, 关门 guānmén, 水果 shuǐguǒ, 蔬菜 shūcài, 饮料 yǐnliào,  
罐头 guàntou.

### Role-Play

1. In a supermarket. A plays the salesperson and B plays the customer. B shops for five different things: fruit, vegetables, drinks, canned food, etc. Make a conversation using the provided words:

食品 shípǐn, 水果 shuǐguǒ, 蔬菜 shūcài, 饮料 yǐnliào, 罐头 guàntou,  
怎么卖 zěnmē mài, 找钱 zhǎoqián, 行 háng, 走到头儿 zǒu dàotóu.

2. A often goes shopping at a morning market, but B only likes to shop in supermarkets. Give reasons for your shopping habits by using the provided words:

到...去 dào... qù, 什么地方 shénme dìfang, 一样 yíyàng, 一斤 yì jīn,  
来 lái, 讲价 jiǎngjià, 可以 kěyǐ, 等 děng, 又...又 yòu... yòu, 最 zuì,  
新鲜 xīnxiān, 贵 guì, 便宜 piányi, 开门 kāimén, 关门 guānmén.

3. A is a customer and B a vendor at a morning market. A talks with B using the following cues:

- Bargain on the price of apples, 贵 guì, 便宜 piányi, 讲价 jiǎngjià.
- Ask the vegetable vendor for fresher bananas, 新鲜 xīnxiān, 换 huàn, 最 zuì.
- Ask the fruit vendor to give you change, 找钱 zhǎoqián, 不对 bú duì, 最 zuì.

### Group Activities

Your group is going to have a potluck dinner today.

a. You each come up with a shopping list for your own dish. Make sure the potluck dinner includes vegetables, fruit, meat, beverages and seasonings. Also someone has to buy household items for cleaning up afterward. Use the following words:

一样 yíyàng, 一斤 yì jīn, 来 lái, 罐头肉 guàntóuròu, 罐头鱼 guàntóuyú,  
一样两罐 yíyàng liǎng guǎn, 日用品 rìyòngpǐn, 怎么样 zěnmeyàng

b. You pick the place to shop for your items and argue why you choose that place. Use the provided words:

附近 fùjìn, 讲价 jiǎngjià, 又... 又 yòu... yòu, 新鲜 xīnxiān, 贵 guì,  
便宜 piányi, 可以 kěyǐ, 开门 kāimén, 关门 guānmén, 最近 zuìjìn,  
别的 biéde, 等 děng

## Review Exercises

1. Say the following prices in Chinese:

- 1) ¥ 3.49
- 2) 2.5 jin
- 3) ¥ 11.47
- 4) ¥ 8.00 a can
- 5) ¥ 5.06 per jin
- 6) ¥ 10.50 for 3 cans
- 7) 3 jins of each kind
- 8) ¥ 16.75 altogether
- 9) ¥ 5 each fish
- 10) one piece (of soap) of each kind

2. Name the following food items in Chinese:

- 1) canned green beans
- 2) fresh vegetables
- 3) banana bread
- 4) green apples
- 5) green pepper
- 6) canned meat
- 7) orange candy
- 8) fruit salad
- 9) vegetable soup
- 10) apple vinegar

3. Using 又...又 yòu... yòu (both... and) to finish the following sentences:

Example:

菜市场的青椒 Càishìchǎng de qīngjiāo	又好 yòu hǎo	又新鲜，买三个。 yòu xīnxiān, mǎi sānge.
1) 早市的扁豆 Zǎoshì de biǎndòu	多 duō	便宜，来五块钱的 piányi, lái wǔ kuài qián de
2) 他房间的毛巾 Tā fángjiān de máojīn	好 hǎo	新，用一条 xīn, yòng yì tiáo
3) 超市的日用品 Chāoshì de rìyòngpǐn	贵 guì	不好，我不买 bùhǎo, wǒ bù mǎi
4) 对面的超市 Duìmiàn de chāoshì	近 jìn	大，我们到那儿去 dà, wǒmen dào nàr qù
5) 餐厅 Cāntīng	有肉菜 yǒu ròu cài	有素菜，你们可以 yǒusù cài, nǐmen kěyǐ 到那儿去吃 dào nàr qù chī
6) 这个学生 Zhège xuésheng	听得懂中文 tīng de dǒng Zhōngwén	看得懂课表，真好 kàn de dǒng kèbiǎo, zhēn hǎo

4. Complete the following sentences.

A: \_\_\_\_\_ 怎么卖?  
(green pepper) zěnmē mài?

B: 十块钱三斤, \_\_\_\_\_ ?  
Shí kuài qián sān jīn, (How many jin do you want?)

A: 来两斤。  
Lái liǎng jīn

B: 好。两斤。还要别的吗?  
Hǎo. Liǎng jīn. Hái yào biéde ma?

A: 苹果，橘子, \_\_\_\_\_ ?  
Píngguǒ, júzi, (how much are they?)

B: 苹果 \_\_\_\_\_, 橘子 \_\_\_\_\_. 来两斤?  
píngguǒ (¥ 3.50 per jin), júzi (¥ 3.00 per jin). Lái liǎng jīn?

A: \_\_\_\_\_.  
(3 jins each kind)

B: 好。 \_\_\_\_\_.  
Hǎo. (¥ 20.5 altogether)

5. Use 最 zuì (the most) to describe each of the situations by using the words provided.

Example:

苹果两元一斤, 香蕉一块五一斤, 橘子一块三一斤  
Píngguǒ liǎng yuán yì jīn, xiāngjiāo yí kuài wǔ yì jīn, júzi yí kuài sān yì jīn.

(贵 guì/便宜 piányi)

—— 苹果最贵, 橘子最便宜。

Píngguǒ zuì guì, júzi zuì piányi.

1) 菜市场八点开门, 超市九点开门, 早市六点开门

càishìchǎng bā diǎn kāimén, chāoshì jiǔ diǎn kāimén, zǎoshì liù diǎn kāimén.

(早 zǎo/晚 wǎn)

2) 水果罐头是八月买的, 蔬菜罐头是十月买的,

shuǐ guǒ guàntou shì bāyuè mǎi de, shūcài guàntou shì shíyuè mǎi de,

面包是昨天买的

miànbāo shì zuótiān mǎi de

(新鲜 xīnxiān/老 lǎo)

3) 你的班有40个学生, 我的班有38个学生,

nǐde bān yǒu 40 ge xuésheng, wǒde bān yǒu 38 ge xuésheng,

他的班有45个学生

tāde bān yǒu 45 ge xuésheng

(多 duō/少 shǎo)

4) 去银行用10分钟, 去邮局用15分钟, 去商店用5分钟

qù yínháng yòng 10 fēnzhōng, qù yóujú yòng 15 fēnzhōng, qù shāngdiàn yòng 5 fēnzhōng

(远 yuǎn/近 jìn)

5) 素菜5块钱, 肉菜10块钱, 糖醋鱼13块钱

sùcài 5 kuài qián, ròu cài 10 kuài qián, tángcùyú 13 kuài qián

(贵 guì/便宜 piányi)

6) 我今年20岁, 他今年21岁, 你今年22岁

wǒ jīnnián 20 suì, tā jīnnián 21 suì, nǐ jīnnián 22 suì

(大 dà/小 xiǎo)

6. Your company assigned you to work in China for a year. You just arrived in Shanghai. You need to use your Chinese to do a lot of shopping. Practice speaking in the following situations.

1) Ask which is the nearest bank:

---

2) Ask if there is a supermarket near you:

---

3) Ask when the morning market will be open:

---

4) Find out how much is a jin of apples, oranges, and bananas:

---

5) Say you want to buy one kilogram each of green beans, green peppers, and tomatoes:

---

6) You are in a supermarket and want to ask where you can find canned food and milk:

---

## UNDERSTANDING CHINESE CULTURE

### *Traditional Chinese Weight and Liquid Measurements*

Although China officially uses the metric system, you will also find a traditional measurement system called “shìzhì 市制” (market system) still in use in daily life. The following chart gives the approximate conversion for weights and liquid volumes in the market, metric and American systems:

	Market system	Metric system	American system
Weight	1 jīn 斤	0.5 kilogram	1.1 pounds
	1 liǎng 两	0.05 kilogram/50 grams	1.8 ounces
Liquid/Volume	1 shēng 升	1 liter	1.12 quart

### ***Discounts***

When stores sell at a discount, there will be a sign saying, for example, “bā zhé 八折,” which means giving a 20 percent discount, charging 80 percent of the original price. If an item sells for 90 percent of its original price, it will be “jiǔ zhé 九折.”

### ***Morning Market and Street Market***

A morning market is where farmers sell fresh vegetables and other homegrown produce. You can find these markets everywhere in China. They usually start at sunrise and end between 9:00 a.m. and noon. There are also street markets everywhere in China. Often a street market will specialize in one type of product, such as clothes, antiques, or arts and crafts.

### ***Bargaining***

One can often bargain at morning markets and street markets. The sellers initially will ask a higher price and leave room for costumers to bargain. The bargaining should start from half of the original asking price. Most government-owned department stores use fixed prices and do not bargain.

## Travel

## 第十九课 旅行

Dì shíjiǔ kè

Lǚxíng

**In this lesson you will learn how to do the following:**

- Ask to buy a train or airplane ticket
- Ask the time, destination, and price of a train or airplane ticket
- Say the class of seat or bed in a train or the class of seat in an airplane.
- Say the number of pieces and weight of luggage
- Say what kind of ticket you want

**Grammar Practice & Sentence Patterns:**

The numerical phrase 左右 zuǒyòu (about or around)

Resultative-Verb-Compound (RVC)—Actual Type 卖完了 mài wán le  
(sold out)

Imminent action 快/就要 kuàiyào/jiùyào + V-O + 了 le (will soon . . .)

The structure “V 在 zài + place”

The “把 bǎ” pattern

The rhetorical question 不是 . . . 吗 búshì . . . ma ? (Isn't it right...?)

**Understand Chinese Culture:**

- How to buy a train or airplane ticket
- Types of tickets
- Round-trip and one way tickets
- Things to take when you travel by train
- Food in the train

**KEY EXPRESSIONS**

我要一张下个星期五去上海的车票。

Wǒ yào yì zhāng xià ge xīngqīwǔ qù Shànghǎi de chēpiào.

*I want a train ticket for next Friday to Shanghai.*



请问，41次开往上海的特快在哪个月台？

Qǐngwèn, 41cì kāi wǎng Shànghǎi de tèkuài zài nǎge yuètái?

*Excuse me, which platform is the express train No. 41 to Shanghai departing from?*

火车就要开了，快上车吧。

Huǒchē jiùyào kāi le, kuài shàngchē ba.

*The train will leave soon, hurry up and get on board.*

请您把行李放在行李架上。

Qǐng nín bǎ xíngli fàng zài xínglijia shàng.

*Please put your luggage on the luggage rack.*

我想要靠过道的位子。

Wǒ xiǎng yào kào guòdào de wèizi.

*I want an aisle seat.*



## New Words I • 生词一

Character & Pinyin	Part of Speech	English
旅行 lǚxíng	V/N	to travel; journey, trip
上海 Shànghǎi	PropN	a city
火车 huǒchē	N	train
车票 chēpiào	N	train or bus ticket
票 piào	N	ticket
为什么 wèishénme	Int	why, for what reason
只能 zhǐnéng	Adv+Aux	can only
出发 chūfā	V	to set out, to start off

后天 hòutiān	N	the day after tomorrow
普快 púkuài	N	regular fast train
特快 tàkuài	N	express train
硬卧 yìngwò	N	hard sleeper seat
软卧 ruǎnwò	N	sofa-bed seat
左右 zuǒyòu	Adv	approximately, about
上铺 shàngpù	N	upper berth
铺 pù	N	bunk, berth, shop
下铺 xiàpù	N	lower berth
中铺 zhōngpù	N	middle berth
完 wán	V	to finish, to compete
月台 yuètái	N	platform
就要 jiùyào	Adv	about to, going to
餐车 cānchē	N	dining car
车厢 chēxiāng	N	compartment, railroad car

位子 wèizi	N	seat, place
把 bǎ	Part/Meas	[acts as a structural device that brings the object from the post-verbal position to the pre-verbal position]; bunch, handful
行李 xíngli	N	luggage, baggage
行李架 xínglijia	N	luggage rack, baggage rack
武汉 Wúhàn	PropN	capital city of Hubei province
准时 zhǔnshí	Adj	on time, punctual

## Dialogue I • 对话 一

<b>ROLES:</b>	A:	<i>Foreigner</i>	外国人	<i>wàiguórén</i>
	B:	<i>Booking clerk</i>	售票员	<i>shòupiàoyuán</i>
	C/D:	<i>Attendant</i>	服务员	<i>fúwùyuán</i>

A: 我要一张下个星期五去上海的车票。

Wǒ yào yì zhāng xià ge xīngqīwǔ qù Shànghǎi de chēpiào.

B: 现在不卖。

Xiànzài bú mài.

A: 为什么?

Wèishénme?

B: 你只能在出发前五天买票。

Nǐ zhǐ néng<sup>1</sup> zài chūfā qián wǔ tiān mǎi piào.

A: 好。我买后天去上海的车票。

Hǎo. Wǒ mǎi hòutiān qù Shànghǎi de chēpiào.

B: 要普快还是特快?

Yào pǔkuài háishi tèkuài?

A: 要特快。几点开?

Yào tèkuài. Jǐdiǎn kāi?

B: 41次特快晚上8:00开。

41 cì tèkuài wǎnshàng 8:00 kāi.

A: 要换车吗?

Yào huànchē ma?

B: 不用。要硬卧还是软卧?

Búyòng. Yào yìngwò háishi ruǎnwò?

A: 软卧多少钱一张?

Ruǎnwò duōshaoqián yì zhāng?

B: 软卧700块左右, 有上铺和下铺。硬卧450块, 有上铺,

Ruǎnwò 700 kuài zuǒyòu,<sup>2</sup> yǒu shàngpù hé xiàpù. Yìngwò 450 kuài, yǒu shàngpù,

中铺, 下铺。差几块钱。你要什么票?

zhōngpù, xiàpù. Chā<sup>3</sup> jǐ kuài qián. Nǐ yào shénme piào?

A: 我要软卧上铺。

Wǒ yào ruǎnwò shàngpù.

B: 上铺买完了。

Shàngpù mǎi wán<sup>G1</sup> le.

A: 下铺也可以。

Xiàpù yěkěyǐ.

B: 705块。

705 kuài.



A Tibetan food stand

...

A: 请问41次开往上海的特快在哪个月台?

Qǐngwèn 41 cì kāi wǎng<sup>4</sup> Shànghǎi de tèkuài zài nǎge yuètái?

C: 在第三月台,往前走。火车就要开了,快上车吧。

Zài dì<sup>5</sup> sān yuètái, wǎng qián zǒu. Huǒchē jiùyào<sup>G2</sup> kāi le, kuài shàngchē ba.<sup>6</sup>

A: 请问这位子有人坐吗?

Qǐngwèn zhè wèizi yǒu rén zuò ma?

D: 没有。请您把行李放在行李架上。

Méiyǒu. Qǐng nín bǎ<sup>G3</sup> xíngli fàng zài<sup>G4</sup> xínglijia shàng.

B: 没问题。

Méi wèntí.

...

A: 我们现在到哪儿了?

Wǒmen xiànzài dào nǎr le?

D: 不是刚过了武汉吗?

Búshì gāng guò le Wǔhàn ma?<sup>G5</sup>

A: 我们能准时到上海吗?

Wǒmen néng zhǔnshí dào Shànghǎi ma?

D: 没问题。

Méi wèntí.

A: 请问餐车在哪节车厢?

Qǐngwèn cānchē zài nǎ jié chēxiāng?

D: 在第十二车厢。往右走。

Zài dì shíèr chēxiāng. Wǎng yòu zǒu.

A: 谢谢。

Xièxie.

## Notes

1. 只能 zhǐ néng is a phrase, commonly used in daily life, meaning “can only.” 只 zhǐ is an adverb that limits the auxiliary verb 能 néng, with the meaning “only, merely.”
2. 左右 zuǒyòu (about or around)  
左右 zuǒyòu is used after a numerical phrase to indicate the approximation of a price or time, e.g., \$700 左右 zuǒyòu (about seven hundred dollars); 四点钟左右 sì diǎnzhōng zuǒyòu (around 4:00); 三天左右 sān tiān zuǒyòu (about 3 days).

3. 差 chà is a verb meaning “differ from.” The subject of this sentence is omitted since it is clear from content that the subjects are “上铺 shàngpù,” “中铺 zhōngpù” and “下铺 xiàpù” (upper bunk, middle bunk and lower bunk).
4. 开往 kāi wǎng + destination ([of a train, ship, etc.] leave for or be bound for)  
开往 kāi wǎng (literally, “driving toward”) is not used in colloquial Chinese. It is used only on train or ship schedules. For flight schedules, use 飞往 fēi wǎng (fly toward).
5. 第 dì is followed by a number to form an ordinal number (See R & W Volume 1, L.16). An ordinal number can be used to describe a noun, e.g., 第三月台 dì sān yuètái (the third platform), 第十二车厢 dì shí'èr chēxiāng (the twelfth car).
6. 快上车吧 kuài shàngchē ba  
上 shàng is the main verb in this sentence, indicating an upward movement. Hence, 上车 shàng chē means “to get on a train,” and 上机 shàng jī (to get on a plane). 快 kuài, as you know, is an adverb, meaning “fast or quickly.” You also know that the particle 吧 ba at the end of a sentence suggests a request, an agreement, or a mild command. Thus, the sentence 快上车吧 kuài shàngchē ba means “Hurry up and get on the train.” “快...吧 kuài...ba” is commonly used to urge someone to do something quickly, e.g., 快吃吧 kuài chī ba” (hurry up and eat).

### **Translation of Dialogue I**

A: I want a train ticket for next Friday to Shanghai.

B: We don't sell them now.

A: Why?

B: You can only buy a ticket five days before your trip.

A: OK. I will buy a ticket for the day after tomorrow.

B: Do you want a regular fast train or an express train ticket?

A: I want express. What time does it leave?

B: Express train No. 41 leaves at 8:00 pm.

A: Do I need to change trains?

B: No. Do you want a hard-bed or soft-bed train ticket?

A: How much is a soft-bed ticket?

B: The soft-bed ticket is around 700 yuan. It has upper and lower beds. The hard-bed ticket is around 450 yuan. It has upper, middle, and lower beds. The prices differ by a few yuan. What kind of ticket do you want?

A: I want a soft-bed on the upper level.

B: The soft-bed upper level tickets are sold out.

A: Lower level is OK.

B: 705 yuan.

...

A: Excuse me, which platform is the express train No. 41 to Shanghai departing from?

C: The third platform. Go straight. The train will leave soon; hurry up and get on board.

A: Excuse me, is this seat taken?

D: No. Please put your luggage on the luggage rack.

A: No problem.

...

A: Excuse me, where are we now?

D: Aren't we just past Wuhan?

A: Can we get to Shanghai on time?

D: No problem.

A: Where is the dining car, please?

D: It is in the twelfth car. Go to the right.

A: Thank you!

## New Words II • 生词 二

Character & Pinyin	Part of Speech	English
昆明 Kūnmíng	N	capital city of Yunnan province
机票 jīpiào	N	airplane ticket
起飞 qǐfēi	V	to take off
转机 zhuǎn jī	VO	to transfer to (another plane)
直达 zhídá	Adv/V	direct, nonstop, through
来回 lái huí	N/Adv	round-trip, back and forth
单程 dānchéng	Adj	one way, single path
票价 piàojià	N	ticket price, admission fee

南航 Nánháng	PropN	China Southern Airlines (short for 中国南方航空公司 Zhōngguó Nánfāng Hángkōng Gōngsī)
国航 Guóháng	PropN	Air China (short for 中国民航 Zhōngguó Mínháng)
靠 kào	V	to get near to, to lean on, to depend on
过道 guòdào	N	aisle, corridor, passageway
航班号 hángbānhào	N	flight number
南方 nánfāng	N	south
餐点 cāndiǎn	N	meal and snacks
晚餐 wǎncān	N	dinner
托运 tuōyùn	V	to check (luggage), to consign for shipment



Entering the pedestrian underpass



超过 chāoguò	V	to exceed, to surpass
公斤 gōngjīn	Meas	kilogram
登机门 dēngjīmén	N	boarding gate
登机 dēng jī	VO	to go on board



## Supplementary Words 补充词汇

<i>Character &amp; Pinyin</i>	<i>Part of Speech</i>	<i>English</i>
售票处 shòupiàochù	N	ticket office
列车时刻表 lièchē shíkèbiǎo	N	train schedule
硬座 yìngzuò	N	hard seat
软座 rǎnzuò	N	soft seat
慢车 mǎnchē	N	slow train
补票 bǔpiào	VO	to buy a ticket after the normal time
窗口 chuāngkǒu	N	window
订票 dìngpiào	VO	to book a ticket
提前 tíqián	V/Adv	to bring forward; in advance
登机牌 dēngjīpái	N	boarding pass

 Dialogue II • 对话 二

ROLES: A: *Foreigner* 外国人 wàiguórén  
B: *Attendant* 服务员 fúwùyuán

A: 有没有星期五下午去昆明的机票?

Yǒu méiyǒu xīngqīwǔ xiàwǔ qù Kūnmíng de jīpiào?

B: 有。

Yǒu.

A: 几点起飞?

Jǐdiǎn qǐfēi?

B: 下午5:00起飞, 晚上7:45到。

Xiàwǔ 5:00 qǐfēi, wǎnshàng 7:45 dào.

A: 要转机吗?

Yào zhuǎnjī ma?

B: 不用, 直达昆明。

Búyòng, zhídá Kūnmíng.

A: 有来回票吗?

Yǒu lái huí piào ma?

B: 不卖来回票。

Bú mài lái huí piào.

A: 好。单程票价多少?

Hǎo. Dānchéng piàojià duōshao?

B: 南航是1,550块, 国航是1,600块。

Nánháng shì 1,550 kuài, Guóháng shì 1,600 kuài.

A: 我要一张南航的。我想要靠过道的位子。

Wǒ yào yì zhāng Nánháng de. Wǒ xiǎng yào<sup>G6</sup> kào guòdào de wèizi.

B: 可以。

Kěyǐ.

A: 我的航班号是多少?

Wǒde hángbānhào shì duōshao?

B: 中国南方889号。

Zhōngguó Nánfāng 889 hào.

A: 有餐点吗?

Yǒu cāndiǎn ma?

B: 有晚餐。

Yǒu wǎncān.

A: 能托运几件行李?

Néng tuōyùn jǐ jiàn<sup>1</sup> xíngli?

B: 两件, 不超过25公斤。

Liǎng jiàn, bù chāoguò 25 gōngjīn.

A: 在几号门登机?

Zài jǐ hào mén dēngjī?

B: 14号门登机。

14 hào mén dēngjī.

## Notes

1. 件 jiàn is the measure word for luggage.

2. 想要 xiǎngyào (would like to have) is used to soften the tone of a sentence with

要 yào (want). It is very much like turning a demand into a request. The difference is similar to “I want something” and “I would like to have something” in English. See the difference between the following two sentences:

我要靠过道的位子

*I want an aisle seat.*

Wǒ yào kào guòdào de wèizi.

我想要靠过道的位子

*I would like to have an aisle seat.*

Wǒ xiǎngyào kào guòdào de wèizi.

## Translation of Dialogue II

A: Do you have any tickets for the Friday afternoon flight to Kunming?

B: Yes.

A: What time does it leave?

B: It leaves at 5:00 p.m. and arrives at 7:45 p.m.

A: Do I need to transfer?

B: No. It is a direct flight to Kunming.

A: Do you have a round-trip ticket?

B: We don't sell round-trip tickets.

A: OK. How much is a one-way ticket?

B: China Southern is 1,550 kuài and Air China is 1,600 kuài.

A: I want to buy one China Southern ticket. I want an aisle seat.

B: No problem.

A: What is my flight number?

- B: It is China Southern flight 889.  
 A: Is there a meal on the flight?  
 B: Dinner will be served.  
 A: How many pieces of luggage may I check in?  
 B: Two. Not exceeding 25 kilograms.  
 A: Which boarding gate?  
 B: Boarding gate 14.

## GRAMMAR

### Grammar Notes

#### G1. Resultative-Verb-Compound (RVC) - actual type 卖完了 *mài wán le* (sold out)

You learned in Lesson 11 that there are two types of resultative-verb-compound, the potential type and the actual type. The potential type was introduced in Lesson 11, G3. You learned that the patterns for the RVC - potential type are “V + 得 + RV Ending” for positive and “V + 不 bù + RV Ending” for negative. The RVC - potential type considers the possibility or feasibility of producing an expected result from the action concerned. In this lesson you will learn the RVC - actual type. As we have also mentioned in Lesson 11, the actual type relates to a situation in which an action has taken place and produced or did not produce the expected result. The patterns are:

V + RV Ending + 了 le (action has produced result)

没 méi + V + RV Ending (action did not produce result)

The “yes-or-no” question for actual type resultative-verb-compound is:

V + RV Ending + 了 le + 没有 méiyǒu?

Three resultative-endings have been introduced in Lesson 11: 懂 dǒng (understanding), 见 jiàn (sensory perception), 到 dào (arrival, attainment). Another resultative-ending is introduced in this lesson: 完 wán (completion). Note that although syntactically the negative marker 没 méi goes before the verb, semantically it does not negate the action but the result. Examples:

卖完了 *mài wán le*  
 (sold out)

没卖完 *méi mài wán*  
 (not all have been sold)

吃完了 chī wán le  
(finished eating)

没吃完 méi chī wán  
(did not finish all the food)

作完了 zuò wán le  
(finished the job)

没做完 méi zuò wán  
(did not finish the job)

看懂了 kàn dǒng le  
(understood)

没看懂 méi kàn dǒng  
(did not understand)

买到了 mǎi dào le  
(bought it)

没买到 méi mǎi dào  
([went to buy but] did not get it)

## G2. Imminent action 快/就要 kuàiyào/jiùyào + V-O + 了 (will soon...)

快要 kuàiyào and 就要 jiùyào are interchangeable. Here 要 yào serves as a time adverb, meaning “will.” 了 le at the end of the structure announces that a new activity is about to happen. This structure puts the event in a future time frame. Examples:

火车还没开，快/就要开了。

Huǒchē hái méi kāi, kuài/jiù yào kāi le.

*The train is still here, but it will leave soon.*

我还没吃饭，快/就要吃了。

Wǒ hái méi chīfàn, kuài/jiù yào chī le.

*I have not yet eaten, but I will eat soon.*

我还没买机票，快/就要去买了。

Wǒ hái méi mǎi jīpiào, kuài/jiù yào qù mǎi le.

*I have not yet bought the plane ticket, but I will buy it soon.*

走得快一点儿，我们快/就要上课了。

Zǒu de kuài yìdiǎnr, wǒmen kuài/jiù yào shàngkè le.

*Walk faster; our class will start soon.*

## G3. The 把 bǎ pattern

S + (没 méi / 不要 búyào) + 把 bǎ + the object + (都 dōu) + (verb+complement)

没 méi (有 yǒu) for “did not,” 不要 búyào for “do not”

Syntactically this pattern looks straightforward. It uses 把 bǎ (as a verb meaning “grasp,” “take” “hold of”) to move the object to the front of the verb phrase. But the question of when and how

to use the pattern correctly needs quite a bit of attention. Three things are at issue and they are interwoven. The following are the three basic requirements:

- 1) Reasons to use the 把 bǎ pattern: a) when the speaker wants to give an instruction to someone about “how the thing of concern (the grammatical object) should be handled, manipulated or dealt with”; for instance, “put the luggage on the luggage rack,” “finish the meal,” and “park the car behind the school”; or b) when the speaker talks about how an event (the grammatical object) has come to the current stage through a certain cause or action; for instance, “a strong wind has blown away the photographs.”
- 2) The object: The object refers to something definite or specific. It talks about “the thing,” not “a thing.” Thus the “object” must relate to a) something understood or known to both the speaker and listener, and/or b) something physically present and visible to both the speaker and listener at the time of speech.
- 3) The verb phrase: Because the focus of the 把 bǎ pattern is about “how a specific thing should be handled,” the main verb must be a verb of action or mental activity, and that main verb must take a complement, which tells “how the action is being carried out.” The complements can be “perfective” (了 le showing the conclusion of the action), “directional” (来/去 lái/qù or 在上 zài shàng, etc.), or “resultative-ending” (完 wán, 掉 diào, etc.). It follows that verbs of emotion like 喜欢 xǐhuan (be fond of), verbs of cognition such as 懂 dǒng (understand) and potential types of RVC such as 喝不完 hē bù wán (can/could not finish drinking) cannot be used in the 把 bǎ pattern.

*Examples:*

请把行李放在行李架上。 *Please put the luggage on the luggage rack.*

Qǐng bǎ xínglǐ fàngzài xínglǐ jià shàng.

不要把车停在银行前边。 *Don't park the car in front of the bank.*

Búyào bǎ chē tíng zài yínháng qiánbian.

他没把饭吃完。 *He didn't finish the meal.*

Tā méi bǎ fàn chī wán.

大风把照片都吹掉了。 *Strong wind has blown away all the photographs.*

Dàfēng bǎ zhàopiàn dōu chuī diào le.

他把电脑卖掉了。

*He sold his computer.*

Tā bǎ diànnǎo mài diào le.

Although the objects of 把 *bǎ* in the Chinese sentences above are not preceded by 这 *zhè* or 那 *nà*, which marks for definite nouns, when translated into English they must be preceded by the definite article “the” (never the indefinite article “a”).

#### **G4. The structure “V 在 zài + place”: 放在 fàng zài + place (put the thing on the place)**

This structure “V 在 zài + place” has been introduced in Lesson 13, G5. As you will remember, only verbs that represent momentary actions can apply to this structure. Those verbs are 坐 *zuò* (sit), 停 *tíng* (stop, park), 掉 *diào* (drop) and 放 *fàng* (put). Examples:

坐在桌子上

*zuò zài zhuōzi shàng*

*to sit/sitting on the table*

停在学校前边

*tíng zài xuéxiào qiánbian*

*to park/parked in front of school*

放在行李架上

*fàng zài xíngli jià shàng*

*put it on the luggage rack*

掉在地上

*diào zài dì shàng*

*dropped on the floor*



Going through customs to enter China

## G5. Rhetorical question 不是...吗 *búshì...ma*? (Isn't it right..., etc.)

This is a rhetorical question that is used to affirm the statement positively. No answer is needed or expected. There is no definite translation from Chinese to English. It varies according to the situation.

这条裤子不是太长吗?

Zhè tiáo kùzi búshì tài cháng ma?

*Don't you think that this pair of pants is too long?*

你的生日不是在下个月吗?

Nǐde shēngri búshì zài xiàge yuè ma?

*Isn't it right that your birthday is next month?*

你不是刚买了一张去上海的机票吗?

Nǐ búshì gāng mǎi le yì zhāng qù Shànghǎi de jīpiào ma?

*Haven't you just bought a plane ticket to Shanghai?*

## Grammar Practice & Sentence Patterns

### 1. Practice buying tickets

Question	Answer		
Subject Verb Affirmative-negative	Int	Subject Verb	Object
你要火车票还是 Nǐ yào huǒchēpiào háishi	飞机票? fēijīpiào?	我要 Wǒ yào	火车票。 huǒchēpiào.
<i>Do you want a train ticket or an airplane ticket? I want a train ticket.</i>			
硬卧 yìngwò	软卧 ruǎnwò		软卧 ruǎnwò
普通 pǔtōng	特快 tèkuài		特快 tèkuài
上铺 shàngpù	下铺 xiàpù		下铺 xiàpù
去上海 qù Shànghǎi	去南京的票 qù Nánjīng de piào		去上海的票 qù Shànghǎi de piào



靠过道的位子 kào guòdào de wèizi	靠窗口的位子 kào chuāngkǒu de wèizi	靠窗口的位子 kào chuāngkǒu de wèizi
直达 zhídá	转机 zhuǎnji	直达 zhídá
托运 一件行李 tuōyùn yí jiàn xíngli	两件行李 liǎng jiàn xíngli	托运 两件行李 tuōyùn liǎng jiàn xíngli

## 2. Practice question-word questions 为什么 wèishénme (why)

Question		Answer			
Subject	Int	Clause	Subject	Verb	Object
你		为什么没去上课?	我	病了。	
Nǐ		wèishénme méi qù shàngkè?	Wǒ	bìng le.	
<i>Why didn't you go to class?</i>			<i>I am sick.</i>		
		没带雨伞		忘了	
		méi dài yǔsǎn		wàng le	
		只洗头不吹风?		怕 风	
		zhǐ xǐtóu bù chuīfēng		pà fēng	
		洗黑白的照片不洗彩色的		喜欢黑白的	
		xǐ hēibái de zhàopiàn bù xǐ cǎisè de		xǐhuan hēibái de	
		又买肉又买菜		要 请客	
		yòu mǎi ròu yòu mǎi cài		yào qǐng kè	
		坐慢车不坐快车		没有钱	
		zuò mànchē bù zuò kuàichē		méiyǒu qián	

## 3. Practice Resultative-Verb-Compound (RVC) - actual type (G1)

Clause 1			Clause 2		
Subject	Adv	RVC	Subject	Adv	RVC
火车票	都	卖完了,	慢车票	还	没卖完。
Kuài chē piào	dōu	mài wán le,	mànchēpiào	hái	méi mài wán.
<i>The express train tickets have sold out; the slow train tickets haven't sold out.</i>					
硬卧			软卧		
Yìng wò			ruǎn wò		

普快

pǔkuài

直达上海的机票

Zhídá Shànghǎi de jīpiào

你们的火车票

Nǐmen de huǒchē piào

你要的洗发剂

Nǐ yào de xǐfàjì

你用的消炎药

Nǐ yòng de xiāoyányào

特快

tèkuài

直达西安的

zhídá Xī'ān de

他们的机票

tāmen de jīpiào

他要的

tā yào de

他用的

tā yòng de

还没买到

hái méi mǎidào

#### 4. Practice asking directions at the train station or airport

**Subject**

**在 + Int or Target Place**

去上海特快

Qù Shànghǎi tèkuài

在 哪个月台?

zài nǎge yuètái?

*At which platform is the express train bound for Shanghai?*

餐车

Cānchē

哪节车厢

nǎ jié chēxiāng

去深圳

Qù Shēnzhèn

哪个登机门

nǎ ge dēngjīmén

软卧

Ruǎnwò

哪节车厢

nǎ jié chēxiāng

去南京

Qù Nánjīng

哪个月台

nǎ ge yuètái

去武汉的

Qù Wúhàn de

335号登机门

335 hào dēngjīmén

55号上铺

55 hàoshàng pù

软卧车厢

ruǎnwò chēxiāng

### 5. Practice imminent action 快/就要...了 kuài/jiù yào le (G2)

Subject	快/就要 kuài/jiù yào	VO	了 le	Clause
我 Wǒ	就要 jiù yào	上课 shàngkè	了, le,	来不及吃饭了。 lái bu jí chī fàn le.
<i>I am going to have class soon; I have no time to eat.</i>				
取照片 qǔ zhàopiàn				
看大夫 kàn dàifu				
去订火车票 qù dìng huǒchē piào				
火车 Huǒchē	快要 kuài yào	开 kāi	了 le	快上车吧 kuài shàngchē ba
往上海的火车 Wǎng Shànghǎi de huǒchē				快坐好吧 kuài zuò hǎo ba
往武汉的飞机 Wǎng Wúhàn de fēiji		起飞 qǐfēi		快上机吧 kuài shàngjī ba
往昆明的飞机 Wǎng Kūnmíng de fēiji				快坐好吧 kuài shàngjī ba
深圳 Shēnzhèn	快要 kuài yào	到 dào	了 le	请准备下车 qǐng zhǔnbèi xiàchē
雨 Yǔ		停 tíng	了 le	不用带伞了 bú yòng dài sǎn le

### 6. Practice 把 bǎ construction (G3)

(Subject)	把 bǎ	Object	Verb + Complement
请 Qǐng	把 bǎ	床单 chuángdān	换了。 huànle.

*Please change the sheets.*

请 Qǐng	把 bǎ	厕所 cèsuǒ	打扫一下 dǎsǎo yíxià
		衣服 yīfu	洗了 xǐ le
		菜 cài	放在冰箱里 fàngzài bīngxiāng lǐ
我 Wǒ		菜 cài	都吃完了 dōu chī wán le
他 Tā		行李 xíngli	放在架子上 fàng zài jiàzi shàng
小李 Xiǎoli		护照 hùzhào	带来了 dàilái le

### 7. Practice momentary-action verb + 在 zài + place (G4)

Subject	Verb + 在 zài	Place
书 Shū	放 在 fàng zài	桌子上。 zhuōzi shàng.
<i>The book has been put on the desk.</i>		
衣服 Yīfu		沙发上 shāfā shàng
他 Tā	坐 在 zuò zài	椅子上 yǐzi shàng
学生们 Xuéshēngmen		教室里 jiàoshì lǐ
车 Chē	停 在 tíng zài	学校后边 xuéxiào hòubian
火车 Huǒchē		第三月台 dì sān yuètái

## 8. Practice rhetorical question 不是...吗 búshì...ma? (G5)

Subject	不是 búshì	吗 ma	Clause
你 现在 不是 在北京 吗,	Nǐ xiànzài búshì zài Běijīng	ma,	为什么 还没去 长城? wèishénme hái méi qù Chángchéng?
Aren't you in Beijing now, why haven't you been to the Great Wall?			
	要学汉语 yào xué Hànyǔzài		为什么 不去 中国 wèishénme bú qù Zhōngguó
	早到武汉 zǎo dào Wǔhàn		怎么 不坐 飞机 zěnmē bù zuò fēijī
软卧 Ruǎnwò	很舒服 hěn shūfu		怎么 不买 软卧 zěnmē bù mǎi ruǎnwò

## Listening Comprehension Exercises

### 1. LCE.1 Listen to the dialogue and then answer the questions.

First review the words that are not in the vocabulary list for this lesson:

累 lěi (tired, tiring)    好玩儿 hǎowánr (fun)

- A: 我从来没去过南京，今年秋天想去看看。你的老家在南京，对吗？
- B: 对。秋天的南京很漂亮！吃的地方，玩儿的地方，买东西的地方都很多。
- A: 太好了！你想我怎么去最合适？
- B: 坐飞机又快又方便，两个小时就到了。但是飞机票¥1500块。坐火车便宜得多，特快¥400块就可以了，但是时间比较长，要十多个小时。我回家的时候，一般都坐火车。
- A: 坐十多个小时的火车太累了，对不对？
- B: 如果怕累，你就坐软卧。软卧车厢里人很少，又安静又舒服。你上车以后就可以睡觉，起来以后火车就

到了。但是软卧的价格也跟飞机票差不多。但是坐车比坐飞机好玩儿，你可以坐着火车看外面，到一站以后，下来买点东西，看一看。

A: 下次你回家的时候，我能和你一起去吗？

B: 好啊！把你的手机号给我，我回去以前给你打电话，我们一起买票。

A: 多谢！多谢！

1) What is Nanjing like, according to B?

2) Fill in the information on getting to Nanjing by train and plane.

	Price	Length of time	Other advantages
Plane			
Regular seat train			
Soft-bed train			

3) How did A finally decide to travel to Nanjing?

2.  LCE.2 Listen to the dialogue and then answer the questions.

First review the words that are not in the vocabulary list for this lesson:

稍等 shāoděng (wait briefly) 经 jīng (by way of)

A: 小姐，我要一张国航今天下午四点直达深圳的飞机票。

B: 国航四点的票已经卖完了。明天早上的可以吗？

A: 我有急事，今天就得走。你再帮我看看别的航空公司有没有。

B: 稍等。

A: 快点儿！快点儿！

B: 好，现在有了，有了，南航经深圳去香港的，是今天晚上八点的。

A: 价格怎么样?

B: ¥3000块.

A: 真贵啊? ¥2500的没有了吗?

B: 因为你今天买票, 今天走, 所以就贵¥500块。另外, 只有这一张了, 你要不要啊?

A: 贵也得要啊!

B: 把你的身份证给我看看。

A: 身份证在这儿, 啊呀, 但是我的钱..., 我今天先不买了, 因为我忘了带钱。

B: 你这人...

1) Fill in the information on what A asks for and what B has available.

	Airline	Destination	Time	Price
What A wants				
What B has				

2) What was the factor that made A change his mind about purchasing the ticket?

a. The price is too high

b. The flight is not direct

c. He forgot his money

d. He forgot his ID

## Communication Activities

### Pair Work

1. Compare and contrast the railroads in China with those in your home country. Use the following words:

普快 pǔ kuài, 特快 tèkuài, 硬卧 yìngwò, 软卧 ruǎnwò, 票价 piàojià,

站台 zhàntái, 位子 wèizi, 行李 xíngli, 准时 zhǔnshí,

餐车 cānchē, 车厢 chēxiāng, 不同 bùtóng, 把 bǎ-construction

2. Compare and contrast the airline service in China with that in your home country. Use the following words:

转机 zhuǎnjī, 直达 zhídá, 来回票 lái huí piào, 单程票 dān chéng piào,  
登机 dēng jī, 托运行李 tuō yùn xíng lǐ, 超过 chāo guò, 准时 zhǔn shí,  
起飞 qǐ fēi, 过道 guò dào, 餐车 cān chē, 不同 bù tóng, 把 bǎ-construction

3. Tell your partner your favorite ways to travel in China and in the U.S.A. Give your reasons to support your preferences.

### Role-Play

1. A is buying a train ticket from Shenzhen to Shanghai. B is the ticket seller.

A needs to find out the following information:

票价 piào jià, 开车时间 kāi chē shí jiān, 车次 chē cì, 换不换车 huàn bú huàn chē, 餐车 cān chē, 第几站台上车 dì jǐ zhàn tái shàng chē

B answers A's question and finds out more information by using the words below:

软卧/硬卧 ruǎn wò/yìng wò, 上铺/中铺/下铺 shàng pù/zhōng pù/xià pù,  
特快/普快 tè kuài/pǔ kuài, 不同 bù tóng, 左右 zuǒ yòu

2. A is buying an airline ticket to Shanghai. B is the ticket seller.

A needs to find out the following information:

票价 piào jià, 起飞时间 qǐ fēi shí jiān, 航空公司 háng kōng gōng sī,  
航班号 háng bān hào, 有没有靠过道位子 yǒu méi yǒu kào guò dào wèi zi,  
什么餐点 shén me cān diǎn

B answers A's question and finds out more information by using the words below:

直达/转机 zhídá/zhuǎnjī, 单程/来回 dān chéng/lái huí,  
托运行李 tuō yùn xíng lǐ, 超过 chāo guò, 公斤 gōng jīn,  
左右 zuǒ yòu



## Group Activities

1. A, B, C, and D are making their plans to travel in and outside of China. They talk about how they are going, what connections they need to make, what accommodations they are getting and how they plan to handle their luggage. Use the following words:

旅行 lǚxíng, 不同 bùtóng, 票价 piàojià, 准时 zhǔnshí,  
超重 chāozhòng, 单程/来回 dānchéng/láihuí

2. A, B, C, and D have a debate on the various long distance public transit systems both in China and the west. Each person needs to give the advantages and disadvantages of driving, trains, and airplanes. Use words provided:

方便 fāngbiàn, 便宜 piányi, 安静 ānjìng, 准时 zhǔnshí, 卖完 mài wán,  
急事 jíshì, 行李超重 xíngli chāozhòng, 价格 jiàgé

## Review Exercises

1. Use a verb phrase or a clause to modify a noun: VP/Clause + 的 de + N.

- 1) an airline ticket to Beijing
- 2) the luggage I checked in
- 3) the luggage that I put on the rack
- 4) the train that you will connect to
- 5) people who always carry umbrellas
- 6) people who never travel
- 7) the raincoat that I borrowed from you
- 8) the newly bought shoes
- 9) the seat next to the aisle
- 10) the medicine the doctor prescribed for me

2. Use the 把 ba construction to connect the phrases into sentences.

Example:

Verb Object Complement → Subject 把 bǎ Object + V + Complement

吃药完 → 他 把 药 吃完了。

chī yào wán                      Tā      bǎ      yào      chī wán le.

<u>Verb</u>	<u>Object</u>	<u>Complement</u>
1) 放 fàng	行李 xíngli	在行李架上 zài xínglijia shàng
2) 剪 jiǎn	头发 tóufa	短点儿 duǎndiǎnr
3) 给 gěi	靠过道的位子 kào guòdào de wèizi	经常上厕所的人 jīngcháng shàng cèsuǒ de rén
4) 带 dài	超重的行李 chāozhòng de xíngli	回家了 huijiā le
5) 卖 mài	软卧车票 ruǎnwò chēpiào	完 wán
6) 打扫 dǎsǎo	卫生间 wèishēngjiān	过了 guò le
7) 换 huàn	上铺 shàngpù	了 le

3. Fill in the blanks with either “就要/快要...了 *jiùyào/kuàiyào...le*” or “快...吧 *kuài...ba*” according to the content.

- \_\_\_\_\_ 十点了,超市 \_\_\_\_\_ 关门 \_\_\_\_\_。  
\_\_\_\_\_ shí diǎn le, chāoshì \_\_\_\_\_ guānmén \_\_\_\_\_.
- 火车 \_\_\_\_\_ 开 \_\_\_\_\_, 你 \_\_\_\_\_ 上车 \_\_\_\_\_。  
Huǒchē \_\_\_\_\_ kāi \_\_\_\_\_, nǐ \_\_\_\_\_ shàngchē \_\_\_\_\_.
- 天真黑。 \_\_\_\_\_ 下雨 \_\_\_\_\_。  
Tiān zhēn hēi. \_\_\_\_\_ xià yǔ \_\_\_\_\_.
- 飞机 \_\_\_\_\_ 起飞 \_\_\_\_\_, 你 \_\_\_\_\_ 登机 \_\_\_\_\_。  
Fēijī \_\_\_\_\_ qǐfēi \_\_\_\_\_, nǐ \_\_\_\_\_ dēngjī \_\_\_\_\_.

4. Make sentences for the following situation.

1) You need to go to Shenzhen for an important business meeting. At the airport ticket window ask the clerk the following questions:

a. Is there a flight to Shenzhen today?

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b. Do I need to change planes?

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c. How much is a round-trip ticket?

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d. At which gate is China Southern flight 889 boarding?

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e. How many kilograms of luggage can I check in?

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2) You are at the train station, buying a ticket to Shanghai. Ask the clerk:

a. Do you have a soft-bed ticket to Shanghai today?

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b. Is it an express train? How many stops are there on the way, and do I need to transfer?

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c. Is it air-conditioned? Is there a dining car?

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d. When is the express train number 108 leaving?

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e. Where is the third platform?

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f. Do you have a lower-berth, soft-bed ticket?

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## UNDERSTANDING CHINESE CULTURE

### *How to Buy a Train or Airplane Ticket*

In general, hotels with a three-star rating or higher will have a ticket office or counter that sells train and airplane tickets. You can also buy tickets at travel agencies or the ticket offices of airlines and train stations. You must bring some identification (your passport) with you at booking. Usually you can buy tickets only within five days before departure. You can make a reservation only five days in advance and a deposit (usually 400 yuan) is required. When you pick up the ticket you must pay in cash.

### *Types of Tickets*

Airplanes are the same as in the United States, with first class, business class, and economy class seats. Trains have hard-seat (硬座 yìngzuò), soft-seat (软座 ruǎnzuò), soft-sleeper (软卧 ruǎnwò), and hard-sleeper (硬卧 yìngwò) tickets. The hard-sleeper (硬卧 yìngwò) car has tiers of three bunks (with soft mattresses) and the car is divided into compartments without doors. The soft-sleeper car has tiers of two bunks in four-person closed compartments. The hard-sleeper tickets are divided into three categories: upper-level (上铺 shàngpù), mid-level (中铺 zhōngpù), and lower-level (下铺 xiàpù). The soft-sleeper tickets are divided into two categories: upper-level (上铺 shàngpù) and lower-level (下铺 xiàpù).

### *Round-trip and One-way Tickets*

Chinese airlines usually don't sell round-trip (来回 lái huí or 往返 wǎngfǎn) tickets. When you can buy round-trip tickets the ticket price is no different from two one-way tickets. Sometimes if you buy a return ticket at your origination the ticket will be more expensive than if you buy it at your destination.

### *Things to Take when You Travel by Train*

When you travel by train in China, you need to bring a small towel for washing. Toilet paper is also needed. If it is an overnight train, you also need to bring a toothbrush.

### *Food in the Train*

There is usually a dining car, serving breakfast 7:00–9:00, lunch 11:00–1:30, and dinner 6:00–7:30. You can eat there or buy food from an attendant who pushes a cart of packaged foods and snacks through the train.