



中文听说读写

INTEGRATED Simplified Characters CHINESE

4th Edition

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

Original Edition by Tao-chung Yao and Yuehua Liu
Liangyan Ge, Yea-fen Chen, Nyan-Ping Bi, Xiaojun Wang, Yaohua Shi

2 Textbook



CHENG & TSUI

"Bringing Asia to the World"™

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the authors or publisher.

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

Publisher's Note

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

The Cheng & Tsui Chinese Language 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 contact the following members of our Editorial Board, in care of our Editorial Department (email: editor@chengtsui.co).

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Preface

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

What's New

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

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

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

- **Get Real with Chinese** draws on realia to situate language learning in real-life contexts. Students are required to analyze, predict, and synthesize before coming to conclusions about embedded linguistic and cultural meaning. Photos and questions connect the classroom to authentic Chinese experiences. To familiarize students with both character sets, students are exposed to realia in simplified characters and realia in traditional characters.
- **Chinese Chat** provides opportunities for language practice in the digital environment. Realistic texting, microblogging, and social media scenarios show students how the younger generation has adapted Chinese to new communication technologies.
- **Characterize It!** encourages students to approach Chinese characters analytically. Additional activities are provided on the ChengTsui Web App.
- While not a new segment, **How About You?** has been revamped for the Fourth Edition. This module encourages students to personalize their study of vocabulary and learn words and phrases that relate to their own interests and background. Questions now appear in both Chinese and English, while visual cues, which typically correspond to possible answers, promote vocabulary expansion and retention. Vocabulary items corresponding to the visual cues are listed in a separate index.

Moreover, to promote students' awareness of cultural diversity in a world of rapid globalization, we have included **Compare & Contrast** activities in the **Cultural Literacy** (formerly Culture Highlights) section. This section as a whole has been given a lavishly illustrated, magazine-style treatment to better engage students. Users who subscribe to the ChengTsui Web App will have access to additional cultural content related to the lesson themes.

We have also updated the **Grammar** section to include exercises tailored to each grammar point, so students can immediately put into practice the language forms they have just learned. Additional practice exercises for each grammar point are accessible via the ChengTsui Web App.

Keeping It Casual (formerly *That's How the Chinese Say It!*) remains a review of functional expressions after Lessons 15 and 20 that encourages students to build their own personalized list of useful expressions.

Finally, the new **Lesson Wrap-Up** section includes context-based tasks that prepare students to communicate with native Chinese speakers. Also in this section are **Make It Flow!** exercises, which help students develop and apply

strategies to organize information coherently and cohesively in written and spoken discourse. We created this activity to address the common phenomenon of novice and intermediate students speaking in choppy, isolated sentences. The ultimate purpose of acquiring a language is communication, and a hallmark of effective communication is the ability to produce continuous discourse. The **Lesson Wrap-Up** activities are intended as assessment instruments for the **Can-Do Checklist**, which encourages students to measure their progress at the end of the lesson.

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

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

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

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

- Audio (Textbook and Workbook)
- Video of the lesson texts
- Vocabulary flashcards
- Additional grammar exercises
- Additional character practice
- Additional cultural content

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

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

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

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

Organizational Principles

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

Integrating Pedagogy and Authenticity

We believe that students should be taught authentic materials even in their first year of language instruction. Therefore, authentic materials (produced by native Chinese speakers for native Chinese speakers) are included in every lesson.

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Integrating Traditional and Simplified Characters

We believe that students should learn both traditional and simplified Chinese characters. However, we also realize that teaching students both forms from day one could be overwhelming. In the higher education setting, the IC series often covers two years of instruction, with the first two volumes usually used in the first year of study, and the final two volumes in the second. Therefore, the first two volumes of IC are available in separate traditional and simplified versions, with the alternative character forms of the texts included in the Appendix.

By their second year of study, we believe that all students should be exposed to both forms of written Chinese. Accordingly, the final two volumes of IC include both traditional and simplified characters. Students in second-year Chinese language classes come from different backgrounds, and should be allowed to write in their preferred form. However, it is important that the learner write in one form only, and not a mix of both.

Integrating Teaching Approaches

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

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

Acknowledgments

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

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

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

We are deeply grateful to our publisher Cheng & Tsui Company and to Jill Cheng in particular for her unwavering support for IC over the years. We would also like to express our heartfelt appreciation to our editor Ben Shragge and his colleagues for their meticulous attention to every aspect of this new edition.

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

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

Series Structure

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

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

Volume 2 Lesson Structure

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

Section	Textbook Elements	Interactive Content	Workbooks	Teacher’s Resources
Lesson Opener	<ul style="list-style-type: none"> • Learning Objectives state what students will be able to do by the end of the lesson • Relate & Get Ready helps students reflect on similarities and differences between Chinese culture and their own 		<ul style="list-style-type: none"> • Opportunity for students to revisit learning objectives and self-assess 	<ul style="list-style-type: none"> • Overview of language functions, vocabulary, grammar, pronunciation, and characters taught in the lesson • Sequencing recommendations and teaching aids
Text	<ul style="list-style-type: none"> • Two Chinese lesson texts demonstrate practical vocabulary and grammar usage • <i>Pinyin</i> versions of the texts provide pronunciation support • Language Notes elaborate on important structures and phrases in the lesson texts 	<ul style="list-style-type: none"> • Audio builds receptive skills • Video provides insight into non-verbal cues and communication plus context through authentic settings 	<ul style="list-style-type: none"> • Listening comprehension and speaking exercises based on the dialogues • Reading comprehension 	<ul style="list-style-type: none"> • Strategies for teaching the lesson texts, plus question prompts • Dialogues as narratives • Pre- and post-video viewing activity worksheets and scripts
Vocabulary	<ul style="list-style-type: none"> • Vocabulary lists define and categorize new words from the lesson texts (proper nouns are listed last) 	<ul style="list-style-type: none"> • Audio models proper pronunciation • Flashcards assist with vocabulary acquisition 	<ul style="list-style-type: none"> • Handwriting and stroke order practice is provided in the Character Workbook • All exercises use lesson vocabulary to support acquisition 	<ul style="list-style-type: none"> • Explanations, pronunciation tips, usage notes, and phrasal combinations • Vocabulary slideshows
Grammar	<ul style="list-style-type: none"> • Grammar points, which correspond to numbered references in the readings, explain and model language forms • Exercises allow students to practice the grammar points immediately 	<ul style="list-style-type: none"> • Additional exercises deepen knowledge of the language 	<ul style="list-style-type: none"> • Writing and grammar exercises based on grammar introduced in the lesson 	<ul style="list-style-type: none"> • Explanations, pattern practice, and additional grammar notes • Grammar slideshows

Section	Textbook Elements	Interactive Content	Workbooks	Teacher's Resources
Language Practice	<ul style="list-style-type: none"> • Role-plays, pair activities, contextualized drills, and colorful cues prompt students to produce language 		<ul style="list-style-type: none"> • Exercises and activities spanning the three modes of communication (interpersonal, interpretive, and presentational), plus <i>pinyin</i> and tone practice, to build communication and performance skills 	<ul style="list-style-type: none"> • Student presentations, integrative practice, and additional practice activities • Additional activities categorized by macro-skill
Cultural Literacy	<ul style="list-style-type: none"> • Culture notes provide snapshots of contemporary and traditional Chinese-speaking cultures • Compare & Contrast draws connections between cultures 	<ul style="list-style-type: none"> • Additional content further develops cultural literacy of the lesson theme 	<ul style="list-style-type: none"> • Authentic materials to develop predictive skills 	<ul style="list-style-type: none"> • Background notes expand on the section
Lesson Wrap-Up	<ul style="list-style-type: none"> • Make It Flow! develops students' ability to produce smooth discourse • Projects encourage review and recycling of lesson materials through different text types • Can-Do Checklist allows students to assess their fulfillment of the learning objectives 			<ul style="list-style-type: none"> • Teaching tips for implementing self-diagnostic activities, answer keys for Make it Flow!, additional Make It Flow! exercises, and additional sample quizzes and tests • Slideshows that summarize content introduced in the lesson
Supplementary Modules	<ul style="list-style-type: none"> • How About You? encourages students to personalize their vocabulary • Get Real with Chinese teaches students to predict meaning from context • Characterize It! explores the structure of Chinese characters • Chinese Chat demonstrates how language is used in text messaging and social media 	<ul style="list-style-type: none"> • Additional Characterize It! exercises increase understanding of characters 		<ul style="list-style-type: none"> • Teaching tips and strategies for fully exploiting and implementing these new elements

Scope and Sequence

Lesson	Learning Objectives	Grammar	Cultural Literacy
11 Weather	<ul style="list-style-type: none"> • Talk about the weather in basic terms • Compare weather in two places • Talk about what you can do in nice or bad weather • Present a simple weather forecast 	<ol style="list-style-type: none"> 1. Comparative sentences using 比 (bǐ) (I) 2. The particle 了 (le) (III): 了 as a sentence-final particle 3. The modal verb 会 (huì) (will) (II) 4. Adjective + (一) 点儿 ([yì] diǎnr) (a bit) 5. The adverb 又 (yòu) (again) 6. Adjective/verb + 是 (shì) + adjective/verb + 可是/但是... (kěshì/dànshì...) 	<ul style="list-style-type: none"> • Place name transliteration • Weather • Units of measurement • Weather records
12 Dining	<ul style="list-style-type: none"> • Ask if there are seats available at a restaurant • Order some Chinese dishes • Describe your dietary preferences and restrictions • Ask for recommendations • Rush your order • Pay for your meal and get change 	<ol style="list-style-type: none"> 1. 一...也/都...不/没... (yī... yě/dōu... bù/méi...) 2. 多/少 (duō/shǎo) + verb 3. Comparing 刚 (gāng) (just) and 刚才 (gāngcái) (just now) 4. Resultative complements (I) 5. 好 (hǎo) as a resultative complement 6. Adjective reduplication (I) 7. The verb 来 (lái) 	<ul style="list-style-type: none"> • Four major schools of cooking • Utensils • Localization • Vegetarianism
13 Asking Directions	<ul style="list-style-type: none"> • Ask for and give directions • Identify locations by using landmarks as references • Describe whether two places are close to or far away from each other • State where you are heading and the reason for going there 	<ol style="list-style-type: none"> 1. Direction and location words 2. Comparative sentences using 没有 (méiyǒu) 3. Indicating degree using 那么 (nàme) 4. 到 (dào) + place + 去 (qù) + action 5. The dynamic particle 过 (guo) 6. Verb reduplication (I) 7. Resultative complements (II) 8. 一...就... (yī... jiù...) (as soon as... then...) 	<ul style="list-style-type: none"> • Feng shui • Chinatown • Casual greetings • Urban planning
14 Birthday Party	<ul style="list-style-type: none"> • Ask a friend to go to a party with you • Suggest things to bring to a get-together • Thank people for gifts • Describe a duration of time • Talk about the year of your birth and your Chinese zodiac sign 	<ol style="list-style-type: none"> 1. Indicating an action in progress using 呢 (ne) 2. Verbal phrases and subject-predicate phrases used as attributives 3. Time duration (I) 4. Sentences with 是...的 (shì... de) (I) 5. 还 (hái) (still) 6. 又...又... (yòu... yòu...) (both... and...) 	<ul style="list-style-type: none"> • Chinese zodiac • Karaoke • Gift giving • Party etiquette

Lesson	Learning Objectives	Grammar	Cultural Literacy
15 Seeing a Doctor	<ul style="list-style-type: none"> Describe common cold and allergy symptoms Understand instructions on when and how often to take medications Talk about why you do or don't want to see the doctor Urge others to see a doctor when they are not feeling well 	<ol style="list-style-type: none"> Indicating an extreme degree using 死 (sǐ) Indicating the beginning of an action using 起来 (qǐ lái) 次 (cì) for frequency The 把 (bǎ) construction (I) The preposition 对 (duì) (to, for) 越来越... (yuè lái yuè ...) (more and more ...) The conjunction 再说 (zài shuō) (moreover) 	<ul style="list-style-type: none"> Chinese medicine Seeing the doctor Medical care Hua Tuo
Keeping It Casual (L11-L15)	<ul style="list-style-type: none"> Review functional expressions 	<ol style="list-style-type: none"> 在 (zài) (to exist) Complimentary expressions 怎么了? (Zěnmē le?) (What's the matter? What's wrong?) 糟糕 (zāo gāo) ([it's] awful/what a mess) 	
16 Dating	<ul style="list-style-type: none"> Describe how long you've known someone Ask someone out on a date Make arrangements to go out with friends Accept or gently decline a date End a phone conversation politely 	<ol style="list-style-type: none"> Descriptive complements (II) Potential complements (I) 就 (jiù) (only, just) Directional complements (II) 	<ul style="list-style-type: none"> Marriage Dates Saving face Matchmaking corners
17 Renting an Apartment	<ul style="list-style-type: none"> Describe your current and ideal dwellings Name common pieces of furniture State how long you have been living at your current residence Explain why a place is or isn't right for someone Discuss and negotiate rent, utilities, and security deposits 	<ol style="list-style-type: none"> Verb + 了 (le) + numeral + measure word + noun + 了 (le) 连...都/也... (lián ... dōu/yě ...) Potential complements (II) Indicating an approximate number using 多 (duō) Question pronouns using 都/也 (dōu/yě) 	<ul style="list-style-type: none"> Dorms Apartments Pets
18 Sports	<ul style="list-style-type: none"> Name and discuss some popular sports Talk about your exercise habits Compare soccer and American football in simple terms 	<ol style="list-style-type: none"> Duration of inactivity 好/难 (hǎo/nán) + verb Indicating continuation using 下去 (xià qù) Duration of activity (II) The particle 着 (zhe) Passive-voice sentences using 被/叫/让 (bèi/jiào/ràng) 	<ul style="list-style-type: none"> Popular sports Morning exercises Cujiu Diet and weight

Lesson	Learning Objectives	Grammar	Cultural Literacy
19 Travel	<ul style="list-style-type: none"> • Talk about your plans for summer break • Describe what kind of city Beijing is • Describe your travel itinerary • Ask for discounts, compare airfares and routes, and book airplane tickets • Ask about seat assignments and request meal accommodations based on your dietary restrictions or preferences 	<ol style="list-style-type: none"> 1. 不得了 (<i>bùdéliǎo</i>) (extremely) 2. Question pronouns as indefinite references (whoever, whatever, etc.) 3. Numbers over one thousand 4. Comparative sentences using 比 (<i>bǐ</i>) (II) 	<ul style="list-style-type: none"> • Rail travel • Travel agencies • Airlines • Attitudes toward travel
20 At the Airport	<ul style="list-style-type: none"> • Check in at the airport • Wish departing friends a safe journey and remind them to keep in touch • Greet guests at the airport • Compliment someone's language ability • Ask about someone's health • Take leave of someone 	<ol style="list-style-type: none"> 1. Comparing 的 (<i>de</i>), 得 (<i>de</i>), and 地 (<i>de</i>) 2. The 把 construction (II) 3. …的时候 (<i>... de shíhou</i>) and …以后 (<i>... yǐhòu</i>) compared 4. 还 (<i>hái</i>) + positive adjective 5. Kinship terms 	<ul style="list-style-type: none"> • Flying domestic • Beijing roast duck
Keeping It Casual (L16–L20)	<ul style="list-style-type: none"> • Review functional expressions 	<ol style="list-style-type: none"> 1. 一言为定 (<i>yì yán wéi dìng</i>) (it's a deal, it's decided) 2. Good, very good, excellent, and extraordinary 3. Greetings 4. Farewells 5. Mealtime expressions 	

Abbreviations of Grammatical Terms

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

Legend of Digital Icons

The icons listed below refer to interactive content. Audio is available at chengtsui.co/resources to readers who have purchased the print edition. All other digital content is available exclusively to ChengTsui Web App subscribers.



Audio

Lesson Text, Vocabulary



Video

Lesson Text



Flashcards

Vocabulary



More characters

Characterize It!



More exercises

Grammar



Continue to explore

Cultural Literacy

Cast of Characters



Wang Peng
王朋

A Chinese freshman from Beijing. He has quickly adapted to American college life and likes to play and watch sports.



Li You
李友

Amy Lee, an American student from New York State. She and Wang Peng meet each other on the first day of classes and soon become good friends.



Gao Wenzhong
高文中

Winston Gore, an English student. His parents work in the United States. Winston enjoys singing, dancing, and Chinese cooking. He has a secret crush on Bai Ying'ai.



Bai Ying'ai
白英爱

Baek Yeung Ae, an outgoing Korean student from Seoul. She finds Wang Peng very “cool” and very “cute.”



Gao Xiaoyin
高小音

Jenny Gore, Winston's older sister. She has already graduated from college, and is now a school librarian.



Chang Laoshi
常老师

Chang Xiaoliang, originally from China and in her forties. She has been teaching Chinese in the United States for ten years.



Wang Hong
王红

Wang Peng's younger sister. She is preparing to attend college in America.



Wang Peng's parents
王朋的父母

From Beijing, in their late forties.



Hailun
海伦

Helen, Gao Wenzhong's cousin. She has a one-year-old son, Tom.



Fei Xiansheng
费先生

Owen Fields, Gao Xiaoyin's high school classmate.

Lesson 11

第十一课

Dì shíyī kè

天气

Tiānqì

WEATHER

Learning Objectives

In this lesson, you will learn to:

- Talk about the weather in basic terms
- Compare weather in two places
- Talk about what you can do in nice or bad weather
- Present a simple weather forecast

Relate & Get Ready

In your own culture/community:

- What is the typical weather in spring, summer, autumn, and winter?
- Where do people get weather information?
- What weather-dependent outdoor sports are popular, if any?
- How do people feel about rain or snow?

Tomorrow's Weather Will Be Even Better!

Dialogue 1



Audio

(高小音跟弟弟高文中聊到天气……)



今天天气**比**^{1*}昨天好，不下雪了²。



我约了朋友明天去公园滑冰，不知道天气**会**³怎么样，冷不冷？



我刚才看了网上的天气预报，明天天气比今天更好。**不但**不会下雪，**而且**^a会暖和**一点儿**⁴。



是吗？太好了！



你约了谁去滑冰？



白英爱。



你约了白英爱？可是她今天早上坐飞机去纽约了。



真的啊？那我明天怎么办？




你还是在家看电视吧！


* Here and throughout the book, the blue lesson text and numbers correspond to explanations in the **Grammar section**.




(Gāo Xiǎoyīn gēn dìdì Gāo Wénzhōng liáo dào tiānqì...)

 Jīntiān tiānqì **bì**¹ zuótiān hǎo, bú xià xuě **le**².


 Wǒ yuē le péngyou míngtiān qù gōngyuán huá bīng, bù zhīdào tiānqì **huì**³ zěnmeyàng, lěng bu lěng?


 Wǒ gāngcái kàn le wǎng shàng de tiānqì yùbào, míngtiān tiānqì bǐ jīntiān gèng hǎo. **Búdàn** bú huì xià xuě, **érqiě**^a huì nuǎnhuo yì diǎnr⁴.


 Shì ma? Tài hǎo le!

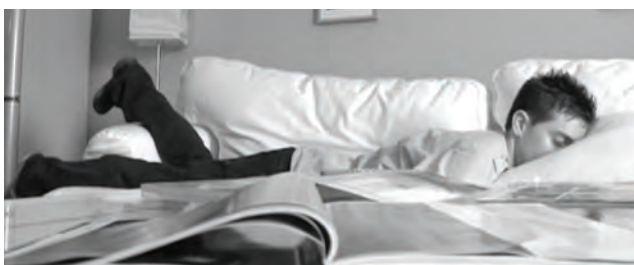
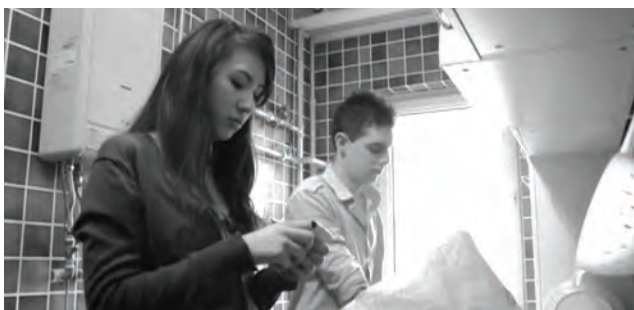
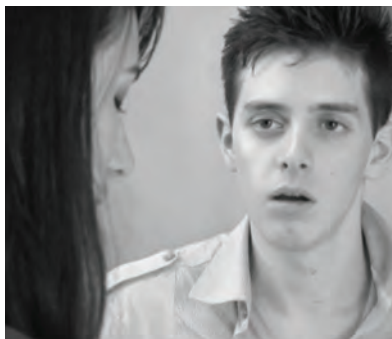
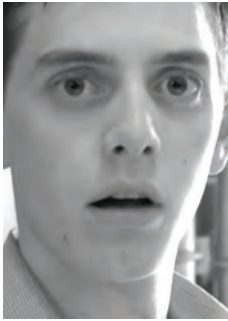
 Nǐ yuē le shéi qù huá bīng?

 Bái Yīng'ài.

 Nǐ yuē le Bái Yīng'ài? Kěshì tā jīntiān zǎoshàng zuò fēijī qù Niǔyuē le.

 Zhēn de a? Nà wǒ míngtiān zěnmè bàn?

 Nǐ hái shì zài jiā kàn diànshì ba!



Language Note

a 不但 (búdàn)..., 而且 (érqiě)...

In a sentence with the 不但 (búdàn)..., 而且 (érqiě)... (not only..., but also...) structure, the conjunction 而且 (érqiě) in the second clause is generally required, while the conjunction 不但 (búdàn) in the first clause is optional.

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	天气	<i>tiānqì</i>	n	weather
2	比	<i>bǐ</i>	prep/v	compared with (comparison marker); to compare [See Grammar 1.]
3	下雪	<i>xià xuě</i>	vo	to snow
4	约	<i>yuē</i>	v	to make an appointment
5	公园	<i>gōngyuán</i>	n	park
6	滑冰	<i>huá bīng</i>	vo	to ice skate
7	会	<i>huì</i>	mv	will [See Grammar 3.]
8	冷	<i>lěng</i>	adj	cold
9	刚才	<i>gāngcái</i>	t	just now, a moment ago
10	网上	<i>wǎng shang</i>		on the Internet
11	预报	<i>yùbào</i>	v/n	to forecast; forecast
12	更	<i>gèng</i>	adv	even more
13	不但…， 而且…	<i>búdàn …， érqiě …</i>	conj	not only …, but also …
14	暖和	<i>nuǎnhuo</i>	adj	warm
15	办	<i>bàn</i>	v	to handle, to do

You're in line to board your flight to Harbin, and you open up the weather app on your tablet. What are the chances that snow will fall during your trip? Can you identify any other details from the forecast?



你们那儿天气怎么样?

Nǐmen nàr tiānqì zěnmeyàng?
How's the weather over there?



我们这儿 _____。
Wǒmen zhèr _____.



See index for corresponding vocabulary or research another term.

1

Comparative sentences using 比 (bǐ) (I)

You can use the pattern below to compare two entities.

X + 比 (bǐ) + Y + adjective

A

李友比她大姐高。

Lǐ Yǒu bǐ tā dàjiě gāo.

Li You is taller than her oldest sister.

B

今天比昨天冷。

Jīntiān bǐ zuótiān lěng.

Today is colder than yesterday.

C

第十课的语法比第九课的语法容易。

Dì shí kè de yǔfǎ bǐ dì jiǔ kè de yǔfǎ róngyì.

The grammar in Lesson Ten is easier than the grammar in Lesson Nine.

There are two ways in which the basic comparative construction can be further modified: the first is by adding a qualifying expression after the adjective, as shown in the following pattern. Note that the modifying expression must be placed *after* the adjective, not before it.

X + 比 (bǐ) + Y + adjective + 一点儿 (yì diǎnr) / 得多 (de duō) / 多了 (duō le)

D

今天比昨天冷一点儿。

Jīntiān bǐ zuótiān lěng yì diǎnr.

Today is a little colder than yesterday.

[✗ 今天比昨天一点儿冷。]

E

明天会比今天冷得多。

Míngtiān huì bǐ jīntiān lěng de duō.

Tomorrow will be much colder than today.

F

纽约比这儿冷多了/冷得多。

Niǚyuē bǐ zhèr lěng duō le/lěng de duō.

New York is much colder than here.

[✗ 纽约比这儿很冷。]

Note that “much colder” is 冷多了 (lěng duō le) or 冷得多 (lěng de duō), not 很冷 (hěn lěng) (very cold).

The second way to modify the basic comparative construction is by adding the adverb 更 (gèng) or the adverb 还 (hái) before the adjective, as shown in the following pattern.

X + 比 (bǐ) + Y + 更 (gèng)/还 (hái) + adjective

G

昨天冷，今天比昨天更冷/今天比昨天还冷。

Zuótiān lěng, jīntiān bǐ zuótiān gèng lěng/jīntiān bǐ zuótiān hái lěng.

Yesterday was cold. Today is even colder than yesterday.

跟 (gēn) and 和 (hé) can also be used to form a comparative sentence, as shown in the pattern below.

X + 跟 (gēn)/和 (hé) + Y + (不)一样 ([bù] yíyàng) + adjective

However, unlike a comparative sentence using 比 (bǐ), a comparative sentence using 跟 (gēn) or 和 (hé) only indicates whether two entities do or don't exhibit an attribute to the same degree. Compare (H) with (I) and (J) with (K).

H

这个教室和那个教室一样大。

Zhè ge jiàoshì hé nà ge jiàoshì yíyàng dà.

This classroom and that classroom are the same size.

I

这个教室跟那个教室不一样大。

Zhè ge jiàoshì gēn nà ge jiàoshì bù yíyàng dà.

This classroom and that classroom are not the same size.

J

这个教室比那个教室大。

Zhè ge jiàoshì bǐ nà ge jiàoshì dà.

This classroom is larger than that classroom.

K

这个教室比那个教室大得多。

Zhè ge jiàoshì bǐ nà ge jiàoshì dà de duō.

This classroom is much larger than that classroom.



More exercises

EXERCISES

Turn the following sentences into comparative statements, inserting 比 where appropriate.

Use exercise 1 as an example.

1 今天的天气好，昨天的天气不好。

→ 今天的天气比昨天的好。

2 我的衣服贵，你的衣服不贵。

3 一月冷，十二月不冷。

2**The particle 了 (le) (III): 了 as a sentence-final particle**

When 了 (*le*) occurs at the end of a sentence, it usually indicates a change of status or the realization of a new situation. [See also Grammar 5, Lesson 5, and Grammar 5, Lesson 8, Volume 1.]

A

下雪了。

Xià xuě le.

It's snowing (now).

B

妹妹累了。

Mèimei leì le.

My sister is tired (now).

C

我昨天没有空儿，今天有空儿了。

Wǒ zuótiān méiyǒu kòngr, jīntiān yǒu kòngr le.

I didn't have time yesterday, but I do today.

D

你看，公共汽车来了。

Nǐ kàn, gōnggòng qìchē lái le.

Look, the bus is here.

When used in this sense, 了 (*le*) can still be used at the end of a negative sentence.

E

我没有钱了，不买了。

Wǒ méiyǒu qián le, bù mǎi le.

I don't have any money left. I won't buy it anymore.

To negate 有 (yǒu) (to have), use 没 (méi), rather than 不 (bù).

EXERCISES

Answer the questions using 了 to suggest a change in state. Use exercise 1 as an example.

- 1 四月了，你们那儿冷吗？（不冷）
→ 我们这儿不冷了。
- 2 已经十二点半了，你饿不饿？（饿）
- 3 这种样子的裤子你们上个星期没有中号的，
这个星期呢？（有）



More exercises

3

The modal verb 会 (huì) (will) (II)

会 (huì) (will) indicates an anticipated event or action. [See also Grammar 9, Lesson 8.]

A

白老师现在不在办公室，可是他明天会在。

Bái lǎoshī xiànzài bú zài bàngōngshì, kěshì tā míngtiān huì zài.

Teacher Bai is not in the office now, but he will be tomorrow.

B

Q: 你明年做什么？

A: 我明年会去英国学英文。

Nǐ míngnián zuò shénme?

Wǒ míngnián huì qù Yīngguó xué Yīngwén.

What are you going to do next year?

I'm going to Britain to study English next year.

C

他说他晚上会给你发短信。

Tā shuō tā wǎnshang huì gěi nǐ fā duǎnxìn.

He said he'll send you a text message in the evening.

The negative form of 会 (huì) is 不会 (bú huì).

D

小王觉得不舒服，今天不会来滑冰了。

Xiǎo Wáng juéde bù shūfu, jīntiān bú huì lái huá bīng le.

Little Wang is not feeling well. He won't come ice skating today after all.

E

她这几天特别忙，晚上不会去听音乐会。

Tā zhè jǐ tiān tèbié máng, wǎnshang bú huì qù tīng yīnyuèhuì.

She's very busy these days. She won't be going to the concert tonight.

F

天气预报说这个周末不会下雪。

Tiānqì yùbào shuō zhè ge zhōumò bú huì xià xuě.

The weather forecast says that it won't snow this weekend.



More exercises

EXERCISES

Answer the questions using 会 or 不会 where appropriate. Use exercise 1 as an example.

- 你明天会去看电影吗？（我明天很忙……）
→ 我明天很忙，不会去看电影。
- 明天会下雪吗？（明天天气很好……）
- 你今年夏天会去中国学习中文吗？（我今年夏天不在美国学校上课……）

4

Adjective + (一) 点儿 ([yì] diǎnr) (a bit)

The expression (一) 点儿 ([yì] diǎnr) (a bit) can be placed after an adjective to indicate slight qualification. 一 (yī) is often omitted in casual speech.

A

前几天我很不高兴，可是昨天考试考得很好，我高兴点儿了。

Qián jǐ tiān wǒ hěn bù gāoxìng, kěshì zuótiān kǎo shì kǎo de hěn hǎo, wǒ gāoxìng diǎnr le.

I was very unhappy a few days ago, but I did very well on the exam yesterday. I am a little bit happier now.

B

我妹妹比我姐姐高一点儿。

Wǒ mèimei bǐ wǒ jiějie gāo yì diǎnr.

My younger sister is a little taller than my older sister.

C

你得快点儿，看电影要晚了。

Nǐ děi kuài diǎnr, kàn diànyǐng yào wǎn le.

You'd better hurry up or you'll be late for the movie.

D

今天比昨天冷点儿。

Jīntiān bǐ zuótiān lěng diǎnr.

Today is a bit colder than yesterday.

E

老师，请您说话说得慢一点儿。

Lǎoshī, qǐng nín shuō huà shuō de màn yì diǎnr.

Teacher, please speak a little more slowly.

(一) 点儿 ([yì] diǎnr) does not precede the adjective. The following sentences are incorrect:

[✗ 我妹妹比我姐姐一点儿高。]

[✗ 今天比昨天一点儿冷。]

[✗ 老师，请您说话说得一点儿慢。]

EXERCISES

Paraphrase the sentences using 得多/多了 or 一点儿 where appropriate.

Use exercise 1 as an example.

1 今天有点儿冷，昨天不冷。

→ 今天比昨天冷一点儿。

2 坐地铁很快，坐公共汽车很慢。

3 这家商店的东西很便宜，那家商店的东西很贵。



More exercises

Language Practice

A

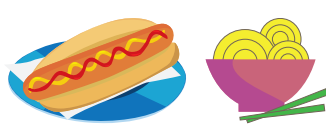
Let's compare

INTERPERSONAL

In pairs, role-play two friends shopping. Compare the colors, styles, and prices of these two pairs of shoes and help each other decide which pair to buy.



Afterwards, you wear your new shoes on a blind date. Use the prompts to tell each other your preferences and opinions, e.g.:



好吃 (hǎochī) (good to eat, delicious)

我喜欢吃美国菜。我觉得美国菜比中国菜好吃。你呢?

Wǒ xǐhuan chī Měiguó cài. Wǒ juéde Měiguó cài bǐ Zhōngguó cài hǎochī. Nǐ ne?

1

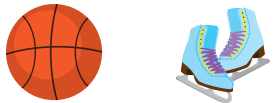


好喝

hǎohē

(delicious to drink)

2



容易

róngyì

3



快

kuài

B

A new you

PRESENTATIONAL

Little Zhang has decided to change his old habits in order to lead a healthier lifestyle. Based on the images, describe how he does things differently these days using 了 (le), e.g.:






✗ (past)

✓ (present)

他以前不吃早饭，现在吃早饭了。

Tā yǐqián bù chī zǎofàn, xiànzài chī zǎofàn le.

- 1  (past) (present)
- 2  (past) (present)
- 3  (past) (present)

What about you? Share a list of lifestyle changes that you would like to make.

C

Super-fan

INTERPERSONAL

In pairs, show how much of a fan you are of the IC characters. Answer the questions affirmatively by using **不但…而且…** (*búdàn... érqiě...*) and add that they possess other qualities or capacities.

Q: 王朋帅吗?
Wáng Péng shuài ma?

高
gāo

A: 王朋不但很帅，而且很高。
Wáng Péng búdàn hěn shuài, érqiě hěn gāo.

Q: 王朋喜欢看球吗?
Wáng Péng xǐhuan kàn qiú ma?

打球
dǎ qiú

A: 王朋不但喜欢看球，而且喜欢打球。
Wáng Péng búdàn xǐhuan kàn qiú, érqiě xǐhuan dǎ qiú.

1 Q: 高文中高吗?
Gāo Wénzhōng gāo ma?

帅
shuài

A: _____

Q: 高文中喜欢唱歌吗?
Gāo Wénzhōng xǐhuan chàng gē ma?

跳舞
tiào wǔ

A: _____

2 Q: 白英爱写字写得快吗?

Bái Yīng'ài xiě zì xiě de kuài ma?

漂亮

piàoliang

A: _____

Q: 白英爱会说英文吗?

Bái Yīng'ài huì shuō Yīngwén ma?

中文

Zhōngwén

A: _____

3 Q: 李友的衣服好看吗?

Lǐ Yǒu de yīfu hǎokàn ma?

便宜

piányi

A: _____

Q: 李友常常复习生词语法吗?

Lǐ Yǒu chángcháng fùxí shēngcí yǔfǎ ma?

预习

yùxí

A: _____

D

Weather forecast

PRESENTATIONAL

Use the images below to give a weather report to the class, e.g.:

北京



Běijīng

天气预报说北京明天会下雪。

Tiānqì yùbào shuō Běijīng míngtiān huì xià xuě.

1 北京



Běijīng

2 纽约



Niǚyuē

3 纽约



Niǚyuē

You can't make up your mind: "Who should I go out with, Student A or Student B?" Student A has many good qualities. Your friend argues that Student B at least equals Student A, perhaps even surpasses him/her. Or your friend reminds you that Student B is better than Student A in some other way. Use **…跟…一样…** (... gēn ... yíyàng ...) or **比** (bǐ) to compare the two based on their attributes, e.g.:

You 我觉得 Student A 很帅/漂亮。

Wǒ juéde Student A hěn shuài/piàoliang.

Friend 可是 Student B 跟 Student A 一样帅/漂亮。

Kěshì Student B gēn Student A yíyàng shuài/piàoliang.

不，不，不，Student B 比 Student A 帅/漂亮多了。

Bù, bù, bù, Student B bǐ Student A shuài/piàoliang duō le.

1 高

gāo

4 打球打得好

dǎ qiú dǎ de hǎo

2 酷

kù

5 跳舞跳得好

tiào wǔ tiào de hǎo

3 学习 好

xuéxí

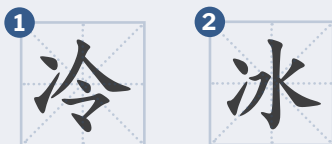
hǎo

Then give a conclusion about whom you should go out with, using **…比** (bǐ) **…好** (hǎo).

Characterize it!



More characters



What do the characters mean?

What is the common radical?

What does the radical mean?

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

Chinese Chat


The IC cast is discussing plans to go ice skating on WeChat. Which of the characters are planning to go?



The Weather Here Is Awful!


Dialogue 2


(高文中在网上找白英爱聊天儿。)


 英爱，纽约那么好玩儿，你怎么在网上，没出去？


 这儿的天气非常糟糕。

 怎么了？^a

 昨天下大雨，今天又⁵下雨了。

 这个周末这儿天气很好，你快一点儿回来吧。

 这个周末纽约也会暖和一点儿。我下个星期有一个面试，还不能回去。

 我在加州找了一个工作，你也去吧。加州冬天不冷，夏天不热，春天和秋天更舒服。

 加州好是好⁶，可是我更喜欢纽约。



Audio



Video

Language Note

a 怎么了？ (Zěnmě le?)

This question may be asked upon encountering an unusual situation.

Pinyin Dialogue

(Gāo Wénzhōng zài wǎng shang zhǎo Bái Yīng'ài liáo tiānr.)



Yīng'ài, Niǚyuē nàme hǎowánr, nǐ zěnmē zài wǎng shang, méi chū qu?



Zhèr de tiānqì fēicháng zāogāo.



Zěnmē le?^a



Zuótiān xià dà yǔ, jīntiān yòu⁵ xià yǔ le.



Zhè ge zhōumò zhèr tiānqì hěn hǎo, nǐ kuài yì diǎnr huí lai ba.



Zhè ge zhōumò Niǚyuē yě huì nuǎnhuo yì diǎnr.

Wǒ xià ge xīngqī yǒu yí ge miànshì, hái bù néng huí qu.



Wǒ zài Jiāzhōu zhǎo le yí ge gōngzuò, nǐ yě qù ba. Jiāzhōu dōngtiān bù lěng, xiàtiān bú rè, chūntiān hé qiūtiān gèng shūfu.



Jiāzhōu hǎo shí hǎo⁶, kěshì wǒ gèng xǐhuan Niǚyuē.



Vocabulary

No.	Word	Pinyin	Part of Speech	Definition
1	那么	nàme	pr	(indicating degree) so, such
2	好玩儿	hǎowánr	adj	fun, amusing, interesting
3	非常	fēicháng	adv	very, extremely, exceedingly
4	糟糕	zāogāo	adj	in a terrible mess, how terrible
5	下雨	xià yǔ	vo	to rain
6	又	yòu	adv	again [See Grammar 5.]
7	面试	miànshì	v/n	to interview; interview (for a job or school admission)
8	回去	huí qu	vc	to go back, to return
9	冬天	dōngtiān	n	winter
10	夏天	xiàtiān	n	summer
11	热	rè	adj	hot
12	春天	chūntiān	n	spring
13	秋天	qiūtiān	n	autumn, fall
14	舒服	shūfu	adj	comfortable
15	加州	Jiāzhōu	pn	California



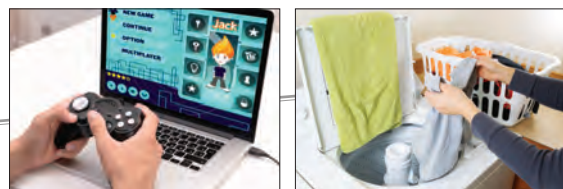
Audio



Flashcards

You see these decorations alongside a neighbor's door in Chinatown. What season is being celebrated?

Calligraphy courtesy of Zhongli Zhang



如果天气不好，
你想在家做什么？

Rúguǒ tiānqì bù hǎo, nǐ xiǎng zài jiā zuò shénme?

If the weather is bad, what would you like to do at home?

我想在家 _____。

Wǒ xiǎng zài jiā _____。

See index for corresponding vocabulary or research another term.

HOW ABOUT YOU?

5

The adverb 又 (yòu) (again)

又 (yòu) (again) indicates the recurrence of an action.

A

昨天早上下雪，今天早上又下雪了。

Zuótiān zǎoshang xià xuě, jīntiān zǎoshang yòu xià xuě le.

It snowed yesterday morning, and snowed again this morning.

B

妈妈上个星期给我打电话，这个星期又给我打电话了。

Māma shàng ge xīngqī gěi wǒ dǎ diànhuà, zhè ge xīngqī yòu gěi wǒ dǎ diànhuà le.

My mom called me last week, and she called me again this week.

C

他昨天复习了第八课的语法，今天又复习了。

Tā zuótiān fùxí le dì bā kè de yǔfǎ, jīntiān yòu fùxí le.

He reviewed the grammar in Lesson Eight yesterday, and reviewed it again today.

If the verb is 是 (shì) or a modal verb, 又 (yòu) is required regardless of the timing of the action.

D

明天又是星期了。

Míngtiān yòu shì xīngqīyī le.

Tomorrow is Monday again.

E

妹妹上个星期买了很多衣服，明天又要去买衣服。

Mèimei shàng ge xīngqī mǎi le hěn duō yīfú, míngtiān yòu yào qù mǎi yīfú.

My younger sister bought a lot of clothes last week. She'll go clothes shopping again tomorrow.

Like 又 (yòu), 再 (zài) also signifies the recurrence of an action, but refers to the future.

F

同学们刚才练习打球练习得不错，不过老师说明天得再练习。

Tóngxué men gāngcái liànxí dǎ qiú liànxí de búcuò, búguò lǎoshī shuō míngtiān děi zài liànxí.

The students did well practicing playing ball just now, but the teacher said that they need to keep practicing tomorrow.

G

我昨天去跳舞了，我想明天晚上再去跳舞。

Wǒ zuótiān qù tiàowǔ le, wǒ xiǎng míngtiān wǎnshàng zài qù tiàowǔ.

I went dancing yesterday. I'd like to go dancing again tomorrow night.



More exercises

EXERCISES

Using 又, combine the sentences to create a new one to indicate that something happened again. Use exercise 1 as an example.

- 1 昨天我妈妈给我打电话了。
今天我妈妈给我打电话了。
→ 今天我妈妈又给我打电话了。
- 2 我们上个星期考试了。我们这个星期考试了。
- 3 这里昨天下雪了。这里今天下雪了。

6

Adjective/verb + 是 (shì) + adjective/verb + 可是/但是… (kěshì/dànshì…)

Sentences in this pattern usually imply that the speaker accepts the validity of a certain point of view but wishes to offer an alternative perspective or emphasize a different aspect of the matter.

A

Q: 滑冰难不难?

Huá bīng nán bu nán?

Is ice skating difficult?

A: 滑冰难是难，可是很有意思。

Huá bīng nán shì nán, kěshì hěn yǒu yìsi.

It is difficult, but it is very interesting.

B Q: 在高速公路上开车，你紧张吗？

Zài gāosù gōnglù shàng kāi chē, nǐ jǐnzhāng ma?

Do you get nervous driving on the highway?

A: 紧张是紧张，可是也很好玩儿。

Jǐnzhāng shì jǐnzhāng, kěshì yě hěn hǎowánr.

I do get nervous, but I find it a lot of fun, too.

C Q: 明天学校开会，你去不去？

Míngtiān xuéxiào kāi huì, nǐ qù bu qù?

There's a meeting at school tomorrow. Are you going?

A: 我去是去，可是会晚一点儿。

Wǒ qù shì qù, kěshì huì wǎn yì diǎnr.

I am going, but I'll be a little bit late.

D Q: 你喜欢这张照片吗？

Nǐ xǐhuan zhè zhāng zhàopiàn ma?

Do you like this photo?

A: 喜欢是喜欢，可是这张照片太小了。

Xǐhuan shì xǐhuan, kěshì zhè zhāng zhàopiàn tài xiǎo le.

I do, but this picture is too small.

This pattern can be used only when the adjective or verb in it has already been mentioned, e.g., 难 (*nán*) in (A), 紧张 (*jǐnzhāng*) in (B), 去 (*qù*) in (C), and 喜欢 (*xǐhuan*) in (D). In this regard, it is different from the pattern 虽然...可是/但是... (*suīrán... kěshì/dànshì...*).

EXERCISES

In pairs, take turns completing the exchanges using 是…可是/但是… where appropriate.

Use exercise 1 as an example.

- 1 **Student A** 坐公共汽车很麻烦。（很便宜）
Student B 坐公共汽车麻烦是麻烦，可是很便宜。
- 2 **Student A** 打车去机场很方便。（很贵）
Student B _____。
- 3 **Student A** 这件衬衫大小很合适。（样子不好）
Student B _____。

Chinese Chat

Your friend is chatting with you on Google Hangouts to arrange an outing. How would you reply?

The screenshot shows a chat window titled "You" with a contact named "Aisha Rollins". The chat history includes:

- Aisha Rollins: 天气这么好，你怎么在家看电视？ (The weather is so good, why are you watching TV at home?)
- You: 不冷，挺暖和的。 (Not cold, quite warm.)
- Aisha Rollins: 别看了。去公园走走吧。 (Stop watching. Go to the park for a walk.)
- You: 不冷，挺暖和的。我在公园等你！ (Not cold, quite warm. I'm waiting for you in the park!)

The input field at the bottom says "Send a message".

Language Practice

F

Depends on the weather

INTERPERSONAL

When you plan something and the weather does not cooperate, what do you do? In pairs, take turns suggesting alternatives using **还是…吧…** (*háishi... ba...*) and see if you can settle on plans.

Student A 我想出去玩儿，可是下雨了。

Wǒ xiǎng chū qu wánr, kěshì xià yǔ le.

Student B 别出去了！还是在家看电视吧。

Bié chū qu le! Háishi zài jiā kàn diànshì ba.

1 Student A 我想去买点儿东西，可是雪下得很大。

Wǒ xiǎng qù mǎi diǎnr dōngxi, kěshì xuě xià de hěn dà.

Student B

2 Student A 我想出去看朋友，可是天气很糟糕。

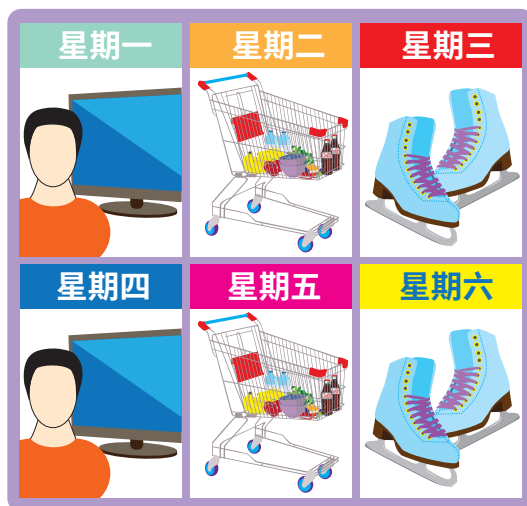
Wǒ xiǎng chū qu kàn péngyou, kěshì tiānqì hěn zāogāo.

Student B

3 Student A 我想去公园打球，但是太热。

Wǒ xiǎng qù gōngyuán dǎ qiú, dànshì tài rè.

Student B

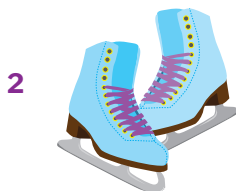


Based on the above calendar, recap what Little Zhang did last week by using 又 (yòu), e.g.:



小张星期一看电视，星期四又看电视了。

Xiǎo Zhāng xīngqīyī kàn diànshì, xīngqīsì yòu kàn diànshì le.



In pairs, take turns reminding each other that there is another side to consider by using 是...，可是... (... shì ..., kěshì ...), e.g.:

加州 漂亮

Jiāzhōu piàoliang

Student A 加州很漂亮。

Jiāzhōu hěn piàoliang.

Student B 加州漂亮是漂亮，可是东西太贵了。

Jiāzhōu piàoliang shì piàoliang, kěshì dōngxi tài guì le.

1 纽约

Niǚyuē

有意思

yǒu yìsi

2 坐地铁

zuò dìtiě

便宜

piányi

3 坐公共汽车

zuò gōnggòng qìchē

慢

màn

4 北京的冬天

Běijīng de dōngtiān

下雪

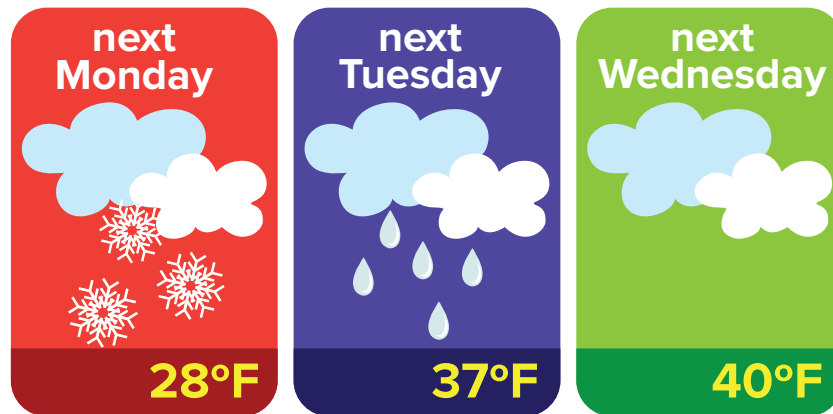
xià xuě

I

Weather report

PRESENTATIONAL

It's winter, and you're the newly hired weatherperson at the student TV station. Report on the weather in Beijing for the next three days. Describe which days will be colder/warmer and how the weather will change. After finishing up your report, compare the weather in Beijing with the weather in your town.



What do the characters mean?

What is the common radical?

What does the radical mean?

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

Characterize it!

① 春

② 暖



CULTURAL LITERACY



Continue
to explore



A section of the Great Wall near Beijing



Peach blossoms in Wuyuan, Jiangxi Province

波士顿

Bōshìdùn
BOSTON

伦敦

Lúndūn
LONDON

柏林

Bólín
BERLIN

PLACE NAME TRANSLITERATION

Some Chinese names for places in the West were invented by early Chinese immigrants, for example, San Francisco was dubbed 旧金山 (Jiùjīnshān) (lit. Old Gold Mountain) after gold was discovered in Victoria, Australia. For a period of time, Melbourne was called 新金山 (Xīnjīnshān) (lit. New Gold Mountain). However, the vast majority of Chinese names for places in the West are transliterations. California, for instance, is transliterated as 加利福尼亚州 (Jiālìfúnyǎzhōu), which is often shortened to 加州 (Jiāzhōu). The character 州 (zhōu) means “state.” Today, Melbourne is known by its transliteration 墨尔本 (Mò'ěrběn) as well.

Weather



A snow-covered house in Xuexiang Village, Heilongjiang Province

Across China, climatic conditions differ dramatically. In general terms, the north is cold and snowy in winter; the south, hot and wet in summer. **重庆** (Chóngqìng), **武汉** (Wǔhàn), and **南京** (Nánjīng), are nicknamed the “Three Furnaces on the Yangtze River” for their scorching hot summer temperatures. Some cities are known for being temperate year-round—**昆明** (Kūnmíng), for instance, is famous for being like spring all year, **四季如春** (sìjì rú chūn). In the lower Yangtze (**长江**) (Chángjiāng) valley, the rainy season called **梅雨** (méi yǔ) starts in mid-June and lasts until early July, bringing copious rain and high humidity. **梅** (méi) (plum) is a homophone of **霉** (méi) meaning “mold.” In southern China, the rainy season generally starts in July and ends in August, swelling nearly all rivers to flood levels. In winter, the warmth and resorts of the island of **海南** (Hǎinán) provide a respite to tourists from the north, while many southerners brave the cold in the northern city of **哈尔滨** (Hā’ěrbīn) for its annual ice sculpture festival.

UNITS OF MEASUREMENT

China uses the metric system: thus, temperatures are given in Celsius, distances in kilometers, and weights in kilograms in China. However, on occasion, people do still use traditional Chinese units of measurement such as the **里** (lǐ), equal to half a kilometer or 0.311 miles, and the **斤** (jīn), equal to half a kilogram or 1.102 pounds. The **里** (lǐ) is referred to in a famous Chinese proverb from the Tao Te Ching, **道德经** (Dàodéjīng), attributed to Laozi: **千里之行，始于足下** (qiān lǐ zhī xíng, shǐ yú zú xià) (A journey of a thousand li begins with a single step).



COMPARE & CONTRAST

The traditional Chinese calendar, which is strictly speaking a lunisolar calendar, is divided into twenty-four solar terms called **节气** (jiéqì). One term, **冬至** (dōngzhì) (winter solstice), marks the longest night of the year in the Northern Hemisphere. Traditionally, people eat dumplings (**饺子**) (jiǎozi), in the north, and wonton (**馄饨**) (húntun) and glutinous rice balls (**汤圆**) (tāngyuán) in the south. It is also the day to make ritual offerings to one’s ancestors and visit the graves of deceased relatives. Is the December solstice observed in any special way in your culture? Are there any foods or traditions associated with it?



Weather Records



Prior to the modern era, many local governments and administrative units in China recorded social and meteorological events in local gazettes known as **地方志** (*difāngzhi*). These local gazettes were extremely precise and even record, for instance, how many days of snow cover there were in a particular month. As they predate the adoption of the modern system of temperature measurement, weather events are recorded descriptively, not systematically. With the increasing importance of climate change, however, scientists have sought to delve into the historical record to obtain information about historical trends in weather patterns, especially extreme weather. These local gazettes have proved unexpectedly useful: at the Chinese Academy of Sciences, researchers have quantified descriptions from seventeenth-century gazettes in order to understand how weather patterns have changed.

Lesson Wrap-Up

Make It Flow!

Rearrange the sentences below into a logical sequence. Then combine the sentences into a coherent narrative. Replace nouns with pronouns and change periods to commas where appropriate. Delete identical subject pronouns. Add the connective devices **而且** (*érqiě*) and **所以** (*suǒyǐ*), the location word **这儿** (*zhèr*), and the time word **晚上** (*wǎnshang*) where desirable.

_____ 晚上高文中在网上跟白英爱聊天。

_____ 高文中告诉白英爱学校那天的天气很好。

1 _____ 白英爱昨天来纽约找工作。

_____ 高文中让白英爱快点回去。

_____ 纽约今天又下雨了。

_____ 白英爱说纽约的天气非常糟糕。

_____ 纽约昨天下大雨了。

_____ 白英爱说纽约的天气周末也会好一点。

_____ 白英爱说下星期一她有一个面试。

_____ 白英爱说她不能回去。

Weather Forecast

Pretend that you are a Chinese cable TV weatherperson and give a national two-day weather forecast to the class or make a video and share it with your classmates. Look up the two-day weather forecasts for five cities in five different regions of your country—e.g., New England, Florida, the Midwest, the Pacific Northwest, and California—for any two-day period. Is there any rain or snow in the forecasts? How do the temperatures compare across the two-day period?

Interview a friend about what the seasons are like in his/her hometown.

你家那儿的冬天怎么样？冷不冷？常常下雪吗？

冬天可以做什么？

你家那儿的春天呢？长不长？舒服不舒服？

夏天热不热？常常下雨吗？

夏天可以做什么？

秋天天蓝不蓝？

你喜欢你家那儿的春天、夏天、秋天还是冬天？为什么？

Can-Do Check List



Before proceeding to Lesson 12, make sure you can complete the following tasks in Chinese:

I can

- Provide a simple description of the weather
- Describe the climate where I live
- Describe basic weather changes
- Compare the weather in two places

Lesson 12

第十二课

Dì shíèr kè

吃饭

Chī fàn

DINING

Learning Objectives

In this lesson, you will learn to:

- Ask if there are seats available at a restaurant
- Order some Chinese dishes
- Describe your dietary preferences and restrictions
- Ask for recommendations
- Rush your order
- Pay for your meal and get change

Relate & Get Ready

In your own culture/community:

- Do people order and eat their own dishes, or do they share their dishes with others?
- Do people prefer hot or cold beverages with their meals?
- How do most people pay for their meals: in cash or with a credit card?

Dining Out

Dialogue 1



Audio

(在饭馆儿……)



Video

 请进，请进。

 人怎么**这么^a**多？好像一个**位子^b**都**没¹**有了。

 服务员，请问，还有没有位子？

 有，有，有。那张桌子没有人。

……

 两位想吃点儿什么？

 王朋，你点菜吧。


 好。先给我们两盘饺子，要素的。


 除了饺子以外，还要什么？

 李友，你说呢？

 还要一盘家常豆腐，不要放肉，我吃素。


 我们的家常豆腐没有肉。


 还要两**碗^c**酸辣汤，请别放味精，**少²**放点儿盐。有小白菜吗？


 对不起，小白菜**刚³****卖完⁴**。


 那就不要青菜了。

 那喝点儿什么呢？

 我要一杯冰茶。李友，你喝什么？

 我很渴，请给我一杯可乐，多放点儿冰。

 好，两盘饺子，一盘家常豆腐，两碗酸辣汤，一杯冰茶，一杯可乐，多放冰。还要别的吗？


 不要别的了，这些**够^d**了。服务员，我们都饿了，**请上菜快一点儿^e**。

 没问题，菜很快就能**做好^e**。





(Zài fànguǎnr . . .)

 Qǐng jìn, qǐng jìn.


 Rén zěnmē **zhème**^a duō? Hǎoxiàng **yí ge wèizi**^b


dōu méi¹ yǒu le.

 Fúwùyuán, qǐng wèn, hái yǒu méiyǒu wèizi?


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


...

 Liǎng wèi xiǎng chī diǎnr shénme?

 Wáng Péng, nǐ diǎn cài ba.

 Hǎo. Xiān gěi wǒmen liǎng pán jiǎozi, yào sù de.


 Chúlé jiǎozi yǐwài, hái yào shénme?

 Lǐ Yǒu, nǐ shuō ne?


 Hái yào yì pán jiācháng dòufu, bú yào fàng ròu,


wǒ chī sù.

 Wǒmen de jiācháng dòufu méiyǒu ròu.

 Hái yào liǎng **wǎn**^c suānlàtāng, qǐng bié fàng


wèijīng, **shǎo**² fàng diǎnr yán. Yǒu xiǎo báicài ma?

 Duìbuqǐ, xiǎo báicài **gāng**³ mài **wán**⁴.


 Nà jiù bú yào qīngcài le.

 Nà hē diǎnr shénme ne?

 Wǒ yào yì bēi bīngchá. Lǐ Yǒu, nǐ hē shénme?


 Wǒ hěn kě, qǐng gěi wǒ yì bēi kělè, duō fàng

diǎnr bīng.

 Hǎo, liǎng pán jiǎozi, yì pán jiācháng dòufu, liǎng

wǎn suānlàtāng, yì bēi bīngchá, yì bēi kělè, duō

fàng bīng. Hái yào bié de ma?

 Bú yào bié de le, zhè xiē **gòu**^d le. Fúwùyuán,

wǒmen dōu è le, **qǐng shàng cài kuài yì diǎnr**^e.

 Méi wèntí, cài hěn kuài jiù néng zuò **hǎo**⁵.

a 这么 (zhème/zème)

In Beijing, 这么 (zhème) is commonly pronounced as zème.

b 位子 (wèizi) and 椅子 (yǐzi)

Seat is 位子 (wèizi); chair is 椅子 (yǐzi).

c 碗 (wǎn)

Nouns for objects that contain things can function as measure words, as in 一碗饭 (yì wǎn fàn) (a bowl of rice), 一杯水 (yì bēi shuǐ) (a glass of water), and 一盘饺子 (yì pán jiǎozi) (a plate of dumplings). When these words are used as nouns rather than as measure words, some have to take a suffix such as 子 (zi), as in 杯子 (bēizi) (cup), 盘子 (pánzi) (plate), and 瓶子 (píngzi) (bottle). Note that these words are defined in the vocabulary list according to the part of speech in which they appear in the text.

d 够 (gòu)

When used as an adjective, 够 (gòu) can only be a predicate; it cannot come before the noun being modified. Thus you can say 我的钱不够 (Wǒ de qián bú gòu) (I don't have enough money), but never **✗** 我没有够钱. In an affirmative statement, 够 (gòu) usually cannot be modified by 很 (hěn). Additionally, 够 (gòu) can be used after a verb as a complement, e.g.: 玩 (儿) 够了 (wán[r] gòu le) (to have played enough) and 买够了 (mǎi gòu le) (to have bought enough).

e Topic-comment sentences

请上菜快一点儿 (qǐng shàng cài kuài yì diǎnr) is a topic-comment sentence. [See also Grammar 1, Lesson 10, Volume 1.] 上菜 (shàng cài) is known information and the topic of the sentence. 快一点儿 (kuài yì diǎnr) is new information, hence the word order.

Vocabulary

No.	Word	Pinyin	Part of Speech	Definition
1	饭馆 (儿)	fànguǎn(r)	n	restaurant
2	好像	hǎoxiàng	adv	to seem, to be like
3	位子	wèizi	n	seat
4	服务员	fúwùyuán	n	waiter, attendant
	服务	fúwù	v	to serve, to provide service
5	桌子	zhuōzi	n	table
6	点菜	diǎn cài	vo	to order food
7	盘	pán	n	plate, dish
8	饺子	jiǎozi	n	dumplings (with vegetable and/or meat filling)
9	素	sù	adj	vegetarian (lit. plain)
10	家常	jiācháng	n	home-style
11	豆腐	dòufu	n	tofu, bean curd
12	放	fàng	v	to put, to place
13	肉	ròu	n	meat
14	碗	wǎn	n	bowl
15	酸辣汤	suānlàtāng	n	hot-and-sour soup
	酸	suān	adj	sour
	辣	là	adj	spicy, hot
	汤	tāng	n	soup
16	味精	wèijīng	n	monosodium glutamate (MSG)
17	盐	yán	n	salt
18	小白菜	xiǎo báicài	n	baby bok choy
19	刚	gāng	adv	just [See Grammar 3.]



Audio



Flashcards

You and a vegetarian friend are at a restaurant in Chengdu, and are given this menu. Which dishes would you suggest to your friend? Which dishes would you advise your friend not to order?



No.	Word	Pinyin	Part of Speech	Definition
20	卖完	mài wán	vc	to be sold out [See Grammar 4.]
	完	wán	c	finished
21	青菜	qīngcài	n	green, leafy vegetable
22	冰茶	bīngchá	n	iced tea
	冰	bīng	n	ice
23	渴	kě	adj	thirsty
24	些	xiē	m	(measure word for an indefinite amount), some
25	够	gòu	adj	enough
26	饿	è	adj	hungry
27	上菜	shàng cài	vo	to serve food

去中餐馆吃饭，你想点什么菜？

Qù Zhōngcānguǎn chī fàn, nǐ xiǎng diǎn shénme cài?

What dishes would you like to order at a Chinese restaurant?



我想点 _____。

Wǒ xiǎng diǎn _____.

How About You?

1

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

These structures are used for emphatic negation; they express the meaning “not at all” or “not even one.”

Subject + 一 + measure word + object + 也/都 + 不/没 (有) (+ verb)
(yī) (yě/dōu) (bù/méi[yǒu])

A 小李一个朋友也没有。

Xiǎo Lǐ yí ge péngyou yě méiyǒu.

Little Li doesn't have a single friend.

B 爸爸今天一杯茶都没喝。

Bàba jīntiān yì bēi chá dōu méi hē.

My father didn't have a single cup of tea today.

Topic (object) + subject + 一 + measure word + 也/都 + 不/没 + verb
(yī) (yě/dōu) (bù/méi)

C 这些衬衫我一件也不喜欢。

Zhè xiē chènshān wǒ yí jiàn yě bù xǐhuan.

I don't like any of these shirts.

D 哥哥的鞋，弟弟一双都不能穿。

Gēge de xié, dìdi yì shuāng dōu bù néng chuān.

The younger brother cannot wear a single pair of his older brother's shoes.

Subject + 一点儿 + object + 也/都 + 不/没 + verb
(yì diǎnr) (yě/dōu) (bù/méi)

E 他去了商店，可是一点儿东西也没买。

Tā qù le shāngdiàn, kěshì yì diǎnr dōngxi yě méi mǎi.

He went to the store, but didn't buy anything at all.

F

妈妈做菜一点儿味精都不放。

Māma zuò cài yì diǎnr wèijīng dōu bú fang.

Mom doesn't use any MSG in her cooking.

If the noun after 一 (yī) is countable, a proper measure word should be used between 一 (yī) and the noun, as in (A), (B), (C), and (D). If the noun is uncountable, the phrase 一点儿 (yì diǎnr) is usually used instead, as in (E) and (F).

The following sentences are incorrect:

[✗ 小李没有一个朋友。]

[✗ 这些衬衫我不喜欢一件。]

[✗ 他东西没买一点儿。]

The construction 一点儿 (yìdiǎnr) + 也/都 (yě/dōu) + 不/没 (bù/méi) can also be used before an adjective to express emphatic negation, as in (G), (H), and (I).

G

这儿的冬天一点儿也不冷。

Zhèr de dōngtiān yì diǎnr yě bù lěng.

Winter here isn't cold at all.

H

那个学校一点儿也不漂亮。

Nà ge xuéxiào yì diǎnr yě bú piàoliang.

That school is not pretty at all.

I

这杯冰茶一点都不好喝。

Zhè bēi bīngchá yì diǎnr dōu bù hǎohē.

This glass of iced tea doesn't taste good at all.

EXERCISES

Make the sentences more emphatic by using the 一...也/都...不/没... structure and appropriate measure words. Use exercise 1 as an example.

- 她不喜欢这个饭馆儿的菜。
→ 这个饭馆儿的菜她一个都不喜欢。
- 我今年没有买衣服。
- 小王昨天没有预习中文生词。



More
exercises

The way the two adjectives 多 (duō) and 少 (shǎo) are used is non-typical of adjectives in general. To express doing something “more” or “less,” place 多 (duō) or 少 (shǎo) before the verb.

A 爸爸告诉妈妈做菜的时候少放盐，
多放点儿糖。

Bàba gàosu māma zuò cài de shíhou shǎo fàng yán, duō fàng diǎnr táng.

Dad asked Mom to add less salt and more sugar when cooking.

B 上中文课得多说中文，少说英文。

Shàng Zhōngwén kè děi duō shuō Zhōngwén, shǎo shuō Yīngwén.

In Chinese class, one should speak more Chinese and less English.

The “多/少 (duō/shǎo) + verb” construction is sometimes used to denote a deviation from the correct amount or number.

C 你多找了我一块钱。

Nǐ duō zhǎo le wǒ yí kuài qián.

You gave me one dollar too many.

D 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 xiě le sìshíwǔ ge, shǎo xiě le wǔ ge.

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

EXERCISES

Fill in the blanks with 多 or 少. Use exercise 1 as an example.

- 1 医生说我们得少喝可乐，多喝水。
- 2 爸爸希望我 _____ 吃青菜 _____ 吃肉。
- 3 这双鞋一百七十五块，我给了售货员两百块，
她找了我三十五块， _____ 找了十块。



More
exercises

Comparing 刚 (gāng) (just) and 刚才 (gāngcái) (just now)

As an adverb, 刚 (gāng) (just) denotes that an action or change in situation took place in the very recent past.

A 我哥哥刚从中国来，在这儿一个朋友都没有。

Wǒ gēge gāng cóng Zhōngguó lái, zài zhèr yí ge péngyou dōu méiyǒu.

My older brother just came from China. He doesn't have a single friend here.

B 我刚洗完澡，舒服极了。

Wǒ gāng xǐ wán zǎo, shūfu jí le.

I just showered, and feel great.

刚才 (gāngcái) (just now) is a time word that refers to the period just moments before.

C Q: 你知道王朋在哪儿吗?

Nǐ zhīdào Wáng Péng zài nǎr ma?

Do you know where Wang Peng is?

A: 他刚才在这儿，我不知道他去哪儿了。

Tā gāngcái zài zhèr, wǒ bù zhīdao tā qù nǎr le.

He was here a moment ago. I don't know where he went.

D 弟弟刚才吃了十五个饺子，喝了两碗酸辣汤。

Dìdì gāngcái chī le shíwǔ ge jiǎozi, hē le liǎng wǎn suānlàtāng.

My younger brother ate fifteen dumplings and two bowls of hot-and-sour soup a moment ago.

Although 刚 (gāng) and 刚才 (gāngcái) are similar in meaning, they are classified as different parts of speech and are therefore used differently. First, unlike 刚才 (gāngcái), 刚 (gāng) cannot be followed by 不 (bù) or 没 (méi).

E Q: 你刚才为什么没说?

Nǐ gāngcái wèishénme méi shuō?

Why didn't you say anything a moment ago?

A: 我刚才不想说。

Wǒ gāngcái bù xiǎng shuō.

I didn't want to say anything a moment ago.

[✗ 你刚为什么没说?]

[✗ 我刚不想说。]

Second, sentences that include 刚才 (gāngcái) often end with 了 (le). By contrast, sentences that include 刚 (gāng) cannot end with 了 (le).

F Q: 你刚才去哪儿了? 老师要你去办公室找他。

Nǐ gāngcái qù nǎr le? Lǎoshī yào nǐ qù bàngōngshì zhǎo tā.

Where were you a moment ago? The teacher wanted you to go to his office.

A: 我刚才去图书馆了。

Wǒ gāngcái qù túshūguǎn le.

I went to the library just now.

G Q: 明天的考试你开始准备了吗?

Míngtiān de kǎoshì nǐ kāishǐ zhǔnbèi le ma?

Have you started preparing for tomorrow's test?

A: 刚开始准备。

Gāng kāishǐ zhǔnbèi.

I just started.

[✗ 刚开始准备了。]

EXERCISES

Fill in the blanks with 刚 or 刚才. Use exercise 1 as an example.

- 1 高文中 _____ 从英国来。
→ 高文中刚从英国来。
- 2 她 _____ 给我发了一个短信。
- 3 你 _____ 吃完饭, 现在别去洗澡。



More exercises

Following a verb, an adjective or another verb can be used to denote the result of the action, hence the term resultative complement.

A

小白菜卖完了。

Xiǎo báicài mài wán le.

The baby bok choy is sold out.

B

你找错钱了。

Nǐ zhǎo cuò qián le.

You gave me the wrong change.

C

那个人是谁你看清楚了吗?

Nà ge rén shì shéi nǐ kàn qīngchū le ma?

Did you see clearly who that person was?

(清楚 [qīngchū] [clear] [See Dialogue 2.]

D

太好了，这个字你写对了。

Tài hǎo le, zhè ge zì nǐ xiě duì le.

Great! You wrote this character correctly.

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.

E

小白菜没卖完。

Xiǎo báicài méi mài wán.

The baby bok choy isn't sold out.

F

那个人我没看清楚。

Nà ge rén wǒ méi kàn qīngchū.

I didn't see clearly who that person was.

G

糟糕，这个字你没有写对。

Zāogāo, zhè ge zì nǐ méiyǒu xiě duì.

Yikes! You didn't write this character correctly.

The use of an adjective as a resultative complement is not random. It is advisable to take the combination of the verb and the complement as a whole unit.

EXERCISES

Fill in the blanks with the appropriate resultative complement: 完, 到, 错, 对, or 懂.

Use exercise 1 as an example.

- 1 你说错了, 她的名字不是王小英。
- 2 你说 _____ 了, 白英爱是韩国人。
- 3 老师的话你听 _____ 了吗?



5

好 (hǎo) as a resultative complement

好 (hǎo) can serve as a complement following a verb to signify the completion of an action and readiness to start another.

A 饭做好了, 快来吃吧。

Fàn zuò hǎo le, kuài lái chī ba.

The food is ready. Come and eat.

B 功课做好了, 我要睡觉了。

Gōngkè zuò hǎo le, wǒ yào shuì jiào le.

My homework is done, and I'm going to bed.

C 衣服我已经帮你买好了, 明天晚会你就可以穿了。

Yīfú wǒ yǐjīng bāng nǐ mǎi hǎo le, míngtiān wǎnhuì nǐ jiù kěyǐ chuān le.

I've already bought clothes for you. You can wear them to the party tomorrow night.

EXERCISES

Fill in the blanks with the appropriate verbs: 看, 做, 买, or 准备, and add 好 to indicate that one is ready for the next action. Use exercise 1 as an example.

- 1 饭做好了, 可以吃饭了。
- 2 电影票 _____ 了, 我们进去吧。
- 3 _____ 了吗? 可以开始考试了吗?



Language Practice

A

I'll pass

PRESENTATIONAL

Your friend is hard to please and doesn't like any of the items he/she sees while out shopping with you. In pairs, discuss his/her shopping haul using 一...也/都...不/没... (yì... yě/dōu... bù/méi), e.g.:



那儿的衬衫他/她都不喜欢，一件都没买。

Nàr de chènshān tā dōu bù xǐhuan, yí jiàn dōu méi mǎi.



B

One of those days

PRESENTATIONAL

Everything went wrong for Wang Peng today. Li You, on the other hand, had a great day today. Recap what happened to them to the class using 了 (le), e.g.:

Wang Peng rode the wrong bus.

王朋今天坐错车了。

Wáng Péng jīntiān zuò cuò chē le.

- 1 Wang Peng wore the wrong clothes.
- 2 Wang Peng did the wrong homework.
- 3 Li You understood what the teacher said.
- 4 Li You finished her homework.
- 5 Li You saw her good friend Bai Ying'ai.

In pairs, take turns asking each other whether you have finished one task and are ready for the next one, using 好 (hǎo), e.g.:

练习 汉字

liànxí Hànzì

Q: 你汉字练习好了吗?

Nǐ Hànzì liànxí hǎo le ma?

A: 汉字我练习好了。 (affirmative)

Hànzì wǒ liànxí hǎo le.

A: 我练习汉字没练习好。 /

汉字我没练习好。 (negative)

Wǒ liànxí Hànzì méi liànxí hǎo./Hànzì wǒ méi liànxí hǎo.

1 做 中文功课

zuò Zhōngwén gōngkè

2 复习 生词语法

fùxí shēngcí yǔfǎ

3 准备 考试

zhǔnbèi kǎoshì

What do the characters mean?

What is the common radical?

What does the radical mean?

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

Characterize it!

1 饭 2 馆 3 饺 4 饿



More characters

What do Chinese-language teachers hope for from their students? Form complete sentences using 多 (duō) or 少 (shǎo), e.g.:

老师希望学生:

多来上课

老师希望学生多来上课。

Lǎoshī xīwàng xuésheng:

duō lái shàng kè

Lǎoshī xīwàng xuésheng duō lái shàng kè.

1 多预习课文

duō yùxí kèwén

4 多练习写汉字

duō liànxí xiě Hànzì

2 多听录音

duō tīng lùyīn

5 上课少说英文

shàng kè shǎo shuō Yīngwén

3 多复习生词语法

duō fùxí shēngcí yǔfǎ

6 少玩儿

shǎo wánr

Then, in pairs, come up with your own list of what you or would like your teacher to do more or less, using 学生希望老师…… (xuésheng xīwàng lǎoshī...).

Chinese Chat

Li You just posted a restaurant review on Dianping (大众点评) (Dàzhòng diǎnpíng), a popular Chinese review app. What dishes do you think she would recommend?



李友



口味:4

环境:5

服务:4

人均:¥35

酸辣汤太好喝了! 家常豆腐也很好吃, 一点儿味精都没放。不过素饺子不太好吃……



10-22 心美小馆

赞(9)

回应(2)

收藏


举报

At the Dining Hall


Dialogue 2

(今天是星期四，学生餐厅有中国菜，师傅是上海人。)


 **师傅^a**，请问今天晚饭有什么好吃的？

 我们今天有糖醋鱼，**甜甜的^s**、酸酸的，好吃**极了^b**，你买一个吧。

 好。今天有没有红烧牛肉？

 没有。你已经要鱼了，别吃肉了。**来^z**个凉拌黄瓜吧？

 好。再来一碗米饭。一共多少钱？

 糖醋鱼，四块五，凉拌黄瓜，一块七；一碗米饭，五毛钱。一共六块七。

 师傅，糟糕，我忘了带饭卡了。这是十块钱。


 找你三块三。

 师傅，钱你找错了，多找了我一块钱。

 对不起，我没有看清楚。

 **没关系^c**。

 下个星期四再来。

 好，再见。



Audio



Video

Pinyin Dialogue

(Jīntiān shì xīngqī, xuéshēng cāntīng yǒu Zhōngguó cài, shīfu shì Shànghǎi rén.)



Shīfu^a, qǐng wèn jīntiān wǎnfàn yǒu shénme hào chī de?



Wǒmen jīntiān yǒu tángcùyú, **tián tián de^b**, suān suān de, hǎochī **jí le^b**, nǐ mǎi yí ge ba.



Hǎo. Jīntiān yǒu méiyǒu hóngshāo niúròu?



Méiyǒu. Nǐ yǐjīng yào yú le, bié chī ròu le. **Lái^c** ge liángbàn huángguā ba?



Hǎo. Zài lái yì wǎn mǐfàn. Yí gòng duōshao qián?



Tángcùyú, sì kuài wǔ, liángbàn huángguā, yí kuài qī; Yì wǎn mǐfàn, wǔ máo qián. Yí gòng liù kuài qī.



Shīfu, zāogāo, wǒ wàng le dài fànkǎ le. Zhè shì shí kuài qián.



Zhǎo nǐ sān kuài sān.



Shīfu, qián nǐ zhǎo cuò le, duō zhǎo le wǒ yí kuài qián.



Duìbuqǐ, wǒ méiyǒu kàn qīngchū.



Méi guānxi^c.



Xià ge xīngqī sī zài lái.



Hǎo, zài jiàn.

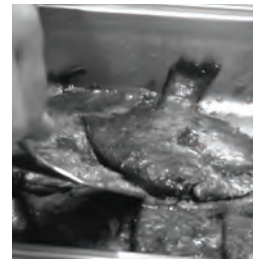
Language Notes

a 师傅 (shīfu)

The term 师傅 (shīfu) (master worker) is commonly used in Mainland China for addressing strangers, particularly taxi drivers, chefs, and other skilled service workers. [See also Cultural Literacy, Lesson 9, Volume 1.]

b 极了 (jí le)

When used after an adjective or verb, 极了 (jí le) usually indicates a superlative degree, as in 今天热极了 (Jīntiān rè jí le) (It is extremely hot today) and 他高兴极了 (Tā gāoxìng jí le) (He is overjoyed).



c 没关系 (méi guānxi)

To respond to 对不起 (duìbuqǐ), it is common to say 没关系 (méi guānxi) (it doesn't matter).

Vocabulary

No.	Word	Pinyin	Part of Speech	Definition
1	师傅	shīfu	n	master worker
2	好吃	hǎochī	adj	delicious
3	糖醋鱼	tángcùyú	n	sweet-and-sour fish
	糖	táng	n	sugar
	醋	cù	n	vinegar
4	甜	tián	adj	sweet
5	酸	suān	adj	sour
6	极	jí	adv	extremely
7	红烧	hóngshāo	v	to braise in soy sauce (to red-cook)
8	牛肉	niúròu	n	beef
	牛	niú	n	cow, ox
9	鱼	yú	n	fish
10	凉拌	liángbàn	v	(of food) cold “blended,” cold tossed
11	黄瓜	huánggua	n	cucumber
12	米饭	mǐfàn	n	cooked rice
13	忘	wàng	v	to forget
14	带	dài	v	to bring, to take, to carry, to come with
15	饭卡	fànkǎ	n	meal card
16	错	cuò	adj	wrong



Audio



Flashcards

This is an order slip from a cafe in Taiwan. Did this group of customers all want coffee? How many cold and hot beverages did they order? Did they make any special requests?



No.	Word	Pinyin	Part of Speech	Definition
17	清楚	qīngchū	adj	clear
18	没关系	méi guānxi		it doesn't matter
19	上海	Shànghǎi	pn	Shanghai

你希望能在学校餐厅吃到什么菜?

Nǐ xīwàng néng zài xuéxiào cāntīng chī dào shénme cài?

What dishes would you like to be able to eat at the school cafeteria?



我希望 _____。

Wǒ xīwàng _____。

How About You?

See index for corresponding vocabulary or research another term.

6

Adjective reduplication (I)

Some Chinese adjectives can be reduplicated. When monosyllabic adjectives are reduplicated, the accent usually falls on the second occurrence. Reduplication of adjectives often suggests an approving and appreciative attitude on the speaker's part when they are attributives and predicates.

A 王朋高高的，很帅。

Wáng Péng gāo gāo de, hěn shuài.

Wang Peng is tall and handsome.

B 可乐凉凉的，很好喝。

Kělè liáng liáng de, hěn hǎo hē.

The cola is nicely cold and tasty.

C 酸辣汤酸酸的、辣辣的，非常好喝。

Suānlàtāng suān suān de, là là de, fēicháng hǎo hē.

The hot-and-sour soup is a bit sour and a bit hot; it tastes great.

Reduplication of adjectives usually does not appear in negative form.

EXERCISES

Paraphrase the sentences by repeating the adjectives to show your approval or appreciation.

Use exercise 1 as an example.

- 1 这碗汤 辣 很好喝
→ 这碗汤辣辣的，很好喝。
- 2 冰咖啡 凉 很好喝
- 3 红烧牛肉 甜 很好吃



More exercises

In colloquial Chinese, the verb 来 (lái) can serve as a substitute for certain verbs, mostly in imperative sentences.

A Q: 先生，你们想吃点儿什么？

Xiānsheng, nǐmen xiǎng chī diǎnr shénme?

Sir, what would you like?

A: 来一盘糖醋鱼，一碗酸辣汤，和一碗米饭。

Lái yì pán tángcùyú, yì wǎn suānlàtāng, hé yì wǎn mǐfàn.

Give us a plate of sweet-and-sour fish, a bowl of hot-and-sour soup, and a bowl of rice, please.

At a concert, when the singer has sung the last song:

B 再来一个！

Zài lái yí ge!

Encore!

The use of 来 (lái) in this sense is rather limited. It is usually used at restaurants, stores, and parties, especially when buying small things or coaxing someone to sing another song and so on.

Language Practice

E

Try the special

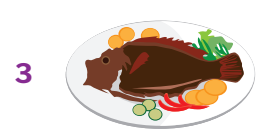
PRESENTATIONAL

Role-play as a waiter in a restaurant. Use the images below to make recommendations to the class, e.g.:



我们的青菜好吃极了。

Wǒmen de qīngcài hǎochī jí le.



Now, role-play as a customer and complain about the food, e.g., it's too expensive, sour, sweet, spicy ... Note: the opposites of 好吃 (hǎochī) and 好喝 (hǎohē) are 难吃 (nánchī) and 难喝 (nánhē).

How do you pronounce the characters?

What is the common component?

How do you pronounce the common component?

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

Characterize it!

1 请 2 精 3 清



E

May I take your order?

PRESENTATIONAL

Pretend you and your classmates are in a restaurant in China, and the waiter is taking your order. The easiest way to place an order in a Chinese restaurant is to use 来 (lái), e.g.:

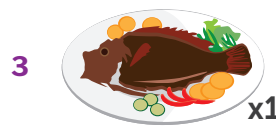
Q: 您想喝点儿什么?



Nín xiǎng hē diǎnr shénme?

A: 服务员，来两杯冰茶。

Fúwùyuán, lái liǎng bēi bīngchá.



G

It doesn't agree with me

PRESENTATIONAL

Tell the waiter that you have a special diet and would like the chef not to use certain ingredients or seasonings, e.g.:

我不吃盐，请师傅一点儿盐都不要/别放。

Wǒ bù chī yán, qǐng shīfu yìdiǎnr yán dōu bú yào/bié fàng.

- 1 MSG
- 2 meat
- 3 vinegar
- 4 sugar

You're helping your friend to prepare for an interview for a part-time job at a restaurant. In groups, brainstorm and create a protocol cheat sheet on how to greet and seat customers, recommend dishes, address customers' dietary restrictions, ensure customer satisfaction, etc. Compare each group's suggestions and vote for the best.

Q: 如果客人问：“服务员，还有没有位子？”
服务员说什么？

Rúguǒ kèrén wèn: “Fúwùyuán, hái yǒu méiyǒu wèizi?” Fúwùyuán shuō shénme?

A: 服务员说：“有，有，有，那儿有位子。”

Fúwùyuán shuō: “Yǒu, yǒu, yǒu, nàr yǒu wèizi.”

Chinese Chat

A customer is texting your restaurant to place a takeout order. How would you respond?





Continue to explore

Cantonese cuisine



Shandong cuisine

FOUR MAJOR SCHOOLS OF Cooking

The term 中国菜 (Zhōngguó cài) encompasses the great variety of Chinese cuisine. There are said to be four major schools of cooking: 鲁菜 (Lǔcài), from northern Shandong Province; 川菜 (Chuāncài), from Sichuan Province; 粤菜 (Yuècài), from Guangdong Province; and 淮扬菜 (Huáiyángcài), from the lower Yangtze Valley. Chinese restaurants typically specialize in one particular style, but some are more eclectic.

Traditionally, the Chinese meal is built around a staple (主食) (zhǔshí)—in the south, this is typically rice, whereas in the north, it can be noodles (面条) (miàntiáo), dumplings (饺子) (jiǎozi), or Chinese steamed bread (馒头) (mántou).



Huaiyang cuisine



Sichuanese cuisine

Utensils

In Chinese food culture, knives (刀) (dāo) belong in the kitchen, not at the dining table. The cook preempts the diner's need for a knife by cutting up food, especially meat, into small pieces before cooking. Most Chinese people prefer to eat with chopsticks (筷子) (kuàizi).

COMPARE & CONTRAST

- 1 In China as in many other countries, there are regional differences in cuisine. Can you think of any similar regional differences in your own country?
- 2 In what ways are Chinese restaurants in China different from those in your country? How do diners in China feel about ice-cold beverages? For Chinese diners, is it not a meal without soup? How about desserts and fortune cookies?

Localization

Since the 1990s, American fast food restaurants such as KFC (肯德基) (Kěndéjī), McDonald's (麦当劳) (Màidāngláo), and Pizza Hut (必胜客) (Bìshèngkè) have flourished in Chinese cities. The dubious reputation of American fast food as “fattening” has not scared many Chinese customers away. The success of these American restaurants in China has been, at least in part, due to their efforts at adapting to local tastes. KFC, for instance, offers soy milk (豆浆) (dòujiāng) and deep-fried dough sticks (油条) (yóutiáo) for breakfast, while McDonald's has chicken rolls (鸡肉卷) (jīròujuǎn) on the menu.



Vegetarianism

Historically, vegetarianism (吃素) (*chī sù*) in China has been related to the practice of Buddhism. According to orthodox standards, 吃素 entails abstaining from not only meat but also pungent vegetables and herbs such as onions, garlic, and chives. Many vegetarian dishes, however, try to emulate the texture and flavor of meat. This is why Buddhist temple dishes regularly feature “mock chicken” and “mock duck.” Nowadays, people in China become vegetarian for a wide variety of reasons, like health, that are unrelated to religious practices.



Lesson Wrap-Up

Make It Flow!

Rearrange the sentences below into a logical sequence. Then combine the sentences into a coherent narrative. Replace nouns with pronouns and change periods to commas where appropriate. Delete identical subject pronouns. Add the connective devices 后来 (hòulái), 就 (jiù), 除了...以外 (chúle... yǐwài), 还... (hái...), 可是 (kěshì), and 就 (jiù) where necessary.

- _____ 饭馆里好像一个位子都没有了。
- _____ 李友又要了两碗酸辣汤。
- _____ 小白菜已经卖完了。
- _____ 王朋和李友看到有一张桌子没有人。
- _____ 王朋和李友点了两盘素饺子。
- _____ 王朋和李友还点了一盘家常豆腐。
- 1 昨天王朋和李友去一家中国饭馆吃饭。
- _____ 饭馆里吃饭的人很多。
- _____ 李友觉得点的菜够了。
- _____ 李友觉得不用点别的了。
- _____ 王朋和李友坐了下来。
- _____ 李友还想点小白菜。
- _____ 李友让服务员上菜快一点儿。

Role-Play

- Student A** You have a part-time job working as a server at a Chinese restaurant. Welcome customers to the restaurant. Find out what they would like to drink first. Take their orders. Suggest a dish that they can share. Assure them that the food will be prepared according to their dietary restrictions.
- Student B** Customer, vegetarian, does not like MSG, likes tofu, likes dumplings; would like a Coke while waiting for the food.
- Student C** Customer, loves meat, does not like salty food, likes dumplings; would like tea while waiting for the food.

Presentation

Make a slideshow presentation about your favorite Chinese dish. Include these points:

- Ingredients: 这个菜里有哪些材料 (cáiliào) (ingredient)?
- Seasonings: 这个菜里有哪些调料 (tiáoliào) (seasoning)?
- Flavors of the dish: 这个菜甜不甜, 辣不辣……?
- Reason for liking the dish: 我喜欢这个菜, 因为……

Can-Do Check List



I can

Before proceeding to Lesson 13, make sure you can complete the following tasks in Chinese:

- Ask if there are seats available
- Name some Chinese dishes and place an order
- Tell the waiter my dietary preferences and restrictions
- Ask for recommendations
- Pay my bill
- Get correct change after payment

Lesson 13

第十三课

Dì shí sān kè

问路

Wèn lù

ASKING DIRECTIONS

Learning Objectives

In this lesson, you will learn to:

- Ask for and give directions
- Identify locations by using landmarks as references
- Describe whether two places are close to or far away from each other
- State where you are heading and the reason for going there

Relate & Get Ready

In your own culture/community:

- Besides “hello,” “how are you,” and “what’s up,” what are some common greetings?
- What phrases do people often use when giving directions?

Where Are You Off To?

Dialogue 1




Audio


(白英爱刚下课……)




Video

 小白，下课了？**上哪儿去^a？**

 您好，常老师。我想去学校的电脑中心，不知道怎么走，听说就在运动场**旁边¹**。

 电脑中心**没有²**运动场**那么³**远。你知道学校图书馆在**哪里^b**吗？

 知道，离王朋的宿舍不远。

 电脑中心离图书馆很近，就在图书馆和学生活动中心中间。

 常老师，您去哪儿呢？

 我想到**学校书店去买书⁴**。

 书店在**什么地方^c？**

 就在学生活动中心里边。我们一起走吧。

 好。



(Bái Yīng'ài gāng xià kè . . .)



Xiǎo Bái, xià kè le? **Shàng nǎr qu^a?**



Nín hǎo, Cháng lǎoshī. Wǒ xiǎng qù xuéxiào de diànnǎo zhōngxīn, bù zhīdào zěnmē zǒu, tīngshuō jiù zài yùndòngchǎng **pángbiān¹**.



Diànnǎo zhōngxīn **méiyǒu²** yùndòngchǎng **nàme³** yuǎn. Nǐ zhīdào xuéxiào túshūguǎn zài **nǎlǐ^b** ma?



Zhīdào, lí Wáng Péng de sùshè bù yuǎn.



Diànnǎo zhōngxīn lí túshūguǎn hěn jìn, jiù zài túshūguǎn hé xuéshēng huódòng zhōngxīn zhōngjiān.



Cháng lǎoshī, nín qù nǎr ne?



Wǒ xiǎng **dào xuéxiào shūdiàn qù mǎi shū⁴**.



Shūdiàn zài **shénme dìfang^c?**



Jiù zài xuéshēng huódòng zhōngxīn lǐbian.

Wǒmen yìqǐ zǒu ba.



Hǎo.

Language Notes

a 上哪儿去 (shàng nǎr qu)

This is a more casual way of asking 去哪儿 (qù nǎr).

b 哪里 (nǎlǐ)

This is a question word meaning “where.” It is interchangeable with 哪儿 (nǎr). People in northern China, especially in Beijing, end many words with the 儿 (ér) sound. For example, some people say 明儿 (míngér) for “tomorrow” instead of 明天 (míngtiān), and 这儿 (zhèr) for “here” instead of 这里 (zhèlǐ).

c 什么地方 (shénme dìfang)

This phrase literally means “what place.” It is generally interchangeable with 哪儿 (nǎr) or 哪里 (nǎlǐ).

Vocabulary



Audio



Flashcards

No.	Word	Pinyin	Part of Speech	Definition
1	上	shàng	v	to go [colloq.]
2	中心	zhōngxīn	n	center
3	听说	tīngshuō	v	to be told, to hear of
4	运动	yùndòng	n	sports
5	场	chǎng	n	field
6	旁边	pángbiān	n	side [See Grammar 1.]
7	远	yuǎn	adj	far
8	离	lí	prep	away from
9	近	jìn	adj	near
10	活动	huódòng	n	activity
11	中间	zhōngjiān	n	middle
12	书店	shūdiàn	n	bookstore
13	地方	dìfang	n	place
14	里边	lǐbian	n	inside [See Grammar 1.]

你下课以后想
上哪儿去?

Nǐ xià kè yǐhòu xiǎng shàng nǎr qu?
Where are you going after class?



我想 _____。

Wǒ xiǎng _____.

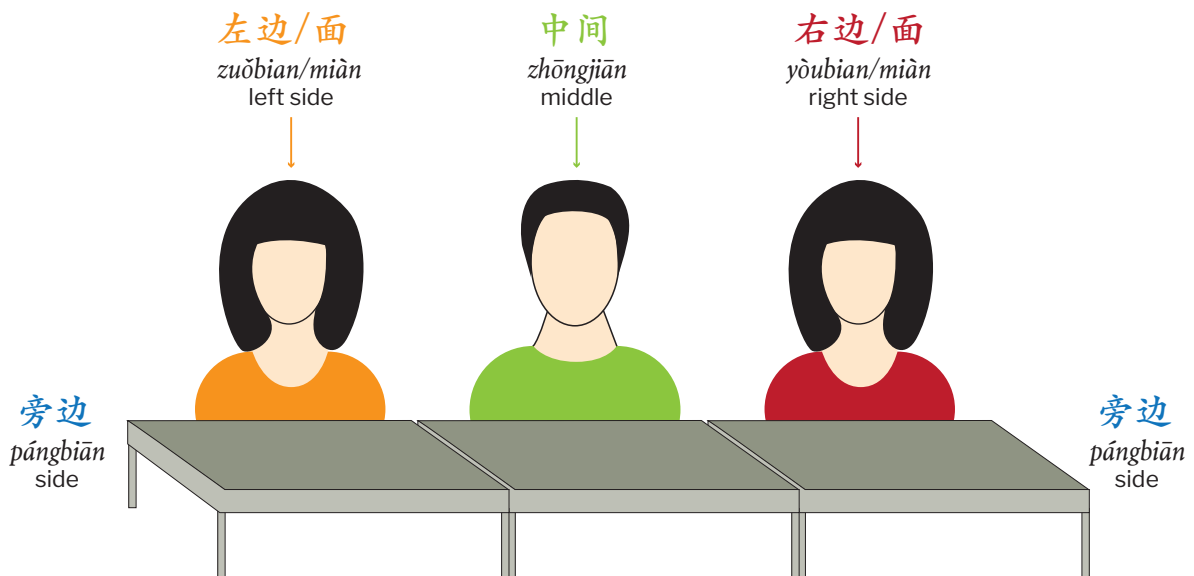
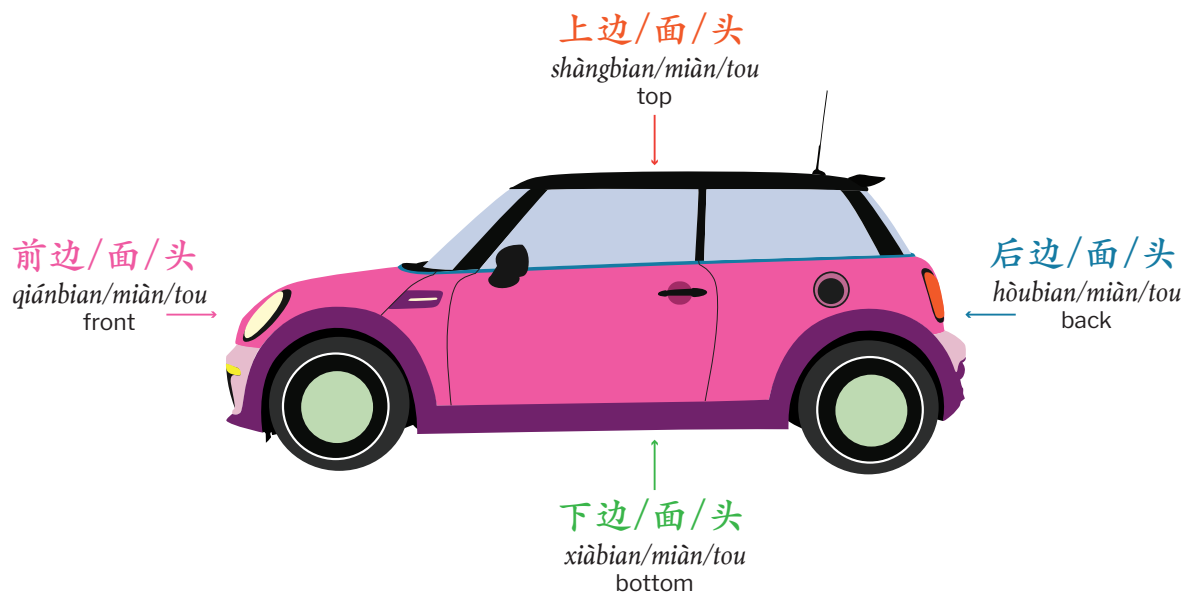
How About You?

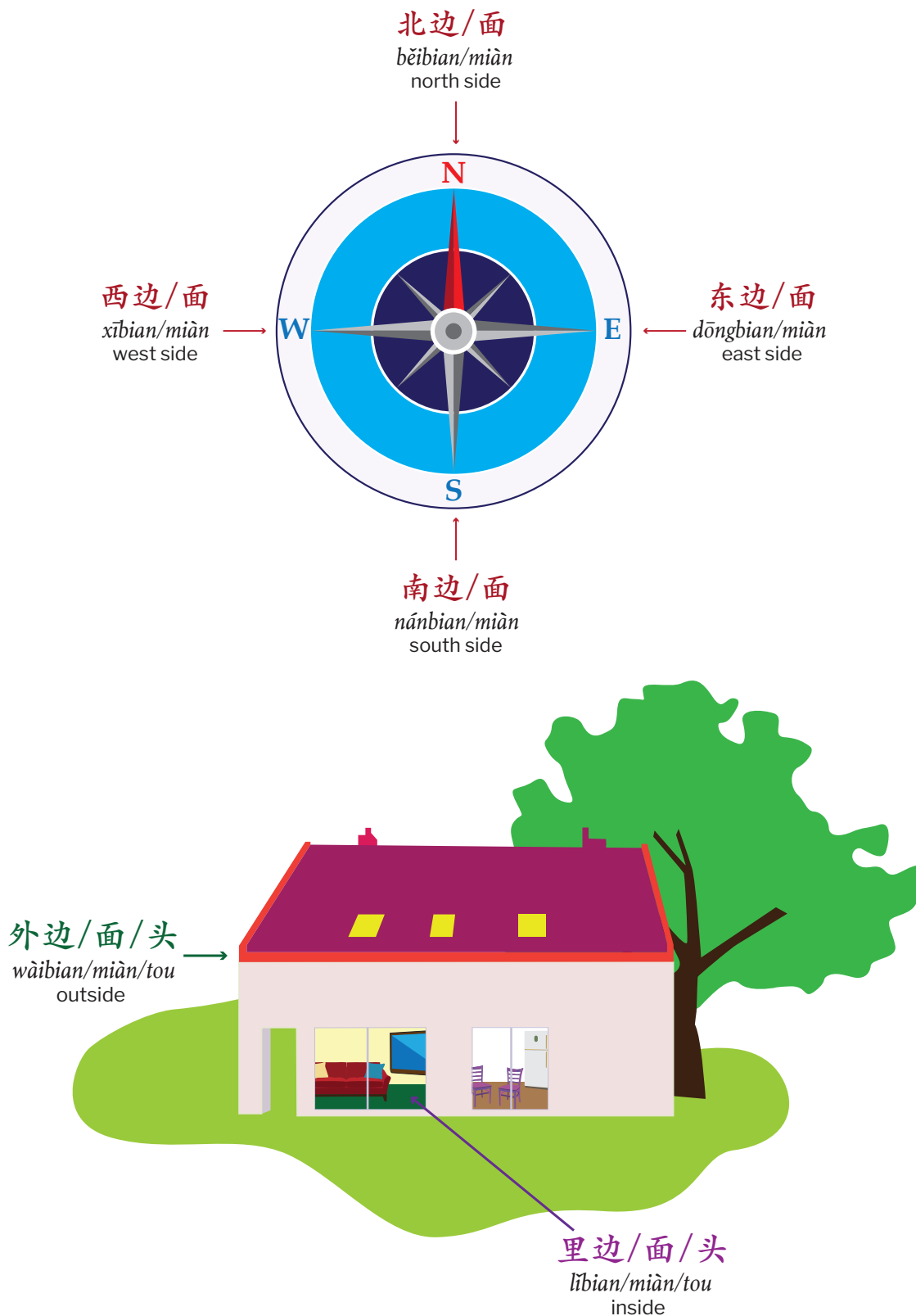
See index for corresponding vocabulary or research another term.

1

Direction and location words

The direction words 上/下/前/后/左/右/东/南/西/北/里/外/旁 (shàng/xià/qián/hòu/zuǒ/yòu/dōng/nán/xī/běi/lǐ/wài/páng) are often combined with suffixes such as 边 (biān), 面 (miàn), and 头 (tóu). As shown below, such compounds become location words.





The direction word **上** (*shàng*) (on) or **里** (*lǐ*) (in) can be combined with a noun to form a location expression, as in (A). Other examples include **桌子上** (*zhuōzi shang*) (on the table), **衣服上** (*yīfu shang*) (on the clothes), **书上** (*shū shang*) (in/on the book), **学校里** (*xuéxiào li*) (in the school), **办公室里** (*bàngōngshì li*) (in the office), **教室里** (*jiàoshì li*) (in the classroom), and **电视里** (*diànshì li*) (on TV). Note that **里** (*lǐ*) cannot be used after some proper nouns, such as countries or cities, as shown in (B).

A

学校里有很多学生。

Xuéxiào li yǒu hěnduō xuésheng.

There are many students at school.

B

北京有很多学生。

Běijīng yǒu hěnduō xuésheng.

There are many students in Beijing.

[✘ 北京里有很多学生。]

The combination of a direction word plus 边 (biān)/面 (miàn)/头 (tóu) can follow a noun to indicate a location, e.g., 图书馆 (的) 旁边 (túshūguǎn [de] pángbiān) (near the library), 学校 (的) 里面 (xuéxiào [de] lǐmiàn) (inside the school), 桌子 (的) 上头 (zhuōzi [de] shàngtóu) (on the table), 教室 (的) 外面 (jiàoshì [de] wàimiàn) (outside the classroom), and 城市 (的) 北边 (chéngshì [de] běibian) (north of the city). In these expressions, the particle 的 (de) following the noun is optional.



You see this sign while touring Sun Moon Lake. What is it pointing toward, and would you want to make this part of your itinerary?

EXERCISES

Complete the sentences with the appropriate location words: **上边/头**, **前面/头**, **后面/头**, **里面/头**, or **中间**. Use exercise 1 as an example.

- 1 教室 _____ 有很多学生。
→ 教室里面有很多学生。
- 2 桌子 _____ 有三本书。
- 3 图书馆和电脑中心的 _____ 是宿舍。

2

Comparative sentences using 没有 (méiyǒu)

Besides using **比** (*bǐ*), another way to make a comparison is to use **没有** (*méiyǒu*). The two are opposites in meaning, as shown in the table below. In a comparative sentence using **没有** (*méiyǒu*), the pronoun **那么** (*nàme*) is sometimes added to the sentence, as seen in (C) and (D).

X 比 (<i>bǐ</i>) Y 大 (<i>dà</i>)	X > Y
= Y 没有 (<i>méiyǒu</i>) X 大 (<i>dà</i>)	Y < X

A

我比弟弟高。

Wǒ bǐ dìdì gāo.

I am taller than my younger brother.

or 弟弟没有我高。

Dìdì méiyǒu wǒ gāo.

My younger brother is not as tall as I am.

B

上海比北京热。

Shànghǎi bǐ Běijīng rè.

Shanghai is hotter than Beijing.

or 北京没有上海热。

Běijīng méiyǒu Shànghǎi rè.

It is not as hot in Beijing as in Shanghai.

C

他哥哥比他姐姐喜欢买东西。

Tā gēge bǐ tā jiějie xǐhuan mǎi dōngxi.

His older brother likes shopping more than his older sister does.

or 他姐姐没有他哥哥那么喜欢买东西。

Tā jiějie méiyǒu tā gēge nàme xǐhuan mǎi dōngxi.

His older sister does not like shopping as much as his older brother does.
(His older sister might like shopping too, but not as much as his older brother.)

D

她比我喜欢刷卡买东西。

Tā bǐ wǒ xǐhuan shuā kǎ mǎi dōngxi.

She likes to use credit cards for shopping more than I do.

or 我没有她那么喜欢刷卡买东西。

Wǒ méiyǒu tā nàme xǐhuan shuā kǎ mǎi dōngxi.

I don't like to use credit cards for shopping as much as she does.
(I do use credit cards for shopping, but she likes to use them more than I do.)

EXERCISES

Paraphrase the sentences by inserting 没有 where appropriate. Use exercise 1 as an example.

- 1 王老师说话不快，李老师说话快。
→ 王老师说话没有李老师快。
- 2 那篇课文没有意思，这篇课文有意思。
- 3 红色的鞋不贵，黑色的鞋贵。



More exercises

3

Indicating degree using 那么 (nàme)

那么 (nàme) is often placed before adjectives or verbs such as 想 (xiǎng), 喜欢 (xǐhuan), 会 (huì), 能 (néng), and 希望 (xīwàng), to denote a high degree, as in (A). 没有...那么... (méiyǒu... nàme...) means "not reaching the point of," as in (B), (C), (D), and (E).

A

你那么不喜欢发短信，就别发了吧。

Nǐ nàme bù xǐhuan fā duǎnxìn, jiù bié fā le ba.

Since you dislike sending text messages so much, stop doing it then.

B

弟弟没有哥哥那么帅，那么酷。

Dìdì méiyǒu gēge *nàme* shuài, *nàme* kù.

The younger brother is not as handsome and cool as the older brother.

C

坐地铁没有坐公共汽车那么麻烦。

Zuò dìtiě méiyǒu zuò gōnggòng qìchē *nàme* máfan.

Taking the subway is not as much of a hassle as taking the bus.

D

这件衣服没有那件衣服那么舒服。

Zhè jiàn yīfu méiyǒu nà jiàn yīfu *nàme* shūfu.

This outfit is not as comfortable as that one.

E

这个电脑没有那个电脑那么新。

Zhè gè diànnǎo méiyǒu nà gè diànnǎo *nàme* xīn.

This computer is not as new as that one.

By using **那么** (*nàme*), the speaker attributes a certain quality or characteristic to something or somebody. By stating that the younger brother does not reach the same level of handsomeness and coolness as the older brother, for instance, (B) confirms that the older brother is handsome and cool.



More exercises

EXERCISES

Paraphrase the sentences by inserting **没有…那么…** where appropriate. Use exercise 1 as an example.

- 1 那件衣服比这件衣服便宜。
→ 这件衣服没有那件衣服那么便宜。
- 2 我弟弟比我喜欢打球。
- 3 写中文比说中文难。

In this structure, the combination of “到 (dào) + place + 去 (qù) + action” denotes the purpose of going somewhere. It is the same as “去 (qù) + place + action.”

A

我要到电脑中心去上网。

or 我要去电脑中心上网。

Wǒ yào dào diànnǎo zhōngxīn qù shàng wǎng. or Wǒ yào qù diànnǎo zhōngxīn shàng wǎng.

I want to go to the computer center to use the Internet.

B

他到朋友的宿舍去聊天儿了。

or 他去朋友的宿舍聊天儿了。

Tā dào péngyou de sùshè qù liáo tiānr le. or Tā qù péngyou de sùshè liáo tiānr le.

He went to his friend's dorm to chat.

C

我们到公园去滑冰吧。

or 我们去公园滑冰吧。

Wǒmen dào gōngyuán qù huábing ba. or Wǒmen qù gōngyuán huábing ba.

Let's go ice skating in the park.

EXERCISES

Rephrase the following sentences with 到...去... Use exercise 1 as an example.

- 1 我要去图书馆看书。
→ 我要到图书馆去看书。
- 2 王朋要去商店买东西。
- 3 我们周末要去朋友家吃饭。



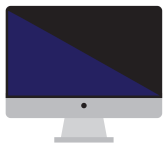
More
exercises

A

Lost and found

INTERPERSONAL

Little Peng can't find anything in his room; his mom has to tell him where everything is. In pairs, role-play Little Peng, who cannot find anything and keeps asking "Where is my . . . ?" and his mother, who has to tell him where everything is. Use direction and location words, e.g.:



Q: 我的电脑呢?

Wǒ de diànnǎo ne?

A: 你的电脑在桌子上。

Nǐ de diànnǎo zài zhuōzi shàng.

1



2



3



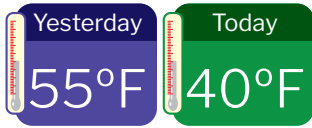
4



B**This and that**

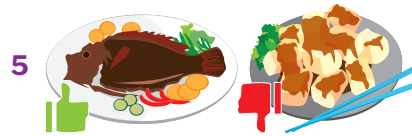
PRESENTATIONAL

Based on the given clues, use 没有… (那么) … (méiyǒu ... [nàme] ...) to make comparisons, e.g.:



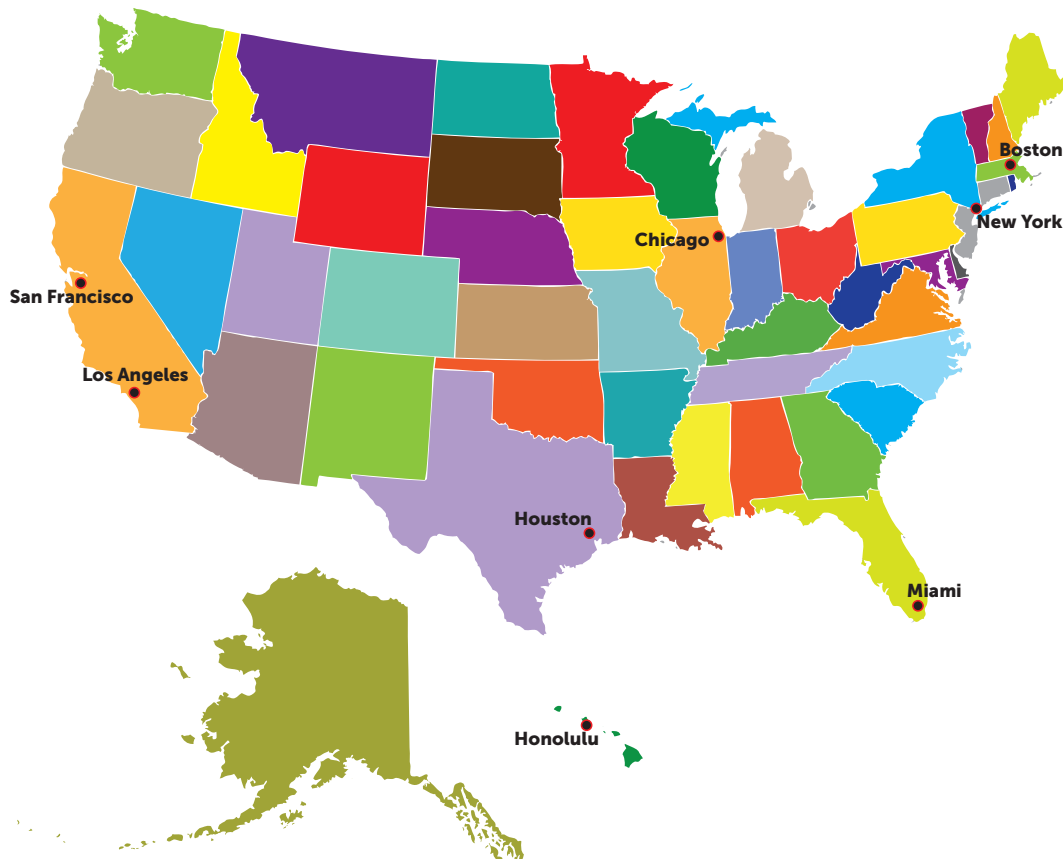
今天没有昨天 (那么) 暖和。

Jīntiān méiyǒu zuótiān (nàme) nuǎnhuo.

**C****Near and far**

INTERPERSONAL

In pairs, locate each city on the map and form a question-and-answer about whether the city is close to or far away from where you live, e.g.:



Q: 纽约离我们这儿远吗?

Niǚyuē lí wǒmen zhèr yuǎn ma?

A: 纽约离我们这儿很远/不远/很近。

Niǚyuē lí wǒmen zhèr hěn yuǎn/bù yuǎn/hěn jìn.

- | | | | |
|-----------|---------------|-----------------|------------|
| 1 Boston | 3 Houston | 5 Miami | 7 Honolulu |
| 2 Chicago | 4 Los Angeles | 6 San Francisco | |

D

Hot spots and cool places

INTERPERSONAL

In pairs, role-play a friend coming to visit your school and make suggestions for showing him/her around. Pick a place and an activity depicted below, and use the “到 (dào) + place + 去 (qù) + action” or “去 (qù) + place + action” patterns to discuss possible itineraries, e.g.:



Student A 我们到公园去滑冰，好吗？ /
我们去公园滑冰，好吗？

Wǒmen dào gōngyuán qù huá bīng, hǎo ma? / Wǒmen qù gōngyuán huá bīng, hǎo ma?

Student B 好，什么时候去？ (affirmative)

Hǎo, shénme shíhòu qù?

Student B 我们还是……吧。 (negative)

Wǒmen hái shì ... ba.

You're interning at a local market research company and have been asked to survey students' consumer behaviors. Collect the results and make a presentation to your class.

1 你喜欢到哪儿去跳舞?

Nǐ xǐhuan dào nǎr qù tiàowǔ?

2 你周末晚上常常到哪儿去吃饭?

Nǐ zhōumò wǎnshàng chángcháng dào nǎr qù chī fàn?

3 你喜欢到哪儿去看电影?

Nǐ xǐhuan dào nǎr qù kàn diànyǐng?


4 你常常到哪儿去买衣服?

Nǐ chángcháng dào nǎr qù mǎi yīfu?

Chinese Chat


The student union just published a new post on Weibo. Where do you think people on campus will be headed tonight?

9:48 PM 85%

 **PU学生会** ☆
01-22 16:20 来自华为荣耀8

同学们，现在已经不下雪了，也没有那么冷了。晚上一起来学校新的学生活动中心看电影吧!

转发 431 | 评论 82 | 赞 602

 **白英爱** 32
01-22 16:28

太好了，新的学生活动中心在哪儿啊?

PU学生会: 就在图书馆和电脑中心中间。

转发 | 评论 | 赞

Going to Chinatown

Dialogue 2



Audio

(高文中找王朋去中国城吃饭……)



Video

 我们去中国城吃中国饭吧!


 我没去⁵过中国城，不知道中国城在哪儿。

 **没问题^a**，你开车，我告诉你怎么走。


 你有谷歌地图吗？拿给我⁶看看。

 手机在宿舍里，我忘了带了。


 没有地图，走错了怎么办？


 没有地图没关系，中国城我去过很多次，不用地图也能⁷找到。你从这儿一直往南开，到第三个路口，往西**一拐^b就⁸**到了。


 哎，我不知道**东南西北^c**。


 那你一直往前开，到第三个红绿灯，往右**一拐**就到了。

(到了第三个路口……)

 不对，不对。你看，这个路口只能往左拐，不能往右拐。

 那就是下一个路口。往右拐，再往前开。到了，到了，你看见了吗？前面有很多中国字。

 那不是中文，那是日文，我们到了小东京了。

 是吗？那我们不吃中国饭了，吃日本饭吧！



(Gāo Wénzhōng zhǎo Wáng Péng qù Zhōngguóchéng chī fàn.)



Wǒmen qù Zhōngguóchéng chī Zhōngguó fàn ba!



Wǒ méi qù guo⁵ Zhōngguóchéng, bù zhīdào Zhōngguóchéng zài nǎr.



Méi wèntí^a, nǐ kāi chē, wǒ gào sù nǐ zěnme zǒu.



Nǐ yǒu Gǔgē dìtú ma? Ná gěi wǒ kàn kan⁶.



Shǒujī zài sùshè lǐ, wǒ wàng le dài le.



Méiyǒu dìtú, zǒu cuò le zěnmebàn?



Méiyǒu dìtú méi guānxi, Zhōngguóchéng wǒ qù guo hěn duō cì, bú yòng dìtú yě néng zhǎo dào⁷.

Nǐ cóng zhèr yìzhí wǎng nán kāi, dào dì sān ge

lùkǒu, wǎng xī yì guǎi^b jiù⁸ dào le.



Āi, wǒ bù zhīdào dōng nán xī běi^c.



Nà nǐ yìzhí wǎng qián kāi, dào dì sān ge hónglǚdēng, wǎng yòu yì guǎi jiù dào le. (Dào le dì sān ge lùkǒu . . .)



Bú duì, bú duì. Nǐ kàn, zhè ge lùkǒu zhǐ néng wǎng zuǒ guǎi, bù néng wǎng yòu guǎi.



Nà jiù shì xià yí ge lùkǒu. Wǎng yòu guǎi, zài wǎng qián kāi. Dào le, dào le, nǐ kàn jiàn le ma? Qiánmiàn yǒu hěn duō Zhōngguó zì.



Nà bú shì Zhōngwén, nà shì Rìwén, wǒmen dào le Xiǎo Dōngjīng le.



Shì ma? Nà wǒmen bù chī Zhōngguó fàn le, chī Riběn fàn ba.

a 没问题 (méi wèntí) vs. 没关系 (méi guānxi)

You can use 没问题 (méi wèntí) (no problem) to assure someone that their request will be met or a problem will be solved, e.g.: 开车送你去机场? 没问题! (Kāi chē sòng nǐ qù jīchǎng? Méi wèntí!) (Drive you to the airport? No problem!). 没关系 (méi guānxi) (it doesn't matter), on the other hand, downplays the severity or impact of an issue, and is often used in response to someone's apology for a minor mistake.

b 拐 (guǎi)

拐 (guǎi), in the sense of "to turn," is used mainly in northern China. In the south, 转 (zhuǎn) is more common. It is also the more formal substitute for 拐 (guǎi) in the north.

c 东南西北 (dōng nán xī běi)

Chinese speakers customarily mention the four directions in a set sequence, 东南西北 (dōng nán xī běi) or 东西南北 (dōng xī nán běi). Unlike in English, intermediate directions are given with east or west first. Hence, for southeast and northeast, one says 东南 (dōng nán) and 东北 (dōng běi), never **✗** 南东 (nán dōng) or **✗** 北东 (běi dōng). Similarly, for southwest and northwest, one says 西南 (xī nán) and 西北 (xī běi), never **✗** 南西 (nán xī) or **✗** 北西 (běi xī). The speaker means he can't tell which way is east, south, etc.

Vocabulary

No.	Word	Pinyin	Part of Speech	Definition
1	中国城	Zhōngguóchéng	n	Chinatown
	城	chéng	n	town, city
2	过	guo	p	(particle used after a verb to indicate a past experience) [See Grammar 5.]
3	地图	dìtú	n	map
4	拿	ná	v	to take, to get
5	次	cì	m	(measure word for frequency)
6	从	cóng	prep	from
7	一直	yìzhí	adv	straight, continuously
8	往	wǎng	prep	towards
9	南	nán	n	south
10	路口	lùkǒu	n	intersection
11	西	xī	n	west
12	拐	guǎi	v	to turn
13	哎	āi	excl	(exclamatory particle to express surprise or dissatisfaction)
14	东	dōng	n	east
15	北	běi	n	north
16	前	qián	n	forward, ahead
17	红绿灯	hónglǜdēng	n	traffic light
	灯	dēng	n	light
18	右	yòu	n	right
19	左	zuǒ	n	left



Audio



Flashcards



大型车



摩托车



靠右

You're taking a bus from Beijing to Zhangjiakou to go skiing, and you see this sign as you look out the window. What message does the sign have for motorcyclists and for drivers of large buses and trucks?

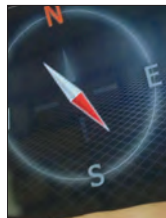
GET Real WITH CHINESE

No.	Word	Pinyin	Part of Speech	Definition
20	前面	qiánmiàn	n	ahead, in front of
21	谷歌	Gǔgē	pn	Google
22	日文	Rìwén	pn	Japanese (language)
23	东京	Dōngjīng	pn	Tokyo
24	日本	Rìběn	pn	Japan

你的中文教室在图书馆的哪边?

Nǐ de Zhōngwén jiàoshì zài túshūguǎn de nǎ bian?

Where is your Chinese classroom located relative to the library?



我的中文教室在 _____。

Wǒ de Zhōngwén jiàoshì zài _____.

See index for corresponding vocabulary or refer to Language Note c to combine the cardinal directions.

How About You?

5

The dynamic particle 过 (guo)

The dynamic particle 过 (guo) is used to denote a past experience or occurrence that has not continued to the present but, typically, has a bearing on the present.

A 我在中国城工作过一年，所以我知道怎么走。

Wǒ zài Zhōngguóchéng gōngzuò guo yì nián, suǒyǐ wǒ zhīdào zěnmē zǒu.

I worked in Chinatown for a year, so I know how to get there.

[The fact that the speaker worked in Chinatown for a year is the reason why he/she knows how to get there.]

B 我见过李友，（所以知道）她很高。

Wǒ jiàn guo Lǐ Yǒu, (suǒyǐ zhīdào) tā hěn gāo.

I've met Li You before, (so I know) she is tall.

C Q: 运动场远不远，你知道吗？

Yùndòngchǎng yuǎn bu yuǎn, nǐ zhīdào ma?

Do you know if the sports field is far from here?

A: 运动场我去过，（所以我知道）不远，很近。

Yùndòngchǎng wǒ qù guo, (suǒyǐ wǒ zhīdào) bù yuǎn, hěn jìn.

I've been to the sports field, (so I know) it is not far away. It's very close.

In this kind of sentence, expressions of time are often either unspecific or completely absent. If there is no time expression, the implied time for the action or event is 以前 (yǐqián) (before, previously). Sometimes 以前 (yǐqián) can appear in the sentence as well.

D 我以前去过中国城，知道怎么走。

Wǒ yǐqián qù guo Zhōngguóchéng, zhīdào zěnmē zǒu.

I've been to Chinatown before. I know how to get there.

E

以前我们见**过**面，可是没**说**过话。

Yǐqián wǒmen jiàn *guo* miàn, kěshì méi shuō *guo* huà.

We've met before, but we've never spoken to each other.

An expression indicating a specific time can also occasionally appear in a sentence with **过** (*guo*).

F

Q: 你见**过**李小姐吗?

Nǐ jiàn *guo* Lǐ xiǎojiě ma?

Have you ever met Miss Li?

A: 见**过**，上个月还见**过**她。

Jiàn *guo*, shàng ge yuè hái jiàn *guo* tā.

Yes. I saw her as recently as last month.



More exercises

EXERCISES

Use **过** to find out whether someone has or hasn't done something.

Use exercise 1 as an example.

- 1 你妈妈 去 英国
→ 你妈妈去过英国吗?
- 2 你 吃 素饺子
- 3 你爸爸 喝 酸辣汤

6

Verb reduplication (I)

Like adjectives [see Grammar 6, Lesson 12], verbs can also be reduplicated in imperative sentences. Verb reduplication softens the tone of a request or suggestion.

A

老师，您再**说**说什么时候用“了”，好吗?

Lǎoshī, nín zài *shuō shuo* shénme shíhou yòng “le,” hǎo ma?

Teacher, would you say a bit more about when to use “le,” please?

B

妈，您看看，我这样写对不对？

Mā, nín kàn kan, wǒ zhèyàng xiě duì bu duì?

Mom, take a look—did I write this correctly or not?

C

我用用你的电脑可以吗？

Wǒ yòng yong nǐ de diànnǎo kěyǐ ma?

Could I use your computer for a minute?

D

你帮我找找我的笔，好吗？

Nǐ bāng wǒ zhǎo zhao wǒ de bǐ, hǎo ma?

Could you help me look for my pen for a second?

E

你考完试，我们一起去公园走走，聊聊天儿。

Nǐ kǎo wán shì, wǒmen yìqǐ qù gōngyuán zǒu zou, liáo liáo tiānr.

After your exam, let's take a walk in the park and have a chat.

If a sentence includes both a modal verb and an action verb, only the action verb can be reduplicated.

F

她想看看我的新手机。

Tā xiǎng kàn kan wǒ de xīn shǒujī.

She wants to take a look at my new cell phone.

EXERCISES

Repeat the verb to soften the tone of voice. Use exercise 1 as an example.

- 1 你看，这件衣服我穿合适不合适？（看）
→ 你看看，这件衣服我穿合适不合适？
- 2 你说，他那么做对不对？（说）
- 3 王朋，我用你的笔，行吗？（用）



More exercises

Let's review all the resultative complements that you have come across so far, and learn some new ones that can be formed from the verbs and complements you already know.

完 (*wán*):

A

看完

kàn wán

finish reading, finish watching

D

考完

kǎo wán

finish taking a test

B

吃完

chī wán

finish eating

E

买完

mǎi wán

finish buying

C

喝完

hē wán

finish drinking

F

卖完

mài wán

finish selling, sell out

到 (*dào*):

G

找到

*zhǎo dào*find (something or someone)
successfully

I

听到

tīng dào

hear (something or someone)

H

看到

kàn dào

see (something or someone)

J

买到

mǎi dào

buy (something) successfully

见 (jiàn):

K

看见

kàn jiàn

see (something or someone)—
same as 看到 (kàn dào)

L

听见

tīng jiàn

hear (something or someone)—
same as 听到 (tīng dào)

好 (hǎo):

M

做好

zuò hǎo

complete doing something (and now be ready for the next action)

N

买好

mǎi hǎo

complete buying something (and now be ready for the next action)

O

准备好

zhǔnbèi hǎo

prepare something (and now be ready for the next action)

错 (cuò):

P

买错

mǎi cuò

buy the wrong thing

S

说错

shuō cuò

say (something) incorrectly

Q

找错

zhǎo cuò

give the wrong change, find
the wrong person or thing

T

走错

zǒu cuò

go the wrong way

R

写错

xiě cuò

write (something) incorrectly

懂 (dǒng):

U

听懂

tīng dǒng

comprehend what
one hears

V

看懂

kàn dǒng

comprehend what
one reads or sees

清楚 (qīngchū):

W

看清楚

kàn qīngchū

see (something) clearly

X

听清楚

tīng qīngchū

hear (something) clearly

会 (huì):

Y

学会

xué huì

acquire a skill (to do something that one was previously unable to do)

Collocations such as these, made up of a verb and a resultative complement, are best learned as set phrases. Some resultative complements are semantically related to the verb. For instance, in the sentence **我昨天看见她了** (*Wǒ zuótiān kàn jiàn tā le*) (I saw her yesterday), the complement is semantically related to **看** (*kàn*), the verb of the sentence. Some resultative complements are semantically related to the object. In the sentence **我写错了两个字** (*Wǒ xiě cuò le liǎng ge zì*) (I wrote two characters incorrectly), for instance, it is the object “characters” **字** (*zì*) that are “wrong” **错** (*cuò*). Some resultative complements are related to the subject, e.g., in the sentence **我学会了** (*Wǒ xué huì le*) (I have learned it), the complement **会** (*huì*) is semantically related to **我** (*wǒ*), the subject of the sentence.

EXERCISES

Fill in the blanks with the appropriate complements. Use exercise 1 as an example.

完 懂 错 清楚 对 到

- 1 我没有买到电影票。
- 2 你听 _____ 了，她不叫李文英。
- 3 这篇课文你看 _____ 了吗？



More
exercises

一…就… (yī...jiù...) (as soon as... then...)

This structure combines two habitual or two one-time actions. In a habitual situation, whenever the first action occurs, the second action immediately follows.

A 他一上课就想睡觉。

Tā yí shàng kè jiù xiǎng shuì jiào.

He feels sleepy every time class starts.

B 小张平常只吃青菜，一吃肉就不舒服。

Xiǎo Zhāng píngcháng zhǐ chī qīngcài, yì chī ròu jiù bù shūfu.

Little Zhang normally eats only vegetables. He feels sick whenever he eats meat.

C 李律师一累就喝咖啡。

Lǐ lǜshī yí lèi jiù hē kāfēi.

Attorney Li drinks coffee whenever he feels tired.

In a one-time situation, the second action takes place as soon as the first is completed:

D 我们一进饭馆儿，服务员就告诉我们没位子了。

Wǒmen yí jìn fànguǎnr, fúwùyuán jiù gàosù wǒmen méi wèizi le.

As soon as we entered the restaurant, the waiter told us there were no seats available.

E 这课的语法很容易，我一看就懂。

Zhè kè de yǔfǎ hěn róngyì, wǒ yí kàn jiù dǒng.

The grammar in this lesson was very easy (to understand).
I understood it as soon as I read it.

F

活动中心离这儿不远，到第二个路口，往右一拐就到了。

Huódòng zhōngxīn lí zhèr bù yuǎn, dào dì èr ge lùkǒu, wǎng yòu yì guǎi jiù dào le.

The activity center is not far from here. Turn right at the second intersection, and you'll be there.



More exercises

EXERCISES

In pairs, ask and answer the following questions. Use exercise 1 as an example.

- 1 你一起床就做什么? (洗澡)
→ 我一起床就洗澡。
- 2 你一吃完早饭就做什么? (去学校上课)
- 3 你一做完功课就做什么? (听音乐)

Characterize it!



What do the characters mean?

What is the common radical?

What does the radical mean?

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



More characters

Language Practice

E

Have you ever?

INTERPERSONAL

In pairs, form a question-and-answer about whether your partner has tried the following things. Ask a follow-up question if the answer is affirmative. Ask if he/she wishes to try them if the answer is negative. Use 过 (guo) to denote the past experience, e.g.:



Q: 你打过球吗?

Nǐ dǎ guo qiú ma?

A: 我打过 (球) 。

Wǒ dǎ guo (qiú).

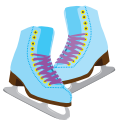
Q: 你觉得打球有意思吗?

Nǐ juéde dǎ qiú yǒu yìsi ma?

A: 我觉得打球很有意思/没有意思。

Wǒ juéde dǎ qiú hěn yǒu yìsi/méiyǒu yìsi.

1



2



3



Then find out how adventurous an eater your partner is. Use 过 (guo) to ask whether they have tried a certain dish, e.g.:



Student A

你吃过家常豆腐吗?

Nǐ chī guo jiācháng dòufu ma?

Student B

我没吃过。家常豆腐好吃吗?

Wǒ méi chī guo. Jiācháng dòufu hǎochī ma?

Student A

我觉得 (家常豆腐) 很好吃/
不好吃。

Wǒ juéde (jiācháng dòufu) hěn hǎochī/bù hǎochī.

...



G

One thing after another

INTERPERSONAL

In pairs, take turns asking questions about each other's habits. Use 一...就... (yī...jiù...) to denote the sequence.

1 Q: 你平常一吃完早饭就做什么?

Nǐ píngcháng yì chī wán zǎofàn jiù zuò shénme?

A: _____

2 Q: 你平常一下中文课就做什么?

Nǐ píngcháng yí xià Zhōngwénkè jiù zuò shénme?

A: _____

3 Q: 你平常一高兴就做什么?

Nǐ píngcháng yì gāoxìng jiù zuò shénme?

A: _____

4 Q: 你昨天早上一起床就做什么了?

Nǐ zuótiān zǎoshang yì qǐ chuáng jiù zuò shénme le?

A: _____

5 Q: 你昨天一回家就做什么了?

Nǐ zuótiān yì huí jiā jiù zuò shénme le?

A: _____



Locate the following places using landmarks and direction and location words, e.g.:

Q: 请问图书馆在哪儿?

Qǐng wèn túshūguǎn zài nǎr?

A: 图书馆在运动场 (的) 北边。/
图书馆在教室和咖啡馆 (的) 中间。

Túshūguǎn zài yùndòngchǎng (de) běibian./

Túshūguǎn zài jiàoshì hé kāfēiguǎn (de) zhōngjiān.

1 公园

gōngyuán

2 餐厅

cāntīng

3 运动场

yùndòngchǎng

4 公共汽车站

gōnggòng qìchē zhàn

In pairs, use the map from the previous exercise to ask for and give directions with your partner, e.g.:

公园 → 老师办公室

gōngyuán → *lǎoshī bàngōngshì*

Q: 从公园到老师办公室怎么走?

Cóng gōngyuán dào lǎoshī bàngōngshì zěnmē zǒu?

A: 你从公园出来，上五行路，往北走，到第一个路口，往东拐，一直走，到第三个路口往左一拐，就到了。/

老师办公室就在你（的）右边儿。

Nǐ cóng gōngyuán chū lai, shàng Wǔxínglù, wǎng běi zǒu, dào dì yī ge lùkǒu, wǎng dōng guǎi, yìzhí zǒu, dào dì sān ge lùkǒu wǎng zuǒ yì guǎi, jiù dào le./

Lǎoshī bàngōngshì jiù zài nǐ (de) yòubianr.

1 电脑中心 → 运动场

diànnǎo zhōngxīn → *yùndòngchǎng*

2 学生宿舍 → 公共汽车站

xuéshēng sùshè → *gōnggòng qìchē zhàn*

3 书店 → 花店

shūdiàn → *huādiàn* (florist)

Chinese Chat

You're exchanging WeChat messages with a friend to confirm where you'll meet. What would you type?



What do the characters mean?

What is the common radical?

What does the radical mean?

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

Characterize it!





Continue to explore



A courtyard in a traditional house in Pingyao, Shanxi Province

FENG SHUI

Most Chinese people would prefer to have their houses face south, **坐北朝南** (*zuò běi cháo nán*) (situated in the north and facing south). Just look at the palaces of the Forbidden City in Beijing! In terms of **风水** (*fēngshuǐ*) (lit. wind and water), the ages-old Chinese practice of harmonizing human existence with nature, south is the most auspicious direction for one's home to face because it balances yin, **阴** (*yīn*), and yang, **阳** (*yáng*), and optimizes the flow of qi, **气** (*qì*) (lit. air), a metaphysical life force. This is hardly surprising, considering that in the northern hemisphere facing south allows for maximum sun and light exposure.

COMPARE & CONTRAST

- 1 Chinese people prefer south-facing homes. Is home orientation a big deal in your culture? Which direction do you prefer your windows to face?
- 2 The so-called Four Symbols (**四象**) (*Sìxiàng*) are four Chinese mythological animals, each with its own cardinal direction. They are the Blue Dragon (**青龙**) (*Qīnglóng*) of the east, Vermilion Bird (**朱雀**) (*Zhūquè*) of the south, White Tiger (**白虎**) (*Báihǔ*) of the west, and Black Turtle (**玄武**) (*Xuánwǔ*) of the north. Culturally, they have been important in China, Korea, Japan, and Vietnam, and they appear in modern popular entertainment such as manga and anime. Are there similar ideas in your culture?

Chinatown

中国城 (Zhōngguóchéng) (Chinatown), also known as 唐人街 (Táng rén jiē) (lit. street for the people of Tang, Tang referring to the Tang dynasty in Chinese history), were originally ethnic enclaves for Chinese immigrants in large metropolitan areas in the United States and other countries. However, with the mingling of immigrants from across Asia, especially East Asia, many Chinatowns are becoming increasingly “pan-Asian” rather than specifically Chinese. However, Chinatowns remain a meaningful window on Chinese culture.



Casual greetings

In Chinese culture, people commonly greet each other by asking a casual question about the routine activity that the other person is engaged in at the moment. Thus, upon seeing a friend on her way to a grocery store, you could ask 买菜呀? (Mǎi cài ya?) (Going grocery shopping, eh?). Running into a fellow student who is leaving a classroom, you could ask 下课了? (Xià kè le?) (Just had your class?). As the situation is usually very obvious, the speaker does not expect, and is not interested in, an elaborate answer. Nor are these questions considered intrusive or personal.



A view of Beijing from north of the Forbidden City

URBAN

Beijing is essentially laid out around a symmetrical grid of large, straight thoroughfares, at the center of which is the Forbidden City. The urban planning principles that undergird the city of Beijing are based on Chinese cosmology. “The sky is round and the earth square” (天圆地方) (*tiān yuán dì fāng*), as the familiar saying goes. Situating the emperor, known as “the Son of Heaven” (天子) (*Tiānzǐ*) at the center of the square capital was therefore highly symbolic. The emperor performed his most important ceremonial duties enthroned in the Hall of Supreme Harmony facing the south. The influence of Beijing’s Ming-era planning persists into the present: the names of many subway stations, such as 东直门 (*Dōngzhímén*) and 西直门 (*Xīzhímén*), refer to old gates in the demolished Beijing city wall.



The Forbidden City

PLANNING

Lesson Wrap-Up

Make It Flow!

Rearrange the following sentences into a logical sequence. Then combine the sentences into a coherent narrative. Replace nouns with pronouns and change periods to commas where appropriate. Delete identical subject pronouns. Add the connective devices **这个时候** (*zhè ge shíhòu*), **就** (*jiù*), and **所以** (*suǒyǐ*) where appropriate.

_____ 白英爱看见常老师来了。

_____ 白英爱问常老师。

1 _____ 白英爱要去学校的电脑中心。

_____ 常老师告诉白英爱电脑中心就在图书馆和学生活动中心中间。

_____ 白英爱现在知道去电脑中心怎么走了。

_____ 白英爱不知道去电脑中心怎么走。

_____ 常老师告诉白英爱电脑中心离图书馆很近。

_____ 白英爱知道图书馆离王朋住的地方不远。

As you come out of the student activity center, you see a Chinese visitor looking lost. Greet him/her in Chinese and find out where he/she would like to go. The Chinese visitor is very glad that you speak Chinese. He/she thinks your campus is nice-looking and tells you where he/she is from. He/she is trying to find the library. Explain how to get to the library from the student activity center. Offer to walk there with him/her. The Chinese visitor thanks you and asks you about your school. At the entrance to the library, he/she thanks you again, and you say goodbye to each other.

Asking Directions

You are home on break. A Chinese friend is coming to stay with you for a couple of days. He/she calls you from the road. He/she is lost, but thinks that he/she is only several blocks from your house. Decide where your friend is and tell him/her how to get to your house. Incorporate the useful expressions **一直往东/西/南/北开** (*yìzhí wǎng dōng/xī/nán/běi kāi*), **到第X个路口** (*dào dì x ge lùkǒu*), **往左/右拐** (*wǎng zuǒ/yòu guǎi*), **然后...** (*ránhòu...*), and **...就到了** (*...jiù dào le*). Optional: After you've recorded your directions, exchange your recording with a classmate. Listen to each other's recordings and draw a map indicating the driving route. Exchange maps and let each other know how the other person did.

Can-Do Check List



I can

Before proceeding to Lesson 14, make sure you can complete the following tasks in Chinese:

- Ask for directions
- Give directions
- Locate places using landmark references
- Tell someone whether two places are far away from or close to each other
- Provide information about where I am going and why