

Integrated Chinese

Level 2 Part 1

Textbook

Simplified and Traditional Characters

Third Edition

中文听说读写

中文聽說讀寫

**THIS IS A SAMPLE COPY FOR
PREVIEW AND EVALUATION, AND IS
NOT TO BE
REPRODUCED OR SOLD.**

© 2009 Cheng & Tsui Company. All rights reserved.

ISBN 978-0-88727-679-8 (paperback)

ISBN 978-0-88727-680-4 (hardcover)

To purchase a copy of this book, please visit www.cheng-tsui.com.

To request an exam copy of this book, please write service@cheng-tsui.com.

Cheng & Tsui Company www.cheng-tsui.com Tel: 617-988-2400 Fax: 617-426-3669

Copyright © 2010, 2006, 1997 Cheng & Tsui Company, Inc.

Third Edition

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

All trademarks mentioned in this book are the property of their respective owners.

16 15 14 13 12 11 10 09 1 2 3 4 5 6 7 8 9 10

Published by

Cheng & Tsui Company, Inc.

25 West Street

Boston, MA 02111-1213 USA

Fax (617) 426-3669

www.cheng-tsui.com

“Bringing Asia to the World”™

ISBN 978-0-88727-680-4— ISBN 978-0-88727-679-8 (pbk.)

Cover Design: studioradia.com

Cover Photographs: Man with map © Getty Images; Shanghai skyline © David Pedre/iStockphoto; Building with masks © Wu Jie; Night market © Andrew Buko. Used by permission.

Interior Design: Wanda España, Wee Design

Illustrations: 洋洋兔动漫

Map of China (p. 334): exxorian / iStockphoto

Yellow Crane Tower photo (p. 334): Julian Damashek

Harbin Ice Festival photo (p. 339): Harry Alverson / Flickr

Snow sculpture at Harbin Ice Festival photo (p. 339): www.flickr.com/photos/emmajg

Jinsha Jiang photo (p. 339): Chen Ying / Flickr

Cube photo (p. 341): Allen Li / Flickr

Bird's Nest photo (p. 341): Curt Smith / Flickr

Shanghai photo (p. 341): Jakob Montrasio / Flickr

Hangzhou photo (p. 347): Gustavo Madico / Flickr

Nanjing photo (p. 353): Liang Wang / Flickr

Library of Congress Cataloging-in-Publication Data

Integrated Chinese = [Zhong wen ting shuo du xie]. Level 2, part 1 / third ed. by Yuehua Liu ... [et al.] ; original ed. by Yuehua Liu ... [et al.] -- 3d ed.

<v. 1> cm.

Chinese and English.

Parallel title in Chinese characters.

Includes index.

Contents: [1]. Textbook --

ISBN 978-0-88727-680-4 -- ISBN 978-0-88727-679-8 (pbk.)

1. Chinese language--Textbooks for foreign speakers--English. I. Liu, Yuehua. II. Title: Zhong wen ting shuo du xie.

PL1129.E5I683 2009

495.1'82421--dc22

2009075151

Contents



Preface to the Third Edition	xiii
Preface to the Second Edition	xix
Scope and Sequence	xxiv
Abbreviations of Grammatical Terms	xxxii
Cast of Characters	xxxiii

Lesson 1: 開學/开学 1

Learning Objectives	1
Relate and Get Ready	1
Before You Study	2
When You Study	2
Text	2
Language Notes	2
After You Study	6
Vocabulary	8
Enlarged Characters	9
Culture Highlights	10
Grammar	11
1 The Dynamic Particle 了 (l)	
2 The 是...的... Construction	
3 除了...以外	
4 再說/再说	
5 Connecting Sentences (l)	
Words & Phrases	21
A. 覺得/觉得 (to feel)	
B. 方便 (convenient)	
C. 安全 (safe)	
D. 省錢/省钱 (to save money; to economize)	
E. 自由 (free; unconstrained)	
F. 不見得/不见得 (not necessarily)	
G. 好處/好处 (advantage; benefit)	
H. 適應/适应 (to adapt; to become accustomed to)	
Language Practice	27
Pinyin Text	32
English Text	33
Self-Assessment	34

Lesson 2: 宿舍 35

Learning Objectives	35
Relate and Get Ready	35
Before You Study	36
When You Study	36
Text	36
Language Notes	36
After You Study	40
Vocabulary	42
Enlarged Characters	43
Culture Highlights	44
Grammar	45
1 Existential Sentences	
2 Adverb 真	
3 比較/比较	
4 得很	
5 那(麼)/那(么)	
6 Conjunctions	
Words & Phrases	53
A. 恐怕 (I'm afraid; I think perhaps)	
B. 差不多 (about; roughly)	
C. 吵 (noisy; to quarrel)	
D. 安靜/安静 (quiet)	
E. 一般 (generally speaking)	
F. 不怎麼樣/不怎么样 (not that great; just so-so)	
G. 地道 (authentic; genuine; pure).....	60
Language Practice	
Pinyin Text	67
English Text	68
Self-Assessment	69

Lesson 3: 在飯館兒/在饭馆儿 71

Learning Objectives	71
Relate and Get Ready	71
Before You Study	72
When You Study	72
Text	72
Language Notes	73
After You Study	76

Vocabulary	78
Enlarged Characters	80
Culture Highlights	81
Grammar	83
1 Topic-Comment Sentence Structure	
2 一 + V	
3 又 Adj/Verb, 又 Adj/Verb	
4 The Emphatic 是	
5 不如	
Words & Phrases	90
A. 正好 (coincidentally)	
B. 特別是 (especially)	
C. 麻煩/麻烦 ([may I] trouble [you]; troublesome)	
D. 這(就)要看…(了)/这(就)要看…(了) (that depends on...)	
E. 比如(說)/比如(说) (for example)	
Language Practice	94
Pinyin Text	101
English Text	102
Self-Assessment	104
Lesson 4: 買東西/买东西	105
Learning Objectives	105
Relate and Get Ready	105
Before You Study	106
When You Study	106
Text	106
Language Notes	106
After You Study	110
Vocabulary	112
Enlarged Characters	113
Culture Highlights	115
Grammar	116
1 無論…, 都…/无论…, 都…	
2 Conjunction 於是/于是	
3 Adj/V+是+Adj/V, 可是/但是…	
4 Adverb 難道/难道	
Words & Phrases	121
A. …什麼的/…什么的 (...etc.)	
B. 大小, 長短/长短, 寬窄/宽窄… (size, length, width...)	

C. 打折 (to discount; to sell at a discount)
 D. (要)不然 (otherwise)
 E. 非...不可 (have to; must)
 F. 標準/标准 (criterion; standard)
 G. 在乎 (to mind; to care)

Language Practice 126

Pinyin Text 134

English Text 135

Self-Assessment 136

Lesson 5: 選課/选课 **137**

Learning Objectives 137

Relate and Get Ready 137

Before You Study 138

When You Study 138

Text 139

Language Notes 140

After You Study 144

Vocabulary 146

Enlarged Characters 148

Culture Highlights 149

Grammar 151

1 對...來說/对...来说

2 Resultative Complements

3 Preposition 至於/至于

4 另外

5 再, 又, and 還/还 Compared

6 要麼..., 要麼.../要么..., 要么...

Words & Phrases 159

A. 只是 or 就是 (it's just that)

B. 受不了 (unable to bear)

C. 肯定 (definitely)

D. 跟...打交道 (deal with...)

E. 這樣/这样 (in this way)

F. 不過/不过 (but)

Language Practice 163

Pinyin Text 170

English Text 171

Self-Assessment 173

Let's Review! (Lessons 1–5) **175**

Lesson 6: 男朋友女朋友 179

Learning Objectives	179
Relate and Get Ready	179
Before You Study	180
When You Study	180
Text	180
Language Notes	180
After You Study	184
Vocabulary	186
Enlarged Characters	189
Culture Highlights	190
Grammar	191
1 (在)...上	
2 V來V去/V來V去	
3 Adverbials and 地 (de)	
4 的,得,and 地 Compared	
5 原來/原来 as Adverb and Adjective	
6 Set Phrases	
Words & Phrases	197
A. 到底 (what on earth; what in the world; in the end)	
B. 根本 (at all, simply)	
C. 一乾二淨/一干二淨 (completely, thoroughly, spotless)	
D. 難怪/难怪 (no wonder)	
E. 實際上/实际上 (actually; in fact; in reality)	
F. 丟三拉四 (scatterbrained; forgetful)	
G. 一會兒..., 一會兒..., 一會兒又.../一会儿..., 一会儿..., 一会儿又... (one minute..., the next minute...)	
Language Practice	202
Pinyin Text	211
English Text	212
Self-Assessment	214

Lesson 7: 電腦和網絡/电脑和网络 215

Learning Objectives	215
Relate and Get Ready	215
Before You Study	216
When You Study	216
Text	216
Language Notes	216

After You Study	222
Vocabulary	224
Enlarged Characters	226
Culture Highlights	227
Grammar	228
1 Conjunction 甚至	
2 Potential Complements	
3 好 as a Resultative Complement	
4 Connecting Sentences (II)	
Words & Phrases	237
A. 從...到.../从...到... (from...to...)	
B. 結果/结果 (as a result)	
C. 或者 (or)	
D. 害(得) (to cause trouble [so that]); to do harm [so that])	
E. 幾乎/几乎 (almost)	
F. 看起來/看起来 (it seems)	
G. 聽起來/听起来 (it sounds)	
Language Practice	243
Pinyin Text	250
English Text	251
Self-Assessment	253
Lesson 8: 打工	255
<hr/>	
Learning Objectives	255
Relate and Get Ready	255
Before You Study	256
When You Study	256
Text	256
Language Notes	256
After You Study	262
Vocabulary	264
Enlarged Characters	265
Culture Highlights	266
Grammar	267
1 Directional Complements Suggesting Result	
2 來/来 Connecting Two Verb Phrases	
3 The Dynamic Particle 了 (II)	
4 Rhetorical Questions	
5 Adverb 可	
Words & Phrases	272

A. 壓力/压力 (pressure)	
B. 受到 (to receive)	
C. 減輕/减轻 (to lessen)	
D. 適合/适合 (to suit) and 合適/合适 (suitable)	
E. 影響/影响 (to influence or affect; influence)	
F. 取得 (to obtain)	
G. 說到/说到 (speaking of)	
H. 嫌 (to dislike)	
I. 不是A, 就是B (if it's not A, it's B; either A or B)	
J. 多 (How...it is!)	
Language Practice	279
Pinyin Text	287
English Text	288
Self-Assessment	290

Lesson 9: 教育**291**

Learning Objectives	291
Relate and Get Ready	291
Before You Study	292
When You Study	292
Text	292
Language Notes	292
After You Study	296
Vocabulary	298
Enlarged Characters	300
Culture Highlights	301
Grammar	302
1 Adverb 才	
2 Descriptive Complements	
3 Adverb 並/并	
4 Adjectives as Predicates	
5 不是A, 而是B	
Words & Phrases	308
A. 一直 (all along; continuously)	
B. 好(不)容易 (with a lot of difficulty)	
C. 像...一樣/像...一样 (as if)	
D. 可以說/可以说 (you could say)	
E. 這麼說/这么说 (so that means)	
F. 最好 (had better; it's best)	
Language Practice	313

Pinyin Text	320
English Text	321
Self-Assessment	323

Lesson 10: 中國地理/中国地理 **325**

Learning Objectives	325
Relate and Get Ready	325
Before You Study	326
When You Study	326
Text	328
Language Notes	328
After You Study	332
Vocabulary	335
Enlarged Characters	337
Culture Highlights	339
Grammar	342
1 起來/起来 Indicating the Beginning of an Action	
2 Conjunction 而	
3 最 Adj 不過了/最 Adj 不过了	
4 過/过 Indicating Experience	
Words & Phrases	347
A. 為了/为了 (in order to) and 因為/因为 (because)	
B. 一下子 (in an instant)	
C. 大多 (mostly)	
D. 呢 (indicating a pause in speech)	
Language Practice	351
Pinyin Text	361
English Text	362
Self-Assessment	364

Let's Review! (Lessons 6–10) **365**

Indexes **371**

Vocabulary Index (Chinese-English)	371
Vocabulary Index (English-Chinese)	384
Level 1 Vocabulary Index (Chinese-English)	397

Preface to the Third Edition

It has been over ten years since *Integrated Chinese (IC)* came into existence in 1997. During these years, amid all the historical changes that took place in China and the rest of the world, the demand for Chinese language teaching-learning materials has been growing dramatically. We are greatly encouraged by the fact that *IC* not only has been a widely used textbook at the college level all over the United States and beyond, but also has become increasingly popular with advanced language students at the high school level. Over the years, regular feedback from the users of *IC*, both students and teachers, has greatly facilitated our repeated revisions of the series. Following its second edition published in 2006 that featured relatively minor changes and adjustments, this third edition of Level 2 is the result of a much more extensive revision.

Changes in the Third Edition

Revised Storyline

In the present edition, a new, connected storyline about a diverse group of characters strings together all the lessons in Level 2. The relationships among the main characters are carefully scripted. We hope students will get to know the characters well and will enjoy following their life stories, and by doing so will feel more of a personal involvement in the process of learning the language.

Current Vocabulary

In Level 2, we have made a special effort to recycle many of the vocabulary items from Level 1. At the same time, we have accelerated the pace at which new vocabulary items and expressions are introduced, in the hope of enhancing students' ability to communicate. However, we are mindful of the number of vocabulary items introduced in this level and have tried to keep it manageable. Excluding proper nouns, there are about 350 vocabulary items introduced in Level 2, Part 1. Most of the *pinyin* renderings and parts of speech of the vocabulary items are based on the 5th Edition of the *Modern Chinese Dictionary* (現代漢語詞典第五版/现代汉语词典第五版) published by the Commercial Press (商務印書館/商务印书馆). For easy referencing, we have appended to the Level 2 textbook the Chinese-English Vocabulary Index from Level 1.

More Accessible Grammar and Usage Explanations

Apart from adding new grammar points, we have made the following important changes in the grammar explanations in Level 2:

- We have further expanded explanations of some of the grammatical concepts that are first introduced in Level 1 and offered detailed, contrastive discussions of some of the language structures that are similar in some way, to help students differentiate among them.
- As Level 2 is intended for students at the intermediate level, we have emphasized the use of linking words and phrases in order to improve students' ability to express themselves coherently in a series of sentences.
- The usage of some of the more difficult but common words and phrases is discussed in a new section, "Words & Phrases." Those items are highlighted in green in the main text of each lesson.

Clear Learning Objectives and an Engaging Learner-Centered Approach

Ever since its inception in 1997, *IC* has been a communication-oriented language textbook which also aims at laying a solid foundation in language form and accuracy for students. The third edition holds fast to that pedagogic philosophy. It has adopted a task-based teaching approach, which is intended to intensify students' motivation and heighten their awareness of the learning objectives in each chapter. Each lesson includes “Learning Objectives” and “Relate and Get Ready” sections at the beginning to help students prepare and concentrate. At the end of each lesson, questions in “Self-Assessment” are to be used by students in self-testing their achievement of the learning objectives.

Additionally, we have introduced in Level 2 another set of new features, which delineates successive steps in building effective learning strategies: the section “Before You Study” helps students focus on the theme of the lesson and gives them opportunities to make predictions based on their own experience; the section “When You Study” encourages students to skim or scan the lesson for the main ideas or specific information; and the section “After You Study” allows the students to confirm their predictions, to recap what happens in the lesson, or to understand the organization of the text. These guidelines are student-centered and designed to be done independently by the students themselves. But they can also be carried out in Chinese as part of the in-class activities if the instructor considers it appropriate to do so and if the students are linguistically ready.

Contextualized and Interactive Language Practice

The section “Language Practice” highlights the functions of the expressions in the current lesson and provides task-oriented classroom activities centered on those expressions. In particular, we have increased the number of interactive exercises as well as exercises that were designed for enhancing students' skills in oral communication and discourse formation. In at least one of such exercises, students are invited to link up a group of individual sentences and organize them in a coherent passage.

Similar changes are also present in the *Integrated Chinese* workbook, which offers new exercises that are more distinctly communication-oriented and more closely aligned with the learning objectives of each chapter. The exercises in the workbook cover the three modes of communication as explained in the “Standards for Foreign Language Learning in the 21st Century”: interpretive, interpersonal and presentational. To help the user locate different types of exercises, we have labeled the workbook exercises in terms of the three communication modes.


Linguistically and Thematically Appropriate Cultural Information and Authentic Materials

In comparison with the earlier editions, there is more cultural information in the third edition. The revised texts provide a broader perspective on Chinese culture, and important cultural features and topics are discussed in the “Culture Highlights.” In the meantime, more up-to-date language ingredients, such as authentic linguistic materials, new realia, and new illustrations, are introduced with a view towards reflecting cultural life in the dynamic and rapidly changing contemporary China. We believe that language is a carrier of culture and a second/foreign language is acquired most efficiently in its native cultural setting. Based on that conviction, we have attempted to offer both linguistic and cultural information in a coherent, consistent manner and simulate a Chinese cultural environment in our texts, especially those that are set in China.

A New, Colorful, and User-Friendly Design

Where design and layout are concerned, the third edition represents a significant improvement over the previous editions. We have taken full advantage of colors to highlight different components of each chapter, and have brought in brand-new illustrations and photos to complement the content of the text. The book has also been thoroughly redesigned for optimal ease of use.

Updated Audio Recordings

Throughout this book, an audio CD icon  appears next to the main texts and vocabulary. This symbol indicates the presence of audio recordings, which are available on the companion audio CD set and as MP3 downloads.

It is our hope that these changes will enable students to learn Chinese in a more efficient and pragmatic way. By making these changes, we have attempted to place language acquisition in a real-world context and make *IC* all the more conducive to active use of the language, not only in the classroom, but more importantly, beyond it.

Acknowledgments

During the course of preparing for the third edition, we accumulated more academic and intellectual debts than any acknowledgment can possibly repay. We wish to express our deep gratitude to all those who helped us in so many different ways. In particular, our heartfelt thanks go to Professor Zheng-sheng Zhang of San Diego State University; Ms. Kristen Wanner; colleagues and friends at Beijing Language and Culture University; and Ms. Laurel Damashek at Cheng & Tsui.

As authors, we take great pleasure in the contributions that *IC* has made to Chinese teaching and learning over the past ten years, and we also feel the weight of responsibility to constantly improve on what has been done before. In retrospect, *IC* has traversed a long way since its earliest incarnation, yet we know its improvement will not end with the present edition. We promise to renew our efforts in the future, and we expect to continue to benefit from the invaluable comments and suggestions we receive from *IC* users.

An Overview of the New Features of the Third Edition

Chapter Opener



Each lesson opens with an illustration that highlights the theme for the lesson.

Learning Objectives for every lesson help students focus their study and envision what they will have accomplished at the end of the lesson. The self-reflective questions in **Relate and Get Ready** help students analyze similarities and differences between their native language and culture and Chinese language and culture.

LEARNING OBJECTIVES

In this lesson, you will learn to use Chinese to

1. Name basic clothing, bedding, and bath items;
2. Describe your shopping preferences and criteria;
3. Disagree with others tactfully;
4. Present your arguments with rhetorical questions.

RELATE AND GET READY

In your own culture/community—

- Can you purchase clothing and other necessities all in one shopping area?
- Do people usually pay for their purchases in cash, with checks, or with credit cards?
- Is there a sales tax?

Before, When, and After You Study

Before You Study

Check the statements that apply to you.

- 1. I have already declared my major.
- 2. I plan to double major.
- 3. I have an academic advisor.

When You Study

Listen to the audio recording and scan the text. Ask yourself the following questions before you begin a close reading of the text.

1. Where does the conversation take place?
2. Do the two characters know what courses they are going to take next semester?

New in Level 2, **Before You Study** and **When You Study** are placed before the main text, whereas **After You Study** appears at the end of the main text. The trio assists students to use various strategies when studying.

Text Design

Each text begins with two illustrations depicting the scene, with traditional text on the left page and simplified text mirrored on the right.

Lesson 8 • 打工 257

4. I know how to find scholarship opportunities.

5. I think student loans are nothing to be nervous about.

6. I would like to save more money.

Language Notes, Grammar Callouts, Words & Phrases

In the text, words or expressions with corresponding **Language Notes** are clearly marked and numbered in green circles, and the notes are placed at the bottom of the page for ease of reference. The **Grammar Points** are highlighted and numbered in red to draw students' attention to the language forms covered in the grammar section of each lesson. Words that are explained in more details in the **Words & Phrases** section are highlighted in green for ease of reference.

張天明從家裏來的時候，媽媽給他買了一些衣服，像T恤衫^①、毛衣、牛仔褲^②什麼的，可是他覺得^③無論是樣子還是顏色^④都不太好^⑤。今天是星期日，正好林雪梅和麗莎

LANGUAGE NOTES

① T恤衫 is a portmanteau word formed by combining the sounds and meanings of the Cantonese transliteration of the English "T-shirt" T恤 (pronounced *tiseot* in Cantonese) and the Mandarin morpheme 衫 "shirt." Modern Standard Chinese is based on the speech of Beijing and the vocabulary and syntax of the modern Chinese literary canon. Contributions from various dialects

Culture Highlights

Culture Highlights

① Harbin is the capital of Heilongjiang Province, which borders Russia. The city is well known for its long winters and historic Russian-style architecture. Since 1963, Harbin has hosted an annual ice and snow festival which draws many tourists from near and far. The festival includes an ice sculpting contest and numerous colorful ice lanterns.



哈爾濱的冰燈
哈尔滨的冰灯

② The Yellow River is historically considered the cradle of Chinese civilization. Its middle reach is heavily silted with loess soil from the Yellow Earth Plateau, which elevates the riverbed far above ground.




Photos or other authentic materials accompany the culture notes.



Language Practice

In addition to role plays and partner activities, this section also includes contextualized drill practice with the help of visual cues, as well as exercises to practice how to build a discourse. New sentence patterns are highlighted in blue.

E. It's Good for You!

a. Your friend Mr. Sickly is recovering from a debilitating illness. Offer him some health advice.

EXAMPLE:  → 喝水對身體有好處。 □
喝水对身体有好处。 □

1.  1.  2.  3.

English Text

English Text

Before Zhang Tianming came to school, his mom bought him some clothes such as T-shirts, sweaters, jeans, and so on, but he doesn't think they are very good either in terms of style or color. Today is Sunday, and it just so happens that Lin Xuemei and Lisa need to buy some daily necessities such as toilet paper, toothpaste, towels, and laundry detergent, so Ke Lin takes them to the biggest shopping center nearby.

Ke Lin: What clothes do you want to buy?
 Zhang Tianming: I'd like to buy a sweatsuit set.
 Ke Lin: Here they are. Look at this one. The style, size, and length are all very suitable. Plus, it's 20 percent off.
 Zhang Tianming: The color isn't bad, either. How much money? What's the brand?
 Lin Xuemei: The price is not expensive. I've never heard of the brand.
 Lisa: But it's pure cotton.
 Zhang Tianming: It won't do if it's not a good brand. I want name brand.
 Ke Lin: You're really fashionable, wearing name brands! That one looks like it's name brand. Oh my, way too expensive.
 Zhang Tianming: When it comes to shopping, I only buy name brand or I won't buy, because name-brand clothes are better quality.
 Lisa: That's right. Some clothes are inexpensive, but they are not good brands. After you've worn them once or twice, you don't want to wear them

The English translation of each text is added for students' reference at the end of the chapter, away from the main text, so that students will not be distracted when studying the main character text.

Self-Assessment

It is important for students to feel engaged and responsible for their own learning. At the end of each lesson, students are asked to check on their learning progress and evaluate whether they have achieved the learning objectives.

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes to evaluate your progress and see which areas you may need to practice more.

I can	Very Well	OK	A Little
Name my major and other required courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about my plans for after graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about ways to enhance my future job prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss whether my parents have a say in choosing my major and career path	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List ways to save money for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's Review

Let's Review! (Lessons 1-5)

I. Chinese Character Crossword Puzzles

You have learned many vocabulary items from Lessons 1-5. You may have noticed that some words/phrases share the same characters. Let's see whether you can recall these characters. The common character is positioned in the center of the cluster of rings. The block arrows indicate which way you should read the words. Work with a partner and see how many association rings you can complete. Of course, you may add more rings if you can think of additional words/phrases sharing the same characters or you may create your own clusters of rings.

EXAMPLE:

After every five lessons, there is a section to help the students review the language forms and language functions introduced.

Scope and Sequence

Lessons	Topics & Themes	Learning Objectives & Functions	Culture Highlights
1	開學/开学	<ol style="list-style-type: none"> 1. Explain how to write your Chinese name 2. Say where you were born and grew up 3. Discuss the pros and cons of living on and off campus 4. Express politely a dissenting opinion 	<ol style="list-style-type: none"> 1. Housing for undergraduate students in China 2. Disambiguating homophones in Chinese
2	宿舍	<ol style="list-style-type: none"> 1. Name basic pieces of furniture in a house 2. Describe your living quarters 3. Comment on someone's living quarters 4. Disagree tactfully 	<ol style="list-style-type: none"> 1. Housing for graduate students in China 2. Housing for international students in China
3	在飯館兒/ 在饭馆儿	<ol style="list-style-type: none"> 1. Name four principal regional Chinese cuisines 2. Order food and drinks 3. Talk about what flavors you like or dislike 4. Make your dietary restrictions or preferences known 	<ol style="list-style-type: none"> 1. Settling a bill and tipping in Chinese restaurants 2. Private banquet rooms in restaurants in China 3. Basic Chinese cooking techniques 4. Major culinary styles in China
4	買東西/ 买东西	<ol style="list-style-type: none"> 1. Name basic clothing, bedding, and bath items 2. Describe your shopping preferences and criteria 3. Disagree with others tactfully 4. Present your arguments with rhetorical questions 	<ol style="list-style-type: none"> 1. Knowing when to bargain 2. Cash, credit card, or personal check

	Forms & Accuracy	Words & Phrases
	1. The Dynamic Particle 了(l) 2. The 是…的… Construction 3. 除了…以外 4. 再說/再说 5. Connecting Sentences (l)	A. 覺得/觉得 (to feel) B. 方便 (convenient) C. 安全 (safe) D. 省錢/省钱 (to save money; to economize) E. 自由 (free; unconstrained) F. 不見得/不见得 (not necessarily) G. 好處/好处 (advantage; benefit) H. 適應/适应 (to adapt; to become accustomed to)
	1. Existential Sentences 2. Adverb 真 3. 比較/比较 4. 得很 5. 那(麼)/那(么) 6. Conjunctions	A. 恐怕 (I'm afraid; I think perhaps) B. 差不多 (about; roughly) C. 吵 (noisy; to quarrel) D. 安靜/安静 (quiet) E. 一般 (generally speaking) F. 不怎麼樣/不怎么样 (not that great; just so-so) G. 地道 (authentic; genuine; pure)
	1. Topic-Comment Sentence Structure 2. 一 + V 3. 又 Adj/Verb, 又 Adj/Verb 4. The Emphatic 是 5. 不如	A. 正好 (coincidentally) B. 特別是 (especially) C. 麻煩/麻烦 ([may I] trouble [you]; troublesome) D. 這(就)要看…(了)/这(就)要看…(了) (that depends on...) E. 比如(說)/比如(说) (for example)
	1. 無論…, 都…/无论…, 都… 2. Conjunction 於是/于是 3. Adj/V+是+Adj/V, 可是/但是… 4. Adverb 難道/难道	A. …什麼的/…什么的 (...etc.) B. 大小, 長短/长短, 寬窄/宽窄... (size, length, width...) C. 打折 (to discount; to sell at a discount) D. (要) 不然 (otherwise) E. 非…不可 (have to; must) F. 標準/标准 (criterion; standard) G. 在乎 (to mind; to care)

Lessons	Topics & Themes	Learning Objectives & Functions	Culture Highlights
5	选课/选课	<ol style="list-style-type: none"> 1. State your major area of study/academic department and some required general courses you have taken 2. Talk about what you plan to do after graduating 3. Explore what will enhance your future job opportunities 4. Explain whether your family members have an influence on your choice of major and career path 5. Share tips on how to save money for your education 	<ol style="list-style-type: none"> 1. The compartmentalized educational system in China 2. Graduate school or research institute
Let's Review		Review Lessons 1–5	
6	男朋友 女朋友	<ol style="list-style-type: none"> 1. Say if you have an upbeat personality 2. State if you share your interests or hobbies with others 3. Inquire if everything is OK and find out what has happened 4. Describe typical behaviors of a forgetful person 5. Give a simple description of what you look for in a boyfriend/girlfriend 6. Tell what makes you anxious or angry 	<ol style="list-style-type: none"> 1. Dating and marriage in China 2. Chinese Valentine's Day

	Forms & Accuracy	Words & Phrases
	<ol style="list-style-type: none"> 對…來說/对…来说 Resultative Complements Preposition 至於/至于 另外 再, 又, and 還/还 Compared 要麼…, 要麼…/要么…, 要么… 	<ol style="list-style-type: none"> 只是 or 就是 (it's just that) 受不了 (unable to bear) 肯定 (definitely) 跟…打交道 (to deal with…) 這樣/这样 (in this way) 不過/不过 (but)
	<ol style="list-style-type: none"> Chinese Character Crossword Puzzles Make a Word List Organize Your Thoughts Let Me Explain Myself (在)…上 V來V去/V來V去 Adverbials and 地 (de) 的, 得, and 地 Compared 原來/原来 as Adverb and Adjective Set Phrases 	<ol style="list-style-type: none"> 到底 (what on earth; what in the world; in the end) 根本 (at all, simply) 一乾二淨/一干二净 (completely, thoroughly, spotless) 難怪/难怪 (no wonder) 實際上/实际上 (actually; in fact; in reality) 丟三拉四 (scatterbrained; forgetful) 一會兒…, 一會兒…, 一會兒又…/一会儿…, 一会儿…, 一会儿又… (one minute..., the next minute...)

Lessons	Topics & Themes	Learning Objectives & Functions	Culture Highlights
7	電腦和網絡/ 电脑和网络	<ol style="list-style-type: none"> 1. Find out if others are angry with you and apologize if so 2. Reduce potential tension in a conversation by changing the subject 3. Let people know about the trouble you had to go through because of their thoughtlessness or carelessness 4. Name your activities on the internet and discuss how you make use of the internet 5. Discuss the pros and the cons of using the internet 	<ol style="list-style-type: none"> 1. Trendy new words in China 2. Instant messaging in China
8	打工	<ol style="list-style-type: none"> 1. Review your monthly income and spending patterns 2. Talk about how you balance your personal budget 3. Name some possible reasons to work part-time while in school 4. Discuss the pros and cons of working part-time while in school 5. Describe what you dislike or what bothers you 	<ol style="list-style-type: none"> 1. Educational expenses in China 2. Part-time jobs for college students in China
9	教育	<ol style="list-style-type: none"> 1. Comment if you had a stress-free childhood 2. Name some typical classes offered in after-school programs 3. Indicate agreement or disagreement 4. Present your opinions 5. Talk about parents' aspirations for their children 	<ol style="list-style-type: none"> 1. A Chinese model for friendship and mutual appreciation 2. Dragon and phoenix as metaphors

	Forms & Accuracy	Words & Phrases
	1. Conjunction 甚至 2. Potential Complements 3. 好 as a Resultative Complement 4. Connecting Sentences (II)	A. 從...到.../从...到... (from...to...) B. 結果/结果 (as a result) C. 或者 (or) D. 害(得) (to cause trouble [so that]); to do harm [so that]) E. 幾乎/几乎 (almost) F. 看起來/看起来 (it seems) G. 聽起來/听起来 (it sounds)
	1. Directional Complements Suggesting Result 2. 來/来 Connecting Two Verb Phrases 3. The Dynamic Particle 了 (II) 4. Rhetorical Questions 5. Adverb 可	A. 壓力/压力 (pressure) B. 受到 (to receive) C. 減輕/减轻 (to lessen) D. 適合/适合 (to suit) and 合適/合适 (suitable) E. 影響/影响 (to influence or affect; influence) F. 取得 (to obtain) G. 說到/说到 (speaking of) H. 嫌 (to dislike) I. 不是A, 就是B (if it's not A, it's B; either A or B): J. 多 (How...it is!)
	1. Adverb 才 2. Descriptive Complements 3. Adverb 並/并 4. Adjectives as Predicates 5. 不是A, 而是B	A. 一直 (all along; continuously) B. 好(不)容易 (with a lot of difficulty) C. 像...一樣/像...一样 (as if) D. 可以說/可以说 (you could say) E. 這麼說/这么说 (so that means) F. 最好 (had better; it's best)

Lessons	Topics & Themes	Learning Objectives & Functions	Culture Highlights
<p>10</p>	<p>中國地理/ 中国地理</p>	<ol style="list-style-type: none"> 1. Locate major Chinese cities, provinces, and rivers on the map 2. Give a brief introduction to the geographic features of China 3. Compare some basic geographic aspects of China and the United States 4. Describe features that may attract you to or deter you from visiting a tourist site 5. Plan a trip to China 	<ol style="list-style-type: none"> 1. The City of Harbin 2. The Yellow River 3. The Yangtze River 4. Yunnan Province 5. Nationalities in China 6. Administrative divisions in China
<p>Let's Review</p>		<p>Review Lessons 6-10</p>	

SAMPLE

	Forms & Accuracy	Words & Phrases
	<ol style="list-style-type: none"> 1. 起來/起来 Indicating the Beginning of an Action 2. Conjunction 而 3. 最Adj不過了/最Adj不过了 4. 過/过 Indicating Experience 	<ol style="list-style-type: none"> A. 為了/为了 (in order to) and 因為/因为 (because) B. 一下子 (in an instant) C. 大多 (mostly) D. 呢 (indicating a pause in speech)
	<ol style="list-style-type: none"> 1. Chinese Character Crossword Puzzles 2. Matching Words 3. Make a Word List 4. Organize Your Thoughts 5. Are You a Fluent Speaker? 	

SAMPLE

第一課 第一課
開學 开学



LEARNING OBJECTIVES

In this lesson, you will learn to use Chinese to

1. Explain how to write your Chinese name;
2. Say where you were born and grew up;
3. Discuss the pros and cons of living on and off campus;
4. Express politely a dissenting opinion.



RELATE AND GET READY

In your own culture/community—

- How do people talk about the origins of their names?
- Do students prefer on-campus or off-campus housing?
- What services are provided for first-year students when they arrive on campus?



Before You Study

Check the statements that apply to you.

1. I am a first-year student.
2. I flew in before the beginning of this new school year.

When You Study

Listen to the audio recording and scan the text. Ask yourself the following questions before you begin a close reading of the text.

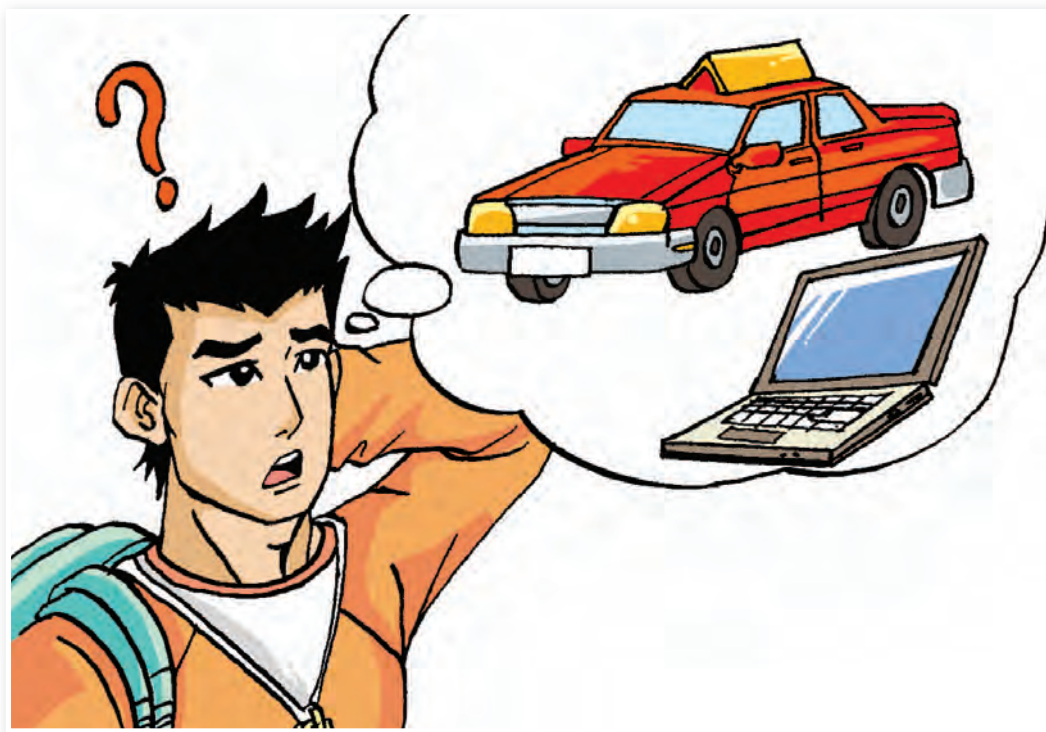
1. When and where does the conversation take place?



張天明是大學一年級的新生^①。快開學了，他家離大學很遠，得坐飛機去學校。他坐飛機坐了兩個多小時。下飛機以後，他馬上叫了一輛出租汽車，很快就到了學校宿舍^①。

LANGUAGE NOTES

- ① 新生 (xīnshēng, new student) is the Chinese term for students in an incoming school class. College freshmen are also known as 新鮮人/新鮮人 (xīnxiānrén) in Taiwan, a (perhaps initially facetious) translation from English that may raise an eyebrow or two in mainland since the adjective



3. I am used to campus life.
4. I live in a student dorm.
5. I know the meaning of the characters of my Chinese name.

2. What do the two characters have in common?
3. What is the main topic of the conversation?



张天明是大学一年级的新生^①。快开学了，他家离大学很远，得坐飞机去学校。他坐飞机坐了两个多小时。下飞机以后，他马上叫了一辆出租汽车，很快就到了学校宿舍^①。

新鮮/新鲜 (xīnxiān, fresh) is associated with food or events where the word means “novel” or “unusual.” Returning students are called 老生 (lǎoshēng, old students) in Chinese.

張天明：人真多！

柯林：你是新生吧？

張天明：是，我是新生。你呢？

柯林：我是研究生。在這兒幫新生搬東西。請問，你叫什麼名字？

張天明：我叫張天明。

柯林：張天明？是中文名字嗎？

張天明：對，我爸爸媽媽是從中國來的。可是我是在美國出生，在美國長大的^②。請問你的名字是…

柯林：我正在學中文，我的中文名字是柯林。你的名字是哪三個字？

張天明：張是弓長張，就是一張紙的張，天是天氣的天，明是明天的明。

柯林：你是怎麼來學校的？

張天明：我先坐飛機，從機場到學校坐出租汽車。柯林，你也住在這兒嗎？

柯林：不，這是新生宿舍，我住在校外。

張天明：是嗎？你為什麼住校外？你覺得住在校內好，還是住在校外好？

柯林：有的人喜歡住學校宿舍，覺得又方便又安全，有的人喜歡住在校外，因為校外的房子比較便宜。我住在校外，除了想省點兒錢以外^③，還為了自由。再說^④，住在校內也不見得很方便。

張天明：真的嗎？那我以後也搬到校外去。

张天明: 人真多!

柯林: 你是新生吧?

张天明: 是, 我是新生。你呢?

柯林: 我是研究生。在这儿帮新生搬东西。请问, 你叫什么名字?

张天明: 我叫张天明。

柯林: 张天明? 是中文名字吗?

张天明: 对, 我爸爸妈妈是从中国来的。可是我是在美国出生, 在美国长大的^②。请问你的名字是...

柯林: 我正在学中文, 我的中文名字是柯林。你的名字是哪三个字?

张天明: 张是弓长张, 就是一张纸的张, 天是天气的天, 明是明天的明。

柯林: 你是怎么来学校的?

张天明: 我先坐飞机, 从机场到学校坐出租汽车。柯林, 你也住在这儿吗?

柯林: 不, 这是新生宿舍, 我住在校外。

张天明: 是吗? 你为什么住校外? 你觉得住在校内好, 还是住在校外好?

柯林: 有的人喜欢住学校宿舍, 觉得又方便又安全, 有的人喜欢住在校外, 因为校外的房子比较便宜。我住在校外, 除了想省点儿钱^③, 还为了自由。再说^④, 住在校内也不见得很方便。

张天明: 真的吗? 那我以后也搬到校外去。

柯林： 你剛來，在學校住對你有好處^②，可以適應一下學校的生活。要是你以後想搬家，我可以幫你找房子。

張天明： 好吧，我以後要是搬家，一定請你幫忙。

柯林： 天明，前邊沒人了，我幫你把行李搬進去吧。

張天明： 好，謝謝。哎，我的電腦呢？…糟糕，電腦可能拉^③在出租車上了！

After You Study

Challenge yourself to complete the following tasks in Chinese.

1. Describe briefly who the two characters are.



誰住在這兒？

谁住在这儿？

LANGUAGE NOTES

② The opposite of 好處/好处 (advantage; benefit) is 壞處/坏处, (huàichu, disadvantage; harm).

③ In this text, 拉 (là) meaning “to leave something behind” is used colloquially. 拉 (là) and 落/落 (là)

柯林: 你刚来, 在学校住对你有好处², 可以适应一下学校的生活。要是你以后想搬家, 我可以帮你找房子。

张天明: 好吧, 我以后要是搬家, 一定请你帮忙。

柯林: 天明, 前边没人了, 我帮你把行李搬进去吧。

张天明: 好, 谢谢。哎, 我的电脑呢? …糟糕, 电脑可能拉³在出租车上了!

2. List any similarities that you share with either of the two characters regarding your background and school life.

3. Name your criteria for choosing a place to live.

SAMPLE



誰住在這兒?

谁住在这儿?

are both used to represent the sound. Note also that in this context both characters deviate from their normal pronunciation and meaning (拉, lā, to pull, and 落/落, luò, to fall.)



VOCABULARY

1.	開學	开学	kāi xué	vo	to begin a new semester
2.	新生		xīnshēng	n	new student
3.	輛	辆	liàng	m	(measure word for vehicles)
4.	研究生		yánjiūshēng	n	graduate student
5.	出生		chūshēng	v	to be born
6.	弓		gōng	n	bow
7.	長	长	cháng	adj	long
8.	校外		xiào wài		off campus
9.	校內		xiào nèi		on campus
10.	安全		ānquán	adj	safe
11.	比較	比较	bǐjiào	adv/v	relatively; comparatively; rather; to compare
12.	省錢	省钱	shěng qián	vo	to save money; to economize
13.	自由		zìyóu	adj	free; unconstrained
14.	不見得	不见得	bú jiàn de		not necessarily
15.	好處	好处	hǎochu	n	advantage; benefit
16.	適應	适应	shìyìng	v	to adapt; to become accustomed to
17.	生活		shēnghuó	n/v	life; livelihood; to live
18.	搬家		bān jiā	vo	to move (one's residence)
19.	幫忙	帮忙	bāng máng	vo	to help

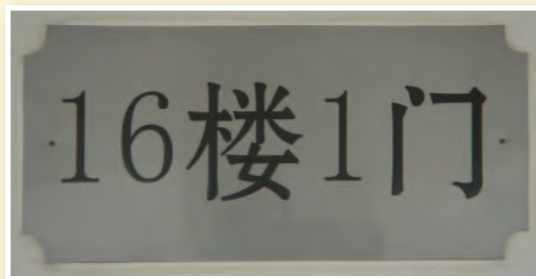
Parts of speech are indicated for most vocabulary items. Detachable compounds are marked as “vo.” Four-character phrases, idiomatic expressions, and other phrases that cannot be categorized by part of speech are left unmarked.

Culture Highlights



- 1 Most college students in China live in on-campus dormitories, typically with four students to a room. To alleviate crowding, many universities have invested in off-campus “student apartments” 學生公寓/学生公寓 (xuésēng gōngyù) in recent years.

Municipally-funded colleges may have students who commute. Government-supported boarding schools for elementary, middle, and high school students can be found in remote rural areas. There are also private and expensive boarding schools. Living conditions at these schools vary. Coed dormitories are uncommon, if not unheard of.



A student apartment number plate

- 2 Because homonyms abound in Chinese, there is sometimes a need to disambiguate. For instance, Zhang Tianming’s family name 張/张 (Zhāng) sounds the same as another family name 章 (Zhāng). Therefore, to distinguish one from the other, it is necessary to explain how to write the character. One common way to do that is to take the character apart, so Zhang Tianming’s family name is said to be 弓長張/弓长张 (gōng cháng Zhāng) as opposed to 立早章 (lì zǎo Zhāng), with 張/张 (zhāng) being made up of 弓 (gōng) and 長/长 (cháng), and 章 (zhāng) being made up of 立 (lì) and 早 (zǎo). Another method of disambiguation is to use the family name in a disyllabic context or reference the same last name from a famous Chinese person. For instance, to differentiate the surname 江 (jiāng) from another with an identical pronunciation 姜 (jiāng), one may say, 長江的江/长江的江 (Chángjiāng de Jiāng), 不是姜太公的姜 (bú shì Jiāng Tàigōng de Jiāng), [it’s] the Jiang in Changjiang, (the Yangtze River), not the Jiang in Jiang Taigong (a famous historical figure).

zhāng	张(張)	弓长张。
	章	立早章。

hú	斛	角落的角右加北斗的斗。
	胡	古月胡。
	湖	江湖的湖。
	壺 (壺)	茶壺的壺。
	弧	括弧的弧。
	狐	犬犹旁右加西瓜的瓜。

According to this chart, how many of these six family names can be introduced by taking apart their character components?

Grammar

1. The Dynamic Particle 了 (I)

The dynamic particle 了 indicates that an action has occurred. It can appear either after a verb or at the end of a sentence. When 了 appears after a verb, it signals the occurrence of an action. There is usually a time phrase in the sentence.

- ① 昨天晚上我看了一個電影。
昨天晚上我看了一个电影。
(Last night I saw a movie.)
- ② 去年我媽媽去了一次北京，在那兒住了很長時間。
去年我妈妈去了一次北京，在那儿住了很长时间。
(Last year my mother went to Beijing and stayed there for a long time.)

3 A: 這本書你看了嗎?
这本书你看了吗?
(Did you read this book?)

B: 我看了。
我看了。
(Yes, I read it.)

Notice that 了 is not the equivalent of the past tense. The action can take place in the future as in 4.

4 明天我吃了早飯去飛機場。
明天我吃了早饭去飞机场。
(Tomorrow I'll go to the airport after breakfast.)

Sometimes when 了 appears after the object it also indicates occurrence of an action.

5 A: 你昨天做什麼了?
你昨天做什么了?
(What did you do yesterday?)

B: 我搬家了。
我搬家了。
(I moved.)

Sometimes there isn't a time phrase in the sentence. The time implied is "just now" or "up till now":

6 A: 你買明天的電影票了嗎?
你买明天的电影票了吗?
(Did you buy the ticket for tomorrow's movie?)

B: 買了。
买了。
(Yes, I did.)

A: 等了多長時間?

等了多长时间?

(How long did you wait?)

B: 人不多，只等了五分鐘。

人不多，只等了五分钟。

(There weren't many people. I only waited five minutes.)

If there is an object after the verb and 了, the object is usually quantified, as in ① and the first clause of ②. Under certain circumstances, the object need not be quantified in any way:

a. If the object is followed by another 了:

我給小李打了電話了。

我给小李打了电话了。

(I called Little Li.)

b. If the object is followed by another clause:

張天明買了機票就回家了。

张天明买了机票就回家了。

(Zhang Tianming went home right after he bought the plane ticket.)

c. If the object refers to a definite person or thing:

昨天我在學校裏看見了小王。

昨天我在学校里看见了小王。

(Yesterday I saw Little Wang at school.)

When 了 occurs at the end of a sentence, it may signify a new situation, some kind of change, or the occurrence or realization of an event or state:

⑦ 十月了，天氣慢慢冷了。

十月了，天气慢慢冷了。

(It's October. The weather is gradually turning cold.)

- 8 我想今天晚上看電影，可是明天要考試，所以不看了。
我想今天晚上看电影，可是明天要考试，所以不看了。
(I wanted to go see a movie tonight, but I have an exam tomorrow, so I won't be going.)

When there are two verb phrases in a sentence and the first verb phrase is followed by the particle 了, the two actions denoted by the verbs are consecutive. The second action begins when the first one is completed.

- 9 我下了課再去找你。
我下了课再去找你。
(I'll go look for you after my class.)
- 10 昨天我搬進了宿舍就去餐廳吃飯了。
昨天我搬进了宿舍就去餐厅吃饭了。
(Yesterday as soon I finished moving into the dorm, I went to eat at the cafeteria.)

In 9, the time of 去 is 下了課/下了课, or after the speaker finishes his/her class.
In 10, the time of 去餐廳吃飯/餐厅吃饭 is 搬進了宿舍/搬进了宿舍, i.e., immediately after moving into the dorm.

2. The 是…的… Construction

When both the speaker and the listener know that an action or event has occurred and the speaker wants to draw attention to the time, place, manner, purpose, or agent of the action, the 是…的… construction is required. Although we call it the 是…的… construction, 是 is, in fact, often optional:

- 1 A: 柯先生來了嗎?
柯先生来了吗?
(Did Mr. Ke come?)
- B: 來了。
来了。
(Yes, he did.)

A: (是)什麼時候來的?
(是)什么时候来的?
(When did he come?)

B: (是)昨天晚上來的。◦
(是)昨天晚上来的。◦
(Yesterday evening.)

A: (是)跟誰一起來的?
(是)跟谁一起来的?
(Whom did he come with?)

B: (是)跟他姐姐一起來的。◦
(是)跟他姐姐一起来的。◦
(With his older sister.)

A: (是)坐飛機來的還是開車來的?
(是)坐飞机来的还是开车来的?
(Did they come by plane or by car?)

B: 開車來的。◦
开车来的。◦
(By car.)

2 張天明(是)在美國出生的。◦
张天明(是)在美国出生的。◦
(Zhang Tianming was born in America.)

That Zhang Tianming was already born is a given. The point of the statement is *where* he was born.

3 **A:** 你是大學生嗎?
你是大学生吗?
(Are you an undergrad?)

B: 不，我是研究生。◦
不，我是研究生。◦
(No, I am a graduate student.)

A: 你是在哪兒上的大學？
你是在哪儿上的大学？
(Where did you go to college?)

B: 我是在紐約上的大學。◦
我是在纽约上的大学。◦
(I went to college in New York.)

To recapitulate, when it is a known fact that an action already took place, in order to inquire about or explain the particulars of the action, one should use 是…的… instead of 了.

3. 除了…以外

SAMPLE

除了…以外,還/还… is an inclusive pattern. The English equivalent is “besides” or “in addition to.”

- 1 他除了學中文以外，還學日文。◦
他除了学中文以外，还学日文。◦
(=他學中文，也學日文。◦)
(=他学中文，也学日文。◦)
(Besides Chinese, he's also studying Japanese.)
- 2 我們班除了小王以外，還有小林去過中國。◦
我们班除了小王以外，还有小林去过中国。◦
(=小王和小林都去過中國。◦)
(=小王和小林都去过中国。◦)
(In our class, besides Little Wang, Little Lin has also been to China.)

- ③ 昨天張天明除了搬家以外，還買東西了。○
 昨天张天明除了搬家以外，还买东西了。○
 (=昨天張天明搬家、買東西。○)
 (=昨天张天明搬家、买东西。○)
 (In addition to moving, Zhang Tianming also went shopping yesterday.)

除了…以外，都…, on the other hand, is an exclusive pattern. The English equivalent is “except for”:

- ④ 除了小柯以外，我們班的同學都去過中國。○
 除了小柯以外，我們班的同學都去過中國。○
 (=小柯沒去過中國。○)
 (=小柯沒去過中國。○)
 (Except for Little Ke, every student in our class has been to China.)
 [Little Ke is the only one who has not been to China.]
- ⑤ 除了看書以外，晚上什麼事我都願意做。○
 除了看书以外，晚上什麼事我都願意做。○
 (=我晚上不願意看書。○)
 (=我晚上不願意看書。○)
 (Except for reading, I am willing to do anything in the evening.)
 [Reading is the only thing that I am not willing to do in the evening.]

4. 再說/再说

再說/再说 is used to provide additional reasons.

- ① 你別走了，天太晚了，再說我們要說的事還沒說完呢。○
 你別走了，天太晚了，再说我們要說的事還沒說完呢。○
 (Please stay. It's getting late. Besides, we haven't finished discussing everything that we need to discuss.)

② 我不打算去日本旅行，日本東西太貴，再說我以前去過日本。

我不打算去日本旅行，日本东西太贵，再说我以前去过日本。

(I'm not planning on traveling to Japan. Things in Japan are too expensive. Besides, I've already been to Japan.)

③ 她不應該找那樣的人做男朋友，那個人不太聰明，再說對她也不好。

她不应该找那样的人做男朋友，那个人不太聪明，再说对她也不好。

(She shouldn't be dating someone like him. He isn't very bright. Besides, he isn't nice to her.)

而且 also means “besides” or “in addition.” But unlike 再說/再说, it is not always explanatory. Consider the use of 而且 in the 不但...而且... (not only...but also...) structure:

④ 我這個學期不但上英文課，而且還上中文課。

我这个学期不但上英文课，而且还上中文课。

(Besides English, I'm also taking Chinese this semester.)

⑤ 我妹妹不但喜歡唱歌，而且也喜歡跳舞。

我妹妹不但喜欢唱歌，而且也喜欢跳舞。

(My younger sister not only likes to sing but also likes to dance.)

In ①, ②, and ③, 再說/再说 is interchangeable with 而且, but in ④ and ⑤, 而且 cannot be replaced by 再說/再说.

5. Connecting Sentences (I)

We often speak in multiple sentences and need to connect them. In this lesson we have this example:

① 張天明: 是嗎? 你為什麼住校外? 你覺得住在校內好, 還是住在校外好?

张天明: 是吗? 你为什么住校外? 你觉得住在校内好, 还是住在校外好?

(Zhang Tianming: Is that so? Why do you live off campus? Do you think it's better to live on or off campus?)

柯林: 有的人喜歡住學校宿舍, 覺得又方便又安全, 有的人喜歡住在校外, 因為校外的房子比較便宜。我住在校外, 除了想省點兒錢以外, 還為了自由。再說, 在校內也不見得很方便。

柯林: 有的人喜欢住学校宿舍, 觉得又方便又安全, 有的人喜欢住在校外, 因为校外的房子比较便宜。我住在校外, 除了想省点儿钱以外, 还为了自由。再说, 在校内也不见得很方便。

(Ke Lin: Some people like to live on campus. They think it's both convenient and safe. Some people like to live off campus because off-campus housing is relatively inexpensive. I live off campus. Besides wanting to save some money, I also want freedom. On top of that, it's not necessarily so convenient to live on campus.)

This exchange begins with Zhang Tianming asking Ke Lin, “Why do you live off campus?” Ke Lin mentions three reasons in his answer and uses 因為/因为..., 除了...以外, 還/还..., and 再說/再说... to connect them. Another way to connect the reasons is to use 第一..., 第二..., 第三... (first...second...third...).

② 柯林: 有的人喜歡住學校宿舍, 覺得又方便又安全, 有的人喜歡住在校外, 因為, 第一, 校外的房子比較便宜, 第二, 住校外比較自由, 第三, 住在校內不見得很方便。

柯林: 有的人喜欢住学校宿舍, 觉得又方便又安全, 有的人喜欢住在校外, 因为, 第一, 校外的房子比较便宜, 第二, 住校外比较自由, 第三, 住在校内不见得很方便。



學生還沒搬進來。
学生还没搬进来。

Words & Phrases

A. 覺得/觉得 (to feel; to think)

覺得/觉得 can express a feeling as well as an opinion.

- ① 我今天覺得有點不舒服，不能跟你一起去游泳了。

[feeling]

我今天觉得有点不舒服，不能跟你一起去游泳了。

(I don't feel very well today. I can't go swimming with you.)

- ② 大家都說那個電影好看，可是我看了以後覺得不怎麼樣。

[opinion]

大家都说那个电影好看，可是我看了以后觉得不怎么样。

(Everybody says that's a very interesting film, but I didn't think it was all that great after seeing it.)

- ③ 很多美國人認為 (rènwéi) 十八歲以後就應該離開家搬到別的地方住，我覺得不一定。

[opinion]

很多美国人认为 (rènwéi) 十八岁以后就应该离开家搬到别的地方住，我觉得不一定。

(Many Americans think that you should leave home and live somewhere else after you turn eighteen. I don't necessarily agree.)

When expressing an opinion, 覺得/觉得 is less formal than 認為/认为.

B. 方便 (convenient)

As an adjective, 方便 can appear in a sentence either as a predicate or an attributive.

- ① 住在城裏買東西很方便。

[predicate]

住在城里买东西很方便。

(It's very convenient to shop in a city.)

- ② 我想問您一個問題，您現在方便嗎？ [predicate]
我想问您一个问题，您现在方便吗？
(I'd like to ask you a question. Is it convenient for you now?)
- ③ 方便的時候，請給我打個電話。 [attributive]
方便的时候，请给我打个电话。
(Please give me a call whenever it's convenient for you.)

C. 安全 (safe)

安全 is an adjective. It can be used as a predicate as well as an attributive.

- ① 這棟樓很安全。 [predicate]
这栋楼很安全。
(This building is very safe.)
- ② 你不必擔心，她現在很安全。 [predicate]
你不必担心，她现在很安全。
(You don't have to worry. She's very safe now.)
- ③ 我們宿舍的安全問題很大。 [attributive]
我们宿舍的安全问题很大。
(Our dorm has a big problem with safety.)
- ④ 最安全的辦法是下午五點以後不准人進公司。 [attributive]
最安全的办法是下午五点以后不准人进公司。
(The safest solution is to not allow people to come into the company's building after 5:00 p.m.)

D. 省錢/省钱 (to save money; to economize)

省錢/省钱 means “to economize.” It is a verb-object compound. Numerals and particles such as 了 can be inserted between the verb and the object.

- ① 每個星期少開一天車，一年可以省不少錢。○
每个星期少开一天车，一年可以省不少钱。○
(If you refrain from driving once a week, you'll save a lot of money over a year.)
- ② 這件襯衫週末打五折，可以省三十塊錢。○
这件衬衫周末打五折，可以省三十块钱。○
(This shirt is half off this weekend. You can save \$30/¥30.)
- ③ 我去年住在中國，吃飯很便宜，省了很多錢。○
我去年住在中国，吃饭很便宜，省了很多钱。○
(I lived in China last year. Food was very inexpensive. I saved a lot of money.)

E. 自由 (free; unconstrained)

自由 can be either a noun or an adjective.

- ① **A:** 在那個國家，你覺得人們有自由嗎？ [noun]
在那个国家，你觉得人们有自由吗？
(In that country do you think people have freedom?)
- B:** 我在那兒住了半年，覺得很自由。 [adjective]
我在那儿住了半年，觉得很自由。○
(I lived there for half a year. I found it very free.)
- ② 我妹妹住在表姐家裏，她覺得很不自由。 [adjective]
我妹妹住在表姐家里，她觉得很不自在。○
(My younger sister lives with my cousin. She finds it very restrictive.)

- ③ 那個孩子快兩歲了，可以在地上自由地走來走去。
 [adjective + 地 = adverbial]
 那个孩子快两岁了，可以在地上自由地走来走去。
 (That child is almost two. He can walk around freely.)

F. 不見得/不见得 (not necessarily)

An adverb, 不見得/不见得 can be used to express a dissenting opinion politely.

- ① A: 她是在中國出生的，中文一定很好吧？
 她是在中国出生的，中文一定很好吧？
 (She was born in China. Her Chinese must be very good.)
- B: 在中國出生的人，中文不見得好。
 在中国出生的人，中文不见得好。
 (People who were born in China don't necessarily speak good Chinese.)
- ② 報上說的不見得對。
 报上说的不见得对。
 (They don't necessarily have it right in the papers.)
- ③ 這個城市路上車多，人多，開車不見得比走快。
 这个城市路上车多，人多，开车不见得比走快。
 (This city's streets are full of people and cars. Driving is not necessarily faster than walking.)

G. 好處/好处 (advantage; benefit)

好處/好处 is a noun. It can be used as a subject or an object.

- ① 坐飛機的好處是很快。
 [subject]
 坐飞机的好处是很快。
 (The advantage of flying is speed.)

- ② 請你說說這樣做的好處。 ◦ [object]
 请你说说这样做的好处。 ◦
 (Please tell us the advantage of doing it this way.)

好處/好处 often occurs in this construction:

A 對/对 B 有好處/有好处 (A is advantageous for B)

- ③ 聽錄音對學中文有好處。 ◦
 听录音对学中文有好处。 ◦
 (Listening to recordings is good for learning Chinese.)
- ④ 這樣做對你沒有好處。 ◦
 这样做对你没有好处。 ◦
 (Doing this has no advantage for you.)
- ⑤ 在中國，上過大學、會用電腦、會說外語，對找工作
 有好處。 ◦
 在中国，上过大学、会用电脑、会说外语，对找工作
 有好处。 ◦
 (In China, having a college degree, knowing how to use a computer, and being able
 to speak a foreign language are advantages when it comes to looking for a job.)

H. 適應/适应 (to adapt; to become accustomed to)

適應/适应 is a verb. It takes a direct object.

- ① 你適應大學的生活了嗎？
 你适应大学的生活了吗？
 (Are you accustomed to college life now?)
- ② 我來了兩年了，到現在還不適應這裏的生活。 ◦
 我来了两年了，到现在还不适应这里的生活。 ◦
 (I've been here for two years, but I'm still not used to life here.)

The object can be introduced by the preposition 對/对 and be placed before the verb 適應/适应.

- ③ 你對這裏的天氣已經適應了嗎？
你对这里的天气已经适应了吗？
(Are you already used to the weather here?)
- ④ 我們剛來美國，對美國的天氣還不適應。
我们刚来美国，对美国的天气还不适应。
(We've just arrived in the United States. We're not used to American weather yet.)



在這兒可以找到人幫你搬行李。
在这儿可以找到人帮你搬行李。

Language Practice

A. What's Your Name?

Go around the class and introduce yourself. Explain your Chinese name so that your classmates will know which characters it uses. Ask your classmates to explain how to write their Chinese names. Ask your teacher to give you a Chinese name if you don't already have one.

B. So You Are Back!

Now that both you and your partner are back from summer break, ask and answer questions about your trips back to school by using the 是...的 construction.

EXAMPLE:

What date?

A: 你是幾號回學校來的? **A:** 你是几号回学校来的?
 → **B:** 我是二十三號回學校來的。 **B:** 我是二十三号回学校来的。

What day of the week?

How?

With whom?

C. What Else?

a. You know that your partner is taking Chinese this semester. Find out what other courses he or she is taking using 除了...以外,還/还... You may use English to name the courses if you don't know how to say them in Chinese.

b. You know your partner can speak Chinese. Find out what other languages he or she can speak using 除了...以外,還/还...

b. Your friend Mr. Sinophilic is starting to learn Chinese by himself. Offer him some advice on Chinese study.

EXAMPLE:



→ 聽錄音對學中文有好處。
听录音对学中文有好处。

First piece of advice

Second piece of advice

Third piece of advice

F. Shoot! I Left It Behind!

EXAMPLE:



→ 糟糕，我把書拉在宿舍了。
糟糕，我把书拉在宿舍了。

1.



3.



2.



4.



G. Helping the Newcomers

Work with a partner to brainstorm a list of things you can do to help a first-year student feel more at ease when he or she first arrives on campus.

SAMPLE

H. Pros and Cons

a. List the pros and cons of living on campus in a dorm.

Pros

...

Cons

b. List the pros and cons of living off campus in an apartment or a house.

Pros

...

Cons

c. Survey three of your classmates and see who prefers living on campus or off campus. Record their reasons and report back to the class.

Classmate #1 覺得住在校外比住在
校內好。因為...

觉得住在校外比住在
校内好。因为...

Classmate #2

Classmate #3

I. Should I Move?

Have a discussion about the pros and cons of living on campus compared to living off campus, and then summarize the group members' opinions by using the expression 有的..., 有的... Possible points for discussion include: safety, doing laundry, use of the internet, shopping, expenses, dating, freedom...

EXAMPLE: close to classrooms

有的同學覺得住在校內，
離教室近，上課很方便。
有的同學覺得...

有的同学觉得住在校內，
离教室近，上课很方便。
有的同学觉得...

J. I Live Where I Live Because...

a. Your partner will ask you the following questions. First answer them according to your own situation. Make sure to incorporate the expressions or constructions you have learned in this lesson.

1. Where do you live, on campus or off campus?
2. When did you move into the dorm/off campus?
3. What can you say to support your choice of living on/off campus?
4. Do all your friends live on/off campus as you do?
5. What would you say to those who have made a different choice?
6. Will you continue to live on/off campus next year?

b. Then, based on your answers to the questions above, can you now explain your choice of living on/off campus in a short but coherent paragraph? Don't forget to incorporate 因為/因为, 除了...以外, 還/还..., 再說/再说 and/or 第一, 第二, 第三 in order to connect the sentences.

Pinyin Text

Zhāng Tiānmíng shì dàxué yì niánjí de xīnshēng^①. Kuài kāi xué le, tā jiā lí dàxué hěn yuǎn, děi zuò fēijī qù xuéxiào. Tā zuò fēijī zuò le liǎng ge duō xiǎoshí. Xià fēijī yǐhòu, tā mǎshàng jiào le yí liàng chūzū qìchē, hěn kuài jiù dào le xuéxiào sùshè^①.

Zhāng Tiānmíng: Rén zhēn duō!

Kē Lín: Nǐ shì xīnshēng ba?

Zhāng Tiānmíng: Shì, wǒ shì xīnshēng. Nǐ ne?

Kē Lín: Wǒ shì yánjiūshēng. Zài zhèr bāng xīnshēng bān dōngxi. Qǐng wèn, nǐ jiào shénme míngzi?

Zhāng Tiānmíng: Wǒ jiào Zhāng Tiānmíng.

Kē Lín: Zhāng Tiānmíng? Shì Zhōngwén míngzi ma?

Zhāng Tiānmíng: Duì, wǒ bàba māma shì cóng Zhōngguó lái de. Kěshì wǒ shì zài Měiguó chūshēng, zài Měiguó zhǎng dà de^②. Qǐng wèn nǐ de míngzi shì...

Kē Lín: Wǒ zhèng zài xué Zhōngwén, wǒ de Zhōngwén míngzi shì Kē Lín. Nǐ de míngzi shì nǎ sān ge zì?

Zhāng Tiānmíng: Zhāng shì gōng cháng zhāng, jiù shì yì zhāng zhǐ de zhāng, Tiān shì tiānqì de tiān, Míng shì míngtiān de míng.

Kē Lín: Nǐ shì zěnme lái xuéxiào de?

Zhāng Tiānmíng: Wǒ xiān zuò fēijī, cóng jīchǎng dào xuéxiào zuò chūzū qìchē. Kē Lín, nǐ yě zhù zài zhèr ma?

Kē Lín: Bù, zhè shì xīnshēng sùshè, wǒ zhù zài xiào wài.

Zhāng Tiānmíng: Shì ma? Nǐ wèishénme zhù xiào wài? Nǐ juéde zhù zài xiào nèi hǎo, hái shì zhù zài xiào wài hǎo?

Kē Lín: Yǒude rén xǐhuan zhù xuéxiào sùshè, juéde yòu fāngbiàn yòu ānquán, yǒude rén xǐhuan zhù zài xiào wài, yīnwèi xiào wài de fángzi bǐjiào piányi. Wǒ zhù zài xiào wài, chule xiǎng shěng diǎnr qián yǐwài^③, hái wèile zìyóu. Zàishuō^④, zhù zài xiào nèi yě bú jiàn de hěn fāngbiàn.

Zhāng Tiānmíng: Zhēn de ma? Nà wǒ yǐhòu yě bān dào xiào wài qù.

Kē Lín: Nǐ gāng lái, zài xuéxiào zhù duì nǐ yǒu hǎochu^⑤, kěyǐ shìyìng yí xià xuéxiào de shēnghuó. Yàoshi nǐ yǐhòu xiǎng bān jiā, wǒ kěyǐ bāng nǐ zhǎo fángzi.

Zhāng Tiānmíng: Hǎo ba, wǒ yǐhòu yàoshi bān jiā, yídìng qǐng nǐ bāng máng.
 Kē Lín: Tiānmíng, qiánbian méi rén le, wǒ bāng nǐ bǎ xíngli bān jin qu ba.
 Zhāng Tiānmíng: Hǎo, xièxie. Āi, wǒ de diànnǎo ne? ... Zāogāo, diànnǎo kěnéng là³
 zài chūzū chē shang le!

English Text

Zhang Tianming is a college freshman. School is about to start. His home is very far from the university, so he has to take a plane to get to school. He is on the plane for more than two hours. After he gets off the plane, he hails a cab immediately. In no time he arrives at his school dormitory.

Zhang Tianming: There are a lot of people here!
 Ke Lin: You must be a freshman.
 Zhang Tianming: Yes, I am a freshman. How about you?
 Ke Lin: I'm a graduate student. I'm here to help the freshmen move. What's your name?
 Zhang Tianming: My name is Zhang Tianming.
 Ke Lin: Zhang Tianming? Is that a Chinese name?
 Zhang Tianming: That's right. My mom and dad are from China, but I was born and grew up in America. Your name is...?
 Ke Lin: I'm studying Chinese. My Chinese name is Ke Lin. What are the Chinese characters for your name?
 Zhang Tianming: Zhang with *gong* (bow) [on the left] and *chang* (long) [on the right], same character as the one for "piece" as in "a piece of paper," *Tian* as in "weather," *Ming* as in "tomorrow."
 Ke Lin: How did you get to school?
 Zhang Tianming: I flew. From the airport I took a taxi. Ke Lin, do you also live here?
 Ke Lin: No, this is the freshmen's dorm. I live off campus.
 Zhang Tianming: Is that so? Why do you live off campus? Do you think it's better to live on or off campus?

Ke Lin: Some people like to live on campus. They think it's both convenient and safe. Some people like to live off campus because off-campus housing is cheaper. I live off campus. Besides wanting to save some money, I also want my freedom. On top of that, it's not necessarily so convenient to live on campus.

Zhang Tianming: Really? Then I'll move off campus, too, in the future.

Ke Lin: You've just arrived, so it's good for you to live on campus and get used to school life. If you want to live off campus later, I can help you find a place.

Zhang Tianming: OK. If I want to move later, I'll definitely ask for your help.

Ke Lin: There's no one in front of you now. I'll help you move your baggage into your room.

Zhang Tianming: OK. Thank you. Hey, where's my computer? Shoot, I might have left it in the cab!

SAMPLE

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes to evaluate your progress and see which areas you may need to practice more.

I can	Very Well	OK	A Little
Explain how to write my Chinese name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask and answer questions about where I was born and grew up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss my preferences for living on or off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express a contrary view politely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>