

# Integrated Chinese

Level 2 Part 2

Textbook

Simplified and Traditional Characters

## Third Edition

中文听说读写  
中文聽說讀寫

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## 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 Chinese 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, cohesive storyline about a diverse group of characters connects together all the lessons in Level 2. The relationships among the main characters are carefully scripted. We hope that students will get to know the characters well and enjoy following their stories, and that by doing so, they will feel more of a personal involvement in the process of learning the language. In order to increase students' cultural competency and knowledge of Chinese society, in Level 2 Part 2 we have moved the setting of the storyline to China. The main characters in this volume are studying or working in China. The lesson topics have been designed to reflect students' interests and to be relevant to their lives.

#### 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.

There are about 500 new vocabulary items in Level 2 Part 2. We have tried to limit the number of new words and expressions in each lesson to around 50. Where higher numbers of new words occur, they are necessitated mainly by the inclusion of proper nouns and specialized terms.

Most of the *pinyin* renderings and parts of speech of the vocabulary items are based on the fifth 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, the Level 2 Part 2 vocabulary indexes also include vocabulary from Level 2 Part 1.

#### More Accessible Grammar and Usage Explanations

When learning to speak a foreign language, students typically go through several stages. The focus of the first stage is pronunciation. In the second stage, grammar is the main focus. In the third stage, expanding vocabulary and mastering important but difficult

words and phrases become the primary goals. Ongoing attention to pronunciation and grammar, of course, remains a crucial part of improving students' language skills. 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 language structures that are similar to each other, to help students differentiate among them.
- 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. Level 2 Part 2 also introduces a number of form words (虛詞/虛詞) that are common in written and Classical Chinese.
- 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. However, 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 the 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 or 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 and colleagues and friends at Beijing Language and Culture University, as well as Kristen Wanner and Laurel Damashek at Cheng & Tsui.

As authors, we take great pleasure in the contributions that *IC* has made to Chinese teaching and learning, 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. Describe the sights and sounds of a major city;
2. Describe in basic terms some features of a historic tourist site;
3. Give a simple account of the growth of a city from the past to the present;
4. Express surprise at an unforeseen turn of events.

**RELATE AND GET READY**

In your own culture/community

- What major changes have you seen in your city/town over the past few years?
- Is there any local landmark that has been demolished or transformed?
- Are there many tourists visiting your city/town?
- What places have remained unchanged and retained their local charm?

### Before, When, and After You Study

#### Before You Study

Check the statements that apply to you.

- 1. I have visited my hometown recently.
- 2. I have seen changes in my hometown in terms of traffic and development.

#### 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. How do Zhang Tianming and Lisa get to Nanjing?

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.



## 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.



學期結束了，柯林決定到北京繼續學中文，而林雪梅想在北京實習和找工作。去北京前，他們先飛到杭州雪梅家看父母，在杭州待了幾天以後，來到了北京雪梅的舅舅家。

雪梅的舅舅是律師，舅媽是大學教授。他們把時間都放在自己的事業上，不想要孩子，生活在二人世界裏。他們住的

### LANGUAGE NOTES

- ① Some married couples in China decide not to have children, preferring instead to live in a 二人世界 (two-person world). The term 丁克族 (Dīngkèzú, the DINK tribe) is from the English "DINK" (dual income no kids) couples.

## Culture Highlights

### Culture Highlights

① The Spring Festival 春節/春节

Before 1911, when the last Chinese dynasty was overthrown and China became a republic, China's new year began with the Spring Festival. The Spring Festival begins on the first day of the first month of the lunar calendar, usually in late January or early February on the solar calendar. After 1911, with the adoption of the solar calendar in China, January 1 began to mark the beginning of the new year. Chinese New Year became known as the Spring Festival. However, it remains the most important holiday in China. People still refer to the activities surrounding the Spring Festival as 過年/过年 or "celebrating the New Year."



對聯/对联 (duìlián)

Legends abound about the origin of the Spring Festival. The one most widely told has to do with a fierce beast called 年. Every New Year's Eve the beast would prowl the villages preying on domesticated animals and people, who would flee in terror. One year an old beggar came to a village. A kindhearted old lady gave some food to the beggar and told him to seek refuge in the mountains. The beggar smiled and said, "Ma'am, if you'll let me stay

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.

### Language Practice

#### A. Happy-Go-Lucky

Li Zhe has earned enough credits for graduation and is currently waiting for word about an internship opportunity, so he has been taking it easy and relaxing these past few weeks. Based on the pictures, describe Li Zhe's daily activities by using reduplicated verbs.

EXAMPLE: Early Morning:



→ 每天早晨李哲要麼打打籃球，要麼打打太極拳。  
每天早晨李哲要么打打籃球，要么打打太極拳。

1. Morning:



### English Text

#### English Text

Historically, China was a society that favored men over women. Women's status in the family and in society was much lower than that of men. After 1950 the situation changed gradually. Especially in the cities, girls and boys had equal access to education and employment. Women's social status also improved substantially.

However, since the Reform and Opening-Up [started], in certain for-profit and nonprofit enterprises, the phenomenon of gender inequity has resurfaced. For example, when looking for work, women tend to have more difficulty than men. Some factories and companies haven't implemented equal pay for equal work. Of course, there are some women who have surpassed men in terms not only of work achievement but also income, but in the final analysis their number among women is still few and far between.

Nowadays, in Chinese households, in Chinese households, many couples are considerate of and attentive to each other. Therefore, within the family is perhaps where men and women are most equal in Chinese society. Take Xuemei's uncle for example—he is a big soccer fan. The only time

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 tasks you may need to practice more.

I can	Very Well	OK	A Little
Describe a scene in which people are busily engaged in all kinds of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe some of the features of a clean environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name commonly known green energy sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give examples of practices that are friendly to the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Let's Review**

**Let's Review! (Lessons 11-15)**

**I. Chinese Character Crossword Puzzles**

You have learned many vocabulary items in Lessons 1–15. You may have noticed that some words and 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 and 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.

UNCORRECTED PROOFS



## Scope and Sequence

Lessons	Topics & Themes	Learning Objectives & Functions	Culture Highlights
11	中國的節日/ 中国的节日	<ol style="list-style-type: none"> <li>1. Name the major traditional Chinese holidays and explain when they occur</li> <li>2. Name the food that is most associated with each of the major traditional Chinese holidays</li> <li>3. Express New Year's wishes</li> <li>4. Describe the festivities during the Chinese New Year period</li> <li>5. Wish others success or good health</li> </ol>	<ol style="list-style-type: none"> <li>1. The Spring Festival</li> <li>2. The Lantern Festival</li> <li>3. The Qingming Festival</li> <li>4. The Dragon Boat Festival</li> <li>5. The Mid-Autumn Festival</li> </ol>
12	中國的變化/ 中国的变化	<ol style="list-style-type: none"> <li>1. Describe the sights and sounds of a major city</li> <li>2. Describe in basic terms some features of a historic tourist site</li> <li>3. Give a simple account of the growth of a city from the past to the present</li> <li>4. Express surprise at an unforeseen turn of events</li> </ol>	<ol style="list-style-type: none"> <li>1. High-Speed Rail in China</li> <li>2. The City of Nanjing</li> <li>3. Temples of Confucius</li> </ol>
13	旅遊/旅游	<ol style="list-style-type: none"> <li>1. Describe what costs may be covered in a package tour</li> <li>2. Give a brief description of a Chinese sleeper car</li> <li>3. Describe natural objects such as mountains, rivers, trees, and rocks</li> <li>4. Discuss some things that tourists may expect to see or experience at a tourist site</li> </ol>	<ol style="list-style-type: none"> <li>1. The Stone Forest near Kunming</li> <li>2. Famous Sights of Dali</li> <li>3. The Old Town of Lijiang</li> <li>4. Ethnic Diversity in Yunnan</li> </ol>
14	生活與健康/ 生活与健康	<ol style="list-style-type: none"> <li>1. Talk about your exercise routine</li> <li>2. Outline some healthy eating habits</li> <li>3. Describe habits that could make you age prematurely or harm your health</li> </ol>	<ol style="list-style-type: none"> <li>1. Housing in Beijing</li> <li>2. Smoking in China</li> <li>3. Morning Exercises in Chinese Cities</li> </ol>

	Forms & Accuracy	Words & Phrases
	1. Adj/V + 著/着+V 2. Reduplication of Measure Words 3. Preposition 以 4. Particle 嘛 5. (先)…再…	A. V起來/起来 B. V得出(來)/V得出(来) (be able to tell) C. 氣氛/气氛 (atmosphere; ambiance) D. 傳統/传统 (tradition; traditional) E. 熱鬧/热闹 (lively; buzzing with excitement; bustling with activity)
	1. Adverb 竟(然) 2. Particle 過/过 3. End-of-Sentence Particle 啊 4. 以 A 為/为 B 5. 一 + Reduplicated Measure Word 6. Adverb 可(是) Continued	A. 完全 (entirely; completely) B. 的確/的确 (indeed) C. 要不是 (if it were not for; but for) D. 從來/从来 (from past till present; always; at all times) E. 看來/看来 (it seems) F. 儘可能/尽可能 (as much as possible; do one's utmost)
	1. Comparative Sentences 2. Numerals in Idioms 3. Multiple Attributives	A. 分別 (separately; respectively; to part from each other) B. 印象 (impression) C. 分享 (to share joy, happiness, benefit, or something pleasant or positive) D. 之前 (before; prior to) E. 只好 (have no choice but) F. 親眼, 親自, 親耳, 親手, 親身/亲眼, 亲自, 亲耳, 亲手, 亲身 G. 千萬/千万 (by all means; absolutely must) H. 不過/不过 (however; no more than)
	1. Disyllabic Words Becoming Monosyllabic 2. Conjunction and Preposition 與/与 3. 有的…, 有的… 4. 使 and Pivotal Sentences	A. 顯得/显得 (to appear [to be]; to seem) B. 重視/重视 (to attach importance to; to think much of) C. 等於/等于 (to equal; to be equivalent to; to amount to) D. 只要…(就)… (only if; as long as) E. 隨便/随便 (casual; careless; to do as one pleases) F. 即使 (even if) G. 可見/可见 (it is obvious that; it can be seen that) H. 否則/否则 (otherwise)

Lessons	Topics & Themes	Learning Objectives & Functions	Culture Highlights
15	男女平等	<ol style="list-style-type: none"> <li>1. Talk about how couples treat each other as equals</li> <li>2. Discuss gender equality in the workplace</li> <li>3. Summarize briefly the changes in Chinese women's social status in the twentieth century</li> <li>4. Report the score and results of a sports game</li> </ol>	<ol style="list-style-type: none"> <li>1. China's Economic Reform</li> <li>2. Traditional Preference for Boys</li> <li>3. China's Women Athletes</li> <li>4. Nuances of Various Gender Terms</li> <li>5. Terms for Husband and Wife</li> </ol>
Let's Review		Review Lessons 11-15	
16	環境保護與 節約能源/ 环境保护与 节约能源	<ol style="list-style-type: none"> <li>1. Describe a scene in which people are busily engaged in all kinds of activities</li> <li>2. Talk about indicators of a clean environment</li> <li>3. List some green energy sources</li> <li>4. Give examples of practices that are environmentally friendly</li> </ol>	<ol style="list-style-type: none"> <li>1. Ban on Plastic Shopping Bags</li> <li>2. Green Power</li> <li>3. Regulating Air-Conditioning Temperature</li> </ol>
17	理財與投資/ 理财与投资	<ol style="list-style-type: none"> <li>1. Describe if you're a saver or a spender</li> <li>2. Identify ways to invest money</li> <li>3. Talk about ways to purchase a big-ticket item</li> <li>4. Describe your spending habits</li> <li>5. Describe in basic terms the ups and downs of the stock market</li> </ol>	<ol style="list-style-type: none"> <li>1. China's High Savings Rate</li> <li>2. Housing Reform</li> <li>3. China's Stock Exchanges</li> </ol>
18	中國歷史/ 中国历史	<ol style="list-style-type: none"> <li>1. Name some of the most important dynasties in Chinese history</li> <li>2. Describe briefly the historical significance of some major Chinese dynasties</li> <li>3. Talk in basic terms about some of China's important historical figures</li> </ol>	<ol style="list-style-type: none"> <li>1. Confucius</li> <li>2. <i>The Analects</i></li> <li>3. The Silk Road</li> <li>4. Sun Yat-sen</li> <li>5. The Revolution of 1911</li> <li>6. China's Four Great Inventions</li> <li>7. The Terracotta Army</li> <li>8. Table of Chinese Dynasties</li> </ol>

Forms & Accuracy	Words & Phrases
1. Pronoun 某 2. Adverb 畢竟/毕竟 3. 是…的 to Affirm a Statement 4. Complement 過來/过来	A. 逐漸/逐渐 (gradually; little by little) B. …以來/以来 (since) C. 拿…來說/拿…来说 (take...for example) D. 表現/表现 (to show; to display; to manifest; performance; manifestation) E. 看你說的/看你说的 (listen to yourself) F. 不得了 (extremely; exceedingly) G. 由 (by)
1. Chinese Character Crossword Puzzles 2. Matching Words 3. Put Your Thoughts into Words 4. Presentation 5. How Well Can You Speak?	
1. V1的V1, V2的V2 2. Adjectives That Can Be Reduplicated Like Verbs 3. …吧, …吧 4. (有益)於/(有益)于 5. Adj + 於/于 6. V著V著/V着V着	A. 想起(來)/想起(来) (to recall) vs. 想出(來)/想出(来) (to come up with) B. 環境保護/环境保护 (environmental protection) C. 可不是嗎/可不是吗 (Isn't that so? How true!) D. 造成 (to cause; to give rise to) E. 從…做起/从…做起 (to start with) F. 不堪設想/不堪设想 ([of consequences] too ghastly to contemplate; unimaginable; extremely bad or dangerous)
1. 一向 vs. 一直 2. Summary of the 把 Construction (I) 3. Reduplication of Verbs	A. 引起 (to give rise to; to lead to) B. 算(是)(to count as; to be considered as) C. 合 (to combine; to join) D. 終於/终于 (at last; in the end; finally; eventually) E. 接著/接着 (to follow; to continue) F. 突然 (sudden; unexpected)
1. 之一 2. 其中	A. 參觀/参观 (to visit; to look around) vs. 遊覽/游览 (to go sightseeing; to tour; excursion) B. 千千萬萬/千千万万 (thousands upon thousands) C. 在…基礎上/在…基础上 (on the basis of...; based on ...) D. 在…方面 (in terms of; in the area of) E. 跟…有關係/跟…有关系 (related to; having to do with) F. 再也沒/不 (no more; not anymore)

Lessons	Topics & Themes	Learning Objectives & Functions	Culture Highlights
19	面試/面試	<ol style="list-style-type: none"> <li>1. Say one or two sentences to describe signs of nervousness</li> <li>2. Explain in basic terms why China has been able to attract talent and foreign companies</li> <li>3. Describe in basic terms your time management methods</li> <li>4. Congratulate someone on his or her accomplishments</li> </ol>	<ol style="list-style-type: none"> <li>1. Multinational Companies in China</li> <li>2. Qipao</li> <li>3. Chinese Students Abroad</li> </ol>
20	外國人在中國/ 外国人在中国	<ol style="list-style-type: none"> <li>1. Welcome a visitor from afar at a welcoming party</li> <li>2. Bid someone farewell at a farewell party</li> <li>3. Pay homage to old-timers when joining a new community</li> <li>4. Describe the ease or difficulty of adjusting to life in a different country</li> </ol>	<ol style="list-style-type: none"> <li>1. Expats in China</li> <li>2. Welcome and Farewell Parties</li> </ol>
Let's Review		Review Lessons 16-20	

UNCORRECTED PROOFS

Forms & Accuracy	Words & Phrases
1. Adverb 又 2. 越..., 越... 3. Conjunction 既然	A. 叫做 (to be called; to be known as) B. 好在 (fortunately; luckily) C. 善於/善于 (be good at; be adept in) D. 往往 (more often than not) vs. 常常 (often)
1. Word Order in Chinese 2. Summary of the 把 Construction (II)	A. 接受 (to accept; to take on; to undertake) B. 而已 (and no more) C. 在...下 (under) D. 你說呢? / 你说呢? (What do you say?; What do you think?)
1. Chinese Character Crossword Puzzles 2. Matching Words 3. Vocabulary Exercises 4. In Other Words 5. Put Your Thoughts into Words 6. Presentation 7. How Well Can You Speak?	

UNCORRECTED PROOFS

UNCORRECTED PROOFS

第十一課  
中國的  
節日

第十一課  
中國的  
節日



UNCORRECTED PROOFS

**LEARNING OBJECTIVES**

In this lesson, you will learn to use Chinese to

1. Name the major traditional Chinese holidays and explain when they occur;
2. Name the food that is most associated with each of the major traditional Chinese holidays;
3. Express New Year's wishes;
4. Describe the festivities during the Chinese New Year period;
5. Wish others success or good health.

**RELATE AND GET READY**

In your own culture/community—

- What are the major traditional holidays?
- How do people celebrate these holidays?
- What do people customarily eat during these holidays?
- Which holiday is associated with family reunions?





### Before You Study

Check the statements that apply to you.

1. I can name the major traditional Chinese holidays.
2. I know what Chinese people customarily do to celebrate Chinese New 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. Why are Ke Lin and Xuemei in Beijing?



學期結束了，柯林決定到北京繼續學中文，而林雪梅想在北京實習和找工作。去北京前，他們先飛到杭州雪梅家看父母，在杭州待了幾天以後，來到了北京雪梅的舅舅家。

雪梅的舅舅是律師，舅媽是大學教授。他們把時間都放在自己的事業上，不想要孩子，生活在二人世界裏<sup>①</sup>。他們住的

### LANGUAGE NOTES

- ① Some married couples in China decide not to have children, preferring instead to live in a 二人世界 (two-person world). The term 丁克族 (Dīngkèzú, the DINK tribe) is from the English “DINK” (dual income no kids) couples.



## UNCORRECTED PROOFS

- 3. I can propose a toast in Chinese.
- 4. I can describe the number of rooms of my residence.

2. Where are they staying?
3. What do they do on this special night?



学期结束了，柯林决定到北京继续学中文，而林雪梅想在北京实习和找工作。去北京前，他们先飞到杭州雪梅家看父母，在杭州待了几天以后，来到了北京雪梅的舅舅家。

雪梅的舅舅是律师，舅妈是大学教授。他们把时间都放在自己的事业上，不想要孩子，生活在二人世界里<sup>①</sup>。他们住的

小區<sup>②</sup>環境很好，房子是一套三房兩廳兩衛<sup>③</sup>的公寓，傢具都很新、很漂亮，每個房間都很乾淨，住起來很舒服。

今天是除夕，也就是春節的前一天。舅媽正在忙著<sup>①</sup>做年夜飯，舅舅在旁邊幫忙，看得出來，舅舅和舅媽的感情很好。

柯林看見牆上貼著一張不大的紅紙，紙上寫著一個漢字，他認識，那是“幸福”的“福”字，可是貼倒了。

★ ★ ★

柯林：奇怪，雪梅，這個“福”字怎麼貼錯了，“福”字倒了。

雪梅：沒貼錯。“福倒了”，“福到了”<sup>④</sup>，你想意思多好啊！

柯林：噢，我懂了，懂了，真有意思！

舅舅：雪梅，柯林，來、來、來，快坐下，吃飯了。

舅媽：現在很多家庭過年過節都到餐館訂餐，又好吃、又方便。雪梅上個週末告訴我們你們要來，我本來也想在餐館訂餐，可是給幾家比較好的飯館打電話，家家<sup>②</sup>都說沒有位子了，沒辦法，只好在家裏吃了。

雪梅：我媽媽常說舅媽菜做得好，我早就想吃舅媽做的菜了。

柯林：在家裏吃才好呢，有家庭氣氛！

舅舅：對，我同意你們的看法。大家都不喝酒，來，我們以<sup>③</sup>茶代酒，舉起杯來，歡迎你們來北京！

舅媽：為你們在新的一年裏找工作順利、學習進步乾杯！

雪梅：為舅舅、舅媽的事業成功乾杯！

柯林：為舅舅、舅媽的身體健康乾杯！

舅舅：看，電視上春節晚會開始了！我們一邊吃飯一邊看吧。

### LANGUAGE NOTES

② 小區/小区 are planned and, almost always, gated urban residential developments that incorporate various convenience facilities such as grocery stores and beauty salons. Residents have to pay a maintenance fee. Upscale 小區/小区 have a clubhouse complete with a restaurant and a fitness center. 小區/小区 is 社區/社区 in Taiwan.

③ 三房兩廳兩衛/三房两厅两卫 means “three bedrooms, a living room, a dining room, and two bathrooms.”

小区<sup>2</sup>环境很好，房子是一套三房两厅两卫<sup>3</sup>的公寓，家具都很新、很漂亮，每个房间都很干净，住起来很舒服。

今天是除夕，也就是春节的前一天。舅妈正在忙着<sup>1</sup>做年夜饭，舅舅在旁边帮忙，看得出来，舅舅和舅妈的感情很好。

柯林看见墙上贴着一张不大的红纸，纸上写着一个汉字，他认识，那是“幸福”的“福”字，可是贴倒了。

★ ★ ★

柯林：奇怪，雪梅，这个“福”字怎么贴错了，“福”字倒了。

雪梅：没贴错。“福倒了”，“福到了”<sup>4</sup>，你想意思多好啊！

柯林：噢，我懂了，懂了，真有意思！

舅舅：雪梅，柯林，来、来、来，快坐下，吃饭了。

舅妈：现在很多家庭过年过节都到餐馆订餐，又好吃、又方便。雪梅上个周末告诉我们你们要来，我本来也想在餐馆订餐，可是给几家比较好的饭馆打电话，家家<sup>2</sup>都说没有位子

了，没办法，只好在家里吃了。

雪梅：我妈妈常说舅妈菜做得好，我早就想吃舅妈做的菜了。

柯林：在家里吃才好呢，有家庭气氛！

舅舅：对，我同意你们的看法。大家都不喝酒，来，我们以<sup>3</sup>茶代酒，举起杯来，欢迎你们来北京！

舅妈：为你们在新的一年里找工作顺利、学习进步干杯！

雪梅：为舅舅、舅妈的事业成功干杯！

柯林：为舅舅、舅妈的身体健康干杯！

舅舅：看，电视上春节晚会开始了！我们一边吃饭一边看吧。

<sup>4</sup> 福倒了 (福 is upside down) is pronounced the same as 福到了 (福 has arrived). Many Chinese people are sensitive about words that sound similar or identical but have different meanings. For instance, the number “four” (四, sì) is often taboo because it sounds similar to 死 (sǐ) or death. That is why in some Chinese-speaking communities you may not find a fourth floor in a multi-story building. Many people like to have the number “eight” (八) in their phone and automobile license plate numbers because 八 (bā) rhymes with 發/发 (fā, to prosper; to strike a fortune). Some couples would avoid sharing a pear 梨, because to share a pear 分梨 sounds the same as 分離/分离, which means “to separate” or “to part ways.”

- 雪梅： 柯林，現在很多很多中國家庭都像我們一樣，一邊吃年夜飯，一邊看春節晚會<sup>5</sup>。
- 柯林： 是嗎？有好看的電視，又有好吃的菜，太棒了！舅媽做的清蒸魚又嫩又香，真好吃。
- 雪梅： 這才是地道的清蒸魚。你知道嗎？年夜飯一定要有魚，而且不能都吃了，要剩下一些。
- 柯林： 為什麼？那不是浪費嗎？
- 舅舅： 你沒聽說過嗎？“年年有魚，年年有餘”呀。“魚”跟“餘”發音一樣，“餘”有“剩下”的意思。
- 柯林： “年年有魚，年年有餘”，是“剩下錢”嗎？哈，中文真有意思。哎，中國還有好幾個傳統節日，吃的東西都不一樣，對吧？
- 舅媽： 對。農曆五月初五端午節…
- 柯林： 吃粽子！
- 舅舅： 八月十五中秋節…
- 柯林： 吃月餅。
- 雪梅： 中秋節有點像美國的感恩節，是一家人團圓的節日。還有正月十五元宵節…
- 柯林： 吃那個圓圓、白白的東西…
- 雪梅： 元宵節，吃元宵嘛<sup>④</sup>！
- 柯林： 對了，對了，我想起來了，元宵。
- 舅媽： 你們看，電視裏在倒計時了，“十、九、八、七、六、五、四、三、二、一。”十二點了，新的一年開始了！
- 雪梅： 舅舅、舅媽，我們給你們拜年了！
- 舅舅： 大家過年好！
- 柯林： 舅舅、舅媽過年好！恭喜發財！
- 舅舅： 發財、發財，大家發財。過年了，舅舅、舅媽給你們紅包。

## LANGUAGE NOTES

- <sup>5</sup> 春節晚會/春节晚会 is also colloquially known as 春晚. It is a hugely anticipated and popular five-hour long variety program aired on China's national TV broadcast station CCTV (China Central Television) on Chinese New Year's Eve.

- 雪梅：柯林，现在很多很多中国家庭都像我们一样，一边吃年夜饭，一边看春节晚会<sup>5</sup>。
- 柯林：是吗？有好看的电视，又有好吃的菜，太棒了！舅妈做的清蒸鱼又嫩又香，真好吃。
- 雪梅：这才是地道的清蒸鱼。你知道吗？年夜饭一定要有鱼，而且不能都吃了，要剩下一些。
- 柯林：为什么？那不是浪费吗？
- 舅舅：你没听说过吗？“年年有鱼，年年有余”呀。“鱼”跟“余”发音一样，“余”有“剩下”的意思。
- 柯林：“年年有鱼，年年有余”，是“剩下钱”吗？哈，中文真有意思。哎，中国还有好几个传统节日，吃的东西都不一样，对吧？
- 舅妈：对。农历五月初五端午节…
- 柯林：吃粽子！
- 舅舅：八月十五中秋节…
- 柯林：吃月饼。
- 雪梅：中秋节有点像美国的感恩节，是一家人团圆的节日。还有正月十五元宵节…
- 柯林：吃那个圆圆、白白的东西…
- 雪梅：元宵节，吃元宵嘛<sup>④</sup>！
- 柯林：对了，对了，我想起来了，元宵。
- 舅妈：你们看，电视里在倒计时了，“十、九、八、七、六、五、四、三、二、一。”十二点了，新的一年开始了！
- 雪梅：舅舅、舅妈，我们给你们拜年了！
- 舅舅：大家过年好！
- 柯林：舅舅、舅妈过年好！恭喜发财！
- 舅舅：发财、发财，大家发财。过年了，舅舅、舅妈给你们红包。

- 柯林： 謝謝！謝謝！…外邊怎麼這麼熱鬧？
- 舅舅： 過春節要放鞭炮。我們也買了很多，咱們也出去放吧。
- 柯林： 雪梅，你給天明他們發個短信拜年吧。
- 雪梅： 好。不過，我想先給爸爸媽媽打手機拜年，再<sup>⑤</sup>給天明、麗莎發短信拜年。
- 柯林： 好吧。舅舅，舅媽，咱們走吧！
- 舅媽： 柯林，你和舅舅去吧。我去準備準備，等你們放完鞭炮回來，咱們一起吃餃子。
- 柯林： 什麼？還吃？

### After You Study

Challenge yourself to complete the following tasks in Chinese.

1. Give a brief description of Xuemei's uncle's apartment.
2. Cite two examples of homophones mentioned in the text.

# UNCORRECTED PROOFS



- 柯林： 谢谢！谢谢！…外边怎么这么热闹？
- 舅舅： 过春节要放鞭炮。我们也买了很多，咱们也出去放吧。
- 柯林： 雪梅，你给天明他们发个短信拜年吧。
- 雪梅： 好。不过，我想先给爸爸妈妈打手机拜年，再<sup>⑤</sup>给天明、丽莎发短信拜年。
- 柯林： 好吧。舅舅，舅妈，咱们走吧！
- 舅妈： 柯林，你和舅舅去吧。我去准备准备，等你们放完鞭炮回来，咱们一起吃饺子。
- 柯林： 什么？还吃？

3. Name the special foods for different traditional Chinese holidays.

4. List the foods Xuemei and Ke Lin eat and describe the things they do on this Chinese New Year's Eve.

UNCORRECTED PROOFS







## VOCABULARY

1.	節日	节日	jiérì	n	holiday; festival
2.	結束	结束	jiéshù	v	to end; to finish
3.	繼續	继续	jìxù	v	to continue; to go on with
4.	舅舅		jiùjiu	n	mother's brother; maternal uncle
5.	舅媽	舅妈	jiùmā	n	wife of mother's brother
6.	小區	小区	xiǎoqū	n	residential development; residential complex
7.	環境	环境	huánjìng	n	environment; surroundings
8.	除夕		chúxī	n	Chinese New Year's Eve
9.	年夜飯	年夜饭	niányèfàn	n	Chinese New Year's Eve dinner
10.	感情		gǎnqíng	n	feeling; emotion; affection
11.	牆	墙	qiáng	n	wall
12.	貼	贴	tiē	v	to paste; to glue
13.	幸福		xìngfú	adj/n	happy; happiness
14.	福		fú	n	blessing; good fortune
15.	倒		dào	v	to turn upside down; to go backwards
16.	奇怪		qíguài	adj	strange; odd
17.	意思		yìsi	n	meaning
18.	餐		cān	n	meal
19.	本來	本来	běnlái	adj/adv	original; originally; at first
20.	家		jiā	m	(measure word for families and commercial establishments such as restaurants, hotels, shops, companies, etc.)
21.	氣氛	气氛	qìfēn	n	atmosphere; ambiance

22.	以		yǐ	prep	with [See Grammar 3.]
23.	代		dài	v	to replace; to substitute
24.	酒		jiǔ	n	alcohol; liquor
25.	舉	举	jǔ	v	to lift; to raise
26.	順利	顺利	shùnlì	adj	smooth; successful; without a hitch
27.	進步	进步	jìnbù	v/adj	to make progress; progressive
28.	乾杯	干杯	gān bēi	vo	to drink a toast; cheers!; bottoms up
29.	成功		chénggōng	v/adj	to succeed; successful
30.	晚會	晚会	wǎnhuì	n	evening gathering; soiree
31.	剩 (下)		shèng (xia)	v(c)	to leave a surplus; to be left (over)
32.	浪費	浪费	làngfèi	v/adj	to waste; to squander; wasteful
33.	餘	余	yú	v	to surplus; to spare
34.	傳統	传统	chuántǒng	n/adj	tradition; traditional
35.	農曆	农历	nónglì	n	traditional Chinese lunar calendar; lit. “agricultural calendar”
36.	初		chū		first
37.	粽子		zòngzi	n	pyramid-shaped dumplings of glutinous rice wrapped in bamboo or reed leaves
38.	月餅	月饼	yuèbǐng	n	moon cake
39.	團圓	团圆	tuányuán	v	to reunite (as a family)
40.	正月		zhēngyuè	n	first month of the lunar year; first moon
41.	元宵		yuánxiāo	n	night of the fifteenth of the first lunar month; sweet dumplings made of glutinous rice flour

- |     |    |    |          |     |   |
|-----|----|----|----------|-----|---|
| 42. | 嘛  |    | ma       | p   | (particle used to emphasize the obvious)<br>[See Grammar 4.]                    |
| 43. | 計時 | 计时 | jì shí   | vo  | to count time   |
| 44. | 拜年 |    | bài nián | vo  | to wish somebody a happy Chinese New Year; to pay a Chinese New Year's call     |
| 45. | 恭喜 |    | gōngxǐ   | v   | to congratulate   |
| 46. | 發財 | 发财 | fā cái   | vo  | to get rich; to make a fortune  |
| 47. | 紅包 | 红包 | hóngbāo  | n   | red envelope containing money to be given as a gift                             |
| 48. | 熱鬧 | 热闹 | rènao    | adj | (of a place or a scene) lively; buzzing with excitement; bustling with activity |
| 49. | 鞭炮 |    | biānpào  | n   | firecracker   |

## Proper Nouns

- |     |     |     |             |  |                                    |
|-----|-----|-----|-------------|--|------------------------------------|
| 50. | 春節  | 春节  | Chūnjié     |  | Spring Festival; Chinese New Year  |
| 51. | 端午節 | 端午节 | Duānwǔjié   |  | Dragon Boat Festival               |
| 52. | 中秋節 | 中秋节 | Zhōngqiūjié |  | Mid-Autumn Festival; Moon Festival |
| 53. | 感恩節 | 感恩节 | Gǎn'ēnjié   |  | Thanksgiving                       |
| 54. | 元宵節 | 元宵节 | Yuánxiāojié |  | Lantern Festival                   |

## Enlarged Characters

繼續 舅 牆 舉 傳 農 曆 團 鞭  
 继续 舅 墙 举 传 农 历 团 鞭

## Culture Highlights

### 1 The Spring Festival 春節/春节

Before 1911, when the last Chinese dynasty was overthrown and China became a republic, China's new year began with the Spring Festival. The Spring Festival begins on the first day of the first month of the lunar calendar, usually in late January or early February on the solar calendar. After 1911, with the adoption of the solar calendar in China, January 1 began to mark the beginning of the new year. Chinese New Year became known as the Spring Festival. However, it remains the most important holiday in China. People still refer to the activities surrounding the Spring Festival as 過年/过年 or “celebrating the New Year.”



對聯/对联 (duìlián)

Legends abound about the origin of the Spring Festival. The one most widely told has to do with a fierce beast called 年. Every New Year's Eve the beast would prowl the villages, preying on domesticated animals and people, who would flee in terror. One year an old beggar came to a village. A kindhearted old lady gave some food to the beggar and told him to seek refuge in the mountains. The beggar smiled and said, “Ma'am, if you'll let me stay overnight, I'll chase the beast away.”

Around midnight 年 showed up at the old lady's door. The beast found it decorated with red paper and the inside brightly lit with torches. It was about to enter the house when it heard a loud explosion. Greatly startled, 年 took off as fast as it could. It turned out that 年 was mortally afraid of the color red, fire, and loud noises. Dressed in red, the beggar burst out laughing.

From then on every household would decorate its door with auspicious couplets on red paper and light firecrackers. Every family would light torches and candles and stay up for the New Year. On New Year's Day, people would visit families and friends and wish one another a happy new year. Children would receive cash gifts wrapped in red envelopes. These customs spread far and wide, making the holiday the most important in China.

In the past, the holiday season lasted from the first to the fifteenth day of the first month of the lunar calendar. Today, people have three days off. Combined with the preceding and following weekends, the holiday break can last seven to eight days. Traditionally, people sent New Year wishes by paying a brief visit in person. Nowadays it is increasingly common to send New Year wishes by cell phone.



鞭炮



紅包/红包

In northern China people eat dumplings on Chinese New Year; in southern China glutinous rice cakes are popular.

2 The Lantern Festival 元宵節/元宵节

The Lantern Festival falls on the fifteenth day of the first month of the lunar calendar. Its origin can be traced to the Han dynasty (202 BCE–220 CE). 元宵, which literally means “first night,” marks the first full moon of the lunar new year.

元宵 is also the name given to a glutinous rice dessert eaten on that day. Its filling consisting of sesame seeds, red bean paste, etc., is usually sweet. Many



元宵



花燈/花灯

streets are decorated with colorful paper lanterns, some with riddles written on them. In the evening people will go out to admire the lanterns and guess the riddles. Other festive activities include dragon and lion dances.

### 3 The Qingming Festival 清明節/清明节

Traditionally, the Qingming Festival fell on the first two weeks after the vernal equinox. Today the holiday is observed around April 5. All over China people make offerings to deceased relatives. Roads to cemeteries are often clogged for miles with traffic. In rural areas, there are elaborate ceremonies of ancestor worship. The holiday is also associated with the beginning of spring. Some people go on spring excursions or fly kites.

### 4 The Dragon Boat Festival 端午節/端午节

The fifth day of the fifth month of the lunar calendar (usually in late May or early June) is the Dragon Boat Festival. According to a popular legend, the holiday started as a way to commemorate the death of a famous poet, 屈原 (Qū Yuán) (ca. 340 BCE–278 BCE), who drowned himself in the Miluo River (汨羅江/汨罗江, Mìluójiāng). Every year, boat races are held all over China during the festival to commemorate the recovery of Qu Yuan's body. Often each dragon-shaped boat has a drummer to cheer the rowers on. To keep the fish away from his body, people threw 粽子, pyramid-shaped steamed dumplings wrapped in bamboo leaves, into the river. There is a wide variety of fillings in the 粽子 that people eat today, including plain sticky rice and different combinations of sticky rice with red beans, pork, salted duck eggs, and so on.



粽子



5 The Mid-Autumn Festival 中秋節 / 中秋节

The fifteenth day of the eighth month of the lunar calendar (in September or October) marks the Mid-Autumn Festival. It is a day for family reunion, which is symbolized by the full moon. The traditional holiday pastry is called the moon cake. There are many regional styles of moon cakes. They are usually baked with sweet fillings including nuts or preserved fruit, or even with salted duck egg yolks. In Suzhou and Shanghai, fresh and hot moon cakes with minced pork are also very popular.



月餅 / 月饼

## Grammar

### 1. Adj/V + 著/着+ V

In this kind of structure, the second verb phrase indicates the reason for the first action or state:

- ① 快放寒假了，小王正忙著準備考試。  
快放寒假了，小王正忙着准备考试。  
(It's almost the winter break. Little Wang's busy preparing for exams.)  
[i.e., Little Wang is busy because he's preparing for his final exams.]
- ② 他急著去見朋友，沒吃晚飯就走了。  
他急着去见朋友，没吃晚饭就走了。  
(He was in a rush to see a friend, so he left without having dinner.)  
[i.e., He was in a hurry because he needed to see a friend.]
- ③ 妹妹哭著要我跟她玩電腦遊戲。  
妹妹哭着要我跟她玩电脑游戏。  
(My younger sister burst into tears asking me to play a computer game with her.)  
[i.e., My younger sister cried because she wanted me to play a computer game with her.]

### 2. Reduplication of Measure Words

A measure word can be reduplicated to mean “without exception, all-inclusive.”

- ① 過年了，孩子們個個都非常高興。  
过年了，孩子们个个都非常高兴。  
(It's Chinese New Year, and every child is very happy.)
- ② 張天明的衣服，件件都是名牌。  
张天明的衣服，件件都是名牌。  
(Every piece of clothing in Zhang Tianming's entire wardrobe is name brand.)



人, 年, 月, 天, etc. can also be reduplicated in this way:

- ③ 我們班人人都是網迷。○  
 我们班人人都是网迷。○  
 (Everyone in our class is an internet addict.)

Note that this kind of reduplication cannot occur when the measure word forms part of the object:

- ④ 我認識這裏的每個人。○  
 我认识这里的每个人。○  
 (I know everyone here.)

It is incorrect to say:

- (4a) \*我認識這裏的人人。○  
 \*我认识这里的人人。○

### 3. Preposition 以

## UNCORRECTED PROOFS

以, which has its origin in Classical Chinese, is used as a preposition in modern Chinese. It has many meanings. In this lesson 以茶代酒/以茶代酒 means “to use tea to replace alcohol.” 以 means “to use” or “with.”

- ① 他選課，只以興趣做標準，不考慮將來是不是容易找工作。○  
 他选课，只以兴趣做标准，不考虑将来是不是容易找工作。○  
 (He chooses his classes using his interests as his only criteria. He doesn't consider whether [these classes] will make it easier to find a job.)
- ② 老師以自己的生活經驗教育學生。○  
 老师以自己的生活经验教育学生。○  
 (The teacher uses his life experience to teach his students.)

#### 4. Particle 嘛

嘛 is a particle suggesting that the reasoning behind a statement is self-evident or “the way it should be.”

- ① 你不喜歡他，不想讓他天天來找你，就告訴他嘛。◦  
你不喜欢他，不想让他天天来找你，就告诉他嘛。◦  
(If you don't like him and don't want him to come looking for you every day, then why don't you just tell him?)
- ② 你說這句英文不難，那你翻譯出來給我看看嘛。◦  
你说这句英文不难，那你翻译出来给我看看嘛。◦  
(You say that this English sentence is not difficult. Then translate it and prove it to me.)
- ③ A: 我最不願意跟病人打交道，可是媽媽非讓我上醫學院不可。◦  
我最不願意跟病人打交道，可是妈妈非让我上医学院不可。◦  
(There's nothing I dislike more than dealing with patients, but my mom insists that I go to medical school.)
- B: 你跟媽媽說清楚嘛，要是上了醫學院再想換專業，就難了。◦  
你跟妈妈说清楚嘛，要是上了医学院再想换专业，就难了。◦  
(Then tell your mom clearly. It'll be difficult to switch majors once you're in medical school.)

#### 5. (先)…再…

The “(先)…再…” pattern can be translated as “(first)…then…” Like 才, 再 can link two clauses. However, unlike 才, 再 indicates that the action described in the first clause is a desired condition for the action in the second clause. In other words, the speaker would like to postpone the second action until the first action has occurred.

- ① A: 我們今年去雲南旅遊，怎麼樣？  
我们今年去云南旅游，怎么样？  
(Let's take a trip to Yunnan this year. How about it?)

**B:** 我今年不想去，等明年拿到碩士學位以後再去。◦  
 我今年不想去，等明年拿到硕士学位以后再去。◦  
 (I don't want to go this year. I'd like to wait until I receive my master's degree next year.)

**2** 明年暑假我想先待在這兒打工賺點錢，然後再回紐約看父母。◦  
 明年暑假我想先待在这儿打工赚点钱，然后再回纽约看父母。◦  
 (Next year during the summer break I will stay here to make a bit of money by taking a part-time job, and then go back to New York to see my parents.)

**3** 這個問題我們應該先好好兒討論討論再做決定。◦  
 这个问题我们应该先好好儿讨论讨论再做决定。◦  
 (We should discuss this question thoroughly before we make a decision.)

## Words & Phrases

### A.V 起來/起来

# UNCORRECTED PROOFS

“V起來/起来” can mean to look at, discuss, or comment on something from the point of view of “V.” For example,

**1** 這個手機用起來很方便。◦  
 这个手机用起来很方便。◦  
 (This cell phone is so convenient to use.)  
 [Here “convenient” is viewed in terms of “using it.”]

**2** 餃子吃起來好吃，做起來不太容易。◦  
 饺子吃起来好吃，做起来不太容易。◦  
 (Dumplings are delicious to eat, but not easy to make.)  
 [That is, in terms of taste, dumplings are delicious. However, in terms of actually making them, it's not so easy.]

**3** 這把椅子搬起來很重。◦  
 这把椅子搬起来很重。◦  
 (This chair is very heavy to lift.)

## B. V得出(來)/V得出(來) (be able to tell)

V得出(來)/V得出(來) can be used after verbs such as 看, 聽/听, 吃, 聞/闻 (wén, to smell), and 分辨 (fēnbiàn, to distinguish) to mean that one can judge or tell the nature of something through sensory experience, e.g., 看得出(來)/看得出(來) (be able to tell by looking):

- ① 林雪梅看得出(來)麗莎有心事。  
林雪梅看得出(來)丽莎有心事。  
(Lin Xuemei can tell that something is bothering Lisa.)  
[Lin Xuemei can tell that something is bothering Lisa from her body language and expression.]
- ② 小李病得很重，可是他每天都還是很高興的樣子，大家都看不出(來)他有病。  
小李病得很重，可是他每天都还是很高兴的样子，大家都看不出(來)他有病。  
(Little Li is seriously ill, but he seems very happy every day. No one can tell that he's ill.)

聽得出來/聽得出來 (be able to tell by listening):

- ③ 外邊有人叫我，(從聽聲音)我聽得出(來)是弟弟。  
外边有人叫我，(从听声音)我听得出(來)是弟弟。  
(Someone is calling me outside. I can tell [from the voice] that it's my younger brother.)

吃得出來/吃得出來 (be able to tell by eating/through taste):

- ④ 我吃不出(來)這是南方菜還是北方菜，你吃得出(來)嗎？  
我吃不出(來)这是南方菜还是北方菜，你吃得出(來)吗？  
(I can't tell if this is southern or northern cooking, can you?)

### C. 氣氛/气氛 (atmosphere; ambiance)

氣氛/气氛 is an abstract noun. It can be used as a subject or object:

- ① 感恩節快到了，你可以感覺到節日的氣氛了。 [object]  
感恩节快到了，你可以感觉到节日的气氛了。  
(Thanksgiving is around the corner. You can feel the holiday atmosphere.)
- ② 在中國，春節的時候，你能感覺到到處都是節日的氣氛。 [object]  
在中国，春节的时候，你能感觉到到处都是节日的气氛。  
(During Chinese New Year in China, you can feel the holiday atmosphere all around you.)
- ③ 今天她一走進教室就覺得氣氛不對，原來班上發生了一件大事。 [subject]  
今天她一走进教室就觉得气氛不对，原来班上发生了一件大事。  
(Today as soon as she walked into the classroom she sensed that there was something wrong in the air. It turned out that something major had happened to the class.)

### D. 傳統/传统 (tradition; traditional)

傳統/传统 is an adjective as well as a noun.

- ① 我們在中國歷史課裏學了不少中國的傳統文化。 [adjective as attributive]  
我们在中国历史课里学了不少中国的传统文化。  
(We learned a lot about traditional Chinese culture in our Chinese history class.)
- ② 他這個人很傳統，不會做這樣的事情。 [adjective as predicate]  
他这个人很传统，不会做这样的事情。  
(He is a very traditional man. He wouldn't do such a thing.)

Other examples: 傳統方法/传统方法 (traditional method), 傳統思想/传统思想 (traditional thinking), 傳統道德/传统道德 (dàodé) (traditional morality), 傳統制度/传统制度 (zhìdù) (traditional system), etc.

- ③ 這個學校有什麼傳統? [noun]  
这个学校有什么传统?  
(What traditions does this school have?)
- ④ 不浪費是這個家庭的好傳統。 [noun]  
不浪费是这个家庭的好传统。  
(Being frugal is a good tradition in this family.)

### E. 熱鬧/热闹 (lively; buzzing with excitement; bustling with activity)

熱鬧/热闹 is an adjective. It can be used as a predicate or attributive.

- ① 開學了，宿舍裏來了很多新同學，大家都在忙著搬家，很熱鬧。  
[predicate]  
开学了，宿舍里来了很多新同学，大家都在忙着搬家，很热闹。  
(The semester has started. Many students have arrived at the dorm and everyone is busy moving in. There is a whirl of activity and excitement.)
- ② 我喜歡安靜，可是妹妹喜歡熱鬧。 [predicate acting as the object of 喜歡/喜欢]  
我喜欢安静，可是妹妹喜欢热闹。  
(I like peace and quiet, but my younger sister prefers excitement and activity.)
- ③ 我一到熱鬧的地方就頭疼。 [attributive]  
我一到热闹的地方就头疼。  
(Whenever I am in a noisy and bustling place, I get a headache.)

## Language Practice

### A. Shifting Perspectives

Take turns with a partner to complete the following statements.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. 粽子吃起來容易，<br>做起來_____。           | 1. 粽子吃起来容易，<br>做起来_____。           |
| 2. 這套公寓很大，住起來很舒服，<br>但是整理起來很_____。 | 2. 这套公寓很大，住起来很舒服，<br>但是整理起来很_____。 |
| 3. 毛筆字看起來很美，<br>但是寫起來很_____。       | 3. 毛笔字看起来很美，<br>但是写起来很_____。       |

### B. Can You Tell?

Ask your friend to help identify the following items.

## UNCORRECTED PROOFS

EXAMPLE:



→ 你吃得出來這是什麼粽子嗎？  
你吃得出来这是什么粽子吗？

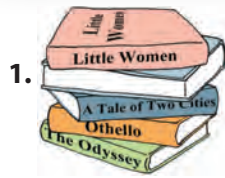


### C. Each and Every One of Them

Let's talk about Little Chang by using reduplication of measure words.



→ 小常的傢具件件都是新的。 小常的傢具件件都是新的。



### D. Follow the Boss's Orders

Imagine you're a sous chef. You have a habit of confirming your work orders with your boss before you do anything.

EXAMPLE: 1. cook the rice 2. make the dumplings

→ A: 我應該先做餃子還是先做米飯? A: 我应该先做饺子还是先做米饭?  
B: 你應該先做餃子, 再做米飯。 B: 你应该先做饺子, 再做米饭。

1. 1. add sugar 2. add vinegar

→

2. 1. make hot and sour soup 2. make family-style tofu

→

3. 1. learn to make *zongzi* 2. learn to make moon cakes

→

4. 1. prepare fruit 2. wash dishes

→



### E. Name That Holiday


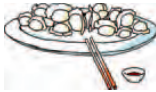



Make sure that your partner knows when the following holidays take place before filling in the table. Don't forget to include the lunar calendar in your answers if applicable.

English	Chinese	Date
1. Mother's Day	母親節/母亲节	五月第二個星期日/五月第二个星期日
2. Father's Day		
3. Thanksgiving		
4. Chinese New Year		
5. Lantern Festival		
6. Dragon Boat Festival		
7. Mid-Autumn Festival		
8. (Your Own Choice)		

UNCORRECTED PROOFS

### F. Don't Get the Wrong Food

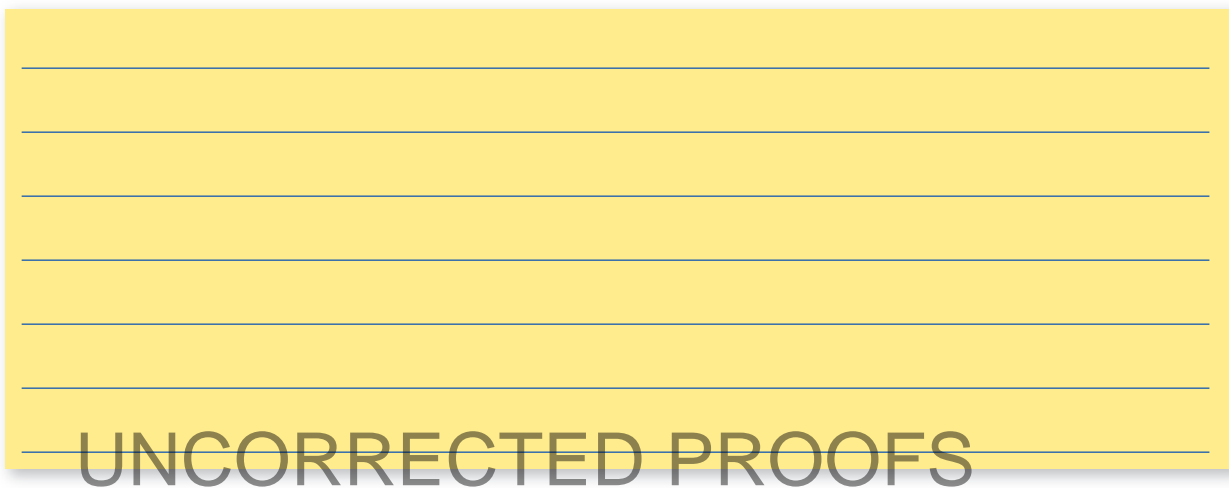
a. Connect with a line each of the holidays on the left with the name of the food that holiday is most associated with, and then connect the name of that food with the appropriate image on the right.

感恩節/感恩节	粽子	
春節/春节	火雞/火鸡	
元宵節/元宵节	月餅/月饼	
端午節/端午节	元宵	
中秋節/中秋节	餃子/饺子	

b. Report your answers to your partner.

### G. Happy New Year to You All!

a. Work with a group of classmates and list all the Chinese New Year wishes that you can think of. See if your group can come up with more wishes than the other groups. Ask your instructor for assistance to make sure that you use 祝你 with the right wishes, and then take turns wishing others in your group a happy new year.



UNCORRECTED PROOFS

b. Using one or two wishes from the list above, prepare a Chinese New Year's card for your teacher or friend.

### H. Well-Wishing

What would you say to wish someone well on the following occasions?

EXAMPLE: on Chinese New Year



恭喜發財!

恭喜发财!

or 過年好!

or 过年好!

or 祝你春節快樂!

or 祝你春节快乐!



1. on his or her birthday



2. your grandfather is celebrating his 80th birthday



3. your friend is wondering if he'll find a good job without too much difficulty



4. your classmate is going to study in China and wonders if his or her studies will go smoothly



5. your colleague is going to open a business and wonders if the business will be a success



### I. When and Where to Hang Out

a. Walk around the classroom to find out what places your classmates like to go to because they are lively or quiet.

UNCORRECTED PROOFS

EXAMPLE: A: 你喜歡去什麼地方?

A: 你喜欢去什么地方?

→ B: 我(不)喜歡熱鬧, 所以我(不)愛去\_\_\_\_\_。

B: 我(不)喜欢热闹, 所以我(不)爱去\_\_\_\_\_。

b. Then ask your classmates the following questions.

1. 這個城市什麼地方最熱鬧?

1. 这个城市什么地方最热闹?

2. 你們家什麼時候最熱鬧?

2. 你们家什么时候最热闹?

c. Tally everyone's answers for questions 1 and 2, and report to the instructor whose answers are the same as yours.

**J. Don't Miss Out!**

To ensure you won't miss out on any of the festivities during the Chinese New Year when you visit China,

a. list the activities that the Chinese do according to the time line.

除夕

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

正月初一

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

b. Based on the lists above, work with a partner to create a narrative about the Chinese New Year festivities.

UNCORRECTED PROOFS

## K. Writing Practice

Connect the following sentences into a paragraph incorporating the words and expressions in parentheses. Pay special attention to the use of appropriate pronouns and linking devices.

1. 除夕的晚上，雪梅和柯林在舅舅家吃年夜飯。
2. 雪梅的舅媽做了很多菜。
3. 舅媽做的菜很好吃。
4. 雪梅、柯林和舅舅、舅媽一邊吃飯一邊看春節晚會。
5. 十二點的時候，雪梅、柯林給舅舅、舅媽拜年。
6. 拜了年以後舅舅帶著柯林去外邊放鞭炮。(然後)
7. 雪梅給爸爸媽媽打電話拜年。(先)
8. 雪梅給麗莎和天明發短信拜年。(然後)
9. 這一天夜裏他們還要吃餃子。(…以後，…又…)
10. 除夕的晚上他們都很高興。

1. 除夕的晚上，雪梅和柯林在舅舅家吃年夜飯。
2. 雪梅的舅媽做了很多菜。
3. 舅媽做的菜很好吃。
4. 雪梅、柯林和舅舅、舅媽一邊吃飯一邊看春節晚會。
5. 十一點的時候，雪梅、柯林給舅舅、舅媽拜年。
6. 拜了年以後舅舅帶著柯林去外邊放鞭炮。(然後)
7. 雪梅給爸爸媽媽打電話拜年。(先)
8. 雪梅給麗莎和天明發短信拜年。(然後)
9. 這一天夜里他們還要吃餃子。(…以後，…又…)
10. 除夕的晚上他們都很高興。

## Pinyin Text

Xuéqī jiéshù le, Kē Lín juéding dào Běijīng jìxù xué Zhōngwén, ér Lín Xuěméi xiǎng zài Běijīng shíxí hé zhǎo gōngzuò. Qù Běijīng qián, tāmen xiān fēi dào Hángzhōu Xuěméi jiā kàn fùmǔ, zài Hángzhōu dāi le jǐ tiān yǐhòu, lái dào le Běijīng Xuěméi de jiùjiu jiā.

Xuěméi de jiùjiu shì lùshī, jiùmā shì dàxué jiàoshòu. Tāmen bǎ shíjiān dōu fàng zài zìjǐ de shìyè shang, bù xiǎng yào háizi, shēnghuó zài èr rén shìjiè lǐ<sup>①</sup>. Tāmen zhù de xiǎoqū<sup>②</sup> huánjìng hěn hǎo, fángzi shì yí tào sān fáng liǎng tīng liǎng wèi<sup>③</sup> de gōngyù, jiājù dōu hěn xīn, hěn piàoliang, měi ge fángjiān dōu hěn gānjìng, zhù qǐ lai hěn shūfu.

Jǐntiān shì chūxī, yě jiù shì Chūnjié de qián yì tiān. Jiùmā zhèngzài máng zhe<sup>④</sup> zuò niányèfàn, jiùjiu zài pángbiān bāng máng, kàn de chū lái, jiùjiu hé jiùmā de gǎnqíng hěn hǎo.

Kē Lín kàn jiàn qiáng shang tiē zhe yì zhāng bú dà de hóng zhǐ, zhǐ shang xiě zhe yí ge Hànzì, tā rènsì, nà shì “xìngfú” de “fú” zì, kěshì tiē dào le.

\* \* \*

Kē Lín: Qíguài, Xuěméi, zhe ge “fú” zì zěnmē tiē cuò le, “fú” zì dào le.

Xuěméi: Méi tiē cuò. “Fú dào le”, “fú dào le”<sup>④</sup>, nǐ xiǎng yìsì duō hǎo a!

Kē Lín: Ō, wǒ dǒng le, dǒng le, zhēn yǒu yìsi!

Jiùjiu: Xuěméi, Kē Lín, lái, lái, lái, kuài zuò xia, chī fàn le.

Jiùmā: Xiànzài hěn duō jiāting guò nián guò jié dōu dào cānguǎn dīng cān, yòu hǎochī, yòu fāngbiàn. Xuěméi shàng ge zhōumò gàosu wǒmen nǐmen yào lái, wǒ běnlái yě xiǎng zài cānguǎn dīng cān, kěshì gěi jǐ jiā bǐjiào hǎo de fànguǎn dǎ diànhuà, jiā jiā<sup>⑤</sup> dōu shuō méiyǒu wèizi le, méi bànǎ, zhǐhǎo zài jiā li chī le.

Xuěméi: Wǒ māma cháng shuō jiùmā cài zuò de hǎo, wǒ zǎo jiù xiǎng chī jiùmā zuò de cài le.

Kē Lín: Zài jiā li chī cái hǎo ne, yǒu jiāting qìfēn!

Jiùjiu: Duì, wǒ tóngyì nǐmen de kànfǎ. Dàjiā dōu bù hē jiǔ, lái, wǒmen yǐ<sup>⑥</sup> chá dài jiǔ, jǔ qǐ bēi lai, huānyíng nǐmen lái Běijīng!

Jiùmā: Wèi nǐmen zài xīn de yì nián li zhǎo gōngzuò shùnlì, xuéxí jìnbù gān bēi!

Xuěméi: Wèi jiùjiu, jiùmā de shìyè chénggōng gān bēi!

Kē Lín: Wèi jiùjiu, jiùmā de shēntǐ jiànkāng gān bēi!

Jiùjiu: Kàn, diànshì shang Chūnjié Wǎnhuì kāishǐ le! Wǒmen yìbiān chī fàn yìbiān kàn ba.

Xuěméi: Kē Lín, xiànzài hěn duō hěn duō Zhōngguó jiāting dōu xiàng wǒmen yíyàng, yìbiān chī niányèfàn, yìbiān kàn Chūnjié Wǎnhuì<sup>⑥</sup>.

- Kē Lín: Shì ma? Yǒu hǎokàn de diànshì, yòu yǒu hǎochī de cài, tài bàng le! Jiùmā zuò de qīngzhēngyú yòu nèn yòu xiāng, zhēn hǎochī.
- Xuěméi: Zhè cái shì dìdao de qīngzhēngyú. Nǐ zhīdào ma? Niányèfàn yídìng yào yǒu yú, érqǐè bù néng dōu chī le, yào shèng xia yì xiē.
- Kē Lín: Wèishénme? Nà bú shì làngfèi ma?
- Jiùjiu: Nǐ méi tīngshuō guo ma? “Nián nián yǒu yú, nián nián yǒu yú” ya. “Yú” gēn “yú” fāyīn yíyàng, “yú” yǒu “shèng xia” de yìsi.
- Kē Lín: “Nián nián yǒu yú, nián nián yǒu yú”, shì “shèng xia qián” ma? Hā, Zhōngwén zhēn yǒu yìsi. Āi, Zhōngguó hái yǒu hǎo jǐ ge chuántǒng jiérì, chī de dōngxī dōu bù yíyàng, duì ba?
- Jiùmā: Duì. Nónglì wǔ yuè chū wǔ Duānwǔjié...
- Kē Lín: Chī zòngzi!
- Jiùjiu: Bā yuè shí wǔ Zhōngqiūjié...
- Kē Lín: Chī yuèbǐng...
- Xuěméi: Zhōngqiūjié yǒu diǎn xiàng Měiguó de Gǎn’ēnjié, shì yì jiā rén tuányuán de jiérì. Hái yǒu zhēngyuè shí wǔ Yuánxiāojié...
- Kē Lín: Chī nà ge yuán yuán, bái bái de dōngxī...
- Xuěméi: Yuánxiāojié, chī yuánxiāo ma<sup>④</sup>!
- Kē Lín: Duì le, duì le, wǒ xiǎng qī lai le, yuánxiāo.
- Jiùmā: Nǐmen kàn, diànshì lì zài dào jì shí le, “shí, jiǔ, bā, qī, liù, wǔ, sì, sān, èr, yī.” shí èr diǎn le, xīn de yì nián kāishǐ le!
- Xuěméi: Jiùjiu, jiùmā, wǒmen gěi nǐmen bài nián le!
- Jiùjiu: Dàjiā guò nián hǎo!
- Kē Lín: Jiùjiu, jiùmā guò nián hǎo! Gōngxǐ fā cái!
- Jiùjiu: Fā cái, fā cái, dàjiā fā cái. Guò nián le, jiùjiu, jiùmā gěi nǐmen hóngbāo.
- Kē Lín: Xièxie! Xièxie!...Wàibian zěnme zhème rènào?
- Jiùjiu: Guò Chūnjié yào fàng biānpào. Wǒmen yě mǎi le hěn duō, zánmen yě chū qu fàng ba.
- Kē Lín: Xuěméi, nǐ gěi Tiānmíng tāmen fā ge duǎnxìn bài nián ba.
- Xuěméi: Hǎo. Búguò, wǒ xiǎng xiān gěi bàba māma dǎ shǒujī bài nián, zài<sup>⑤</sup> gěi Tiānmíng, Lìshā fā duǎnxìn bài nián.
- Kē Lín: Hǎo ba. Jiùjiu, jiùmā, zánmen zǒu ba!
- Jiùmā: Kē Lín, nǐ hé jiùjiu qù ba. Wǒ qù zhǔnbei zhǔnbei, děng nǐmen fàng wán biānpào huí lai, zánmen yìqǐ chī jiǎozi.
- Kē Lín: Shénme? Hái chī?

## English Text

The semester has ended. Ke Lin has decided to go to Beijing to continue studying Chinese while Lin Xuemei would like to intern and look for a job in Beijing. Before they go to Beijing, they fly first to Xuemei's family in Hangzhou to see [Xuemei's] parents. After staying in Hangzhou for a few days, they arrive at Xuemei's uncle's home in Beijing.

Xuemei's uncle is a lawyer, and her uncle's wife is a university professor. They devote all their time to their careers, choosing not to have children and to live instead in a "two-person world." The surroundings of their residential subdivision are very nice. Their apartment has three bedrooms, a living room and a dining room, and two bathrooms. The furniture is all new and very beautiful. Every room is very clean and very comfortable to live in.

Today is New Year's Eve—that is, the day before the Spring Festival. Xuemei's aunt is busy making New Year Eve's Dinner. Xuemei's uncle is at her side helping. It is obvious that Xuemei's uncle and aunt are very fond of each other.

Ke Lin sees a medium-sized piece of red paper pasted on the wall. On the paper is a Chinese character. He recognizes it as the 福 in the word 幸福 (fortune), but it is pasted upside down.

\* \* \* UNCORRECTED PROOFS \* \* \*

Ke Lin: How strange, Xuemei. How come this 福 character is pasted incorrectly? 福 is upside down.

Xuemei: It isn't pasted incorrectly. 福倒了 (fortune is upside down), 福到了 (fortune has arrived). Think how great the pun is!

Ke Lin: Oh, I get it. I get it. How interesting!

Uncle: Xuemei, Ke Lin, come, come, please sit down. Time to eat.

Aunt: Nowadays many families make dinner reservations at restaurants during the Chinese New Year and other holidays. Not only is [the food] delicious but it is also convenient. Last weekend Xuemei told us that you were coming. I originally wanted to make a reservation at a restaurant, but when I called a few of the better restaurants, each and every one of them said that there were no seats left. There is nothing we can do except to eat at home.

Xuemei: My mom says Auntie cooks very well. I've wanted to eat Auntie's food for a long time.

Ke Lin: Nothing is better than eating at home. It has more of a family atmosphere.

Uncle: That's right. I agree with you. None of us drinks alcohol. Come, let's have tea instead. Let's raise our cups to welcome you to Beijing.



- Aunt: Let's wish that, in the new year, your search for work goes smoothly without a hitch and that you make [a lot of] progress academically. Bottoms up!
- Xuemei: Let's drink to Uncle and Aunt's success at work.
- Ke Lin: To Uncle and Aunt's health.
- Uncle: Look, the Spring Festival Evening Show has started on TV. Let's eat and watch.
- Xuemei: Ke Lin, right now many, many Chinese families are like us, having New Year's Eve dinner and watching the Spring Festival Evening Show.
- Ke Lin: Is that so? There's good TV to watch and delicious food to eat. Couldn't be any better! Auntie's steamed fish is both tender and tasty. It's simply delicious.
- Xuemei: That's [what I call] authentic steamed fish. Did you know? You've got to have fish for the New Year's Eve dinner, *and* you can't eat all of it. You have to leave some of it uneaten.
- Ke Lin: Why? Isn't that wasteful?
- Uncle: Haven't you heard? "When you have fish every year, you'll have a surplus every year." "Fish" and "surplus" are pronounced the same. "Surplus" means "excess left over from what is needed."
- Ke Lin: "When you have fish every year, you'll have a surplus every year." Does that mean "having money left over?" Chinese is really interesting. Oh, China has quite a few other traditional holidays. The food associated with them is all different, right?
- Aunt: That's right. On the fifth day of the fifth month of the lunar year during the Dragon Boat Festival...
- Ke Lin: People eat pyramid-shaped dumplings in bamboo leaves.
- Uncle: On the fifteenth day of the eighth month of the lunar calendar during the Mid-Autumn Festival...
- Ke Lin: People eat moon cakes.
- Xuemei: The Mid-Autumn Festival is a bit like America's Thanksgiving. It is a holiday for family reunion. There is also the Lantern Festival on the fifteenth day of the first month on the lunar calendar when...
- Ke Lin: People eat those round, white things...
- Xuemei: During the Lantern Festival (元宵節/元宵节) you eat dumplings of the same name (元宵).
- Ke Lin: Right, right. I remember now—元宵.
- Aunt: Look, the countdown has started on TV, "Ten, nine, eight, seven, six, five, four, three, two, one." Twelve o'clock. The new year has started!
- Xuemei: Uncle, Auntie, we wish you a Happy New Year!

Uncle: Everybody, “Happy New Year!”

Ke Lin: Uncle, aunt, Happy New Year! Best wishes for a prosperous new year!

Uncle: A prosperous new year for everyone. It’s New Year. Uncle and Auntie have some red envelopes for you.

Ke Lin: Thanks, thank you very much. ... How come it’s so lively outside?

Uncle: Setting off firecrackers to celebrate the New Year is a must. We’ve also bought many [firecrackers]. Let’s go out and set them off.

Ke Lin: Xuemei, why don’t you send Tianming [and Lisa] a New Year text message?

Xuemei: OK, I’d like to first call Mom and Dad on my cell phone to wish them a happy Chinese New Year and then send Tianming and Lisa a New Year text message.

Ke Lin: OK. Uncle and Auntie, let’s go.

Aunt: Ke Lin, you and Uncle go. I’ll make some preparation. When you are back from lighting the firecrackers, we’ll eat dumplings together.

Ke Lin: What, more food?

## UNCORRECTED PROOFS

### SELF-ASSESSMENT

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

I can	Very Well	OK	A Little
Name the major traditional Chinese holidays and the dates on which they occur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name the foods associated with traditional Chinese holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express New Year wishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe some of the festivities during the Chinese New Year period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wish another person success or good health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>