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E. 實際上/实际上 (actually; in fact; in reality)
F. 丢三拉四 (scatterbrained; forgetful)
G. 一会儿…, 一会儿…, 一会儿又…/一会儿…, 一会儿…, 一会儿又…
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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 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.

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?

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.

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.
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.

Culture Highlights

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.
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 Xuewei and Liu need to buy some daily necessities such as toilet paper, toothpaste, towels, and laundry detergent, so Ke Li takes them to the biggest shopping center nearby.

Ke Li: What clothes do you want to buy?
Zhang Tianming: I’d like to buy a sweater set.
Ke Li: Here they are. Look at this one. The style, size, and length are all very suitable.
Zhang Tianming: The color isn’t bad, either. How much money? What’s the brand?
Lin Xuewei: The price is not expensive. I’ve never heard of the brand.
Liu: But it’s pure cotton.
Zhang Tianming: It won’t do if it’s not a good brand. I want name brand.
Ke Li: You’re really fashionable, wearing name brands! That one looks like it’s a 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.
Lin Xuewei: 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 anymore.

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.

Let’s Review

After every five lessons, there is a section to help the students review the language forms and language functions introduced.
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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 | 1. Housing for undergraduate students in China  
2. Disambiguating homophones in Chinese |
| 2       | 宿舍           | 1. Name basic pieces of furniture in a house  
2. Describe your living quarters  
3. Comment on someone’s living quarters  
4. Disagree tactfully | 1. Housing for graduate students in China  
2. Housing for international students in China |
| 3       | 在飯館兒/在饭馆儿 | 1. Name four principal regional Chinese cuisines  
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2. Cash, credit card, or personal check |
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1. **The Dynamic Particle 了 (I)**
2. **The 是…的… Construction**
3. **除了…以外**
4. **再说/再说**
5. **Connecting Sentences (I)**

## Words & Phrases

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<td>3. 除了…以外</td>
<td>C. <strong>安全</strong> (safe)</td>
</tr>
<tr>
<td>4. 再說/再说</td>
<td>D. <strong>省錢/省钱</strong> (to save money; to economize)</td>
</tr>
<tr>
<td>5. Connecting Sentences (I)</td>
<td>E. <strong>自由</strong> (free; unconstrained)</td>
</tr>
<tr>
<td></td>
<td>F. <strong>不見得/不见得</strong> (not necessarily)</td>
</tr>
<tr>
<td></td>
<td>G. <strong>好處/好处</strong> (advantage; benefit)</td>
</tr>
<tr>
<td></td>
<td>H. <strong>適應/适应</strong> (to adapt; to become accustomed to)</td>
</tr>
</tbody>
</table>

## Forms & Accuracy

1. **Existential Sentences**
2. **Adverb 真**
3. **比較/比较**
4. **得很**
5. **那(麼)/那(么)**
6. **Conjunctions**

## Words & Phrases

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<td>A. <strong>恐怕</strong> (I'm afraid; I think perhaps)</td>
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<tr>
<td>2. Adverb 真</td>
<td>B. <strong>差不多</strong> (about; roughly)</td>
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<td>3. 比較/比较</td>
<td>C. <strong>吵</strong> (noisy; to quarrel)</td>
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<tr>
<td>4. 得很</td>
<td>D. <strong>安靜/安静</strong> (quiet)</td>
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<tr>
<td>5. 那(麼)/那(么)</td>
<td>E. <strong>一般</strong> (generally speaking)</td>
</tr>
<tr>
<td>6. Conjunctions</td>
<td>F. <strong>不怎麼樣/不怎么样</strong> (not that great; just so-so)</td>
</tr>
<tr>
<td></td>
<td>G. <strong>地道</strong> (authentic; genuine; pure)</td>
</tr>
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</table>

## Forms & Accuracy

1. **Topic-Comment Sentence Structure**
2. **一 V**
3. **又 Adj/Verb, 又 Adj/Verb**
4. **The Emphatic 是**
5. **不如**

## Words & Phrases

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<td>A. <strong>正好</strong> (coincidentally)</td>
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<tr>
<td>2. <strong>一 V</strong></td>
<td>B. <strong>特別是</strong> (especially)</td>
</tr>
<tr>
<td>3. 又 Adj/Verb, 又 Adj/Verb</td>
<td>C. <strong>麻煩/麻烦</strong> ([may I] trouble [you]; troublesome)</td>
</tr>
<tr>
<td>4. The Emphatic 是</td>
<td>D. <strong>這(就)要看…(了)/這(就)要看…(了)</strong> (that depends on...)</td>
</tr>
<tr>
<td>5. 不如</td>
<td>E. <strong>比如(說)/比如(说)</strong> (for example)</td>
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## Forms & Accuracy

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

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<tr>
<td>1. 無論…, 都…/无论…, 都…</td>
<td>A. <strong>…什麼的/…什么的</strong> (...etc.)</td>
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<tr>
<td>2. <strong>Conjunction 於是/于是</strong></td>
<td>B. <strong>大小, 長短/长短, 寬窄/宽窄</strong> (size, length, width...)</td>
</tr>
<tr>
<td>3. <strong>Adj/V+是+Adj/V, 可是/但是…</strong></td>
<td>C. <strong>打折</strong> (to discount; to sell at a discount)</td>
</tr>
<tr>
<td>4. <strong>Adverb 難道/难道</strong></td>
<td>D. <strong>(要) 不然</strong> (otherwise)</td>
</tr>
<tr>
<td></td>
<td>E. <strong>非…不可</strong> (have to; must)</td>
</tr>
<tr>
<td></td>
<td>F. <strong>標準/标准</strong> (criterion; standard)</td>
</tr>
<tr>
<td></td>
<td>G. <strong>在乎</strong> (to mind; to care)</td>
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</table>
| 5       | 選課/選課       | 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 | 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    | 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 | 1. Dating and marriage in China  
          2. Chinese Valentine's Day |
### Forms & Accuracy

| 1. | 對…來說/對…来说 |
| 2. | Resultative Complements |
| 3. | Preposition 至於/至于 |
| 4. | 另外 |
| 5. | 再, 又, and 还/还 Compared |
| 6. | 要麼…, 要麼…/要么…, 要么… |

### Words & Phrases

| 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 (to deal with…) |
| E. | 这样/这样 (in this way) |
| F. | 不過/不过 (but) |

---

1. **Chinese Character Crossword Puzzles**
2. **Make a Word List**
3. **Organize Your Thoughts**
4. **Let Me Explain Myself**

| 1. | (在)…上 |
| 2. | V來V去/V来V去 |
| 3. | Adverbials and 地 (de) |
| 4. | 的, 得, and 地 Compared |
| 5. | 原来/原来 as Adverb and Adjective |
| 6. | Set Phrases |

| A. | 到底 (what on earth; what in the world; in the end) |
| B. | 根本 (at all, simply) |
| C. | 一乾二淨/一干二净 (completely, thoroughly, spotless) |
| D. | 難怪/难怪 (no wonder) |
| E. | 實際上/实际上 (actually; in fact; in reality) |
| F. | 丢三拉四 (scatterbrained; forgetful) |
| G. | 一會兒…, 一會兒…, 一會兒又…/一会儿…, 一会儿又…, 一会儿又… (one minute…, the next minute…) |
### Scope and Sequence

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| 7       | 電腦和網絡/電腦和网络 | 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 | 1. Trendy new words in China  
2. Instant messaging in China |
| 8       | 打工 | 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 | 1. Educational expenses in China  
2. Part-time jobs for college students in China |
| 9       | 教育 | 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 | 1. A Chinese model for friendship and mutual appreciation  
2. Dragon and phoenix as metaphors |
### Forms & Accuracy

1. **Conjunction** 甚至
2. **Potential Complements**
3. **好** as a Resultative Complement
4. **Connecting Sentences (II)**

### Words & Phrases

A. 從…到…/從…到… (from…to…)
B. 結果/結果 (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/看起來 (it seems)
G. 聽起來/听起来 (it sounds)

#### Directional Complements Suggesting Result

1. **来/来** Connecting Two Verb Phrases
2. **The Dynamic Particle 了 (II)**
3. **Rhetorical Questions**
4. **Adverb 可**

### Words & Phrases

A. 壓力/压力 (pressure)
B. 受到 (to receive)
C. 減輕/减轻 (to lessen)
D. 合適/适合 (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!)

#### Adverb 才

1. **Descriptive Complements**
2. **Adverb 並/并**
3. **Adjectives as Predicates**
4. **不是A,而是B**

### Words & Phrases

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
--- | --- | --- | ---

**Let’s Review**
Review Lessons 6-10
### Forms & Accuracy

1. 起来/起来  Indicating the Beginning of an Action  
2. Conjunction 而  
3. 最 Adj 不过 了/最 Adj 不过了  
4. 过/过  Indicating Experience  

### Words & Phrases

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)  

### Activities

1. Chinese Character Crossword Puzzles  
2. Matching Words  
3. Make a Word List  
4. Organize Your Thoughts  
5. Are You a Fluent Speaker?
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。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。

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 (xīnxiānrén) in Taiwan, a (perhaps initially facetious) translation from English that may raise an eyebrow or two in mainland since the adjective
张天明是大学一年级的新生。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。

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。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，還為了自由。再說，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。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，除了想省点儿钱以外，还为了自由。再说，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，在學校住對你好處，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 (là)
柯林：你刚来，在学校住对你有好处，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.

誰住在这儿？
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. 开学  
   开学  
   kāi xué  
   vo  
   to begin a new semester

2. 新生  
   新生  
   xīnshēng  
   n  
   new student

3. 车  
   輛  
   liàng  
   m  
   (measure word for vehicles)

4. 研究生  
   研究生  
   yánjiūshēng  
   n  
   graduate student

5. 出生  
   出生  
   chūshēng  
   v  
   to be born

6. 弓  
   弓  
   gōng  
   n  
   bow

7. 长  
   长  
   cháng  
   adj  
   long

8. 校外  
   校外  
   xiào wài  
   off campus

9. 校内  
   校内  
   xiào nèi  
   on campus

10. 安全  
    安全  
    ānquán  
    adj  
    safe

11. 比较  
    比较  
    bǐjiào  
    adv/v  
    relatively; comparatively; rather; to compare

12. 省钱  
    省钱  
    shěng qián  
    vo  
    to save money; to economize

13. 自由  
    自由  
    zìyóu  
    adj  
    free; unconstrained

14. 不见得  
    不见得  
    bú jiàn de  
    not necessarily

15. 好处  
    好处  
    hǎochu  
    n  
    advantage; benefit

16. 适应  
    适应  
    shìyìng  
    v  
    to adapt; to become accustomed to

17. 生活  
    生活  
    shēnghuó  
    n/v  
    life; livelihood; to live

18. 搬家  
    搬家  
    bān jiā  
    vo  
    to move (one’s residence)

19. 帮忙  
    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.
住宿費就是住在學校宿舍裏得付的錢。
住宿費就是住在學校宿舍里得付的錢。
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” 学生公寓/学生公寓 (xuéshēng 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.

2 Because homonyms abound in Chinese, there is sometimes a need to disambiguate. For instance, Zhang Tianming’s family name 张/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 弓长张/弓长张 (gōng cháng Zhāng) as opposed to 立早章 (lì zǎo Zhāng), with 张/张 (zhāng) being made up of 弓 (gōng) and 长/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, 长江的江/长江的江 (Chángjiāng de Jiāng), 不是姜太公的姜 (bù shì Jiāng Tàigōng de Jiāng), [it’s] the Jiang in Changjiang, (the Yangtze River), not the Jiang in Jiang Taigong (a famous historical figure).
Grammar

1. The Dynamic Particle 了 (l)

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.)
A: 这本书你看了吗?
这本书你看了吗?
(Did you read this book?)

B: 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.

A: 你昨天做了什么?
你昨天做了什么?
(What did you do yesterday?)

B: 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”:

A: 你买明天的电影票了吗?
你买明天的电影票了吗?
(Did you buy the ticket for tomorrow’s movie?)

B: 买了。
(Yes, I did.)
A: 等了多长时间？
等了多长时间？
(How long did you wait?)

B: 人不多，只等了五分钟。
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:
我给小李打了电话了。
(我给小李打了电话了。
(I called Little Li.)

b. If the object is followed by another clause:
张天明买了机票就回家了。
张天明买了机票就回家了。
(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:
昨天我在学校里看见了小王。
昨天我在学校里看见了小王。
(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，天气慢慢冷了。
十月了，天气慢慢冷了。
(It’s October. The weather is gradually turning cold.)
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.

我下了课再去找你。
(I’ll go look for you after my class.)

昨天我搬进了宿舍就去餐馆吃饭了。
(Yesterday as soon I finished moving into the dorm, I went to eat at the cafeteria.)

In 9, the time of 去 is 下了课/下了课, or after the speaker finishes his/her class. In 10, the time of 去餐馆吃饭/餐厅吃饭 is 搬进了宿舍/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:

A: 柯先生來了嗎?
（Did Mr. Ke come?）

B: 來了。
（Yes, he did.）
A: (是)什么时候来的？

(When did he come?)

B: (是)昨天晚上來的。

(Yesterday evening.)

A: (是)跟誰一起来的？

(Whom did he come with?)

B: (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？

(Did they come by plane or by car?)

B: 開車來的。

(By car.)

2 張天明(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: 你是大学生嗎？

(Are you an undergrad?)
B: 不, 我是研究生。
(No, I am a graduate student.)

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

B: 我是在紐約上的大學。
(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
除了…以外, 还/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。
(= 他學中文，也學日文。)
(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。
(= 小王和小林都去過中國。
(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，我们班的同学都去过中国。
(=小柯没去过中国。)
(=小柯没去过中国。)
(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，晚上什么事我都愿意做。
(=我晚上不願意看書。)
(=我晚上不愿意看书。)
(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。
你别走了，天太晚了，再说我们要说的事还没说完呢。
(Please stay. It’s getting late. Besides, we haven’t finished discussing everything that we need to discuss.)
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.)

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 再说/再说, it is not always explanatory. Consider the use of 而且 in the 不但…而且… (not only…but also…) structure:

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.)

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, 再说/再说 is interchangeable with 而且, but in 4 and 5, 而且 cannot be replaced by 再说/再说.
5. Connecting Sentences (I)

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

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？
張天明: 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，住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，住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...).
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。

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。

学生还没搬进来。
Words & Phrases

A. 覺得/覺得 (to feel; to think)

覺得/覺得 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/覺得 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.)
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?)

方便的时候，请给我打个电话。
(Please give me a call whenever it’s convenient for you.)

安全

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

這棟樓很安全。
(This building is very safe.)

你不必擔心，她現在很安全。
(You don’t have to worry. She’s very safe now.)

我們宿舍的安全問題很大。
(Our dorm has a big problem with safety.)

最安全的辦法是下午五點以後不准人進公司。
(The safest solution is to not allow people to come into the company’s building after 5:00 p.m.)
D. 省钱/省钱 (to save money; to economize)

省钱/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. 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: 在那个国家，你觉得人们有自由吗？ [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: 我在那儿住了半年，觉得很自由。 [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. 我妹妹住在表姐家里，她觉得很不自由。 [adjective]
   我妹妹住在表姐家里，她觉得很不自由。
   (My younger sister lives with my cousin. She finds it very restrictive.)
3. 那个孩子快两岁了，可以在地上自由地走来走去。

[adjective + 地 = adverbial]

(That child is almost two. He can walk around freely.)

F. 不見得 (not necessarily)

An adverb, 不見得 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。

(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 (advantage; benefit)

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

1. 坐飛機的好處是很快。

(The advantage of flying is speed.)
請你說說這樣做的好處。 [object]
(Please tell us the advantage of doing it this way.)

好處/好处 often occurs in this construction:

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

3 听录音对学中文有好处。
(Listening to recordings is good for learning Chinese.)

4 这样做对你没有好处。
(Doing this has no advantage for you.)

5 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？
(Are you accustomed to college life now?)

2 我來了兩年了，到现在还不適應这里的生活。
(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** and be placed before the verb **適應**.

3. 你對這裏的天氣已經適應了嗎？
(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。
(We’ve just arrived in the United States. We’re not used to American weather yet.)

在这儿可以找到人帮你搬行李。
(Here you can find people to help you with luggage.)
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?
B: 我是二十三號回學校來的。

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….
D. Not Necessarily!

You are in a contrarian mood today. Using 不見得/不見得, disagree with everything that your partner says.

**EXAMPLE:**

A: 住在學生宿舍很方便。

B: 住在學生宿舍不見得很方便。

what the teacher says  correct
living off campus  more freedom
writing English  easier than writing Chinese
airplane tickets  most expensive in August
people born in China  cook delicious Chinese food

E. It’s Good for You!

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

**EXAMPLE:**

→ 喝水對身體有好處。

1. ✓
2. ✗
3. ✓
b. Your friend Mr. Sinophilic is starting to learn Chinese by himself. Offer him some advice on Chinese study.

**EXAMPLE:**

→ 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，我把书拉在宿舍了。

1. 2. 3. 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.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

H. Pros and Cons

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

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

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...
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 感觉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 有的同学觉得住在校内，离教室近，上课很方便。有的同学觉得住在校外，方便…

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 因为/因为，除了…以外，还/还…，再说/再说 and/or 第一，第二，第三 in order to connect the sentences.
Pinyin Text

Zhāng Tiānmíng shì dàxué yī niánjí de xīnshēng\(^1\). Kuài kāi xué le, tā jiā lǐ dàxué hěn yuǎn, děi zuò fējī qù xuéxiào. Tā zuò fējī zuò le liǎng ge duō xiǎoshí. Xià fējī yǐhòu, tā máishàng jiào le yī liàng chūzū qíchē, hěn kuài jiù dào le xuéxiào sūshè\(^1\).

Zhāng Tiānmíng: Rén zhēn duō!
Kē Lín: Nǐ shì xīnshēng ba?
Zhāng Tiānmíng: Shì, wǒ shì xīnshēng. Nǐ ne?
Kē Lín: Wǒ shì yánjūshēng. Zài zhèr bāng xīnshēng bān dōngxi. Qíng 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 chūshèng, zài Měiguó zhǎng dà de\(^2\). Qíng wèn nǐ de míngzi shì...
Kē Lín: Wǒ zhèng zài xué Zhōngwén, wǒ de Zhōngwén míngzi shì Kē Lín. Nǐ de míngzi shì nǎ sǎn ge zì?
Zhāng Tiānmíng: Zhāng shì gōng cháng zhāng, jiù shì yī zhāng zhī de zhāng, Tiān shì tiānqì de tiān, Míng shì mínɡtiān de mínɡ.
Kē Lín: Nǐ shì zěnme lái xuéxiào de?
Zhāng Tiānmíng: Wǒ xuān zuò fējī, cóng jīchāng dào xuéxiào zuò chūzū qíchē. Kē Lín, nǐ yè zhù zài zhèr ma?
Kē Lín: Bù, zhě shì xīnshēng sūshè, wǒ zhù zài xiào wài.
Zhāng Tiānmíng: Shì ma? Nǐ wěishénme zhù xiào wài? Nǐ juéde zhù zài xiào nèi hào, háishi zhù zài xiào wài hǎo?
Kē Lín: Yǒude rèn xīhuan zhù xuéxiào sūshè, juéde yǒu fāngbiàn yǒu ànquán, yǒude rèn xīhuan zhù zài xiào wài, yǐnwèi xiào wài de fāngzǐ bǐjiāo piányi. Wǒ zhù zài xiào wài, chúle xiǎng shēng diānr qián yīwài\(^3\), hái wèile zìyóu. Zāishūō\(^4\), zhù zài xiào nèi yě bù jiàn de hěn fāngbiàn.
Zhāng Tiānmíng: Zhēn de ma? Nà wǒ yǐhòu yē bàn dào xiào wài qù.
Kē Lín: Nǐ gàng lái, zài xuéxiào zhù duì nǐ yǒu hǎochu\(^5\), kěyǐ shíyìng yí xià xuéxiào de shēnghuó. Yàoshi nǐ yǐhòu xiāng bān jiā, wǒ kěyǐ bāng nǐ zhāo fāngzǐ.
Zhang Tianming: Hǎo ba, wǒ yīhòu yào shí bān jiā, yìdìng qǐng nǐ bāng máng.
Kē Lin: Tiānmìng, qiánbiān méi rén le, wǒ bāng nǐ bā xìngli bān jìn qu ba.
Zhang Tianming: Hǎo, xièxiè. Āi, wǒ de diànnào ne? … Zāogāo, diànnào kěnéng là zài chūzū chē shàng 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 gōng (bow) [on the left] and chàng (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!