

4: Hobbies

Lesson 4, which focuses on hobbies and weekend activities, covers the following grammar points:

DIALOGUE 1

26. Word order
27. Affirmative-negative (A-not-A) questions (II)
28. The conjunction 那(么) (*nà[me]*) (then, in that case)
29. 去 (*qù*) (to go) + action
30. Questions with 好吗 (*hǎo ma*) (OK?)
31. 因为..., 所以... (*yīnwèi ...suǒyǐ...*) (because...so...) (from the text)

DIALOGUE 2

32. The modal verb 想 (*xiǎng*) (want to, would like to)
33. Verb + object as a detachable compound

The grammar point most likely to cause students difficulty is word order (Grammar Point 26). While the basic word order in Chinese (subject-verb-object) is the same as in English, the placement of adverbial phrases is substantially different and will require more practice. The other grammar points in this lesson are fairly straightforward for learners who are native speakers of English.

Grammar Point 26: Word order

Integrated Chinese 1, Lesson 4, Dialogue 1

OVERVIEW

- The basic word order in Chinese is “subject+ adverbial + verb + object.”
- The subject is the “doer” of the verb, while the object is the “recipient” of the verb.
- Time phrases, such as the date or time, are often placed before or directly after the subject.
- Frequency words, such as often, can only be placed after the subject and before the verb.

BASIC STRUCTURES AND EXAMPLES

1. Subject + time phrase + verb + object

Time phrase + subject + verb + object

e.g.

我周末喜欢看书。

今天晚上白英爱去跳舞。

我明天六点去吃中国菜。

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2. Subject + 常常/不常 + verb + object

e.g.

我常常跳舞。

周末我常常去看电影。

我晚上不常吃晚饭。

ERROR ANALYSIS

- Students will sometimes say things like 我喜欢看书周末 or 我看电视常常. The reason students make this type of mistake is that, in English, time phrases and frequency words are often placed at the end of a sentence, so students may translate word-for-word into Chinese. It is helpful to prepare and keep posted a comparative visual showing where in a simple subject-verb-object sentence these time phrases and frequency words may and may not go; you should refer to this visual when a student makes this type of mistake.

TEACHER-GUIDED TARGET LANGUAGE PRACTICE

1. Subject + time phrase + verb + object

Time phrase + subject + verb + object

老师：（问一学生）你周末喜欢做什么？

学生：我周末喜欢……

老师：我们也可以说……（指句型引导学生）

学生：周末我喜欢……

老师：（问另一学生）你呢？

学生：我周末喜欢……

（换不同时间和动词，让学生互问互答）

2. Subject + 常常/不常 + verb + object

老师：我常常看书。你常常看书吗？

学生：（学生分别回答）我也常常看书。

老师：我周末常常看电影。你周末常常做什么？

学生：（学生分别回答）我周末常常……

（用“跳舞、看电视、看电影、打球、听音乐”等词让学生互问互答）

INDEPENDENT PRACTICE

1. Exchange information with a learning partner about the activities you like to do with your family on the weekend. Then, report your partner's activities back to the whole class.
2. Find out three of your classmate's hobbies and when they often do those hobbies.
3. Interview your language partner about what he/she wants to do this Sunday. Then repeat the information you obtain to make sure it is correct.

Grammar Point 27: Affirmative + negative (A-not-A) questions (II)

Integrated Chinese Volume 1, Lesson 4, Dialogue 1

OVERVIEW

- The basic usage of affirmative-negative questions was covered in Grammar Point 23 in Lesson 3.
- Except for time phrases, adverbs cannot be used before the verb or the adjective in this pattern. If there is an adverb in the sentence, 吗 type questions are used instead (e.g. 你常常打球吗?). For example, it is incorrect to ask, 你常常打不打球?
- When there are two or more verbs in the question, the first verb is repeated.

BASIC STRUCTURES AND EXAMPLES

1. Subject (+ time word) + verb + 不 + verb + object?

If the verb is 有, 没 should be used in place of 不.

e.g.

他打不打球?

你周末去不去看电影?

王明和李朋喜欢不喜欢吃中国饭?

小鹏明天下午有没有时间?

2. Subject (+ time word) + adjective + 不 + adjective?

e.g.

中文不难 (nán, difficult)?

小英的妹妹高不高 (gāo, tall)?

明天你忙不忙?

ERROR ANALYSIS

- Students sometimes mistakenly ask questions like 你看不看电影吗? This is because they are used to using 吗 to ask yes-no questions in Chinese. To prevent this error from becoming a habit, you can design an activity in which students are given 吗 questions and must change them into the affirmative-negative pattern.
- Students may also apply the pattern to the wrong verb in a sentence (e.g. 你去吃不吃饭?). In order to prevent this kind of mistake, it is recommended to start with examples in which there is only one verb, and then build to examples with two verbs, focusing students' attention on which verb is the main action.

TEACHER-GUIDED TARGET LANGUAGE PRACTICE

1. Subject (+ time word) + verb + 不 + verb + (object)?

老师：你们知道我喜欢打球吗？可以怎么问？

（示意学生用句型说出来）

学生：您喜欢不喜欢打球？

老师：我喜欢打球。

（让学生互问互答）

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老师：你们知道我今天打球吗？

学生：我们不知道？

老师：那你可以怎么问我？（示意学生用句型说出来）

学生：您今天打不打球？

老师：我今天不打球。

（让学生互问互答）

2. Subject (+ time word) + adjective + 不 + adjective?

老师：你们知道我今天忙吗？

学生：我们不知道。

老师：那你可以怎么问我？（示意学生用句型说出来）

学生：您今天忙不忙？

老师：我今天很忙。

（让学生互问互答）

INDEPENDENT PRACTICE

1. Ask your learning partner at least four questions about what he/she likes to do, and then report back to the whole class (e.g. 你喜欢不喜欢打球?).
2. Ask your learning partner at least four questions about whether he/she has siblings and what his/her siblings do for work (e.g. 你有没有姐姐? 你姐姐是不是学生?).
3. Roleplay with a learning partner: A and B are new friends. They made plans to hang out this weekend, but haven't decided what they are going to do. A calls B to discuss the activities they would like to do together. They ask each other questions about their hobbies (e.g. 你喜欢不喜欢打球?).

Grammar Point 28: The conjunction 那(么) (nà[me]) (then, in that case)

Integrated Chinese Volume 1, Lesson 4, Dialogue 1

OVERVIEW

- 那(么) (then, in that case) functions as a conjunction to connect the speech of one speaker to another and help the conversation progress more naturally.
- 那(么) is often used by the speaker to introduce a new idea or suggestion in reaction to what another speaker said. Therefore, it is regularly followed by 怎么样/好吗/好不好/...呢 to elicit an opinion from another speaker.

BASIC STRUCTURES AND EXAMPLES

1. A: Statement

B: 那(么) + statement, 怎么样/好吗/好不好?

The meaning of the above structure is “In that case, ...”, “How about...?”, or “Is... good?”.

e.g.

A: 我今天晚上很忙, 不能看电影。

B: 那(么)明天晚上去, 怎么样?

A: 好!

A: 我不喜欢跳舞。

B: 那(么)我们唱歌, 好吗?

A: 我也不喜欢唱歌。

B: 那(么)我们看电影, 好不好?

A: 好!

ERROR ANALYSIS

- Students sometimes avoid using 那(么), in part because leaving it out does not substantially change the meaning of the sentence. Additionally, because they learned the word 那 as a pronoun first, they may not register the new meaning of 那(么) as “in that case...” You can encourage the use of 那(么) as a conjunction by giving students points on the white board each time it is used correctly during class; turn it into a competition by splitting the class into two teams.

TEACHER-GUIDED TARGET LANGUAGE PRACTICE

1. A: Statement.

B: 那(么) + statement, 怎么样/好吗/好不好?

老师: 你请我吃美国菜, 可是我不喜欢吃美国菜, 你可以说什么?

(示意学生用句型说出)

学生: 那(么)我们吃日本菜, 怎么样?

老师: 我也不喜欢吃日本菜。

学生: 那(么)我们吃中国菜, 好吗?

老师: 好!

老师: 你请朋友今天晚上看电影。朋友说: “今天晚上我很忙。”你可以说什么?

学生: 那(么)我们明天晚上/星期六晚上看, 好不好?

老师: 你朋友说明天晚上可以。可是他说他不喜欢看外国电影。你可以说什么?

学生: 那(么)我们看美国电影, 怎么样?

INDEPENDENT PRACTICE

1. Find out whether your learning partner likes to eat Chinese food or not. If your learning partner's answer is yes, invite him/her to eat Chinese food tomorrow and tell him/her it is your treat. If your learning partner's answer is no, ask what kind of food he/she likes to eat and invite him/her to eat that kind of food instead. Don't forget to use 那(么).
2. Find out what your learning partner likes to do on weekends and then invite your learning partner to do that thing/those things with you this weekend. Don't forget to use 那(么).
3. Find out when your learning partner is not busy and then suggest some activities you two can do together. Don't forget to use 那(么).

Grammar Point 29: 去 (qù) (to go) + action

Integrated Chinese Volume 1, Lesson 4, Dialogue 1

OVERVIEW

- “去 + action” is used when the action involves a change of location.

BASIC STRUCTURES AND EXAMPLES

1. Subject (+ time) (+ 不) + 去 + verb + object

A time word can be placed before or after the subject.

e.g.

我明天去看电影。

王明周末去打球。

今天晚上他去跳舞，你去不去？

ERROR ANALYSIS

- Students do not tend to have significant struggles with this structure, as it is generally similar to English. However, students will sometimes say 我明天去电影. The reason students make this type of mistake is because in English it is acceptable to say “go to a movie” instead of “go to see a movie.” A simple “watch” hand gesture will usually remind them that the word 看 is necessary in Chinese.

TEACHER-GUIDED TARGET LANGUAGE PRACTICE

1. Subject (+ time) (+ 不) + 去 + verb + object

老师：我这个周末请朋友吃饭。（问一学生）这个周末你做什么？

学生：我这个周末去打球。

老师：（问另一学生）你呢？

学生：我这个周末也去打球。

老师：（问另一学生）你也去打球吗？

学生：我不去打球。

老师：那你做什么？

学生：我去看电影。

INDEPENDENT PRACTICE

1. Ask your learning partner to do something with you (e.g. go to see a movie, go dancing, go to the library to study Chinese, etc.). If he/she agrees, then decide on a time together.
2. Ask your learning partner what he/she would like to do this weekend. Ask him/her at least four questions.
3. Find out at least four activities that your learning partner is going to go do this week, and then report back to the whole class (e.g. 星期一她去打球).

Grammar Point 30: Questions with 好吗 (hǎo ma) (OK?)*Integrated Chinese Volume 1, Lesson 4, Dialogue 1***OVERVIEW**

- The phrase 好吗 can be used to ask someone's opinion.
- 好吗 should be placed at the end of a sentence containing an idea or suggestion.
- The phrase 好不好 can be used in the same way.

BASIC STRUCTURES AND EXAMPLES**1. Statement, 好吗?**

The meaning of the above structure is, "Statement, OK?" Roughly translated, it means "Let's..., OK?"

e.g.

我们明天吃中国菜, 好吗?

我请你看电影, 好吗?

我们现在去打球, 好不好?

ERROR ANALYSIS

- Students whose native language is English are unlikely to struggle with this grammar point, as English speakers often use this structure to make suggestions (e.g. "Let's go to a movie, OK?" or "I will call you, OK?").

TEACHER-GUIDED TARGET LANGUAGE PRACTICE**1. Statement, 好吗?**

老师: 你喜欢不喜欢看电影?

学生: 我喜欢看电影。

老师: 我们今天晚上去看电影, 好吗? (摇头, 指手表)

学生: 不行, 因为……。 (老师提示明天晚上) 我们明天晚上去看电影, 好吗?

老师: 好! 那, 谁请客呢?

学生: 老师, 您请客, 好吗?

老师: (点头) 好。

(让学生两人一组练习, 一个学生请另一个学生去吃饭、看电影、打球等)

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INDEPENDENT PRACTICE

1. Perform the following role play with a learning partner.

A	B
Ask what B likes to do.	Answer A.
Invite B to do that activity tonight.	Politely decline and give a reason.
Invite B to do that activity tomorrow night.	Tell A that you will be busy.
Suggest another time, and indicate that you would like to treat B.	Say OK.







2. Practice inviting your learning partner to do specific activities by playing a game of battleship.

Directions:

Mark five boxes on your sheet. The boxes you mark indicate what you want to do on a certain day. DO NOT SHOW YOUR PARTNER!

Invite your learning partner to do some activities with you. However, he/she will only agree to the specific activities and days marked on his/her game board. By guessing correctly, you can “sink their battleship.” You win when you have found all five marks on his/her sheet.

e.g. 我们星期一打球,好吗?

						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
On the weekend						

Grammar Point 31: 因为...所以... (yīnwèi...suǒyǐ...)

Integrated Chinese Volume 1, Lesson 4, Dialogue 1, from the text

OVERVIEW

- 因为 and 所以 are conjunctions used to connect two clauses in a compound sentence, indicating cause and effect.
- 因为 is usually used in the first clause to indicate the cause or reason, while 所以 is used in the second clause to indicate the result or effect.
- If the two clauses have the same subject, 因为 can be placed before or after the subject. If the two clauses have different subjects, 因为 must be placed before the first subject
- Sometimes the result can be expressed in the first clause. In this case, 所以 should be dropped from the first clause, and 因为 should follow the result clause.

BASIC STRUCTURES AND EXAMPLES

1. 因为 + reason, 所以 + result/effect

e.g.

因为我喜欢打球，所以周末我常常去打球。

因为我觉得跳舞很有意思，所以我常常跳舞。

因为小李很忙，所以她今天不去打球。

2. 因为 + subject 1 + verb 1 + object 1, 所以 + subject 2 + verb 2 + object 2

e.g.

因为你昨天请我看电影，所以我今天请你吃饭。

因为小高喜欢听音乐，所以小王常常请小高去听音乐。

ERROR ANALYSIS

- Students may sometimes begin sentences with 所以 when it is not necessary to do so, and without the proper context for using 所以. For example, a student might say by way of greeting, 所以你这个周末要做什么? Students may also use 所以 when 那(么) would be more appropriate. The reason students make these types of mistakes is because 所以 is typically translated into English as “so”; as a result, students use 所以 in any instance where the word “so” might be used in English. More practice using 那(么) can help students form better habits. You may also opt to design fill-in-the-blank exercises requiring students to choose between 那(么) and 所以.
- Students also may omit 所以 when using 因为 (e.g. 因为打球很有意思，我喜欢打球). In English, the word “so” would not be used in this context (“Because playing ball is interesting, I like it.”), so students may feel it is unnecessary or redundant. Directly informing students that the 所以 is a necessary part of the pattern in Chinese will typically prevent this error.

TEACHER-GUIDED TARGET LANGUAGE PRACTICE

1. 因为+ reason, 所以 + result/effect

老师：请问，你有什么爱好？

学生：我喜欢……。

老师：你为什么喜欢……（指白板上的句型）

学生：因为……，所以……。

老师：今天晚上你去打球（唱歌/跳舞/看电影）吗？（示意学生不去）

学生：今天晚上我不去打球。

老师：为什么？

学生：因为……，所以……。

2. 因为+ subject 1 + verb 1+ object 1, 所以 + subject 2+ verb 2+ object2

老师：小白昨天请小高吃饭，今天小高请小白看电影。请问，小高为什么请小白看电影？（示意学生用白板上的句型回答）

学生：因为昨天小白请小高吃饭，所以今天小高请小白看电影。

老师：明天是李友的生日，王朋请她吃饭。王朋明天为什么请李友吃饭？

学生：因为明天是李友的生日，所以王朋请她吃饭。

INDEPENDENT PRACTICE

1. With a learning partner, take turns asking and answering “why” questions. Ask and answer at least four questions.

e.g.

A: 今天晚上你去跳舞吗？

B: 不去。

A: 为什么？

B: 因为我不喜欢跳舞，所以我今天晚上不去跳舞。

2. Perform the following roleplay with your learning partner.

A	B
Ask if B likes to watch movies.	Answer yes.
Invite B to see a movie tonight and indicate that you would like to treat.	Ask why B wants to treat you.
Make up a reason for the treat.	Tell A that you're busy tonight.
Suggest another time.	Say OK.

3. Tell your learning partner why you study Chinese and ask him/her about his/her reason(s). Then, discuss four reasons why people want to learn Chinese.

Grammar Point 32: The modal verb 想 (xiǎng) (want to, would like to)

Integrated Chinese Volume 1, Lesson 4, Dialogue 2

OVERVIEW

- 想 has several meanings. In this lesson, 想, as a modal verb, indicates a momentary desire to do something.
- 想 should be placed before a verb or a verb phrase.

BASIC STRUCTURES AND EXAMPLES

1. Subject + 想 + verb + object

The meaning of the above structure is “Subject would like to do.../feels like doing...”

e.g.

我想认识他。

我周末想去看电影。

我现在只想睡觉。

2. Negative Structure

Subject + 不想 + verb + object

The meaning of the above structure is “Subject doesn’t feel like doing...”

e.g.

小白今天不想去打球。

我现在不想唱歌。

她明天不想去看电影。

3. Interrogative Structures

Subject + 想 + verb (+ object) + 吗?

Subject + 想不想 + verb (+ object)?

The meaning of the above structures is “Would Subject like to...?”

e.g.

你想听音乐吗?

你想不想去打球?

你周末想不想去跳舞?

ERROR ANALYSIS

- Students tend to use 想 directly before a noun (e.g. 我想一杯咖啡). The reason for this type of mistake is that students directly translate 想 as “want,” which can precede a noun or a verb in English. This can be prevented by introducing the verb 要 or 想要 at the first occurrence of this error; otherwise, the error is likely to reoccur.
- Students will sometimes mix up 想 and 喜欢. 喜欢 indicates a habitual preference that does not typically change over time. For example, when talking about hobbies, one can say 我喜欢看电影. 想 indicates a momentary desire, which can change with the situation. For example:

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我喜欢喝咖啡，可是我现在不想喝咖啡。The reason students may confuse these words is because in English “would like” means the same thing as “want.” This type of error will typically resolve itself over time with more exposure to the language. Remind students that when answering a yes/no question, they should use the same verb in the question as part of their response.

- Students may also misuse 想 and 觉得, as both can be defined as “to think” in English. Structurally, 想 can precede a verbal phrase or a sentence (e.g. 我想跳舞、我想她一定喜欢跳舞), while 觉得 typically precedes a sentence (e.g. 我觉得跳舞很有意思). Semantically, 想 can be used to express someone’s momentary desire of doing something (when it precedes a verbal phrase) or one’s internal thoughts, while 觉得 is used to give a comment or opinion. *Integrated Chinese* does not introduce the secondary meaning of 想 until much later, and it is recommended to not introduce this meaning prematurely, as it can confuse students. Rather, you should redirect students to use 觉得 before a sentence and 想 before verbal phrases.

TEACHER-GUIDED TARGET LANGUAGE PRACTICE

1. Subject + 想 + verb + object
2. Subject + 不想 + verb + object
3. Subject + 想 + verb (+ object) + 吗?
4. Subject + 想不想 + verb + object ?

(老师先操练生词：唱歌、跳舞、打球、听音乐、看电影，等等)

老师：这个周末我想看电影。(问一学生)你想做什么?

学生：这个周末我想打球。

老师：(问另一学生)这个周末你想做什么?

学生：这个周末我想去看电影。

老师：XXX这个周末想去看唱歌吗?(引导学生说否定句)

学生：这个周末她不想去唱歌，他/她这个周末想去看电影。

(让学生根据以上问答形式换不同活动，互问互答)

INDEPENDENT PRACTICE

1. Interview at least four of your classmates to find out what their weekend plans are. Then report back to the whole class.
2. Interview at least four of your classmates to find out what kind of food they would like to eat for dinner today.
3. Choose one of the following roles and engage in a spontaneous dialogue with your learning partner.

A: You are very energetic and always encouraging. Ask B if he/she wants to join you to do all kinds of activities.

B: You are not interested in doing anything other than staying at home and sleeping.

Grammar Point 33: Verb + object as a detachable compound

Integrated Chinese Volume 1, Lesson 4, Dialogue 2

OVERVIEW

- A detachable compound is usually a two-syllable verb. The first syllable indicates an action and the second syllable indicates the object of the action.
- A detachable compound is often used as “verb + object” phrase in a sentence. Therefore, it cannot be followed by other objects, and the attribute should be inserted between the verb and the noun.

BASIC STRUCTURES AND EXAMPLES

1. Verb + modifier + object

e.g.

跳舞→跳中国舞

唱歌→唱中文歌

吃饭→吃中国饭

看书→看中文书

2. Verb + number + measure word + object

e.g.

睡觉→睡一个好觉

跳舞→跳一个中国舞

看书→看两本中文书

ERROR ANALYSIS

- Students will sometimes say 中文唱歌 or 一个跳舞. The reason students make this type of mistake is because they don't realize that 唱歌 and 跳舞 are detachable compounds, and 中文 and 一个 are attributives that modify the objects 歌 and 舞. A large quantity of verbal practice using this new pattern with familiar words can help to solidify the concept early on and prevent future mistakes of this nature.

TEACHER-GUIDED TARGET LANGUAGE PRACTICE

1. Verb + modifier + object

2. Verb + number + measure word + object

老师：（问一学生）你喜欢唱歌吗？

学生：我（不）喜欢唱歌。

老师：（问另一学生）你呢？

学生：我喜欢唱歌。

老师：（问该学生）你喜欢唱中文歌还是英文歌？

学生：我喜欢唱英文歌。

老师：谁喜欢唱中文歌？（问其他学生）

学生：XXX喜欢唱中文歌。

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老师：我常常看书。你常常看书吗？

学生：我常常看书。

老师：我常常看中文书。这个周末我想看两本中文书。你常常看什么书？

学生：我常常看英文书。

INDEPENDENT PRACTICE

1. Find out whether your learning partner likes singing Chinese songs or English songs, and whether he/she would like to sing a song now. Then report back to the whole class.
2. Imagine your learning partner is a friend who is planning to take Chinese class. Give him/her suggestions about learning Chinese, such as watching Chinese TV, singing Chinese songs, listening to Chinese music, etc.
3. Find out whether your learning partner likes dancing foreign dances and if he/she likes Chinese dancing. Then report back to the whole class.

SAMPLE
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