MODERN
CHINESE
現代中文
SAMPLER PACK
Simplified Characters
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It has been a great start for *Modern Chinese*! We are both humbled and excited to hear so many positive things about the program since its inception. As an example of the warm welcome we have received, Professor Hong Jiang at Northwestern University shared with us, “The students can speak freely about their daily lives, only after a few units.” That is a great affirmation of our work as we continue to refine and develop *Modern Chinese*.

In this second year program for *Modern Chinese*, we continued our tradition of research, working with both practitioners and linguists. We further refined and developed, through iterative feedback, the program design to ensure engaging, relevant, and effective curricula content.

The characters flourish in this installment with existing and new themes, allowing students to discuss and articulate language experiences that are important to them, such as employment and current events, in more depth. We introduce students to new narration and paragraph formats in addition to existing story dialogues. For practice exercises, we focus on authentic applications of the language so that students can apply them in real scenarios, such as planning a trip and renting an apartment, within a cultural context. Adding to the cultural context, the curriculum systematically introduces idiomatic expressions to help students understand and authentically communicate with Chinese people. The number of vocabulary words have been increased per lesson but the percentage of new individual Chinese characters has been kept constant, thereby alleviating the challenge of new vocabulary acquisition. Students will explore new grammar points that allow them to achieve proficiency in understanding and presenting ideas, as well as develop fluency when offering their own opinions.

We want to thank everyone who took this journey with us: our Executive Publisher, Chi-Kuo Shen, who curated the Cultural Spotlights; Chief Educator Li-Hsiang Shen for her editorial overview; Norman Masuda for his insights in creating authentic activities; and Professor Rebecca Starr for her invaluable insights as a linguist and providing a non-native learner’s perspective. We would like to express our gratitude to the professors who provided feedback through numerous rounds of reviews: Hong Zeng, Michelle DiBello, Youping Zhang, and Chao Fen Sun of Stanford University; Lilly Cheng of San Diego State University; and Christopher Lupke of Washington State University. We also wish to thank our advisory board professors for their insightful and constructive feedback: Hong Jiang of Northwestern University; Yujie Ge of Santa Clara University; Cynthia Hsien Shen of University of Florida; Li Ma of Florida International University; Xiaojun Wang of Western Michigan University; and Tong Chen of Massachusetts Institute of Technology. Most importantly, Better Chinese would like to recognize the core Modern Chinese team: Project Manager, Angel Yeh for her creative story-telling abilities and critical eye in overseeing every detail of the Modern Chinese project; Lauren Chen, Cheuk-Yue Fung, Tiantian Gao, Roger Hsieh, Ying Jin, Lillian Klemp, Sue-Ann Ma, Christopher Peacock, and Bin Yan.

Finalizing *Modern Chinese* was a dream come true, but it is not the end. We look forward to further refining the program continuously with feedback from you, as students or as teachers. I want to thank you for giving us the courage to make *Modern Chinese* and for helping us make learning Chinese more approachable and relevant.

James P. Lin
Project Director
July 2013
PROGRAM DESCRIPTION

Modern Chinese is designed for beginner college students with the aim of making learning Chinese language and culture approachable, engaging, and relevant. This colorfully illustrated curriculum contains 32 themes such as 我, 家, 时, 食, 衣, 住, 行, and 玩 that help students to successfully communicate the “what’s and how’s” of life in Chinese.

Modern Chinese adheres to the National Standards for Foreign Language Learning — the Five C’s: Communication, Cultures, Connections, Comparisons, and Communities. In addition, our lessons build vocabulary and grammar structures upon each other in a spiral-up approach that helps students build a strong language foundation. Our inquiry-based and story-centered design also ensures that our student-centric lessons prepare students for real life communication.

Our editorial team has created a framework that makes learning the Chinese language inviting without losing the rich, cultural aspects of the language. Students are immediately attracted to the colorful illustrations and lesson content is broken down into easily digestible parts. To avoid treating Chinese like Romance languages, our Structure Notes section is designed with students in mind, teaching them “how to do” something in Chinese, rather than focusing on “grammar.” In every lesson, we also include communicative activities to facilitate interactions between students, either with a partner or within a group. Additional cultural references and videos serve to build a wider understanding of the Chinese culture.

In our classrooms, we encourage teachers to foster an environment of exploration, provocation, repetition, mastery, friendship, interaction, and collaboration. Our program design creates a culture-rich, activity-rich curriculum built on stories and provides a multi-channeled learning environment. We cultivate a desire within students for meaningful and interesting communication, emphasizing the importance of “here and now.” With a wide range of speech events, such as role-playing, drama, activities, and games, we form a foundation for Mandarin acquisition.

Furthermore, we encourage learning beyond the classroom with a variety of online resources for students that do not have access to a Mandarin language environment. These additional online activities, tools and resources enable students to forge a deeper connection to the Chinese language and culture.

With proven pedagogies, advanced technologies and careful observations of student needs and wants, we hope the Modern Chinese program can help instructors create a fun and effective learning environment for students, making Chinese learning truly modern.

Modern Chinese is available in only simplified Chinese characters.
**Program Description**

**Series Components**

**Textbooks with Audio and Online Resources**

**Workbook**

**Online Workbooks**

**Online Teacher’s Guides**

**Assessment**

*The numeral 1 denotes the target year in a 2-year college setting. Instructors can choose to use only one volume per year.*

**Program Components**

**Textbook**

**Workbook**

**Online Workbook**

**Online Teacher’s Guide**

**Assessment**

**Component Features**

**Textbook**

*Modern Chinese* is organized by units, each representing a particular theme. In each unit, there are two lessons presenting different scenarios. The organization of each lesson is as follows:

**Lesson Story**

- Lesson dialogue in illustrated format with simplified Chinese characters and pinyin for new vocabulary.

**Lesson Text**

- Lesson dialogue text in simplified Chinese characters and pinyin.

**Vocabulary**

- Lesson Vocabulary: Core new vocabulary with simplified Chinese characters, traditional Chinese characters (if different), pinyin, part of speech, and definition.
- Required Vocabulary: Related words and phrases that are not in the Lesson Text. Students are required to learn these words as core vocabulary. They will be used in the Structure Notes and Practice sections.
- Optional Vocabulary: Optional related words and phrases that are not in the Lesson Text. Students are not required to learn these words. They can be used for extended learning.

**Pronunciation Notes**

- Details on the pronunciation of lesson words or phrases that are exceptions to general Chinese pronunciation rules.

**Language Notes**

- Language and culture notes pertaining to the lesson theme and vocabulary.
Structure Notes
• Grammar explanations, examples, and practices.

Practice
• Speaking: Individual, partner, and group speaking exercises through conversations, presentations, and audio recordings.
• Writing & Typing: Stroke order is displayed for characters that students are required to be able to write for the lesson. These are the most frequently-used characters. Exercises that involve writing and typing Chinese characters are also provided.
• Reading: Reading comprehension sections contain vocabulary from the Lesson Vocabulary and Required Vocabulary sections.

Cultural Spotlight
• Grammar explanations, examples, and practices.

Text in English
• Lesson dialogue text in simplified Chinese characters and English.

What Can You Do
• Summary of interpretive, interpersonal, and presentational communication skills achieved by the student.

Unit Review
• Found at the end of the second lesson per unit, this is a summary of all vocabulary and structure notes learned in the unit. To assess comprehension of the material from the two lessons, a short list of role-play suggestions are provided for extended communicative practice.

WORKBOOK

The Modern Chinese workbook is designed to create opportunities for students to practice individual language skills in targeted settings as well as in holistic and applied ways. Please visit our website, http://college.betterchinese.com, to access additional resources, such as audio files for listening comprehension practices, audio recording tools, further cultural information, and additional character writing materials. The workbook is comprised of the following sections:

Vocabulary Review
• Various exercises aim to help students absorb the new vocabulary introduced in each lesson. Exercises focus on character recognition and pinyin accuracy.
Character Writing Practice

- Characters highlighted in the Practice section of the textbook are revisited with ample space for writing practice. Complete stroke-order sequence diagrams and radical information are also included. For further character writing practice, please visit the website to download additional character writing sheets.

Listening Comprehension

- This section offers an extra opportunity to gain exposure to Chinese sentences and conversations outside of the classroom. Students answer a variety of comprehension questions after listening to short dialogues and/or narratives in Standard Mandarin. Visit our website to download the audio files for the exercises.

Speaking Practice

- To encourage active production of Chinese sentences, this section prompts students to make audio recordings that role-play everyday situations they may encounter. Students can also visit our website to use our online tools to record their compositions and send them to their teacher for review. Alternatively, teachers may want to use this section in the classroom for additional speaking practice.

Structure Review

- Each section provides the Structure Note formula introduced in the lesson and also exercises focusing on mastery of the grammar.

Reading Comprehension

- Lesson Vocabulary and Structure Notes are reviewed in passages, narratives, and other authentic materials. Questions are provided to assess students’ comprehension of the material.

Writing Practice

- This section provides another opportunity for students to practice writing Chinese using authentic materials. Students must draw from previously learned vocabulary and Structure Notes to compose short essays based on prompts relevant to the theme of the lesson.

TEACHER’S GUIDE

The Teacher’s Guide is designed to provide instructors with additional information on how to lead students through Modern Chinese, our unique program for college students and adult learners. For ease of reference, the Teacher’s Guide is in a wraparound format: each page is comprised of annotations below and to the side of the relevant page in the textbook. The following are the different kinds of notes you will encounter in the Teacher’s Guide:

Objective

- Gives an overview of what the students will be learning in each unit.
Teaching Pointer
• Provides tips on how to teach grammar, vocabulary, language notes, etc., and gives additional relevant information not included in the textbook.

Checkpoint
• Provides suggestions for appropriate exercises to test students on their understanding of the material.

Online Link
• Highlights sections of the textbook that can be augmented with material and tools from the Modern Chinese website.

Discussion
• Offers appropriate discussion topics on themes covered in the Language Notes and Cultural Spotlight sections.

To help instructors implement a standardized teaching program in the classroom, the Teacher’s Guide draws attention to the use of each of the ACTFL ‘C’s’. National Standards markers accompany Teaching Pointers, Checkpoints and Discussions to highlight specific uses of these standards throughout the book.

ONLINE COMPONENTS

Each Modern Chinese lesson is fully-supported by online modules found at http://college.betterchinese.com. Authorization codes to access the online features are found in the back of each purchased textbook and/or workbook. Complimentary online modules that accompany the textbook include:

Lesson Animation
• Animated lessons that allow for interactive in-class learning and continued practice beyond the classroom.

Lesson Text and Vocabulary Audio
• Downloadable audio files of the lesson text and vocabulary for students to use at home.

Online Resources
• Additional knowledge about Chinese language and culture that allow for extended learning and differentiated instruction.

Modern Chinese also offers an online workbook, which offers assorted practices from the physical workbook with automatic-grading features.
VOLUME 2 CHANGES AND PROGRESSIONS

We are excited about Modern Chinese, Volume 2. Building on the strengths of Volume 1, the intermediate-level text incorporates new features aimed at guiding students through the next stage of Chinese language acquisition, while telling the story of our characters as they come to discover themselves. The second volume contains the same overarching design, focusing on engaging, relevant, and approachable content, but new elements provide students with the confidence to apply the language in a more culturally authentic manner.

In Modern Chinese, Volume 2, the program is different in that the lesson texts include character dialogues as well as narratives and practical correspondence. The program also deepens language-learning at this level through the introduction of authentic material and real-life exercises. Students learn how to apply what they learn in actual scenarios, such as planning a trip and renting an apartment.

The program is still organized into themes: new themes, such as 天, 艺, 祷, 健, 史, 绿, 社, and 梦 were selected as relevant topics for students to communicate effectively and in-context. For themes already introduced in Volume 1, the text delves deeper into the subject at-hand. The text also systematically introduces well-known Chinese expressions, such as idioms, to help students understand everyday communication during exchanges with native Chinese speakers. The number of vocabulary has been increased per lesson, but scaffolding rates remain consistent with the prior volume to foster high retention rates and alleviate the challenge of new vocabulary acquisition. Students will explore new grammar points that will make them proficient in understanding and presenting ideas, as well as offering their own opinions.

We look forward to hearing your feedback. We hope you and your students will enjoy this second volume of the Modern Chinese program.
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| 中文  | • Learn the pinyin romanization system  
• Speak Chinese characters with standard tones and sentence inflection  
• Understand Chinese tonal changes (tone sandhi) | 1. Understand the 4 Chinese tones  
2. Learn the Chinese phonetic system, pinyin  
3. Understand the rules of Chinese stroke order | • Understand the history of the Chinese language  
• Identify where the Chinese language is spoken today  
• Learn about the development of written Chinese, including simplified and traditional Chinese characters |
| 勢 | • Greet and say goodbye to people  
• Introduce yourself and exchange names with others  
• Ask and answer questions pertaining to age and nationality  
• Count from 1 to 99 | 1. Use an adjective phrase to describe a subject  
2. Use 们 to convert a pronoun or noun (people only) to its plural form  
3. Use 也 to express “also”  
4. Use 呢 to turn a statement into a question  
5. Use 呢 to ask “What about . . .?”  
6. Use 叫 to state one’s name  
7. Use 什么 to ask “what?” questions  
8. Use 多大 to ask about someone’s age  
9. Add 岁 after a number to state one’s age  
10. Use 是 to indicate equivalency  
11. Use 哪国人 to ask about nationality and country + 人 to state nationality  
12. Use 不 to negate a verb  
13. Use Verb + 不 + Verb to form affirmative-negative questions  
14. Use Verb or 不 + Verb to answer affirmative-negative questions | • Understand how Chinese greet and address one another  
• Learn the structure of Chinese names  
• Learn about the Chinese diaspora  
• Learn how to ask for someone’s age politely  
• Learn how to count the numbers from 11 to 99  
• Understand the rationale behind Chinese names for countries  
• Learn Chinese hand gestures for numbers 1 to 10  
• Learn the connotations of the numbers 4 and 8 in Chinese culture  
• Learn about the Chinese Zodiac |
| 家 | • Identify family members and ask others about their families  
• Ask whether someone has pets  
• Ask and answer questions regarding quantity  
• Inquire about someone’s occupation  
• Ask and answer questions about what languages one can speak | 1. Use 有 to express possession  
2. Use 没有 to express “not have”  
3. Use 有没有 to form a “have or not have” question  
4. Use 有什么 to ask what one has  
5. Use 的 to indicate possession  
6. Use number + measure word to quantify a noun  
7. Use 几 + measure word to ask how many and number + measure word to answer  
8. Use 这 or 那 to express “this” or “that”  
9. Use 他 to ask “who?”  
10. Use 还 to express “also”  
11. Use 会 to state what one knows how to do  
12. Use 会不会 to ask whether or not one knows how to do something  
13. Use 只 to express “only” | • Learn how to address different family members in Chinese  
• Understand the evolution of the traditional Chinese family  
• Learn how people regard pets in China  
• Learn about the giant pandas in China  
• Understand the difference between 语 and 文  
• Understand the global response to studying Chinese as a world language  
• Learn about other varieties of spoken Chinese  
• Learn about the traditional professions of China |
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<td>时</td>
<td><strong>UNIT 3</strong> Time</td>
<td>1. <strong>Use 会</strong> to indicate the possibility of an action taking place in the future</td>
<td>• Learn how to say the different days of the week in Chinese</td>
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<tr>
<td></td>
<td>• State and ask the time</td>
<td>2. <strong>Use 什么时候</strong> to ask “when”</td>
<td>• Learn how to tell time in Chinese</td>
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<td></td>
<td>• Talk about future events</td>
<td>3. <strong>Use 星期几</strong> to ask “what day of the week” and 星期 + number to state the day of the week</td>
<td>• Compare the differences between the lunar and Western calendars</td>
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<td>• Make appointments</td>
<td>4. <strong>Use 几点</strong> to discuss time</td>
<td>• Learn about auspicious dates in the Chinese calendar</td>
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<td></td>
<td>• Apologize for tardiness</td>
<td>5. <strong>Use 差不多</strong> to express “almost”</td>
<td>• Learn how to read a Chinese calendar</td>
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<td>• Ask and answer questions about days of the week and months</td>
<td>6. **Use 还没(有) to express “not yet” or “still have not”</td>
<td>• Learn how to use a timeframe to indicate tense in Chinese</td>
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<td></td>
<td>• State and ask for the date</td>
<td>7. <strong>Use 吧</strong> to make a suggestion</td>
<td>• Look at the ways in which birthdays are celebrated in China</td>
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<td>• Wish someone “happy birthday” and offer gifts</td>
<td>8. <strong>Use 几</strong> to ask “what month” and “what day”</td>
<td>• Understand the symbolism of certain gifts in China</td>
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<td>食</td>
<td><strong>UNIT 4</strong> Food</td>
<td>9. <strong>Use 都</strong> to mean “both” or “all”</td>
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<td></td>
<td>• Inquire and express preferences for food and drink</td>
<td>10. <strong>Use 了</strong> to indicate a change of state or giving</td>
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<td>• Express hunger</td>
<td>11. <strong>Use the verb 送</strong> in the context of gift giving</td>
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<td>• Order food and drinks at a restaurant</td>
<td>12. <strong>Use 的</strong> to modify nouns</td>
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<td></td>
<td>• Discuss various dishes and their flavors</td>
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<td></td>
<td>• Offer to pay for a meal</td>
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<td>住</td>
<td><strong>UNIT 5</strong> Daily Lives</td>
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<td>• Make simple introductions of others</td>
<td><strong>Use 在</strong> to indicate location</td>
<td>• Learn about introductions in Chinese</td>
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<td>• Be able to state where you or others live</td>
<td><strong>Use 在</strong> as a verb complement</td>
<td>• Know about verb-object compounds</td>
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<td>• Name buildings and facilities on campus</td>
<td><strong>Use 哪里</strong> to ask “where”</td>
<td>• Learn about traditional Chinese architecture (Si He Yuan)</td>
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<td>• Be able to describe relative locations</td>
<td><strong>Use 要</strong> to talk about future events</td>
<td>• Discover some of the universities with study abroad opportunities in China</td>
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<td>• Name furniture and rooms in a house</td>
<td><strong>Use 跟⋯一起</strong> to express doing things together</td>
<td>• Learn about telephone greetings in Chinese</td>
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<td>不</td>
<td>买&lt;br&gt;UNIT 6&lt;br&gt;Shopping</td>
<td>• Use the appropriate expressions on the telephone&lt;br&gt;• Ask and answer questions about relative locations</td>
<td>10. Use 可能 to express likelihood&lt;br&gt;11. Use completion 了 to describe completed actions&lt;br&gt;12. Use 就 to indicate “right” or “precisely”&lt;br&gt;• Review some spatial location words used in Chinese&lt;br&gt;• Learn some of the contemporary slang used for texting&lt;br&gt;• Learn about the art of Feng Shui and its modern applications</td>
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<td>行</td>
<td>UNIT 7&lt;br&gt;Travel &amp; Navigation</td>
<td>• Ask and answer questions about vacation plans&lt;br&gt;• Give information about one’s hometown and family background&lt;br&gt;• Describe the attractions of China’s capital&lt;br&gt;• Express the distance between two places&lt;br&gt;• Give and receive directions&lt;br&gt;• Describe different modes of transportation</td>
<td>1. Use 有 to express existence rather than possession&lt;br&gt;2. Use 得 to express “must”&lt;br&gt;3. Use 给 as the preposition “to”&lt;br&gt;4. Use 多少 to ask “how many” or “how much”&lt;br&gt;5. Use Adjectives with (一)点(儿) to express “a little more”&lt;br&gt;6. Use 还是...吧 to express a suggested alternative&lt;br&gt;7. Use 再 to indicate a repeating action&lt;br&gt;8. Use 因为...所以... to express causal relationships&lt;br&gt;9. Use 不用 to say “need not”&lt;br&gt;10. Use 这么 or 那么 to intensify adjectives&lt;br&gt;11. Use Verb + 了 to describe specific completed actions&lt;br&gt;12. Use 已经 to express “already”&lt;br&gt;13. Use 要是…(的话)…就 to say “if...then...”&lt;br&gt;14. Use (是)…还是…to express either-or questions&lt;br&gt;• Learn about Chinese currency&lt;br&gt;• Learn about counting from 100 and above&lt;br&gt;• Know about the Silk Street&lt;br&gt;• Learn how to bargain in Chinese markets&lt;br&gt;• Learn about words used in financial transactions&lt;br&gt;• Learn about the currencies of different countries&lt;br&gt;• Learn about trade along the Silk Road&lt;br&gt;• Learn about how Western chains have impacted China</td>
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| 学    | • Discuss classes and school subjects  
• Express interest in something  
• Indicate levels of difficulty  
• Discuss exams, homework, and classroom situations  
• Ask to borrow something  
• Express subjective opinions | 1. *Use 懂* as a resultative complement to indicate ability to understand  
2. *Use 多 or 少* to express doing an activity more or less often  
3. *Use 只好* to indicate the best course of action among limited options  
4. *Use Verb + 完* to describe completed actions  
5. *Use 以后* to express “after doing something”  
6. *Use Verb + 了* to describe a sequence of events  
7. *Use 把* to indicate an action performed on a specific object  
8. *Use 怎么 to ask “how come” questions*  
9. *Use 怎么这么/那么* to express incredulity or amazement regarding a situation  
10. *Use 一…就…* to express “as soon as A, B”  
11. *Use 觉得* to express subjective opinions  
12. *Use 还是* with adjectives to compare qualities  
13. *Use 第* to express ordinal numbers  
14. *Use (正)……在(呢)* to indicate ongoing actions | • Review previously learned radicals and phono-semantic compounds  
• Learn about China’s Four Great Inventions  
• Learn about homographs in the Chinese language  
• Review the use of interjections in Chinese  
• Learn about examinations in China  
• Learn about the Four Treasures of the Study                                                                 |
| 衣    | • Name different articles of clothing  
• Discuss and find appropriate sizes  
• Make comparisons and express sameness  
• List and express preferences for different colors  
• Make use of some basic loan words  
• Express superlatives | 1. *Use 或者* to express choices and options  
2. *Use 看/听 +起来* to express a subjective impression  
3. *Use 比* to make comparisons  
4. *Use 更* to say “even more”  
5. *Use (一)点(儿)* to describe small differences  
6. *Use 又…又…* to express “both… and…”  
7. *Use …跟…一样 (Adjective) to express sameness*  
8. *Use Verb — Verb to describe casual or brief activities*  
9. *Use 最* to express superlatives  
10. *Use reduplication to intensify adjectives or adverbs*  
11. *Use Verb reduplication to describe casual or brief activities*  
12. *Use 看 to mean “and see”*  
13. *Use 有(一)点(儿)* to express “somewhat”  
14. *Use 好 as an intensifier* | • Review use of adjectives  
• Learn about color symbolism in Chinese  
• Learn about clothing terms  
• Explore Chinese fashion trends  
• Learn the history of foot-binding                                                                 |
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<td>娱&lt;br&gt;UNIT 10&lt;br&gt;Hobbies &amp; Activities</td>
<td>• Inquire about what people like to do in their free time  &lt;br&gt;• Discuss sports and leisure activities  &lt;br&gt;• Express how often you like to do something  &lt;br&gt;• Discuss musical performances and instruments  &lt;br&gt;• Describe how well somebody does something  &lt;br&gt;• Indicate time periods and duration</td>
<td>1. Use 一边…一边… to describe simultaneous actions  &lt;br&gt;2. Use 什么 to mean &quot;any&quot;  &lt;br&gt;3. Use topic-comment sentences  &lt;br&gt;4. Use 有的 to mean &quot;some&quot;  &lt;br&gt;5. Use 对…感兴趣 to express interest in something  &lt;br&gt;6. Use 常(常)to express &quot;often&quot;  &lt;br&gt;7. Use 能 to describe ability  &lt;br&gt;8. Use name + 他们 to refer to a group of people  &lt;br&gt;9. Use 得 to describe the manner of actions  &lt;br&gt;10. Use 每…都… to express “every”  &lt;br&gt;11. Use time periods to indicate duration  &lt;br&gt;12. Use multiple numbers to estimate amounts  &lt;br&gt;13. Use 不是…吗? to ask a rhetorical question  &lt;br&gt;14. Use 对 as the preposition “to, towards”</td>
<td>• Learn about pictographs and ideographs in the evolution of Chinese characters  &lt;br&gt;• Learn about the culture of Karaoke or Chinese KTV  &lt;br&gt;• Learn about Mahjong  &lt;br&gt;• Learn about Chinese Martial Arts</td>
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<tr>
<td>情&lt;br&gt;UNIT 11&lt;br&gt;Relationships &amp; People</td>
<td>• Arrange to go on a date with someone  &lt;br&gt;• Describe a person's qualities and attributes  &lt;br&gt;• Discuss relationships, marriages, and break-ups  &lt;br&gt;• Describe your emotions  &lt;br&gt;• Refer to something using the passive voice  &lt;br&gt;• Talk about past experiences</td>
<td>1. Use 得 to indicate degree or result  &lt;br&gt;2. Use 次 to express number of times  &lt;br&gt;3. Use 让 to express &quot;let&quot; or &quot;make&quot; someone do something  &lt;br&gt;4. Use 记住 to describe keeping something in mind  &lt;br&gt;5. Use 被 to form the passive voice  &lt;br&gt;6. Use 一直 to express &quot;constantly&quot;  &lt;br&gt;7. Use Verb + 过 to express a past experience</td>
<td>• Review loan words and associative compounds  &lt;br&gt;• Learn about Chinese Valentine's Day and the story of Qixi  &lt;br&gt;• Learn about China's Tallest Couple  &lt;br&gt;• Discuss relationship terms  &lt;br&gt;• Examine Chinese punctuation  &lt;br&gt;• Observe Chinese wedding traditions</td>
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<td>医&lt;br&gt;UNIT 12&lt;br&gt;Medicine</td>
<td>• Inquire after a person's health  &lt;br&gt;• Describe the symptoms of an illness  &lt;br&gt;• Talk about the weather and the seasons  &lt;br&gt;• Name illness and afflictions  &lt;br&gt;• Refer to different parts of the body  &lt;br&gt;• Describe some of the differences between Chinese and Western medicine</td>
<td>1. Use 最好 to make suggestions  &lt;br&gt;2. Use 带 to express bringing objects or people  &lt;br&gt;3. Use noun or measure word reduplication to express &quot;every&quot;  &lt;br&gt;4. Use name/pronoun + 那儿 to talk about someone's location or home  &lt;br&gt;5. Use 地 to express the manner in which an action is performed  &lt;br&gt;6. Use 帮 to mean “for”  &lt;br&gt;7. Use 好 as a resultative complement to describe a properly completed action  &lt;br&gt;8. Use 又…了 to say “again”</td>
<td>• Review intensifiers used in the Chinese language  &lt;br&gt;• Learn about expressions used to discuss the weather  &lt;br&gt;• Learn about massages and Chinese Morning Exercises  &lt;br&gt;• Identify body parts in Chinese  &lt;br&gt;• Understand the difference between 等一会儿 and 一下  &lt;br&gt;• Review different ways to talk about weeks  &lt;br&gt;• Learn about Western versus Eastern medicinal differences  &lt;br&gt;• Understand the importance of hot and cold foods in Chinese medical tradition</td>
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<td>Units</td>
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<td>商</td>
<td>• Talk about your full- or part-time job</td>
<td>1. <em>Use</em> 没想到 to introduce an unexpected event</td>
<td>• Identify different work titles</td>
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<tr>
<td>UNIT 13</td>
<td>• Offer words of encouragement</td>
<td>2. <em>Use</em> 难怪 to express “no wonder”</td>
<td>• Learn about the concept of <em>guanxi</em>, or business relationships/networking in China</td>
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<tr>
<td>Business</td>
<td>• Indicate that something is unexpected</td>
<td>3. <em>Use</em> 什么样的 to ask “what kind?”</td>
<td>• Review different professions</td>
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<td></td>
<td>• Discuss internships and working in China</td>
<td>4. <em>Use</em> 不但…而且… to express “not only…but also…”</td>
<td>• Examine basic characteristics of a Chinese resume</td>
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<td>• Talk about your employment experience and resume</td>
<td>5. <em>Use</em> 虽然…但是… to express “although…however…”</td>
<td>• Learn about China’s Special Economic Zones and state-owned enterprises in China</td>
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<td>• Discuss your post-graduation plans</td>
<td>6. <em>Use</em> 从…到…to express length of time</td>
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<td>• Learn about the importance of <em>guanxi</em> or “connections”</td>
<td>7. <em>Use</em> 想要 to express a desire</td>
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<td>8. <em>Use</em> 极了 as an intensifier</td>
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<td>9. <em>Use</em> 跟…有关 to express relevance to a subject</td>
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<td>10. <em>Use Noun + 这样/那样</em> to say “this/that type of…”</td>
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<td>节</td>
<td>• Talk about the customs and traditions of Chinese New Year</td>
<td>1. <em>Use</em> 用…来…to describe the means of doing something</td>
<td>• Observe greetings performed during Spring Festival</td>
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<td>UNIT 14</td>
<td>• Use the appropriate expressions to convey New Year’s greetings and wishes</td>
<td>2. <em>Use</em> 着 to indicate an ongoing action</td>
<td>• Learn about the use of idioms in the Chinese language</td>
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<td>Festivals</td>
<td>• Compare and contrast various Chinese and Western holidays</td>
<td>3. <em>Use</em> 快要…了 to say “be about to”</td>
<td>• Learn about customs related to Tomb Sweing Festival, the Dragon Boat Festival, and the Mid-</td>
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<td>• Discuss the different foods that are eaten during Chinese holidays</td>
<td>4. <em>Use</em> 到时候 to express “when the time comes”</td>
<td>Autumn Festival</td>
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<td>• Expand on a topic by providing examples</td>
<td>5. <em>Use</em> 像 to express “resemble” or “is like”</td>
<td>• Identify important foods related to Chinese holidays</td>
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<td>6. <em>Use</em> 越来越 to mean “increasingly”</td>
<td>• Learn about the development of writing horizontal and vertical text in Chinese</td>
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<td>7. <em>Use</em> 比方说 to say “for example”</td>
<td>• Understand customs used during Chinese New Year and the Lantern Festival</td>
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<td>8. <em>Use</em> 连…都 to say “even…”</td>
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<td>礼</td>
<td>UNIT 15 Chinese Ways</td>
<td><strong>Communication Goals</strong></td>
<td><strong>Structure Notes</strong></td>
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<td></td>
<td>• Politely ask someone to do something</td>
<td>1. <em>Use 麻烦</em> to make requests</td>
<td>• Understand the Chinese concept of “face”</td>
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<td>• Understand and follow Chinese social conventions</td>
<td>2. <em>Use 来</em> before verbs to express commencing an activity</td>
<td>• Compare the difference between 客气 and 礼貌</td>
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<td>• Use correct etiquette towards one’s elders</td>
<td>3. <em>Use 要不然</em> to say “or else” or “otherwise”</td>
<td>• Learn about Confucius and his teachings</td>
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<td>• Name some features of traditional Chinese culture</td>
<td>4. <em>Use 正好</em> to express “as it happens”; “happen to . . .”</td>
<td>• Learn about the difference between classical and modern Chinese language usage</td>
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<td>• Express that one has “just” done something</td>
<td>5. <em>Use 刚 or 刚刚</em> to express “just now”</td>
<td>• Learn about Daoism</td>
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<td>• Make basic comparisons between ancient and modern Chinese culture</td>
<td>6. <em>Use nouns with 化</em> to form “-ize” verbs or “-ized” adjectives</td>
<td>• Understand the meaning of resilience found in Confucian philosophy and Daoist beliefs</td>
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<td>• Indicate that something is an ongoing process</td>
<td>7. <em>Use 如果 (说)</em> to say “for instance” and give examples</td>
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<td>8. <em>Use double-了</em> to describe an action continuing up to the present</td>
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<td>UNIT 16 Technology &amp; Modern China</td>
<td><strong>Communication Goals</strong></td>
<td><strong>Structure Notes</strong></td>
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<td></td>
<td>• Use expressions related to computers and the internet</td>
<td>1. <em>Use 除了…以外</em> to say “besides . . .”</td>
<td>• Learn about internet cafes</td>
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<td></td>
<td>• Discuss city lifestyles</td>
<td>2. <em>Use question words with 都</em> to express “any” or “every”</td>
<td>• Review learned measure words</td>
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<td></td>
<td>• Understand and use the “besides” construction</td>
<td>3. <em>Use 自己</em> to refer to oneself or another</td>
<td>• Explore modern Beijing architecture</td>
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<td>• Express that you will miss someone</td>
<td>4. <em>Use 等</em> to express “at the point when/by the time”</td>
<td>• Learn about internet use in China</td>
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<td>• Use terms for posting letters and packages as well as sending emails</td>
<td>5. <em>Use Verb Phrase 给 Someone 看/听</em> to express doing something to show someone else</td>
<td>• Review sentence-final particles</td>
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<td>• Wish someone a safe trip</td>
<td>6. <em>Use 陪</em> to express keeping someone company</td>
<td>• Learn about cell phone use in China</td>
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<td>7. <em>Use 会…的</em> to stress that something will be the case</td>
<td>• Learn more about the Maglev Train and China’s high-speed rail</td>
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<td>天</td>
<td>• Describe temperature and humidity.</td>
<td>1. <em>Use 才</em> to emphasize a small number or amount.</td>
<td>• Idiomatic Expression: 风和日丽</td>
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<tr>
<td>UNIT 1</td>
<td>• Compare seasons and weather conditions in different places.</td>
<td>2. <em>Use 左右</em> after a number to make an estimate.</td>
<td>• Learn about the conventions of writing addresses in Chinese.</td>
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<tr>
<td>Weather</td>
<td>• Write about several travel experiences to different places.</td>
<td>3. <em>Use 说不定</em> to express possibility or uncertainty.</td>
<td>• Learn about regional, climate-influenced celebrations.</td>
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<td>• Talk about highlights of vacation experiences.</td>
<td>4. <em>Use 各</em> to mean each or different.</td>
<td>• Idiomatic Expression: 四季如春</td>
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<td>• Use common idiomatic expressions to talk about weather.</td>
<td>5. <em>Use 比较</em> to strengthen an adjective.</td>
<td>• Understand a Chinese weather forecast.</td>
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<td>• Use a weather forecast to plan activities.</td>
<td>6. <em>Use 听说</em> to mean “I’ve heard that.”</td>
<td>• Learn adjectives to describe weather.</td>
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<td>7. <em>Use A 比 B with an adjective and a quantity to specify an amount in comparison.</em></td>
<td>• Learn about the summer in Kunming (昆明) and Lijiang (丽江).</td>
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<tr>
<td>学</td>
<td>• Discuss college majors and electives.</td>
<td>8. <em>Use 多了</em> to express much more.</td>
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<td>UNIT 2</td>
<td>• Talk about class reports, discussions, and studying abroad.</td>
<td>9. <em>Use 原来</em> to express “as it turns out.”</td>
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<td>Academics</td>
<td>• Explain the procedure for how to apply for a scholarship to a classmate.</td>
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<td>• Describe one’s language proficiency.</td>
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<td>• Inquire about popular college clubs and organizations.</td>
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<td>• Describe people’s appearance and personality traits.</td>
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<td>• Talk about meaningful activities and goals toward self improvement.</td>
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<td>住</td>
<td>• Talk about elements of living in rental housing.</td>
<td>1. Use 再说 to bring up additional points.</td>
<td>• Idiomatic Expression: 一应俱全</td>
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<td>UNIT 3</td>
<td>• Talk about living with a roommate.</td>
<td>2. Use 确实 to say “indeed” or “really.”</td>
<td>• Learn about alternative ways that the Chinese may address each other.</td>
</tr>
<tr>
<td>Housing</td>
<td>• Describe a roommate’s habits.</td>
<td>3. Use 一点(儿)都没/不 to emphasize “not at all.”</td>
<td>• Learn about terminology that describe different types of people and occupations.</td>
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<td>• Discuss common housekeeping chores.</td>
<td>4. Use 恐怕 to express doubt over an unfortunate situation.</td>
<td>• Learn about a few of China’s unique dwellings.</td>
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<td>• Describe steps involved in locating housing, including looking for housing and contract signing.</td>
<td>5. Use 之内/外/前/后 to indicate that things are within or outside of scope.</td>
<td>• Idiomatic Expressions: 安家落户</td>
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<td>• Recognize common criteria for selecting housing.</td>
<td>6. Use 可惜 to express pity at an unfortunate situation.</td>
<td>• Understand apartment rental advertisements.</td>
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<td>• Express satisfaction and contentment in a situation.</td>
<td>7. Use 包括……(在内) to list included items or examples within a category.</td>
<td>• Learn about Beijing’s unique city planning design and influence.</td>
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<td>8. Use 对……(不)满意 to express satisfaction or dissatisfaction with something.</td>
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<td>买</td>
<td>• Describe the basic elements of shopping online.</td>
<td>1. Use A 不如 B to indicate A is not as good as B.</td>
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<tr>
<td>UNIT 4</td>
<td>• Use common terms related to sales promotions and warranty periods accurately.</td>
<td>2. Use 并且 to mean “also” to connect words or clauses in formal contexts.</td>
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<tr>
<td>Shopping</td>
<td>• Discuss sales offers and state reasons for purchasing decisions.</td>
<td>3. Use 既 A 又 B as a formal way to express “both A and B.”</td>
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<td>• Express apologies and frustrations.</td>
<td>4. Use 最……不过了 to emphasize superlatives.</td>
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<td>• Talk about household items.</td>
<td>5. Use 得了/不了 to express ability or inability to complete certain actions.</td>
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<td>• Demonstrate understanding of terms related to a store’s return policy.</td>
<td>6. Use 像……这那样的…… to describe categories using comparisons.</td>
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<td>7. Use 其实 to say “actually.”</td>
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<td>8. Use 不管……都/还…… to express that something does not matter.</td>
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<td>娱</td>
<td>• Talk about a recent athletic event.</td>
<td>1. Use 另外 to talk about additional items.</td>
<td>• Idiomatic Expressions: 反败为胜</td>
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<td>UNIT 5</td>
<td>• Express opinions about athletes, sports stars, and their teams.</td>
<td>2. Use (只)不过……而已 to minimize the significance of something.</td>
<td>• Learn about terminology specific to sports.</td>
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<tr>
<td>Hobbies</td>
<td>• Discuss the results of a sporting event.</td>
<td>3. Use 与其……(倒)不如 to indicate a preferred alternative.</td>
<td>• Learn about popular sports and their impact in Chinese-speaking countries.</td>
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<td>• Talk about a musical competition.</td>
<td>4. Use 依……看 to formally express someone’s opinion</td>
<td>• Learn about traditional Chinese board games and their place in daily life.</td>
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<td>• Discuss musical performances that include traditional Chinese instruments.</td>
<td>5. Use 来自 to indicate a place of origin.</td>
<td>• Idiomatic Expressions: 多才多艺</td>
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<td>• Express inspirations and aspirations for giving a musical performance. • Express gratitude for encouragement received.</td>
<td><strong>6.</strong> <em>Use</em> 收到 to express obtaining physical objects and <em>收到</em> for receiving abstract concepts. <strong>7.</strong> <em>Use</em> 命 to express making someone feel a certain way. <strong>8.</strong> <em>Use</em> (左)⋯⋯上 to introduce topics.</td>
<td>• Learn about verbs related to playing instruments. • Learn about traditional instruments and the fusion of music from around the world.</td>
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<tr>
<td>食</td>
<td>UNIT 6 Cuisine</td>
<td><strong>1.</strong> <em>Use</em> 以为 to express mistaken belief. <strong>2.</strong> <em>Use</em> 将 to indicate an action performed on a specific object in formal contexts. <strong>3.</strong> <em>Use</em> 无论⋯⋯都⋯⋯ to express “no matter what” something is always the case. <strong>4.</strong> <em>Use</em> 实在 to mean “really” and “honestly.” <strong>5.</strong> <em>Use</em> 于是 to say “hence” or “thus.” <strong>6.</strong> <em>Use</em> 几乎 to say “nearly.” <strong>7.</strong> <em>Use</em> 果然 to indicate that something happened as expected. <strong>8.</strong> <em>Use</em> 难得 to describe rare situations and opportunities.</td>
<td>• Idiomatic Expression: 津津有味 • Learn to interpret Chinese recipes. • Learn phrases and expressions based on food and eating. • Learn about common ingredients in Chinese cooking. • Discover the historical origins of a popular Chinese dish. • Idiomatic Expression: 五花八门 • Learn how to write an e-mail in Chinese. • Discover street food in Chinese-speaking countries. • Learn about the teahouse culture in Chengdu (成都).</td>
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<td>祸</td>
<td>UNIT 7 Emergencies</td>
<td><strong>1.</strong> <em>Use</em> 完全 to say “completely.” <strong>2.</strong> <em>Use</em> 并 to emphasize a negative contrast. <strong>3.</strong> <em>Use</em> 因此 to say “therefore.” <strong>4.</strong> <em>Use</em> 再也(不/没) to emphatically state “never ever again.” <strong>5.</strong> <em>Use</em> 关于 to say “with regard to” a topic. <strong>6.</strong> <em>Use</em> 此外 to introduce additional points. <strong>7.</strong> <em>Use</em> 以 to indicate the purpose of an action. <strong>8.</strong> <em>Use</em> (从)⋯⋯以来 to indicate “ever since” a certain time in the past.</td>
<td>• Idiomatic Expression: 丢三落四 • Learn how to use verbs with their directional complements. • Learn about major natural disasters in China and their impact. • Idiomatic Expression: 飞来横祸 • Learn about weather warning signals used on TV. • Learn about commonly used terms in newspapers. • Learn about oracle bones (甲骨) and seismometers (测震仪), two methods for predicting natural disasters. • 大禹治水: Learn about how Da Yu introduced flood control.</td>
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| 行 UNIT 8 Travel | • Talk about the steps involved in checking in at the airport.  
• Talk about encountering problems at the airport.  
• Talk about making changes in one’s reservations.  
• Explain the various ways to keep a record of one’s travels.  
• Talk about local dishes while traveling.  
• Discuss one’s impressions regarding a trip. | 1. Use 将(要/会) to describe future events in formal contexts.  
2. Use 却 to indicate a reversal or contrast.  
3. Use 除非…(否则/要不然)… to make “unless” statements.  
4. Use 刚才 to talk about events or situations that have just occurred.  
5. Use 不是 A 而是 B to emphasize a contrast between A and B.  
6. Use 实际上 to explain how things really are.  
7. Use 起(者) to take advantage of a situation.  
8. Use 只有…才… to describe necessary conditions for a condition to occur. | • Idiomatic Expression: 一波三折  
• Learn to navigate one’s way around the airport.  
• Read about Zheng He (郑和) and Chinese sea explorations  
• Learn about Marco Polo’s Journey to China.  
• Idiomatic Expressions: 人山人海 and 百闻不如一见  
• Learn about various options for train and bus travel in China.  
• Learn about the real Buddhist monk from Journey to the West (西游记) and his travels. |
| 艺 UNIT 9 The Arts | • Talk about elements related to a stage performance.  
• Explain how one prepares for a show.  
• Give opinions about a performance.  
• Describe the different kinds of traditional folk art.  
• Talk about traditional Chinese pastimes.  
• Discuss one’s ability in performing arts and traditional games. | 1. Use 尤其 to mean “especially” or “particularly.”  
2. Use 在……方面 to talk about a particular aspect of a situation.  
3. Use 不如 to suggest a better alternative.  
4. Use 替 to indicate doing something for or in place of someone else.  
5. Use 可 to emphasize states or events.  
6. Use 多 to intensify attributes  
7. Use 任何 to mean “any.”  
8. Use 以及为… to describe using something as something else. | • Idiomatic Expression: 出神入化  
• Learn how to interpret an advertisement for a performance.  
• 中国结: Discover the folk art of Chinese knotting.  
• Idiomatic Expression: 琴棋书画  
• Learn how to book a show ticket.  
• 唐诗: Learn about well-known Tang Dynasty poets and their poetry.  
• 敦煌艺术: Learn about Dunhuang and its significance in art and history in China. |
| @ UNIT 10 Technology | • Explain signing up for classes online.  
• Talk about aspects of science and technology in daily life.  
• Discuss inventions and advances in technology.  
• Talk about green energy and its impact.  
• Discuss technology used in the car.  
• Share criteria for making an evaluation. | 1. Use 根据 to mean “according to” or “based on.”  
2. Use 通过 to say “by means” or “through.”  
3. Use 以及 to join words or phrases in formal contexts.  
4. Use 相当 to intensify attributes.  
5. Use 甚至 to say “even (to the extent that).”  
6. Use 便 as a formal way to say “then.”  
7. Use 往往 to mean “often” or “usually.” | • Idiomatic Expression: 大开眼界  
• Learn how to register for and log in to online accounts.  
• 互联网世界: Learn about the Internet technologies in China and how they compare to those in the US.  
• Idiomatic Expressions: 日新月异  
• Learn about the terminology for different parts of a car. |
<table>
<thead>
<tr>
<th>Units</th>
<th>Communication Goals</th>
<th>Structure Notes</th>
<th>Language Notes &amp; Cultural Spotlights</th>
</tr>
</thead>
</table>
| 商 UNIT 11 Business | • Talk about the procedure for opening a bank account.  
• Explain the steps in filling out an application at a bank.  
• Discuss services associated with a bank savings account.  
• Talk about investing in the stock market.  
• Explain best practices in financial management.  
• Discuss real estate investments. | 8. *Use 而* to mean “but” or “rather.”  
9. *Use 不仅⋯⋯还* to mean “not only⋯but also⋯.”  
10. *Use 得起* to indicate ability to do something. | • Understand traffic warning signs and other precautionary signs.  
• 现代科技专家: Learn about major contributions of famous Chinese people to modern science and technology. |
| 健 UNIT 12 Health | • Point out some common minor ailments.  
• Talk about how to maintain a healthy lifestyle.  
• Discuss eating habits and physical exercise.  
• Talk about one’s sleep and exercise routines.  
• Describe healthy eating habits.  
• Discuss the effects of a healthy lifestyle. | 1. *Use 反正* to mean “anyway” or “in any case.”  
2. *Use 毕竟* to say “after all” or “actually.”  
3. *Use 免得* to say “so as not to” or “in case.”  
4. *Use 一旦⋯⋯* to express that something will happen as soon as something else occurs.  
5. *Use 从而* to mean “thus” or “thereby.”  
6. *Use 凡是⋯⋯* to indicate that something applies to everything in a certain category.  
7. *Use 即使* to say “even if.”  
8. *Use 例如* to introduce an example. | • Idiomatic Expression: 精打细算 挥金如土  
• Learn how to open a bank account in China.  
• 中国经济发展: Learn how major economic milestones altered Chinese history.  
• 中国货币演变: Learn about the development and evolution of Chinese currency.  
• Idiomatic Expression: 积少成多  
• Understand terminology used for reporting statistics.  
• 恭喜发财！祝你好运！: Read about things that symbolize money and good fortune. |
| 史 UNIT 13 History | • Describe a famous architectural structure.  
• Talk about a person’s place in history.  
• Explain the impacts of an action, both good and bad. | 1. *Use 然而* to mean “however” or “but.”  
2. *Use 结果* to mean “as result of” or “as consequence.”  
3. *Use 既然⋯⋯就⋯⋯* to mean “since⋯then⋯.”  
4. *Use 至于* to introduce a topic. | • Idiomatic Expression: 顺其自然 古今中外  
• Learn how to ask and express opinions on a topic.  
• 中华瓷器: Learn about the significance of Chinese porcelain. |
<table>
<thead>
<tr>
<th>Units</th>
<th>Communication Goals</th>
<th>Structure Notes</th>
<th>Language Notes &amp; Cultural Spotlights</th>
</tr>
</thead>
</table>
|       | • Discuss opportunities with others.  
• Talk about a couple of influential philosophers in Chinese history.  
• Describe basic teachings of Confucius.  
• Describe basic teachings of Laozi. | 5. *Use* 使 to mean “make” or “cause.”  
6. *Use* 简直 to mean “simply” or “just.”  
7. *Use* 互相 to mean “mutually” or “each other.” | • 瓷器与中国: Learn about how the word “China” became the name of the nation.  
• Idiomatic Expression:  
上善若水，勿施于人己所不欲  
• Learn about phrases to express politeness.  
• 来自侵略 民族意识: Learn how wars with foreign powers in the past influenced China’s view on foreign relations. |
| 绿 UNIT 14  
The Environment | • Describe various ways to reduce waste, reuse materials, and recycle.  
• Discuss protecting the environment.  
• Talk about secondhand markets as a means to reuse goods.  
• Explain ways to improve environmental awareness  
• Talk about renewable resources.  
• Discuss causes of and ways to reduce pollution. | 1. *Use* 根本 to mean “at all” or “simply.”  
2. *Use* 难免 to mean “unavoidable.”  
3. *Use* 把…视为… to express viewing something in a particular way.  
4. *Use* 况且 to mean “moreover” or “besides”.  
5. *Use* 向 to mean “to” or “torward” in formal contexts.  
6. *Use* 于是 to introduce a topic or issue.  
7. *Use* 则 as a formal way to express “then.”  
8. *Use* 就算…也… to say “even if… still…” | • Idiomatic Expression:  
物尽其用  
• Learn about China’s geography and related environmental issues.  
• 天津生态城: Explore how the development of Tianjin’s Eco-City will be a model of sustainable development.  
• Idiomatic Expression:  
前人种树，后人乘凉  
• Learn about recycling in China  
• 环境保护: Learn about China’s efforts and progress in conservation and developing green technologies. |
| 社 UNIT 15  
Society | • Discuss various fund-raising activities.  
• Talk about making donations.  
• Explain one’s idea for improving everyone’s future lives.  
• Talk about doing volunteer work.  
• Discuss a teaching experience.  
• Describe living conditions.  
• Share one’s feelings and opinions about volunteer work. | 1. *Use* 如何 to express “how” in formal contexts.  
2. *Use* 本来 to mean “originally.”  
3. *Use* 哪怕…也… to indicate “even if… still…”  
4. *Use* 假如 to introduce a possible or hypothetical situation.  
5. *Use* 个 to describe certain manners of performing actions.  
6. *Use* 作为 to mean “as” or “being.”  
7. *Use* 固然 to say “to be sure” or “admittedly.” | • Idiomatic Expression:  
齐心协力  
• Learn about charitable activities and organizations.  
• 茶馆 — 南北饮茶文化: Explore the differences of the tea-drinking culture in Northern and Southern China.  
• Idiomatic Expressions:  
助人为乐  
• Understand charity and environmental protection slogans.  
• 微薄文化: Learn about microblogging and its influences. |
| Units   | Communication Goals                                                                                                                                                                                                 | Structure Notes                                                                                                                                                                                                 | Language Notes & Cultural Spotlights                                                                                                                                                                                                 |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 梦      | • Discuss ideals and goals.  
• Talk about plans for the future and various career options.  
• Describe the development in relationships.  
• Talk about achievements.  
• Express uncertainty toward a future career path.  
• Discuss steps toward achieving one’s dreams.                                                                                                                                                                                                 | 1. *Use* 到底 to create emphatic questions.  
2. *Use* 更别说 to mean “not to mention.”  
3. *Use* 没有……就没有…… to express that something would be impossible without something else.  
4. *Use* 千万 to emphasize warnings.  
5. *Use* 多亏 to mean “thanks to.”  
6. *Use* 终于 to say “finally.”  
7. *Use* 这么说来 to introduce a conclusion.  
8. *Use* 及时 to mean “in time” or “promptly.”                                                                                                                                                                                                 | • Idiomatic Expression:  
雄心大志  
• Learn how to write a resume.  
• Learn about common interview questions and ways to respond.  
• 禅的人生态度: Learn about the Zen way of life.  
• Learn how to express congratulations and good wishes.  
• Idiomatic Expression:  
美梦成真  
• 但愿人长久 千里共婵娟: Understand friendships in Chinese culture — expectations and behavior.                                                                                                                                                                                                 |
Communication Goals

Lesson 1: 菜单 Ordering Food
• Inquire and express preferences for food and drink
• Express hunger
• Order food and drinks at a restaurant

Lesson 2: 味道怎么样? How Does It Taste?
• Discuss various dishes and their flavors
• Offer to pay for a meal
点菜
 Ordering Food

欢迎光临！
请问，几位？
三位。

请问想喝什么？

好。这是我们的菜单。

gěi 请给我们
bèi 三杯茶。
安娜，你喜欢不喜欢吃中国菜？

我只喜欢吃饺子。

那，我们点一盘饺子，一只烧鸡，一份青菜和一碗酸辣汤。

好不好？

好。这家饭馆的烧鸡很好吃。我饿了，我们点菜吧！
LESSON TEXT 4.1

Ordering Food  点菜

Chen Dadong, Li Zhongping, and Sun Mali go out to eat at a Chinese restaurant. While there, Mali spots a new student, Zhang Anna, at the next table. They invite Anna over to eat with them.

服务员: 欢迎光临，请问，几位?
陈大东: 三位。
服务员: 请坐。请问想喝什么?
孙玛丽: 请给我们三杯茶。
服务员: 好。这是我们的菜单。

服务员: 那是不是安娜? 她是个新同学。
李中平: 安娜! ——安娜，你喜欢不喜欢吃中国菜?
张安娜: 我只喜欢吃饺子。
陈大东: 那，我们点一盘饺子，一只烧鸡，一份青菜和一碗酸辣汤。好不好?
孙玛丽: 好。这家饭馆的烧鸡很好吃。我饿了，我们点菜吧!

Huānyíng guānglín! Qǐngwèn, jǐ wèi?
Sān wèi.
Qǐng zuò. Qǐngwèn xiǎng hē shénme?
Qǐng gěi wǒmen sān bēi chá.
Hǎo. Zhè shì wǒmen de cài dān.

Nà shì bu shì Ānnà? Tā shì ge xīn tóngxué.
Ānnà! — Ānnà, nǐ xǐhuān bu xǐhuān chī Zhōngguó cài?
Wǒ zhī xǐhuān chī jiǎozi.
Nà, wǒmen diǎn yī pán jiǎozi, yī zhī shāojī, yī fèn qīngcài hé yī wǎn Suānlàtāng. Hǎo bu hǎo?
Hǎo. Zhèi jiā fánɡuǎn de shāojī hěn hǎo chī. Wǒ è le, wǒmen diǎn cái ba!
## LESSON VOCABULARY 4.1

<table>
<thead>
<tr>
<th>Simplified</th>
<th>Traditional</th>
<th>Pinyin</th>
<th>Word Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>欢迎光临</td>
<td>歡迎光臨</td>
<td>huānyīng guānglín</td>
<td>ie</td>
<td>welcome (to a store/restaurant)</td>
</tr>
<tr>
<td>欢迎</td>
<td>欽迎</td>
<td>huānyīng</td>
<td>v</td>
<td>to welcome</td>
</tr>
<tr>
<td>几位</td>
<td>幾位</td>
<td>jī wèi</td>
<td>qph</td>
<td>how many (people)</td>
</tr>
<tr>
<td>坐</td>
<td>坐</td>
<td>zuò</td>
<td>v</td>
<td>to sit</td>
</tr>
<tr>
<td>想</td>
<td>想</td>
<td>xiǎng</td>
<td>av</td>
<td>would like to (do something)</td>
</tr>
<tr>
<td>喝</td>
<td>喝</td>
<td>hē</td>
<td>v</td>
<td>to drink; to eat (soup)</td>
</tr>
<tr>
<td>给</td>
<td>給</td>
<td>gěi</td>
<td>v</td>
<td>to give</td>
</tr>
<tr>
<td>杯</td>
<td>杯</td>
<td>bēi</td>
<td>n, mw</td>
<td>cup; (used for liquid)</td>
</tr>
<tr>
<td>茶</td>
<td>茶</td>
<td>chá</td>
<td>n</td>
<td>tea</td>
</tr>
<tr>
<td>菜单</td>
<td>菜單</td>
<td>cài dān</td>
<td>n</td>
<td>menu</td>
</tr>
<tr>
<td>新</td>
<td>新</td>
<td>xīn</td>
<td>adj</td>
<td>new</td>
</tr>
<tr>
<td>中国菜</td>
<td>中國菜</td>
<td>Zhōngguó cài</td>
<td>n</td>
<td>Chinese food</td>
</tr>
<tr>
<td>中国</td>
<td>中國</td>
<td>Zhōngguó</td>
<td>n</td>
<td>China</td>
</tr>
<tr>
<td>菜</td>
<td>菜</td>
<td>cài</td>
<td>n</td>
<td>dish, food</td>
</tr>
<tr>
<td>饺子</td>
<td>餃子</td>
<td>jiǎozi</td>
<td>n</td>
<td>dumplings</td>
</tr>
<tr>
<td>那(么)</td>
<td>那(麼)</td>
<td>nà (me)</td>
<td>cj</td>
<td>then; in that case</td>
</tr>
<tr>
<td>点(菜)</td>
<td>點(菜)</td>
<td>diàn (cài)</td>
<td>v</td>
<td>to order (food)</td>
</tr>
<tr>
<td>盘</td>
<td>盤</td>
<td>pán</td>
<td>n, mw</td>
<td>plate; (used for plates of food)</td>
</tr>
<tr>
<td>烧鸡</td>
<td>烧雞</td>
<td>shāo jī</td>
<td>n</td>
<td>roasted chicken</td>
</tr>
<tr>
<td>份</td>
<td>份</td>
<td>fèn</td>
<td>mw</td>
<td>(used for portions of food)</td>
</tr>
<tr>
<td>青菜</td>
<td>青菜</td>
<td>qīng cài</td>
<td>n</td>
<td>green vegetables</td>
</tr>
<tr>
<td>碗</td>
<td>碗</td>
<td>wǎn</td>
<td>n, mw</td>
<td>bowl; (used for bowls of food)</td>
</tr>
<tr>
<td>酸辣汤</td>
<td>酸辣湯</td>
<td>Suānlàtāng</td>
<td>n</td>
<td>Hot and Sour Soup</td>
</tr>
<tr>
<td>家</td>
<td>家</td>
<td>jiā</td>
<td>mw</td>
<td>(used for restaurants and companies)</td>
</tr>
<tr>
<td>饭馆</td>
<td>飯館</td>
<td>fānguǎn</td>
<td>n</td>
<td>restaurant</td>
</tr>
</tbody>
</table>
### LESSON VOCABULARY 4.1 (continued)

<table>
<thead>
<tr>
<th>Simplified</th>
<th>Traditional</th>
<th>Pinyin</th>
<th>Word Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. 好吃</td>
<td></td>
<td>hào ěfàn</td>
<td>adj</td>
<td>tasty (of solid food)</td>
</tr>
<tr>
<td>24. 饿</td>
<td>饥</td>
<td>è</td>
<td>adj</td>
<td>hungry</td>
</tr>
<tr>
<td><strong>Names</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. 张安娜</td>
<td>張安娜</td>
<td>Zhāng Ānnà</td>
<td>name</td>
<td>Zhang Anna</td>
</tr>
<tr>
<td></td>
<td>张</td>
<td>Zhāng</td>
<td>surname</td>
<td>Zhang</td>
</tr>
<tr>
<td></td>
<td>安娜</td>
<td>Ānnà</td>
<td>given name</td>
<td>Anna</td>
</tr>
</tbody>
</table>

### REQUIRED VOCABULARY 4.1

**Eating**

<table>
<thead>
<tr>
<th>Eating</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26. 吃饭</td>
<td>吃饭</td>
<td>chī fàn</td>
<td>vo</td>
<td>to eat</td>
</tr>
<tr>
<td></td>
<td>饭</td>
<td>fàn</td>
<td>n</td>
<td>meal; rice</td>
</tr>
<tr>
<td>27. 做饭</td>
<td>做饭</td>
<td>zuò fàn</td>
<td>vo</td>
<td>to cook</td>
</tr>
<tr>
<td>28. 渴</td>
<td></td>
<td>kě</td>
<td>adj</td>
<td>thirsty</td>
</tr>
<tr>
<td>29. 水</td>
<td></td>
<td>shuǐ</td>
<td>n</td>
<td>water</td>
</tr>
</tbody>
</table>

### OPTIONAL VOCABULARY 4.1

**Foods**

<table>
<thead>
<tr>
<th>Foods</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30. 麻婆豆腐</td>
<td>Mápó Dòufu</td>
<td>n</td>
<td></td>
<td>Mapo Tofu</td>
</tr>
<tr>
<td>31. 北京烤鸭</td>
<td>Bèijīng Kǎoyā</td>
<td>n</td>
<td></td>
<td>Peking Duck</td>
</tr>
<tr>
<td>32. 汽水</td>
<td>qìshuǐ</td>
<td>n</td>
<td></td>
<td>soft drink</td>
</tr>
<tr>
<td>33. 果汁</td>
<td>guǒzhī</td>
<td>n</td>
<td></td>
<td>fruit juice</td>
</tr>
<tr>
<td>34. 饮料</td>
<td>yǐnliào</td>
<td>n</td>
<td></td>
<td>beverage</td>
</tr>
<tr>
<td>35. 瓶</td>
<td>píng</td>
<td>n, mw</td>
<td></td>
<td>bottle; (used for bottles)</td>
</tr>
</tbody>
</table>
**Pronouns: He, She, It**

Mandarin Chinese originally possessed no gender-specific third-person pronouns such as “she” or “he.” It was only after Western influence in the 20th century that 他 (tā), 她 (tā) and 它 (tā) were introduced to differentiate between “he,” “she” and “it.” In the spoken language, however, the difference is inaudible. Written (traditional) Chinese also possesses special pronouns for animals and deities, 牠 tā and 牝 tā.

Traditional Chinese does possess both masculine and feminine forms of the word “you,” 你 (nǐ) and 她 (nǐ). In colloquial communication, 你 is the most frequently used form, and one will always write “你好” rather than “您好.”

**Use of Nin 您**

The second-person pronoun 您 (nín) is generally used to address one’s elders or people of a higher social station. As a customer, you would also frequently hear it used by employees in restaurants or stores. You might use 您 (nín) to address a peer in a formal situation, but only at the first meeting. 您 (nín) is never used in the plural: if addressing more than one elder or superior, 你们 (nínmen) is always used rather than 您们 (nínmen).

**Omitting Pronouns**

In Chinese, certain words may be left out when there is sufficient information in the context to make the meaning clear. This is the case for pronouns such as 我 (wǒ), “I/me”; the “I” subject in the sentence is implied. In this lesson, for example, the sentence 请你给我们三杯茶 is shortened to 请给我们三杯茶 by omitting the subject 你 (nǐ). With the continued study of Chinese, more confident intuition will develop about when it is appropriate to omit pronouns and other words.
STRUCTURE NOTE 4.1

*Use 想 to indicate a desired action*

The auxiliary verb 想 (xiǎng) means “would like to.” In this pattern, 想 must be followed by a verb phrase and cannot be directly followed by an object to express a desire for something as in “I would like tea.”

**Subject + 想 + Verb + Object**

From the Lesson Text:

请问想喝什么？
Qingwèn xiǎng hē shénme?
What would you like to drink?

Other examples:

我想去中国。
Wǒ xiǎng qù Zhōngguó.
I would like to go to China.

他想喝水。
Tā xiǎng hē shuǐ.
He would like to drink water.

**Practice:** Create complete sentences using the above structure and the information provided below.

**Example:**

我想去足球比赛。
Wǒ xiǎng qù zúqiú sài.
I would like to go to the football game.

1. 我 / 看足球比赛 → 我想去看足球比赛。
2. 玛丽 / 咖啡
3. 他 / 学校
4. 老师 / 青菜
5. 大东 / 茶
6. 祥安 / 水

**STRUCTURE NOTE 4.2**

*Use 给 to mean “to give”*

In Structure Note 3.11, 给 (gěi) was introduced as a verb associated with the giving of a gift. In this lesson, 给 (gěi) is also introduced as “to give,” but is typically used for non-gift items. Similar to 给, the verb 给 must appear between the subject and recipient; however, the subject can be omitted if its presence is implied.

**Subject + 给 + Recipient + Object**

From the Lesson Text:

请给我们三杯茶。
Qing gěi wǒmen sān bēi chá.
Please give us three cups of tea.

Other examples:

我想给玛丽一份生日礼物。
Wǒ xiǎng gěi Mǎlì yī fèn shēngrì liwù.
I would like to give Mali a birthday present.

请你给我一份菜单。
Qing nǐ gěi wǒ yī fèn cài dān.
Please can you give me a menu.
**STRUCTURE NOTE 4.3**

*Use* 喜欢 *to express liking something or someone*

喜欢 (xihuan) means “like” or “enjoy” and is usually followed by the noun or action of preference. To negate the sentence, add 不 in front of 喜欢 to mean "dislike." Other adverbs such as 只 and 很 can be added in front of 喜欢 to indicate “only like” or “really like,” respectively.

Subject + 喜欢 + Verb Phrase/Noun

From the Lesson Text: 我只喜欢吃饺子。
Wǒ zhǐ xǐhuàn chī jiǎozi.
I only like to eat dumplings.

Other examples: 他不喜欢猫，只喜欢狗。我们都很喜欢说中文。
Tā bù xǐhuàn māo, zhǐ xǐhuàn gǒu. Wǒmen dōu hěn xǐhuàn shuō Zhōngwén.
He doesn’t like cats, he only likes dogs. We all really like to speak Chinese.

**Practice:** Create complete sentences with 给, using the information below.

<table>
<thead>
<tr>
<th>我的同学</th>
<th>给</th>
<th>我</th>
<th>祥安</th>
<th>一杯茶</th>
<th>例：他给我一杯茶。</th>
</tr>
</thead>
<tbody>
<tr>
<td>我妹妹</td>
<td></td>
<td>我</td>
<td>祥安</td>
<td>一个足球</td>
<td></td>
</tr>
<tr>
<td>他</td>
<td>给</td>
<td>他们</td>
<td>祥安</td>
<td>三份饺子</td>
<td></td>
</tr>
<tr>
<td>大东</td>
<td></td>
<td>玛丽</td>
<td>祥安</td>
<td>两杯水</td>
<td></td>
</tr>
<tr>
<td>服务员</td>
<td></td>
<td>我们</td>
<td>祥安</td>
<td>一个礼物</td>
<td></td>
</tr>
</tbody>
</table>

**Practice:** Create sentences using 喜欢 and the information provided below, inserting verbs where appropriate.

Example: 我 / 青菜 (doesn’t like) → 我不喜欢吃青菜。

1. 他 / 安娜 (really likes)
2. 老师 / 咖啡 (doesn’t like)
3. 中平 / 他的哥哥 (only like)
4. 祥安 / 看足球比赛 (like)
5. 玛丽 / 中国菜 (only like)

**STRUCTURE NOTE 4.4**

*Use Verb + 不 + Verb with two-character verbs to form affirmative-negative questions*

To use the Verb 不 Verb pattern (see Structure Notes 1.13 and 1.14) with two-character verbs like 喜欢, simply repeat the entire verb.
For certain two-character verbs, such as 喜欢, the second character is often omitted before the 不 followed by the full two-character verb, as in 喜不喜欢. The full two-character verb is often repeated in formal written Chinese.

2-Character Verb + 不 + 2-Character Verb

From the Lesson Text: 你喜欢不喜欢吃中国菜？
Nǐ xǐhuān bu xǐhuan chī Zhōngguó cài?
Do you (or do you not) like to eat Chinese food?

Other examples: 你喜欢不喜欢喝茶？
Nǐ xǐ bu xǐhuan hé chá?
Do you (or do you not) like to drink tea? 你喜欢不喜欢我？
Tā xǐ bu xǐhuan wǒ?
Does she (or does she not) like me?

Practice: Create complete sentences including 喜欢不喜欢 or 喜不喜欢 and the information provided below.

Example: 大东喜不喜欢吃饺子？

那（么）+ Statement/Question

从课程文本：
我只喜欢吃饺子。
Wǒ zhǐ xǐhuan chī jiǎozi.
I only like to eat dumplings.

Other examples: 我不想去饭馆。
Wǒ bù xiǎng qù fànguǎn.
I don’t want to go to the restaurant.

那，我们点一盘饺子……
Nà, wǒmen diǎn yī páng jiǎozi……
Then let’s get a plate of dumplings . . .

那，我们去咖啡店吧。
Nà, wǒmen qù kāfěi diàn ba.
In that case, let’s go to the coffee shop.

STRUCTURE NOTE 4.5

Use 那(么) to mean “Well then” or “In that case”

The demonstrative pronoun 那 (nà) can also be used as a conjunction meaning “Well then” or “In that case.” It serves as a transition word from one thought to another, addressing an already established fact or statement. 那 and 那么 can be used interchangeably.

那（么）+ Statement/Question

From the Lesson Text: 我只喜欢吃饺子。
Wǒ zhǐ xǐhuan chī jiǎozi.
I only like to eat dumplings.

Other examples: 我不想去饭馆。
Wǒ bù xiǎng qù fànguǎn.
I don’t want to go to the restaurant.

那，我们点一盘饺子……
Nà, wǒmen diǎn yī páng jiǎozi……
Then let’s get a plate of dumplings . . .

那，我们去咖啡店吧。
Nà, wǒmen qù kāfěi diàn ba.
In that case, let’s go to the coffee shop.
I don’t know how to speak French.

那么，你会说什么语言呢？
Nǐ hui shuō shénme yǔyán ne?

Well then, what languages can you speak?

Practice: Respond to the provided statements with sentences beginning with 那么.

Example: 我不是美国人。→ 那么，你是哪国人？

1. 我不想去加拿大。 _________________________
2. 我不会说英语。 _________________________
3. 我不是大东的室友。 _________________________
4. 我很想吃饺子。 _________________________
5. 我不想喝咖啡。 _________________________

STRUCTURE NOTE 4.6

Use 好 + Verb to form a compound adjective

The adjective 好 and its negative 不好, when combined with certain verbs, create compound adjectives that express positive or negative attributes, as in 好吃 (hǎo chī: “delicious”). When it is used with verbs such as 做 and 写, the 好 / 不好 pattern means “easy/difficult (to do something).”

好 + Verb

From the Lesson Text: 这家饭馆的烧鸡很好吃。
Zhè jiā fànguǎn de shāo jī hěn hǎo chī.
The roast chicken at this restaurant is really good.

Other examples: 中国菜好吃吗？ 咖啡很好喝！
Zhōngguó cài hǎo chī ma? Kāfei hěn hǎo hē!
Does Chinese food taste good? The coffee is very tasty!

Practice: Create complete sentences expressing your opinion of the items listed below, combining the appropriate intensifiers (很好, 好, 不好) and verbs.

Example: 饺子 (eat) → 饺子很好吃。

1. 汉字 (write) _________________________
2. 法国菜 (make) _________________________
3. 青菜 (eat) _________________________
4. 茶 (drink) _________________________
5. 饭馆的菜 (eat) _________________________

ONLINE RESOURCES

Visit http://college.betterchinese.com for more examples of compound adjectives.
**PRACTICE 4.1**
Working with a partner, practice the questions and answers below. When you are finished, you may switch roles.

Example:
A: 欢迎光临！请问，几位？
B: 我们三个人。
A: 请坐。你们想喝什么？
B: 请给我们三杯茶。
A: 好。请看我们的菜单。

**PRACTICE 4.2**
Working with a partner, ask whether each character likes the following foods. Answer accordingly.

Example:
A: 小美喜欢不喜欢吃麻婆豆腐？
B: 她喜欢吃麻婆豆腐。

1. 酸辣汤
2. 青菜
3. 饺子
4. 瘦鸡
PRACTICE 4.3
Working in groups of three or four, act out a restaurant scenario with a waiter or waitress and customers looking at a menu. Discuss food and drink preferences and then order the food. You may use the additional dishes below to help you.

1. 北京烤鸭
   Běijīng Kǎoyā
   Peking Duck

2. 春卷
   Chūnjuān
   Spring Rolls

3. 宫保鸡丁
   Gōngbǎo Jīdīng
   Kung Pao Chicken

4. 炒面
   chàomiàn
   fried noodles

5. 清炒白菜
   qīng chǎo báicài
   stir-fried Chinese cabbage

6. 炒饭
   chāo fàn
   fried rice

PRACTICE 4.4
Take a survey of the class to find out which Chinese dish students like the most. Record the most popular response below.

<table>
<thead>
<tr>
<th>Dish</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PRACTICE 4.5

<table>
<thead>
<tr>
<th>Radical</th>
<th>Stroke Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>国</td>
<td>门 门 门 门 门 门 门 门 门</td>
</tr>
<tr>
<td>杯</td>
<td>水 水 水 水 水 水 水 水 水</td>
</tr>
<tr>
<td>饿</td>
<td>食 食 食 食 食 食 食 食 食</td>
</tr>
<tr>
<td>光</td>
<td>光 光 光 光 光 光 光 光 光</td>
</tr>
<tr>
<td>位</td>
<td>位 位 位 位 位 位 位 位 位</td>
</tr>
<tr>
<td>坐</td>
<td>坐 坐 坐 坐 坐 坐 坐 坐 坐</td>
</tr>
<tr>
<td>想</td>
<td>想 想 想 想 想 想 想 想 想</td>
</tr>
<tr>
<td>喝</td>
<td>喝 喝 喝 喝 喝 喝 喝 喝 喝</td>
</tr>
<tr>
<td>给</td>
<td>给 给 给 给 给 给 给 给 给</td>
</tr>
<tr>
<td>新</td>
<td>新 新 新 新 新 新 新 新 新</td>
</tr>
<tr>
<td>份</td>
<td>人 人 人 人 人 人 人 人 人</td>
</tr>
<tr>
<td>青</td>
<td>青 青 青 青 青 青 青 青 青</td>
</tr>
<tr>
<td>菜</td>
<td>草 草 草 草 草 草 草 草 草</td>
</tr>
<tr>
<td>饭</td>
<td>食 食 食 食 食 食 食 食 食</td>
</tr>
<tr>
<td>馆</td>
<td>馆 馆 馆 馆 馆 馆 馆 馆 馆</td>
</tr>
</tbody>
</table>

### PRACTICE 4.6

Make an audio recording and send it to your teacher. In the recording, state what foods you would like to order at a Chinese restaurant and state the reason for your preferences.
PRACTICE 4.7
Type the following sentences on your computer and provide answers to the questions.
1. 欢迎光临！
2. 请问您想喝什么？
3. 请坐，这是我们饭馆的菜单。
4. 她是不是新同学？
5. 我饿了，我们点菜吧！

PRACTICE 4.8

服务员：欢迎光临！请问，几位？
孙玛丽：五位。
服务员：请坐。想喝什么？
孙玛丽：你们有咖啡吗？
服务员：有。要几杯？
孙玛丽：五杯。
服务员：好。

Read the dialogue and answer the following questions.
1. How many people are at the restaurant with Sun Mali?
2. What do they order?

PRACTICE 4.9

孙玛丽：我饿了，我们去吃晚饭吧！
陈大东：你想吃什么？
孙玛丽：我今天想吃中国菜。
陈大东：我们吃饺子吧！
孙玛丽：好！我还想喝酸辣汤。

Read the dialogue and answer the following questions.
1. Are they going to have lunch or dinner?
2. What do you think they are going to order?

PRACTICE 4.10

我和陈大东、张安娜、孙玛丽下星期五晚上会去中国饭馆吃饭。朋友说那家饭馆的醉鸡很不错。我想吃烧鸡、饺子和青菜。

Read Huang Xiang’an’s diary and answer the following questions.
1. When do they plan to go to the Chinese Restaurant?
2. What does Huang Xiang’an want to eat?
Cuisine Across China

Chinese cuisine is as rich and varied as its culture, peoples, and dialects. A lot of the differences between China’s cuisines have been brought about by variations in local resources, geography, and traditions. There are eight major types of regional cuisine, each possessing its own distinctive characteristics. Below are four of the most well known of these styles.

### Sichuān
Sichuan cuisine is characterized by its spicy and strong flavors, making use of garlic, chili, and other peppers, often in great quantities. 麻婆豆腐 (Mápó Dòufu: “Pock-marked Lady’s Tofu”) and 官保鸡丁 (Gōngbǎo Jiāngōng: “Kung Pao Chicken”) are two Sichuanese favorites.

### Guǎngdōng
Guangdong cuisine is often described as “light” or “fresh,” with attention paid to releasing the natural flavors of the ingredients. Among the region’s specialties are 冬瓜盅 (Dōngguāzhōng: “Winter Melon Cup”) and 烧乳猪 (Shāo Rǔ Zhū: “Roast Suckling Pig”).

### Shànghǎi
Shanghai’s cuisine is known for its smaller portions than the average Chinese fare and its propensity toward “drunken” foods, which are prepared by soaking alcohol into the food before cooking in order to alter the flavoring.

### Dōngběi
Northeastern cuisine is a product of its environment: its hearty steamed buns and hot pot are a great way to fight the winter chills. The staple food in Northeastern cuisine is noodles, and in addition it is also famed for its pickles.

Symbolism in Chinese Food

Foods endowed with special symbolic significance are an essential part of any Chinese festival. Some foods gain their importance through the linguistic link of homophones. Fish, for instance, is considered auspicious because the word for fish, 鱼 (yú), sounds the same as the word meaning “abundance,” 余 (yú). Similarly, in the Guangdong and Guangxi regions, the pomelo fruit is a symbol of abundance due to the similarity of its Chinese name 柚 (yòu) to the word “to have” 有 (yǒu). There are also a number of other foods that have metaphorical significance, such as pastries containing a seed filling: the seeds represent fertility and the promise of a large family. Round foods such as rice cakes symbolize family unity, as does the serving of whole chicken. All these dishes may be found at various Chinese festival celebrations, occasions rich in family reunion, well-wishes and, of course, food.
服务员：欢迎光临！请问，几位？
陈大东：三位。
服务员：请坐。请问想喝什么？
孙玛丽：请给我们三杯茶。
服务员：好。这是我们的菜单。

孙玛丽：那是不是安娜？她是个新同学。
李中平：安娜！——安娜，你喜欢不喜欢吃中国菜？
张安娜：我只喜欢吃饺子。
陈大东：那，我们点一盘饺子，一只烧鸡，一份青菜和一碗酸辣汤。好不好？
孙玛丽：好。这家饭馆的烧鸡很好吃。我饿了，我们点菜吧！

What Can You Do？

INTERPRETIVE
• I can recognize the terms for several Chinese dishes.

INTERPERSONAL
• I can exchange my preferences for various foods with others.
• I can order food and drinks at a restaurant
• I can express hunger and order food in a restaurant.

PRESENTATIONAL
• I can list Chinese dishes and present others with choices.
味道怎么样？
How Does It Taste?

酸辣汤真好喝！我喜欢酸辣的味道。

烧鸡也不错。中平，青菜的味道怎么样？

太咸了。我要叫一碗米饭。

中平，你为什么不吃肉？

因为我吃素。
安娜，你不会用筷子吗？

不会。我只会用刀子、叉子......

试一下吧！我教你。

哦，用筷子很简单啊！

大家吃饱了吗？今天晚饭我请客！
LESSON TEXT 4.2

How Does It Taste? 味道怎么样?

Chen Dadong, Sun Mali, and Li Zhongping discuss their food and teach Zhang Anna how to use chopsticks.

陈大东：酸辣汤真好喝！我喜欢酸辣的味道。
孙玛丽：烧鸡也不错。中平，青菜的味道怎么样？
李中平：太咸了。我要叫一碗米饭。
陈大东：中平，你为什么不吃肉？
李中平：因为我吃素！

Suānlàtāng zhēn hǎo hē! Wǒ xǐhuàn suānlà de wèidào.
Shāoji yè bù cuò. Zhōngping, qīngcài de wèidào zènmeyàng?
Tài xián le. Wǒ yào jiǎo yì wǎn mǐfàn.
Zhōngping, nǐ wèishénme bù chī ròu?
Yīnwèi wǒ chī sù.

孙玛丽：安娜，你不会用筷子吗？
张安娜：不会。我只会用刀子，叉子……
李中平：试一下吧！我教你。
张安娜：哦，用筷子很简单啊！
陈大东：大家吃饱了吗？今天晚饭我请客！

Ānnà, nǐ bù huì yòng kuàizi ma?
Bù huì. Wǒ zhī huì yòng dāozǐ, chāzǐ . . .
Shí yì xià ba! Wǒ jiāo nǐ.
Ò, yòng kuàizi hěn jiāndān a!
Dàjiā chī bāo le ma? Jīntiān wǎnfàn wǒ qīng kè!
## LESSON VOCABULARY 4.2

<table>
<thead>
<tr>
<th>SIMPLIFIED</th>
<th>TRADITIONAL</th>
<th>PINYIN</th>
<th>CATEGORY</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 好喝</td>
<td>hào hē</td>
<td>adj</td>
<td>tasty</td>
<td>(of liquids)</td>
</tr>
<tr>
<td>2. 辣</td>
<td>là</td>
<td>adj</td>
<td>spicy</td>
<td></td>
</tr>
<tr>
<td>3. 味道</td>
<td>wèidào</td>
<td>n</td>
<td>taste, flavor</td>
<td></td>
</tr>
<tr>
<td>4. 不错</td>
<td>bú cuò</td>
<td>adj</td>
<td>not bad, pretty good</td>
<td></td>
</tr>
<tr>
<td>5. 怎么样</td>
<td>zěnméiyàng</td>
<td>qw</td>
<td>how is it</td>
<td></td>
</tr>
<tr>
<td>6. 太</td>
<td>tài</td>
<td>adv</td>
<td>too, excessively, extremely</td>
<td></td>
</tr>
<tr>
<td>7. 咸</td>
<td>xián</td>
<td>adj</td>
<td>salty</td>
<td></td>
</tr>
<tr>
<td>8. 要</td>
<td>yào</td>
<td>av</td>
<td>to want; must; will; should</td>
<td></td>
</tr>
<tr>
<td>9. 叫</td>
<td>jiào</td>
<td>v</td>
<td>to order</td>
<td></td>
</tr>
<tr>
<td>10. 米饭</td>
<td>mǐfàn</td>
<td>n</td>
<td>rice</td>
<td></td>
</tr>
<tr>
<td>11. 为什么</td>
<td>wèishénme</td>
<td>qw</td>
<td>why</td>
<td></td>
</tr>
<tr>
<td>12. 肉</td>
<td>ròu</td>
<td>n</td>
<td>meat</td>
<td></td>
</tr>
<tr>
<td>13. 因为</td>
<td>yīnwèi</td>
<td>cj</td>
<td>because</td>
<td></td>
</tr>
<tr>
<td>14. 吃素</td>
<td>chī sù</td>
<td>vo</td>
<td>to be vegetarian</td>
<td></td>
</tr>
<tr>
<td>15. 用</td>
<td>yòng</td>
<td>v</td>
<td>to use</td>
<td></td>
</tr>
<tr>
<td>16. 筷子</td>
<td>kuàizi</td>
<td>n</td>
<td>chopsticks</td>
<td></td>
</tr>
<tr>
<td>17. 刀子</td>
<td>dāozi</td>
<td>n</td>
<td>knife</td>
<td></td>
</tr>
<tr>
<td>18. 叉子</td>
<td>chāzi</td>
<td>n</td>
<td>fork</td>
<td></td>
</tr>
<tr>
<td>19. 试</td>
<td>shì</td>
<td>v</td>
<td>to try</td>
<td></td>
</tr>
<tr>
<td>20. 一下</td>
<td>yí xià</td>
<td>mw</td>
<td>a bit</td>
<td></td>
</tr>
<tr>
<td>21. 教</td>
<td>jiāo</td>
<td>v</td>
<td>to teach</td>
<td></td>
</tr>
<tr>
<td>22. 哦</td>
<td>ò</td>
<td>p</td>
<td>oh! (interjection)</td>
<td></td>
</tr>
<tr>
<td>23. 啊</td>
<td>a</td>
<td>p</td>
<td>(used to make a question less abrupt)</td>
<td></td>
</tr>
<tr>
<td>24. 吃饱</td>
<td>chī bǎo</td>
<td>rv</td>
<td>to be full</td>
<td></td>
</tr>
<tr>
<td>25. 晚饭</td>
<td>wǎnfàn</td>
<td>n</td>
<td>dinner</td>
<td></td>
</tr>
<tr>
<td>26. 请客</td>
<td>qǐng kè</td>
<td>vo</td>
<td>to treat one’s guests (i.e. to pay for others)</td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED VOCABULARY 4.2

<table>
<thead>
<tr>
<th>SIMPLIFIED</th>
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<th>PINYIN</th>
<th>WORD CATEGORY</th>
<th>DEFINITION</th>
</tr>
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<tbody>
<tr>
<td>MEALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. 早饭</td>
<td>早飯</td>
<td>zăofān</td>
<td>n</td>
<td>breakfast</td>
</tr>
<tr>
<td>28. 午饭</td>
<td>午飯</td>
<td>wūfān</td>
<td>n</td>
<td>lunch</td>
</tr>
<tr>
<td></td>
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<tr>
<td>FLAVORS</td>
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<td></td>
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</tr>
<tr>
<td>29. 甜</td>
<td>tián</td>
<td>adj</td>
<td>sweet</td>
<td></td>
</tr>
<tr>
<td>30. 苦</td>
<td>kū</td>
<td>adj</td>
<td>bitter</td>
<td></td>
</tr>
<tr>
<td>31. 酸</td>
<td>suān</td>
<td>adj</td>
<td>sour</td>
<td></td>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>OPTIONAL VOCABULARY 4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT THE RESTAURANT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. 买单</td>
<td>買單</td>
<td>mǎidān</td>
<td>n, vo</td>
<td>check; to pay the bill; “check, please.”</td>
</tr>
<tr>
<td>33. 结帐</td>
<td>結帳</td>
<td>jié zhàng</td>
<td>vo</td>
<td>to pay the bill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOODS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. 白饭</td>
<td>白飯</td>
<td>báifān</td>
<td>n</td>
<td>white rice (alternate term for 米飯)</td>
</tr>
<tr>
<td>35. 水果</td>
<td>shuǐguǒ</td>
<td>n</td>
<td>fruit</td>
<td></td>
</tr>
<tr>
<td>36. 海鲜</td>
<td>hǎixiān</td>
<td>n</td>
<td>seafood</td>
<td></td>
</tr>
<tr>
<td>37. 鸡肉</td>
<td>jī ròu</td>
<td>n</td>
<td>chicken</td>
<td></td>
</tr>
<tr>
<td>38. 猪肉</td>
<td>zhū ròu</td>
<td>n</td>
<td>pork</td>
<td></td>
</tr>
<tr>
<td>39. 牛肉</td>
<td>níú ròu</td>
<td>n</td>
<td>beef</td>
<td></td>
</tr>
</tbody>
</table>

ONLINE RESOURCES
Visit http://college.betterchinese.com for a list of other Chinese foods.
Onomatopoeia

It can be fun to look at how other cultures represent certain sounds in their language. Onomatopoeia refers to words that sound like the thing they describe (for instance, “buzz” or “whoosh”). Chinese possesses many such words: to represent the sound of laughter, Chinese has the words 哈哈 xiāxī or 哈哈 háhā, very like the English “hee hee” and “ha ha.”

There are interesting similarities and differences in the representation of animal noises: the word for the sound a cat makes is 喵 miāo, virtually identical to the English “meow.” The noise made by a dog, however, is 吠 wǎng rather than “woof,” and a bird’s twittering is 叽叽 jījī zhāzhā. Often, but not always, an onomatopoeic character has a “mouth” (口) radical to indicate that it is a “sound” character.

Foreign Names in Chinese

As mentioned in Language Notes 1.1, Chinese names are chosen with care for their meaning, even in transliterations, which often reveal something about the person or thing they describe. This is particularly true with the Chinese names for certain Western celebrities. For instance, the name for Audrey Hepburn is 奥黛丽赫本 Ǎòdài Lì Hēběn. The three characters of the given name mean, in turn, “profound,” “dark eyebrow pigment used by women in ancient times,” and “beautiful,” words specifically chosen for the actress famed for her beauty and darkly penciled brows. Marilyn Monroe is referred to as 玛丽 (beauty) 莲 (lotus) 梦 (dream) 露 (dew) Mǎnlílián Mènglù, and Brad Pitt is 布拉德 (virtuous) 皮特 (special) Bùlādé Pìtè.

It is good to remember, though, that Chinese equivalents of foreign names are not always consistent, especially between different Chinese speaking regions. Vincent van Gogh’s name, for example, could be rendered as either 文森特・梵高 Wénsēnté · Fànhāo or 温森特・梵谷 Wénsēnté · Fāngü, while Picasso is transliterated as both 毕加索 Bijīāsò and 毕卡索 Bìkāsuò.

Place Names in Chinese

Foreign place names in Chinese are also represented by characters that approximate the sound of the original; the Chinese name for Berlin, for instance, is 柏林 Bòlín. Because many Western place names were originally translated from Cantonese, however, they may sound quite unlike their English versions in Mandarin. New York, for example, is 纽约 Nìuyuē in Mandarin, because the Cantonese pronunciation of these characters more closely resembles the English.

Just as with people’s names, the characters for place names are often chosen to convey a positive meaning. The transliteration of London is 伦敦 Lúndūn, the two characters meaning “human relationships” (or “ethics”) and “sincere” respectively, while Delhi is rendered as 德里 Délǐ, again making use of the character for “virtue.”
STRUCTURE NOTE 4.7

*Use 怎么样 to ask for an opinion of something*

To ask someone what his or her opinion about something is, simply state the subject followed by 怎么样 (zěnmeyàng), meaning “how is (it)?”

Subject + 怎么样?

From the Lesson Text:
- 青菜的味道怎么样？
  Qíngcài de wèidào zěnmeyàng?
  How do the vegetables taste?

Other examples:
- 妹妹的生日派对怎么样？
  Méimeī de shēngrì pàidùi zěnmeyàng?
  How was your younger sister’s birthday party?
- 你的工作怎么样？
  Nǐ de gōngzuò zěnmeyàng?
  How’s your job?

**Practice:** Use the English phrases with 怎么样 to create questions in Chinese.

<table>
<thead>
<tr>
<th>Example:</th>
<th>Mrs. Liu’s cake</th>
<th>刘太太做的蛋糕怎么样？</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yesterday’s soccer game</td>
<td>______________________</td>
</tr>
<tr>
<td>2.</td>
<td>This cafe’s coffee</td>
<td>______________________</td>
</tr>
<tr>
<td>3.</td>
<td>This Hot and Sour Soup</td>
<td>______________________</td>
</tr>
<tr>
<td>4.</td>
<td>His spoken French</td>
<td>______________________</td>
</tr>
<tr>
<td>5.</td>
<td>This restaurant</td>
<td>______________________</td>
</tr>
</tbody>
</table>

**STRUCTURE NOTE 4.8**

*Use 太……了 to describe an exaggerated attribute*

太 is an adverb that means “too” or “extremely.” Similar to 很, 太 appears before the adjective and expresses a great degree of the adjective of reference. 太 can be distinguished from other adverbs as it connotes excess beyond expectation and it typically appears with 了 for further emphasis.

太 + Adjective + 了

From the Lesson Text:
- 太咸了。
  Tāi xián le.
  (It is) Too salty.

Other examples:
- 汤太辣了。
  Tāng tài là le.
  The soup is too spicy.
- 妈妈今天晚上要做饺子，太好了！
  Māmā jīntiān wǎnshàng yào zuò jiāozi, tài hǎo le!
  Mom is making dumplings tonight, great!

**NOTE:** 太……了 can be used in a positive or negative context. While the literal translation may appear negative, as with 太好了, or “excessively good,” colloquially, this is actually a positive remark meaning “Great!” or “Awesome!”
**Practice:** Create sentences using the 太······了 pattern and the provided phrases.

蛋糕
大好吃
你写的字

**Example:** 你写的字太大了！

<table>
<thead>
<tr>
<th>Subject</th>
<th>太</th>
<th>Noun/Verb Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>蛋糕</td>
<td></td>
<td></td>
</tr>
<tr>
<td>她的英语</td>
<td></td>
<td></td>
</tr>
<tr>
<td>妈妈做的饭</td>
<td></td>
<td></td>
</tr>
<tr>
<td>这碗酸辣汤</td>
<td></td>
<td></td>
</tr>
<tr>
<td>你写的字</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STRUCTURE NOTE 4.9**

*Use 要 to indicate desire*

In Structure Note 4.1, 想 was introduced to express a desire or inclination to perform an action. In contrast, 要 (yào), meaning “want,” can be applied to objects as well as actions.

<table>
<thead>
<tr>
<th>Subject + 要 + Noun/Verb Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>我要叫一碗米饭。</td>
</tr>
<tr>
<td>Wǒ yào jiào yī wǎn mǐfàn.</td>
</tr>
<tr>
<td>I want a bowl of rice.</td>
</tr>
<tr>
<td>她要去中国。</td>
</tr>
<tr>
<td>Tā yào qù Zhōngguó.</td>
</tr>
<tr>
<td>She wants to go to China.</td>
</tr>
<tr>
<td>他不要咖啡。</td>
</tr>
<tr>
<td>Tā bù yào kāfēi.</td>
</tr>
<tr>
<td>He doesn’t want coffee.</td>
</tr>
</tbody>
</table>

**Practice:** Create complete sentences including 要 and the provided information.

**Example:** 小美 / 两杯茶 → 小美要两杯茶。

1. 大东 / 去加拿大
2. 玛丽 / 蛋糕
3. 祥安 / 看足球比赛
4. 中平 / 一份青菜
5. 安娜 / 两盘饺子

**STRUCTURE NOTE 4.10**

*Use 为什么 and 因为 to ask questions and give explanations respectively*

为什么 (wèishénme) is a question phrase meaning “why” and typically appears between the subject and verb phrase.
In addition, 为什么 can also be placed before the subject and verb phrase.

**为什么 + Subject + Verb Phrase**

The difference between the two structures above is that the emphasis is placed on the verb phrase or subject immediately following 为什么. To answer a “why” question, 因为 (yīnwèi), meaning “because,” is followed by the supporting reason, as in English.

**因为 + Supporting Reason**

**From the Lesson Text:**

你为什么不吃饭？
Nǐ wèishiānme bù chī fàn?
Why don’t you eat food?

Because I’m a vegetarian.

**Other examples:**

她为什么不吃饭？
Tā wèishiānme bù chī fàn?
Why doesn’t she eat food?

Because she is not hungry.

你家为什么没有猫？
Nǐ jiā wèishiānme méiyǒu māo?
Why don’t you have cats at home?

Because my mother doesn’t like cats.

**Practice:** Create questions and answers using the 为什么 and 因为 patterns.

**Example:**
你 / 要去这家饭馆 → 你为什么要去这家饭馆？

你为什么会去这家饭馆？

1. 你 / 要点饺子

2. 她 / 不去看比赛

3. 大东 / 会说汉语

4. 安娜 / 不会用筷子

5. 老师 / 四点半吃晚饭
STRUCTURE NOTE 4.11

Use 一下 to express the brevity of an action

The use of 一下 (yì xià) following a verb has the same effect as the English equivalent “for a moment” or “for a bit.” It indicates the informality or brevity of an action. Some verbs, such as 试 (shì), are conventionally used with 一下. When the verb is followed by an object, 一下 (yì xià) comes between the verb and the object. Note that 一下 cannot follow auxiliary verbs, such as 要 or 想.

Subject + Verb + 一下 (+ Object)

From the Lesson Text: 试一下吧！
Shì yì xià ba!
Give it a try!

Other examples: 看一下菜单吧。
Kàn yì xià cài dān ba.
Take a look at the menu. 请坐一下。
Qǐng zuò yì xià.
Please sit for a bit.

NOTE: 一下 describes the short length of time taken for an action, while 一点 (yī diǎn) describes the small quantity of an object. For example, 喝一下茶 means “drink tea for a moment,” while 喝一点茶, means “drink a bit of tea.”

Practice: Transform each sentence using 一下, following the example.

Example: 请看 → 请看一下。

1. 请试味道
2. 我问老师
3. 你要试吗
4. 你们坐
5. 请来学校

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**PRACTICE 4.11**
Determine the most appropriate adjectives to describe the tastes of the foods below and record them in Chinese in the spaces provided.

![Images of food items]

**PRACTICE 4.12**
Working with a partner, act out dialogues about the foods shown below. Ask each other about the food and how it tastes. Elaborate on the conversation if you can.

Example:
A: 酸辣汤的味道怎么样？
B: 很好吃，我很喜欢吃辣。
A: 我不喜欢吃辣。我要一碗米饭。

1. 2. 3.
PRACTICE 4.13
Working with a partner, act out a dialogue in which Partner A does not know how to use chopsticks and Partner B teaches him/her to use them.

Example:
A: 你会不会用筷子？
B: 不会。我们西班牙人用刀子叉子。
A: 试一下吧！我帮你。
B: 哦，用筷子很简单啊！

PRACTICE 4.14
Working in groups of three to four, imagine that you are in a restaurant. The waiter has brought you your food, but none of you enjoys the taste. Discuss why you do not like the dishes and what you will eat instead.

Example:
A: 这家饭馆的酸辣汤太辣了！
B: 烧鸡太咸了！我要喝点儿水。

PRACTICE 4.15
Work with a partner to complete and act out the following dialogues in Chinese. Present your dialogues to the class.

A: 你吃饱了吗？
B: (Yes, I am.)
A: 今天晚饭我请客。
B: (Thank you!)
A: (You’re welcome!)
B: (Why did you treat me to dinner?)
A: 因为今天是我的生日！
B: (Happy Birthday to you!)
### PRACTICE 4.16

<table>
<thead>
<tr>
<th>Radical</th>
<th>Stroke Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>请 (言)</td>
<td>请请请请请请请请请请</td>
</tr>
<tr>
<td>晚 (日)</td>
<td>晚晚晚晚晚晚</td>
</tr>
<tr>
<td>不 (一)</td>
<td>不不不不不不</td>
</tr>
<tr>
<td>错 (金)</td>
<td>错错错错</td>
</tr>
<tr>
<td>咸 (戈)</td>
<td>咸咸咸咸</td>
</tr>
<tr>
<td>味 (口)</td>
<td>味味味味</td>
</tr>
<tr>
<td>道 (辶)</td>
<td>道道道道道道</td>
</tr>
<tr>
<td>怎 (心)</td>
<td>怎怎怎怎</td>
</tr>
<tr>
<td>太 (大)</td>
<td>太太大太</td>
</tr>
<tr>
<td>要 (酉)</td>
<td>要要要要</td>
</tr>
<tr>
<td>因 (口)</td>
<td>因因因因</td>
</tr>
<tr>
<td>为 (これらの)</td>
<td>为为为为</td>
</tr>
<tr>
<td>肉 (肉)</td>
<td>肉肉肉肉</td>
</tr>
<tr>
<td>素 (糸)</td>
<td>素素素素</td>
</tr>
<tr>
<td>用 (用)</td>
<td>用用用用</td>
</tr>
</tbody>
</table>

### PRACTICE 4.17

Make an audio recording and send it to your teacher. In the recording, talk about a trip to a restaurant. State who you will go with and what you would like to order.
PRACTICE 4.18
Type the following sentences on your computer and provide answers to the questions.
1. 你喜欢不喜欢吃米饭？
2. 烧鸡的味道怎么样？
3. 我要一碗米饭和一盘青菜。
4. 你不会用筷子吗？
5. 今天晚饭我请客！

张安娜：我只吃俄罗斯菜！
李中平：试一下中国菜吧！
张安娜：我不会用筷子。
李中平：用筷子很简单！我帮你。
张安娜：哦！中国菜很好吃！

Read the dialogue and answer the following questions.
1. Why does Zhang Anna have difficulties with Chinese food?
2. What does Zhang Anna say is the only kind of food she eats?

明天是王小美的生日，我们想去饭馆。因为小美喜欢吃烧鸡，我会点一只烧鸡。因为小美不喜欢吃辣，我不会点酸辣汤。因为小美和中平都喜欢吃咸的，我会点饺子。明天的晚饭我会请客。

Read Chen Dadong’s diary and answer the following questions.
1. What does Wang Xiaomei not like to eat?
2. Who will pay the bill?
Chinese Dining Etiquette

The use of 筷子 (kuàizi: “chopsticks”) is probably the most striking difference between Chinese and Western dining customs, but there are a number of other habits that distinguish Chinese table manners from Western table manners. Below is a short guide on what to do and what not to do when eating in a formal setting in China.

What to Do
• In China it is acceptable to raise a bowl of rice to one’s mouth, just as it is common to lift a bowl of soup from the table and directly drink the remainder.
• It is polite to sample at least a bit of every dish.
• In a family setting, let the elders begin to eat before taking food for oneself.

What Not to Do
• Don’t leave chopsticks pointing vertically out of your bowl, as this resembles the incense sticks used in ceremonies for the deceased.
• Avoid taking the last portion of anything from the communal plate or bowl.

The Art of Tea

Records of tea-drinking in China can be traced back to the first millennium B.C., and legend has it that the Emperor Shennong discovered it a thousand years before that, when a tea leaf dropped unnoticed into his boiling water. Today, the Chinese drink tea both for its physical benefits, believing it aids in digestion and alertness, and the social pleasures it provides. Teahouses are enormously popular throughout the country, providing people with a place to socialize and to enjoy China’s many varieties of tea.

While serving and drinking tea, there are also certain customs to follow. In Chinese society, the younger generation serves tea to the older generation as a form of respect. It is also customary to pour tea for others before filling one’s own cup. In restaurants, another popular practice is to remove the lid of a teapot to alert the waiter that it needs refilling.

In a teahouse, one may find 绿茶 (lǜ chá: “green tea”), 红茶 (hóng chá: “black tea”), 乌龙茶 (wūlóng chá: “Oolong tea”), and 白茶 (báichá: “white tea”). Another popular drink in tea shops today is 珍珠奶茶 (zhēnzhū náichá: “pearl milk tea”). Originating from Taiwan, this drink contains chewy tapioca balls, a modern twist on an old tradition. Today, whether it is the traditional loose-leaf teas or milk tea with sweet delicacies inside, tea drinking still appeals to people of all ages and cultures.
《课文 – 英文》

《课文 – 英文》

陈大东： 酸辣汤真好喝！我喜欢酸辣的味道。
孙玛丽： 烧鸡也不错。中平，青菜的味道怎么样？
李中平： 太咸了。我要叫一碗米饭。
陈大东： 中平，你为什么不吃肉？
李中平： 因为我吃素。

孙玛丽： 安娜，你不会用筷子吗？
张安娜： 不会。我只会用刀子，叉子……
李中平： 试一下吧！我教你。
张安娜： 哦，用筷子很简单啊！
陈大东： 大家吃饱了吗？今天晚饭我请客！

The Hot and Sour Soup is really good! I like the taste of hot and sour dishes.
The roast chicken is pretty good. Zhongping, how do the vegetables taste?
Too salty. I want to order a bowl of rice.
Zhongping, why don’t you eat meat?
Because I am a vegetarian.

Anna, don’t you know how to use chopsticks?
No. I only know how to use knives and forks . .
Give it a try! I’ll teach you.
Oh, using chopsticks is simple!
Is everyone full? Tonight it’s my treat!

What Can You Do?

**INTERPRETIVE**
- I can understand different terms for flavors and utensils in Chinese.

**INTERPERSONAL**
- I can offer assistance to others and receive it in return.
- I can offer to treat others and accept invitations to a meal.
- I can ask and answer “why” questions.
- I can exchange opinions about food with others.

**PRESENTATIONAL**
- I can present the basic flavors of foods to others.
ACT IT OUT
Working in groups, compose an original three-minute skit that utilizes the vocabulary and structures introduced in Unit 4. Each of you should assume a role and have a roughly equal number of lines in the skit. Be prepared to perform your skit in class. You can either come up with your own story or choose from one of the following situations:
- a) You work at a Chinese restaurant and take the orders from a group of customers.
- b) You and your friends want to go out to dinner, but no one likes the same dishes.
- c) You are a food critic and you ask the chef to explain the flavors of each of your dishes.

CHECK WHAT YOU CAN DO

<table>
<thead>
<tr>
<th>Recognize</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
<td><strong>Auxiliary Verbs</strong></td>
</tr>
<tr>
<td>新</td>
<td>想</td>
</tr>
<tr>
<td>好吃</td>
<td>要</td>
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<td>饿</td>
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<td>好喝</td>
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</tbody>
</table>

**Use**
- 想 to indicate a desired action
- 给 to mean “to give”
- 喜欢 to express liking something or someone
- Verb + 不 + Verb with two-character verbs to form affirmative-negative questions
- 那(么) to mean “Well then” or “In that case”
- 好 + Verb to form a compound adjective
- 怎么样 to ask for an opinion of something
- 太……了 to describe an exaggerated attribute
- 要 to indicate desire
- 为什么 and 因为 to ask questions and give explanations respectively
- 一下 to express the brevity of an action
UNIT 4 — LESSON 1

VOCABULARY REVIEW 4.1

I. Mark the correct tones above the pinyin for the vocabulary below. Read the characters aloud as you mark the tones.

1. 欢迎 huanying 7. 烧鸡 shaoji
2. 服务员 fuwuyuan 8. 青菜 qingcai
3. 请坐 qing zuo 9. 酸辣汤 Suanlatang
4. 菜单 caidan 10. 饭馆 fanguan
5. 喜欢 xihuan 11. 点菜 dian cai
6. 饺子 jiaozi

II. Match the Chinese vocabulary below with the corresponding pictures.

1. 烧鸡 • • a.
2. 青菜 • • b.
3. 饺子 • • c.
4. 酸辣汤 • • d.
CHARACTER WRITING PRACTICE 4.1

1. 国
   - Radical: 门
   - Enclosure

2. 杯
   - Radical: 木
   - Wood

3. 饿
   - Radical: 食
   - Eat

Unit 4 • Lesson 1 • Food 51
菜 (cǎo)  草  菜菜

饭 (shí)  食  饭饭

馆 (shí)  食  馆馆
LISTENING COMPREHENSION 4.1

I. Choose the picture that best illustrates what you hear.

1. A.  
   B.  
   C.  
   D.  

II. Listen to the recordings and answer the questions.

1. What food does the woman want to have?
   A. American
   B. Chinese
   C. Italian
   D. Japanese

2. What food will they order?
   A. Dumplings
   B. Spicy beef
   C. Dumplings and Vegetables
   D. Dumplings and Hot and Sour Soup

3. Which of the following statements is NOT true?
   A. The man and the woman eat dinner together.
   B. The woman wants to have Chinese food.
   C. The man suggests they have dumplings for dinner.
   D. The woman wants to have Hot and Sour Soup instead of dumplings.

III. Listen to the recordings and answer the questions.

1. Which of the following statements is NOT true?
   A. The waitress seats the customers at a table.
   B. The waitress asks what drink they want to order.
   C. The restaurant does not offer tea.
   D. The customer orders three cups of tea.
SPEAKING PRACTICE 4.1

I. Listen to the audio recording. Say an appropriate response to each sentence you hear. Use the space below to make note of your ideas, if necessary.

1. Your Response: ____________________________________________

2. Your Response: ____________________________________________

3. Your Response: ____________________________________________

4. Your Response: ____________________________________________

5. Your Response: ____________________________________________

II. Imagine you are with a large group of friends in a restaurant. Using the menu below, make an audio recording in which you order dishes for everybody. You should order at least two items from each section. Remember to use the correct measure words.

<table>
<thead>
<tr>
<th>*Drink Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>咖啡 Coffee</td>
</tr>
<tr>
<td>红茶 (Hóng chá) Black Tea</td>
</tr>
<tr>
<td>绿茶 (Lǜ chá) Green Tea</td>
</tr>
<tr>
<td>可乐 (Kělè) Cola</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Appetizer Appetizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>饺子 Dumplings</td>
</tr>
<tr>
<td>小笼包 (Xiǎo lóng bāo) Steamed Pork Buns</td>
</tr>
<tr>
<td>八宝饭 (Bā bāo fàn) Eight Treasure Rice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Soup Soup</th>
</tr>
</thead>
<tbody>
<tr>
<td>酸辣汤 Hot &amp; Sour Soup</td>
</tr>
<tr>
<td>青菜汤 Vegetable Soup</td>
</tr>
<tr>
<td>鸡汤 Chicken Soup</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Entrée Entrée</th>
</tr>
</thead>
<tbody>
<tr>
<td>烧鸡 Roast Chicken</td>
</tr>
<tr>
<td>咖喱鸡 (Gālì jī) Curry Chicken</td>
</tr>
<tr>
<td>鸡炒饭 (Jī chǎofǎn) Chicken Fried Rice</td>
</tr>
<tr>
<td>蛋炒饭 (Dàn chǎofǎn) Egg Fried Rice</td>
</tr>
<tr>
<td>上海菜饭 (Shànghǎi cài fàn) Shanghai Vegetable Rice</td>
</tr>
</tbody>
</table>
I. Complete the following Structure Note practices.

Structure Note 4.1: Use 想 to indicate a desired action.

Subject + 想 + Verb + Object

A. Add 想 to the following sentences to indicate preferences.

1. 王老师喝咖啡。________________________

2. 你们吃饺子吗？________________________

3. 我看足球比赛。________________________

4. 他喝茶。______________________________

5. (Create your own sentence) ________________

Structure Note 4.2: Use 给 to mean “to give.”

Subject + 给 + Recipient + Object

B. Make sentences using 给 and the given words.

1. 他 / 我 / 一份 / 生日 / 礼物

________________________________________________________________________________

2. 请 / 我们 / 菜单

________________________________________________________________________________

3. 服务员 / 我们 / 三杯 / 茶

________________________________________________________________________________

4. 请 / 我 / 一份 / 青菜

________________________________________________________________________________

5. 玛丽 / 中平 / 一杯 / 咖啡
Structure Note 4.3: Use 喜欢 to express liking something or someone.

C. Transform the sentences below by adding 喜欢 to the appropriate place.

1. 我吃中国菜。_____________________

2. 王小姐喝咖啡。_____________________

3. 大东看足球比赛。_____________________

4. (Create your own sentence) ___________________

5. (Create your own sentence) ___________________

Structure Note 4.4: Use Verb + 不 + Verb with two-character verbs to form affirmative-negative questions.

D. Change the following questions into questions using the “Verb 不 Verb” pattern.

1. 她是你的妹妹吗？

________________________________

2. 你喜欢喝酸辣汤吗？

________________________________

3. 大东喜欢猫吗？

________________________________

4. 你想吃中国菜吗？

________________________________

5. (Create your own sentence.)

________________________________
Structure Note 4.5: Use 那 (么) to mean “Well then” or “In that case.”

那(么) + Statement / Question

E. Respond to the following prompts using 那 (么).

1. A: 我不想去学校。

   B: ________________________________

2. A: 她不会说英语。

   B: ________________________________

3. A: 我想喝酸辣汤。

   B: ________________________________

4. A: 我不想吃美国菜。

   B: ________________________________

5. A: 大东不来我的生日派对。

   B: ________________________________

Structure Note 4.6: Use 好 + Verb to form a compound adjective.

好 + Verb

F. Add 好 to the correct place in the sentences below.

1. 妈妈做的烧鸡 / 很 / 吃。_______________________________

2. 这个字 / 不 / 写。_______________________________

3. 这家的咖啡 / 很 / 喝。_______________________________

4. 她写的汉字 / 很 / 看。_______________________________

5. 你的生日蛋糕 / 很 / 吃。_______________________________
I. Choose the best answers to fill in the blanks and answer the following questions.

只盘碗杯份

今天是十一月十三日，中平请安娜吃晚饭，因为明天是安娜的二十一岁生日。他们下午五点半见。服务员给他们菜单点菜。中平想喝茶，安娜不喜欢喝茶。中平想吃饺子，安娜不喜欢吃饺子。他们点一(i)___茶，一(ii)___青菜，一(iii)___饺子，一(iv)___烧鸡和一(v)___酸辣汤。

Answer the following questions in Chinese.

1. Why did Zhongping treat Anna to dinner?

___________________________________________________________________________________

2. What date is Anna’s birthday?

___________________________________________________________________________________

3. How old is Anna?

___________________________________________________________________________________

4. What time did they meet?

___________________________________________________________________________________

5. What did Zhongping want to eat?

___________________________________________________________________________________
6. Does Anna like to drink tea?

7. What kind of restaurant do you think they went to?

II. Choose the best answers to fill in the blanks and answer the following questions.

陈大东是加拿大人，他二十岁，是孙玛丽的同学。他和孙玛丽去饭馆吃 (i) ________，他不饿，只点一杯 (ii) ________ 和一份 (iii) ________。孙玛丽点一盘 (iv) ________ 和一碗 (v) ________。

Answer the following True or False questions on the basis of the passage above.

1. T F Chen Dadong is American.
2. T F Sun Mali and Chen Dadong are classmates.
3. T F Chen Dadong and Sun Mali go to eat Chinese food.
4. T F Mali orders dumplings and Hot and Sour Soup.
5. T F Chen Dadong is not hungry, so he only orders a cup of coffee.
## WRITING PRACTICE 4.1

### I. Create a menu by writing the names of dishes in Chinese in the space below.

<table>
<thead>
<tr>
<th>菜单</th>
<th>菜单</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>饮料</em> Drink</td>
<td><em>汤</em> Soup</td>
</tr>
<tr>
<td><em>点心</em> Appetizer</td>
<td><em>主菜</em> Entrée</td>
</tr>
</tbody>
</table>

### II. Based on the menu above, write a paragraph or conversation using the given words in the space below.

* 请问  是不是  好不好  喜欢不喜欢  那
VOCABULARY REVIEW 4.2

I. Mark the correct tones above the pinyin for the vocabulary below. Read the characters aloud as you mark the tones.

1. 太咸 tai xian
2. 一碗 yi wan
3. 不错 bucuo
4. 酸辣 suanla
5. 米饭 mifan
6. 筷子 kuaizi
7. 试一下 shi yi xia
8. 很简单 hen jiandan
9. 吃饱 chi bao
10. 我教你 wo jiao ni

II. Match the flavors below with the corresponding pictures.

1. 甜 •
2. 酸 •
3. 苦 •
4. 辣 •
5. 咸 •

   a. •
   b. •
   c. •
   d. •
   e. •
请

请

晩

晩

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speech

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Radical

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LISTENING COMPREHENSION 4.2

I. Choose the picture that best illustrates what you hear.

1. A.   
   B.   
   C.   
   D.   

2. A.   
   B.   
   C.   
   D.   

II. Choose the best response to the sentence(s) you hear.

1. A. 谢谢你！
   B. 我喜欢吃中国菜。
   C. 我不喜欢吃辣。
   D. 我吃素。

2. A. 我不吃肉。
   B. 我想吃青菜。
   C. 太咸了。
   D. 请给我一杯茶。

III. Answer the questions based on the dialogue.

1. Which of the following statements is NOT true?
   A. The woman doesn’t know how to use chopsticks.
   B. She doesn’t know how to use a knife and fork.
   C. The man tries to help the woman use chopsticks.
   D. The woman thinks it is not difficult to learn how to use chopsticks.

IV. Answer the questions based on the dialogue.

1. Where do you think the dialogue happened?
   A. At school
   B. At a restaurant
   C. On the street
   D. At a party

2. What does the woman like to eat?
   A. Chicken
   B. Hot and Sour Soup
   C. Dumplings
   D. Rice

3. Which of the following statements is true?
   A. The woman complains about the restaurant.
   B. The man asks for the woman’s opinion on the dumplings.
   C. The woman insists the man try the Hot and Sour Soup.
   D. The man asks for a beverage.
SPEAKING PRACTICE 4.2

I. Listen to the audio recording. Say an appropriate response to each sentence you hear. Use the space below to make note of your ideas, if necessary.

1. Your Response: ____________________________________________________________
2. Your Response: ____________________________________________________________
3. Your Response: ____________________________________________________________
4. Your Response: ____________________________________________________________
5. Your Response: ____________________________________________________________

II. Make an audio recording in which you call a friend and offer to take him/her out to dinner. Tell him/her the reason why you want to pay for the dinner. Ask your friend’s preferences and talk about what dishes you like. Use the space below to make note of your ideas, if necessary.
STRUCTURE REVIEW 4.2

I. Complete the following Structure Note practices.

Structure Note 4.7: Use 怎么样 to ask for an opinion of something.

Subject + 怎么样?

A. Write the following sentences in Chinese using 怎么样.

1. How is this restaurant?

2. How was the party yesterday?

3. How is your job?

4. How does the birthday cake taste?

5. How was the competition last Monday?

Structure Note 4.8: Use 太...了 to describe an exaggerated attribute.

大 + Adjective + 了

B. Change the following sentences by substituting 很 for 太...了.

1. 这碗酸辣汤很辣。

2. 你的中文很好。

3. 这盘青菜很咸。
4. 妈妈做的菜很好吃。

5. 这杯茶很好喝。

Structure Note 4.9: Use 要 to indicate desire.

C. Create sentences by using the “Subject + 要 + Noun/Verb Phrase” pattern and the given words.

1. (看足球比赛) _________________________________________

2. (一盘饺子) __________________________________________

3. (一只猫) ____________________________________________

4. (去咖啡店) __________________________________________

5. (三杯茶) ____________________________________________

Structure Note 4.10: Use 为什么 and 因为 to ask questions and give explanations respectively.

D. Complete the following dialogues using the 为什么 and 因为 patterns.

1. A: __________________________________________________

   B: 因为我不会。

2. A: 他为什么不说中文？

   B: __________________________________________________
3. A: ______________________________________________________________________________

B: 因为她吃素。

4. A: ______________________________________________________________________________

B: __________________________

5. A: ______________________________________________________________________________

B: __________________________

Structure Note 4.11: Use 一下 to express the brevity of an action.

Subject + Verb + 一下 (+ Object)

E. Add 一下 to an appropriate place in the sentences below.

1. 请看我们的菜单。

   ______________________________________________________________________________

2. 请坐。

   ______________________________________________________________________________

3. 看我的狗。

   ______________________________________________________________________________

4. 试我们的烧鸡吧！

   ______________________________________________________________________________

5. 请说你的名字。

   ______________________________________________________________________________
I. Read the passage and answer the questions below.

中平吃素。
小美不喜欢吃米饭，也不吃辣的。
安娜不喜欢喝茶。
玛丽只喜欢吃辣的。

According to the passage, what should each person order? Choose the appropriate food or drink in Chinese.

<table>
<thead>
<tr>
<th>Hot and Sour Soup</th>
<th>Rice</th>
<th>Coffee</th>
<th>Tea</th>
<th>Dumplings</th>
<th>Vegetables</th>
</tr>
</thead>
</table>

1. Zhongping ______________________
2. Xiaomei ______________________
3. Anna ______________________
4. Mali ______________________

II. Read the dialogue and answer the following true or false questions.

大东：酸辣汤很好喝！我喜欢吃辣。
玛丽：烧鸡也不错。中平，青菜的味道怎么样？
中平：太咸了！我要叫一杯茶。
大东：中平，你为什么只吃青菜，不吃肉？
中平：因为我吃素。
玛丽：你吃一碗米饭吧！
中平：谢谢！我吃饱了！

1. T F Dadong likes the spicy food.
2. T F Zhongping is a vegetarian.
3. T F Mali thinks the chicken is good.
4. T F Zhongping is full.
5. T F Zhongping wants a cup of tea because the soup is too salty.
I. Write or type sentences in Chinese according to the given phrases and pictures.

1. 很好吃

________________________________________

2. 怎么样

________________________________________

3. 好不好

________________________________________

4. 会不会

________________________________________

5. 为什么

________________________________________

II. Write or type sentences in Chinese to describe the taste of the dishes below and whether or not you like them.

1. __________________________________________
   __________________________________________

2. __________________________________________
   __________________________________________

3. __________________________________________
   __________________________________________
OBJECTIVE
In this unit, students will learn to talk about what kinds of food and drink they like, how to order in a restaurant, discuss flavors of foods and offer to treat someone to something.

CHECKPOINT
Assess how well students have learned the material from the previous lesson. Check their pinyin pronunciation and tones.
INTRODUCTION
To introduce the lesson, ask students if they like or dislike Chinese food. Also ask students what Chinese dishes they are already familiar with and write down the names of the dishes on the board.

ONLINE LINK
Find the animated lesson video online at http://college.betterchinese.com

TEACHING POINTER
Advise students to look through the lesson illustrations to get an idea of the storyline. After they have gone through the Lesson Text, advise students to practice reading the characters directly from the illustrations.

TEACHING POINTER (STRUCTURE NOTES)
Grammar points used in this lesson:
- Use 想 to indicate a desired action
- Use 给 to mean “to give”
- Use 喜欢 to express liking something or someone
- Use Verb + 不 + Verb with two-character verbs to form affirmative-negative questions
- Use 那么 to mean “well then” or “in that case”
- Use 好 + Verb to form a compound adjective
CHECKPOINT
Ask students what the Lesson Story is about. Say a few sentences from the Lesson Text and ask students to respond. Alternatively, give students a short listening comprehension quiz to assess how well they prepared for the lesson. For the quiz, read a few Lesson Text phrases at a normal speed and ask students to write down the pinyin or the English equivalents.

CHECKPOINT
You may also wish to ask students reading comprehension questions:
(1) 安娜喜欢吃中国菜吗?
(2) 大东点了什么菜?
(3) 玛丽喜欢什么菜?

TEACHING POINTER (VOCABULARY)
Vocabulary for this lesson:

<table>
<thead>
<tr>
<th>Recognize</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>欢迎光临, 几位, 坐, 想, 喝, 给, 份, 饭, 菜, 新, 吃, 中国菜, 饺子, 饱 (么), 点 (菜), 盘, 醉鸡, 份, 青菜, 碗, 酸辣汤, 家, 饭馆, 好吃, 饿, 张安娜, 吃饭, 做饭, 饿, 水</td>
<td>国, 喜, 欢, 光, 位, 坐, 想, 喝, 给, 新, 份, 青, 菜, 饭, 馆</td>
</tr>
</tbody>
</table>
TEACHING POINTER
The Lesson Text can be divided into two parts according to the sequence of events shown in the illustrations. Focus on part one in a class session and part two in the next class session.

Break students into pairs or groups to practice reading the Lesson Text out loud. If they finish reading through the text, students can switch roles.

Listen to students’ pronunciation and repeat any lines or words that they have difficulty with so they can repeat them after you. Then say them at a normal speed and ask the students to repeat after you again.

ONLINE LINK
Encourage students to build up their listening skills by reviewing audio recordings of the Lesson Text.

LESSON TEXT 4.1
Ordering Food 点菜

Chen Dadong, Li Zhongping and Sun Mali go out to eat at a Chinese restaurant. While there, Mali spots a new student, Zhang Anna, at the next table. They invite Anna over to eat with them.

服务员：欢迎光临！请问，几位？
服务员：三位。
服务员：请坐。你们想喝什么？
服务员：好。这是我们的菜单。

服务员：那是不是安娜？她是个新同学。
服务员：安娜！——安娜，你喜欢吃中国菜吗？
服务员：我只喜欢吃饺子。
服务员：那，我们点一盘饺子、一瓶啤酒、一份青菜，还有一碗酸辣汤。好不好？
服务员：好。这家饭馆的醉鸡很好吃。我饿了，我们点菜吧！

CHECKPOINT
Assign roles to students and ask them to read the Lesson Text. Correct their pronunciation as appropriate. If they are comfortable reading from the pinyin, ask them to cover the Pinyin in order to practice reading characters.
### LESSON VOCABULARY 4.1

<table>
<thead>
<tr>
<th>Simplified</th>
<th>Traditional</th>
<th>Pinyin</th>
<th>Word Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 欢迎光临 欢迎光临</td>
<td>huānyìng guānglín</td>
<td>ie</td>
<td>welcome (to a store/restaurant)</td>
<td></td>
</tr>
<tr>
<td>2. 几位</td>
<td>jǐ wèi</td>
<td>qph</td>
<td>how many (people)</td>
<td></td>
</tr>
<tr>
<td>3. 坐</td>
<td>zuò</td>
<td>v</td>
<td>to sit</td>
<td></td>
</tr>
<tr>
<td>4. 想</td>
<td>xiǎng</td>
<td>av</td>
<td>would like to (do something)</td>
<td></td>
</tr>
<tr>
<td>5. 喝</td>
<td>hē</td>
<td>v</td>
<td>to drink; to eat (soup)</td>
<td></td>
</tr>
<tr>
<td>6. 给</td>
<td>gěi</td>
<td>v</td>
<td>to give</td>
<td></td>
</tr>
<tr>
<td>7. 杯</td>
<td>bēi</td>
<td>n, mw</td>
<td>cup; (used for liquid)</td>
<td></td>
</tr>
<tr>
<td>8. 茶</td>
<td>chá</td>
<td>n</td>
<td>tea</td>
<td></td>
</tr>
<tr>
<td>9. 菜单</td>
<td>cài dān</td>
<td>n</td>
<td>menu</td>
<td></td>
</tr>
<tr>
<td>10. 新</td>
<td>xīn</td>
<td>adj</td>
<td>new</td>
<td></td>
</tr>
<tr>
<td>11. 喜欢</td>
<td>xǐ huān</td>
<td>av</td>
<td>to like</td>
<td></td>
</tr>
<tr>
<td>12. 中国菜</td>
<td>zhōng guó cài</td>
<td>n</td>
<td>Chinese food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>zhōng guó</td>
<td>n</td>
<td>China</td>
<td></td>
</tr>
<tr>
<td>13. 饺子</td>
<td>jiǎo zi</td>
<td>n</td>
<td>dumplings</td>
<td></td>
</tr>
<tr>
<td>14. 那（么）</td>
<td>nà (me)</td>
<td>cj</td>
<td>then; in that case</td>
<td></td>
</tr>
<tr>
<td>15. 点（菜）</td>
<td>diǎn (cài)</td>
<td>v</td>
<td>to order (food)</td>
<td></td>
</tr>
<tr>
<td>16. 盘</td>
<td>pán</td>
<td>n, mw</td>
<td>plate; (used for plates of food)</td>
<td></td>
</tr>
<tr>
<td>17. 熟</td>
<td>zuijì</td>
<td>n</td>
<td>Drunken Chicken</td>
<td></td>
</tr>
<tr>
<td>18. 青</td>
<td>qīng cài</td>
<td>n</td>
<td>green vegetables</td>
<td></td>
</tr>
<tr>
<td>19. 碗</td>
<td>wān</td>
<td>n, mw</td>
<td>bowl; (used for bowls of food)</td>
<td></td>
</tr>
<tr>
<td>20. 酸辣汤</td>
<td>suān là tüăng</td>
<td>n</td>
<td>Hot and Sour Soup</td>
<td></td>
</tr>
<tr>
<td>21. 家</td>
<td>jiā</td>
<td>mw</td>
<td>(used for restaurants and companies)</td>
<td></td>
</tr>
<tr>
<td>22. 饭馆</td>
<td>fàn guǎn</td>
<td>n</td>
<td>restaurant</td>
<td></td>
</tr>
<tr>
<td>23. 吃好</td>
<td>hǎo chī</td>
<td>adj</td>
<td>tasty (of solid food)</td>
<td></td>
</tr>
</tbody>
</table>

#### CHECKPOINT
Ask questions in class to prompt students to respond with new vocabulary. For instance, prompt students to identify various foods or drinks by asking 你喜欢喝什么？你喜欢吃什么？

#### TEACHING POINTER
Encourage students to use new vocabulary in full sentences when they speak to other people. For instance, instead of saying just 茶 to respond to the question 你喜欢喝什么？, students should say 我喜欢喝茶.

#### ONLINE LINK
Download the audio mp3 files from our website http://college.betterchinese.com and have students listen to and practice the pronunciation of each word. Also, encourage students to visit the Modern Chinese companion website and use the online Flashcards to review and memorize new vocabulary.

### CHECKPOINT
Show students flashcards of new vocabulary in Chinese characters (or pinyin) and have them read the word aloud and give its English equivalent. Alternatively, you can show the English, and have students respond with the Chinese equivalent.
TEACHING POINTER
Remind students that they
must learn all the words in
the Required Vocabulary as
well, as these will come up
in later exercises and texts.

TEACHING POINTER
Ask students if there are
any other dishes that they
would like to know the
names for.

TEACHING POINTER
Familiarize students with
the names of different foods
and drinks in Chinese.
Encourage students to use
these words in full sentenc-
es when they speak to other
people. For example, when
they use 饮 食, it should be
in a sentence such as 我喜
欢吃 饮 食.

NATIONAL STANDARDS
• CULTURE

LESSON VOCABULARY 4.1 (continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>PINYIN</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>饿</td>
<td>€</td>
<td>adj</td>
<td>hungry</td>
</tr>
<tr>
<td>Names</td>
<td></td>
<td>Zhāng Ānā</td>
<td>name</td>
<td>Zhang Anna</td>
</tr>
<tr>
<td></td>
<td>張</td>
<td>zhāng</td>
<td>surname</td>
<td>Zhang</td>
</tr>
<tr>
<td></td>
<td>安娜</td>
<td>ānà</td>
<td>given name</td>
<td>Anna</td>
</tr>
</tbody>
</table>

REQUIRED VOCABULARY 4.1

Eating
27. 吃饭 | 吃饭 | chī fàn | vo | to eat |
| 飯 | 饭 | fàn | n | meal; rice |
28. 做饭 | 做飯 | zuò fàn | vo | to cook |
29. 湿 | 水 | kē | adj | thirsty |
30. | shuǐ | n | water |

OPTIONAL VOCABULARY 4.1

Foods
31. 麻婆豆腐 | Mówá Dóufu | n | Mapo Tofu |
32. 北京烤鸭 | Běijīng Kǎoyā | n | Peking Duck |
33. 汽水 | qìshuǐ | n | soft drink |
34. 果汁 | guǒzhī | n | fruit juice |
35. 饮料 | yǐnlào | n | beverage |
36. 瓶 | píng | n, mw | bottle; (used for bottles) |
Pronouns: He, She, It

Mandarin Chinese originally possessed no gender-specific third-person pronouns such as “she” or “he.” It was only after Western influence in the 20th century that 他 (tā), 她 (tā) and 它 (tā) were introduced to differentiate between “he,” “she” and “it.” In the spoken language, however, the difference is inaudible. Written (traditional) Chinese also possesses special pronouns for animals and deities, 他 tā and 她 tā.

Traditional Chinese does possess both masculine and feminine forms of the word “you,” 你 (nǐ) and 你 (nǐ). In colloquial communication, 你 is the most frequently used form, and one will always write “你好” rather than “您好.”

Use of Nin 您

The second-person pronoun 您 (nín) is generally used to address one’s elders or people of a higher social status. As a customer, you would also frequently hear it used by employees in restaurants or stores. You might use 您 (nín) to address a peer in a formal situation, but only at the first meeting. 您 (nín) is never used in the plural: if addressing more than one older or superior, 你们 (nínmen) is always used rather than 您们 (nínmen).

Omitting Pronouns

In Chinese, certain words may be left out when there is sufficient information in the context to make the meaning clear. This is the case for pronouns such as 我 (wǒ), “I/me”; the “I” subject in the sentence is implied. In this lesson, for example, the sentence 请给我我们三杯茶 by omitting the subject 我 (wǒ). With the continued study of Chinese, more confident intuition will develop about when it is appropriate to omit pronouns and other words.

Teaching Pointer

Point out to students that it is not essential to know pronouns such as 他 and 她, as their use is relatively infrequent. However, stress that knowing the difference between 你 and 您, and when one should use which, is important. Highlight also that one cannot say 他們.

Teaching Pointer

Encourage students to use the most appropriate pronoun when communicating with Chinese speakers. Ask students to think about when they ought to use 你 and when they should use 您. For instance, which one should they use for a teacher? A friend’s parents? A fellow student?

National Standards

• Culture
• Comparisons

Teaching Pointer

Advise students that there are many instances in which subjects may be omitted from Chinese sentences. However, when giving verbal or written responses, students should try to answer as comprehensively as possible in order to get more practice.

Discussion

Encourage students to bring in their knowledge from other disciplines when thinking about the following questions (in English):
• Why do different languages have different pronouns for varying degrees of politeness and formality? Why do some languages lack them?
• How is the pronoun 您 similar or different to polite second person pronouns in other languages, such as vous in French?

National Standards: Comparisons, Culture & Connections
TEACHING POINTER (STRUCTURE NOTE 4.1)

Emphasize that in this pattern the auxiliary verb 想 must be followed by a verb phrase. In English, one can say “I would like tea.” In Chinese, however, it would be incorrect to say *我想茶. One must instead say 我想喝茶.

NATIONAL STANDARDS
- COMPARISONS

CHECKPOINT (STRUCTURE NOTE 4.2)

Contrast this note with Structure Note 3.11. Remind students that the verb 送 is only used in the context of gift giving, but the verb 给 can be used more generally to mean “to give.” Prompt students to practice using 给 by having students ask each other for items. For example, give one student a menu, and have another student ask 请给我一份菜单. The other student should then pass him/her a menu.

TEACHING POINTER (STRUCTURE NOTE 4.2)

Remind students that they should not use 给 when they are talking about giving gifts. For birthday presents, Christmas presents, etc., they should use 送.
Practice: Create complete sentences with 给, using the information below.

<table>
<thead>
<tr>
<th>我的同学</th>
<th>我妹妹</th>
<th>他</th>
<th>大东</th>
<th>服务员</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>我</th>
<th>给</th>
<th>一杯茶</th>
<th>一份礼物</th>
</tr>
</thead>
</table>

Example: 他给我一杯茶。

---

**STRUCTURE NOTE 4.3**

**Use 喜欢 to express liking something or someone**

喜欢 (xihuan) means “like” or “enjoy” and is usually followed by the noun or action of preference. To negate the sentence, add 不 in front of 喜欢 to mean “dislike.” Other adverbs such as 只 and 很 can be added in front of 喜欢 to indicate “only like” or “really like,” respectively.

**Subject + 喜欢 + Verb Phrase/Noun**

From the Lesson Text: 我只喜欢吃饺子。
Wǒ zhǐ xǐhuan zhǐ jiǎozǐ.
I only like to eat dumplings.

Other examples:

他不喜欢猫，只喜欢狗。我们都很喜欢说中文。
Tā bù xǐhuan māo, zhǐ xǐhuan gǒu. Wǒmen dōu hěn xǐhuan shuō Zhōngwén.
He doesn’t like cats, he only likes dogs. We all really like to speak Chinese.

---

**Practice:** Create sentences using 喜欢 and the information provided below, inserting verbs where appropriate.

Example: 我 / 菜 (doesn’t like) → 我不喜欢吃菜。
1. 他 / 安娜 (really likes)  
2. 老师 / 咖啡 (doesn’t like)  
3. 中平 / 他的哥哥 (only like)  
4. 祥安 / 足球比赛 (like)  
5. 玛丽 / 中国菜 (only like)  

---

**STRUCTURE NOTE 4.4**

**Use Verb + 不 + Verb with two-character verbs to form affirmative-negative questions**

To use the Verb 不 Verb pattern (see Structure Notes 1.13 and 1.14) with two-character verbs like 喜欢, simply repeat the entire verb.

---

**CHECKPOINT (STRUCTURE NOTE 4.4)**

Encourage students to look back at Structure Notes 1.13 and 1.14 if they need to be reminded of how to use the Verb + 不 + Verb pattern. To encourage students to use the Verb + 不 + Verb pattern with two-character verbs, give a pair of students a verb phrase such as 吃饺子. One student should ask 你喜欢吃饺子? and the other should answer accordingly.

---

**TEACHING POINTER (STRUCTURE NOTE 4.3)**

Point out to students that 喜欢 is an auxiliary verb like 想. With this pattern, however, 喜欢 can be followed by a noun, as in 我喜欢猫. Prompt students to use 喜欢 by showing them flashcards or images and having them respond with full sentences. For example, show a picture of some dumplings. Students should then say 我喜欢吃饺子.

---

**TEACHING POINTER (STRUCTURE NOTE 4.3)**

Encourage students to expand their sentences when using 喜欢. Point out that students are able to modify this sentence in a number of ways, for example 我不喜欢喝茶，我很喜欢喝茶 and 我只喜欢喝茶. Encourage students to also expand their sentences beyond food and vocabulary that they have learned already. For example 我喜欢写汉字，我喜欢狗.
TEACHING POINTER
(STRUCTURE NOTE 4.4)
Remind students that the way to answer a question of this type depends on what verb is used. So far, the students have only studied 喜欢, but this rule applies to all other two-character verbs, such as 知道. Also, point out to students that when speaking colloquially, it is more common to use the form 喜不喜欢.

TEACHING POINTER
(STRUCTURE NOTE 4.5)
Following the exercise provided, prompt students to use 那 (nà) by providing them with relevant situations. For instance, give students a situation such as 他不会说英语. Students should then provide an appropriate response using 那 (nà), such as 那我们说中文吧.
**Practice:** Respond to the provided statements with sentences beginning with 那(么).

<table>
<thead>
<tr>
<th>Example</th>
<th>我不是美国人。</th>
<th>那，你是哪国人？</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>我不想去加拿大。</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>我不会说英语。</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>我不是东的室友。</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>我很想吃饺子。</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>我不想喝咖啡。</td>
<td></td>
</tr>
</tbody>
</table>

**STRUCTURE NOTE 4.6**

**Use 好 + Verb to form a compound adjective**

The adjective 好 and its negative 不好, when combined with certain verbs, create compound adjectives that express positive or negative attributes, as in 好吃 (hǎo chī: “delicious”). When it is used with verbs such as 做和 写, the 好 / 不好 pattern means “easy/difficult (to do something).”

<table>
<thead>
<tr>
<th>好 + Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>好 + 动词</td>
</tr>
</tbody>
</table>

**From the Lesson Text:**

这家饭馆的鸡很好吃。

The Drunken Chicken at this restaurant is very delicious.

**Other examples:**

<table>
<thead>
<tr>
<th>中国菜好吃吗？</th>
<th>咖啡很好喝！</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhōngguó cài hǎo chī ma?</td>
<td>Kāfēi hěn hǎo hē!</td>
</tr>
<tr>
<td>Does Chinese food taste good?</td>
<td>The coffee is very tasty!</td>
</tr>
</tbody>
</table>

**Practice:** Create complete sentences expressing your opinion of the items listed below, combining the appropriate intensifiers (很好, 好, 不好) and verbs.

<table>
<thead>
<tr>
<th>Example</th>
<th>饺子 (cat)</th>
<th>饺子很好吃。</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>汉字 (write)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>法国菜 (make)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>青菜 (cat)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>茶 (drink)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>饭馆的菜 (cat)</td>
<td></td>
</tr>
</tbody>
</table>

**CHECKPOINT**

*(STRUCTURE NOTE 4.6)*

Prompt students to use this pattern by providing them with some examples of food and drink that they can comment upon. For example, show a student a picture of Hot and Sour Soup. The student can then respond with 酸辣汤很好喝 or 酸辣汤不好喝.

**TEACHING POINTER**

*(STRUCTURE NOTE 4.6)*

Advise students that there are only a limited number of adjectives that can function in this way, so they cannot use the 好 + adjective pattern with any adjective. For now, the most important thing for students to remember is that 好吃 和 好喝 are the most common ways to express “delicious” for food and drink, respectively.

**ONLINE RESOURCES**

Visit [http://college.betterchinese.com](http://college.betterchinese.com) for more examples of compound adjectives.
CHECKPOINT (PRACTICE 4.1)
Have students read the dialogue aloud with a partner. First, ask them to read the text slowly and pay attention to their pronunciation. If they can pronounce the words with accuracy, ask them to read the text again at a faster, more natural speed. Encourage students to read with the appropriate emotions and intonations.

NATIONAL STANDARDS
- COMMUNICATION (INTERPERSONAL)

CHECKPOINT (PRACTICE 4.2)
Divide the students into pairs to work on this exercise. Go around and listen to their conversations, correcting their pronunciation or grammar as necessary. Encourage students to talk to each other in a normal conversational volume so that they can be corrected on their pronunciation errors.

NATIONAL STANDARDS
- COMMUNICATION (INTERPERSONAL)
CHECKPOINT (PRACTICE 4.3)
Divide the students into appropriately sized groups according to the size of the class. Go around and listen to their conversations, correcting their pronunciation or grammar as necessary. You may also have students perform their restaurant scenes when they are finished.

NATIONAL STANDARDS
- COMMUNICATION (INTERPERSONAL)

CHECKPOINT (PRACTICE 4.4)
You may ask the students these questions individually and have the class listen and record each result, or have the students take it in turns to ask each other while their classmates listen. Alternatively, depending on the class size, students may carry out the surveys independently by talking to those around them or circulating the classroom. When the exercise is complete, choose a student to present the results of the survey.

NATIONAL STANDARDS
- COMMUNICATION (INTERPERSONAL)
CHECKPOINT (PRACTICE 4.5)
Have students practice writing these characters either in class or at home. Blank grids can be downloaded from the Modern Chinese website. Students can also do this exercise in the accompanying workbook. After they have handed in the completed worksheets, troubleshoot students’ writing.

CHECKPOINT (PRACTICE 4.5)
Without revealing which student’s work is being shown, recreate an incorrectly written character on the board. As a group, ask the class to dissect any problems they see; this will help students analyze proper writing techniques and rules.

CHECKPOINT (PRACTICE 4.5)
Give students a dictation quiz consisting of sentences using these characters. Students should write down the sentences that you read. They can also write in pinyin if they have not yet learned the characters.

NATIONAL STANDARDS
• COMMUNICATION
  (INTERPRETIVE)

ONLINE LINK (PRACTICE 4.5)
Students may also use the Writing Pad on the Modern Chinese website to practice character writing online.

ONLINE LINK (PRACTICE 4.6)
For recording their voices, students can use the Voice Recorder Tool on the Modern Chinese website.

CHECKPOINT (PRACTICE 4.6)
Listen to students’ recordings and provide feedback on their pronunciation, vocabulary, and grammar usage. Ask students to make another recording if necessary.

NATIONAL STANDARDS: COMMUNICATION (PRESENTATIONAL)
PRACTICE 4.7
Type the following sentences on your computer and provide answers to the questions.
1. 欢迎光临！
2. 请问您想喝什么？
3. 请坐，这是我们饭馆的菜单。
4. 她是不是新同学？
5. 我饿了，我们点菜吧！

PRACTICE 4.8
服务员：欢迎光临！请问，几位？
孙玛丽：五位。
服务员：请坐。想喝什么？
孙玛丽：你们有咖啡吗？
服务员：有。要几杯？
孙玛丽：五杯。
服务员：好。

Read the dialogue and answer the following questions.
1. How many people are at the restaurant with Sun Mali?
2. What do they order?

PRACTICE 4.9
孙玛丽：我饿了。我们去吃晚饭吧！
陈大东：你想吃什么？
孙玛丽：我今天想吃中国菜。
陈大东：我们吃饺子吧！
孙玛丽：好！我还想喝酸辣汤。

Read the dialogue and answer the following questions.
1. Are they going to have lunch or dinner?
2. What do you think they are going to order?

PRACTICE 4.10
我和陈大东、张安娜、孙玛丽下星期五晚上会去中国饭馆吃饭。朋友说那家餐馆的醉鸡很不错。我想吃醉鸡、饺子和青菜。

Read Huang Xiang’an’s diary and answer the following questions.
1. When do they plan to go to the Chinese Restaurant?
2. What does Huang Xiang’an want to eat?
Encourage students to consider what regional differences are noticeable in their own culture’s cuisine.

**Cultural Spotlight**

**Cuisine Across China**

Chinese cuisine is as rich and varied as its culture, peoples, and dialects. A lot of the differences between China’s cuisines have been brought about by variations in local resources, geography, and traditions. There are eight major types of regional cuisine, each possessing its own distinctive characteristics. Below are four of the most well-known of these styles.

- **四川 (Sichuan)**
  Sichuan cuisine is characterized by its spicy and strong flavors, making use of garlic, chili, and other peppers, often in great quantities. "Peck-marked Lady’s Tofu" (Máó Dòufu) and "Kung Pao Chicken" are two Sichuanese favorites.

- **广东 (Guangdong)**
  Guangdong cuisine is often described as “light” or “fresh,” with attention paid to releasing the natural flavors of the ingredients. Among the region’s specialties are "Winter Melon Cup" and "Roast Suckling Pig".

- **上海 (Shanghai)**
  Shanghai’s cuisine is known for its smaller portions than the average Chinese fare and its propensity toward “drunken” foods, which are prepared by soaking alcohol into the food before cooking in order to alter the flavoring.

- **东北 (Dongbei)**
  Northeastern cuisine is a product of its environment: its hearty steamed buns and hot pot are a great way to fight the winter chills. The staple food in Northeastern cuisine is noodles, and in addition it is also famed for its pickles.

**Symbolism in Chinese Food**

Foods endowed with special symbolic significance are an essential part of any Chinese festival. Some foods gain their importance through the linguistic link of homophones. Fish, for instance, is considered auspicious because the word for fish, 鱼 (yú), sounds the same as the word meaning “abundance,” 余 (yú). Similarly, in the Guangdong and Guangxi regions, the pomelo fruit is a symbol of abundance due to the similarity of its Chinese name 橘 (jú) to the word “to have” 有 (yǒu). There are also a number of other foods that have metaphorical significance, such as pastries containing a seed filling: the seeds represent fertility and the promise of a large family. Round foods such as rice cakes symbolize family unity, as does the serving of whole chicken. All these dishes may be found at various Chinese festival celebrations, occasions rich in family reunion, well-wishes and, of course, food.

**Discussion**

Encourage students to bring in knowledge from other disciplines when considering the following questions (in English):

- Why is food such a significant part of Chinese culture?
- Why are some foods seen to have certain auspicious properties?
- Are there similar trends in the students’ own culinary cultures that can be compared with how food is viewed in China?
TEACHING POINTER
Point out to students that the Text in English is not a word-for-word translation. Students should be aware of the differences in sentence structures between Chinese.

NATIONAL STANDARDS
- COMPARISONS

CHECKPOINT
Ask students to locate the parts of the lesson that correspond to the points in the What Can You Do? section.
INTRODUCTION
To introduce the lesson, ask students to brainstorm words about flavors and taste in their own language. How many can they come up with?

TEACHING POINTER
Advise students to look through the lesson illustrations to get an idea of the storyline. After they have gone through the Lesson Text, advise students to practice reading the characters directly from the illustrations.

ONLINE LINK
Find the animated lesson video online at http://college.betterchinese.com

TEACHING POINTER (STRUCTURE NOTES)
Grammar points used in this lesson:
- Use 怎么样 to ask for an opinion of something
- Use 太...了 to describe an exaggerated attribute
- Use 要 to indicate desire
- Use 为什么 and 因为 to ask questions and give explanations respectively
- Use 一下 to express the brevity of an action
CHECKPOINT
Ask students what the Lesson Story is about. Say a few sentences from the Lesson Text and ask students to respond. Alternatively, give students a short listening comprehension quiz to assess how well they prepared for the lesson. For the quiz, read a few Lesson Text phrases at a normal speed and ask students to write down the pinyin or the English equivalents.

CHECKPOINT
You may also wish to ask students reading comprehension questions:
(1) 大东喜欢喝酸辣汤吗?
(2) 中平为什么不吃饭?
(3) 安娜会用筷子吗?

TEACHING POINTER (VOCABULARY)
Vocabulary for this lesson:

<table>
<thead>
<tr>
<th>Recognize</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>真, 好喝, 辣, 不错, 味道, 怎么样, 太, 咸, 要, 米饭, 为什么, 肉, 因为, 吃素, 俄罗斯, 用, 筷子, 刀子, 叉子, 哈哈, 试, 一下, 帮, 哦, 简单, 吃饱, 晚饭, 请客, 早饭, 午饭, 甜, 苦, 酸</td>
<td>请, 晚, 不, 错, 真, 味, 道, 怎, 太, 要, 因, 为, 肉, 素, 用</td>
</tr>
</tbody>
</table>
LESSON TEXT

How Does It Taste? 味道怎么样？

Chen Dadong, Sun Mali, and Li Zhongping discuss their food and teach Zhang Anna how to use chopsticks.

陈大东：酸辣汤真好喝！我喜欢吃辣的。
孙玛丽：醉鸡也不错。中平，青菜的味道怎么样？
李中平：太咸了。我要一碗米饭。
陈大东：中平，你为什么不吃饭？
李中平：因为我吃素！

孙玛丽：安娜，你不会用筷子吗？
张安娜：不会。俄罗斯人用刀子、叉子……
李中平：哈哈，试一下吧！我帮你。
张安娜：哦，用筷子很简单啊！
陈大东：大家吃饱了吗？今天晚饭我请客！

Suānliá tāng zhēn hǎo hē! Wǒ xiǎohuàn chī là de.
Zuì jī yè bù cuò. Zhōng píng, qīngcái de wèi dàosó zěnmeyàng?
Tài xián le. Wǒ yào yī wǎn mǐfàn.
Zhōng píng, nǐ wèishénme bù chī ròu?
Yǐnwéi wǒ chī sù!

Ànā, nǐ bù huì yòng kuàizi ma?
Bù huì. Úósí rén yòng dāozǐ, chāzǐ…
Hā hā, shì yì xià ba! Wǒ bāng nǐ.
Ó, yòng kuàizi hěn jiàndān a!
Dàjiā chī bāo le ma? Jīntiān wǎnfàn wǒ qīng kè!

CHECKPOINT
Assign roles to students and ask them to read the Lesson Text. Correct their pronunciation as appropriate. If they are comfortable reading from the pinyin, ask them to cover the Pinyin in order to practice reading characters.
CHECKPOINT
Ask questions in class to prompt students to respond with new vocabulary. For instance, to prompt students to use 辣, ask 你喜欢什么味道? students can then respond 我喜欢吃辣的.

TEACHING POINTER
Ask students if they prefer sweet, salty, bitter, sour, or spicy flavors. Encourage them to use 因为 in their responses.

ONLINE LINK
Download the audio mp3 files from our website http://college.betterchinese.com and have students listen to and practice the pronunciation of each word. Also, encourage students to visit the Modern Chinese companion website and use the online Flashcards to review and memorize new vocabulary.

CHECKPOINT
Show students flashcards of new vocabulary in Chinese characters (or pinyin) and have them read the word aloud and give its English equivalent. Alternatively, you can show the English, and have students respond with the Chinese equivalent.
CHECKPOINT
Remind students that they should also study all the words in the Required Vocabulary because they will be used in later sections. Ask questions in class to prompt students to respond with these new words as well. For instance, to prompt students to use the words for flavors, show a picture of 酸辣汤 and ask 酸辣汤的味道怎么样？students could then respond 太酸了.

TEACHING POINTER
Ask students to create a restaurant menu using the vocabulary they have learned in this unit. They can partner up with a classmate in this activity. Students can then present their menus to the class.

**REQUIRED VOCABULARY 4.2**

<table>
<thead>
<tr>
<th>MEALS</th>
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<tr>
<td>29. 早饭</td>
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<td>30. 午饭</td>
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<th>FLAVORS</th>
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<td>31. 甜</td>
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<td>32. 苦</td>
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<td>33. 酸</td>
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**OPTIONAL VOCABULARY 4.2**

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<th>AT THE RESTAURANT</th>
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<tr>
<td>34. 买单</td>
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<td>35. 结帐</td>
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<tr>
<th>FOODS</th>
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<td>36. 白饭</td>
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<td>37. 水果</td>
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<td>38. 海鲜</td>
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<td>39. 鸡肉</td>
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<td>40. 猪肉</td>
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<td>41. 牛肉</td>
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</tbody>
</table>

**ONLINE RESOURCES**
Visit http://college.betterchinese.com for a list of other Chinese foods.

**ONLINE LINK**
Students can visit http://college.betterchinese.com to find out how to say the Chinese names of their favorite foods and drinks.
Onomatopoeia

It can be fun to look at how other cultures represent certain sounds in their language. Onomatopoeia refers to words that sound like the thing they describe (for instance, “buzz” or “whoosh”). Chinese possesses many such words to represent the sound of laughter, Chinese has the words 嘿嘿 xīxī or 哈哈 hàhà, very like the English “hee hee” and “ha ha.”

There are interesting similarities and differences in the representation of animal noises: the word for the sound a cat makes is 喵 māo, virtually identical to the English “meow.” The noise made by a dog, however, is 吞 wāng rather than “woof,” and a bird’s twittering is 叽叽 jījī. Often, but not always, an onomatopoeic character has a “mouth” ( nrows) radical to indicate that it is a “sound” character.

Foreign Names in Chinese

As mentioned in Language Notes 1.1, Chinese names are chosen with care for their meaning, even in transliterations, which often reveal something about the person or thing they describe. This is particularly true with the Chinese names for certain Western celebrities. For instance, the name for Audrey Hepburn is 奥黛丽·赫本 Ao-dài-lì Hè-běn. The three characters of the given name mean, in turn, “profound,” “dark eyebrow” pigment used by women in ancient times,” and “beautiful,” words specifically chosen for the actress famed for her beauty and darkly penciled brows. Marilyn Monroe is referred to as 玛丽莲·梦露 Má-lǐ-lián Mèng-lù, and Brad Pitt is 布拉德·皮特 Bù-là-de Pí-tè.

It is good to remember, though, that Chinese equivalents of foreign names are not always consistent, especially between different Chinese speaking regions. Vincent van Gogh’s name, for example, could be rendered as either 文森特·凡高 Wén-sēn-tè Fàn-gāo or 温森特·梵谷 Wēn-sēn-tè Fàn-gū, while Picasso is transliterated as both 毕加索 Bìjiā-suò and 毕卡索 Bìkà-suò.

Place Names in Chinese

Foreign place names in Chinese are also represented by characters that approximate the sound of the original: the Chinese name for Berlin, for instance, is 柏林 Bǎ-lín. Because many Western place names were originally translated from Cantonese, however, they may sound quite unlike their English versions in Mandarin. New York, for example, is 纽约 Niu-yuè in Mandarin, because the Cantonese pronunciation of these characters more closely resembles the English.

Just as with people’s names, the characters for place names are often chosen to convey a positive meaning: The transliteration of London is 伦敦 Lùndūn, the two characters meaning “human relationships” (or “ethics”) and “sincere” respectively, while Delhi is rendered as 德里 Dělǐ, again making use of the character for “virtue.”

TEACHING POINTER

Advise students to look out for repeated characters with the mouth radical ( nrows) when reading a Chinese text. Although it may not always be the case that these are onomatopoeias, students can use this knowledge to make educated guesses about characters they don’t recognize and thereby improve their reading comprehension.

TEACHING POINTER

Advise students to look back at the Language Notes in Unit 1, Lesson 1 for more information on names. You may want to tell students what the Chinese equivalents of their names are if their Chinese names are not already transliterations.

TEACHING POINTER

Inform students of the Chinese name for your local town, city, area, state, etc. If possible, have students visit the local Chinatown or Chinese community. Encourage students to look out for any transliterated place names on street signs, on posters, or on storefronts.

NATIONAL STANDARDS
• Communities

TEACHING POINTER

Ask students to think of other onomatopoeias words in English or other languages and give them the Chinese equivalents so that they may compare. For example, ask them what noise a frog makes, and tell them the Chinese equivalent (呱呱). Encourage students to use their knowledge of Chinese to consider why these sounds might be the way they are.

NATIONAL STANDARDS: COMPARISONS
CHECKPOINT (STRUCTURE NOTE 4.7)
Prompt students to use 怎么样 by providing them with relevant situations. For example, show two students a picture of Hot and Sour Soup. One student should then ask the other 酸的 饭的味道 怎么样? and the other student can respond accordingly.

TEACHING POINTER (STRUCTURE NOTE 4.7)
Highlight to students that in English, the question word “how” always comes at the start of the question, as in “how is the soup?” or “how does it taste?” In Chinese, however, 怎么样 always comes at the end of a question.

NATIONAL STANDARDS
- COMPARISONS

STRUCTURE NOTE 4.7

Use 怎么样 to ask for an opinion of something
To ask someone what his or her opinion about something is, simply state the subject followed by 怎么样 (zěnmeyāng), meaning “how is (it)?”

Subject + 怎么样?

From the Lesson Text:
青菜的味道怎么样?
Qīngcài de wèi dào zěnmeyāng?
How do the vegetables taste?

Other examples:
妹妹的生日派对怎么样?
Méimei de shāngqī pàidì zěnmeyāng?
How was your younger sister’s birthday party?

Practice: Use the English phrases with 怎么样 to create questions in Chinese.

Example: Mrs. Liu’s cake → 刘太太的蛋糕 怎么样?
1. Yesterday’s soccer game
2. This café’s coffee
3. This Hot and Sour Soup
4. His spoken French
5. This restaurant

STRUCTURE NOTE 4.8

Use 太...了 to describe an exaggerated attribute
太 (tāi) is an adverb that means “too” or “extremely.” Similar to 很, 太 appears before the adjective and expresses a great degree of the adjective of reference. 太 can be distinguished from other adverbs as it connotes excess beyond expectation and it typically appears with 了 for further emphasis.

太 + Adjective + 了

From the Lesson Text:
太咸了。
Tài xián le.
(It is) Too salty.

Other examples:
汤太辣了。
Tāng tài là le.
The soup is too spicy.

NOTE: 太...了 can be used in a positive or negative context. While the literal translation may appear negative, as with 太好了, or “excessively good,” colloquially, this is actually a positive remark meaning “Great!” or “Awesome!”

TEACHING POINTER (STRUCTURE NOTE 4.8)
Point out to students that this Structure Note involves another use of 了, which was first introduced in Unit 3, Lesson 2 to indicate a change of state. Prompt them to use 太...了 by giving them relevant situations. For example, ask students 酸辣汤 怎么样? They should then say 酸辣汤 太辣了.
Practice: Create sentences using the 了 pattern and the provided phrases.

Example: 你写的字太大了！

| 蛋糕 | 太好吃 | 大火
| 母亲的饭 | 口感好 | 烹饪好

STRUCTURE NOTE 4.9
Use 要 to indicate desire
In Structure Note 4.1, 想 was introduced to express a desire or inclination to perform an action. In contrast, 要 (yao), meaning “want,” can be applied to objects as well as actions.

Subject + 要 + Noun/Verb Phrase

From the Lesson Text:

我要一碗米饭。
Wǒ yào yì wàn mǐfàn.
I want a bowl of rice.

Other examples:

她要出国。
Tā yào qù guójuã.
She wants to go to China.

他不要咖啡。
Tā bù yào kàfēi.
He doesn’t want coffee.

Practice: Create complete sentences including 要 and the provided information.

Example: 小美 / 两杯茶 → 小美要两杯茶。

1. 大伟 / 去加拿大
2. 玛丽 / 吃蛋糕
3. 林安 / 看足球比赛
4. 中平 / 一份青菜
5. 安娜 / 两盘饺子

STRUCTURE NOTE 4.10
Use 为什么 and 因为 to ask questions and give explanations respectively
为什么 (wèishènme) is a question phrase meaning “why” and typically appears between the subject and verb phrase.

Subject + 为什么 + Verb Phrase

TEACHING POINTER (STRUCTURE NOTE 4.8)
Remind students that 太...了 also has a positive meaning that is absent in the English equivalent “too.” In Chinese, 你的中文太好了 is a valid statement. In English, however, one cannot use “too” to create a positive connotation (e.g., * “your Chinese is too good.”).

TEACHING POINTER (STRUCTURE NOTE 4.9)
Compare and contrast this Structure Note with Structure Note 4.1. As stated previously, 想 cannot be directly followed by an object, as in *我想茶. One can, however, say 我要茶. Students should be advised, however, that, as in English, simply saying “I want tea” as a request is somewhat abrupt and could be construed as impolite.

TEACHING POINTER (STRUCTURE NOTE 4.10)
Encourage students to consider how levels of formality for requests and expressions of desire vary between different languages. For example, compare and contrast the English “I want” and “I would like” with the Chinese 我要 and 我想. Should you wish, you may also inform students of the more polite phrase 想要, which will be covered in Unit 13 (Textbook 1B).
CHECKPOINT (STRUCTURE NOTE 4.10)
Prompt students to use 为什么 and 因为 by providing them with relevant situations. For example, ask them 你为什么要去中国饭店? They should then say 因为我喜欢吃中国菜. You may then provide students with visual or verbal prompts and have them ask each other 为什么 and 因为 questions.

TEACHING POINTER (STRUCTURE NOTE 4.10)
Highlight to students that the 为什么/因为 pattern in Chinese is very similar to the relationship between “why” and “because” in English. Note, however, that 为什么 can come before or after the subject, whereas “why” can only come at the start of a question in English. 因为 functions in the same way as “because” in English: it precedes the supporting reason.

<table>
<thead>
<tr>
<th>Practice: Create questions and answers using the 为什么 and 因为 patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> 你/要去这家饭店 → 你为什么要去这家饭店? 因为我喜欢吃中国菜。</td>
</tr>
<tr>
<td>1. 你/要点饺子</td>
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<tr>
<td>2. 她/不去看比赛</td>
</tr>
<tr>
<td>3. 大东/会说汉语</td>
</tr>
<tr>
<td>4. 安娜/不会用筷子</td>
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<tr>
<td>5. 老师/四点半吃晚饭</td>
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</tbody>
</table>

NATIONAL STANDARDS
- COMPARISONS
STRUCTURE NOTE 4.11
Use 一下 to express the brevity of an action
The use of 一下 (yi xia) following a verb has the same effect as the English equivalent “for a moment” or “for a bit.” It indicates the informality or brevity of an action. Some verbs, such as 试 (shi), are conventionally used with 一下. When the verb is followed by an object, 一下 (yi xia) comes between the verb and the object. Note that 一下 cannot follow auxiliary verbs, such as 要 or 想.

Subject + Verb + 一下 (+ Object)

From the Lesson Text:

试一下吧！
Shi yi xia ba!
Give it a try!

Other examples:

看一下菜单吧。
Kan yi xia caidian ba.
Take a look at the menu.

请坐一下。
Qing zuo yi xia.
Please sit for a bit.

NOTE: 一下 describes the short length of time taken for an action, while 一点 (yi dian) describes the small quantity of an object. For example, 喝 一下茶 means “drink tea for a moment,” while 喝 一点茶 means “drink a bit of tea.”

Practice: Transform each sentence using 一下, following the example.

Example: 请看 → 请看一下。

1. 请试味道
2. 请看我的猫
3. 你要试吗
4. 你们坐
5. 请来学校

CHECKPOINT
(STRUCTURE NOTE 4.11)
Prompt students to use 一下 by giving them relevant situations. For example, show students an image of a chair or a book. Students should then respond with 请坐一下 or 请看一下.

TEACHING POINTER
(STRUCTURE NOTE 4.11)
Advise students that adding 一下 after a verb is a good way to soften a statement, request, or suggestion. Contrast the use of 一下 with that of 一点, which first appeared in Unit 2, Lesson 2. While the former focuses on length of time, the latter relates to quantity.
TEACHING POINTER
(PRACTICE 4.11)
You may have students complete this exercise in class or at home.

CHECKPOINT
(PRACTICE 4.12)
Divide the students into pairs to work on this exercise. Go around and listen to their conversations, correcting their pronunciation or grammar as necessary. Encourage students to talk to each other in a normal conversational volume so that they can be corrected on their pronunciation errors.

NATIONAL STANDARDS
• COMMUNICATION (INTERPERSONAL)

PRACTICE 4.11
Determine the most appropriate adjectives to describe the tastes of the foods below and record them in Chinese in the spaces provided.

PRACTICE 4.12
Working with a partner, act out dialogues about the foods shown below. Ask each other about the food and how it tastes. Elaborate on the conversation if you can.

Example:
A: 酸辣汤的味道怎么样？
B: 很好吃，我很喜欢吃辣的。
A: 我不喜欢吃辣的。我要一碗米饭。

1.
2.
3.

148 第四单元 • 第二课 • 食
CHECKPOINT (PRACTICE 4.13)
Divide the students into pairs to work on this exercise. Go around and listen to their conversations, correcting their pronunciation or grammar as necessary. Encourage students to talk to each other in a normal conversational volume so that they can be corrected on their pronunciation errors.

NATIONAL STANDARDS
• Communication (Interpersonal)

CHECKPOINT (PRACTICE 4.14)
Divide the students into appropriately sized groups according to the size of the class. Go around and listen to their conversations, correcting their pronunciation or grammar as necessary.

NATIONAL STANDARDS
• Communication (Interpersonal)

CHECKPOINT (PRACTICE 4.15)
Divide the students into pairs to work on this exercise. Go around and listen to their conversations, correcting their pronunciation or grammar as necessary. When the students have finished filling in the dialogues, call upon the pairs to present their dialogues to the class.

NATIONAL STANDARDS: Communication (Interpersonal)
CHECKPOINT (PRACTICE 4.16)
Have students practice writing these characters either in class or at home. Blank grids can be downloaded from the Modern Chinese website. Students can also do this exercise in the accompanying workbook. After they have handed in the completed worksheets, troubleshoot students’ writing.

CHECKPOINT (PRACTICE 4.16)
Without revealing which student’s work is being shown, recreate an incorrectly written character on the board. As a group, ask the class to dissect any problems they see: this will help students analyze proper writing techniques and rules.

CHECKPOINT (PRACTICE 4.16)
Give students a dictation quiz consisting of sentences using these characters. Students should write down the sentences that you read. They can also write in pinyin if they have not yet learned the characters.

<table>
<thead>
<tr>
<th>Radical</th>
<th>Stroke Order</th>
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<tbody>
<tr>
<td>请</td>
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NATIONAL STANDARDS
• COMMUNICATION (INTERPRETIVE)

ONLINE LINK (PRACTICE 4.16)
Students may also use the Writing Pad on the Modern Chinese website to practice character writing online.

ONLINE LINK (PRACTICE 4.17)
For recording their voices, students can use the Voice Recorder Tool on the Modern Chinese website.

CHECKPOINT (PRACTICE 4.17)
Listen to students’ recordings and provide feedback on their pronunciation, vocabulary, and grammar usage. Ask students to make another recording if necessary.

NATIONAL STANDARDS: COMMUNICATION (PRESENTATIONAL)
**CHECKPOINT (PRACTICE 4.18)**

Type the following sentences on your computer and provide answers to the questions.
1. 你喜欢不喜欢吃米饭？
2. 薯条的味道怎么样？
3. 我要一碗米饭和一盘青菜。
4. 你不会用筷子吗？
5. 今天晚饭我请客！

**CHECKPOINT (PRACTICE 4.19, 4.20 & 4.21)**

- **PRACTICE 4.19**
  
  Read the dialogue and answer the following questions.
  1. Why does Zhang Anna have difficulties with Chinese food?
  2. What does Zhang Anna say is the only kind of food she eats?
  
- **PRACTICE 4.20**
  
  Read the passage and answer the following questions.
  1. What does Huang Xiang’an like to eat?
  2. What kind of things does Sun Mali like to eat?
  
- **PRACTICE 4.21**
  
  Read Chen Dadong’s diary and answer the following questions.
  1. What does Wang Xiaomei not like to eat?
  2. Who will pay the bill?

**CHECKPOINT (PRACTICE 4.21)**

Have students write a diary entry similar to Chen Dadong’s example.
**Chinese Dining Etiquette**

The use of 筷子 (kuài zi: “chopsticks”) is probably the most striking difference between Chinese and Western dining customs, but there are a number of other habits that distinguish Chinese table manners from Western table manners. Below is a short guide on what to do and what not to do when eating in a formal setting in China.

**What to Do**
- In China it is acceptable to raise a bowl of rice to one’s mouth, just as it is common to lift a bowl of soup from the table and directly drink the remainder.
- It is polite to sample at least a bit of every dish.
- In a family setting, let the elders begin to eat before taking food for oneself.

**What Not to Do**
- Don’t leave chopsticks pointing vertically out of your bowl, as this resembles the incense sticks used in ceremonies for the deceased.
- Avoid taking the last portion of anything from the communal plate or bowl.

**The Art of Tea**

Records of tea-drinking in China can be traced back to the first millennium B.C., and legend has it that the Emperor Shennong discovered it a thousand years before that, when a tea leaf dropped unnoticed into his boiling water. Today, the Chinese drink tea both for its physical benefits, believing it aids in digestion and alertness, and the social pleasures it provides. Teahouses are enormously popular throughout the country, providing people with a place to socialize and enjoy China’s many varieties of tea.

While serving and drinking tea, there are also certain customs to follow. In Chinese society, the younger generation serves tea to the older generation as a form of respect. It is also customary to pour tea for others before filling one’s own cup. In restaurants, another popular practice is to remove the lid of a teapot to alert the waiter that it needs refilling.

In a teahouse, one may find 绿茶 (lǜ chá: “green tea”), 红茶 (hóng chá: “black tea”), 乌龙茶 (wū lóng chá: “Oolong tea”), and 白茶 (bái chá: “white tea”). Another popular drink in tea shops today is 珍珠奶茶 (zhēnzhū nái má: “pearl milk tea”). Originating from Taiwan, this drink contains chewy tapioca balls, a modern twist on an old tradition. Today, whether it is the traditional loose-leaf tea or milk tea with sweet delicacies inside, tea drinking still appeals to people of all ages and cultures.

**DISCUSSION**

Encourage students to bring in their knowledge from other disciplines when considering the following questions (in English):
- What are some notable features of your own culture’s dining etiquette? In what ways are these features similar to or different from Chinese dining etiquette?
- Why is communal dining such a prominent feature of Chinese culinary culture?
- What role has tea played in Chinese culture? What about in other cultures (Japan, India, the U.K.)?

**NATIONAL STANDARDS:** COMPARISONS, CULTURE & CONNECTIONS
TEACHING POINTER
Point out to students that the Text in English is not a literal translation. Students should be aware of the differences in sentence structures between Chinese and English.

NATIONAL STANDARDS
• COMPARISONS

CHECKPOINT
Ask students to locate the parts of the lesson that correspond to the points in the What Can You Do? section.

WHAT CAN YOU DO?

INTERPRETIVE
• I can understand different terms for flavors and utensils in Chinese.

INTERPERSONAL
• I can offer assistance to others and receive it in return.
• I can offer to treat others and accept invitations to a meal.
• I can ask and answer “why” questions.
• I can exchange opinions about food with others.

PRESENTATIONAL
• I can present the basic flavors of foods to others.
CHECKPOINT
Students may either prepare the Act It Out skit at home or, time permitting, in class. Divide the class into appropriately sized groups according to the size of the class. For variation, assign different skits to different groups. After the students have performed their skit, provide feedback on their pronunciation, vocabulary, and grammar usage.

TEACHING POINTER
Encourage the students to go through the list of required vocabulary and structures carefully when they review the unit.

ACT IT OUT
Working in groups, compose an original three-minute skit that utilizes the vocabulary and structures introduced in Unit 4. Each of you should assume a role and have a roughly equal number of lines in the skit. Be prepared to perform your skit in class. You can either come up with your own story or choose from one of the following situations:

a) You work at a Chinese restaurant and take the orders from a group of customers.
b) You and your friends want to go out to dinner, but no one likes the same dishes.
c) You are a food critic and you ask the chef to explain the flavors of each of your dishes.

CHECK WHAT YOU CAN DO

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<tr>
<td>因为</td>
<td>给 to mean &quot;to give&quot;</td>
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<tr>
<td>试</td>
<td>喜欢 to express liking something or someone</td>
</tr>
<tr>
<td>试</td>
<td>Verb + 不 + Verb with two-character verbs to form affirmative-negative questions</td>
</tr>
<tr>
<td>试</td>
<td>那(么) to mean &quot;Well then&quot; or &quot;In that case&quot;</td>
</tr>
<tr>
<td>试</td>
<td>好 + Verb to form a compound adjective</td>
</tr>
<tr>
<td>试</td>
<td>怎样 to ask for an opinion of something</td>
</tr>
<tr>
<td>试</td>
<td>太...了 to describe an exaggerated attribute</td>
</tr>
<tr>
<td>试</td>
<td>要 to indicate desire</td>
</tr>
<tr>
<td>试</td>
<td>为什么 and 因为 to ask questions and give explanations respectively</td>
</tr>
<tr>
<td>试</td>
<td>一下 to express the brevity of an action</td>
</tr>
</tbody>
</table>
Communication Goals

Lesson 1: Shopping Online
- Describe the basic elements of shopping online
- Use common terms related to sales promotions and warranty periods accurately
- Discuss sales offers and state reasons for purchasing decisions

Lesson 2: Returning Merchandise
- Express apologies and frustrations
- Talk about household items
- Demonstrate understanding of terms related to a store’s return policy
祥安一向很喜欢美食、摄影和写博客。最近，他想用博客给朋友们介绍和分享中国美食，让大家都有机会了解中国的饮食文化。

祥安打算买一个比较专业的数码相机来拍照。大东建议祥安在网上买，因为商店的价格常常不如网上的划算，并且网上有很多的打折活动。

但中平提醒祥安注意网络安全，他在报纸上常看到网络购物的投诉。
祥安找到一个卖新款相机的网站，
既打折又免费送货，但不保修。他
决定在网上购物之前，先去附近的
商店比较一下。

中平陪祥安去了一家电器商店，那里有很多打折的名牌数码相机，
产品有一年的保修期，还可以用优惠券在这家商店的网站上购物。

后来，祥安看中了一款黑白色的相机，既便宜又好用。中平说相
机的颜色和样子让他想起大熊猫。祥安觉得买这个相机真是最合
适不过了，因为这样他的博客就可以叫“洋熊猫游中国”！
Shopping Online 网上购物

Xiang'an is looking to buy a new digital camera for his food blog. He discusses with Dadong and Zhongping the pros and cons of buying a camera online.

祥安一向很喜欢美食、摄影和写博客。最近，他想用博客给朋友们介绍和分享中国美食，让大家都有机会了解中国的饮食文化。

祥安打算买一个比较专业的数码相机来拍照。大东建议祥安在网上买，因为商店的价格常常不如网上的划算，并且网上有很多的打折活动。但中平提醒祥安注意网络安全，他在报纸上常看到网络购物的投诉。祥安找到了一个卖新款相机的网站，既打折又免费送货，但不保修。他决定在网上购物之前，先去附近的商店比较一下。

中平陪祥安去了一家电器商店，那里有很多打折的名牌数码相机，产品有一年的保修期，还可以用优惠券在这家商店的网站上购物。后来，祥安看中了一款黑白色的相机，既便宜又好用。中平说相机的颜色和样子让他想起大熊猫。祥安觉得买这个相机真是最合适不过了，因为这样他的博客就可以叫“洋熊猫游中国”！
Language Tips

博客 (bókè)
In the Lesson Text, Xiang’an uses a 博客 to share and introduce delicious food with others. 博客, alternatively called 网络日志 (wǎngluò rìzhì: Internet diary), comes from the English word “blog.” In Taiwan, the terms 部落格 (bùluògé) and 网志 (wǎngzhì) are used to refer to a blog.

Example: 为什么越来越多的人喜欢用博客？
Why do more and more people like to use blogs?

看中 (kānzhòng)
In the Lesson Text, when Xiang’an is shopping for a camera at an electronics store, he uses看中 to indicate that he has taken a liking to a black and white camera that he sees. The word 中 (zhòng) can literally mean “to hit (a target).” Together with 看, the phrase 看中 means “to take a liking to somebody or something.”

Example: 老板看中了他的努力和善良，打算给他这个工作机会。
The boss likes that he works hard and likes his kindheartedness; he plans to offer him this job opportunity.
<table>
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<th>Word Category</th>
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<tbody>
<tr>
<td>1. 一向</td>
<td>yíxiàng</td>
<td>adv</td>
<td>consistently, up to now, all along</td>
<td></td>
</tr>
<tr>
<td>2. 美食</td>
<td>měishí</td>
<td>n</td>
<td>delicious food</td>
<td></td>
</tr>
<tr>
<td>3. 摄影</td>
<td>shèyǐng</td>
<td>vo, n</td>
<td>to take a photograph; photography</td>
<td></td>
</tr>
<tr>
<td>4. 博客</td>
<td>bókè</td>
<td>n</td>
<td>blog</td>
<td></td>
</tr>
<tr>
<td>5. 分享</td>
<td>fēnxiǎng</td>
<td>v</td>
<td>to share</td>
<td></td>
</tr>
<tr>
<td>6. 饮食文化</td>
<td>yǐnshi wénhuà</td>
<td>n</td>
<td>cuisine culture, food culture</td>
<td></td>
</tr>
<tr>
<td>7. 数码相机</td>
<td>shùmā xiàngjī</td>
<td>n</td>
<td>digital camera</td>
<td></td>
</tr>
<tr>
<td>8. 价格</td>
<td>jiàgè</td>
<td>n</td>
<td>price</td>
<td></td>
</tr>
<tr>
<td>9. 不如</td>
<td>bùrú</td>
<td>v</td>
<td>to be inferior to, not as good as</td>
<td></td>
</tr>
<tr>
<td>10. 划算</td>
<td>huásuàn</td>
<td>adj</td>
<td>to be worth the price</td>
<td></td>
</tr>
<tr>
<td>11. 并且</td>
<td>bìngqiě</td>
<td>cj</td>
<td>and, besides, moreover</td>
<td></td>
</tr>
<tr>
<td>12. 打折</td>
<td>dǎzhé</td>
<td>v</td>
<td>to discount</td>
<td></td>
</tr>
<tr>
<td>13. 提醒</td>
<td>tíxǐng</td>
<td>v</td>
<td>to remind, to warn</td>
<td></td>
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<tr>
<td>14. 购物</td>
<td>gòuwù</td>
<td>n, vo</td>
<td>shopping; to go shopping</td>
<td></td>
</tr>
<tr>
<td>15. 投诉</td>
<td>tóusù</td>
<td>n</td>
<td>complaint</td>
<td></td>
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<tr>
<td>16. 款</td>
<td>kuǎn</td>
<td>n</td>
<td>style, type</td>
<td></td>
</tr>
<tr>
<td>17. 网站</td>
<td>wǎngzhàn</td>
<td>n</td>
<td>website</td>
<td></td>
</tr>
<tr>
<td>18. 免费</td>
<td>miànfèi</td>
<td>adj</td>
<td>free of charge, free, gratis</td>
<td></td>
</tr>
<tr>
<td>19. 送货</td>
<td>sònghuò</td>
<td>vo</td>
<td>to deliver goods</td>
<td></td>
</tr>
<tr>
<td>20. 名牌</td>
<td>míngpái</td>
<td>n</td>
<td>famous brand</td>
<td></td>
</tr>
<tr>
<td>21. 产品</td>
<td>chǎnpǐn</td>
<td>n</td>
<td>product</td>
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### LESSON VOCABULARY 4.1 (continued)

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<td>22. 保修期  修</td>
<td>bāoxiū qī</td>
<td>n</td>
<td>guarantee period, warranty period</td>
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<tr>
<td>23. 优惠券  优惠  券</td>
<td>yōuhuiquàn</td>
<td>n</td>
<td>coupon</td>
<td></td>
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<tr>
<td>24. 既...又...</td>
<td>jì...yòu...</td>
<td>prep</td>
<td>both . . . and . . .</td>
<td></td>
</tr>
<tr>
<td>25. 样子  樣子</td>
<td>yàngzi</td>
<td>n</td>
<td>appearance</td>
<td></td>
</tr>
<tr>
<td>26. 大熊猫  大熊貓</td>
<td>dàxióngmāo</td>
<td>n</td>
<td>giant panda</td>
<td></td>
</tr>
<tr>
<td>27. 洋</td>
<td>yángr</td>
<td>adj</td>
<td>foreign</td>
<td></td>
</tr>
</tbody>
</table>

### REQUIRED VOCABULARY 4.1

| 28. 原价  原價 | yuánjià | n | original price |
| 29. 税  | shuì | n | tax |
| 30. 质量  質量 | zhìliàng | n | quality |

### Idiomatic Expression

yi fēn qián yì fēn huò  一分钱，一分货 means “you get what you pay for.”

Example:  一分钱，一分货。大商场卖的电器虽然贵，但是质量有保证。

You get what you pay for. Although the electric appliances sold at the department store are expensive, their quality is guaranteed.
Shopping Promotions

Discounts
Discounts are expressed with a number + 折 (zhé). If an item is marked 9折 or 九折 (jiǔ zhé), it means that it can be purchased for 90 percent of its regular price, or at a 10 percent discount. In contrast to how discounts are typically represented in Western cultures, the lower the number, the greater the discount.

Examples: 7折 / 七折 = 30% off 2.5折 / 二点五折 = 75% off

Other terms commonly associated with shopping promotions involve bargaining. There are various ways to ask, “Is there a discount?” to find out if an item is on sale or not. For example, 打折吗？打不打折? If you would like to ask how much is the discount, you can ask 打几折?

Promotions
The following are common terms related to promotions:

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<td>bànjià</td>
<td>half price</td>
</tr>
<tr>
<td>特价</td>
<td>tējià</td>
<td>special price (特: special)</td>
</tr>
<tr>
<td>免费</td>
<td>miànhěi</td>
<td>free of charge</td>
</tr>
<tr>
<td>卖完为止</td>
<td>mài wán wèi zhǐ</td>
<td>offer good as long as item is in stock</td>
</tr>
<tr>
<td>买一送一/赠一</td>
<td>mài yī sòng/zèng yī</td>
<td>buy one, get one free</td>
</tr>
<tr>
<td>满300送100优惠券</td>
<td>mǎn 300 (sānbǎi) sòng 100 (yībǎi) yōu huì quàn</td>
<td>buy 300, receive 100 store credits</td>
</tr>
<tr>
<td>大甩卖</td>
<td>dà shuāimài</td>
<td>a fire sale (甩: throwing away or giving something up)</td>
</tr>
<tr>
<td>跳楼价</td>
<td>tiàolóujìjià</td>
<td>blowout sale (跳楼: to jump off a building, indicating a price that jumps from high to low)</td>
</tr>
<tr>
<td>削价</td>
<td>xuējià</td>
<td>to cut the price (削: to cut)</td>
</tr>
</tbody>
</table>

Special Sales Terms

<table>
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<th>Special Sales Terms</th>
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<td>lóngzhòng kāiyè</td>
<td>grand opening</td>
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<tr>
<td>周年店庆</td>
<td>zhōunián diànqìng</td>
<td>anniversary sale</td>
</tr>
<tr>
<td>结业促销</td>
<td>jiéyè cùxiāo</td>
<td>closing sale</td>
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STRUCTURE NOTE 4.1

Use A 不如 B to indicate A is not as good as B

The expression A + 不如 + B + Adjective indicates that A is more (adjective) than B. The phrase 不如 (bùrú) expresses the opposite, meaning that A is not as good as B. Unlike 比, A 不如 B can either be used with an adjective, indicating that A is not as good as B in some respect, or it can be used with no adjective, simply meaning that A is not as good as B in general.

<table>
<thead>
<tr>
<th>A + 不如 + B (+ Adjective)</th>
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</table>

From the Lesson Text:  商店的价格常常不如网上的划算。  Shāngdiàn de jiāngé chǎngchǎng bùrú wǎngshàng de huásuàn.  Store prices usually aren’t as good as online prices.

Other examples:  我的中文不如她的好。  Wǒ de Zhōngwén bùrú tā de hǎo.  My Chinese is not as good as hers.

Zhù sūshè bùrú zhù jiāli shūfū.  Living in the dorm isn’t as comfortable as living at home.

Practice: Rewrite the following sentences using 不如.

Example:  住校内比住校外方便。→ 住校外不如住校内方便。

1.  昆明的夏天比北京的舒服。

2.  这家医院附近的环境没有那家的好。

3.  我的实习经历没有他的多。

4.  我家离飞机场比她家离飞机场远。

5.  我觉得历史比数学有意思。
STRUCTURE NOTE 4.2
Use 并且 to mean “also” to connect words or clauses in formal contexts.

While 和 is the most common conjunction used in casual contexts, it is not considered very formal. 并且 (bingqiē) is a more formal word that joins words or phrases together. Unlike 和, which is used to join nouns and other short elements, 并且 is usually used to join longer phrases as well as introduce clauses, similar to the English expressions “as well as” or “and furthermore.”

Clause, + 并且 + Clause

From the Lesson Text:
商店的价格常常不如网上的划算，并且网上有很多的折扣活动。
Shāngdiàn de jiàgé chángcháng bù rú wǎngshàng de huásuàn, bìngqiē wǎngshàng yǒu hěnduō de dàzhě huódòng.
Store prices usually aren’t as good as online prices. Furthermore, online sites often have sales promotions.

Other examples:
他是一个很细心的人，并且非常好相处。
Tā shì yì ge hěn xīn de rén, bìngqiē fēicháng hǎo xiāngchú.
He is a very considerate person and extremely easy to get along with.

他要我陪他去美国，可是我怕坐飞机，并且我也不知道英语。
Tā yào wǒ péi tā qù Měiguó, kěshì wǒ pà zuò fēijī, bìngqiē wǒ yě bù huí shuō Yīngyǔ.
He wants me to go to America with him, but I am afraid of riding on planes. Furthermore, I don’t know how to speak English.

Practice: Combine the two sentences together using 并且.

Example: 姐姐的宠物爱吃很多东西/很爱玩。
→ 姐姐的宠物爱吃很多东西，并且很爱玩。

1. 我的公寓有各种家电/在学校附近。

2. 今年夏天的气温一般在37度左右/有一点闷热。

3. 她的性格活泼开朗/对人很热情。
STRUCTURE NOTE 4.3

Use 既 A 又 B as a formal way to express “both A and B”

既 (jì) is a conjunction generally used in more formal contexts, such as writing. 既 A 又 B expresses the same meaning as 又 A 又 B, meaning having both A attribute and B attribute.

From the Lesson Text:

Subject + 既 + Adjective / Verb Phrase + 又 + Adjective / Verb Phrase

From the Lesson Text:

Xiang’an found a site selling new camera models, with discounts and free shipping.

Other examples:

老师的儿子既聪明又可爱。
The teacher’s son is both clever and cute.

Everyone says that he both respects his elders and looks after the younger generation — he’s a very well-mannered person.

Practice: Create complete sentences using 既 ... 又 ... and the information provided.

Example:

他 / 会说英语 / 汉语 → 他既会说英语又会说汉语。

1. 我的室友 / 爱去健身房运动 / 图书馆看书

2. 出去旅游的时候我们 / 要玩得开心 / 注意安全

3. 她穿那条裙子 / 看起来漂亮 / 可爱

4. 开车去机场 / 快 / 方便

5. 酸辣汤 / 好喝 / 不贵
**STRUCTURE NOTE 4.4**

*Use 最……不过了 to emphasize superlatives*

THE pattern 最 + Adjective + 不过了 indicates that one cannot find something that exceeds the current subject in some attribute. The attribute can be either good, such as 好, 美丽, etc., or negative, such as 差 or 坏.

```
最 + Adjective + 不过了
```

From the Lesson Text:

祥安觉得买这个相机真是最合适不过了。

Xiang’an believes this is his ideal camera.

Other examples:

小孩子穿这样的衣服最可爱不过了。

Little kids wearing this kind of clothing are the cutest.

我觉得参加保护环境的活动最有意思不过了。

I think participating in events on environmental protection is most interesting.

**Practice:** Express the following statements in Chinese by applying the 最……不过了 structure and using the information provided below.

Example: This is the best way to write emails.

→ 这样写电邮最好不过了。

1. Taking this road to school is the fastest.

2. Being able to be with family during the Spring Festival is the best.

3. The girl wearing the pink skirt is the cutest.

4. Taking a nap on a rainy day is the most comfortable thing.

5. It is most common for him to catch a cold in the summer.
Paired Activity: Discuss the following questions based on the Lesson Text. Be prepared to share your thoughts with the class.

1. Why does Xiang’an want to buy a new digital camera?
2. Why does Xiang’an go to the electronics store later?
3. If you were Xiang’an, would you buy the digital camera online? Why?

Paired Activity: Xiang’an would also like to buy a new computer for school and for blogging. Working with a classmate, use the word bank to compare the options below and help Xiang’an make a decision.

Example: The new notebook R7's screen size is not as good as the brand notebook BC9's size.

**New Notebook R7**
- Screen size: 12 inches
- Price: 3866 yuan
- Delivery: Free delivery
- Warranty: 2 years

**Brand Notebook BC9**
- Screen size: 16 inches
- Price: 4199 yuan
- Delivery: Free delivery
- Warranty: 1 year

**Reduced Price Notebook TX28**
- Screen size: 10 inches
- Price: 2299 yuan
- Delivery: Free delivery
- Warranty: Not covered

Notes:
- Screen size (yìngmù chīcùn): *n. screen size*
- Inch (yīngcùn): *n. inch*
练习 4.3 (下): 在网络还是商店购物？

Paired Activity: Based on your discussion in Practice Exercise 4.2 in the previous page, the next step is helping Xiang’an decide where to purchase the computer. Below are the differences between purchasing at a store and on a website. Discuss where Xiang’an should purchase the computer and why.

<table>
<thead>
<tr>
<th></th>
<th>网络</th>
<th>商店</th>
</tr>
</thead>
<tbody>
<tr>
<td>价格</td>
<td>比商店便宜300元</td>
<td>比网络贵300元</td>
</tr>
<tr>
<td>保修期</td>
<td>1年保修期</td>
<td>2年保修期</td>
</tr>
<tr>
<td>送货</td>
<td>送货加50元</td>
<td>有现货</td>
</tr>
<tr>
<td>送货时间</td>
<td>1星期</td>
<td>有现货</td>
</tr>
<tr>
<td>优惠</td>
<td>多送1年保修期</td>
<td>送200元优惠券</td>
</tr>
</tbody>
</table>

练习 4.4: 购物经验

Individual Activity: Think about your own experience and preferences when buying a computer. Describe why these factors are important to you.

<table>
<thead>
<tr>
<th></th>
<th>你觉得重要吗？</th>
<th>为什么？</th>
</tr>
</thead>
<tbody>
<tr>
<td>服务</td>
<td>我觉得买电脑的时候，店员的服务很重要。</td>
<td>我去过一家商店，店员的服务很差。她既不给我介绍新款的电脑，又不给我试用，这让我很不满意。</td>
</tr>
<tr>
<td>价格</td>
<td></td>
<td></td>
</tr>
<tr>
<td>质量</td>
<td></td>
<td></td>
</tr>
<tr>
<td>保修</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

练习 4.5: 卖东西

Group Activity: Find an item that your group would like to sell. Write a description of the product and the terms of sale.

128 第四单元 · 第一课 · 网上购物
<table>
<thead>
<tr>
<th>Radical</th>
<th>Stroke Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>享</td>
<td>享享享享</td>
</tr>
<tr>
<td>飲</td>
<td>飲飲飲飲</td>
</tr>
<tr>
<td>数</td>
<td>数数数数</td>
</tr>
<tr>
<td>码</td>
<td>码码码码</td>
</tr>
<tr>
<td>相</td>
<td>相相相相</td>
</tr>
<tr>
<td>并</td>
<td>八八八八</td>
</tr>
<tr>
<td>折</td>
<td>折折折折</td>
</tr>
<tr>
<td>投</td>
<td>投投投投</td>
</tr>
<tr>
<td>款</td>
<td>款款款款</td>
</tr>
<tr>
<td>站</td>
<td>站站站站</td>
</tr>
<tr>
<td>免</td>
<td>免免免免</td>
</tr>
<tr>
<td>货</td>
<td>货货货货</td>
</tr>
<tr>
<td>牌</td>
<td>牌牌牌牌</td>
</tr>
<tr>
<td>产</td>
<td>产产产产</td>
</tr>
<tr>
<td>既</td>
<td>既既既既</td>
</tr>
</tbody>
</table>

**Radical**
- 享
- 飲
- 数
- 码
- 相
- 并
- 折
- 投
- 款
- 站
- 免
- 货
- 牌
- 产
- 既

**Stroke Order**
- 享享享享
- 飲飲飲飲
- 数数数数
- 码码码码
- 相相相相
- 八八八八
- 折折折折
- 投投投投
- 款款款款
- 站站站站
- 免免免免
- 货货货货
- 牌牌牌牌
- 产产产产
- 既既既既
练习 4.7: 线上聊天
Online chat: Working with a classmate, discuss whether you prefer shopping online or in a store. Provide reasons to support your preferences.

练习 4.8: 阅读理解

回家以后，祥安在电器商店的网站上买了他之前看中的数码相机。虽然这款相机不是最便宜的，但是一分钱一分货。祥安对相机非常满意，走到哪里都带着。

有一天下大雨，祥安忘了带雨伞，相机进水了以后就不能用了。祥安很担心，不知道应该怎么办。中平让祥安给电器商店打电话能不能修。因为相机有一年的保修期，商店很快就把相机修好了，祥安非常高兴。

Read the passage and answer the following questions.
1. What happened to Xiang’an’s digital camera?
2. What did Xiang’an do about the situation?
3. Describe a similar problem you or someone you know has had in the past.

练习 4.9: 阅读理解

店庆活动
为了感谢顾客对我店的支持，在12月7日店庆日，各款包括电脑 (4000 - 8500元)、数码相机 (2000 - 8000元)、电视 (3000 - 8000元) 在内的家电全都六折。买满1500元，送150元优惠券；满8000元，送一部手机；满1万元，送一台名牌洗衣机。网络购物也有一样的优惠，并且免费送货！

欢迎您的光临！

Read the advertisement and answer the following questions.
1. What is the price range of the items sold in the store?
2. What promotions are currently available?
3. You have a budget of ¥5000. What can you buy and why?
Neighborhood Boutiques in China

As China modernizes, a new homegrown design aesthetic can be found as a generation begins to explore the possibilities within Chinese design. Not only can this new, distinctive Chinese look be found in hip T-shirts and other fashionable trends, it can also be found in neighborhoods in the major cities of China.

**Tianzifang (田子坊: Tiánzǐfāng)**

Nestled within an old Shikumen neighborhood in the French Concession quarter of Shanghai is Tianzifang, an area that contains art studios, international restaurants, and craft stores. The area was slated for destruction, until an outcry led to its preservation and its new life as a major destination for both visitors and residents alike. A major part of Tianzifang’s appeal lies in the residents themselves, who continue to lead a traditional Shanghainese lifestyle amongst the new restaurants and stores that have sprung up.

**798**

The popular artist district of 798 in Beijing was once home to several military factory complexes. After the factories became obsolete and vacant, they were discovered by Beijing’s Central Academy of Fine Arts as a potential workshop space. Artists started trickling in, attracted to both cheap rent and the large, empty spaces. 798 now boasts a thriving art scene with museums, galleries, bookstores, boutiques, and nightclubs that attract young Beijingers, artists, and visitors. However, with old political slogans preserved in the spaces, its former past as a factory complex can still be seen.

**Nanluoguxiang (南锣鼓巷: Nán Luójǔ Xìàng)**

Located in the historic hutongs of old Beijing in the Drum and Bell Tower district, the narrow alleyway of Nanluoguxiang is one of the epicenters of a hip and modern Chinese youth culture that is simultaneously international yet distinctly Chinese. Vintage shops, cafes, bars, and boutiques line the streets, selling everything from traditional folk art with a modern twist to quirky shops specializing in designer matchboxes. Many of China’s up-and-coming designers make their home here, catering to a generation of young Chinese that is developing its own aesthetic tastes.
Xiang’an plans to buy a more professional digital camera to take pictures. Dadong recommends that Xiang’an buy the camera online because the store prices usually aren’t as good as online prices. Furthermore, online sites often have sales promotions. Zhongping reminds Xiang’an to pay attention to Internet safety and tells him that he has seen a lot of complaints in the news about making purchases online. Xiang’an found a site selling new camera models, with discounts and free shipping, but they do not offer a warranty. He decides that before making an online purchase, he will do some comparison shopping at a local store.

Zhongping accompanied Xiang’an to an electronics store, where there were a lot of brand-name cameras at discounted prices. The products come with a one-year warranty and there is also a coupon for items purchased through the store’s online site. In the end, Xiang’an decided on a black and white camera that was both cheap and user-friendly. Zhongping said the camera’s color scheme and shape reminded him of a panda. Xiang’an believes this is his ideal camera, because this way he can call his blog site “The Western Panda Touring China”!
What Can You Do?

**INTERPRETIVE**
- I can list different kinds of shopping promotions after seeing them online and in-store.
- I can compare different products after seeing them online.

**INTERPERSONAL**
- I can discuss shopping recommendations with someone else.
- I can exchange information about shopping promotions.

**PRESENTATIONAL**
- I can summarize the pros and cons of shopping online versus shopping in-store.
- I can talk about my preferences for shopping online or offline.
不好意思，这台电暖器才用了两次就用不了了，能退货吗？

你是什么时候买的？有收据吗？

我是两个星期前买的，这是收据。

真的很抱歉，商品只能在一周之内退货。

什么？可是卖的时候你没有告诉我啊。

你看收据上写得很清楚，不好意思。

那么确实是没办法退了。玛丽，别不开心。我带你去大商场买一台新的。
我认为像毛巾和牙膏这样的日用品，在小商店会比较划算，但是买电器还是一在家附近那家百货公司更具保证。我那家百货公司挺不错的，还能在一个月之内退货。

好吧，我们去看看。其实不管买什么商品，我都应该先看退货条件。

退货须知
一、商品可以在售后三十天之内退换。
二、退换时必须出示收据。
三、商品和包装不能有损坏。

你先看看退货须知，有不懂的地方就问我吧。
Returning Merchandise 退货

Zhou Xin and Mali attempt to return a heater to a small shop where it was recently purchased, but are unsuccessful after learning about the store’s return policy. The two go to a larger store in search of another heater.

孙玛丽：不好意思，这台电暖器才用了两次就用不了了，能退货吗？

店员：你是什么时候买的？有收据吗？

孙玛丽：我是两个星期前买的，这是收据。

店员：真的很抱歉，商品只能在一周之内退货。

孙玛丽：什么？可是卖的时候你没有告诉我啊。

店员：你看收据上写得很清楚，不好意思。

周信：那么确实是没办法退了。玛丽，别不开心。我带你去大商场买一台新的。

孙玛丽：可是大商场会比小商店的价钱贵吧？

周信：我认为像毛巾和牙膏这样的日用品，在小商店买会比较划算，但是买电器还是在大商场更有保证。我家附近那家百货公司就挺不错的，还能在一个月之内退货。

孙玛丽：好吧，我们去看看。其实不管买什么东西，我都应该先看退货条件。

周信：你先看看退货须知，有不懂的地方就问我吧。

退货须知
一、商品可以在售后三十天之内退换。
二、退换时必须出示收据。
三、商品和包装不能有损坏。
Language Tips

In the Lesson Text, the return policy uses **必须** to state that a receipt must be presented to make an exchange. **必须** precedes the main verb to express that an action is required. When **必需** is normally used as an adjective, indicating that something is necessary or essential.

**必须 (bǐxū)**

Examples:

- 每个学生都必须带自己的课本。  
- Each student must bring his/her own textbook.
- 毛巾和牙膏是必需的日用品。  
- Towels and toothpaste are essential articles for daily use.

**必需 (bǐxū)**

Both **价格** and **价钱** mean “price.” However, **价格** is more formal and primarily used in writing, as in the Lesson Text “商店的价格常常不如网上的划算” from Modern Chinese Textbook Vol. 2A, Unit 4, Lesson 1, while **价钱** is more often used in speech, as in this Lesson Text when Mali asks Zhou Xin, “可是大商场比小商店的价钱贵吧？”

**价格 (jiāgé)**

Examples:

- 购物的时候不能只看商品的价格，还要注意退换条件。  
- When shopping, don’t only look at the price; you should also pay attention to the return policy.
- 我觉得小商店的价钱不见得都比大商场的便宜。  
- I don’t think all the prices at small stores are necessarily cheaper than the ones at large stores.

**价钱 (jiàqián)**
<table>
<thead>
<tr>
<th>Simplified</th>
<th>Traditional</th>
<th>Pinyin</th>
<th>Word Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>台</td>
<td>臺</td>
<td>tái</td>
<td>mw</td>
<td>(used for appliances, instruments, etc.)</td>
</tr>
<tr>
<td>电暖器</td>
<td>電暖器</td>
<td>diànnuǎnqì</td>
<td>n</td>
<td>heater</td>
</tr>
<tr>
<td>用不了</td>
<td>用不瞭</td>
<td>yòngbùliǎo</td>
<td>v</td>
<td>can’t be used</td>
</tr>
<tr>
<td>退货</td>
<td>退貨</td>
<td>tuīhuò</td>
<td>vo</td>
<td>to return merchandise/goods</td>
</tr>
<tr>
<td>收据</td>
<td>收據</td>
<td>shōujù</td>
<td>n</td>
<td>receipt</td>
</tr>
<tr>
<td>抱歉</td>
<td>抱歉</td>
<td>bàoqiàn</td>
<td>v</td>
<td>to be sorry, to be apologetic</td>
</tr>
<tr>
<td>商品</td>
<td>商品</td>
<td>shāngpǐn</td>
<td>n</td>
<td>merchandise, goods, commodity</td>
</tr>
<tr>
<td>清楚</td>
<td>清楚</td>
<td>qīngchù</td>
<td>adj</td>
<td>clear</td>
</tr>
<tr>
<td>商场</td>
<td>商場</td>
<td>shāngchǎng</td>
<td>n</td>
<td>market</td>
</tr>
<tr>
<td>认为</td>
<td>認為</td>
<td>rènwéi</td>
<td>v</td>
<td>to think/believe that</td>
</tr>
<tr>
<td>毛巾</td>
<td>毛巾</td>
<td>máojīn</td>
<td>n</td>
<td>towel</td>
</tr>
<tr>
<td>牙膏</td>
<td>牙膏</td>
<td>yágāo</td>
<td>n</td>
<td>toothpaste</td>
</tr>
<tr>
<td>日用品</td>
<td>日用品</td>
<td>rìyòngpǐn</td>
<td>n</td>
<td>daily necessities</td>
</tr>
<tr>
<td>保证</td>
<td>保證</td>
<td>bǎozhèng</td>
<td>n, v</td>
<td>guarantee, warranty; to guarantee; to warrant</td>
</tr>
<tr>
<td>百货公司</td>
<td>百貨公司</td>
<td>báihuò gōngsī</td>
<td>n</td>
<td>department store</td>
</tr>
<tr>
<td>其实</td>
<td>其實</td>
<td>qíshí</td>
<td>adv</td>
<td>as a matter of fact, actually</td>
</tr>
<tr>
<td>不管……都</td>
<td>不管……都</td>
<td>bùguān……dōu</td>
<td>prep</td>
<td>no matter . . all, regardless of . . all</td>
</tr>
<tr>
<td>条件</td>
<td>條件</td>
<td>tiáojiān</td>
<td>n</td>
<td>policy, conditions</td>
</tr>
<tr>
<td>须知</td>
<td>須知</td>
<td>xūzhī</td>
<td>n</td>
<td>notice</td>
</tr>
<tr>
<td>售</td>
<td>售</td>
<td>shòu</td>
<td>v</td>
<td>to sell</td>
</tr>
<tr>
<td>换</td>
<td>換</td>
<td>huàn</td>
<td>v</td>
<td>to exchange</td>
</tr>
<tr>
<td>出示</td>
<td>出示</td>
<td>chūshì</td>
<td>v</td>
<td>to show</td>
</tr>
<tr>
<td>包装</td>
<td>包裝</td>
<td>bāozhuāng</td>
<td>n</td>
<td>packaging</td>
</tr>
<tr>
<td>损坏</td>
<td>損壞</td>
<td>sūnhuài</td>
<td>n, v</td>
<td>damage; to damage</td>
</tr>
<tr>
<td>坏</td>
<td>坏</td>
<td>huài</td>
<td>adj</td>
<td>broken</td>
</tr>
</tbody>
</table>
REQUIRED VOCABULARY 4.2

<table>
<thead>
<tr>
<th>SIMPLIFIED</th>
<th>TRADITIONAL</th>
<th>PINYIN</th>
<th>CATEGORY</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. 付款</td>
<td>fù kuǎn</td>
<td>vo</td>
<td>to pay money</td>
<td></td>
</tr>
<tr>
<td>26. 牌子</td>
<td>páizi</td>
<td>n</td>
<td>brand</td>
<td></td>
</tr>
<tr>
<td>27. 部分</td>
<td>bùfèn</td>
<td>n</td>
<td>part</td>
<td></td>
</tr>
<tr>
<td>28. 所有</td>
<td>suǒyǒu</td>
<td>adj</td>
<td>all</td>
<td></td>
</tr>
<tr>
<td>29. 顾客</td>
<td>gùkè</td>
<td>n</td>
<td>customer</td>
<td></td>
</tr>
</tbody>
</table>

ONLINE RESOURCES
Visit http://college.betterchinese.com for more vocabulary on different types of daily necessities.

Idiomatic Expression

货比三家 means “to compare the price of an item at three different stores.” It is also often used in a longer expression: 货比三家不吃亏 (chīkūi: to take a loss), which means it does not hurt to shop around in order to make a decision you will not regret. It describes a situation where people compare a certain item in various stores before purchasing the one that best meets their needs and expectations.

Example:
如果想要省钱，买东西前最好去不同的商店看一下，货比三家不吃亏嘛！
If you want to save money, you should shop around before making a purchase in order to get the best one!
Reading a Return Policy

Returns can be tricky, as Mali and Zhou Xin discovered in this chapter. Many smaller stores and markets in China do not allow customers to return or exchange a purchase.

Here is what a typical return policy might look like:

退货须知:

商品售后七天之内保证无条件退货。
如有质量或配件问题，十四天内退换，半年保修。

退货时商品和包装不能有损坏或拆封。
特价商品不得退换。退货时必须出示收据。

The following terms are commonly used in return and exchange policies:

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Pinyin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>无条件</td>
<td>wú tiáojiàn</td>
<td>unconditional; without exceptions</td>
</tr>
<tr>
<td>之内</td>
<td>zhīnèi</td>
<td>within</td>
</tr>
<tr>
<td>超过</td>
<td>chāoguò</td>
<td>to exceed</td>
</tr>
<tr>
<td>售后</td>
<td>shòuhòu</td>
<td>after purchase</td>
</tr>
<tr>
<td>拆封</td>
<td>chāifēng</td>
<td>to remove the seal; to open</td>
</tr>
<tr>
<td>保证</td>
<td>bāozhèng</td>
<td>guarantee, warranty</td>
</tr>
<tr>
<td>保修</td>
<td>bāoxiū</td>
<td>a guarantee to keep something in working condition</td>
</tr>
<tr>
<td>退货</td>
<td>tuihuò</td>
<td>to return merchandise/goods</td>
</tr>
<tr>
<td>出示</td>
<td>chūshì</td>
<td>to show</td>
</tr>
<tr>
<td>换</td>
<td>huán</td>
<td>to exchange</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chinese</th>
<th>Pinyin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>不得</td>
<td>bùdé</td>
<td>must not; may not; not be allowed</td>
</tr>
<tr>
<td>必须</td>
<td>bìxū</td>
<td>must</td>
</tr>
<tr>
<td>配件</td>
<td>pèijiàn</td>
<td>accessory; attachment; component</td>
</tr>
<tr>
<td>收据</td>
<td>shōujù</td>
<td>receipt</td>
</tr>
<tr>
<td>保证</td>
<td>bāozhèng</td>
<td>guarantee; to guarantee</td>
</tr>
<tr>
<td>商品</td>
<td>shāngpín</td>
<td>commodity, goods</td>
</tr>
<tr>
<td>损坏</td>
<td>sūnhuài</td>
<td>damage; to damage</td>
</tr>
<tr>
<td>包装</td>
<td>bāozhuāng</td>
<td>packaging</td>
</tr>
<tr>
<td>退货须知</td>
<td>tuihuò xūzhī</td>
<td>return notice</td>
</tr>
</tbody>
</table>
STRUCTURE NOTE 4.5

Use **得了**/ **不了** to express ability or inability to complete certain actions

In compounds containing resultative complements, such as 找到, 得 and 不 may be inserted between the verb and the complement to indicate that the result can or cannot be achieved. For example, 找得到 means “can find,” and 找不到 means “cannot find.” The resultative complement 了 (liǎo) is used only in these **得了**/ **不了** phrases and can appear following many verbs, including 用, 做, 办, and 受. In these contexts, Verb + 得了 means to be able to successfully complete that action, and Verb + 不了 means unable to do so.

For **得了**/ **不了** resultative compounds, to ask a question about whether the subject is able to successfully complete this action, 吗 may be added to the end of the sentence as usual, or a special affirmative-negative pattern may be used: Verb-得-Result + Verb-不了-Result, as in, “用得了用不了?”

<table>
<thead>
<tr>
<th>Verb</th>
<th>得</th>
<th>不</th>
<th>了</th>
<th>(+ Object)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verb + 得</strong>/ <strong>不 + 了</strong> (+ Object)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the Lesson Text: 这台电暖器才用了两次就用不了了。Zhè tái diànnuǎnqì cái yòng le liǎo jiù yòngbùliǎo le.
I only used this heater twice and it’s broken now.

Other examples: 他太忙了，去不了你的生日派对。He is too busy, so he can’t go to your birthday party.
他太忙了，去不了你的生日派对。Tā tài máng le, qùbùliǎo nǐ de shēngrì páiduì.

**Practice**: Answer the following questions using **得了** or **不了** and the words provided.

**Example**: 这些作业你能做吗？ (太难了)→这些作业太难了，我做不了。

1. 这些工作你能做吗？ (很简单)

2. 你现在要走回家吗？ (外面下雨)

3. 你明天会去图书馆吗？ (太忙了)

4. 这个菜你能吃吗？ (太辣了)

5. 这台电脑能用吗？ (坏了)
**STRUCTURE NOTE 4.6**

Use 像…这 / 那样的… to describe categories using comparisons

像 + A+ 这 / 那样的 + B expresses the meaning, “Bs that are similar to A,” or “those kind of Bs that are like A.” As in the Lesson Text, A can be a list of items, or just a single item.

<table>
<thead>
<tr>
<th>像 + Noun Phrase + 这 / 那样的 + Noun Phrase</th>
</tr>
</thead>
</table>

From the Lesson Text:

我认为像毛巾和牙膏这样的日用品，在小商店买会比较划算。
Wǒ rènwéi xiàng máo jīn hé yá gāo zhè yàng de rì yōng pǐn, zài xiǎo shāng diàn mǎi hui bǐ jiào huá suàn.
I think that it’s a better deal to buy daily necessities like towels and toothpaste at smaller stores.

Other examples:

我很喜欢像她那样活泼开朗的人。
Wǒ hěn xī huan xiàng tā nǎ yàng huó pō kā lǎng de rén.
I like people who are lively and cheerful like she is.

生病的时候可以做像跑步、打球这样的运动吗？
Shēng bìng de shí hou kě yǐ zuò xiàng pǎo bù, dǎ qiú zhè yàng de yùn dòng ma?
When you are sick, can you do sports activities like running or playing ball?

**Practice:** Change the following sentences into Chinese by applying the 像……这样的 结构 and using the information provided below.

**Example:**

I think home appliances like air-conditioning and washing machines should be provided with the apartments people rent.

→ 我认为出租的公寓应该有像空调、洗衣机这样的家电。

1. I like to go to the student store to buy some things like pens, notebooks, and so on.

2. I like traditional festivals like the Spring Festival.

3. He likes to visit places like hutongs.

4. She thinks that having more good food such as green vegetables is very healthy.

5. I like to take pictures in places like gardens.
**STRUCTURE NOTE 4.7**

*Use 其实 to say “actually”*

其实 (qíshí) is similar to “actually,” and introduces information that is contrary to what was said before. 其实 is also used by some Chinese speakers as a pause-filler an expression commonly used in conversation when the speaker cannot think of what to say, much like speakers use “actually” in English.

<table>
<thead>
<tr>
<th>其实 + Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Lesson Text: 其实不管买什么东西, 我都应该先看退货条件。 Qíshí bùguǎn mǎi shénme dōngxì, wǒ dōu yīnggāi xiān kàn tuíhuò tiáojiàn. Actually, no matter what I buy, I should be sure to first take a look at the return policy.</td>
</tr>
<tr>
<td>Other Examples: 很多人觉得中文比较难学, 其实多练习就能学好。 Hěn duō rén jué de Zhōngwén bǐjiào nán xué, qíshí duō liànxi jiù néng xué hǎo. A lot of people think Chinese is hard to learn, but actually you learn Chinese well by practicing.</td>
</tr>
</tbody>
</table>

**Practice:** Change the following sentences by using 其实.

Example: 这家餐厅看起来很贵……（不贵…好吃）
→ 其实这家餐厅不贵，而且菜很好吃。

1. 这个公寓看上去附近环境不错……（很不安全）

2. 住在学校宿舍听起来很方便……（一点隐私都没有）

3. 很多人认为小商店的东西一定会比大商场的便宜……（不一定）
**STRUCTURE NOTE 4.8**

*Use 不管…都 / 还… to express that something does not matter*

In the sentence pattern “It doesn’t matter whether he wants to go or not, I will still go,” there are two key parts: the condition that doesn’t matter, and the result that will still take place. To express this in Chinese, use 不管 (bùguǎn) to introduce the condition clause, and place 都 or 还 following the subject in the result clause to indicate “still.” The condition clause is generally phrased as a question, either using the affirmative-negative pattern or a question word like 什么. In English, the word “if” can be used instead of “whether,” as in “it doesn’t matter if you believe me or not.” In Chinese, however, 如果, 要是, and other “if” words are never used in this way — never say “不管 如果.”

| 不管 + Condition Clause + , + Subject + 都 / 还 + Verb Phrase |

From the Lesson Text:  
其实不管买什么东西，我都应该先看退货条件。
Qishi bùguǎn mǎi shénme dòngxi, wò dōu yīnggāi xiān kàn tuì huò tiáojiàn.  
Actually, no matter what I buy, I should be sure to take a look at the return policy.

Other Examples:  
不管什么时候，他对人 都非常客气。  
Bùguǎn shénme shìhou, tā dui rén dōu fēicháng kèqì.  
No matter what the occasion, he is always extremely polite.

不管她去哪里旅游，她都会给朋友们寄明信片。  
Bùguǎn tā qù lǎi yóu lǚ, tā dōu huì gěi péngyoumen ji míngxìnpiàn.  
No matter where she is traveling, she always sends postcards to her friends.

**Practice:** Rewrite the following sentences using 不管 … 都 …

Example:  
约会很多次 / 我会紧张  
→ 不管约会多少次，我都会紧张。

1. 她穿什么 / 很漂亮

2. 去那家饭馆多少次 / 我觉得很好吃

3. 什么时候 / 我不爱出去逛街

4. 饿的时候，酸的、甜的、苦的、辣的 / 我能吃

5. 从一月到十二月 / 我在旅行
Paired Activity: Discuss the following questions based on the Lesson Text. Be prepared to share your thoughts with the class.

1. 玛丽买的电暖气能退货吗？为什么？
2. 为什么周信要带玛丽去大商场？
3. 你认为买东西的时候最好注意什么？

Individual Activity: Learning from Mali and Zhou Xin’s experiences in this lesson, make sure you understand a store’s return policy before making a purchase. Look at the signs below illustrating the return policy and describe each condition next to its respective sign.

Example: 退换时必须出示收据

七天

×

×
练习 4.12 (下): 大商场还是小商店
Paired Activity: Think about Mali and Zhou Xin’s experience shopping and making returns in this lesson. Compare the shopping experience between the two stores.

<table>
<thead>
<tr>
<th>小商店</th>
<th>大商场</th>
</tr>
</thead>
<tbody>
<tr>
<td>价格</td>
<td>玛丽认为像毛巾这样的日用品在小商店买会比较划算。</td>
</tr>
</tbody>
</table>

练习 4.13: 讨论退货条件
Paired Activity: Most of us have experienced problems in returning items to a store. Think of three questions to ask your classmate and take turns answering them.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>你买了什么？</td>
<td>我买了一台电脑。</td>
</tr>
</tbody>
</table>

练习 4.14: 比较各店的退货条件
Group Activity: Have each group member choose a store with an online shopping website. Choose a product, then research and compare the prices and return policies among the different websites.
<table>
<thead>
<tr>
<th>Radical</th>
<th>Stroke Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>台</td>
<td>台台台</td>
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<tr>
<td>退</td>
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<td>楚</td>
<td>楚楚楚楚楚楚楚楚楚楚</td>
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<td>牙</td>
<td>牙牙牙牙牙牙牙牙牙牙</td>
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<td>证</td>
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<tr>
<td>示</td>
<td>示示示示示示示示示示示示</td>
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<td>损</td>
<td>损损损损损损损损损损损损</td>
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<tr>
<td>坏</td>
<td>坏坏坏坏坏坏坏坏坏坏坏坏</td>
</tr>
<tr>
<td>付</td>
<td>付付付付付付付付付付付付</td>
</tr>
</tbody>
</table>

**Radical**
- 台 (自): self
- 退 (手): walk
- 据 (手): hand
- 抱 (手): hand
- 楚 (木): wood
- 牙 (牙): teeth
- 证 (言): speech
- 其 (八): eight
- 须 (八): hair
- 售 (口): mouth
- 换 (手): hand
- 示 (一): one
- 损 (手): hand
- 坏 (土): earth
- 付 (人): person

**Unit 4 • Lesson 2 • Returning Merchandise**
练习 4.16: 线上聊天
Online chat: Working with a classmate, discuss your preferences regarding shopping at a small shop and a large store. Provide reasons to support your preferences.

练习 4.17: 阅读理解

玛丽上星期四在大商场买的暖气机又坏了。这是已经是第二台了，这让玛丽很生气。想去退货。玛丽记得退货须知上写着退换时必须出示收据，但是她找不到收据。玛丽只好带着电暖器去商场问能不能退货。店员告诉玛丽，要是退货的话必须有收据，但是因为电暖器还在保修期内，商场可以负责免费保修。玛丽听了很高兴，还好买之前货比三家，挑了这家服务有保证的商店。

练习 4.18: 阅读理解

产品召回通知
因产品质量问题，我公司需要召回美心牌暖气机。请购买了美心电暖器的商店在10月31日前把电暖器退回公司，并且办理退货手续。如果商店已经把产品售出，我们会免费为顾客办理保修或者退货。非常抱歉！

地址：北京市武术街33号
电话：010-64248---
美心公司
10月20日

Notes:
召回 (zhàohuí): v. to recall
售出 (shòuchū): v. to dispense
办理 (bànli): v. to handle
手续 (shōuxǔ): n. procedure

Read the passage and answer the following questions.
1. Why is Mali unable to return the heater?
2. What suggestion does the salesclerk offer Mali?
3. Mali has been asked to take a customer survey. Write a few comments about her experience.

Read the notice and answer the following questions.
1. What are the stores, selling Meixin heaters, supposed to do with the product?
2. If the stores have already sold the heaters to customers, what compensation will the customers receive?
3. Your company has discovered a defective merchandise. Write a notice to Mali on how to return her heater.
Time-Honored Chinese Brands

In Chinese, brands that have withstood the test of time are those that were established before 1956 and offer products that are unique. These brands are awarded the distinguished title of 老字号 (Lǎo Zhihào: Time-Honored Brand) by China’s Ministry of Commerce. Three such time-tested brands, ranging from over 300 to about 70 years old, include Tongrentang (同仁堂: Tóngréntáng), a traditional Chinese medicine company, Quanjude (全聚德: Quánjùdé), a Peking Duck restaurant, and White Rabbit Creamy Candy (大白兔奶糖: Dàbáitù Nàitàng), a brand of sweets.

Tongrentang

First established in 1669 by a senior physician to the Qing court, Tongrentang is known for its high-quality traditional Chinese herbal medicines. The company became the only supplier to the Qing imperial court in 1723, and remained so until the end of the Qing Dynasty in 1911. Tongrentang’s original mission was to share with the public prescriptions and medicines that were previously only available to the imperial court.

Now in business for over 300 years and with 800 branches around the world, Tongrentang has become an institution for Chinese communities. The original shop in Beijing, still located in the same spot near the Forbidden City, is even featured in many tourist itineraries. There, visitors can be seen by a doctor and purchase prescriptions to improve their health.

Quanjude

In China, Quanjude is a name synonymous with Peking Duck. The restaurant chain was first founded in 1864. Roast duck was a delicacy mostly enjoyed by the imperial court and the aristocracy, and Quanjude’s recipe was developed from a chef who had worked at the Forbidden City. In particular, the restaurant’s trademark technique of roasting duck with wood from fruit trees to impart a subtle fruit flavor was first reserved primarily for the imperial family.

The dish was originally meant for the emperors but quickly became popular amongst the public. Even as other restaurants developed their own recipes, Quanjude’s has remained the gold standard. The company has now established branches around China and overseas, and the restaurants have become a standard destination for tourists and residents alike. The original branch in Beijing has a counter to show how many roast ducks have been served over the years. When customers finished their meals, they receive a ticket to indicate the number of the duck they have eaten. So far, over 2 million roast ducks and counting have been served.

White Rabbit Creamy Candy

Beloved by generations of Chinese children, White Rabbit Creamy Candy was first created in 1943 in Shanghai. Made of cream, this sticky confectionary (with a texture that is similar to a nougat) is unusual in that it includes a thin translucent edible wrapping made of sticky rice. The wrapping is eaten with the candy instead of removed. Because of its milky taste, the candy was seen as nutritious, and the company claimed that “seven White Rabbit candies are equal to one glass of milk.”

In the past, many Chinese could not afford milk, so White Rabbit candies were often given and received as gifts, especially during Chinese New Year and weddings, displaying the host’s wealth and generosity. In fact, when US President Richard Nixon went to China in a historic 1972 visit, then-Premier Zhou Enlai presented him with a gift of White Rabbit candies. Today, White Rabbit candies can be found around the world, with many other flavors beyond the iconic milky original.
Excuse me. I only used this heater twice and it’s broken now. Can I be return it?

When did you buy it? Do you have a receipt?

I bought it two weeks ago. Here is the receipt.

I'm very sorry, but we only accept returns for items purchased within one week.

What? But you didn't tell me that when you were selling it.

If you look on the receipt, it clearly states this. I'm sorry.

Then we definitely can't return it now. Mali, don't be upset. I’ll take you to a large store to buy a new one.

But the items sold at large stores are more expensive than in small stores, aren't they?

I think that it's a better deal to buy daily necessities like towels and toothpaste at smaller stores. However, it's safer to buy electronics at a larger store. There is a pretty good department store near my home that also has a one month return policy.
Okay, let's go check it out. Actually, no matter what I buy, I should be sure to first take a look at the return policy.

Take a look at the return policy. If there is anything you don’t understand, feel free to ask me.

Return Policy:
1) Store goods can be exchanged within 30 days from the date of purchase.
2) Receipts must be presented when making a return.
3) Merchandise and packaging must not be damaged.

What Can You Do?

**INTERPRETIVE**
- I can list what types of items a store carries after visiting it.
- I can identify a store’s return policy after reviewing it.

**INTERPERSONAL**
- I can exchange information on how to make a return at a store.
- I can discuss the differences between a small privately-owned store and a large chain store.

**PRESENTATIONAL**
- I can convey regret and apologies when having to exchange an item.
- I can summarize a store’s return policy and its conditions for return.

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Take a look at the return policy. If there is anything you don’t understand, feel free to ask me.

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- I can convey regret and apologies when having to exchange an item.
- I can summarize a store’s return policy and its conditions for return.
**ACT IT OUT**

Working in groups, compose an original two-minute skit that utilizes the vocabulary and structures introduced in Unit 4. Each of you should assume a role and have a roughly equal number of lines in the skit. Be prepared to perform your skit in class. You can either come up with your own story or choose from one of the following situations:

A) You and your siblings are buying a birthday gift online for your mom. Discuss the benefits of purchasing from different websites and decide which site you are going to buy the gift.

B) At the department store, you and your classmate want to return a shirt he/she recently purchased. Discuss the return policies with the store clerk and if your classmate is able to make the return.

C) While you were at the department store yesterday, your cousin had a bad shopping experience. She calls customer service the next day to complain about the bad service she received.

**CHECK WHAT YOU CAN DO**

<table>
<thead>
<tr>
<th><strong>Recognize</strong></th>
<th><strong>Write</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
<td><strong>Nouns</strong></td>
</tr>
<tr>
<td>□划算</td>
<td>□美食</td>
</tr>
<tr>
<td>□详</td>
<td>□博客</td>
</tr>
<tr>
<td>□清楚</td>
<td>□数码相机</td>
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<td>□所有</td>
<td>□价格</td>
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<td>□投诉</td>
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<td>□百货公司</td>
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<td>□条件</td>
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<td>□须知</td>
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<td>□牌子</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Conjunction</strong></th>
<th><strong>Measure Word</strong></th>
<th><strong>Use</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□并且</td>
<td>□台</td>
<td>□Use A不如B to indicate A is not as good as B.</td>
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<td></td>
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<td>□Use并且 to mean “also” to connect words or clauses in formal contexts.</td>
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<td></td>
<td></td>
<td>□Use既又B as a formal way to express “both A and B.”</td>
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<tr>
<td></td>
<td></td>
<td>□Use最……不过是 to emphasize superlatives.</td>
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<table>
<thead>
<tr>
<th><strong>Verb</strong></th>
<th><strong>Use</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□分享</td>
<td>□Use得了/不了 to express ability or inability to complete certain actions.</td>
</tr>
<tr>
<td>□打折</td>
<td>□Use像…这 / 那样的… to describe categories using comparisons.</td>
</tr>
<tr>
<td>□提醒</td>
<td>□Use其实 to say “actually.”</td>
</tr>
<tr>
<td>□用不了</td>
<td>□Use不管… / 还… to express that something does not matter.</td>
</tr>
</tbody>
</table>
I. Fill in each circle with a character to form a two-word vocabulary phrase.

Example:

1. 美→食→物→品→价

2. 相

3. 机

II. In the passage, seven characters are written incorrectly. Determine which ones are wrong and write the correct character above the incorrect ones.

例文：

喜欢摄影的朋友，如果你打算在华东商店的网站购买数码相机，请看下面网友分享的经验：

提醒一、虽然网上产品的价格都会打折，但是要注意在华东的网站购物是不能用优惠券的，并且不包送货。

提醒二、如果你对产品不满意，最好打电话到商店投诉，
因为商店的负责人是不会管网站上写的投诉的。

III. Fill in the blanks using the vocabulary from the passage above in question #2.

现在只要在你的博客上，与朋友们(1.)________我们商店最新款的电子(2.)_______，就有机会拿到我们每星期送出的七(3.)_______优惠券。优惠券可以用来(4.)_______包括电视和相机等等电子商品，并且免费(5.)_______。还在等什么？现在就马上到我们公司的(6.)_______，选一台你最喜欢的电器或电子用品，然后发到你的博客上吧！
CHARACTER WRITING PRACTICE 4.1

享
tōu
lid

饮
shi
food

数
pū
knock
石  shí  rock

木  mù  wood

八  bā  eight
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LISTENING COMPREHENSION 4.1

I. Listen to the recording and select the best response below:

1. The woman would most likely respond with:
   A. 那一定是介绍欧洲的饮食文化了，对吗？
   B. 你觉得他们会给优惠券吗？
   C. 太好了！欧洲的名牌产品我最喜欢不过了！
   D. 那我们现在去欧洲旅行要带雨伞吗？

II. Listen to the recording and answer the following True or False questions:

1. ( ) It sounds like the woman is very excited about the new sweater.
2. ( ) At first, the man did not think it was a good idea to have pandas on a sweater.
3. ( ) The woman is planning to go to China this fall.
4. ( ) The man thought the sweater was bought in a store.
5. ( ) The sweater was discounted at 50% off.

III. Listen to the recording and answer the questions in Chinese:

1. Why did the speaker purchase too many items from the Internet?

2. What is the major difference, in terms of shopping habits, between the speaker and the speaker’s boyfriend?

3. Do you agree with the speaker’s approach to shopping or the boyfriend’s approach? Why?
I. Below are two promotions for an electronics store — one for its online website and one for in-store shopping. Compare the two promotions and explain which one you would choose and why.

II. Describe an experience in which you bought something at a store that enables customers to shop in-store and online. Be sure to include whether you shopped online or in-store and why, what you bought and the price of your item, whether there were any promotions, whether the store offered any warranties, and whether there were any shipping fees. Also discuss any tips about shopping at this store.

<table>
<thead>
<tr>
<th>Online or in-store:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Item &amp; price:</td>
<td></td>
</tr>
<tr>
<td>Promotions:</td>
<td></td>
</tr>
<tr>
<td>Warrantees:</td>
<td></td>
</tr>
<tr>
<td>Shipping Fees:</td>
<td></td>
</tr>
</tbody>
</table>
I. Complete the following Structure Note practices.

Structure Note 4.1: Use A 不如 B to indicate A is not as good as B.

<table>
<thead>
<tr>
<th>Structure Note 4.1</th>
<th>A + 不如 + B (+ Adjective)</th>
</tr>
</thead>
</table>

A. Complete the short survey below and and provide a reason using 不如 to explain why you made your selection.

1. 你比较喜欢哪个节日？为什么？□ 中秋节 □ 春节
   __________________________________________________________________________________

2. 你比较喜欢哪门课？为什么？□ 中国文化 □ 中国历史
   __________________________________________________________________________________

3. 你比较喜欢哪个地方？为什么？□ 上海 □ 昆明
   __________________________________________________________________________________

4. 你比较喜欢住哪里？为什么？□ 校内 □ 校外
   __________________________________________________________________________________

5. 你比较喜欢吃什么？为什么？□ 北京烤鸭 □ 北京饺子
   __________________________________________________________________________________

Structure Note 4.2: Use 并且 to mean “also” to connect words or clauses in formal contexts.

<table>
<thead>
<tr>
<th>Structure Note 4.2</th>
<th>Noun / Adjective / Verb Phrase + 并且 + Noun / Adjective / Verb Phrase</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Structure Note 4.2</th>
<th>Clause, + 并且 + Clause</th>
</tr>
</thead>
</table>

B. The following are some examples of Chinese traditional customs. Take a sentence from each box and combine them into one by using 并且.
中国人过春节会穿红色的衣服。
中国人接到别人的礼物后，不会马上打开来看。
中国人觉得传统礼节很重要。
中国人去朋友家一定会先约好。

中国人会用两只手来接礼物。  
中国人很重视孔子的思想。  
中国人去做客会带上礼物。  
中国人过春节会用红色来装饰房子。  

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

**Take the challenge! 动动脑筋！**

*并且 and 而且 are usually interchangeable, but there is a slight difference in how you apply them. 而且 is usually used in spoken language, and it emphasizes the latter clause. 并且 is usually used in written language and made to connect two coordinate clauses or similar things.*

*Examples:*

他不但喜欢喝茶，而且对茶文化也非常有研究。

中国的茶非常有名，所以他开始研究中国的茶文化，并且有了喝茶的习惯。

*Following the examples above, try to create two sentences — one with 而且 and the other with 并且.*
Structure Note 4.3: Use 既 A 又 B as a formal way to express “both A and B.”

Subject + 既 + Adjective / Verb Phrase + 又 + Adjective / Verb Phrase

C. Imagine that you are studying abroad in Beijing for three months. Your friend asks you some questions about your life in Beijing. Answer the questions by using 既⋯又⋯ and the word boxes below.

- 好吃 闷热 安全 干燥
- 开朗 辣 干净 细心 好相处 潮湿
- 安静 凉快 特别 划算 聪明 便宜
- 吵 脏 舒服 贵 漂亮

1. 北京的天气怎么样？

2. 北京的美食怎么样？

3. 你的公寓怎么样？

4. 你的室友怎么样？

Structure Note 4.4: Use 最⋯⋯不过了 to emphasize superlatives.

最 + Adjective + 不过了
D. In the following table, there is a list of statements about China in the first column. Using these sentences as a guide, fill in the table using 最不过·…·了 to create five statements about your country.

<table>
<thead>
<tr>
<th></th>
<th>中国</th>
<th>我的国家</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>动物</td>
<td>四川的大熊猫最可爱不过了。</td>
</tr>
<tr>
<td>2</td>
<td>菜</td>
<td>湖南菜最辣不过了。</td>
</tr>
<tr>
<td>3</td>
<td>天气</td>
<td>哈尔滨的冬天最冷不过了。</td>
</tr>
<tr>
<td>4</td>
<td>城市</td>
<td>上海这城市最现代化不过了。</td>
</tr>
</tbody>
</table>
II. Read the ads below and answer the following questions using the structure notes you learned in this lesson.

1. If you want to buy a TV, where would you choose to buy it? Why?

_____________________________________________________________________________________

2. Which store would you choose to buy a digital camera? Why?

_____________________________________________________________________________________

3. Which store would you choose to buy a refrigerator? Why?

_____________________________________________________________________________________

4. What do you consider the most important thing when buying a refrigerator? Which one would you choose?

____________________________________________________________________________________
I. Read the passage and answer the following True or False questions.

小美一向喜欢买东西，最近又迷上了网上购物。她发现很多购物网站的东西很划算，特别是一些名牌产品，价格既合适又好看。她上个月在商店里看中了一款法国的鞋子，小美喜欢单得不得了，说正好可以配她最喜欢的那条裙子。玛丽对她说：“这双鞋漂亮是漂亮，可惜不便宜啊！比你一个月的房租还要贵两百块呢！你真的要买吗？”小美一听也觉得太贵了，但她真的非常喜欢这双鞋，她就说：“一分钱一分货啊！”玛丽建议小美去购物网站找找看有没有同款的鞋子卖。小美很幸运，她在网上真的找到了一样的鞋子，并且那家网站正在打折，比原价还要便宜一半。更让小美高兴的是，这家网站还给了她一张优惠券。她下一次再来这里买东西的时候，用这张优惠券他们会免费送货。小美说新鞋送到了以后，她一定会把鞋子的照片放到她的博客上跟大家分享。

1. ( ) 小美既喜欢在商店里买东西又喜欢在网上买东西。
2. ( ) 为了买这双鞋，小美就带了数码相机。
3. ( ) 玛丽觉得在商店里买鞋的费用太高了。
4. ( ) 小美在网上买的鞋不但价格好，而且网站免费把鞋寄给她。
5. ( ) 如果你现在去看小美的博客，你可以看到她的新鞋的照片。

Take the challenge! 动动脑筋！

“Adjective + 是 + Adjective, 可是 / 但是 / 可惜” is a structure pattern equivalent to “虽然 + Clause, 可是 / 但是 / 可惜.” For example, 这台手机便宜是便宜，但是质量不好 means “this cell phone is cheap, but the quality is bad.” This phrase can also be expressed in the other pattern: 虽然这台手机很便宜，但是质量不好. In the passage, can you guess what Mali means when she says 这双鞋漂亮是漂亮，可惜不便宜啊 and how to convert it to the second pattern structure?
我叫王文文，刚刚三十岁，在一家电子公司上班，月**收入**12,000元左右。我五年以前结婚了，我的先生是商人，**收入**也不错。我非常喜欢在网上购物，朋友们叫我“**网购达人**”。为什么呢？因为我觉得上网买东西最好不过了。除了自己住的房子以外，我一年的吃、穿、用等等，**大部分**都是在网上买的。最多的一次是一年我一共网购了1,300多次，网购**支出**有26万多块钱。我一向喜欢美食，在网上可以找到不少好吃的东西，**价格**很划算。再说，网购既可以刷卡，也可以送货的时候付现金，确实很方便。我也喜欢摄影。网上常常可以找到新款的摄影作品，并且还可能有打折的**优惠券**。我的五台数码相机全部都是在网上买的，**价格**既便宜，保修期又长，产品的**质量**又好。由于我有很多有关网购的经验，我很了解哪些网站可以找到让人安心的好东西，也知道有问题的时候怎么跟**商家**联络，特别是去投诉的时候应该准备哪些必需的资料，所以我很希望把我的经验在这个博客里与大家分享。

1. **王文文**……
   A. 三十岁左右，还没有结婚。
   B. 每年网购都要花26万块钱。
   C. 喜欢网购因为不用投诉。
   D. 喜欢美食，所以常常在网上买吃的东西。

2. 下面的哪个说法是不对的？
   A. 王文文的朋友们觉得她很懂网购。
   B. 由于王文文是商人，所以她的**收入**很好。
   C. 除了网购以外，王文文也喜欢摄影。
   D. 王文文知道网购的时候怎么做投诉。

3. Most likely, we would see this passage in . . .
   A. a article about rating websites.
   B. a personal blog.
   C. a diary.
   D. a newspaper interview article.

**Notes:**
- 收入 (shōurù): n. income
- 网购达人 (wǎngguò dárén): n. online shopping expert
- 大部分 (dábùfen): adj. most
- 支出 (zhīchū): n. expenditure
- 商家 (shāngjiā): n. dealer
III. Read the following e-mail and voucher and answer the questions.

To: 陈大东  
From: 黄祥安  
Subject: 一起去吃火锅吧！

大东，
最近我一直忙着出去拍照片丶写博客丶宿舍都是你在帮忙整理打扫丶所以我想今晚请你去一家很好吃的中国饭馆吃饭。你不是一直都很想吃我拍那些美食吗？这家饭馆的美食一定让你满意。我知道你喜欢吃辣丶所以我会带你去一家特别有名的火锅店。这家店客人非常多丶而且这两天他们店正在做优惠活动丶消费满100元就可以使用30元的优惠券。我拍了优惠券的照片一起发给你看看。晚上六点在宿舍等你喔！
祥安

Notes:
火锅 (huǒguō): n. hotpot 
消费 (xiāofèi): v. to consume 
使用 (shiyòng): v. to use

幸运牛肉美食火锅城

优惠券

欢迎光临 顾客至上 ￥30元

优惠条件
①消费每满100元，即可使用本券一张。  
②本券限单桌使用，使用本券结算时，不再享有其它优惠。  
③本券只适用于周一至周五（12:00-17:00）。  
④本券不可兑现现金。  
⑤请于13年8月8日前使用本券，过期无效。

地址: XXXXXXXXXXXXX  电话: XXXXXXXXXXX

1. Why does Xiang’an want to invite Dadong to dinner? ________________________________________________________________________________

2. Assume Xiang’an has two coupons, how much do they need to order in order to use both coupons? __________________________________________________________________________

3. According to the time Xiang’an suggests to meet up for dinner, will they be able to use the coupon? Why or why not? __________________________________________________________________________

4. Circle the expiration date on the coupon.

168  第四单元·第一课·买
I. You purchased a TV online after seeing the promotion below, and you had a very good experience making your purchase. Write a review on your blog about your transaction and why you decided to buy the TV.

II. You are creating an online store to sell your company's products. Decide what items your company sells and create a special promotion for an upcoming holiday. Be sure to include the promotional period, what special discounts, warranties, and shipping discounts will be offered, etc.
I. Write the English definition for each character and reorder the words in each row to form a vocabulary phrase.

Example: 食  eat  文化  culture  饮  drink  ➔ 饮食文化  cuisine culture

1. 暖  ____  电  ____  器  ____  ➔  ____
2. 洗  ____  机  ____  衣  ____  ➔  ____
3. 品  ____  日  ____  用  ____  ➔  ____
4. 公司  ____  货  ____  百  ____  ➔  ____
5. 货  ____  退  ____  须知  ____  ➔  ____

II. Combine the radical with the appropriate characters to make two new characters. Write a vocabulary phrase using each new character below and include the pinyin.

Example:

1. 土  不上  人士  竟

2. 欠  良居  兼又  换

III. Replace the underlined phrases with appropriate vocabulary words from this lesson.

我们是一家新开的生活家具店。除了家具以外，我们还卖像(1)洗脸的巾这样的日用品。我们所有商品都是欧洲有名的牌子，(2)一定没有产品(3)用不了的问题。(4)如果你对商品有什么不满意，只要(5)拿出收据，我们都会帮你退换。如果你对退货(6)情况不清楚，欢迎与我们的店员联系，我们会给(7)客人最好的服务。
CHARACTER WRITING PRACTICE 4.2
UNIT 4 — LESSON 2

 Radical

 ssǐ self

 Radical

 Radical

 Radical

 CHARACTER WRITING PRACTICE 4.2
UNIT 4 — LESSON 2

 Radical

 Radical

 Radical

 Radical

 Radical

 Radical

 Radical

 Radical
证

(yán)
speech

八

(eight)

须

(shān)
hair

Unit 4 • Lesson 2 • Shopping
LISTENING COMPREHENSION 4.2

I. Listen to the recording and select the best response below:
   1. The woman would most likely respond with:
      A. 哪家的售后服务好一点？
      B. 你不认为价格很重要吗？
      C. 这家的退货条件写得清楚吗？
      D. 我们学校附近有三家百货公司。

II. Listen to the recording and answer the following True or False questions:
   1. ( ) The man is looking for a birthday gift for his mom.
   2. ( ) The woman praises the man for being considerate to his mom.
   3. ( ) The heater, which the woman recommends, does not come with packaging.
   4. ( ) Free shipping is very important to the man’s mom.
   5. ( ) Most likely the man is not going to buy the heater.

III. Listen to the recording and answer the questions in Chinese:
   1. Why did the speaker decide to buy a cell phone last month?
   2. What kind of problems did the speaker encounter with the cell phone?
   3. Describe how the speaker was able to obtain a new cell phone.
I. You are a clerk at a store and a customer comes in on February 22 trying to return some items purchased there earlier this year (see the images of the products below). Using the store’s return policy, explain to the customer why or why not each item can or cannot be returned. Be sure to express apologies for items that the customer cannot return.

II. You are moving to an unfurnished apartment and need to purchase new household items. With a budget of $2500, determine what you need, what you can buy, and whether you will buy the items in a small store, department store, online, or a combination of the three.
I. Complete the following Structure Note practice activities:

Structure Note 4.5: Use 來了/不來了 (+ Object) to express ability or inability to complete certain actions.

Verb + 来了/不来了 (+ Object)

A. Answer the following questions with your own opinion using 来了/不来了.

1. 孔子的思想那么复杂，你认为外国人明白来了吗？

2. 你认为中国的老年人会习惯来了西方的饮食文化吗？

3. 你认为现在的年轻人没钱没房子还结来了婚吗？

Take the challenge! 动动脑筋！

“他房间那么脏谁受得了啊！”
“对啊，所以他的室友全都受不了搬走了。”
“受得了的应该就只有他自己吧。”

受 is usually defined as “to receive or accept,” but in this example, it means “to tolerate or endure.” Put together with 来了 or 不来了, 受得了 means “to be able to tolerate,” while 受不了 means “not able to tolerate.”

For the phrase 谁受得了, while it is in a question format, it is not really asking for an answer. Rather, it is a common expression that people use to emphasize “no one can tolerate this.”

Can you guess the meaning of the following commonly used expressions?
现在这情况管不了那么多了。
你觉得现在的年轻人都吃得了苦吗？

Structure Note 4.6: Use 像・这 / 那样的・to describe categories using comparisons.

像 + Noun Phrase + 这/那样的 + Noun Phrase
B. You are looking for an apartment and made a list of requirements you would like for your new place. Ask the agency questions based on the list below using 像⋯这 / 那样的⋯.

家具：桌子、床
商场：货美百货、实惠商场
家电：洗衣机、冰箱、空调
租房条件：签一年合同
费用：水电费、网费

Example: 这个公寓有没有像桌子、床这样的家具？

1. ________________________________________________________

2. ________________________________________________________

3. ________________________________________________________

4. ________________________________________________________

Structure Note 4.7: Use 其实 to say “actually.”

C. Your friend has some misconceptions about China. Answer each of his questions below using 其实.

1. 在中国是不是只有中国饭馆？

2. 在中国是不是所有商店都不能退货？

3. 是不是每个中国人都喜欢请客？

4. 是不是所有中国人都会功夫？
Structure Note 4.8: Use 不管···都/还··· to express that something does not matter.

不管 + Question + , + Subject + 都/还 + Verb Phrase

D. The following are some mottos. Rewrite the four mottos using 不管···都/还···, and then write one motto of your using this structure.

如果你要去一个国家旅行，你要先学习那个地方的礼节。
你有烦恼的话一定要说出来和家人一起讨论。
虽然你认为老师说的事情不重要，你也要细心注意听。
与长辈或者比你大的人讲话的时候一定要有礼貌。

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. 我认为 __________________________________________________________________

II. Do you agree with the statements below? If yes, check 同意 (tóngyi) to express your agreement.
If not, check 不同意 (bù tóngyi) to express your disagreement and provide a reason using the structure notes you learned in this lesson.

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<td>买东西最重要就是看它的牌子。</td>
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<td>所有打折的货品都是卖得不好的东西。</td>
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<td>商品包装越漂亮，价钱就会越贵。</td>
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<td>5.</td>
<td>每家百货公司的退货条件都是差不多。</td>
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今年夏天大东找到了一个实习的机会。这是一家买日用品的百货公司，他们卖的商品都是每天人们必需用的东西，比如衣服、毛巾、牙膏、电暖器等等。这家商场的东西价格不错，很多商品的牌子都很好，售后服务也有保证，难怪很受大家的欢迎。大东来这里打工的第一个星期是管收银。客人们买好商品以后，就到大东这里来付款。他必须看清楚价钱，要是没有问题的话，就给客人开一张收据。第三个星期，大东开始管退货。他每天要接待差不多三十位来退货的客人。他得跟每一个客人介绍退货条件和退货须知，请他们出示收据，检查商品的包装有没有损坏，再问他们要不要换别的商品。其实这些客人中，大部分都是因为货品坏了才来退货的，但是也有一些客人是想货比三家，所以买了东西以后又来退货。不管怎么样，大东都非常认真、非常礼貌地接待他们。大东认为，这份工作虽然有时候比较麻烦，但是像这样的经验对以后的工作是非常有用的。

1. ( ) 大东今年夏天在一家百货公司打工。
2. ( ) 大东实习的时候首先做的是跟退货有关的工作。
3. ( ) 由于这家百货公司的商品又好又便宜，服务也好，所以来买东西的客人很多。
4. ( ) 要是你想要退货的话，你必须要有发票。
5. ( ) 大东认为那些想货比三家，买了东西又来退货的客人很麻烦。
网上购买月饼的“九大注意”

大家好！我是王娜。今天是星期三，我们的电视节目“网上购物你我他”又跟大家见面了！

下个星期就是中秋节了，不要忘记买月饼哦！今年有不少朋友在网上买月饼。网上购物跟在商场购物很不一样，虽然方便，但是也有很多需要注意的地方。我们今天就跟大家聊聊网上购买月饼的“九大注意”。

第一、要看牌子。不管是自己吃还是送礼，买月饼都要看牌子，一定要选有保证的牌子。

第二、要看信誉。买像月饼这样的食物，一定得去信誉比较好的商店，这样才比较放心。

第三、要看日期。买月饼一定要注意制造日期和保质期。

第四、要看价格。价钱好当然重要，但是不要只因为便宜而买到坏月饼。

第五、要看包装。月饼送到你手上以后，要看清楚收到的月饼包装有没有损坏的地方。

第六、要看收据。在网上下单以后一定要保留付款的收据，有问题的时候可能会需要。

第七、要问时间。买月饼以前，最好跟网站联络一下，要知道送货需要多长时间。

第八、要问退货。买东西容易，退换难。问一问如果不满意货品，退货条件是什么。

第九、要货比三家。其实不管是在网上还是在百货公司里买东西，不管是买日用品还是食物，货比三家才能买到自己满意的商品。

希望大家都能高高兴兴地过一个中秋节！我们下星期三再见！
1. 现在应该是……
   A. 春天。
   B. 夏天。
   C. 秋天。
   D. 冬天。

2. Which one below was not mentioned in Wang Na’s list?
   A. You need to present the receipt when you make a return.
   B. Brand is a key factor when purchasing moon cakes.
   C. It is very important to check the package when you receive the moon cakes.
   D. You should ask about the return policy before you place an order.

3. “网上购物你我他”……
   A. 是一个卖电视的网站。
   B. 是王娜的网站，你可以在这个网站上买月饼。
   C. 是王娜的节目，她认为货比三家非常重要。
   D. 介绍中秋节和中秋节的时候怎么找到价格好的月饼。

**Take the challenge! 动动脑筋！**

地方 can be used in two ways. It can be a concrete noun, indicating an actual place or a part of a space. For example, 这个地方有很多中国饭馆. The phrase can also be an abstract noun, indicating an intangible “part” or “aspect” of something. For example, 我与她有很多相同的地方. In this passage above, find the places where 地方 appears. Can you guess what each 地方 means?
III. Read the following two emails and answer the questions.

To: 周信
From: 孙玛丽
Subject: 电暖器的收据

周信，
上个星期你陪我去电器商店买的那台电暖器，我记得当时让店员给我写了收据，可是我现在怎么找都找不到那张收据。我在想，要是这台电暖器坏了的话，没有收据是不是不可以换货也不保修啊？怎么办？

玛丽

To: 周信
From: 孙玛丽
Subject: RE: 电暖器的收据

玛丽，
别着急。当时我们确实是让店员写了收据，可能是回家之前已经不见了。找不到就别找了，我们再去一趟电器商店，让那天给我们写收据的店员再写一次，这样就算电暖器坏了你也不用担心了。

周信

1. True or False: ( ) Mali is worried because she cannot find the receipt for the heater.
2. True or False: ( ) Zhou Xin believes that they lost the receipt on the way home the day they bought the heater.
3. True or False: ( ) Zhou Xin and Mali plan to go to the electronics store to find someone to write up a new receipt.
4. You are a clerk at the electronics store where Mali purchased the heater, which she bought for $143. Using the blank receipt below, write a new receipt for Mali.

Notes:
佰 (bǎi): n. hundred
拾 (shí): n. an elaborate form of “ten” used in writing checks, etc.
仟 (qiān): n. an elaborate form of “thousand” used in writing checks, etc.
I. You are starting a new online electronics store. Create a return policy, including conditions about proof of purchase, how long you have to return items, what items cannot be returned, damaged items, and who pays the shipping costs for returned items.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

II. Below is an email a customer wrote to your store asking to return an item. Respond to the email based on your return policy you created for the question above.

To: （商店的名字）
From: 刘小红
Subject: 退货

（商店的名字）,

您好！我两个星期以前在你们的网站上买了一台数码相机和一台小冰箱。货送来以后，我发现送来的数码相机不是我看中的那款。我想应该是我在网上买的时候选错了，不好意思。还有小冰箱也有问题，我在网上选的是白色，但是送来的时是灰色，可能是你们出错货了。

请问，我应该怎样做呢？希望你们告诉我怎样换货。把相机寄回去的邮费需要我来付吗？还有那个小冰箱我不想要了，请告诉我你们的退货条件是什么？怎么退？

希望快一点跟我联络。谢谢！
刘小红
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<th>刘小红</th>
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<td>From</td>
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SAMPLE ONLINE COMPONENTS

ONLINE COMPONENTS

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- Professor Cynthia Shen, University of Florida

**HIGHLIGHTS**

**Theme-based and story-centered** lessons get students excited with stories relevant to them

**Revolutionary grammar instructions** focus on the “How-to” instead of the language syntax, eliminating unnecessary confusion

**Systematic and high scaffolding** approach builds retention at 75% scaffold rate

**Rich and relevant cultural extensions** provide context to achieve authentic communication exchange with native speakers

**Online workbooks and resources** make learning interactive and provide students with immediate feedback about their work

**UNIT THEMES**

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