





MODERN CHINESE 现代中文







SAMPLER PACK SIMPLIFIED CHARACTERS

















MODERN CHINESE 现代中文 FIRST EDITION

BEGINNER COLLEGE LEVEL CURRICULUM MODERN CHINESE SAMPLER PACK NOT FOR SALE

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序言 FOREWORD



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

MODERN CHINESE

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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 \mathfrak{A} , \mathfrak{F} , \mathfrak{A} , \mathfrak{F} , \mathfrak{F} , \mathfrak{F} , and \mathfrak{F} 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.

现代中文



SERIES COMPONENTS*

PROGRAM COMPONENTS*

Textbooks with Audio and Online Resources	Textbook	1A 1B 2A 2B
Workbooks	Workbook	1A 1B 2A 2B
Online Workbooks	Online Workbook	1A 1B 2A 2B
Online Teacher's Guides	Online Teacher's Guide	1A 1B 2A 2B
Assessment	Assessment	1A 1B 2A 2B

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

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, 祸, 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.

MODERN CHINESE 现代中文 Scope and Sequence

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
中文 Prelude: The Chinese Language	 Learn the pinyin romanization system Speak Chinese characters with standard tones and sentence inflection Understand Chinese tonal changes (tone sandhi) 	 Understand the 4 Chinese tones Learn the Chinese phonetic system, pinyin 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
UNIT 1 Me	 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 	 Use an adjective phrase to describe a subject Use 们 to convert a pronoun or noun (people only) to its plural form Use 也 to express "also" Use 也 to express "also" Use 吗 to turn a statement into a question Use 唲 to ask "What about?" Use 內 to state one's name Use 內 to ask "what?" questions Use 多大 to ask about somone's age Add 岁 after a number to state one's age Use 是 to indicate equivalency Use 哪国人 to ask about nationality and country + 人 to state nationality Use 不 to negate a verb Use Verb + 不 + Verb to form affirmative-negative questions 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 UNIT 2 Family	 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 	 Use 有 to express possession Use 没有 to express "not have" Use 有没有 to form a "have or not have" question Use 有什么 to ask what one has Use 的 to indicate possession Use number + measure word to quantify a noun Use 几 + measure word to ask how many and number + measure word to answer Use 这 or 那 to express "this" or "that" Use 谁 to ask "who?" Use 还 to express "also" Use 会 to state what one knows how to do Use 会不会 to ask whether or not one knows how to do something 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

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
时 UNIT 3 Time	 State and ask the time Talk about future events Make appointments Apologize for tardiness Ask and answer questions about days of the week and months State and ask for the date Wish someone "happy birthday" and offer gifts 	1. Use 会 to indicate the possibility of an action taking place in the future 2. Use 什么时候 to ask "when" 3. Use 星期几 to ask "what day of the week" and 星期 + number to state the day of the week 4. Use 几点 to discuss time 5. Use 差不多 to express "almost" 6. Use 还没(有) to express "not yet" or "still have not" 7. Use 吧 to make a suggestion 8. Use 几 to ask "what month" and "what day" 9. Use 都 to mean "both" or "all" 10. Use 了 to indicate a change of state or situation 11. Use the verb 送 in the context of gift giving 12. Use 的 to modify nouns	 Learn how to say the different days of the week in Chinese Learn about how to tell time in Chinese Compare the differences between the lunar and Western calendars Learn about auspicious dates in the Chinese calendar Learn how to read a Chinese calendar Learn how to use a timeframe to indicate tense in Chinese Look at the ways in which birthdays are celebrated in China Understand the symbolism of certain gifts in China
UNIT 4 Food	 Inquire and express preferences for food and drink Express hunger Order food and drinks at a restaurant Discuss various dishes and their flavors Offer to pay for a meal 	 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-negtaive questions Use 那(么) to mean "Well then" or "In that case" Use 好 + Verb to form a compound adjective Use 怎么样 to ask for an opinion of something Use 表 心… 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 	 Look at special pronouns in Mandarin Chinese and when to omit them Learn about regional Chinese cuisines Learn about symbolism in Chinese cuisine Learn about Chinese uses of onomatopoeia Learn about the Chinese equivalents of foreign names and locations Learn about Chinese dining etiquette Discover the art of tea
全 UNIT 5 Daily Lives	 Make simple introductions of others Be able to state where you or others live Name buildings and facilities on campus Be able to describe relative locations Name furniture and rooms in a house 	 Use 在 to indicate location Use 在 as a verb complement Use 哪里 to ask "where" Use 要 to talk about future events Use 跟…一起 to express doing things together Use 可以 to express permission Use 在 with an action verb to indicate the location of an activity Use 到 as a resultative complement to indicate completion of an action Use 得 or 不 and a resultative complement to indicate whether it is possible or not possible to reach a result 	 Learn about introductions in Chinese Know about verb-object compounds Learn about traditional Chinese architecture (Si He Yuan) Discover some of the universities with study abroad opportunities in China Learn about telephone greetings in Chinese

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
	 Use the appropriate expressions on the telephone Ask and answer questions about relative locations 	10. Use 可能 to express likelihood 11. Use completion 了 to describe completed actions 12. Use 就 to indicate "right" or "precisely"	 Review some spatial location words used in Chinese Learn some of the contemporary slang used for texting Learn about the art of Feng Shui and its modern applications
UNIT 6 Shopping	 Ask about the availability and cost of different items or products in a store Understand and use different denominations and amounts of money Negotiate prices Indicate that you wish to pay for an item with either cash or credit card Use the correct expressions when paying with cash and receiving change 	 Use 有 to express existence rather than possession Use 得 to express "must" Use 给 as the preposition "to" Use 多少 to ask "how many" or "how much" Use Adjectives with (一)点(儿) to express "a little more" Use 还是吧 to express a suggested alternative Use 再 to indicate a repeating action Use 因为…所以… to express causal relationships Use 不用 to say "need not" Use 这么 or 那么 to intensify adjectives Use Verb + 了 to describe specific completed actions Use 要是 to express "already" Use 要是 to express "already" Use (是)…还是…to express either or questions 	 Learn about Chinese currency Learn about counting from 100 and above Know about the Silk Street Learn how to bargain in Chinese markets Learn about words used in financial transactions Learn about the currencies of different countries Learn about trade along the Silk Road Learn about how Western chains have impacted China
UNIT 7 Travel & Navigation	 Ask and answer questions about vacation plans Give information about one's hometown and family background Describe the attractions of China's capital Express the distance between two places Give and receive directions Describe different modes of transportation 	 Use 的时候 to create "when" expressions Use 才 to indicate an action occurring later than anticipated Use 从 with a place word to indicate origin Use 是的 to emphasize the time, locale, or manner of a completed action Use 送去 to mean "take" Use 离 to express location relative to a reference point Use 到 with place words to indicate destination Use 怎么 to ask how something is done Use 先 to indicate directional movement Use 先…, 再…, 然后… to indicate a sequence of events 	 Learn the meaning of hometown in Chinese Discover the relationship between seasons and how it classifies vacations Learn about various modes of transportation in China Discover activities done during China's "Golden Weeks" Learn common direction expressions Discover some of Beijing's historical hotspots

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
学 UNIT 8 Academics	 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 	 Use 懂 as a resultative complement to indicate ability to understand Use 多 or 少 to express doing an activity more or less often Use 只好 to indicate the best course of action among limited options Use Verb + 完 to describe completed actions Use 以后 to express "after doing something" Use Verb + 了 to describe a sequence of events Use 把 to indicate an action performed on a specific object Use 怎么 to ask "how come" questions Use 怎么 to and "how come" questions Use 怎么 这么/那么 to express incredulity or amazement regarding a situation Use 一…就… to express "as soon as A, B" Use 觉得 to express subjective opinions Use 还是 with adjectives to compare qualities Use 第 to express ordinal numbers 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
UNIT 9 Fashion	 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 footbinding

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
娱 UNIT 10 Hobbies & Activities	 Inquire about what people like to do in their free time Discuss sports and leisure activities Express how often you like to do something Discuss musical performances and instruments Describe how well somebody does something Indicate time periods and duration 	1. Use 一边…一边… to describe simultaneous actions 2. Use 什么 to mean "any" 3. Use topic-comment sentences 4. Use 有的 to mean "some" 5. Use 对有兴趣 to express interest in something 6. Use 常(常)to express "often" 7. Use 能 to describe ability 8. Use name + 他们 to refer to a group of people 9. Use 得 to describe the manner of actions 10. Use 每…都… to express "every" 11. Use time periods to indicate duration 12. Use multiple numbers to estimate amounts 13. Use 不是…吗? to ask a rhetorical question 14. Use 对 as the preposition "to, towards"	 Learn about pictographs and ideographs in the evolution of Chinese characters Learn about the culture of Karaoke or Chinese KTV Learn about Mahjong Learn about Chinese Martial Arts
收 UNIT 11 Relationships & People	 Arrange to go on a date with someone Describe a person's qualities and attributes Discuss relationships, marriage, and breakups Describe your emotions Refer to something using the passive voice Talk about past experiences 	 Use 得 to indicate degree or result Use 次 to express number of times Use 让 to express to "let" or "make" someone do something Use 记住 to describe keeping something in mind Use 被 to form the passive voice Use 一直 to express "constantly" Use Verb + 过 to express a past experience 	 Review loan words and associative compounds Learn about Chinese Valentine's Day and the story of Qixi Learn about China's Tallest Couple Discuss relationship terms Examine Chinese punctuation Observe Chinese wedding traditions
UNIT 12 Medicine	 Inquire after a person's health Describe the symptoms of an illness Talk about the weather and the seasons Name illness and afflictions Refer to different parts of the body Describe some of the differences between Chinese and Western medicine 	 Use 最好 to make suggestions Use 带 to express bringing objects or people Use noun or measure word reduplication to express "every" Use name/pronoun + 那儿 to talk about someone's location or home Use 地 to express the manner in which an action is performed Use 帮 to mean "for" Use 好 as a resultative complement to describe a properly completed action Use 又 … 了 to say "again" 	 Review intensifiers used in the Chinese language Learn about expressions used to discuss the weather Learn about massages and Chinese Morning Exercises Identify body parts in Chinese Understand the difference between 等一会儿 and 一下 Review different ways to talk about weeks Learn about Western versus Eastern medicinal differences Understand the importance of hot and cold foods in Chinese medical tradition

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
UNIT 13 Business	 Talk about your full-or part-time job Offer words of encouragement Indicate that something is unexpected Discuss internships and working in China Talk about your employment experience and resume Discuss your post-graduation plans Learn about the importance of guanxi or "connections" 	 Use 没想到 to introduce an unexpected event Use 难怪 to express "no wonder" Use 什么样的 to ask "what kind?" Use 不但…而且… to express "not onlybut also" Use 虽然…但是… to express "although however" Use 从…到… to express length of time Use 想要 to express a desire Use 极了 as an intensifier Use 跟…有关 to express relevance to a subject Use Noun + 这样/那样 to say "this/ that type of" 	 Identify different work titles Learn about the concept of <i>guanxi</i>, or business relationships/networking in China Review different professions Examine basic characteristics of a Chinese resume Learn about China's Special Economic Zones and stateowned enterprises in China
UNIT 14 Festivals	 Talk about the customs and traditions of Chinese New Year Use the appropriate expressions to convey New Year's greetings and wishes Compare and contrast various Chinese and Western holidays Discuss the different foods that are eaten during Chinese holidays Expand on a topic by providing examples 	 Use 用…来… to describe the means of doing something Use 着 to indicate an ongoing action Use 快要…了 to say "be about to" Use 到时候 to express "when the time comes" Use 像 to express "resemble" or "is like" Use 越来越 to mean "increasingly" Use 比方说 to say "for example" Use 连都 to say "even" 	 Observe greetings performed during Spring Festival Learn about the use of idioms in the Chinese language Learn about customs related to Tomb Sweeing Festival, the Dragon Boat Festival, and the Mid-Autumn Festival Identify important foods related to Chinese holidays Learn about the development of writing horizontal and vertical text in Chinese Understand customs used during Chinese New Year and the Lantern Festival

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
UNIT 15 Chinese Ways	 Politely ask someone to do something Understand and follow Chinese social conventions Use correct etiquette towards one's elders Name some features of traditional Chinese culture Express that one has "just" done something Make basic comparisons between ancient and modern Chinese culture Indicate that something is an ongoing process 	 Use 麻烦 to make requests Use 来 before verbs to express commencing an activity Use 要不然 to say "or else" or "otherwise" Use 正好 to express "as it happens"; "happen to" Use 刚 or 刚刚 to express "just now" Use nouns with 化 to form "-ize" verbs or "-ized" adjectives Use 比如(说) to say "for instance" and give examples Use double-了 to describe an action continuing up to the present 	 Understand the Chinese concept of "face" Compare the difference between 客气 and 礼貌 Learn about Confucius and his teachings Learn about the difference between classical and modern Chinese language usage Learn about Daoism Understand the meaning of resilience found in Confucian philosophy and Daoist beliefs
UNIT 16 Technology & Modern China	 Use expressions related to computers and the internet Discuss city lifestyles Understand and use the "besides" construction Express that you will miss someone Use terms for posting letters and packages as well as sending emails Wish someone a safe trip 	 Use 除了…以外 to say "besides" Use question words with 都 to express "any" or "every" Use 自己 to refer to oneself or another Use 等 to express "at the point when/by the time" Use Verb Phrase 给 Someone 看/听 to express doing something to show someone else Use 陪 to express keeping someone company Use 会…的 to stress that something will be the case Use 死 to mean "extremely" or "to death" 	 Learn about internet cafes Review learned measure words Explore modern Beijing architecture Learn about internet use in China Review sentence-final particles Learn about cell phone use in China Learn more about the Magley Train and China's high-speed rail

MODERN CHINESE VOLUME 2 现代中文

Scope and Sequence

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
天 UNIT 1 Weather	 Describe temperature and humidity. Compare seasons and weather conditions in different places. Write about several travel experiences to different places. Talk about highlights of vacation experiences. Use common idiomatic expressions to talk about weather. Use a weather forecast to plan activities. 	 Use 才 to emphasize a small number or amount. Use 左右 after a number to make an estimate. Use 说不定 to express possibility or uncertainty. Use 各 to mean each or different. Use 比较 to strengthen an adjective. Use 听说 to mean "I've heard that." Use A 比 B with an adjective and a quantity to specify an amount in comparison. Use 多了 to express much more. Use 原来 to express "as it turns out." 	 Idiomatic Expression: 风和日丽 Learn about the conventions of writing addresses in Chinese. Learn about regional, climate-influenced celebrations. Idiomatic Expression: 四季如春 Understand a Chinese weather forecast. Learn adjectives to describe weather. Learn about the summer in Kunming (昆明) and Lijiang (丽江).
学 UNIT 2 Academics	 Discuss college majors and electives. Talk about class reports, discussions, and studying abroad. Explain the procedure for how to apply for a scholarship to a classmate. Describe one's language proficiency. Inquire about popular college clubs and organizations. Describe people's appearance and personality traits. Talk about meaningful activities and goals toward self improvement. 	 Use 只要 A就 B(了) to indicate A is the only condition necessary for B to occur. Use 为了 to explain the purpose of doing something. Use 不过 to say "but" to indicate a contrast to the previous statement. Use 变得 / 变成 to describe transformation in state or from one thing to another. Use 等等 to indicate "and so on" at the end of a list. Use 当的时候 to formally indicate when something happened. Use 由于 to indicate a reason or cause. Use 与 to join two nouns in formal writing. 	 Idiomatic Expression: 三人行,必有我师 Learn how 了 can be used and when it is omitted. Learn about Chinese students studying overseas. Idiomatic Expression: —见如故 Learn about different ways to describe appearance and personality. Learn about the differences between Chinese and Western views on education and success. Learn about Dr. Sun Yatsen (孙中山), the founder of modern China, and how his experience abroad influenced him.

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
住 UNIT 3 Housing	 Talk about elements of living in rental housing. Talk about living with a roommate. Describe a roommate's habits. Discuss common housekeeping chores. Describe steps involved in locating housing, including looking for housing and contract signing. Recognize common criteria for selecting housing. Express satisfaction and contentment in a situation. 	 Use 再说 to bring up additional points. Use 确实 to say "indeed" or "really." Use 一点(儿)都没/不 to emphasize "not at all." Use 恐怕 to express doubt over an unfortunate situation. Use 之内/外/前/后 to indicate that things are within or outside of scope. Use 可惜 to express pity at an unfortunate situation. Use 包括(在内) to list included items or examples within a category. Use 对(不)满意 to express satisfaction or dissatisfaction with something. 	 Idiomatic Expression: -应俱全 Learn about alternative ways that the Chinese may address each other. Learn about terminology that describe different types of people and occupations. Learn about a few of China's unique dwellings. Idiomatic Expressions: 安家落户 Understand apartment rental advertisements. Learn about Beijing's unique city planning design and influence.
买 UNIT 4 Shopping	 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. Express apologies and frustrations. Talk about household items. Demonstrate understanding of terms related to a store's return policy. 	 Use A 不如 B to indicate A is not as good as B. Use 并且 to mean "also" to connect words or clauses in formal contexts. Use 既 A 又 B as a formal way to exprss "both A and B." Use 最 ······不过了 to emphasize superlatives. Use 得了/不了 to express ability or inability to complete certain actions. Use 像 ····这/那样的 ··· to describe categories using comparisons. Use 其实 to say "actually." Use 不管 ····都/还 ··· to express that something does not matter. 	 Idiomatic Expression:
娱 UNIT 5 Hobbies	 Talk about a recent athletic event. Express opinions about athletes, sports stars, and their teams. Discuss the results of a sporting event. Talk about a musical competition. Discuss musical performances that include traditional Chinese instruments. 	 Use 另外 to talk about additional items. Use (只)不过······而已 to minimize the significance of something. Use 与其·····(倒)不如 to indicate a preferred alternative. Use 依······看 to formally express someone's opinion Use 来自 to indicate a place of origin. 	 Idiomatic Expressions: 反败为胜 Learn about terminology specific to sports. Learn about popular sports and their impact in Chinese-speaking countries. Learn about traditional Chinese board games and their place in daily life. Idiomatic Expressions: 多才多艺

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
	 Express inspirations and aspirations for giving a musical performance. Express gratitude for encouragement received. 	 6. Use 收到 to express obtaining physical objects and 受到 for receiving abstract concepts. 7. Use 令 to express making someone feel a certain way. 8. Use (在)······上 to introduce topics. 	 Learn about verbs related to playing instruments. Learn about traditional instruments and the fusion of music from around the world.
UNIT 6 Cuisine	 Identify commonly-used Chinese cooking ingredients. Follow a recipe to make a Chinese dish. Use idiomatic expressions to describe the appearance and flavor of food. Talk about necessary ingredients for making a dish. Discuss freshness and expiration dates of food. Use idiomatic expressions to make compliments about food. Talk about the authenticity of dishes. 	 Use 以为 to express mistaken belief. Use 将 to indicate an action performed on a specific object in formal contexts. Use 无论…都… to express "no matter what" something is always the case. Use 实在 to mean "really" and "honestly." Use 于是 to say "hence" or "thus." Use 凡乎 to say "nearly." Use 果然 to indicate that something happened as expected. Use 难得 to describe rare situations and opportunities. 	 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).
加 UNIT 7 Emergencies	 Report a traffic accident to the police. Talk about traffic violations. Talk about injuries and going to hospitals. Recognize common traffic and driving terms. Talk about common natural disasters. Talk about accidents. Discuss a disaster report about casualties and damages. Discuss preparations for a natural diaster. 	 Use 完全 to say "completely." Use 并 to emphasize a negative contrast. Use 因此 to say "therefore." Use 再也(不/没) to emphatically state "never ever again." Use 关于 to say "with regard to" a topic. Use 此外 to introduce additional points. Use 以 to indicate the purpose of an action. Use (从)······以来 to indicate "ever since" a certain time in the past. 	 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 seisometers (测震仪), two methods for predicting natural disasters. 大禹治水: Learn about how Da Yu introduced flood control.

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
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. 	 Use 将(要/会) to describe future events in formal contexts. Use 却 to indicate a reversal or contrast. Use 除非…(否则/要不然)… to make "unless" statements. Use 刚才 to talk about events or situations that have just occurred. Use 不是 A 而是 B to emphasize a contrast between A and B. Use 实际上 to explain how things really are. Use 趁(着) to take advantage of a situation. 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.
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. 	 Use 尤其 to mean "especially" or "particularly." Use 在······方面 to talk about a particular aspect of a situation. Use 不如 to suggest a better alternative. Use 替 to indicate doing something for or in place of someone else. Use 可 to emphasize states or events. Use 多 to intensify attributes Use 任何 to mean "any." Use 以···为··· to describe using something as something else. 	 Idiomatic Expressions: 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.
W 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. 	 Use 根据 to mean "according to" or "based on." Use 通过 to say "by means" or "through." Use 以及 to join words or phrases in formal contexts. Use 相当 to intensify attributes. Use 甚至 to say "even (to the extent that)." Use 便 as a formal way to say "then." 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.

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
		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.
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. 	 Use 反正 to mean "anyway" or "in any case." Use 毕竟 to say "after all" or "actually." Use 免得 to say "so as not to" or "in case." Use 一旦…(就)…to express that something will happen as soon as something else occurs. Use 从而 to mean "thus" or "thereby." Use 凡是…都… to indicate that something applies to everything in a certain category. Use 即使 to say "even if." 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.
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. 	 Use 总是 to describe something that always happens. Use 一切 to mean "everything" or "all." Use 要么…要么… to say "eitheror" Use 何况 to mean "let alone" or "moreover." Use 干 as a formal preposition meaning "to," "for," "in," or "at." Use 尽量 to mean "as much as possible." Use 居然 to indicate that some event was unexpected. Use 要不是 to mean "if it were not for." 	 Idiomatic Expression: 早睡早起 Learn about visiting a doctor in China. 奇妙气功: Learn about the traditional Chinese exercise Qigong. Idiomatic Expression: 精神焕发 Learn about the food guide pyramid. 治病强身 — 中草药: Learn about Chinese herbal remedies.
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. 	 Use 然而 to mean "however" or "but." Use 结果 to mean "as result of" or "as consequence." Use 既然…就… to mean "since then" 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.

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
	 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. 外来侵略 民族意识: Learn how wars with foreign powers in the past influenced China's view on foreign relations.
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. 	 Use 根本 to mean "at all" or "simply." Use 难免 to mean "unavoidable." Use 把…视为… to express viewing something in a particular way. Use 况且 to mean "moreover" or "besides". Use向 to mean "to" or "torward" in formal contexts. Use 对于 to introduce a topic or issue. Use 则 as a formal way to express "then." 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.
址 UNIT 15 Society	 Discuss various fundraising 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. 	 Use 如何 to express "how" in formal contexts. Use 本来 to mean "originally." Use 哪怕…也… to indicate "even if still" Use 假如 to introduce a possible or hypothetical situation. Use 个 to describe certain manners of performing actions. Use 作为 to mean "as" or "being." Use 固然 to say "to be sure" or "admittedly." 	 Idiomatic Expression:

Units	Communication Goals	Structure Notes	Language Notes & Cultural Spotlights
UNIT 16 Dreams	 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. 	 Use 到底 to create emphatic questions. Use 更别说 to mean "not to mention." Use 没有…就没有… to express that something would be impossible without something else. Use 千万 to emphasize warnings. Use 多亏 to mean "thanks to." Use 终于 to say "finally." Use 这么说来 to introduce a conclusion. 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.



Food

Communication Goals

Lesson 1: 点菜 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

第四单元 UNIT 4























课文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?

陈大东: 三位。

请坐。请问想喝什么? 服务员: Qĭng zuò. Qĭngwèn xiăng hē shénme?

请给我们三杯茶。 孙玛丽: Qǐng gĕi wŏmen sān bēi chá.

服务员,好。这是我们的菜单。 Hǎo. Zhè shì wŏmen de càidān.

孙玛丽: 那是不是安娜? 她是个新同

李中平: 安娜! ——安娜, 你喜欢不

喜欢吃中国菜?

我只喜欢吃饺子。 张安娜:

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?

好。这家饭馆的烧鸡很好 孙玛丽.

吃。我饿了,我们点菜吧!

Nà shì bu shì Ānnà? Tā shì ge xīn tóngxué.

Huānyíng guānglín! Qĭngwèn, jǐ wèi?

Ānnà! – Ānnà, nǐ xǐhuan bu xǐhuan chī

Zhōngguó cài?

Sān wèi.

Wŏ zhĭ xĭhuan chī jiǎozi.

Nà, women diăn yì pán jiǎozi, yì zhī shāojī,

yí fèn qīngcài hé yì wăn Suānlàtāng. Hǎo bu

hǎo?

Hǎo. Zhèi jiā fànguǎn de shāojī hěn hǎo chī.

Wŏ è le, wŏmen diăn cài ba!

字词 VOCABULARY

LESSON VOCABULARY 4.1

	220N AOCUR	ULAKT 4.1			
	SIMPLIFIED	Traditional	PINYIN	Word	DEFINITION
1	-1. 14 V 11	#4 YH V FF	huānyina auānalin	CATEGORY	yvalaama (ta a atara/raatayrant)
1.	欢迎光临	歡迎光臨	huānyíng guānglín	ie	welcome (to a store/restaurant)
	欢迎	歡迎	huānyíng	ν	to welcome
2.	几位	幾位	jĭ wèi	qph	how many (people)
3.	坐		zuò	v	to sit
4.	想		xiǎng	av	would like to (do something)
5.	喝		hē	v	to drink; to eat (soup)
6.	给	給	gěi	v	to give
7.	杯		bēi	n, mw	cup; (used for liquid)
8.	茶		chá	n	tea
9.	菜单	菜單	càidān	n	menu
10.	新		xīn	adj	new
11.	中国菜	中國菜	Zhōngguó cài	n	Chinese food
	中国	中國	Zhōngguó	n	China
	莱	• • •	cài	n	dish, food
12.	饺子	餃子	jiǎozi	n	dumplings
13.	那(么)	那 (麼)	nà (me)	cj	then; in that case
14.	点(菜)	點 (菜)	diăn (cài)	v	to order (food)
15.	盘	盤	pán	n, mw	plate; (used for plates of food)
16.	烧鸡	烧雞	shāojī	n	roasted chicken
17.	份	,, =, ,	fèn	mw	(used for portions of food)
18.	青菜		qīngcài	n	green vegetables
19.	碗		wăn	n, mw	bowl; (used for bowls of food)
20.	酸辣汤	酸辣湯	Suānlàtāng	n	Hot and Sour Soup
21.	家		jiā	mw	(used for restaurants and companies
	饭馆	飯館	fànguăn	n	restaurant
	小口	N/V N/D	-		

LESSON VOCABULARY 4.1 (continued)

	SIMPLIFIED	Traditional	PINYIN	Word Category	DEFINITION
23.	好吃		hǎo chī	adj	tasty (of solid food)
24.	饿	餓	è	adj	hungry
NA	MES				
25.	张安娜	張安娜	Zhāng Ānnà	name	Zhang Anna
	张	張	Zhāng	surname	Zhang
	安娜		Ānnà	given name	Anna

REQUIRED VOCABULARY 4.1

EATING

26.	吃饭	吃飯	chī fàn	vo	to eat
	饭	飯	fàn	n	meal; rice
27.	做饭	做飯	zuò fàn	vo	to cook
28.	渴		kě	adj	thirsty
29.	水		shuĭ	n	water

OPTIONAL VOCABULARY 4.1

Foods

30.	麻婆豆腐		Mápó Dòufu	n	Mapo Tofu
31.	北京烤鸭	北京烤鴨	Běijīng Kǎoyā	n	Peking Duck
32.	汽水		qìshuĭ	n	soft drink
33.	果汁		guŏzhī	n	fruit juice
34.	饮料	飲料	yĭnliào	n	beverage
35.	瓶		píng	n, mw	bottle; (used for bottles)

语言注释 LANGUAGE NOTES



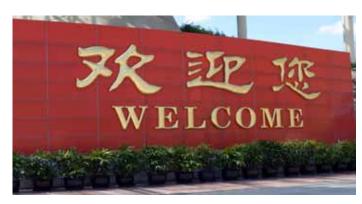
Pronouns: He, She, It

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 $(t\bar{a})$, 她 $(t\bar{a})$ and 它 $(t\bar{a})$ 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 $t\bar{a}$ and $t\bar{a}$.

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

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 (nǐmen) 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 (wŏ), "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?

> Qĭngwèn xiăng 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.

我/看足球比赛→我想去看足球比赛。 Example:

- 玛丽/咖啡 1.
- 他/学校
- 老师/青菜
- 大东/茶 4.
- 祥安/水 5.

STRUCTURE NOTE 4.2

Use 给 to mean "to give"

In Structure Note 3.11, 送 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 送, 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。

Qĭng gĕi wŏmen sān bēi chá. Please give us three cups of tea.

Other examples: 我想给玛丽一份生日礼物。

请你给我一份菜单。 Wǒ xiặng gĕi Mălì yí fèn shēngrì lǐwù. Qǐng nǐ gĕi wǒ yí fèn càidān. I would like to give Mali a birthday present. Please can you give me a menu.

Practice. Cr	eate com	ipiete sente	ences with $\frac{1}{2}$, using the	e information below.
我的同学		我	一杯茶	Example: 他给我一杯茶。
我妹妹		祥安	一个足球	
他	给	他们	三份饺子	
大东		玛丽	两杯水	
服务员		我们	一个礼物	

STRUCTURE NOTE 4.3

Use 喜欢 to express liking something or someone

喜欢 (xǐhuan) 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 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 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 $\stackrel{\cdot}{=}$ $\stackrel{\cdot}{\mathcal{X}}$ 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 + $\overline{\wedge}$ + 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.

1st Character of 2-Character Verb + 7 + 2-Character Verb

From the Lesson Text: 你喜欢不喜欢吃中国菜?

Nǐ xǐhuan bu xǐhuan chī Zhōngguó cài?

Do you (or do you not) like to eat Chinese food?

Other examples: 你喜不喜欢喝茶? 她喜不喜欢我?

Nǐ xǐ bu xǐhuan hē chá? Tā xǐ bu xǐhuan wŏ?

Do you (or do you not) like to drink tea? 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.

你 吃饺子

他们 新的菜单

大东 做饭

老师 说汉语

她 去看足球比赛

Example: 大东喜不喜欢吃饺子?

STRUCTURE NOTE 4.5

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

The demonstrative pronoun $extit{ } extit{ }$

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.

那,我们点一盘饺子...... Nà, wǒmen diǎn yì pán jiǎozi......

Then let's get a plate of dumplings . . .

Other examples: 我不想去饭馆。

Wŏ bù xiăng qù fànguăn.

I don't want to go to the restaurant.

那,我们去咖啡店吧。

Nà, wŏmen qù kāfēi diàn ba.

In that case, let's go to the coffee shop.

我不会说法语。 Wǒ bú huì shuō Fǎyǔ.

I don't know how to speak French.

那么, 你会说什么语言呢? Nàme, nǐ huì shuō shénme yǔyán ne? Well then, what languages can you speak?

Practice: Respond to the provided states	nents with sentences beginning with 那(么).
--	--

Example: 我不是美国人。→那,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)."

From the Lesson Text: 这家饭馆的烧鸡很好吃。

Zhèi jiā fànguăn de shāojī 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? Kāfēi 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.

练习 PRACTICE

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。







4. 醉鸡



第四单元 第一课 食



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.

























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.

Dish	Number of students

	Radical	Stro	ke O	rder									
国	口 wéi enclosure	1	门	门	厅	用	囯	国	国				
杯	木 mù wood	_	†	1	木	杧	权	杯	杯				
饿	饣(食) shí eat	1	h	t	r	伫	竹	贷	饿	饿	饿		
光	ル rén person	1	1	小	业	光	光						
位	亻(人) rén person	1	1	1`	疒	仁	付	位					
坐	土 tǔ earth	1	人	人!	人人	丛	华	坐					
想	∿ xīn heart	- 想	+	7	木	和	和	相	相	相	相	想	想
喝	□ kǒu mouth	١	p	р	b,	P _L	DED.	口曰	印	吗	吗,	喝	喝
给	纟(丝) sī silk	2	¥	生	到	外	丝	终	给	给			
新	斤 jīn axe	新		÷	;	立	产	辛	亲	亲	亲	新	新
份	亻(人) rén person	1	1	个	仆	仱	份						
青	青 qīng blue	_	=	丰	丰	丰	青	青	青				
菜	ザ (草) cǎo grass	_	+-	++	サ		*	芯	芝	芊	茅	菜	-
饭	饣(食) shí eat	1	h	仑	个	钉	纺	饭					
馆	饣(食) shí eat	1	۴	个	个	t'	个	竹	馆	馆	馆	馆	

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.

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 4.10

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。

▶ 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?



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?

文化点滴 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 Sìchuān	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: "Pockmarked Lady's Tofu") and 官保鸡丁 (Gōngbǎo Jīdīng: "Kung Pao Chicken") are two Sichuanese favorites.
广东 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").
上海 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.
东北 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.



课文 - 英文 TEXT IN ENGLISH

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。

Welcome! How many are you?

Three.

Please sit. What you would like to

drink?

Please bring us three cups of tea.

Sure. This is our menu.

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!

Isn't that Anna? She's a new student.

Anna! – Anna, do you like to eat

Chinese food?

I only like to eat dumplings.

Then let's get a plate of dumplings,

one roast chicken, an order of

vegetables, and a bowl of Hot and

Sour Soup. OK?

OK. The roast chicken at this

restaurant is really good. I'm hungry;

let's order!

What Can You Do?

INTERPRETIVE

• I can recognize the terms for several Chinese dishes.

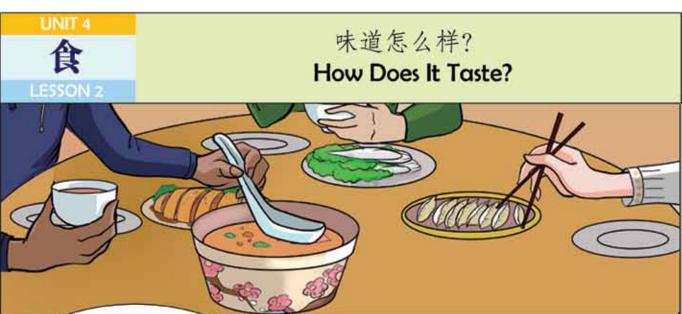
Interpersonal

- 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.

























课文LESSON TEXT

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 xǐhuan

suānlà de wèidào.

Shāojī yě bú cuò. Zhōngpíng,

qīngcài de wèidào zěnmeyàng?

Tài xián le. Wŏ yào jiào yì wăn

mĭfàn.

Zhōngpíng, nǐ wèishénme bù chī

ròu'?

Yīnwèi wŏ 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 bú huì yòng kuàizi ma?

Bú huì. Wǒ zhǐ huì yòng dāozi,

chāzi . . .

Shì yí xià ba! Wŏ jiāo nǐ.

Ò, yòng kuàizi hĕn jiǎndān a!

Dàjiā chī bǎo le ma? Jīntiān wǎnfàn

wŏ qĭng kè!



LESSON VOCABULARY 4.2

	SIMPLIFIED	Traditional	PINYIN	Word	DEFINITION
	权吧		hǎo hē	Category <i>adj</i>	tasty (of liquids)
	好喝		là	adj	spicy
2.	辣		wèidào		
3.	味道	→ 人儿		n 1:	taste, flavor
l .	不错	不錯	bú cuò	adj	not bad, pretty good
	错	錯	cuò	adj	wrong
5.	怎么样	怎麼樣	zěnmeyàng	qw	how is it
) .	太		tài	adv	too, excessively, extremely
7.	咸	鹹	xián	adj	salty
3.	要		yào	av	to want; must; will; should
)	口口		jiào	ν	to order
0.	米饭	米飯	mĭfàn	n	rice
1.	为什么	爲甚麽	wèishénme	qw	why
2.	肉	, /	ròu	n	meat
3.	因为	因爲	yīnwèi	cj	because
4.	吃素		chī sù	vo	to be vegetarian
5.	用		yòng	v	to use
6.	筷子		kuàizi	n	chopsticks
7.	刀子		dāozi	n	knife
8.	叉子		chāzi	n	fork
	试	試	shì	ν	to try
	一下	•	yí xià	mw	a bit
	教		jiāo	v	to teach
	哦		ò	p	oh! (interjection)
23.	啊		a	p	(used to make a question less abru
24.	吃饱	吃飽	chī bǎo	rv	to be full
	晚饭	晚飯	wănfàn	n	dinner
	请客	請客	qĭng kè	vo	to treat one's guests (i.e. to pay for other

REQUIRED VOCABULARY 4.2

	QUINTED TO	-/ 12 0 2/ 1/11 1/2			
	Simplified	Traditional	PINYIN	Word Category	DEFINITION
ME	EALS				
27.	早饭	早飯	zăofàn	n	breakfast
28.	午饭	午飯	wŭfàn	n	lunch
FL	AVORS				
29.	甜		tián	adj	sweet
30.	\vdash		kŭ	adj	bitter
31.	酸		suān	adj	sour

OPTIONAL VOCABULARY 4.2

AT THE RESTAURANT

AT	THE R ESTAURA	ANT			
32.	买单	買單	măidān	n, vo	check; to pay the bill; "check, please."
33.	结帐	結帳	jié zhàng	vo	to pay the bill
Foo	DDS				
34.	白饭	白飯	báifàn	n	white rice (alternate term for 米饭)
35.	水果		shuĭguŏ	n	fruit
26	14 411	16 61	1. ¥::=		

36.	海鲜	海鮮	håixiān	n	seafood
37.	鸡肉	鷄肉	jī ròu	n	chicken
38.	猪肉	豬肉	zhū ròu	n	pork

39. 牛肉 niú ròu n beef



ONLINE RESOURCES

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

37 第四单元 ■ 第二课 ■ 食

语言注释 LANGUAGE NOTES

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 嘻嘻 xīxī or 哈哈 hāhā, 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 Ξ wāng rather than "woof," and a bird's twittering is 叽 叽喳喳 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 Àodàilì Hèběn. 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) Mǎlìlián Mènglù, and Brad Pitt is 布拉德 (virtuous) 皮特 (special) Bùlādé Pítè.

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 Wénsēntè·Fàngāo or 温森特·梵谷 Wēnsēntè·Fàngǔ, while Picasso is transliterated as both 毕加索 Bìjiāsuǒ and 毕卡索 Bìkǎsuǒ.

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 Bólín. 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 Niǔyuē 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?

Qīngcài de wèidào zěnmeyàng? How do the vegetables taste?

Other examples:

妹妹的生日派对怎么样?

你的工作怎么样?

Mèimei de shēngrì pàiduì zěnmeyàng?

Nǐ de gōngzuò zěnmeyàng?

How was your younger sister's birthday

How's your job?

party?

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

Example:

Mrs. Liu's cake → 刘太太做的蛋糕怎么样?

- 1. Yesterday's soccer game
- 2. This cafe's coffee
- 3. This Hot and Sour Soup
- 4. His spoken French
- This restaurant 5.

STRUCTURE NOTE 4.8

太 (tài) 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. \nearrow can be distinguished from other adverbs as it connotes excess beyond expectation and it typically appears with \mathcal{I} 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。

妈妈今天晚上要做饺子,太好了!

Tāng tài là le.

Māma jīntiān wănshang yào zuò jiǎozi, tài hǎo le!

The soup is too spicy. 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!"

第四单元 第二课 • 食



Practice: Create	sentenc	es using th	e 太······ 了 pattern and the provided phrases.
蛋糕 她的英语		大好吃	Example: 你写的字太大了!
妈妈做的饭	太	甜	
这碗酸辣汤 你写的字		好辣	

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.

From the Lesson Text: 我要叫一碗米饭。

Wǒ yào jiào yì wăn mǐfàn. I want a bowl of rice.

Other examples: 她要去中国。 他不要咖啡。
Tā yào qù Zhōngguó. Tā bú yào kāfēi.

She wants to go to China. 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.

Subject + 为什么 + 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:

你为什么不吃肉?

因为我吃素。

Nǐ wèishénme bù chī ròu?

Yīnwèi wŏ chī sù.

Why don't you eat meat?

Because I'm a vegetarian.

Other examples:

她为什么不吃午饭?

因为她不饿。

Tā wèishénme bù chī wǔfàn?

Yīnwèi tā bú è.

Why doesn't she have lunch?

Because she is not hungry.

你家为什么没有猫? Nǐ jiā wèishénme méiyǒu māo? 因为我妈妈不喜欢猫。 Yīnwèi wŏ māma bù xǐhuan 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?

因为我喜欢吃中国菜。

- 你/要点饺子
- 她/不去看比赛 2
- 大东/会说汉语 3.
- 安娜/不会用筷子 4
- 老师/四点半吃晚饭 5.

STRUCTURE NOTE 4.11

Use - op to express the brevity of an action

The use of - 下 (yí 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 - 下 . When the verb is followed by an object, - 下 (yí xià) comes between the verb and the object. Note that - 下 cannot follow auxiliary verbs, such as 要 or 想.

Subject + Verb +
$$- \top$$
 (+ Object)

From the Lesson Text: 试一下吧!

Shì yí xià ba! Give it a try!

Other examples: 看一下菜单吧。

看一下菜单吧。 请坐一下。 Kàn yí xià càidān ba. Qǐng zuò yí xià. Take a look at the menu. Please sit for a bit.

NOTE: 一下 describes the short length of time taken for an action, while 一点 (yì 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 $-\top$, 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

练习 PRACTICE

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。

A: 我不喜欢吃辣。我要一碗米饭。



1.



2.



3.





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.

Δ.	你	屿	倘	Y	Щ	9
Α.		· / i	74	J	-	- !

- 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!)



	Radical	Stro	ke O	rder									
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错	钅(金) jīn gold	ノ錯	ケ错		卢	全	亡	针	针	世	拼	错	
咸	戈 gē spear	_	厂	F	F	后	后	点	咸	咸			
味	□ kŏu mouth	1	p	p	p-	口二	吽	味	味				
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太	大 dà big	_	ナ	大	太	_							
要	赿 yà stopper	_	ー		币	历	西	更	要	要			
因	口 wéi enclosure	1	门	厅	円	因	因						
为	` diăn dot	•	ソ	为	为								
肉	内 ròu meat	1	门	门	内	内	肉						
素	糸 sī silk	-	=	‡	丰	丰	麦	麦	孝	素	素		
用	用 yòng use	J	刀	月	月	用							

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.

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!

PRACTICE 4.19

李中平: 你喜欢吃中国菜吗?

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?





PRACTICE 4.20

张安娜是俄罗斯人,她只会用 刀子叉子,不会用筷子。 黄祥安是南非人,他喜欢吃烧 鸡和米饭,他不吃素。 孙玛丽是美国人,她喜欢吃中 国菜,也喜欢吃辣。

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

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?

文化点滴 CULTURAL SPOTLIGHT

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 nǎichá: "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 TEXT IN ENGLISH

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。

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.

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!

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!



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.



单元复习 UNIT REVIEW



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

RECOGNIZE					Write	
Adjectives Adjectives By By Adverb Adverb	Auxiliary Verbs □ 想 □ 要 Conjunction □ 因为 Idiomatic Expression □ 欢迎光临 Measure Words □ 桥 □ 台 □ G □ G □ 「 □ 下	Name	□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	Verbs 坐喝给点吃用试教帮吃请吃做菜素	□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	

COL	
□ 想 to indicate a desired action	□怎么样 to ask for an opinion of something
□ 给 to mean "to give"	□ 太 了 to describe an exaggerated attribute
□喜欢 to express liking something or someone	□ 要 to indicate desire
□ Verb + 不 + Verb with two-character verbs to form af-	□为什么 and 因为 to ask questions and give ex-
firmative-negative questions	planations respectively
□ 那(么) to mean "Well then" or "In that case"	\Box — \top to express the brevity of an action

 \Box 好 + Verb to form a compound adjective

LISE

请问,

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.

- 欢迎 1.
- huanying
- 烧鸡
- shaoji

- 服务员 2.
- fuwuyuan
- 青菜 8.
- qingcai

- 请坐 3.
- qing zuo
- 9.

7.

酸辣汤 Suanlatang

a.

c.

d.

- 菜单 4.
- caidan

- 10.
- 饭馆
- fanguan

- 喜欢 5.
- xihuan

- 点菜 11.
- dian cai

- 饺子 6.
- jiaozi

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

- 1. 烧鸡

- 2. 青菜

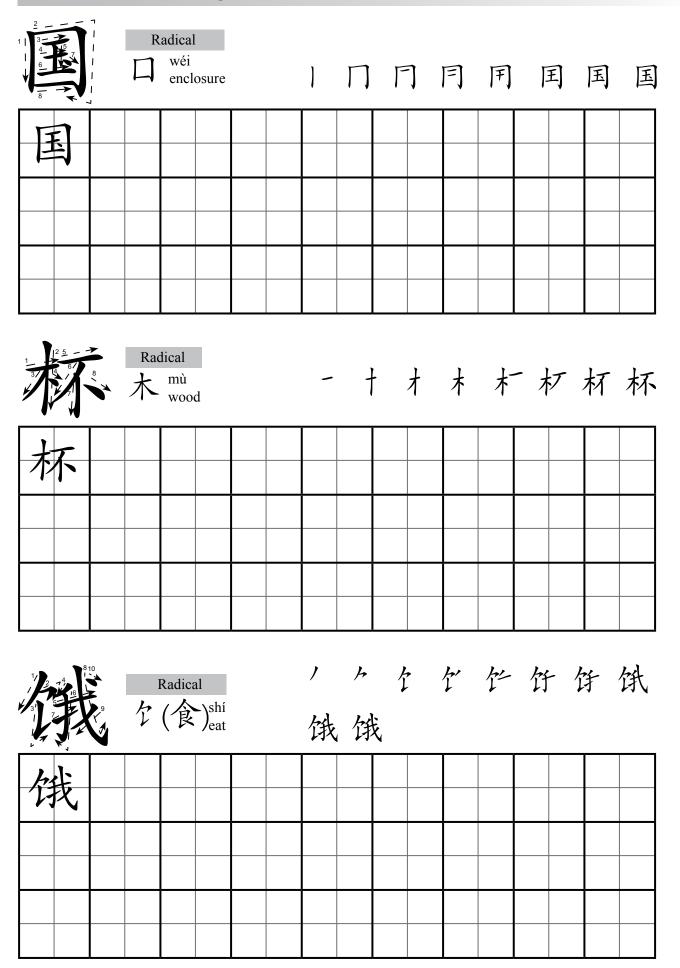


- 3. 饺子



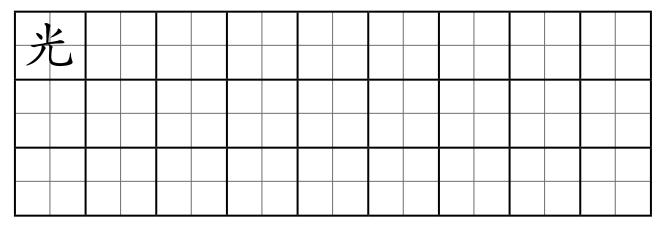
4. 酸辣汤

CHARACTER WRITING PRACTICE 4.1





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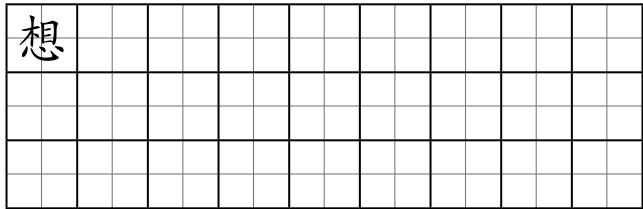
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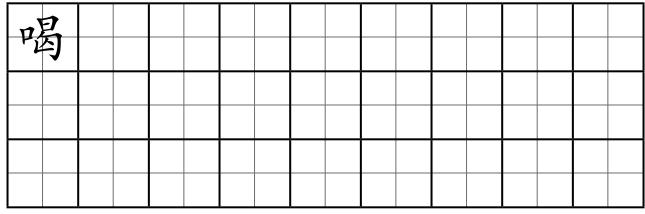




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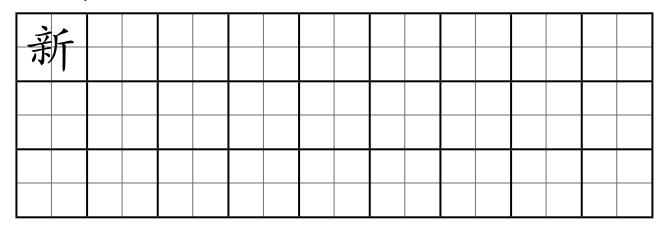




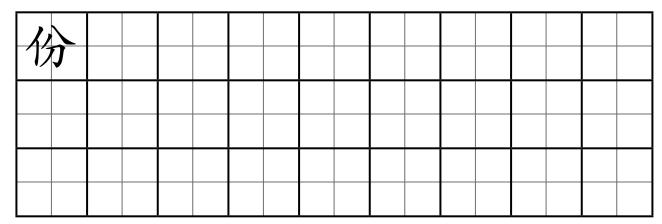
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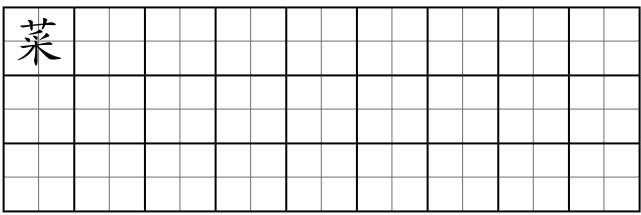
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丰									
F	1								



Radical

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 Radical
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 ケ(食) shí eat
 ではなな

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	15								

LISTENING COMPREHENSION 4.1

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

1.

A.



B.



C.



D.



2.

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.

 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 measue words.

菜单

*饮料 Drink

咖啡 Coffee 红茶 (Hóng chá) Black Tea 绿茶 (Lǜ chá) Green Tea 可乐 (Kělè) Cola

*点心 Appetizer

饺子 Dumplings 小笼包 (Xiǎo lóng bāo) Steamed Pork Buns へ宝饭 (Bā bǎo fàn) Eight Treasure Rice

菜单

*汤 Soup

酸辣汤 Hot & Sour Soup 青菜汤 Vegetable Soup 鸡汤 Chicken Soup

★主菜 Entrée

烧鸡 Roast Chicken 咖喱鸡 (Gālí jī) Curry Chicken 鸡炒饭 (Jī chǎofàn) Chicken Fried Rice 蛋炒饭 (Dàn chǎofàn) Egg Fried Rice 上海菜饭 (Shànghǎi cài fàn) Shanghai Vegetable Rice

STRUCTURE REVIEW 4.1

I. Complete the following Structure Note practices.

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

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."

- B. Make sentences using $\stackrel{\text{def}}{\hookrightarrow}$ 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.

				士业				
C. Transform	the centences	halow h	, adding	显双	to the	onnron	rinta 1	1000
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- 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 + $\sqrt{}$ + Verb with two-character verbs to form affirmative-negative questions.

1st Character of 2-Character Verb + ↑ + 2-Character Verb

- D. Change the following questions into questions using the "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	o the	following	prompts	using	那(么).
				F - F				, .

1 4.	我ろ	て相	七	兴	松	
1. A:	14	心心	厶	子	1X.	0

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.

F. Add \mathcal{F} 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。______

READING COMPREHENSION 4.1

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

只 盘 碗 杯 份

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.

酸辣汤 茶 饺子 中国菜 青菜

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)_______________________。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.

業単	業単
*饮料 Drink	★汤 Soup
★点心 Appetizer	*主菜 Entrée

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.

- 太咸 1.
- tai xian

筷子 6. kuaizi

- 一碗 2.
- yi wan

试一下 shi yi xia 7.

- 不错 3.
- bucuo

很简单 hen jiandan 8.

- 酸辣 4.
- suanla

- 吃饱 9.
 - chi bao

- 米饭 5.
- mifan

我教你 wo jiao ni 10.

a.

b.

c.

d.

II. Match the flavors below with the corresponding pictures.

- 1. 甜



- 2. 酸



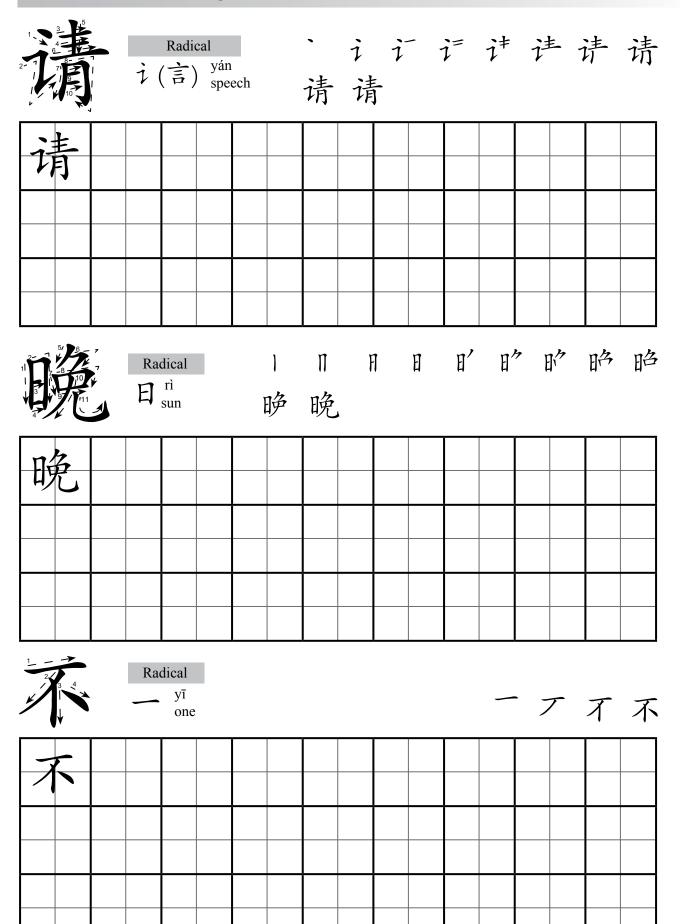
- 3. 苦

- 4. 辣

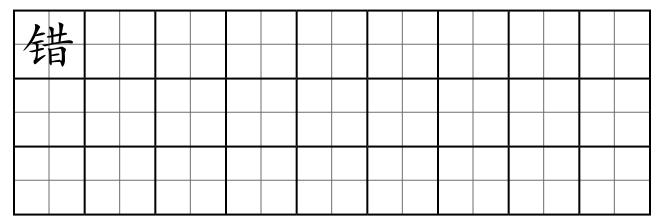
- 5. 咸

- e.

CHARACTER WRITING PRACTICE 4.2









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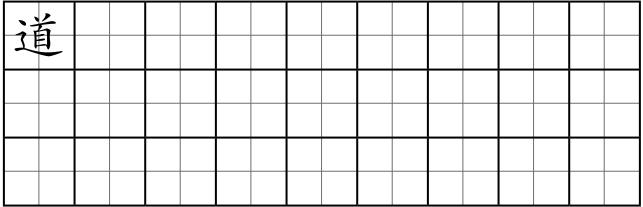
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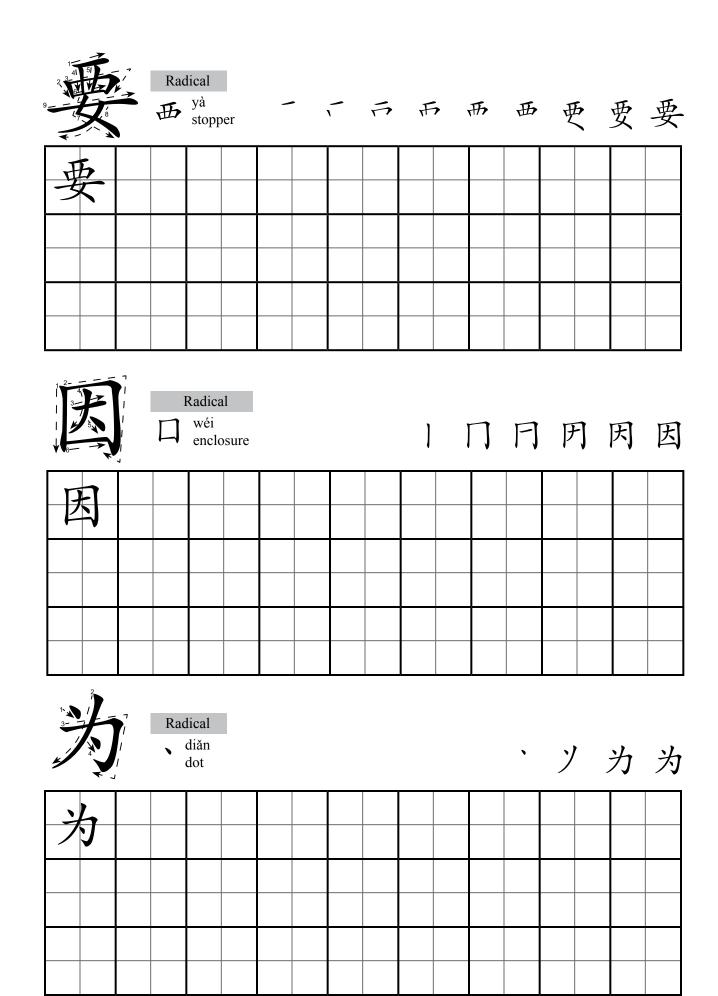
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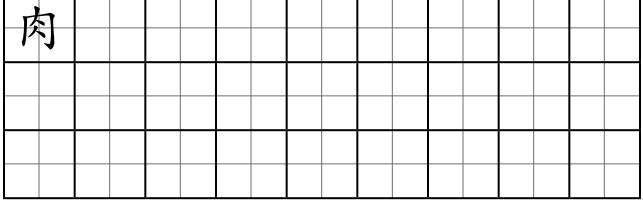
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LISTENING COMPREHENSION 4.2

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。
- 2. A. 我不吃肉。
 - B. 我想吃青菜。

- c. 我不喜欢吃辣。
- D. 我吃素。
 - 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

C. On the street

B. At a restaurant

D. At a party

- 2. What does the woman like to eat?
 - A. Chicken

C. Dumplings

B. Hot and Sour Soup

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.

E-3	
E 3	
E 3	
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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 \pm ... \uparrow to describe an exaggerated attribute.

- B. Change the following sentences by substituting 很 for 太 \cdots 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. Subject + 要 + Noun / Verb Phrase 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. Subject + 为什么 + Verb Phrase 为什么 + Subject + Verb Phrase 因为 + Supporting Reason D. Complete the following dialogues using the 为什么 and 因为 patterns. B: 因为我不会。 2.A: 他为什么不说中文?

3. A:
B: 因为她吃素。
4. A:
B:
5. A:
B:
Strucutre Note 4.11: Use $- \top$ to express the brevity of an action.
Subject + Verb + ─ 下 (+ Object)
E. Add $- \top$ 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。
2. 44 AG 14 GA . H. 4 O

READING COMPREHENSION 4.2

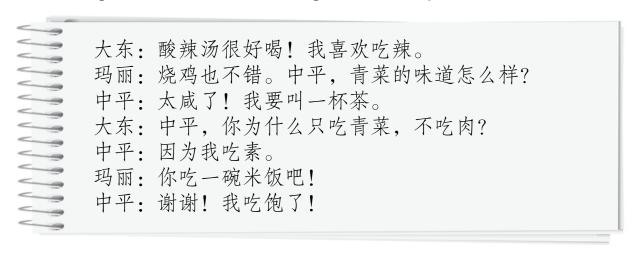
I. Read the passage and answer the questions below.

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

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

	Hot and Sour Soup	Rice	Coffee	Tea	Dumplings	Vegetables		
1. Zhongpi	ing							
2. Xiaome	i							
3. Anna								
4. Mali								

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



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.

WRITING PRACTICE 4.2

I. Write or type sentences in Chinese according to the given phrases and pictures.





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.

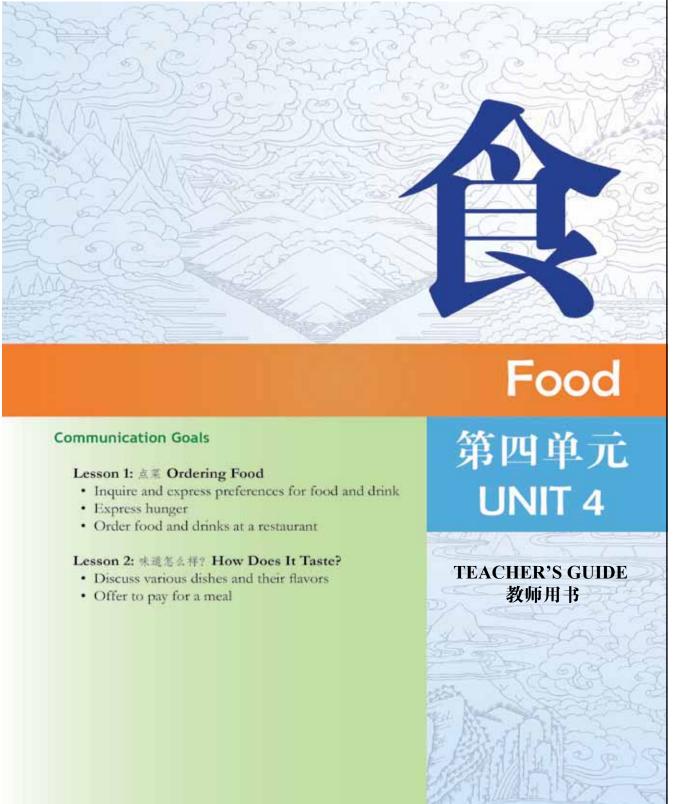


2.



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.

National Standards

• CULTURE

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 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:

Recognize	Write
欢迎光临,几位,坐,想,喝,给,杯,茶,菜单,新,喜欢,中国菜,饺子,那(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,渴,水	国,喜,欢,光,位,坐, 想,喝,给,新,份,青, 菜,饭,馆

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.

课文 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?

Huānying guānglin! Qingwèn, ji wèi?

陈大东: 三位。

Săn wèi.

服务员: 请坐。你们想喝什么?

Qĩng zuò. Nimen xiãng hẽ shénme?

孙玛丽: 请给我们三杯茶。

Qĩng gèi wòmen săn bēi châ.

服务员: 好。这是我们的菜单。

Hão. Zhè shì women de càidan.

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?

Ānnā! - Ānnā, nī xīhuan bu xīhuan chī

Nà shi bu shi Ānnà? Tā shi ge xīn tóngxué.

Zhongguó cải?

张安娜: 我只喜欢吃饺子。

那,我们点一盘饺子、一只

醉鸡、一份青菜,还有一碗

酸辣汤。好不好?

Wô zhi xihuan chī jiāozi.

Nà, wòmen diăn yi pán jiǎozi, yi zhī Zuijī,

yi fen qīngcài, háiyōu yi wān Suānlàtāng.

Hão bu hão?

孙玛丽: 好。这家饭馆的醉鸡很好

吃。我饿了,我们点菜吧!

Hão. Zhèi jiã fânguãn de Zuijī hèn hão chĩ.

Wǒ è le, wǒmen diān cài ba!

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CHECKPOINT

陈大东:

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.

词 VOCABULARY

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LESSUN	VUCABUL	-MIX I 4. I

	SIMPLIFIED	Traditional	PINYIN	Word	DEFINITION
		all and all rela-	Carry and the Colonia San Street of	CATEGORY	
	欢迎光临	歡迎光臨	huānying guānglin	ie	welcome (to a store/restaurant)
	欢迎	歡迎	huānying	ν	to welcome
2.	几位	幾位	jī wēi	qph	how many (people)
3.	坐		zuò	v	to sit
\$.	想		xiăng	av	would like to (do something)
5.	喝		hē	ν	to drink; to eat (soup)
5.	给	給	gči	v	to give
7.	杯		bēi	n, mw	cup; (used for liquid)
3,	茶		chá	n	tea
).	菜单	菜單	cảidãn	n	menu
10,	新		xīn	adj	new
11.	喜欢	喜歡	xIhuan	av	to like
12.	中国菜	中國菜	Zhōngguó cải	n	Chinese food
	中国	中國	Zhōngguó	n	China
	菜		cài	n	dish, food
13.	饺子	餃子	jiãozi	n	dumplings
14.	那(么)	那 (麼)	nå (me)	cj	then; in that case
15.	点(菜)	點 (菜)	diăn (cài)	ν	to order (food)
16.	盘	盤	pán	n, mw	plate; (used for plates of food)
17,	醉鸡	醉雞	Zuijī	n	Drunken Chicken
18.	份	1234 (825.2)	fën	mw	(used for portions of food)
19.	青菜		qīngcāi	n	green vegetables
20.	碗		wăn	n, mw	bowl; (used for bowls of food)
21.	酸辣汤	酸辣湯	Suänlätäng	n	Hot and Sour Soup
22.	家		jiā	mw	(used for restaurants and companies)
23.	饭馆	飯館	fänguån	n	restaurant
	好吃	700 500	hão chĩ	adj	tasty (of solid food)

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 4?

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.

LESSON VOCABULARY 4.1 (continued)

	SIMPLIFIED	TRADITIONAL	PINYIN	Word Category	DEFINITION
25.	饿	餓	è	adj	hungry
NA	MES				
26.	张安娜	張安娜	Zhāng Ānnà	name	Zhang Anna
	张	張	Zhāng	surname	Zhang
	安娜	10 Met	Ānnā	given name	Anna

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 sentences when they speak to other people. For example, when they use 醉鸡, it should be in a sentence such as 我喜欢吃醉鸡.

National Standards

• CULTURE

REQUIRED VOCABULARY 4.1

Ear	IING				
27.	吃饭	吃飯	chī fàn	vo	to eat
	饭	飯	fàn	n	meal; rice
28,	做饭	做飯	zuò fàn	vo	to cook
29.	渴		kě	adj	thirsty
30.	水		shuĭ	n	water

OPTIONAL VOCABULARY 4.1

FOODS

	Contract Contract					
31.	麻婆豆腐		Mápó Dòufu	n	Mapo Tofu	
32.	北京烤鸭	北京烤鴨	Běijīng Kǎoyā	n	Peking Duck	
33.	汽水		qishuĭ	n	soft drink	
34.	果汁		guŏzhī	n	fruit juice	
35.	饮料	飲料	yĭnliào	n	beverage	
36.	瓶		ping	n, mw	bottle; (used for bottles)	

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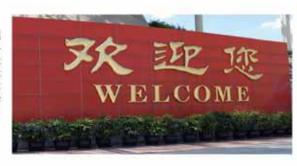
Pronouns: He, She, It

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 牠 tā.

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

Use of Nin 28

The second-person pronoun # (nin) 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 # (nin) to address a peer in a formal situation, but only at the first meeting. # (nin) is never used in the plural: if addressing more than one elder or superior, # 们 (nimen) is always used rather than 您们 (ninmen).



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 (wo), "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 (nī). With the continued study of Chinese, more confident intuition will develop about when it is appropriate to omit pronouns and other words.

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TEACHING POINTER

Point out to students that it is not essential to know pronouns such as 牠 and 妳, 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 *您们.

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.

STRUCTURE NOTE 4.1

语

法

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."

From the Lesson Text: 您想喝什么?

Nin xiảng hệ shénme?

What would you like to drink?

Other examples: 我想去中国。

Wô xiãng qù Zhōngguô.

I would like to go to China.

他想喝水。

Tā xiảng hẽ shuĩ.

He would like to drink water.

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

Example: 我/足球比赛→我想去足球比赛。

1. 玛丽/咖啡

2. 他/学校

3. 老师/青菜

4. 大东/茶

5. 祥安/水

STRUCTURE NOTE 4.2

Use 给 to mean "to give"

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

From the Lesson Text: 请给我们三杯茶。

Qing gĕi wŏmen sān bēi chá. Please give us three cups of tea.

Other examples: 我想给玛丽一份生日礼物。

Wô xiảng gèi Māli yi fên shēngri lĩwù. I would like to give Mali a birthday present. 请你给我一份菜单。 Qing nī gèi wò yi fèn càidān. Please can you give me a menu.

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TEACHING POINTER (STRUCTURE NOTE 4.2)

Practice: Create complete sentences with \(\delta \), using the information below.

我的同学 Example: 他给我一杯茶。 我妹妹 大东 服务员

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 zhī xīhuan 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 xīhuan mão, zhī xīhuan gõu. Wômen dôu hên xīhuan shuô Zhôngwên. 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.

我/青菜(doesn't like)→我不喜欢吃青菜。 Example:

- 他/安娜 (really likes) 1.
- 老师/咖啡 (doesn't like)
- 中平/他的哥哥(only like)
- 祥安/足球比赛(like) 4.
- 玛丽/中国菜(only like)

STRUCTURE NOTE 4.4

Use Verb + ₹ + 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.

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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 + $\overline{\Lambda}$ + Verb pattern. To encourage students to use the Verb + $\overline{\Lambda}$ + Verb pattern with two-character verbs, give a pair of students a verb phrase such as 吃饺子. One student should ask 你喜不喜欢吃饺子? 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 to 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(么) 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(么), such as 那我们说中文吧.

2-Character Verb + 不 + 2-Character 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.

1st Character of 2-Character Verb + 7 + 2-Character Verb

From the Lesson Text: 你喜欢不喜欢吃中国菜?

Ni xihuan bu xihuan chi Zhongguó cài?

Do you (or do you not) like to eat Chinese food?

Other examples: 你喜不喜欢喝茶? 她喜不喜欢我? Tā xī bu xīhuan wŏ?

Nĩ xĩ bu xĩhuan hệ chá?

Do you (or do you not) like to drink tea? 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.

你 吃饺子 新的菜单 说汉语 去足球比赛 Example: 大东喜不喜欢吃饺子?

STRUCTURE NOTE 4.5

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

The demonstrative pronoun [15] (na) 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. 邦 and 那么 can be used interchangeably.

那(么) + Statement/Question

From the Lesson Text:

我只喜欢吃饺子。

Wō zhī xīhuan chī jiǎozi.

I only like to eat dumplings.

我不想去饭馆。

Wô bù xiảng qù fànguản. I don't want to go to the restaurant. 那,我们点一盘饺子......

Nã, wômen diẫn vi pán jiãozi...

Well then, let's order a plate of dumplings ...

那,我们去咖啡店吧。

Nà, women qù kāfēi diàn ba.

In that case, let's go to the coffee shop.

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Other examples:

我不会说法语。 Wô bú hui shuô Fãyũ. I don't know how to speak French. 那么, 你会说什么语言呢? Năme, nǐ hui shuō shénme yũyán ne? Well then, what languages can you speak?

Practice: Respo	and to the provided	statements with	sentences beginn	ing with	那(么)
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我不是美国人。→那, 你是哪国人? Example:

- 我不想去加拿大。
- 我不会说英语。
- 我不是大东的室友。
- 我很想吃饺子。
- 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 (hão 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: 这家饭馆的醉鸡很好吃。

Zhèi jiā fånguān de Zuijī hèn hão chĩ.

The Drunken Chicken at this restaurant is very delicious.

Other examples: 中国菜好吃吗?

> Zhôngguó cài hảo chĩ ma? Kāfēi hên hão hē! Does Chinese food taste good? The coffee is very tasty!

咖啡很好喝!

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

饺子(cat)→饺子很好吃。 Example:

- 汉字 (write)
- 法国菜 (make)
- 青菜 (cat) 3.
- 茶 (drink) 4.
- 饭馆的菜 (cat)



ONLINE RESOURCES

Visit http://college.betterchinese.com for more examples of compound adjectives.

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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 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 and 好喝 are the most common ways to express "delicious" for food and drink, respectively.

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)

练习 PRACTICE

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。



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.

























PRACTICE 4.4

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

Dish	Number of students

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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)

Students may also use the Writing Pad on the Modern Chinese website to practice character writing online.

PRACTICE 4.5

	Radical	Stro	ke O	rder									
国	口 wéi enclosure	1	П	门	厅	用	囯	国	国				
喜	12 kõu mouth	-	+	士	古	吉	吉	吉	吉	直	車	喜	喜
欢	欠 qiàn lack	フ	ヌ	ヌ	X4	欢	欢						
光	ル rén person	1	-1	1	业	产	光						
位	f (人) rén person	1	1	イ`	仁	什	付	位					
坐	± tū earth	,	٨	11	77	丛	华	坐					
想	√ xīn heart	- 想	+	ł	未	和	和	衵	相	相	相	想	想
喝	17 kou mouth	1	17	р	b,	p17	PF	DE	印	吗	吗	喝	喝
给	皇 (丝) sī silk	2	4	丝	到	纱	丝	终	给	给			
新	片 jīn axe	新	2	÷	÷	立	屯	辛	亲	亲	亲	新	新
份	亻(人) rén person	1	1	1	八	仱	份						
青	青 qīng blue	-	=	+	丰	丰	青	青	青				
菜	(草) cǎo grass	-	+	++	サ	¥	¥	芯	芝	苹	菜	菜	
饭	な(食) shi eat	1	h	个	个	红	纺	饭	ç				
馆	生(食) shí cat	1	ト	个	个`	な`	公	竹	铲	馆	馆	馆	

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.

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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?



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?

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CHECKPOINT (PRACTICE 4.7)

Have students complete this exercise in class or at home. Check that they have typed the sentences correctly and check their responses for appropriate use of vocabulary and grammar. Have them type new sentences if necessary.

CHECKPOINT (PRACTICE 4.8, 4.9 & 4.10)

Have students read the dialogues and the passage aloud on their own or 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. Students may record the answers to the questions in written form, or alternatively you may ask the students for verbal responses.

National Standards

 Communication (INTERPRETIVE)

TEACHING POINTER

Encourage students to consider what regional differences are noticeable in their own culture's cuisine.

National Standards

• COMPARISONS

TEACHING POINTER

If possible, organize a class trip to an authentic Chinese restaurant, or encourage students to visit one on their own. Ask students to order a variety of dishes and try to sample as wide a variety of different regional cuisines as possible.

NATIONAL STANDARDS

- Communities
- CULTURE

TEACHING POINTER

If possible, make and eat dumplings in class or in the school kitchen.

NATIONAL STANDARDS

Culture

TEACHING POINTER

Ask students if they are familiar with using chopsticks and what kind of foods (vegetables, meat, etc.) they associate with Chinese dishes.

National Standards

• CULTURE

文化点滴 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 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: "Pockmarked Lady's Tofu") and 官保為丁 (Gōngbão Jīdīng: "Kung Pao Chicken") are two Sichuanese favorites.

广东 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 冬瓜畫 (Döngguāzhöng: "Winter Melon Cup") and 機乳糖 (Shão Rǔ Zhū: "Roast Suckling Pig").

上海 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.



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, \pm (yú), sounds the same as the word meaning "abundance," \pm (yú). Similarly, in the Guangdong and Guangxi regions, the pomelo fruit is a symbol of abundance due to the similarity of its Chinese name \pm (yòu) to the word "to have" \pm (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.



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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?

NATIONAL STANDARDS: COMPARISONS, CULTURE & CONNECTIONS

课文 - 英文 TEXT IN ENGLISH

服务员: 欢迎光临!请问,几位?

陈大东: 三位。

服务员: 请坐。你们想喝什么?

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、一只醉

鸡、一份青菜,还有一碗酸辣

汤。好不好?

好。这家饭馆的醉鸡很好吃。我 孙玛丽:

饿了,我们点菜吧!

Welcome! How many are you?

Three.

Please have a seat. What would you

like to drink?

Please bring us three cups of tea.

Sure. This is our menu.

Isn't that Anna? She's a new student.

Anna! - Anna, do you like to eat Chi-

nese food?

I only like to cat dumplings.

Then let's get a plate of dumplings, one Drunken Chicken, a portion of vegetables, and a bowl of Hot and

Sour Soup. OK?

OK. The Drunken Chicken at this restaurant is great. I'm hungry; let's

order!

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.

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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?

National Standards

• COMPARISONS

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
- ullet Use $-oxed{ op}$ 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) 中平为什么不吃肉?
- (3) 安娜会用筷子吗?

TEACHING POINTER (VOCABULARY)

Vocabulary for this lesson:

Recognize	Write
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	请,晚,不,错,真,味, 道,怎,太,要,因,为, 肉,素,用

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.

课文 LESSON TEXT

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, 你为什么不吃肉?

李中平: 因为我吃素!

Suānlātāng zhēn hão hē! Wô xīhuan

chī là de.

Zuijī yĕ bú cuò. Zhōngpíng, qīngcài

de wèidào zënmeyàng?

Tải xián le. Wố yảo yi wăn mǐfàn.

Zhongping, nī wèishénme bù chī

rou?

Yīnwèi wó chī sù!

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!

Ānnà, nǐ bú hui yòng kuàizi ma?

Bú hui. Éluósī rén yòng dãozi, chāzi...

Hã hã, shì yí xiả ba! Wô bãng nĩ.

Ò, yông kuảizi hên jiảndān a!

Dàjiā chī bǎo le ma? Jīntiān wǎnfan

wó qĩng kẻ!

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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.

字词 VOCABULARY

LESSON \	/OCARIII	ARY 42
LLOSO14		LMI\ 1 4.2

	SIMPLIFIED	TRADITIONAL	PINYIN	WORD	DEFINITION
				CATEGORY	
١.	真		zhēn	adv	really, truly
2.	好喝		hão hẽ	adj	tasty (of liquids)
3.	辣		là	adj	spicy
‡ .	不错	不錯	bú cuò	adj	not bad, pretty good
	错	錯	cuô	adj	wrong
5.	味道		weidao	n	taste, flavor
5.	怎么样	怎麼樣	zénmeyáng	qw	how is it
7.	太		tài	adv	too, excessively, extremely
3.	咸	由咸	xiân	adj	salty
)	要	5.074	yào	av	to want; must; will; should
10.	米饭	米飯	mīfān	n	rice
11.	为什么	爲甚麽	weishenme	qw	why
12.	肉	7	ròu	n	meat
13.	因为	因爲	yīnwèi	cj	because
14.	吃素		chī sù	vo	to be vegetarian
15.		俄羅斯	Éluósī	n	Russia
16.	用	11.4.11	yong	ν	to use
17.			kuàizi	n	chopsticks
18.	刀子		dãozi	n	knife
9.	叉子		chāzi	n	fork
20.	哈哈		hā hā	on	(sound of laughter)
21.	试	試	shi	ν	to try
22.	一下	3.5.4	yí xiả	mw	a bit
23.	帮	幇	bāng	ν	to help
	哦		ò	p	oh! (interjection)
25.	简单	簡單	jiăndān	adj	simple
	吃饱	吃飽	chī bảo	rv	to be full
27.	晚饭	晚飯	wänfän	n	dinner
28.	请客	請客	qĭng kè	vo Un	to treat one's guests (i.e. to pay for others) it 4 • Lesson 2 • Food 14.

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 $\boxtimes \mathcal{B}$ 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	
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	SIMPLIFIED	TRADITIONAL	PINYIN	WORD CATEGORY	DEFINITION
ME	ALS				
29.	早饭	早飯	zăofân	n	breakfast
30.	午饭	午飯	wűfän	п	lunch
FLA	WORS				
31.	31. 甜		tián	adj	sweet
32.	苦		kŭ	adj	bitter
33,	酸		suãn	adj	sour

OPTIONAL VOCABULARY 4.2

Ат	THE RESTA	URANT			
34.	买单	買單	măidān	n, vo	check; to pay the bill; "check, please."
35.	结帐	結帳	jié zhàng	vo	to pay the bill
Foo	ODS				
36.	白饭	白飯	báifán	п	white rice (alternate term for 米饭)
37.	水果		shuĭguŏ	n	fruit
38.	海鲜	海鮮	hăixiăn	n	seafood
39.	鸡肉	鶏肉	jī ròu	n	chicken
40.	猪肉	豬肉	zhū ròu	n	pork
41.	牛肉		niú ròu	n	beef



ONLINE RESOURCES

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

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ONLINE LINK

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

语言注释 LANGUAGE NOTES 语句言注意

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 專事 xīxī or 告告 hāhā, 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 端 miāo, virtually identical to the English "meow." The noise made by a dog, however, is 迁 wāng rather than "woof," and a bird's twittering is 巩 项 嗤 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 Àodàilì Hèběn. 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) 霏 (dew) Mālilián Mènglů, and Brad Pitt is 布拉德 (virtuous) 皮特 (special) Bůlādé Pitě.

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 Wénsēntè·Fàngão or 溫森特·梵谷 Wēnsēntè·Fàngū, while Picasso is transliterated as both 毕加索 Bijiāsuŏ and 毕卡索 Bikāsuŏ.

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 Bölín. 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 Niǔyuē 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 Délī, again making use of the character for "virtue."



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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 ($\mbox{\em M}$). Encourage students to use their knowledge of Chinese to consider why these sounds might be the way they are.

National Standards: Comparisons

TEACHING POINTER

Advise students to look out for repeated characters with the mouth radical () 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

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 醉鸡的味道怎么样? 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

语

法

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 (zēnmeyāng), meaning "how is (it)?"

Subject + 怎么样?

From the Lesson Text: 青菜的味道怎么样?

Qîngcâi de wêidão zēnmeyang? How do the vegetables taste?

Other examples: 妹妹的生日派对怎么样?

Mêimei de shêngri pâidui zênmeyâng? How was your younger sister's birthday

was your younger sister's birthday How's your j

party?

你的工作怎么样?

Ni de göngzuó zénmeyáng? How's your job?

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 cafe's coffee
- 3. This Hot and Sour Soup
- 4. His spoken French
- 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.

From the Lesson Text:

太咸了。 Tài xián le. (It is) Too salty.

Other examples:

汤太辣了。 Tăng tái là le.

The soup is too spicy.

你的中文太好了!

Ni de Zhôngwén tài hão le!

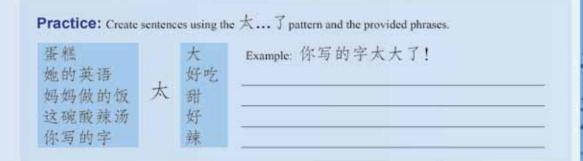
Your Chinese is exceptionally good!

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!"

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TEACHING POINTER (STRUCTURE NOTE 4.8)

Point out to students that this Structure Note involves another use of \mathbb{Z} , which was first introduced in Unit 3, Lesson 2 to indicate a change of state. Prompt them to use Δ ... \mathbb{Z} 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.



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 (yāo), 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。

Wô yảo yì wăn mǐfân. I want a bowl of rice.

Other examples:

她要去中国。

Tā yào qù Zhōngguó. She wants to go to China. 他不要咖啡。 Tā bù yào kāfēi. He doesn't want coffee.

Practice: Create complete sentences including \$\overline{x}\$ 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/吃蛋糕
- 3. 祥安/看足球比赛
- 4. 中平/一份青菜
- s. 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 (weishemme) is a question phrase meaning "why" and typically appears between the subject and verb phrase.

Subject + 为什么 + Verb Phrase

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TEACHING POINTER (STRUCTURE NOTE 4.9)

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).

NATIONAL STANDARDS: COMPARISONS

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.").

National Standards

Comparisons

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.

National Standards

• COMPARISONS

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馆? 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.

National Standards

• Comparisons

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:

Other examples:

你为什么不吃肉?

Ni weishenme bû chī rou?

Why don't you eat meat?

她为什么不吃午饭?

Tā wèishénme bù chī wǔfān? Why doesn't she have lunch?

你家为什么没有猫? Nī jiā weishenme meiyou māo? Why don't you have cats at home? 因为我吃素!

Yīnwei wó chī sù.

Because I'm a vegetarian!

因为她不饿。 Yīnwèi tā bù é.

Because she is not hungry.

因为我妈妈不喜欢猫。 Yīnwei wǒ māma bù xīhuan mão. 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? 因为我喜欢吃中国菜。

- 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

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Use - op to express the brevity of an action

The use of 一下 (yi 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 (yi xià) comes between the verb and the object. Note that 一下 cannot follow auxiliary verbs, such as 要 or 想.

From the Lesson Text: 试一下吧!

Shi yi xià ba! Give it a try!

Other examples:

看一下菜单吧。 Kàn yí xià càidān ba. 请坐一下。 Qǐng zuò yi xià. Please sit for a bit.

Kån yí xiả càidān ba. Take a look at the menu.

NOTE: 一下 describes the short length of time taken for an action, while 一点 (yì 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 — T, 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

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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 $- \top$ after a verb is a good way to soften a statement, request, or suggestion. Contrast the use of $- \top$ with that of $- \not = -$ which first appeared in Unit 2, Lesson 2. While the former focuses on length of time, the latter relates to quantity.

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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)

练习 PRACTICE

/

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.



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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: 醉鸡太咸了! 我要吃米饭。

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: 今天的晚饭我请客。
- 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!)



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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 4.13)

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 4.16)

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.

National Standards

• Communication (Interpretive)

Students may also use the Writing Pad on the Modern Chinese website to practice character writing online.



	Radical	Stro	ke O	rder									
请	i (書) yán speech		i	i-	i=	i^{\ddagger}	洼	诗	请	请	请		
晚	El ri sun	1	П	Ħ	H	H'	H"	卧	的各	陷	睁	晚	
不	— yī one	_	T	不	不								
错	李(金) jǐn gold	け错	ナ错	ţ	E	车	仁	针	针	샢	铁	错	
真	目 mù eye	-	+	ī	冇	卉	育	直	直	真	真		
味	□ kǒu mouth	1	17	p	p-	p=	中	味	味				
道	i_ chuò walk	E.*#	**	عد	*	ť	首	首	首	首	`首	首	道
怎	∕ xīn heart	1	-	个	乍	乍	作	怎	怎	怎			
太	大 dà bíg	-	ナ	大	太								
要	毋 yà stopper	-	-	万	币	邢	西	更	要	要			
因	口 wéi enclosure	1	口	尸	円	因	因						
为	* diān dot	:*:	7	为	为								
肉	内 ròu meat	1	口	门	内	内	肉						
素	作 sī silk	-	=	#	丰	丰	麦	去	季	素	素	i i	
用	用 yòng use	J	刀	尸	月	用							

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.

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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)

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. 醉鸡的味道怎么样?
- 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!

PRACTICE 4.19

李中平: 你喜欢吃中国菜吗?

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?





PRACTICE 4.20

张安娜是俄罗斯人,她只会用 刀子叉子,不会用筷子。 黄祥安是南非人,他喜欢吃醉 鸡和米饭,他不吃素。 孙玛丽是美国人,她喜欢吃中 国菜,也喜欢吃辣的。

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

明天是王小美的生日,我们想去饭馆。 因为小美喜欢吃醉鸡,我会点一只醉鸡。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?

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CHECKPOINT (PRACTICE 4.18)

Have students complete this exercise in class or at home. Check that they have typed the sentences correctly and check their responses for appropriate use of vocabulary and grammar. Have them type new sentences if necessary.

CHECKPOINT (PRACTICE 4.19, 4.20 & 4.21)

Have students read the dialogues and the passage aloud on their own or 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. Students may record the answers to the questions in written form. or alternatively you may ask the students for verbal responses.

National Standards

 Communication (Interpretive)

CHECKPOINT (PRACTICE 4.21)

Have students write a diary entry similar to Chen Dadong's example.

NATIONAL STANDARDS: COMMUNICATION (PRESENTATIONAL)

TEACHING POINTER

Encourage students to visit a Chinese restaurant in the local community. Remind students to study the 'What to Do' and 'What Not to Do' sections of the Cultural Spotlight and adjust their dining etiquette accordingly. In addition, encourage students to try out Chinese customs when ordering tea – for example, leaving the lid off the pot to indicate that it needs refilling.

National Standards

- CULTURE
- Communities

文 化 点 滴 CULTURAL SPOTLIGHT

Chinese Dining Etiquette

The use of 筷子 (kuaizi: "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 證茶 (lǜ châ: "green tea"), 紅茶 (hông chā: "black tea"), 乌龙茶 (wūlóng chā: "Oolong tea"), and 白茶 (bāichā: "white tea"). Another popular drink in tea shops today is 珍珠奶茶 (zhēnzhū nāichā: "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.

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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

课文 - 英文 TEXT IN ENGLISH

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, 你为什么不吃肉?

李中平: 因为我吃素!

The Hot and Sour Soup is really good! I like spicy food.

The Drunken Chicken is pretty good too. Zhongping, how do the vegetables taste?

Too salty. I want a bowl of rice.

Zhongping, why don't you cat meat?

Because I am a vegetarian!

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!

Anna, don't you know how to use chopsticks?

No. Russian people use knives and forks...

Ha ha, give it a try! I'll help 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.

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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.

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.

单元复习 UNIT REVIEW



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:

- 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

RECOGNIZ	E				WRITE	
Adjectives 吃喝错单	Auxiliary Verbs 思想 喜欢 要 Conjunctions 因为 Idiomatic Expressions 文迎光临 Measure Words 解 日 份	Names 安 安 中国子鸡菜辣馆道饭 罗子 女 女 女 女 女 女 女 女 子 女 子 、 女 子 、 女 、 女 、	□ Nords	Webs坐喝给点吃用试帮吃请吃做菜素 饱客饭饭	国喜欢光位坐想喝给新份青菜饭馆	请晚不错真味道怎太要因为肉素用

- 回想 to indicate a desired action
- 自给 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
- □ T to express the brevity of an action

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Shopping

Communication Goals

Lesson 1: 网上购物 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: 退货 Returning Merchandise

- Express apologies and frustrations
- Talk about household items
- Demonstrate understanding of terms related to a store's return policy

第四单元 UNIT 4



UNIT 4

买

LESSON 1

网上购物

Shopping Online

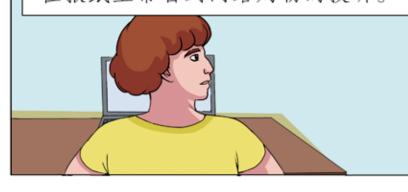


yí xiàng yí xiàng zhè yǐng 表 bó 博 bó 博 zhè yǐng 不 shè yǐng 不 shè yǐng 不 知 想 如 介 měi shí 安 太 近 朋友 国 和 让 解 xiǎng 中 都 yǐn shí wén huà xiǎng 中 都 yǐn shí wén huà 文 次 数 到 知 是 和 让 中 xiǎng 中 和 让 中 xiǎng 中 和 让 中

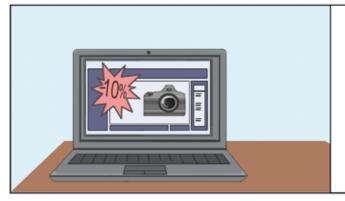
祥安打算买一个比较专 shù mǎ xiàng jī 业的数码相机来拍照。

大东建议祥安在网上买, jià gé 因为商店的价格常常不 rú huá suàn bìng qiè 如网上的划算,并且网 dǎ zhé 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。







被an xiàng jī wǎng zhàn 祥安找到一个卖新款相机的网站, dǎ zhé miǎn fèi sòng huò bǎo xiū 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,chǎn pǐn bǎo xiū qī yōu huì quàn wǎng zhàn gòu wù 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。中平说相前,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"!



课文LESSON TEXT

LESSON TEXT 4.1

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

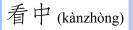
博客(bókè)

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?



In the Lesson Text, when Xiang'an is shopping for a camera at an electronics store, he uses \$+ to indicate that he has taken a liking to a black and white camera that he sees. The word \$+ (zhòng) can literally mean "to hit (a target)." Together with \$-5, the phrase \$-5 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.

字词 VOCABULARY

LESSON VOCABULARY 4.1

	SIMPLIFIED	Traditional	PINYIN	Word Category	DEFINITION
1.	一向		yíxiàng	adv	consistently, up to now, all along
2.	美食		měishí	n	delicious food
3.	摄影	攝影	shèyĭng	vo, n	to take a photograph; photography
4.	博客		bókè	n	blog
5.	分享		fēnxiǎng	v	to share
6.	饮食文化	飲食文化	yĭnshí wénhuà	n	cuisine culture, food culture
	饮食	飲食	yĭnshí	n	cuisine, food
7.	数码相机	數碼相機	shùmă xiàngjī	n	digital camera
	数码	數碼	shùmă	n, adj	numeral; digital
	相机	相機	xiàngj ī	n	camera
8.	价格	價格	jiàgé	n	price
9.	不如		bùrú	v	to be inferior to, not as good as
10.	划算		huásuàn	adj	to be worth the price
11.	并且	並且	bìngqiě	cj	and, besides, moreover
12.	打折		dăzhé	v	to discount
13.	提醒		tíxĭng	v	to remind, to warn
14.	购物	購物	gòuwù	n, vo	shopping; to go shopping
15.	投诉	投訴	tóusù	n	complaint
16.	款		kuăn	n	style, type
17.	网站	網站	wăngzhàn	n	website
18.	免费	免費	miănfèi	adj	free of charge, free, gratis
19.	送货	送貨	sònghuò	vo	to deliver goods
		貨	huò	n	goods
20.	名牌		míngpái	n	famous brand
21.	产品	産品	chănpĭn	n	product

120 第四单元 • 第一课 • 网上购物

LESSON VOCABULARY 4.1 (continued)

	SIMPLIFIED	Traditional	PINYIN	Word Category	Definition
22.	保修期		băoxiū qī	n	guarantee period, warranty period
	修		xiū	v	to repair
23.	优惠券	優惠券	yōuhuìquàn	n	coupon
	优惠	優惠	yōuhuì	adj	preferential, favorable
	券		quàn	n	ticket, coupon
24.	既…又…		jìyòu	prep	both and
25.	样子	樣子	yàngzi	n	appearance
26.	大熊猫	大熊貓	dàxióngmāo	n	giant panda
27.	洋		yáng	adj	foreign

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

yì fēn qián yì fēn huò 一分钱, 一分货 -分钱,-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.



语言注释 LANGUAGE NOTES

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:

Promotions Terms	Pinyin	Meaning
半价	bànjià	half price
特价	tèjià	special price (特: special)
免费	miănfèi	free of charge
卖完为止	màiwán wéizhĭ	offer good as long as item is in stock
买一送/赠一	măi yī sòng/zèng yī	buy one, get one free
满300送100优惠券	măn 300 (sānbăi) song 100 (yībăi) yōuhuì quàn	buy 300, receive 100 store credits
大甩卖	dà shuǎimài	a fire sale (甩: throwing away or giving something up)
跳楼价	tiàolóujià	blowout sale (跳楼: to jump off a building, indicating a price that jumps from high to low)
削价	xuējià	to cut the price (削: to cut)

Special Sales Terms	Pinyin	Meaning	
隆重开业	lóngzhòng kāiyè	grand opening	
周年店庆	zhōunián diànqìng	anniversary sale	
结业促销	jiéyè cùxiāo	closing sale	

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

The expression $A + \biguplus + B + Adjective$ indicates that A is more (adjective) than B. The phrase $\checkmark \not \Box$ (bùrú) expresses the opposite, meaning that A is not as good as B. Unlike \biguplus , $A \checkmark \not \Box$ 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.

From the Lesson Text: 商店的价格常常不如网上的划算。

Shāngdiàn de jiàgé chángcháng bùrú wăngshang de huásuàn.

Store prices usually aren't as good as online prices.

Other examples: 我的中文不如她的好。

Wŏ de Zhōngwén bùrú tā de hǎo.

My Chinese is not as good as hers.

住宿舍不如住家里舒服。

Zhù sùshè bùrú zhù jiāli shūfu.

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。

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 (bìngqiě) is a more formal word that joins words or phrases together. Unlike π , 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

多的打折活动。

Shāngdiàn de jiàgé chángcháng bùrú wăngshàng de huásuàn, bìngqiě

wăngshàng you henduo de dăzhé huódong.

Store prices usually aren't as good as online prices. Furthermore, online sites

often have sales promotions.

Other examples:

处。

Tā shì yí ge hěn xìxīn de rén, bìngqiě feicháng hǎo

xiāngchů.

He is a very considerate person and extremely easy to get along

with.

他是一个很细心的 他要我陪他去美国,可是我 人,并且非常好相 怕坐飞机,并且我也不会说

英语。

Tā yào wǒ péi tā qù Měiguó, kěshì wǒ pà zuò fēijī, bìngqiě wǒ yě bú huì 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.

姐姐的宠物爱吃很多东西/很爱玩。 Example:

→姐姐的宠物爱吃很多东西,并且很爱玩。

我的公寓有各种家电/在学校附近。 1.

今年夏天的气温一般在37度左右/有一点闷热。 2.

她的性格活泼开朗/对人很热情。 3.

Use \mathfrak{M} A \mathfrak{N} 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 X A X B, meaning having both A attribute and B attribute.

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

祥安找到了一个卖新款相机的网站, 既打折又免费 From the Lesson Text:

送货。

Xiáng'ān zhǎodàole yí ge mài xīn kuǎn xiàngjī de wǎngzhàn, jì dǎzhé yòu

miănfèi sònghuò.

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

Other examples:

可爱。

Lăoshī de érzi jì cōngming yòu

kě'ài.

The teacher's son is both clever

and cute

老师的儿子既聪明又 大家都说他既尊敬长辈又会照 顾晚辈,是个很有礼貌的人。

Dàjiā dōu shuō tā jì zūnjìng zhăngbèi yòu huì zhàogù wănbèi, shì ge hĕn yŏu lǐmào de rén. 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.

他/会说英语/汉语 → 他既会说英语又会说汉语。 Example:

- 我的室友/爱夫健身房运动/图书馆看书 1.
- 出去旅游的时候我们/要玩得开心/注意安全 2.
- 她穿那条裙子/看起来漂亮/可爱 3.
- 开车去机场/快/方便 4.
- 酸辣汤/好喝/不贵 5.

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.

From the Lesson Text: 祥安觉得买这个相机真是最合适不过了。

Xiáng'ān juéde mǎi zhè ge xiàngjī zhēn shì zuì héshì búguò le.

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。

Xiǎoháizi chuān zhè yàng de yīfu zuì kěài búguò le. 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。 Wǒ juéde cānjiā bǎohù huánjìng de huódòng zuì yǒuyìsi búguò le.

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.
- 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.

练习 PRACTICE



练习 4.1: 课文理解

Paired Activity: Discuss the following questions based on the Lesson Text. Be prepared to share your thoughts with the class.

- 1. 祥安为什么要买数码相机?
- 2. 为什么祥安后来去了电器商店?
- 3. 如果你是祥安,你会在网上买数码相机吗?为什么?

练习 4.2 (上): 产品比较

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.

既…又… 不如 并且 最……不过

Example: 新款笔记本R7的荧幕尺寸不如名牌笔记本BC9的大。



新款笔记本R7

荧幕尺寸: 12英寸 价格: 3866元

送货: 加100 元

保修期: 2年



名牌笔记本BC9

荧幕尺寸: 16英寸

价格: 4199元

送货: 免费

保修期:1年



减价笔记本TX28

荧幕尺寸: 10英寸

价格: 2299元

送货: 加50元

保修期:不包保修

Notes:

荧幕尺寸 (yíngmù chǐcùn): n. screen size

英寸 (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.

	网络	商店
价格	比商店便宜300元	比网络贵300元
保修期	1年保修期	2年保修期
送货	送货加50元	有现货
送货时间	1星期	有现货
优惠	多送1年保修期	送200元优惠券

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.

	你觉得重要吗?	为什么?
服务	我觉得买电脑的时 候,店员的服务很重 要。	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。
价格		
质量		
保修		

📕 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.

	Radical	Strol	ke Or	der							
享	∸ tóu lid	•			六	台	亨	亨	享		
饮	な shí food	1	۴	r	4	th	饮	饮			
数	女(支) pū knock	类	数数	当数	半	半	*	光	娄	娄	岁
码	石 shí rock	-	T	I	F	石	石	码	码		
相	木 mù wood	_	+	1			机	机	相	相	
并	入 bā eight		17	业	兰	并	并				
折	扌(手) shǒu hand	_	于	扌	扩	扩	扩	折			
投	扌(手) shǒu hand	-	t	扌	耖	扩	挖	投			
款	欠 qiàn yawn	一款	+ 款	士	主	圭	丰		崇	訓	款
站	立 lì stand	•	2	;	;	立	회	业	站	站	站
免	刀 dāo knife	1	17	77	4	占	争	免			
货	贝 bèi shell	1	1	11	化	化	华	货	货		
牌	片 piàn slice)))' 牌),	片	片	片	於	户	户	牌
产	∸ tóu lid	`	<u> </u>	+	ゖ	立	产				
既	无 wú without	7	7	3	P	P	R	民二	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.

季 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 店打电话问能不能修。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?

II Q

3. Describe a similar problem you or someone you know has had in the past.

练习 4.9: 阅读理解

4 F C A X +

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!

Notes:

店庆 (diànqìng): *n*. store celebration

顾客(gùkè): n. customer 感谢 (gǎnxiè): v. to thank 支持 (zhīchí): v. to support 满 (mǎn): adj. complete

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 \(\frac{4}{5}000\). What can you buy and why?

130 第四单元 第一课 网上购物

文化点滴 CULTURAL SPOTLIGHT

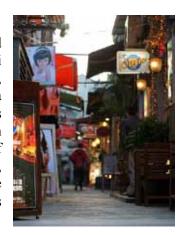
Neighborhood Boutiques in China

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 Luógǔ Xiàng)

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.



课文-拼音&英文TEXT IN PINYIN & ENGLISH

Pinyin

Xiáng'ān yíxiàng hěn xǐhuan měishí, shèyǐng hé xiě bókè. Zuìjìn, tā xiǎng yòng bókè gĕi péngyoumen jièshào hé fēnxiǎng Zhōngguó měishí, ràng dàjiā dōu yǒu jīhuì liǎojiě Zhōngguó de yǐnshí wénhuà.

Xiáng'ān dăsuan măi yí ge bǐjiao zhuānyè de shùmă xiàngjī lái pāizhào. Dàdōng jiànyì Xiáng'ān zài wăngshàng măi, yīnwèi shāngdiàn de jiàgé chángcháng bùrú wăngshàng de huásuàn, bìngqiĕ wăngshàng yǒu hěnduō de dăzhé huódòng. Dàn Zhōngpíng tíxǐng Xiáng'ān zhùyì wăngluò ānquán, tā zài bàozhǐshàng cháng kàndào wăngluò gòuwù de tóusù. Xiáng'ān zhǎodàole yí ge mài xīn kuǎn xiàngjī de wǎngzhàn, jì dǎzhé yòu miǎnfèi sònghuò, dàn bù bǎoxiū. Tā juédìng zài wǎngshàng gòuwù zhīqián, xiān qù fùjìn de shāngdiàn bǐjiào yí xià.

Zhōngpíng péi Xiáng'ān qùle yì jiā diànqì shāngdiàn, nàlǐ yǒu hěn duō dǎzhé de míngpái shùmǎ xiàngjī, chǎnpǐn yǒu yì nián de bǎoxiūqī, hái kěyǐ yòng yōuhuìquàn zài zhè jiā shāngdiàn de wǎngzhàn shàng gòuwù. Hòulái, Xiáng'ān kànzhòngle yì kuǎn hēibáisè de xiàngjī, jì piányi yòu hǎoyòng. Zhōngpíng shuō xiàngjī de yánsè hé yàngzi ràng tā xiǎngqǐ dàxióngmāo. Xiáng'ān juéde mǎi zhè ge xiàngjī zhēn shì zuì héshì búguò le, yīnwèi zhèyàng tā de bókè jiù kěyǐ jiào "yáng xióngmāo yóu Zhōngguó"!

English

Xiang'an has always enjoyed the culinary arts, photography, and blogging. Recently, he has been thinking about using his blog to introduce Chinese cuisine to his friends. This way, he can provide others with the opportunity to understand Chinese cuisine and culture.

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"!

132 第四单元 第一课 图上购物



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.



买

LESSON 2

退货

Returning Merchandise



不好意思,这台 diàn nuǎn qi 电暖器才用了两 次就用不了, 能退货吗?



你是什么时候买 shōu jù 的?有收据吗?



我是两个星期前 shōu jù 买的,这是收据。



真nin 只周huò货的shāng 产品 人工

什么? 可是卖的时候你没有告诉我啊。



shōu jù 你看收据上写得很 qīng chu 清楚,不好意思。



那么确实是没办法退了。玛丽,别不 shāng chǎng 开心。我带你去大商场买一台新的。



商店的价钱贵吧?

rèn wéi máo jīn yá gāo yá gāo 这样 大小 为骨 下 在小 商店 电影 chǎng chǎng chǎng chǎng chǎng 有保证 和 的 比較 是 有保证 有保证 有保证 有 的 比较 在 为 有 有 不 的 我 在 我 挺 在 附近 的 还 在 我 挺 不 错的 说货。

光美

好吧,我们去看看。其实不管买什dōu tuì huò tiáo jiàn 么东西,我都应该先看退货条件。



tuì huò xū zhī 退货须知

一、商品可以在售后 huàn 三十天之内退换。

三十天之内退换。

二、退换时必须出示shōu jù 收据。

shāng pǐn bāo zhuāng

三、商品和包装不能有sǔn huài 损坏。

课文LESSON TEXT

LESSON TEXT 4.2

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。

136 第四单元 **第二课 退货**

Language Tips

必须 (bìxū)

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.

必需 (bìxū)

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.

价格 (jiàgé)

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, "可是大商场会比小商店的价钱贵吧?"

价钱 (jiàqián)

Examples:

购物的时候不能只看商品的价格, 还要注意退货条件。

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.

字词 VOCABULARY

LESSON VOCABULARY 4.2

LE	SSON VOCABU	JLARY 4.2			
	Simplified	Traditional	Pinyin	Word	Definition
				CATEGORY	
1.	台	喜室	tái	mw	(used for appliances, instruments, etc.)
2.	电暖器	電暖器	diànnuănqì	n	heater
3.	用不了		yòngbuliǎo	v	can't be used
4.	退货	退貨	tuìhuò	vo	to return merchandise/goods
	退		tuì	v	to return
5.	收据	收據	shōujù	n	receipt
6.	抱歉		bàoqiàn	v	to be sorry, to be apologetic
7.	商品		shāngpĭn	n	merchandise, goods, commodity
8.	清楚		qīngchu	adj	clear
9.	商场	商場	shāngchăng	n	market
10.	认为	認爲	rènwéi	v	to think/believe that
11.	毛巾		máojīn	n	towel
12.	牙膏	牙膏	yágāo	n	toothpaste
13.	日用品		rìyòngpĭn	n	daily necessities
14.	保证	保證	băozhèng	n, v	guarantee, warranty; to guarantee; to warrant
15.	百货公司	百貨公司	băihuò gōngsī	n	department store
16.	其实	其實	qíshí	adv	as a matter of fact, actually
17.	不管都		bùguăndōu	prep	no matter all, regardless of al
18.	条件	條件	tiáojiàn	n	policy, conditions
19.	须知	須知	xūzhī	n	notice
20.	售		shòu	v	to sell
21.	换	换	huàn	v	to exchange
22.	出示		chūshì	v	to show
23.	包装	包裝	bāozhuāng	n	packaging
24.	损坏	損壞	sŭnhuài	n, v	damage; to damage
	坏	壞	huài	adj	broken

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REQUIRED VOCABULARY 4.2

	Simplified	Traditional	Pinyin	Word	DEFINITION
				CATEGORY	
25.	付款		fù kuăn	vo	to pay money
26.	牌子		páizi	n	brand
27.	部分		bùfen	n	part
28.	所有		suŏyŏu	adj	all
29.	顾客	顧客	gùkè	n	customer



ONLINE RESOURCES

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

Idiomatic Expression

huò bǐ sān jiā 货比三家 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 (chīkuī: 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!



语言注释 LANGUAGE NOTES The LEAN

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:

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:

Chinese	Pinyin	Meaning
Time-relate	d Terms	
无条件	wú tiáojiàn	unconditional; without exceptions
之内	zhīnèi	within
超过	chāoguò	to exceed
售后	shòuhòu	after purchase
Verbs		
拆封	chāifēng	to remove the seal; to open
保证	băozhèng	guarantee, warranty
保修	bǎoxiū	a guarantee to keep something in working condition
退货	tuìhuò	to return merchandise/goods
出示	chūshì	to show
换	huàn	to exchange

Chinese	Pinyin	Meaning
Other terms	associated with	returns and exchanges:
不得	bùdé	must not; may not; not be allowed
必须	bìxū	must
配件	pèijiàn	accessory; attachment; component
收据	shōujù	receipt
保证	bǎozhèng	guarantee; to guarantee
商品	shāngpĭn	commodity, goods
损坏	sŭnhuài	damage; to damage
包装	bāozhuāng	packaging
退货须知	tuìhuò xūzhī	return notice

140 第四单元 • 第二课 • 退货

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 / 不 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 / 不 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-Result, as in, "用 得 了 用 不 了 ?"

Verb + 得 / 不 + 了 (+ Object)

From the Lesson Text: 这台电暖器才用了两次就用不了了。

Zhè tái diànnuănqì cái yòngle liăng cì jiù yòngbuliăo le. I only used this heater twice and it's broken now.

Other examples: 他太忙了,去不了你的 这么多的菜,你吃得了

生日派对。 吗?

Tā tài máng le, qùbuliǎo nǐ de Zhème duō de cài, nǐ chīdeliǎo ma? shēngrì pàiduì. There is so much food, can you really eat

He is too busy, so he can't go to your it all?

birthday party.

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)

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.

像 + Noun Phrase + 这 / 那样的 + Noun Phrase

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 máojīn hé yágāo zhèyàng de rìyòngpǐn, zài xiǎo shāngdiàn mǎi

huì bǐjiao huásuàn.

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。

Wŏ hĕn xĭhuan xiàng tā nàyàng

huópo kāilăng 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?

Shēngbìng de shíhou kéyĭ zuò xiàng pǎobù,

dăqiú zhèyàng de yùndòng 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 structure 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.

格法為一種

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.

其实 + Sentences

From the Lesson Text: 其实不管买什么东西,我都应该先看退货条件。

Qíshí bùguăn măi shénme dōngxi, wŏ dōu yīnggāi xiān kàn tuìhuò tiáojiàn. Actually, no matter what I buy, I should be sure to first take a look at the return

policy.

Other Examples: 很多人

很多人觉得中文比较难 别看他很年轻,其实他已学,其实多练习就能学 经有很多年的工作经验。好。

Hěn duō rén jué de Zhōngwén bǐjiao nán xué, qíshí duō liànxí jiù néng

xué hǎo.

A lot of people think Chinese is hard to learn, but actually you learn

Chinese well by practicing.

Bié kàn tā hěn niánqīng, qíshí tā yǐjīng yǒu hěnduō nián de gōngzuò jīngyàn. He may look very young, but he actually has many years of work experience.

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)

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。

> Qíshí bùguăn măi shénme dōngxi, wǒ 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 不管她去哪里旅游,她都

都非常客气。

Bùguăn shénme shíhou, tā duì rén

dōu fēicháng kèqi.

No matter what the occasion, he is

always extremely polite.

会给朋友们寄明信片。 Bùguăn tā qù nălǐ lǚyóu, tā dōu huì gěi

péngyoumen jì míngxìnpiàn.

No matter where she is traveling, she always sends postcards to her friends.

Practice: Rewrite the following sentences using 不管…都…

约会很多次/我会紧张 Example:

→不管约会多少次,我都会紧张。

她穿什么/很漂亮 1.

去那家饭馆多少次/我觉得很好吃 2.

什么时候/我不爱出去逛街 3.

饿的时候,酸的、甜的、苦的、辣的/我能吃 4.

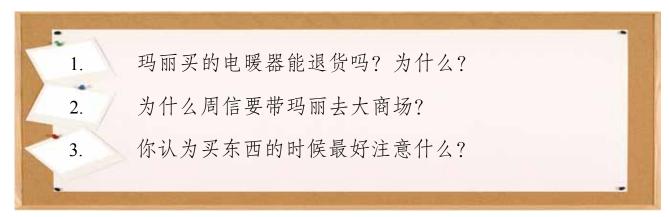
从一月到十二月/我在旅行 5.

练习 PRACTICE



练习 4.10: 课文理解

Paired Activity: Discuss the following questions based on the Lesson Text. Be prepared to share your thoughts with the class.



练习 4.11 (上): 退货须知

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.



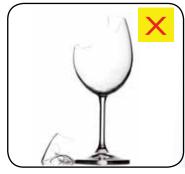
Example: 退换 时必须出示 收据















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.

小商店	大商场
玛丽认为像毛巾这样的日 用品在小商店买会比较划 算。	

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.

	Questions	Answers
Example:	你买了什么?	我买了一台电脑。
1.		
2.		
3.		

💻 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.

146 第四单元 • 第二课 • 退货

	Radical	Stro	ke Or	der							
台	ム sī self	2	4	4	台	台					
退	i chuò walk	7	7	3	P	艮	艮	飞	很	退	
据	扌(手) shǒu hand	- 据	ţ	丰	才	扫	护	护	护	护	据
抱	扌(手) shǒu hand	-	十	扌	扌	扚	杓	抬	抱		
楚	木 mù wood	- 举	+		未	木	朴	材	林	林	林
牙	牙 yá teeth	-	二	于	牙						
证	讠(言) yán speech		i	i	订	诈	证	证			
其	入 bā eight	_	十	Ħ	Ħ	甘	韭	其	其		
须	乡 shān hair	1	1	3	疒	疒	紅	沂	须	须	
售	ロ kŏu mouth	/ 售	1	イ	广	广	仁	仹	住	住	售
换	扌(手) shǒu hand	-	t	扌	<i>‡</i> ′	扩	护	护	掐	换	换
示	— yī one	-	=	于	亓	示					
损	扌(手) shǒu hand	_	t	扌	才	扩	护	扣	捐	损	损
坏	土 tǔ earth	-	+	土	士	圢	坏	坏			
付	イ(人) rén person	1	1	十	什	付					

■ 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.

季 练习 4.17: 阅读理解



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.

练习 4.18: 阅读理解

< P C A X +

-

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 (bànlǐ): v. to handle

手续 (shǒuxù): n. procedure

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.

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文化点滴 CULTURAL SPOTLIGHT

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 bands are awarded the distinguished title of 老字号 (Lǎo Zìhào: 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 Nǎitáng), 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.

课文 - 拼音 & 英文 TEXT IN PINYIN & ENGLISH

Pinyin		English
Sūn Mălì:	Bùhăoyìsi, zhè tái diànnuănqì cái yòngle liăng cì jiù yòngbuliăo le, néng tuìhuò ma?	Excuse me. I only used this heater twice and it's broken now. Can I be return it?
Diànyuán:	Nǐ shì shénme shíhou mǎi de? Yǒu shōujù ma?	When did you buy it? Do you have a receipt?
Sūn Mălì:	Wǒ shì liǎng ge xīngqī qián mǎi de, zhè shì shōujù.	I bought it two weeks ago. Here is the receipt.
Diànyuán:	Zhēn de hěn bàoqiàn, shāngpĭn zhĭ néng zài yì zhōu zhīnèi tuìhuò.	I'm very sorry, but we only accept returns for items purchased within one week.
Sūn Mălì:	Shénme? Kěshì mài de shíhou nĭ méiyŏu gàosu wŏ a.	What? But you didn't tell me that when you were selling it.
Diànyuán:	Nĭ kàn shōujùshang xiĕ de hĕn qīngchu, bùhǎoyìsi.	If you look on the receipt, it clearly states this. I'm sorry.
Zhōu Xìn:	Nàme quèshí shì méi bànfă tuì le. Mălì, bié bù kāixīn. Wŏ dài nǐ qù dà shāngchăng măi yì tái xīn de.	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.
Sūn Mălì:	Kěshì dà shāngchăng huì bǐ xiǎo shāngdiàn de jiàqián guì ba?	But the items sold at large stores are more expensive than in small stores, aren't they?
Zhōu Xìn:	Wǒ rènwéi xiàng máojīn hé yágāo zhèyàng de rìyòngpǐn zài xiǎo shāngdiàn mǎi huì bǐjiao huásuàn, dànshì mǎi diànqì háishì zài dà shāngchǎng gèng yǒu bǎozhèng. Wǒ jiā fùjìn nà jiā bǎihuò gōngsī jiù tǐng búcuò de, hái néng zài yí ge yuè zhīnèi tuìhuò.	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.

Sūn Mălì: Hǎo ba, wŏmen qù kànkan. Qíshí bùguǎn

măi shénme dōngxi, wŏ dōu yīnggāi xiān kàn

tuìhuò tiáojiàn.

Zhōu Xìn: Nǐ xiān kànkan tuìhuò xūzhī, yǒu bù dŏng de

dìfang jiù wèn wŏ ba.

Tuìhuò xūzhī

Yī, Shāngpĭn kĕyĭ zài shòuhòu sānshí tiān

zhīnèi tuìhuàn.

Èr, Tuìhuàn shí bìxū chūshì shōujù.

Sān, Shāngpĭn hé bāozhuāng bù néng yŏu sǔnhuài.

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.

单元复习 UNIT REVIEW



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

RECOGNIZE	HAT YOU CAN				WRITE	
Adjectives □划洋 整有 □ Measure Word □ Measure	Nouns 美博饮数价投款网名产保优样大食客食码格诉 站牌品修惠子熊 化机 期券 猫	『税质电收商商毛牙日百条须包牌价 量暖据品场巾膏用货件知装子	□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□		

Use	
□ Use A 不如 B to indicate A is not as good as B.	□ Use 得了 / 不了 to express ability or inability to
□ Use 并且 to mean "also" to connect words or	complete certain actions.
clauses in formal contexts.	□ Use 像…这 / 那样的… to describe categories
□ Use 既 A 又 B as a formal way to express	using comparisons.
"both A and B."	□ Use 其实 to say "actually."
□Use 最·····不过了 to emphasize	□ Use 不管…都 / 还… to express that something
superlatives.	does not matter.

网上购物

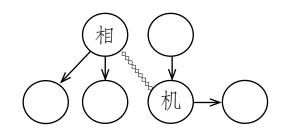
VOCABULARY REVIEW 4.1

I. Fill in each circle with a character to form a two-word vocabulary phrase.

品

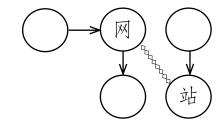
() () () () ()

2.



3.

1.



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

祥安的博客:

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

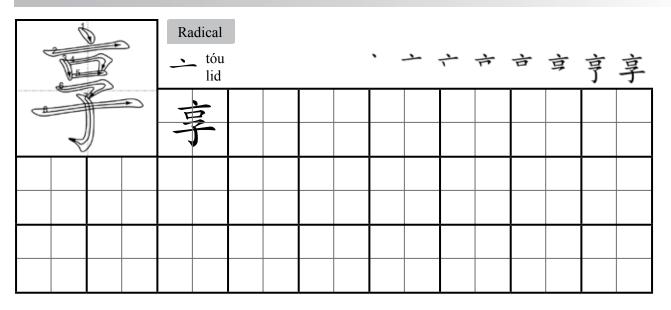
提醒一、虽然网上产品的价格都会打析,但是要注意在华东的网站购物是不能用优惠券的,并且不包送货。

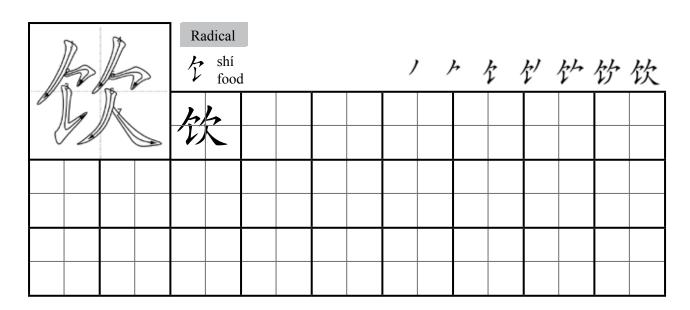
提醒二、如果你对产品不满意,最好打电话到商店投拆, 因为商店的负责人是不会管网站上写的投拆的。

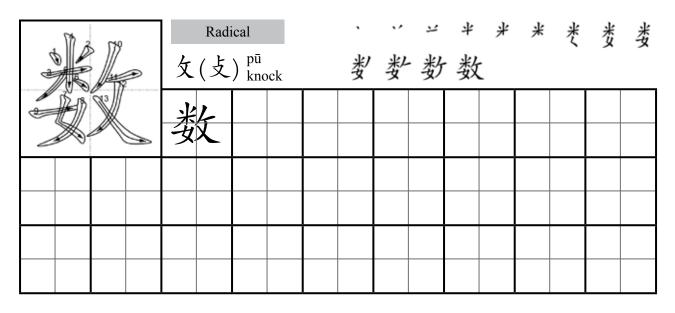
III. Fill in the blanks using the vocabulary from the passage above in question #2.

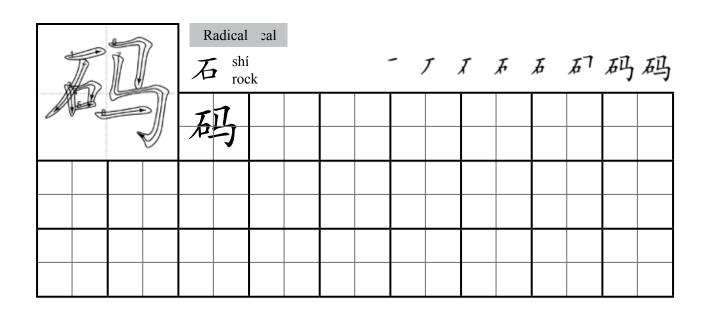
现在只要在你的博客上,与朋友们(1.)________我们商店最新款的电子(2.)______,就有机会拿到我们每星期送出的七(3.)________优惠券。优惠券可以用来(4.)______包括电视和相机等等电子商品,并且免费(5.)_____。还在等什么?现在就马上到我们公司的(6.)_____,选一台你最喜欢的电器或电子用品,然后发到你的博客上吧!

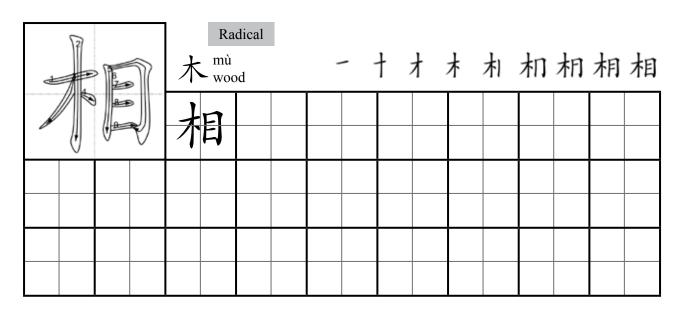
CHARACTER WRITING PRACTICE 4.1

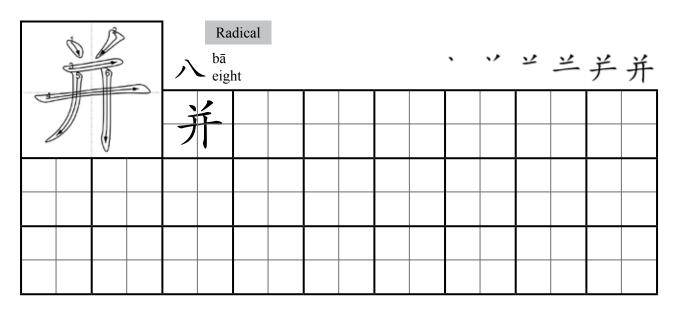


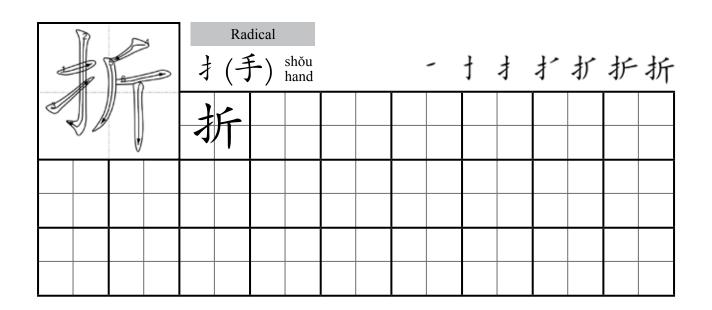


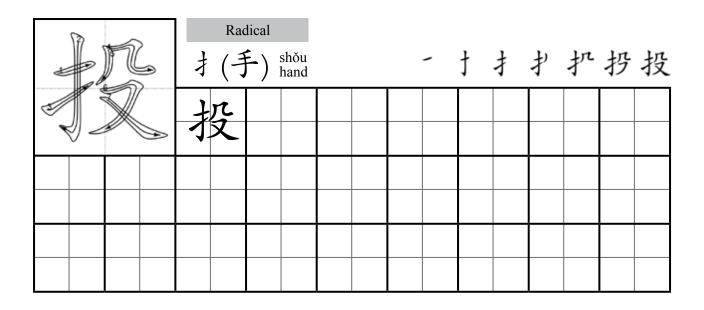


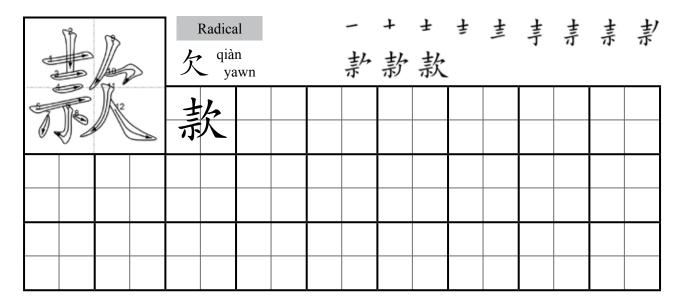


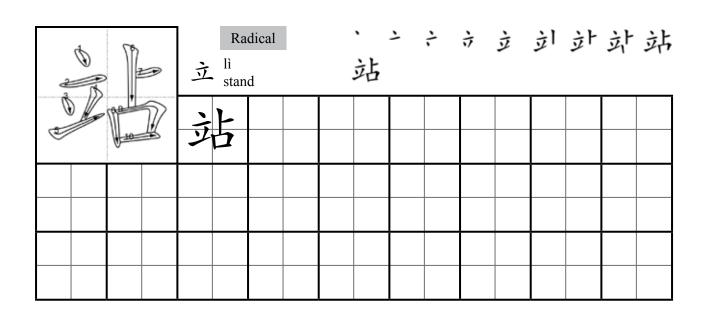


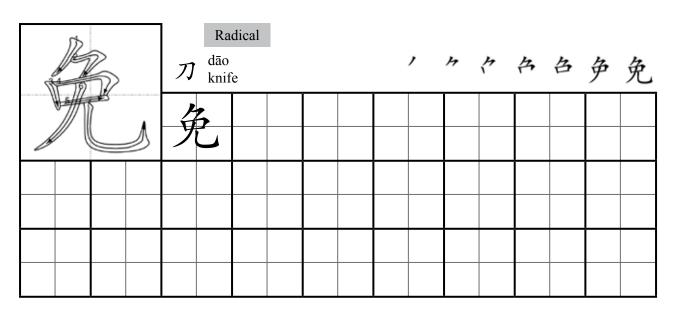


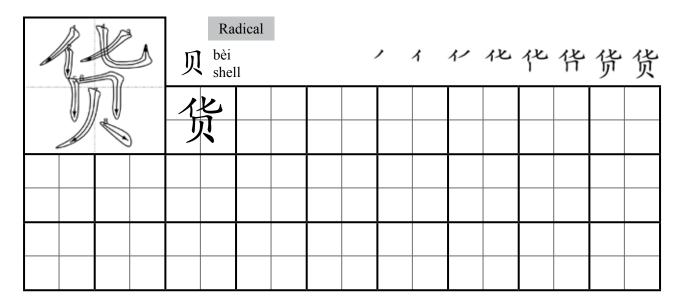


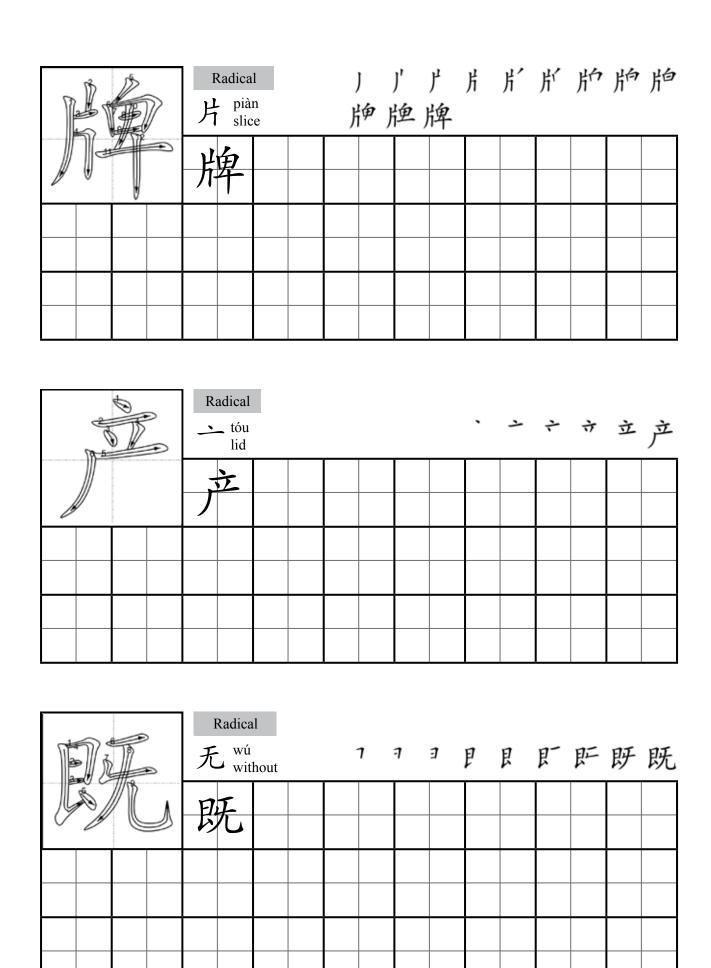












LISTENING COMPREHENSION 4.1

I.	Listen to	the recording	and select	the best res	sponse 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 t	the following	True or False	questions:
	Listen to the recording	a ana answer		ilue oi i aise	questions

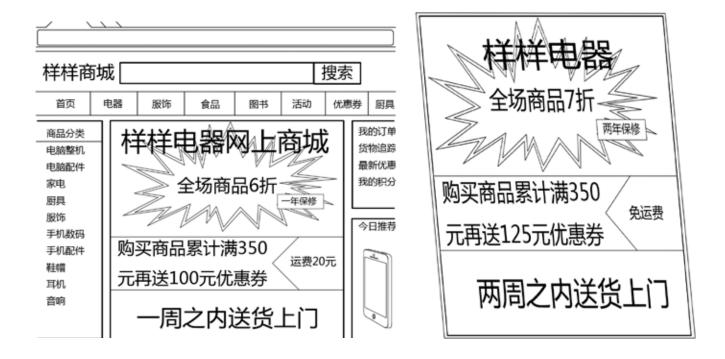
- 1. () It sounds like the woman is very excited about the new sweater.
- 2. () At first, the man did not think it was a good idea to have pandas on a sweater.
- 3. () The woman is planning to go to China this fall.
- 4. () The man thought the sweater was bought in a store.
- 5. () The sweater was discounted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

SPEAKING PRACTICE 4.1

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.

Online or in-store:	
Item & price:	
Promotions:	
Warrantees:	
Shipping Fees:	

STRUCTURE REVIEW 4.1

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.

- A. Complete the short survey below and and provide a reason using $\mathcal{T} \not\square$ 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.

Noun / Adjective / Verb Phrase + 并且 + Noun / Adjective / Verb Phrase

Clause, + 并且 + Clause

B. The following are some examples of Chinese traditional customs. Take a sentence from each box and combine them into one by using $\# \mathbb{L}$.

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 $\mathbb{K}\cdots\mathbb{X}\cdots$ 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?

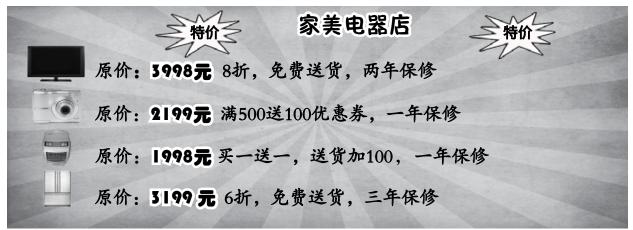
Structure Note 4.4: Use 最 · · · · 不过了 to emphasize superlatives.

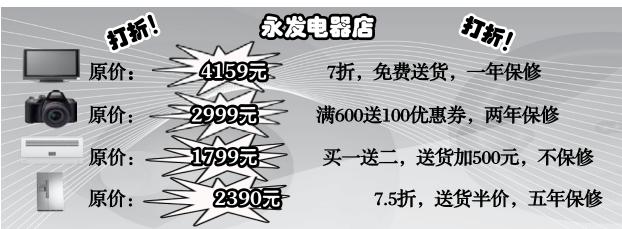
最 + Adjective + 不过了

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.

		中国	我的国家
1.	动物	四川的大熊猫最可 爱不过了。	
2.	莱	湖南菜最辣不过了。	
3.	天气	哈尔滨的冬天最冷不过了。	
4.	城市	上海这城市最现代 化不过了。	

II. Read the ads below and answer the following questions using the structure notes you learned in this lesson.





- 1. 如果你要买一台电视, 你会去哪家电器店买? 为什么?
- 2. 你觉得哪家商店卖的数码相机比较划算?
- 3. 你觉得家美电器还是永发电器的空调比较好? 为什么?
- 4. 你觉得买冰箱最重要的是什么? 那你会选哪一款冰箱?

READING COMPREHENSION 4.1

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,价格既合适样子又好看。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时块呢!你真的要买吗?"小美一看也觉得太贵了,但她真的非常喜欢这双鞋,她就说:"一分钱一分货啊!"玛丽建议小美的购物网站找找看有没有同一款的鞋子卖。小美很幸运,她在网上真的找到了一样的鞋子,并且那家网站还给了她一张优惠券。的找到了一样的鞋子,并且那家网站还给了她一张优惠券。也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?

II. Read the following passage and answer the questions:

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 的一次是有一年我一共网购了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产品, 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 (wǎnggòu dárén): n. online shopping expert 大部分 (dàbùfen): 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、写博客,宿舍都是你在帮忙整理打扫,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,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,而且这两天他们店正在做优惠活动,**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!

幸运牛肉美食火锅城

Notes:

火锅

(huŏguō): n. hotpot

肖费

(xiāofèi): v. to consume

使用 (shǐyòng): v. to use

优惠券



新鲜牛肉 火锅美食

欢迎光临 顾客至上 罪30

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。

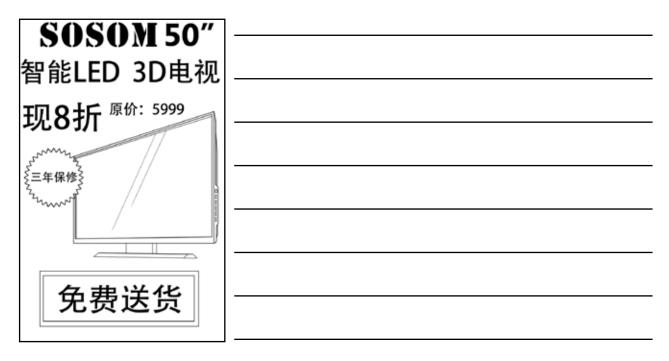
地址: XXXXXXXXXXXXXXXXXX

电话: XXXXXXXXXXXXXX

- 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.

WRITING PRACTICE 4.1

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.



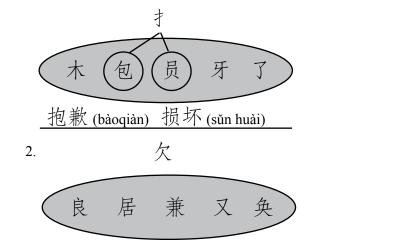
VOCABULARY REVIEW 4.2

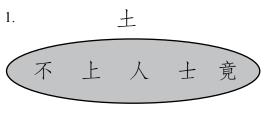
I. Write the English definition for each character and reorder the words in each row to form a vocabulary phrase.

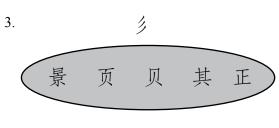
Example: 文化 culture eat drink 饮食文化 cuisine culture 暖 1. 机 衣 洗 2. 品 用 E 3. 百 4. 公司 货 须知 退 5.

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:



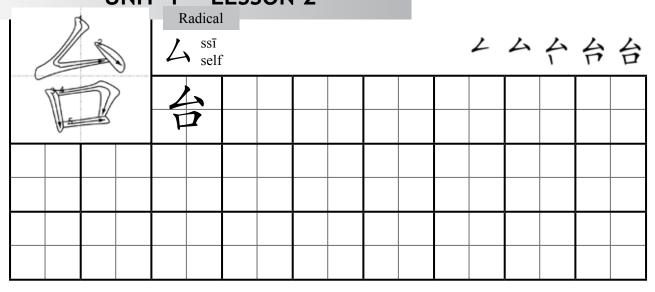


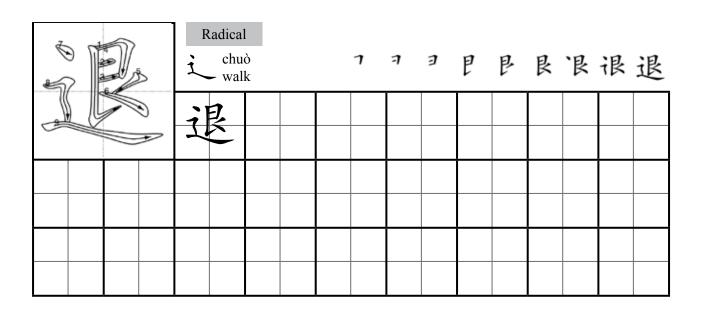


III. Replace the underlined phrases with appropriate vocabulary words from this lesson.

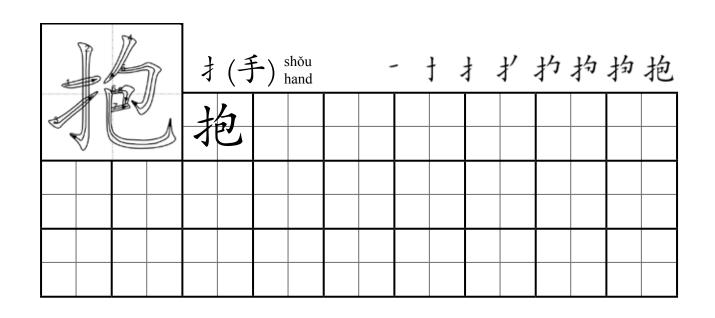
我们是一家新开的生活家具店。除了家具以外,我们还卖像(1.)洗脸的巾这样的日用品。我们所有商品都是欧洲有名的品牌,(2.)一定没有产品(3.)用不了的问题。(4.)如果你对商品有什么不满意,只要(5.)拿出收据,我们都会帮你退换。如果你对退货(6.)情况不清楚,欢迎与我们的店员联系,我们会给(7.)客人最好的服务。

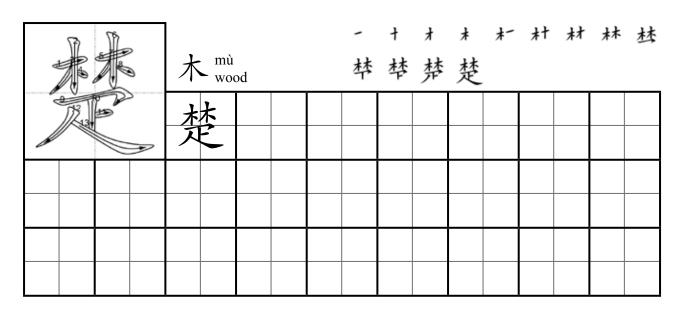
CHARACTER WRITING PRACTICE 4.2 UNII 4 — LESSUN Z

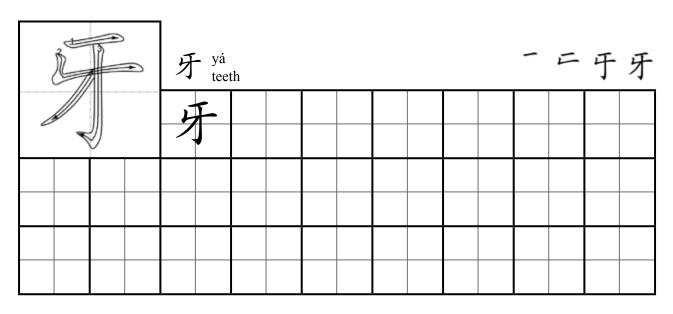


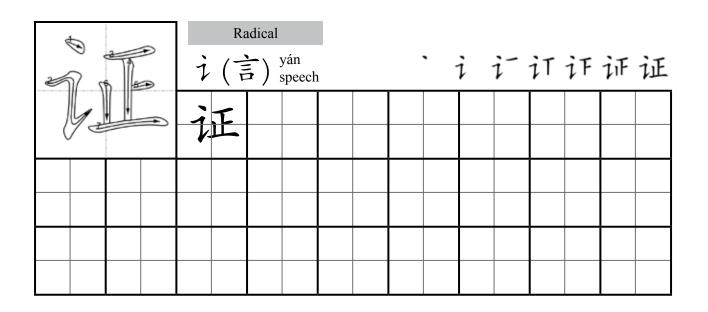


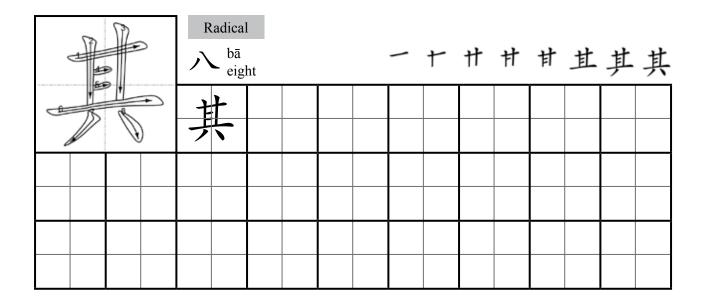
#			Radical 扌(手) shǒu hand			主	- 严扌	f 居 f	居居	打打打护护护						
			书	居												

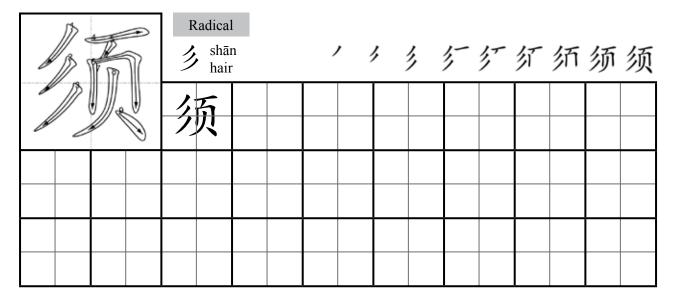


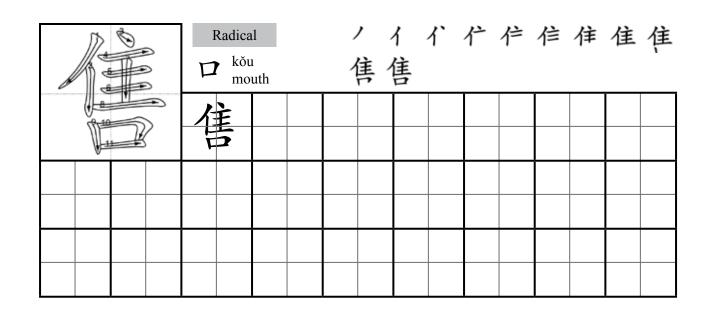


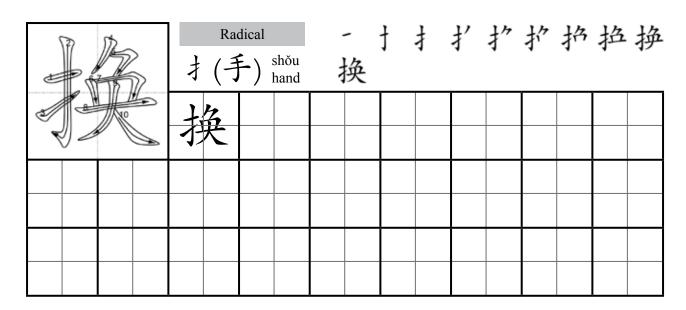


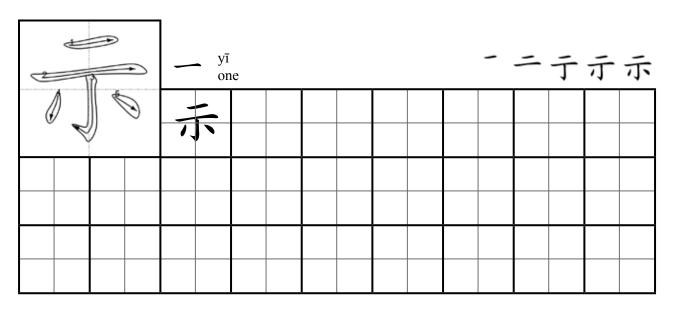


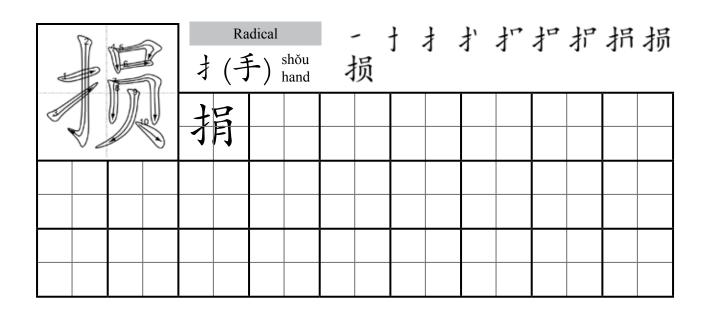


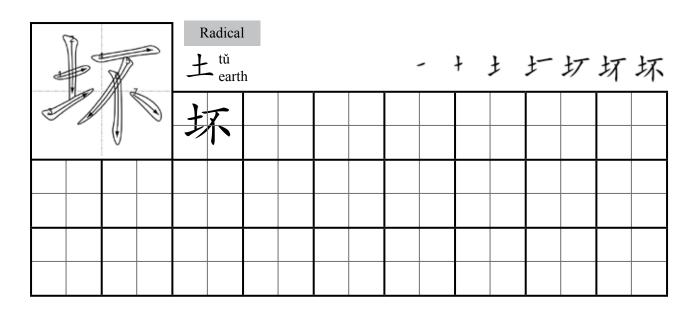


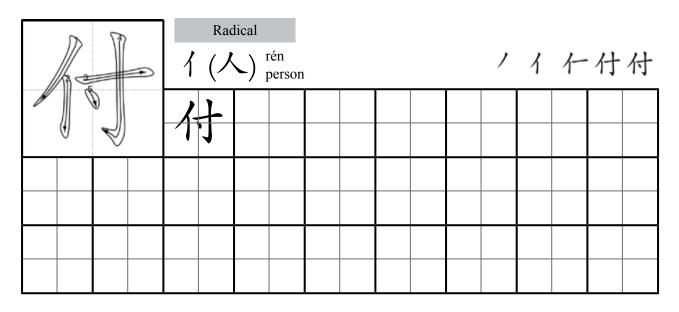












LISTENING COMPREHENSION 4.2

 Listen to the recording and select the best respon 	ise 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 question

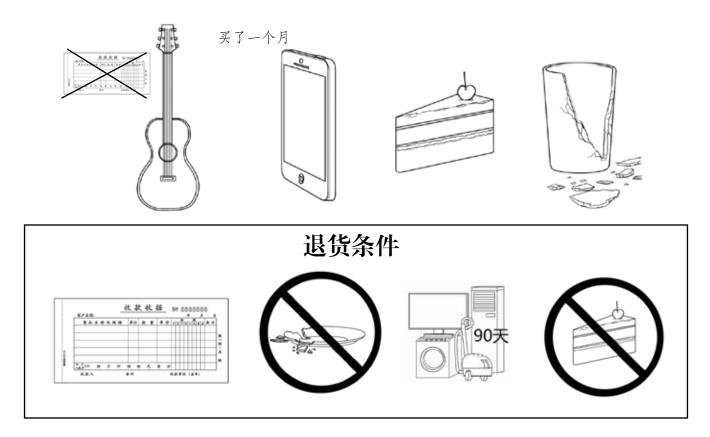
- 1. () The man is looking for a birthday gift for his mom.
- 2. () The woman praises the man for being considerate to his mom.
- 3. () The heater, which the woman recommends, does not come with packaging.
- 4. () Free shipping is very important to the man's mom.
- 5. () Most likely the man is not going to buy the heater.

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

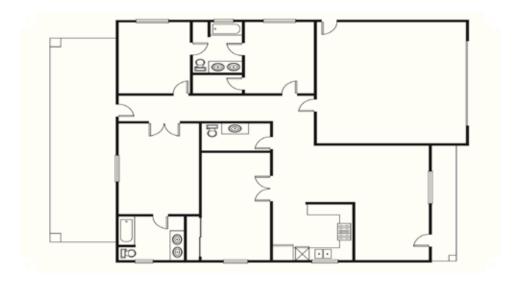
- 1. Why did the speaker decide to buy a cell phone last month?
- 2. What kind of problems did the speaker encounter with the cell phone?
- 3. Describe how the speaker was able to obtain a new cell phone.

SPEAKING PRACTICE 4.2

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.



STRUCTURE REVIEW 4.2

I. Complete the following Structure Note practice activities:

Structure Note 4.5: Use 得了/不了 to express ability or inabil 都 要编的论语意蓝蓝红ons.

都要先学习那个地方的礼节。

Verb+得/不+了(+Objec都要说出来和家人讨论。

- A. Answer the following questions with your own opinion using 得了/ 不了.
 - 1. 孔子的思想那么复杂, 你认为外国人明白得了吗?
 - 2. 你认为中国的老年人会习惯得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得了婚吗?

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 得了or不了, 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 商场: 货美百货、实惠商场 Example: 这个公寓有没有像桌子、床这样的家具? Structure Note 4.7: Use 其实 to say "actually." 其实 + Sentences 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			
<u> </u>			
3			
4			
5. 我认为 _			

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

1.	便宜的东西质量一定没保证。 □ 同意 □ 不同意
2.	买东西最重要就是看它的牌子。 □ 同意 □ 不同意
3.	所有打折的货品都是卖得不好的东西。 □ 同意 □ 不同意
4.	商品包装越漂亮,价钱就会越贵。 □ 同意 □ 不同意
5.	每家百货公司的退货条件都是差不多。 □ 同意 □ 不同意

READING COMPREHENSION 4.2

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

- 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。

II. Read the following passage and answer the questions:

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,买月饼都必须要看牌子,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!

Notes:

信誉 (xìnyù): n. reputation

下单 (xià dān): v. to place the order

保留 (bǎoliú): v. to keep

制造日期 (zhì zào rì qī): n. manufacturing date 保质期 (bǎozhìqī): n. quality guarantee period

- 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.

			收	OFFIC	IAL R	ECEIPT	r 据		居日期:	r¥	年	Я	В
兹收到 RECEIVED FROM													
交来 BEING IN PAYMENT _													-
人民币 (全額大等) (地級大等)	佰	拾	万	仟	佰	拾	元	角	<u>分</u> ¥	· <u>.</u>		π	à
□ 現金 Cath		□支票· Receipt N	号码:					支付領 Bank	行:				_
填票: Filler		收款 Payee	人:		슾 计 Account			收款 ip Payes of no	位:				

Notes:

佰 (bǎi): n. hundred

(shí): n. an elaborate form of "ten" used in writing checks, etc.

f (qiān): n. an elaborate form of "thousand" used in writing checks, etc.

WRITING PRACTICE 4.2

I.	You are starting a new online electronics store. Create a return policy, including conditions about procof 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

To: 刘小红
From: (你商店的名字)
Subject: RE: 退货

SAMPLE ONLINE COMPONENTS



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:

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

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• 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.

TEXTBOOK RESOURCES HOMEPAGE



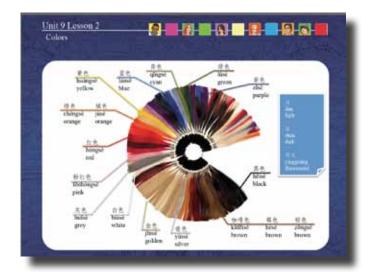
LESSON ANIMATION



LESSON VOCABULARY WITH PLAY AND DOWNLOAD FUNCTIONS



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现代中文

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Modern Chinese is designed for college students and adult learners. This unique program adopts a story-based approach that follows the lives of six college students and the daily events they encounter. The scenarios are designed to provide students with the vocabulary and context to engage in real life conversations.

The multi-cultural background of the characters reflects today's globalized world. The Modern Chinese program includes a textbook, workbook (online or print), and teacher's quide. In addition, the program presents grammar instructions in an accessible and real-time format, focusing on the usage versus grammatical syntax.

"This is a great set of textbooks. It is very well designed... The easy and natural language, accompanied by the cartoon story, concise and easy-to-understand grammar formula and explanations, interesting cultural spotlights, and practical and useful exercises will capture the interest of my students."

- Professor Xianmin Liu, Vanderbilt University

"The grammar section is the highlight of this book. It breaks away from the traditional way of teaching grammar structures. It is easy to understand and simple to follow."

- 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





Housing

Shopping

Hobbies



Cuisine

Emergencies



Arts









Environment

Society

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