



當代 中文 課程

A Course in
Contemporary
Chinese

Textbook 課本


1

國立臺灣師範大學國語教學中心 策劃
Mandarin Training Center National Taiwan Normal University

主編 / 鄧守信 編寫教師 / 王佩卿、陳慶華、黃桂英



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序

Foreword

臺灣師範大學國語教學中心成立於 1956 年，是臺灣歷史最悠久、規模最完備、教學最有成效的華語文教學機構。每年培育三千名以上的外籍學生，學生來自世界一百二十餘國，至今累計人數已達五萬餘人，在國際間享譽盛名。

本中心自 1967 年開始編製教材，迄今共計編寫五十餘本教材，在華語教學界具有舉足輕重之地位。而現今使用之主教材已有十五年之久，不少學生及教師認為現行教材內容需要更新，應新編配合時代需求的新教材。因此，本中心因應外在環境變遷、教學法及教學媒體的創新與進步，籌畫編寫《當代中文課程》6 冊，以符合海內外華語教學的需求，並強化臺灣華語文教學教材之品牌。

為了讓理論與實務結合，並落實發揚華語文教學的精神與理念，本中心邀請了華語教學界的大師——鄧守信教授擔任主編，率領 18 位極富教學經驗的第一線老師進行內容編寫，並由張莉萍副研究員、張黛琪老師及教材研發組成員蔡如珮、張雯雯擔任執行編輯，進行了這項《當代中文課程》的編寫計畫。

這是本中心歷經數十年深厚教學經驗後再次開發的全新主教材，更為了確保品質，特別慎重；我們很榮幸地邀請到美國的 Claudia Ross 教授、白建華教授及陳雅芬教授，擔任顧問，也邀請了臺灣的葉德明教授、美國的姚道中教授及大陸的劉珣教授，擔任審查委員，並由本校英語系李櫻教授和畢永峨教授分別協助生詞和語法的翻譯。此教材在本中心及臺灣其他語言中心，進行了一年多的試用；經過顧問的悉心指導、審查委員的仔細批閱，並參考了老師及學生提出的寶貴意見，再由編寫老師做了多次修改，才將版本定稿。對於所有在編寫過程中，努力不懈的編輯團隊、給予指教的教授、配合試用的老師及學生，我們都要致上最高的謝意。

在此也特別感謝聯經出版事業股份有限公司，願意投注最大的心力，以專業的製作出版能力，協助我們將這套教材以最佳品質問世。

我們希望，《當代中文課程》不只提供學生們一套實用有效的教材，亦讓老師得到愉快充實的教學經驗。歡迎老師在使用後，給予我們更多的指教與建議，讓我們不斷進步，也才能為海內外的華語教學，做更多更好的貢獻。

臺灣師範大學國語教學中心主任 陳浩然

The Mandarin Training Center (MTC) at National Taiwan Normal University (NTNU) was established in 1956, and is the oldest, most comprehensive, and most pedagogically effective educational institute of its kind in Taiwan. Every year over 3,000 international students are trained at MTC, and to the present day over 50,000 students representing more than 120 countries have walked through its doors, solidifying international renown.

MTC started producing teaching material in 1967, and has since completed over 50 textbooks, making it a frontrunner in the field of teaching Chinese as a second language. As the core books have been in circulation for 15 years already, many students and teachers agree that updates are in order, and that new materials should be made to meet the modern demand. Changes in the social landscape, improved teaching methods, and innovations in educational media are what prompted the production of MTC's six-volume series, *A Course in Contemporary Chinese*. The project responds to Chinese teaching needs both at home and abroad, and bolsters Taiwan's brand of teaching material for Chinese as a second language.

With the goal of integrating theory and practice, and carrying forward the spirit of teaching Chinese as a second language, MTC petitioned one of the field's most esteemed professors, Shou-Hsin Teng, to serve as chief editor. *A Course in Contemporary Chinese* has been compiled and edited under his leadership, together with the help of 18 seasoned Chinese teachers and the following four executive editors: Associate Research Fellow Liping Chang, Tai-chi Chang, and Ru-pei Cai and Wen-wen Chang of the MTC teaching material development division.

MTC is presenting this brand new core material after half a century's worth of educational experience, and we have taken extra care to ensure it is of uncompromised quality. We were delighted to have American professors Claudia Ross, Jianhua Bai, and Yea-fen Chen act as consultants, Professor Teh-Ming Yeh from Taiwan, Professor Tao-chung Yao from the U.S., and Professor Xun Liu from China on the review committee, and professors Ying Cherry Li and Yung-O Biq of NTNU's English department help with the respective translation of vocabulary and grammar points. The material was first trialed at MTC and other language centers around Taiwan for a year. The current version underwent numerous drafts, and materialized under the careful guidance of the consultants, a sedulous reading from the review committee, and feedback from teachers and students. As for the editorial process, we owe the greatest thanks to the indefatigable editorial team, the professors and their invaluable input, and the teachers and students who were willing to trial the book.

An additional and special thanks is due to Linking Publishing Company, who put forth utmost effort and professionalism in publishing this set of teaching material, allowing us to deliver a publication of superior quality.

It is our hope that *A Course in Contemporary Chinese* is not merely a practical set of teaching materials for students, but also enriching for teachers and the entire teaching experience. We welcome comments from instructors who have put the books into practice so that we can continue improving the material. Only then can we keep furthering our contribution to the field of teaching Chinese as a second language, both in Taiwan and abroad.

Hao Jan Chen

Director of the Mandarin Training Center
National Taiwan Normal University

Finally, after more than two years, volume one of our six-volume project is seeing the light of day. The language used in *A Course in Contemporary Chinese* is up to date, and though there persists a deep 'generation gap' between it and my own brand of Chinese, this is as it should be. In addition to myself, our project team has consisted of 18 veteran MTC teachers and the entire staff of the MTC Section of Instructional Materials, plus the MTC Deputy Director.

The field of L2 Chinese in Taiwan seems to have adopted the world-famous 'one child policy'. The complete set of currently used textbooks was born a generation ago, and until now has been without predecessor. We are happy to fill this vacancy, and with the title 'number two', yet we also aspire to have it be number two in name alone. After a generation, we present a slightly disciplined contemporary language as observed in Taiwan, we employ Hanyu Pinyin without having to justify it cautiously and timidly, we are proud to present a brand-new system of Chinese parts of speech that will hopefully eliminate many instances of error, we have devised two kinds of exercises in our series, one basically structural and the other entirely task-based, each serving its own intended function, and finally we have included in each lesson a special aspect of Chinese culture. Moreover, all this is done in full color, the first time ever in the field of L2 Chinese in Taiwan. The settings for our current series is in Taipei, Taiwan, with events taking place near the National Taiwan Normal University. The six volumes progress from basic colloquial to semi-formal and finally to authentic conversations or narratives. The glossary in vocabulary and grammar is in basically semi-literal English, not free translation, as we wish to guide the readers/learners along the Chinese 'ways of thinking', but rest assured that no pidgin English has been used.

I am a functional, not structural, linguist, and users of our new textbooks will find our approaches and explanations more down to earth. Both teachers and learners will find that the content resonates with their own experiences and feelings. Rote learning plays but a tiny part of our learning experiences. In a functional frame, the role of the speaker often seen as prominent. This is natural, as numerous adverbs in Chinese, as they are traditionally referred to, do not in fact modify verb phrases at all. They relate to the speaker.

We, the field of Chinese as a second language, know a lot about how to teach, especially when it comes to Chinese characters. Most L2 Chinese teachers world-wide are ethnically Chinese, and teach characters just as they were taught in childhood. Truth is, we know next to nothing how adult students/learners actually learn characters, and other elements of the Chinese language. While we have nothing new in this series of textbooks that contributes to the teaching of Chinese characters, I tried to tightly integrate teaching and learning through our presentation of vocabulary items and grammatical structures. Underneath such methodologies is my personal conviction, and at times both instructors' and learners' patience is requested. I welcome communication with all users of our new textbooks, whether instructors or students/learners.

Shou-hsin Teng



About the Series

Series Introduction

This six-volume series is a comprehensive learning material that focuses on spoken language in the first three volumes and written language in the latter three volumes. Volume One aims to strengthen daily conversation and applications; Volume Two contains short essays as supplementary readings; Volume Three introduces beginning-level written language and discourse, in addition to extended dialogues. Volume Four uses discourse to solidify the learner's written language and ability in reading authentic materials; Volumes Five and Six are arranged in topics such as society, technology, economics, politics, culture, and environment to help the learner expand their language utilizations in different domains.

Each volume includes a textbook, a student workbook, and a teacher's manual. In addition, Volume One and Two include a practice book for characters.

Level of Students

A Course in Contemporary Chinese 《當代中文課程》 is suitable for learners of Chinese in Taiwan, as well as for high school or college level Chinese language courses overseas. Volumes One to Six cover levels A1 to C1 in the CEFR, or Novice to Superior levels in ACTFL Guidelines.

Overview

- The series adopts communicative language teaching and task-based learning to boost the learner's Chinese ability.
- Each lesson has learning objectives and self-evaluation to give the learner a clear record of tasks completed.
- Lessons are authentic daily situations to help the learner learn in natural contexts.
- Lexical items and syntactic structures are presented and explained in functional, not structural, perspectives.
- Syntactic, i.e. grammatical, explanation includes functions, structures, pragmatics, and drills to guide the learner to proper usage.
- Classroom activities have specific learning objectives, activities, or tasks to help fortify learning while having fun.
- The "Bits of Chinese Culture" section of the lesson has authentic photographs to give the learner a deeper look at local Taiwanese culture.
- Online access provides supplementary materials for teachers & students.

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An Introduction to the Chinese Language

China is a multi-ethnic society, and when people in general study Chinese, ‘Chinese’ usually refers to the Beijing variety of the language as spoken by the Han people in China, also known as Mandarin Chinese or simply Mandarin. It is the official language of China, known mostly domestically as the Putonghua, the lingua franca, or Hanyu, the Han language. In Taiwan, Guoyu refers to the national/official language, and Huayu to either Mandarin Chinese as spoken by Chinese descendants residing overseas, or to Mandarin when taught to non-Chinese learners. The following pages present an outline of the features and properties of Chinese. For further details, readers are advised to consult various and rich on-line resources.

Language Kinship

Languages in the world are grouped together on the basis of language affiliation, called language-family. Chinese, or rather Hanyu, is a member of the Sino-Tibetan family, which covers most of China today, plus parts of Southeast Asia. Therefore, Tibetan, Burmese, and Thai are genetically related to Hanyu.

Hanyu is spoken in about 75% of the present Chinese territory, by about 75% of the total Chinese population, and it covers 7 major dialects, including the better known Cantonese, Hokkienese, Hakka and Shanghainese.

Historically, Chinese has interacted highly actively with neighboring but unaffiliated languages, such as Japanese, Korean and Vietnamese. The interactions took place in such areas as vocabulary items, phonological structures, a few grammatical features and most importantly the writing script.

Typological Features of Chinese

Languages in the world are also grouped together on the basis of language characteristics, called language typology. Chinese has the following typological traits, which highlight the dissimilarities between Chinese and English.

A. Chinese is a non-tense language. Tense is a grammatical device such that the verb changes according to the time of the event in relation to the time of utterance. Thus ‘He talks nonsense’ refers to his habit, while ‘He talked nonsense’ refers to a time in the past when he behaved that way, but he does not necessarily do that all the time. ‘Talked’ then is a verb in the past tense. Chinese does not operate with this device but marks the time of events with time expressions such as ‘today’ or ‘tomorrow’ in the sentence. The verb remains the same regardless of time of happening. This type of language is labeled as an atensal language, while English and most European languages are tensal languages. Knowing this particular trait can help European learners of Chinese avoid mistakes to do with verbs in Chinese. Thus, in responding to ‘What did you do in China last year?’ Chinese is ‘I teach English (last year)’; and to ‘What are you doing now in Japan?’ Chinese is again ‘I teach English (now)’.

B. Nouns in Chinese are not directly countable. Nouns in English are either countable, e.g. 2 candies, or non-countable, e.g. *2 salts, while all nouns in Chinese are non-countable. When they are to be counted, a measure,

or called classifier, must be used between a noun and a number, e.g. 2-piece-candy. Thus, Chinese is a classifier language. Only non-countable nouns in English are used with measures, e.g. a drop of water.

Therefore it is imperative to learn nouns in Chinese together with their associated measures/classifiers. There are only about 30 high-frequency measures/classifiers in Chinese to be mastered at the initial stage of learning.

C. Chinese is a Topic-Prominent language. Sentences in Chinese quite often begin with somebody or something that is being talked about, rather than the subject of the verb in the sentence. This item is called a topic in linguistics. Most Asian languages employ topic, while most European languages employ subject. The following bad English sentences, sequenced below per frequency of usage, illustrate the topic structures in Chinese.

*Senator Kennedy, people in Europe also respected.

*Seafood, Taiwanese people love lobsters best.

*President Obama, he attended Harvard University.

Because of this feature, Chinese people tend to speak ‘broken’ English, whereas English speakers tend to sound ‘complete’, if bland and alien, when they talk in Chinese. Through practice and through keen observations of what motivates the use of a topic in Chinese, this feature of Chinese can be acquired eventually.

D. Chinese tends to drop things in the sentence. The ‘broken’ tendencies mentioned above also include not using nouns in a sentence where English counterparts are ‘complete’. This tendency is called dropping, as illustrated below through bad English sentences.

Are you coming tomorrow? ----- *Come!

What did you buy? ----- *Buy some jeans.

*This bicycle, who rides? ----- *My old professor rides.

The 1st example drops everything except the verb, the 2nd drops the subject, and the 3rd drops the object. Dropping happens when what is dropped is easily recoverable or identifiable from the contexts or circumstances. Not doing this, Europeans are often commented upon that their sentences in Chinese are too often inundated with unwanted pronouns!!

Phonological Characteristics of Chinese

Phonology refers to the system of sound, the pronunciation, of a language. To untrained ears, Chinese language sounds unfamiliar, sort of alien in a way. This is due to the fact that Chinese sound system contains some elements that are not part of the sound systems of European languages, though commonly found on the Asian continent. These features will be explained below.

On the whole, the Chinese sound system is not really very complicated. It has 7 vowels, 5 of which are found in English (i, e, a, o, u), plus 2 which are not (-e,); and it has 21 consonants, 15 of which are quite common, plus 6 which are less common (zh, ch, sh, r, z, c). And Chinese has a fairly simple syllable shape, i.e. consonant + vowel plus possible nasals (n or ng). What is most striking to English speakers is that every syllable in Chinese has a 'tone', as will be detailed directly below. But, a word on the sound representation, the pinyin system, first.

A. Hanyu Pinyin. Hanyu Pinyin is a variety of Romanization systems that attempt to represent the sound of Chinese through the use of Roman letters (abc...). Since the end of the 19th century, there have been about half a dozen Chinese Romanization systems, including the Wade-Giles, Guoyu Luomazi, Yale, Hanyu Pinyin, Lin Yutang, and Zhuyin Fuhao Di'ershi, not to mention the German system, the French system etc. Thanks to the consensus of media worldwide, and through the support of the UN, Hanyu Pinyin has become the standard worldwide. Taiwan is probably the only place in the world that does not support nor employ Hanyu Pinyin. Instead, it uses non-Roman symbols to represent the sound, called Zhuyin Fuhao, alias BoPoMoFo (cf. the symbols employed in this volume). Officially, that is. Hanyu Pinyin represents the Chinese sound as follows.

b, p, m, f d, t, n, l g, k, h j, q, x zh, ch, sh, r z, c, s
a, o, -e, e ai, ei, ao, ou an, en, ang, eng -r, i, u, ü

B. Chinese is a tonal language. A tone refers to the voice pitch contour. Pitch contours are used in many languages, including English, but for different functions in different languages. English uses them to indicate the speaker's viewpoints, e.g. 'well' in different contours may indicate impatience, surprise, doubt etc. Chinese, on the other hand, uses contours to refer to different meanings, words. Pitch contours with different linguistic functions are not transferable from one language to another. Therefore, it would be futile trying to learn Chinese tones by looking for or identifying their contour counterparts in English.

Mandarin Chinese has 4 distinct tones, the fewest among all Han dialects, i.e. level, rising, dipping and falling, marked — / ∨ \, and it has only one tone-change rule, i.e. ∨ ∨ → / ∨, though the conditions for this change are fairly complicated. In addition to the four tones, Mandarin also has one neutral(ized) tone, i.e. •, pronounced short/unstressed, which is derived, historically if not synchronically, from the 4 tones; hence the term neutralized. Again, the conditions and environments for the neutralization are highly complex and cannot be explored in this space.

C. Syllable final -r effect (vowel retroflexivisation). The northern variety of Hanyu, esp. in Beijing, is known for its richness in the -r effect at the end of a syllable. For example, 'flower' is 'huā' in southern China but 'huār' in Beijing. Given the prominence of the city Beijing, this sound feature tends to be defined as standard nationwide; but that -r effect is rarely attempted in the south. There do not seem to be rigorous rules governing what can and what cannot take the -r effect. It is thus advised that learners of Chinese resort to rote learning in this case, as probably even native speakers of northern Chinese do.

D. Syllables in Chinese do not 'connect'. 'Connect' here refers to the merging of the tail of a syllable with the head of a subsequent syllable, e.g. English pronounces 'at' + 'all' as 'at+tall', 'did' + 'you' as 'did+dyou' and 'that'+ 'is' as 'that+th'is'. On the other hand, syllables in Chinese are isolated from each other and do not connect in this way. Fortunately, this is not a serious problem for English language learners, as the syllable structures in Chinese are rather limited, and there are not many candidates for this merging. We noted above that Chinese syllables take the form of CV plus possible 'n' and 'ng'. CV does not give rise to connecting, not even

in English; so be extra cautious when a syllable ends with ‘n’ or ‘g’ and a subsequent syllable begins with a V, e.g. MǐnÀo ‘Fujian Province and Macao’. Nobody would understand ‘min+nao’!!

E. Retroflexive consonants. ‘Retroflexive’ refers to consonants that are pronounced with the tip of the tongue curled up (-flexive) backwards (retro-). There are altogether 4 such consonants, i.e. zh, ch, sh, and r. The pronunciation of these consonants reveals the geographical origin of native Chinese speakers. Southerners do not have them, merging them with z, c, and s, as is commonly observed in Taiwan. Curling up of the tongue comes in various degrees. Local Beijing dialect is well known for its prominent curling. Imagine curling up the tongue at the beginning of a syllable and curling it up again for the -r effect!! Try ‘zhèr-over here’, ‘zhuōr-table’ and ‘shuǐr-water’.

On Chinese Grammar

‘Grammar’ refers to the ways and rules of how words are organized into a string that is a sentence in a language. Given the fact that all languages have sentences, and at the same time non-sentences, all languages including Chinese have grammar. In this section, the most salient and important features and issues of Chinese grammar will be presented, but a summary of basic structures, as referenced against English, is given first.

A. Similarities in Chinese and English.

	English	Chinese
SVO	They sell coffee.	Tāmen mài kāfēi.
AuxV+Verb	You may sit down!	Nǐ kěyǐ zuòxià o!
Adj+Noun	sour grapes	suān pútáo
Prep+its Noun	at home	zài jiā
Num+Meas+Noun	a piece of cake	yí kuài dàngāo
Demons+Noun	those students	nàxiē xuéshēng

B. Dissimilar structures.

	English	Chinese
RelClause: Noun	the book that you bought	nǐ mǎi de shū
VPhrase: PrepPhrase	to eat at home	zài jiā chīfàn
Verb: Adverbial	Eat slowly!	Mànmǎr chī!

Set: Subset

6th Sept, 1967

Taipei, Taiwan

3 of my friends...

1967 nián 9 yuè 6 hào

Táiwān Táiběi

wǒ de péngyǒu, yǒu sān ge...

C. Modifier precedes modified (MPM). This is one of the most important grammatical principles in Chinese. We see it operating actively in the charts given above, so that adjectives come before nouns they modify, relative clauses also come before the nouns they modify, possessives come before nouns (tāde diànnǎo ‘his computer’), auxiliary verbs come before verbs, adverbial phrases before verbs, prepositional phrases come before verbs etc. This principle operates almost without exceptions in Chinese, while in English modifiers sometimes precede and some other times follow the modified.

D. Principle of Temporal Sequence (PTS). Components of a sentence in Chinese are lined up in accordance with the sequence of time. This principle operates especially when there is a series of verbs contained within a sentence, or when there is a sentential conjunction. First compare the sequence of ‘units’ of an event in English and that in its Chinese counterpart.

Event: David /went to New York/ by train /from Boston/ to see his sister.

English: 1 2 3 4 5

Chinese: 1 4 2 3 5

Now in real life, David got on a train, the train departed from Boston, it arrived in New York, and finally he visited his sister. This sequence of units is ‘natural’ time, and the Chinese sentence ‘Dàwèi zuò huǒchē cóng Bōshìdùn dào Nǚyūē qù kàn tā de jiějie’ follows it, but not English. In other words, Chinese complies strictly with PTS.

When sentences are conjoined, English has various possibilities in organizing the conjunction. First, the scenario. H1N1 hits China badly (event-1), and as a result, many schools were closed (event-2). Now, English has the following possible ways of conjoining to express this, e.g.

Many schools were closed, because/since H1N1 hit China badly. (E2+E1)

H1N1 hit China badly, so many schools were closed. (E1+E2)

As H1N1 hit China badly, many schools were closed. (E1+E2)

Whereas the only way of expressing the same in Chinese is E1+E2 when both conjunctions are used (yīnwèi... suǒyǐ...), i.e.

Zhōngguó yīnwèi H1N1 gǎnrǎn yánzhòng (E1), suǒyǐ xǔduō xuéxiào zhànshí guānbì (E2).

PTS then helps explain why ‘cause’ is always placed before ‘consequence’ in Chinese.

PTS is also seen operating in the so-called verb-complement constructions in Chinese, e.g. shā-sǐ ‘kill+dead’, chī-bǎo ‘eat+full’, dǎ-kū ‘hit+cry’ etc. The verb represents an action that must have happened first before its consequence.

There is an interesting group of adjectives in Chinese, namely ‘zǎo-early’, ‘wǎn-late’, ‘kuài-fast’, ‘màn-slow’, ‘duō-plenty’, and ‘shǎo-few’, which can be placed either before (as adverbials) or after (as complements) of their associated verbs, e.g.

Nǐ míngtiān zǎo diǎr lái! (Come earlier tomorrow!)

Wǒ lái zǎo le. Jìnbúqǐ. (I arrived too early. I could not get in.)

When ‘zǎo’ is placed before the verb ‘lái’, the time of arrival is intended, planned, but when it is placed after, the time of arrival is not pre-planned, maybe accidental. The difference complies with PTS. The same difference holds in the case of the other adjectives in the group, e.g.

Qǐng nǐ duō mǎi liǎngge! (Please get two extra!)

Wǒ mǎiduō le. Zāotà le! (I bought two too many. Going to be wasted!)

‘Duō’ in the first sentence is going to be pre-planned, a pre-event state, while in the second, it’s a post-event report. Pre-event and post-event states then are naturally taken care of by PTS. Our last set in the group is more complicated. ‘Kuài’ and ‘màn’ can refer to amount of time in addition to manner of action, as illustrated below.

Nǐ kuài diǎr zǒu; yào chí dào le! (Hurry up and go! You’ll be late (e.g. for work)!)

Qǐng nǐ zǒu kuài yìdiǎr! (Please walk faster!)

‘Kuài’ in the first can be glossed as ‘quick, hurry up’ (in as little time as possible after the utterance), while that in the second refers to manner of walking. Similarly, ‘màn yìdiǎr zǒu-don’t leave yet’ and ‘zǒu màn yìdiǎr-walk more slowly’.

We have seen in this section the very important role in Chinese grammar played by variations in word-order. European languages exhibit rich resources in changing the forms of verbs, adjectives and nouns, and Chinese, like other Asian languages, takes great advantage of word-order.

E. Where to find subjects in existential sentences. Existential sentences refer to sentences in which the verbs express appearing (e.g. coming), disappearing (e.g. going) and presence (e.g. written (on the wall)). The existential verbs are all intransitive, and thus they are all associated with a subject, without any objects naturally. This type of sentences deserves a mention in this introduction, as they exhibit a unique structure in Chinese. When their subjects are in definite reference (something that can be referred to, e.g. pronouns and nouns with definite article in English) the subject appears at the front of the sentence, i.e. before the existential verb, but when their subjects are in indefinite reference (nothing in particular), the subject appears after the verb. Compare the following pair of sentences in Chinese against their counterparts in English.

Kèrén dōu lái le. Chīfàn ba! (All the guests we invited have arrived. Let’s serve the dinner.)

Duìbùqǐ! Láiwǎn le. Jiǎlǐ lái le yí ge kèrén. (Sorry for being late! I had an (unexpected) guest.)

More examples of post-verbal subjects are given below.

Zhè cì táifēng sǐ le bù shǎo rén. (Quite a few people died during the typhoon this time.)

Zuótiān wǎnshàng xià le duōjiǔ de yǔ? (How long did it rain last night?)

Zuótiān wǎnshàng pǎo le jǐ ge fàn rén? (How many inmates got away last night?)

Chēzi lǐ zuòle duōshǎo rén a? (How many people were in the car?)

Exactly when to place the existential subject after the verb will remain a challenge for learners of Chinese for quite a significant period of time. Again, observe and deduce!! Memorising sentence by sentence would not help!!

The existential subjects presented above are simple enough, e.g. people, a guest, rain and inmates. But when the subject is complex, further complications emerge!! A portion of the complex subject stays in front of the verb, and the remaining goes to the back of the verb, e.g.

Míngtiān nǐmen qù jǐge rén? (How many of you will be going tomorrow?)

Wǒ zuìjìn diào le bù shǎo tóufǎ. (I lost=fell quite a lot of hair recently.)

Qùnián dìzhèn, tā sǐ le sān ge gēge. (He lost=died 3 brothers during the earthquake last year.)

In linguistics, we say that existential sentences in Chinese have a lot of semantic and information structures involved.

F. A tripartite system of verb classifications in Chinese. English has a clear division between verbs and adjectives, but the boundary in Chinese is quite blurred, which quite seriously misleads English-speaking learners of Chinese. The error in *Wǒ jīntiān shì máng. ‘I am busy today.’ is a daily observation in Chinese 101! Why is it a common mistake for beginning learners? What do our textbooks and/or teachers do about it, so that the error is discouraged, if not suppressed? Nothing, much! What has not been realized in our profession is that Chinese verb classification is more strongly semantic, rather than more strongly syntactic as in English.

Verbs in Chinese have 3 sub-classes, namely Action Verbs, State Verbs and Process Verbs. Action Verbs are time-sensitive activities (beginning and ending, frozen with a snap-shot, prolonged), are will-controlled (consent or refuse), and usually take human subjects, e.g. ‘chī-eat’, ‘mǎi-buy’ and ‘xué-learn’. State Verbs are non-time-sensitive physical or mental states, inclusive of the all-famous adjectives as a further sub-class, e.g. ‘ài-love’, ‘xīwàng-hope’ and ‘liàng-bright’. Process Verbs refer to instantaneous change from one state to another, ‘sǐ-die’, ‘pò-break, burst’ and ‘wán-finish’.

The new system of parts of speech in Chinese as adopted in this series is built on this very foundation of this tripartite verb classification. Knowing this new system will be immensely helpful in learning quite a few syntactic structures in Chinese that are nicely related to the 3 classes of verbs, as will be illustrated with negation in Chinese in the section below.

The table below presents some of the most important properties of these 3 classes of verbs, as reflected through syntactic behaviour.

	Action Verbs	State Verbs	Process Verbs
Hěn- modification	✗	✓	✗
Le- completive	✓	✗	✓
Zài- progressive	✓	✗	✗
Reduplication	✓ (tentative)	✓ (intensification)	✗
Bù- negation	✓	✓	✗
Méi- negation	✓	✗	✓

Here are more examples of 3 classes of verbs.

Action Verbs: mǎi 'buy', zuò 'sit', xué 'learn; imitate', kàn 'look'

State Verbs: xǐhuān 'like', zhīdào 'know', néng 'can', guì 'expensive'

Process Verbs: wàngle 'forget', chén 'sink', bìyè 'graduate', xǐng 'wake up'

G. Negation. Negation in Chinese is by means of placing a negative adverb immediately in front of a verb. (Remember that adjectives in Chinese are a type of State verbs!) When an action verb is negated with 'bu', the meaning can be either 'intend not to, refuse to' or 'not in a habit of', e.g.

Nǐ bù mǎi piào; wǒ jiù bú ràng nǐ jìnqù! (If you don't buy a ticket, I won't let you in!)

Tā zuótiān zhěng tiān bù jiē diànhuà. (He did not want to answer the phone all day yesterday.)

Dèng lǎoshī bù hē jiǔ. (Mr. Teng does not drink.)

'Bù' has the meaning above but is independent of temporal reference. The first sentence above refers to the present moment or a minute later after the utterance, and the second to the past. A habit again is panchronic. But when an action verb is negated with 'méi(yǒu)', its time reference must be in the past, meaning 'something did not come to pass', e.g.

Tā méi lái shàngbān. (He did not come to work.)

Tā méi dài qián lái. (He did not bring any money.)

A state verb can only be negated with 'bù', referring to the non-existence of that state, whether in the past, at present, or in the future, e.g.

Tā bù zhīdào zhèjiàn shì. (He did not/does not know this.)

Tā bù xiǎng gēn nǐ qù. (He did not/does not want to go with you.)

Niúyuē zuijìn bú rè. (New York was/is/will not be hot.)

A process verb can only be negated with 'méi', referring to the non-happening of a change from one state to another, usually in the past, e.g.

Yīfú méi pò; nǐ jiù rēng le? (You threw away perfectly good clothes?)

Niǎo hái méi sǐ; nǐ jiù fàng le ba! (The bird is still alive. Why don't you let it free?)

Tā méi bìyè yìqián, hái děi dǎgōng. (He has to work odd jobs before graduating.)

As can be gathered from the above, negation of verbs in Chinese follows neat patterns, but this is so only after we work with the new system of verb classifications as presented in this series. Here's one more interesting fact about negation in Chinese before closing this section. When some action verbs refer to some activities that result in something stable, e.g. when you put on clothes, you want the clothes to stay on you, the negation of those verbs can be usually translated in the present tense in English, e.g.

Tā zěnméi méi chuān yīfú? (How come he is naked?)

Wǒ jīntiān méi dài qián. (I have no money with me today.)

H. A new system of Parts of Speech in Chinese. In the system of parts of speech adopted in this series, there are at the highest level a total of 8 parts of speech, as given below. This system includes the following major properties. First and foremost, it is errors-driven and can address some of the most prevailing errors exhibited by learners of Chinese. This characteristic dictates the depth of sub-categories in a system of grammatical categories. Secondly, it employs the concept of ‘default’. This property greatly simplifies the over-all framework of the new system, so that it reduces the number of categories used, simplifies the labeling of categories, and takes advantage of the learners’ contribution in terms of positive transfer. And lastly, it incorporates both semantic as well as syntactic concepts, so that it bypasses the traditionally problematic category of adjectives by establishing three major semantic types of verbs, viz. action, state and process.

Adv	Adverb (dōu ‘all’, dàgài ‘probably’)
Conj	Conjunction (gēn ‘and’, kěshì ‘but’)
Det	Determiner (zhè ‘this’, nà ‘that’)
M	Measure (ge, tiáo, xià, cì)
N	Noun (wǒ ‘I’, yǒngqì ‘courage’)
Ptc	Particle (ma ‘question particle’, le ‘completive verbal particle’)
Prep	Preposition (cóng ‘from’, duìyú ‘regarding’)
V	Action Verb, transitive (mǎi ‘buy’, chī ‘eat’)
Vi	Action Verb, intransitive (kū ‘cry’, zuò ‘sit’)
Vaux	Auxiliary Verb (néng ‘can’, xiǎng ‘would like to’)
V-sep	Separable Verb (jiéhūn ‘get married’, shēngqì ‘get angry’)
Vs	State Verb, intransitive (hǎo ‘good’, guì ‘expensive’)
Vst	State Verb, transitive (xǐhuān ‘like’, zhīdào ‘know’)
Vs-attr	State Verb, attributive (zhǔyào ‘primary’, xiùzhēn ‘mini-’)
Vs-pred	State Verb, predicative (gòu ‘enough’, duō ‘plenty’)
Vp	Process Verb, intransitive (sǐ ‘die’, wán ‘finish’)
Vpt	Process Verb, transitive (pò (dòng) ‘lit. break (hole)’, liè (fèng) ‘lit. crack (a crack)’))

Notes:

Default values: When no marking appears under a category, a default reading takes place, which has been built into the system by observing the commonest patterns of the highest frequency. A default value can be loosely understood as the most likely candidate. A default system results in using fewer symbols, which makes it easy on the eyes, reducing the amount of processing. Our default readings are as follows.

Default transitivity. When a verb is not marked, i.e. V, it’s an action verb. An unmarked action verb, furthermore, is transitive. A state verb is marked as Vs, but if it’s not further marked, it’s intransitive. The same holds for process verbs, i.e. Vp is by default intransitive.

Default position of adjectives. Typical adjectives occur as predicates, e.g. ‘This is *great!*’ Therefore, unmarked Vs are predicative, and adjectives that cannot be predicates will be marked for this feature, e.g. zhǔyào ‘primary’ is an adjective but it cannot be a predicate, i.e. *Zhètiáo lù hěn zhǔyào. ‘*This road is very primary.’ Therefore it is marked Vs-attr, meaning it can only be used attributively, i.e. zhǔyào dàolù ‘primary road’. On the other hand, ‘gòu’ ‘enough’ in Chinese can only be used predicatively, not attributively, e.g. ‘Shíjiān gòu’ ‘*?Time is

enough.’, but not *gòu shíjiān ‘enough time’. Therefore gòu is marked Vs-pred. Employing this new system of parts of speech guarantees good grammar!

Default wordhood. In English, words cannot be torn apart and be used separately, e.g. *mis- not –understand. Likewise in Chinese, e.g. *xǐbùhuān ‘do not like’. However, there is a large group of words in Chinese that are exceptions to this probably universal rule and can be separated. They are called ‘separable words’, marked -sep in our new system of parts of speech. For example, shēngqì ‘angry’ is a word, but it is fine to say *shēng tā qì* ‘angry at him’. Jiéhūn ‘get married’ is a word but it’s fine to say *jiéguòhūn* ‘been married before’ or *jiéguò sān cì hūn* ‘been married 3 times before’. There are at least a couple of hundred separable words in modern Chinese. Even native speakers have to learn that certain words can be separated. Thus, memorizing them is the only way to deal with them by learners, and our new system of parts of speech helps them along nicely. Go over the vocabulary lists in this series and look for the marking –sep.

Now, what motivates this severing of words? Ask Chinese gods, not your teachers! We only know a little about the syntactic circumstances under which they get separated. First and foremost, separable words are in most cases intransitive verbs, whether action, state or process. When these verbs are further associated with targets (nouns, conceptual objects), frequency (number of times), duration (for how long), occurrence (done, done away with) etc., separation takes place and these associated elements are inserted in between. More examples are given below.

Wǒ jīnnián yǐjīng kǎoguò 20 cì shì le!! (I’ve taken 20 exams to date this year!)

Wǒ dào guò qiàn le; tā hái shēngqì! (I apologized, but he’s still mad!)

Fàng sān tiān jià; dàjiā dōu zǒu le. (There will be a break of 3 days, and everyone has left.)

Final Words

This is a very brief introduction to the modern Mandarin Chinese language, which is the standard world-wide. This introduction can only highlight the most salient properties of the language. Many other features of the language have been left out by design. For instance, nothing has been said about the patterns of word-formations in Chinese, and no presentation has been made of the unique written script of the language. Readers are advised to search on-line for resources relating to particular aspects of the language. For reading, please consult a highly readable best-seller in this regard, viz. Li, Charles and Sandra Thompson. 1982. Mandarin Chinese: a reference grammar. UC Los Angeles Press. (Authorised reprinting by Crane publishing Company, Taipei, Taiwan, still available as of October 2009).

各課 重點

Highlights of Lessons

Lessons	Topic & Themes	Learning Objectives	Grammar
1 Welcome to Taiwan!	Introducing Myself	<ol style="list-style-type: none"> 1. Learning simple greetings. 2. Learning simple phrases to introduce people. 3. Learning simple phrases to discuss likes/dislikes. 4. Learning simple phrases to express gratitude. 	<ol style="list-style-type: none"> 1. Ways to Ask Questions in Chinese <ol style="list-style-type: none"> A. Asking Questions with A-not-A B. Asking Questions with 嗎 ma 2. Answering Questions in Chinese <ol style="list-style-type: none"> A. Affirmative Answers B. Negative Replies with 不 bù 3. Modification Marker 很 hěn 4. Contrastive Questions with 呢 ne
2 My Family	Family Members	<ol style="list-style-type: none"> 1. Learning to talk about people in my family members and their names. 2. Learning to describe people, places, and possessions. 3. Learning to talk about the number of people in a family. 	<ol style="list-style-type: none"> 1. 的 de <i>possessive</i> 2. Modifier Marker 的 de 3. 有 yǒu <i>possessive</i> 4. 都 dōu <i>totality</i> 5. Measures 個 ge and 張 zhāng
3 What Are You Doing Over the Weekend?	Hobbies	<ol style="list-style-type: none"> 1. Learning to describe likes/dislikes (e.g., sports and movies). 2. Learning to express what two groups have in common. 3. Learning to politely ask others their opinions and make simple suggestions. 4. Learning to form choice questions. 	<ol style="list-style-type: none"> 1. Placement of Time Words 2. To Go Do Something with 去 qù 3. Topic Sentences 4. The Word Order of Adverbs 也 yě, 都 dōu and 常 cháng 5. Making Suggestions 吧 ba
4 Excuse Me. How Much Does That Cost in Total?	Shopping	<ol style="list-style-type: none"> 1. Learning to ask and talk about prices. 2. Learning to ask for reasons. 3. Learning to use simple phrases to describe the size and function of common objects. 	<ol style="list-style-type: none"> 1. Measures 塊 kuài, 杯 bēi, 支 zhī and 種 zhǒng 2. Preposition 幫 bāng <i>on behalf of</i> 3. 的 De-phrase with the Head Noun Omitted 4. 太 tài...了 le <i>overly</i> 5. 能 néng <i>capability</i> 6. 多 duō <i>...and more</i>
5 Beef Noodles Are Really Delicious	Food and Drink	<ol style="list-style-type: none"> 1. Learning the names of common foods and describing their taste. 2. Learning to express likes for and make simple comments about food. 3. Learning to describe what somebody can/can't do and how well one does it. 4. Learning to ask for help. 	<ol style="list-style-type: none"> 1. 有一點 yǒu yìdiǎn <i>slightly</i> 2. Complement Marker 得 de 3. Acquired Skills 會 huì 4. Destination Marker 到 dào
6 Their School Is Up in the Mountains	Locations and Positions	<ol style="list-style-type: none"> 1. Learning to describe locations (e.g., near or far). 2. Learning to talk about place in the vicinity of other places. 3. Learning to make simple comments about the appearance of a place. 	<ol style="list-style-type: none"> 1. Locative Marker 在 zài 2. Existential Sentence with 有 yǒu 3. Softened Action V (一) V 4. 不是 búshì Negation 5. Location of an Activity

Bits of Chinese Culture	Notes on Pinyin and Pronunciation	Introduction to Chinese Characters
1. Tea Culture 2. Chinese Nicknames	1. The Tones 2. Third Tone Change 3. Bù (丕) Tone Changes	Basic Chinese Strokes
Family Central to Chinese Culture	1. Pinyin Rules (1) 2. Tone Changes for 一 Yī	1. Basic Structure of Chinese Characters 2. Basic Template for Chinese Calligraphy
A One-of-a-kind Leisure Activity — Shrimp Fishing	Pinyin Rules (2)	Using Components to Learn Chinese Characters
Around-the-clock Convenience Stores	1. Pinyin Rules (3) 2. Tone Mark Rules (Position of the Tone Marks)	Basic Chinese Radicals
1. Queuing up at Food Stands 2. Street Vendors in Taiwan	Pinyin Rules (4)	The Earliest Chinese Characters
1. Taboos with the Number 四 sì and Lucky Numbers 六 liù and 八 bā 2. Birth Rate vs. Private Schools		The Six Categories of Chinese Characters

Lessons	Topic & Themes	Learning Objectives	Grammar
7 Going to KTV at 9 O'clock in the Morning	Time (Time-When and Time-Duration)	<ol style="list-style-type: none"> 1. Learning to tell and ask about time. 2. Learning to describe an activity that takes place at a point in time (time-when) or during a certain frame (time-duration). 3. Learning to make appointments with friends. 4. Learning to talk about habitual activities. 	<ol style="list-style-type: none"> 1. Time and Place of Events 2. 從 cóng...到 dào... <i>from A to B</i> 3. Progressive, On-going Actions 在 zài 4. 每 měi <i>each and every</i> 5. 可以 kěyǐ <i>permission</i>
8 Taking a Train to Tainan	Transportation	<ol style="list-style-type: none"> 1. Learning the names of different types of transportation and talking about getting to destinations. 2. Learning to talk about some one's plans for their free time. 3. Learning to make simple comparisons about various modes of transportation. 4. Learning to explain likes and dislikes. 	<ol style="list-style-type: none"> 1. Companionship with 跟 gēn 2. Asking How with 怎麼 zěnmě 3. Implicit Comparison with 比較 bǐjiào 4. 又 yòu...又 yòu... <i>both A and B</i> 5. Comparison with 比 bǐ
9 Where Will You Go for the Holidays?	Leisure	<ol style="list-style-type: none"> 1. Learning to use time expressions to describe events. 2. Learning to discuss travel plans with friends. 3. Learning to talk about hypothetical situations. 4. Learning to give suggestions about leisure activities. 	<ol style="list-style-type: none"> 1. Time-When vs. Time-Duration 2. Time-Duration 'for a period of time' 3. ...的時候 de shíhòu <i>when</i> 4. 有時候 yǒu shíhòu...有時候 yǒu shíhòu... <i>sometimes... sometimes...</i> 5. Condition and Consequence with 要是 yaoshi...就 jiù...
10 The Fruit in Taiwan Tastes Really Good	The Appearance of People and Things	<ol style="list-style-type: none"> 1. Learning to give simple descriptions of someone's appearance. 2. Learning to describe the color, smell, and taste of food. 3. Learning to briefly explain and give reasons. 4. Learning to describe tentative activities and changeable states. 	<ol style="list-style-type: none"> 1. V V 看 kàn <i>to try and see</i> 2. Intensification with Reduplicated State Verbs 3. Clause as Modifiers of Nouns 4. Change in Situation with Sentential 了 le 5. Cause and Effect with 因為 yīnwèi... , 所以 suǒyǐ...
11 I Would Like to Rent a Place	Renting a Place	<ol style="list-style-type: none"> 1. Learning to talk about renting a place to live. 2. Learning to talk about environment of a room or a house. 3. Learning to make requests, e.g., to one's landlord. 	<ol style="list-style-type: none"> 1. To Come to Do Something with 來 lái 2. Sooner Than Expected with 就 jiù 3. Existential Subject with 有 yǒu 4. Different Types of 會 huì 5. Omitting Nouns at 2nd Mention
12 How Long Will You Be Studying Chinese in Taiwan?	Study, Work	<ol style="list-style-type: none"> 1. Learning to discuss study plans and future plans. 2. Learning to talk about sequences of events. 3. Learning to describe past actions and experience. 	<ol style="list-style-type: none"> 1. 先 xiān...再 zài... <i>first..., and then ...</i> 2. To Focus with 是 shì...的 de 3. 以後 yǐhòu <i>after...</i> 4. Special Meanings of 好 hǎo / 難 nán + Verbs

Bits of Chinese Culture	Notes on Pinyin and Pronunciation	Introduction to Chinese Characters
KTV – A Popular Leisure Activity in Taiwan	Pinyin Rules (5)	Chinese Punctuation Marks
<ol style="list-style-type: none"> 1. Souvenirs 2. YouBike in Taipei 	Pinyin Rules (6)	
Subtitled Television Programs		
The Meanings of Different Colors		
Renting a Place in Taiwan		
<ol style="list-style-type: none"> 1. Addressing People in the Workplace 2. Privacy Means Something Different for Taiwanese 		

Lessons	Topic & Themes	Learning Objectives	Grammar
13 Happy Birthday	Social Life	<ol style="list-style-type: none"> 1. Learning to make appointments on the phone. 2. Learning to ask friends about their dietary preferences. 3. Learning to compare cultures. 4. Learning to express wishes to others on special occasions and to respond appropriately when others offer you wishes on special occasions. 	<ol style="list-style-type: none"> 1. 一 yī...就 jiù... <i>...as soon as...</i> 2. Completed Action with Verbal 了 le 3. 不 Negation vs. 沒 Negation 4. All-inclusive with Question Words 5. More / less...Than Planned with 多 duō / 少 shǎo + Verb... 6. 是不是 shìbúshì <i>is it true?</i> 7. Comparison with 跟 gēn...一樣 yíyàng
14 It's So Cold!	The Weather	<ol style="list-style-type: none"> 1. Learning to talk about weather conditions, including typhoons. 2. Learning to talk about the four seasons and explain why you like or dislike them. 3. Learning to compare events. 4. Learning to make simple statements about experiences, e.g., trips. 	<ol style="list-style-type: none"> 1. Time-Duration after Verbal 了 le 2. Completion-to-date with Double 了 le 3. 快 kuài...了 le <i>about to</i> 4. Comparison 更 gèng <i>even more so</i> 5. Inferior Comparison 沒有... méiyǒu...
15 I Don't Feel Well	Falling Sick	<ol style="list-style-type: none"> 1. Learning to ask someone how they are feeling. 2. Learning to describe symptoms in simple terms. 3. Learning to give suggestions to somebody who is sick. 4. Learning to reject or accept suggestions. 	<ol style="list-style-type: none"> 1. Non-committal Stance with Question Words 2. To Dispose of Something with 把 bǎ 3. V 了 le...就 jiù... <i>do...right after doing...</i> 4. 一點 yídiǎn <i>a bit</i> 5. Comparing Actions with a 得 de Complement 6. Complements of Degree in Comparison Structures 7. Separable Verbs

Bits of Chinese Culture	Notes on Pinyin and Pronunciation	Introduction to Chinese Characters
1. Congratulatory Expressions in Chinese 2. Taiwanese Birthdays		
Typhoon Days-Off		
Wearing Surgical Masks		



Parts of Speech in Chinese

List of Parts of Speech in Chinese

Symbols	Parts of speech	八大詞類	Examples
N	noun	名詞	水、五、昨天、學校、他、幾
V	verb	動詞	吃、告訴、容易、快樂，知道、破
Adv	adverb	副詞	很、不、常、到處、也、就、難道
Conj	conjunction	連詞	和、跟，而且、雖然、因為
Prep	preposition	介詞	從、對、向、跟、在、給
M	measure	量詞	個、張、碗、次、頓、公尺
Ptc	particle	助詞	的、得、啊、嗎、完、掉、把、喂
Det	determiner	限定詞	這、那、某、每、哪

Verb Classification

Symbols	Classification	動詞分類	Examples
V	transitive action verbs	及物動作動詞	買、做、說
Vi	intransitive action verbs	不及物動作動詞	跑、坐、睡、笑
V-sep	intransitive action verbs, separable	不及物動作離合詞	唱歌、上網、打架
Vs	intransitive state verbs	不及物狀態動詞	冷、高、漂亮
Vst	transitive state verbs	及物狀態動詞	關心、喜歡、同意
Vs-attr	intransitive state verbs, attributive only	唯定不及物狀態動詞	野生、公共、新興
Vs-pred	intransitive state verbs, predicative only	唯謂不及物狀態動詞	夠、多、少
Vs-sep	intransitive state verbs, separable	不及物狀態離合詞	放心、幽默、生氣
Vaux	auxiliary verbs	助動詞	會、能、可以
Vp	intransitive process verbs	不及物變化動詞	破、感冒、壞、死
Vpt	transitive process verbs	及物變化動詞	忘記、變成、丟
Vp-sep	intransitive process verbs, separable	不及物變化離合詞	結婚、生病、畢業

Default Values of the Symbols

Symbols	Default values
V	action, transitive
Vs	state, intransitive
Vp	process, intransitive
V-sep	separable, intransitive

- 1 上課了。
Shàngkè le.
Let's begin the class.
- 2 請打開書。
Qǐng dǎkāi shū.
Open your book.
- 3 請看第五頁。
Qǐng kàn dì wǔ yè.
Please see page 5.
- 4 我說，你們聽。
Wǒ shuō, nǐmen tīng.
I'll speak, you listen.
- 5 請跟我說。
Qǐng gēn wǒ shuō.
Please repeat after me.
- 6 請再說 / 念一次。
Qǐng zài shuō / niàn yí cì.
Please say it again.
- 7 請回答。
Qǐng huídá.
Please answer my question.
- 8 請問，這個字怎麼念 / 寫？
Qǐngwèn, zhè ge zì zěnmě niàn/xiě?
How do you pronounce/spell this word?
- 9 對了！
Dùi le!
Right! Correct!
- 10 不對。
Bú duì.
Wrong. Incorrect.
- 11 請念對話。
Qǐng niàn duìhuà.
Read the dialogue, please.
- 12 請看黑板。
Qǐng kàn hēibǎn.
Look at the board, please.
- 13 懂不懂？
Dǒng bù dǒng?
Do you understand?
- 14 懂了！
Dǒng le!
Yes, I/we understand.
- 15 有沒有問題？
Yǒu méi yǒu wèntí?
Any question?
- 16 很好！
Hěn hǎo!
Very good!
- 17 下課。
Xiàkè.
The class is over.



人物介紹

Introduction to Characters

李明華



Lǐ Míng huá

Li Ming-hua is from Taipei, Taiwan.
Male. Age 32. Single.

He works in a bank. He has worked in Vietnam for 6 months and is an acquaintance of Yue-mei Chen's father, who entrusted the responsibility of taking care of his daughter to Ming-hua. They met at the airport.

陳月美



Chén Yuè měi

Chen Yue-mei is from Hanoi, Vietnam.
Female. Age 22.

She traveled to Taiwan with her father's friend, Wang Kai-wen. They were picked up at the airport by Ming-hua, her father's Taiwanese acquaintance. She is a student. Ru-yu and An-tong are her classmates.

白如玉



Bái Rú yù

Bai Ru-yu is from New York, USA.
Female. Age 21.

She is a student. Yue-mei and An-tong are her classmates.

馬安同



Mǎ Ān tóng

Ma An-tong is from Tegucigalpa, Republic of Honduras.
Male. Age 22.

He is a student. Yue-mei and Ru-yu are his classmates. He is Yi-jun's language exchange partner and Yi-jun is his best friend in Taiwan.

張怡君



Zhāng Yí jūn

Zhang Yi-jun is a Taiwanese college student.
Female. Age 20.

Her college is situated in a mountain in Hualien. She met An-tong on a trip. She is a language exchange partner of An-tong.

田中誠一



Tiánzhōng Chéngyī

Tianzhong Chengyi is from Tokyo, Japan.
Male. Age 30. Single.

He works in Taiwan as an expatriate of a Japanese motor company. Besides working, he is also learning Chinese in a language center. He is in the same class with Yue-mei, Ru-yu, and An-tong and he happens to be Li Ming-hua's client. Tianzhong's girlfriend is coming to Taiwan and he wants to show her around.

LESSON

1

第一課

歡迎你來臺灣！

Welcome to Taiwan!

學習目標 Learning Objectives

Topic: 自我介紹 Introducing Myself

- Learning simple greetings.
- Learning simple phrases to introduce people.
- Learning simple phrases to discuss likes/dislikes.
- Learning simple phrases to express gratitude.



LESSON
1

歡迎你來臺灣！

Welcome to Taiwan!

對話一 Dialogue I

01-1



明 華：請問你是陳月美小姐嗎？

Míng huá : Qǐng wèn nǐ shì Chén Yuè měi xiǎo jiě ma?

月 美：是的。謝謝你來接我們。

Yuè měi : Shì de. Xièxie nǐ lái jiē wǒ men.

明 華：不客氣。我是李明華。

Míng huá : Bú kè qì. Wǒ shì Lǐ Míng huá.

月 美：這是王先生。

Yuè měi : Zhè shì Wáng Xiān shēng.

開 文：你好。我姓王，叫開文。

Kāi wén : Nǐ hǎo. Wǒ xìng Wáng, jiào Kāi wén.

明 華：你們好。歡迎你們來臺灣。

Míng huá : Nǐ men hǎo. Huān yíng nǐ men lái Tái wān.

課文英譯 Text in English

- Minghua : Excuse me, are you Miss Chen Yuemei?
 Yuemei : Yes. Thank you for coming to pick us up.
 Minghua : You're welcome. My name is Minghua Li.
 Yuemei : This is Mr. Wang.
 Kaiwen : Hi, my surname is Wang. My first name is Kaiwen.
 Minghua : How are you? Welcome to Taiwan.

生詞一 Vocabulary I

01-2

People in the dialogue

1	陳月美	Chén Yuèměi	ㄔㄨㄣˊ ㄩㄝˋ ㄇㄟˇ	a woman from Vietnam
2	李明華	Lǐ Míng huá	ㄌㄧˇ ㄇㄩㄥˊ ㄏㄨㄚˊ	a man from Taiwan
3	王開文	Wáng Kāi wén	ㄨㄤˊ ㄎㄞ ㄨㄣˊ	a man from the US

Vocabulary

4	你	nǐ	ㄋㄧˇ	(N)	you
5	來	lái	ㄌㄞˊ	(V)	to come
6	是	shì	ㄕㄨˋ	(Vst)	to be
7	小姐	xiǎojiě	ㄒㄩㄤˇ ㄐㄩㄝˇ	(N)	Miss, Ms.
8	嗎	ma	ㄇㄚˊ	(Ptc)	sentence final particle
9	接	jiē	ㄐㄟ	(V)	to pick sb up
10	我們	wǒmen	ㄨㄛˇ ㄇㄣˊ	(N)	we, us
11	我	wǒ	ㄨㄛˇ	(N)	I, me
12	這	zhè / zhèi	ㄓㄜˋ / ㄓㄟˋ	(Det)	this
13	先生	xiānshēng	ㄒㄩㄤ ㄕㄨㄥ	(N)	Mr.
14	好	hǎo	ㄏㄞˇ	(Vs)	fine, well
15	姓	xìng	ㄒㄩㄥˋ	(Vst)	to be surnamed
16	叫	jiào	ㄐㄞˋ	(Vst)	to be called, i.e., to have the first name xx
17	你們	nǐmen	ㄋㄧˇ ㄇㄣˊ	(N)	you (plural)

Names

18	臺灣 (=台灣)	Táiwān	ㄊㄞˊ ㄨㄢˊ	Taiwan
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Phrases

19	歡迎	huānyíng	ㄏㄨㄢ ㄩㄥˊ	welcome
20	請問	qǐngwèn	ㄑㄩㄥˋ ㄨㄣˋ	May I ask you... Excuse me,...
21	是的	shìde	ㄕㄟˋ ㄉㄛˊ	yes
22	謝謝	xièxie	ㄒㄟˋ ㄒㄟˋ	Thank you.
23	不客氣	búkèqì	ㄅㄨˋ ㄎㄜˋ ㄑㄧˋ	You're welcome.
24	你好	nǐ hǎo	ㄋㄧˇ ㄏㄞˇ	How are you? Hello.

對話二 Dialogue II

01-3



明 華：請喝茶。

Míng huá : Qǐng hē chá.

開 文：謝謝。很好喝。請問這是什麼茶？

Kāi wén : Xièxie. Hěn hǎohē. Qǐng wèn zhè shì shénme chá?

明 華：這是烏龍茶。臺灣人喜歡喝茶。

Míng huá : Zhè shì Wūlóng chá. Táiwān rén xǐhuān hē chá.

開文，你們日本人呢？

Kāi wén, nǐmen Riběn rén ne?

月 美：他不是日本人。

Yuè měi : Tā bú shì Riběn rén.

明 華：對不起，你是哪國人？

Míng huá : Duìbùqǐ, nǐ shì nǎ guó rén?

開 文：我是美國人。

Kāi wén : Wǒ shì Měiguó rén.

明 華：開文，你要不要喝咖啡？

Míng huá : Kāi wén, nǐ yào bú yào hē kāfēi?

開 文：謝謝！我不喝咖啡，我喜歡喝茶。

Kāi wén : Xièxie! Wǒ bù hē kāfēi, wǒ xǐhuān hē chá.

課文英譯 Text in English

Minghua : Please have some tea.

Kaiwen : Thank you. This tastes good. May I ask what kind of tea this is?

Minghua : This is Oolong tea. Taiwanese like to drink tea. Kaiwen, how about you Japanese people?

Yuemei : He is not Japanese.

Minghua : I am sorry. Which country are you from?

Kaiwen : I am American.

Minghua : Kaiwen, would you like to drink coffee?

Kaiwen : Thank you. I don't drink coffee. I like to drink tea.

生詞二 Vocabulary II

01-4

Vocabulary

1	請	qǐng	請	(V)	please
2	喝	hē	喝	(V)	to drink
3	茶	chá	茶	(N)	tea
4	很	hěn	很	(Adv)	very
5	好喝	hǎohē	好喝	(Vs)	(lit. good to drink) to taste good
6	什麼	shénme	什麼	(N)	what
7	人	rén	人	(N)	person, people
8	喜歡	xǐhuān	喜歡	(Vst)	to like
9	呢	ne	呢	(Ptc)	sentence final particle
10	他	tā	他	(N)	he, him
11	不	bù	不	(Adv)	not
12	哪	nǎ / něi	哪	(Det)	which
13	要	yào	要	(Vaux)	to want to
14	咖啡	kāfēi	咖啡	(N)	coffee

Names

15	烏龍茶	Wūlóng chá	烏龍茶	Oolong tea
16	日本	Rìběn	日本	Japan
17	美國	Měiguó	美國	America

Phrases

18	對不起	duìbùqǐ	對不起	I'm sorry.
19	哪國	nǎ guó / něi guó	哪國	Which country?

文法 Grammar

I. Ways to Ask Questions in Chinese

A. Asking Questions with A-not-A

Function: The A-not-A form of making a question is the most neutral way to ask a question in Chinese and closest to yes/no questions in English.

- 1 王先生要不要喝咖啡？
Wáng Xiānshēng yào bú yào hē kāfēi?
Does Mr. Wang want to have some coffee?
- 2 這是不是烏龍茶？
Zhè shì bú shì Wūlóng chá?
Is this Oolong tea?
- 3 臺灣人喜歡不喜歡喝茶？
Táiwān rén xǐhuān bù xǐhuān hē chá?
Do Taiwanese people like to drink tea?

Structures: The “A” in the structure refers to the first verbal element.

- | | |
|--------------------|-------------------------------|
| 1 他喝咖啡。 | 他喝不喝咖啡？ |
| Tā hē kāfēi. | Tā hē bù hē kāfēi? |
| He'll have coffee. | Does he want to drink coffee? |
| 2 你是日本人。 | 你是不是日本人？ |
| Nǐ shì Rìběn rén. | Nǐ shì bú shì Rìběn rén? |
| You are Japanese. | Are you Japanese? |
| 3 他來臺灣。 | 他來不來臺灣？ |
| Tā lái Táiwān. | Tā lái bù lái Táiwān? |
| He came to Taiwan. | Is he coming to Taiwan? |

Usage: When the verbal element in an A-not-A question is disyllabic (XY), the second syllable (Y) can be dropped in the first “A” of the pattern, so “XY-not-XY” is the same as “X-not-XY”. For example, 你喜歡不喜歡我? Nǐ xǐhuān bù xǐhuān wǒ? is the same as 你喜不喜歡我? Nǐ xǐ bù xǐhuān wǒ? (Do you like me?)

練習 Exercise

Complete questions using A-not-A form.

- 1 李明華 _____ 不 _____ 美國人?
李明華是美國人。
- 2 陳月美 _____ 不 _____ 臺灣?
陳月美來臺灣。
- 3 王先生 _____ 不 _____ 喝咖啡?
王先生喜歡喝咖啡。
- 4 他 _____ 不 _____ 喝茶?
他不要喝茶。
- 5 他 _____ 不 _____ 來臺北?
他要來臺北 (Táiběi, Taipei) 。

B. Asking Questions with 嗎 ma

Function: Questions can be formed using the question particle 嗎 *ma*. It is usually used for short questions.

- 1 你好嗎?
Nǐ hǎo ma?
How are you?
- 2 你來接我們嗎?
Nǐ lái jiē wǒmen ma?
Are you here to pick us up?
- 3 他是日本人嗎?
Tā shì Rìběn rén ma?
Is he Japanese?

Structures: SENTENCE + 嗎 *ma*? The sentence in 嗎 *ma* questions can be either in the affirmative or negative.



Negation:

- | | |
|--|--|
| <p>① 他不姓陳嗎？
Tā bú xìng Chén ma?
Isn't he surnamed Chen?</p> <p>③ 他不喝咖啡嗎？
Tā bù hē kāfēi ma?
Doesn't he drink coffee?</p> | <p>② 你不是臺灣人嗎？
Nǐ bú shì Táiwān rén ma?
Aren't you Taiwanese?</p> |
|--|--|

Usage: The A-not-A question form indicates no assumption, and is used for neutral inquiries or longer inquiries. It does not take a 嗎 *ma* question particle at the end of the sentence. One cannot say *這是不是茶嗎？ Zhè shì bú shì chá ma? ('Is this tea?'). 嗎 *ma* questions, by contrast, are used for short inquiries. But in most cases, these two forms of question are often interchangeable.

- | | |
|--|---|
| <p>① 你好嗎？
Nǐ hǎo ma?
How are you?</p> <p>③ 你們要不要喝烏龍茶？
Nǐmen yào bú yào hē Wūlóng chá?
Do you want to drink Oolong tea?</p> | <p>② 你要喝茶嗎？
Nǐ yào hē chá ma?
Do you want to drink tea?</p> |
|--|---|

練習 Exercise

Complete questions using 嗎 *ma* based on the responses to the right.

Question	Response
① _____	? 他叫明華。
② _____	? 陳小姐是臺灣人。
③ _____	? 他喜歡喝咖啡。

4 _____ ? 王先生叫開文。

5 _____ ? 他不是日本人。

II. Answering Questions in Chinese

A. Affirmative Answers

Affirmative answers can be formed by repeating the main verb in the question, followed by a sentence in the affirmative, e.g.,

1 A: 他是不是臺灣人? / 他是臺灣人嗎?

Tā shì bú shì Táiwan rén? / Tā shì Táiwan rén ma?

Is he Taiwanese?

B: 是, 他是臺灣人。

Shì, tā shì Táiwan rén.

Yes, he is Taiwanese.

2 A: 你喜不喜歡臺灣? / 你喜歡臺灣嗎?

Nǐ xǐ bù xǐhuān Táiwan? / Nǐ xǐhuān Táiwan ma?

Do you like Taiwan?

B: 喜歡, 我喜歡臺灣。

Xǐhuān, wǒ xǐhuān Táiwan.

Yes, I like Taiwan.

3 A: 王先生是不是日本人? / 王先生是日本人嗎?

Wáng Xiānshēng shì bú shì Rìběn rén? /

Wáng Xiānshēng shì Rìběn rén ma?

Is Mr. Wang Japanese?

B: 是, 王先生是日本人。

Shì, Wáng Xiānshēng shì Rìběn rén.

Yes, Mr. Wang is Japanese.

4 A: 他喝不喝烏龍茶? / 他喝烏龍茶嗎?

Tā hē bù hē Wūlóng chá? / Tā hē Wūlóng chá ma?

Does he drink Oolong tea?

B：喝，他喝烏龍茶。

Hē, tā hē Wūlóng chá.

Yes, he drinks Oolong tea.

In Chinese, short answers in the affirmative can be made by simply repeating the verb from the question.

- | | |
|--|----------------------------------|
| <p>① 你是王先生嗎？
Nǐ shì Wáng Xiānshēng ma?
Are you Mr. Wang?</p> | <p>是。
Shì.
Yes.</p> |
| <p>② 他來不來臺灣？
Tā lái bù lái Tái wān?
Will he come to Taiwan?</p> | <p>來。
Lái.
Yes.</p> |
| <p>③ 他喜歡不喜歡喝茶？
Tā xǐ huān bù xǐ huān hē chá?
Does he like tea?</p> | <p>喜歡。
Xǐ huān.
Yes.</p> |

練習 Exercise

Give affirmative responses.

Question

Response

- ① 臺灣人喜歡不喜歡喝茶？
- ② 你要不要喝咖啡？
- ③ 你喜歡他嗎？
- ④ 他是不是日本人？
- ⑤ 你要喝烏龍茶嗎？

B. Negative Replies with 不 bù

Negative replies can be formed by repeating the main verb in its negative form, i.e., 不 *bù* + verb, followed by a sentence in the negative. 不 *bù* is an adverb which is placed before a verb or another adverb, e.g.,

- | | |
|--|--|
| 1 他是不是李先生？
Tā shì bú shì Lǐ Xiānshēng?
Is he Mr. Li? | 不是，他不是李先生。
Bú shì, tā bú shì Lǐ Xiānshēng.
No, he is not Mr. Li. |
| 2 王先生喝茶嗎？
Wáng Xiānshēng hē chá ma?
Does Mr. Wang drink tea? | 不，他不喝。
Bù, tā bù hē.
No, he doesn't drink tea. |
| 3 李小姐是不是臺灣人？
Lǐ Xiǎojiě shì bú shì Táiwan rén?
Is Miss Li Taiwanese? | 不是，李小姐不是臺灣人。
Bú shì, Lǐ Xiǎojiě bú shì Táiwan rén.
No, Miss Li is not Taiwanese. |

In Chinese, the answer to a question can consist of just the verb in the question asked.

- | | |
|---|---------------------------|
| 1 他要不要喝咖啡？
Tā yào bú yào hē kāfēi?
Does he want to drink coffee? | 不要。
Bú yào.
No. |
| 2 你喜歡不喜歡喝烏龍茶？
Nǐ xǐhuān bù xǐhuān hē Wūlóng chá?
Do you like to drink Oolong tea? | 不喜歡。
Bù xǐhuān.
No. |
| 3 陳小姐是不是美國人？
Chén Xiǎojiě shì bú shì Měiguó rén?
Is Miss Chen American? | 不是。
Bú shì.
No. |

Usage: There are some exceptions to the rules above. For example, when the verb is 姓 *xìng* “to be surnamed” or 叫 *jiào* “to be called”. When the question is 他姓李嗎？*Tā xìng Lǐ ma?* ‘Is he surnamed Li?’, the negative reply should be 不姓李 *Bú xìng Lǐ* (He is) not surnamed Li., rather than *不姓 *bú xìng*. When the question is 李先生叫開文嗎？*Lǐ Xiānshēng jiào Kāiwén ma?* ‘Is Mr. Li called Kaiwen?’, the negative

reply should be 不叫開文 *Bú jiào Kāiwén* '(He is) not called Kaiwen.', rather than *不叫 *bú jiào*.

練習 Exercise

Please answer the questions based on the pictures given below.

- 1 李小姐是美國人嗎？ 2 他是陳先生嗎？ 3 他喜歡喝茶嗎？



- 4 王小姐要不要喝咖啡？ 5 他叫明華嗎？



III. Modification Marker 很 hěn

Function: The adverb 很 *hěn* modifies state verbs (Vs).

- 1 我很好。
Wǒ hěn hǎo.
I am fine.
- 2 他很喜歡臺灣。
Tā hěn xǐhuān Táiwān.
He likes Taiwan.
- 3 臺灣人很喜歡喝烏龍茶。
Táiwān rén hěn xǐhuān hē Wūlóng chá.
Taiwanese people like to drink Oolong tea.

Structures: The adverb 很 *hěn* is placed before state verbs (Vs) as follows: Subject 很 *hěn* + State Verb.

① 烏龍茶很好喝。
Wūlóng chá hěn hǎohē.
Oolong tea tastes good.

② 他很喜歡日本人。
Tā hěn xǐhuān Riběn rén.
He likes Japanese people.

③ 我們很好。
Wǒmen hěn hǎo.
We are fine.

Usage: In general, adjectival state verbs must be preceded by either 不 or intensifiers. When no particular intensity is intended, they are preceded by 很 *hěn*. That is, 很 *hěn* + stative verb means ‘very stative verb’ (very expensive, very good, very tall, etc.) and sometimes it just means a stative verb. When 很 is intended to actually mean ‘very’, it is typically stressed in speech.

練習 Exercise

(1-2 not stressed, 3-5 stressed)

① 你好嗎？

我很好。

② 李明華喜歡他嗎？

李明華很喜歡他。

③ 陳小姐不喜歡喝茶嗎？

陳小姐很喜歡喝茶。

Yes, she **does**.

④ 王先生不喜歡臺灣嗎？

他很喜歡臺灣。

Yes, he **does**.

⑤ 明華不喜歡月美嗎？

他很喜歡。

Yes, he (actually) **does**.

IV. Contrastive Questions with 呢 *ne*

Function: The 呢 *ne* question is a tag question with a short form following a statement.

① 我要喝茶，你呢？

Wǒ yào hē chá, nǐ ne?

I want to drink tea, and you?

③ 王先生是日本人，李先生呢？

Wáng Xiānshēng shì Riběn rén, Lǐ

Xiānshēng ne?

Mr. Wang is Japanese. What about Mr. Li?

② 他不喝咖啡，陳小姐呢？

Tā bù hē kāfēi, Chén Xiǎojiě ne?

He does not drink coffee. What about Miss Chen?

Structures:

1. Same predicate, different subjects

S1 V O, S2 呢 ne?

(1) 他是美國人，你呢？

Tā shì Měiguó rén, nǐ ne?

He's American. And you?

(2) 他喜歡我們，你呢？

Tā xǐhuān wǒmen, nǐ ne?

He likes us. How about you?

2. Same subject, different predicates

S V O1, O2 呢 ne?

(1) 你喜歡喝茶，咖啡呢？

Nǐ xǐhuān hē chá, kāfēi ne?

You like to drink tea. How about coffee?

(2) 他不喝咖啡，茶呢？

Tā bù hē kāfēi, chá ne?

He doesn't drink coffee. How about tea?

練習 Exercise

1-3 same predicate, different subjects. 4-5 same subject, different predicates.

① 陳小姐來臺北，王先生呢？

② 日本人喜歡喝咖啡，_____ 呢？

③ 他來臺灣，李先生呢？

④ 你不喝咖啡，_____ ？

⑤ 他喝烏龍茶，_____ ？

課室活動 Classroom Activities

I. Introducing Yourself and Others

Goal: Learning to give and obtain basic personal information.

Task: Pair up with a classmate, say hello, and introduce yourself. Then ask him/her for his/her name, where s/he is from, and introduce him/her to the class.



II. Likes and Dislikes

Goal: Learning to ask whether someone likes to drink tea or coffee.

Task: Use the A-not-A form 喜歡不喜歡 to ask a classmate whether s/he likes to drink tea/coffee. If the answer is in the affirmative, then treat him/her to one. If the answer is in the negative, give other options.



喝茶



喝咖啡

III. Expressing Thanks

Goal: Learning to respond to inquiries and express thanks.

Task: Pair up for a conversation. Ask questions like:

A : 你要不要...?

Nǐ yào bú yào...?

Would you like...?

B : 好的 / 不要，謝謝。

Hǎode / Bú yào, xièxie.

Yes / No, thank you.



IV. Obtaining Information

Goal: Learning to use 呢 *ne* questions to obtain more information.

Task: Make sentences based on the pictures below. Then use a “呢 question” to ask your classmate for information. E.g.,

A : 陳月美喜歡...。王開文呢？

B : 他不喜歡...，他喜歡...。



文化 Bits of Chinese Culture

Tea Culture

“Come over for some tea!” is a common phrase used much like the phrase in English, “You really have to drop by my place sometime for a cup of coffee”. In Taiwan, friends gather around a table with a tea set on it in their free time and drink tea. They drink the tea from delicate, little teacups and might discuss its fragrance and taste. Chatting over tea is a favorite way of the Chinese to bond and keep abreast of the latest things in their lives.

At home, many people make themselves a cup of hot tea or prepare a pot for the family for after-dinner conversation. Many people like to start off the day at the office with a cup of tea. Those with a more discerning palate might make tea using tea leaves, while teabags probably suffices for others. In the end, they all enjoy a nice cup of hot tea.

In the shade of old trees in parks or near temples, you can find folks sitting around small tables drinking tea and snacking on melon seeds. Tea is an everyday part of life of the people of Taiwan.



▲ Chinese tea making
資深茶人黃浩然 示範
《台灣喫茶》吳德亮 / 著作、攝影



▲ Tea sets
《台灣喫茶》吳德亮 / 著作、攝影



▲ A tea house in Taiwan
《台灣喫茶》吳德亮 / 著作、攝影

Chinese Nicknames

It is customary for Chinese to call friends and loved ones by nicknames. The character “老” *lǎo* is sometimes added before the last name or “小” *xiǎo* placed in front of the second character of the given name to form nicknames. Due to the influence of the Taiwanese dialect, nicknames in Taiwan are often formed by placing the character “阿” *ā* in front of the name or the second character of the given name is repeated. For example, someone by the name of “陳文華” could be nicknamed “老陳,” “小陳,” “小華,” “華華,” or “阿華.”

Notes on Pinyin and Pronunciation

1. The Tones 基本聲調

First tone	一聲 (一)	接 jiē、喝 hē、他 tā
Second tone	二聲 (ˊ)	來 lái、茶 chá、人 rén
Third tone	三聲 (ˇ)	你 nǐ、我 wǒ、請 qǐng、很 hěn、哪 nǎ
Fourth tone	四聲 (ˋ)	是 shì、這 zhè、姓 xìng、叫 jiào、要 yào
Neutral tone (no tone mark)	輕聲	嗎 ma、呢 ne / 我們 wǒmen、你們 nǐmen、 是 <u>的</u> shìde、謝 <u>謝</u> xièxie、什 <u>麼</u> shénme

2. Third Tone Change 三聲變調

- (1) When two characters with third tones are found together, the first third tone is pronounced with a second tone as in these two examples in this lesson:

小姐 xiǎojiě (√+√→ / √) 你好 nǐ hǎo (√+√→ / √)

Despite the change in pronunciation, however, it is still marked as a third tone in pinyin.

- (2) Rules for third-tone changes 三聲變調原則：

√ √ (/) 小姐	√ √ √ (/) 我 很好	√ √ 一 (/) 很 好喝
√ √ (/) 你好	√ √ √ (/) 李 小姐	√ √ 一 (/) 我 喜歡
√ √ (/) 很好		√ √ (/) 你 好嗎

3. Bù (不) Tone Changes 「不」的變調

The tone for 不 *bù* changes depending on the tone of the character that follows it. When 不 *bù* is followed by a character with a first, second, or third tone, 不 *bù* is pronounced and the pinyin marked with a fourth tone (ˋ). When 不 *bù* is followed by a character with a fourth tone, it is pronounced and the pinyin marked with a second tone (/).

不 bù + character with 1 st , 2 nd or 3 rd tone → 不 pronounced with 4 th tone (4 th tone mark)		不 bù + character with 4 th tone → 不 pronounced with 2 nd tone (2 nd tone mark)	
不	喝 咖啡	不	客 氣
(來) 不	來	不	是
(對) 不	喜 歡 起	(要) 不	要

Introduction to Chinese Characters

Basic Chinese Strokes

Chinese calligraphy consists of eight basic strokes. These are also the basic strokes of Chinese characters. These eight basic strokes are “horizontal” (橫 héng), “vertical” (豎 shù), “brush left” (撇 piě), “press down and drag” (捺 nà), “dot” (點 diǎn), “flick” (挑 tiǎo), “hook” (鈎 gōu), and “corner fold” (折 zhé). They are used to teach beginners to write Chinese characters.

Basic Strokes	一	丨	丿	㇏	丶	㇇	丨	㇇
Stroke name in Chinese (pinyin)	橫 <small>㇇</small> héng	豎 <small>㇇</small> shù	撇 <small>㇇</small> piě	捺 <small>㇇</small> nà	點 <small>㇇</small> diǎn	挑 <small>㇇</small> tiǎo	鈎 <small>㇇</small> gōu	折 <small>㇇</small> zhé
Direction of stroke	→	↓	↙	↘	↘	↗	↓	↘
Example	不	叫	你	人	又	接	小	田



Self-Assessment Checklist

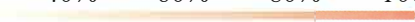
I can use greetings.

20% 40% 60% 80% 100%




I can use simple phrases to introduce people.

20% 40% 60% 80% 100%




I can use simple phrases to discuss likes/dislikes.

20% 40% 60% 80% 100%



I can use simple phrases to express gratitude.

20% 40% 60% 80% 100%



LESSON

2

第二課
我的家人

My Family

學習目標 **Learning Objectives**

Topic: 家人 Family Members

- Learning to talk about people in my family members and their names.
- Learning to describe people, places, and possessions.
- Learning to talk about the number of people in a family.



LESSON
2

我的家人

My Family

對話一 Dialogue I

02-1



怡 君：這是我家。請進！

Yíjūn : Zhè shì wǒ jiā. Qǐng jìn.

安 同：很漂亮的房子！

Āntóng : Hěn piàoliàng de fángzi!

[They enter Yijun's house.]

怡 君：請坐！要不要喝茶？

Yíjūn : Qǐng zuò! Yào bú yào hē chá?

安 同：好，謝謝你。你家有很多照片。

Āntóng : Hǎo, xièxie nǐ. Nǐ jiā yǒu hěn duō zhàopiàn.

怡 君：我家人都很喜歡照相。

Yíjūn : Wǒ jiārén dōu hěn xǐhuān zhàoxiàng.

安 同 : 這張照片很好看。這是誰?你姐姐嗎?

Āntóng : Zhè zhāng zhàopiàn hěn hǎokàn. Zhè shì shéi? Nǐ jiějie ma?

怡 君 : 不是,是我妹妹。這是我爸爸、媽媽。

Yíjūn : Bú shì, shì wǒ mèimei. Zhè shì wǒ bàba, māma.

安 同 : 你家人都很好看。

Āntóng : Nǐ jiārén dōu hěn hǎokàn.

課文英譯 Text in English

Yijun : This is my house. Please come in.

Antong : This is a pretty house.

Yijun : Please have a seat. Would you like some tea?

Antong : Yes, thank you. You have a lot of pictures in your house.

Yijun : The people in my family like to take pictures.

Antong : This is a nice picture. Who is this? Your older sister?

Yijun : No, that is my younger sister. These are my dad and mom.

Antong : The people in your family are very good-looking.

生詞一 Vocabulary I

02-2

People in the dialogue

1	張怡君	Zhāng Yíjūn	ㄓㄨㄥ ㄧˊ ㄐㄨㄣ	a woman from Taiwan
2	馬安同	Mǎ Āntóng	ㄇㄚˇ ㄢㄨㄥ ㄊㄨㄥˊ	a man from the Republic of Honduras

Vocabulary

3	的	de	ㄉㄛˊ	(Ptc) modification marker
4	家人	jiārén	ㄐㄧㄚ ㄖㄣˊ	(N) family (members)
5	家	jiā	ㄐㄧㄚ	(N) home, house
6	漂亮	piàoliàng	ㄆㄧㄠˋ ㄌㄧㄤˋ	(Vs) pretty

7	房子	fángzi	房 子	(N)	house
8	坐	zuò	坐	(Vi)	to sit
9	好	hǎo	好	(Ptc)	OK
10	有	yǒu	有	(Vst)	to have
11	多	duō	多	(Vs-pred)	many
12	照片	zhàopiàn	照 片	(N)	photo
13	都	dōu	都	(Adv)	all, both
14	照相	zhàoxiàng	照 相	(V-sep)	to take a photo
15	張	zhāng	張	(M)	measure word for flat objects (e.g., paper, tickets)
16	好看	hǎokàn	好 看	(Vs)	good-looking
17	誰	shéi	誰	(N)	who
18	姐姐	jiějie	姐 姐	(N)	older sister
19	妹妹	mèimei	妹 妹	(N)	younger sister
20	爸爸	bàba	爸 爸	(N)	dad
21	媽媽	māma	媽 媽	(N)	mom

Phrases

22	請進	qǐng jìn	請 進		Please come in!
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對話二 Dialogue II

02-3



- 明 華 : 田中，歡迎！歡迎！請進。
Míng huá : Tiánzhōng, huānyíng! Huānyíng! Qǐng jìn.
- 田 中 : 謝謝。
Tiánzhōng : Xièxie.
- 明 華 : 田中，這是我媽媽。
Míng huá : Tiánzhōng, zhè shì wǒ māma.
- 田 中 : 伯母，您好。
Tiánzhōng : Bómǔ, nín hǎo.
- 明華的媽媽 : 你好，你好。來！來！來！請坐。
你叫什麼名字？
Míng huá de māma : Nǐ hǎo, nǐ hǎo. Lái! Lái! Lái! Qǐng zuò. Nǐ jiào shénme míngzi?
- 田 中 : 我叫誠一。你們家有很多書。
Tiánzhōng : Wǒ jiào Chéngyī. Nǐmen jiā yǒu hěn duō shū.
- 明 華 : 都是我哥哥的書。
他是老師，他很喜歡看書。
Míng huá : Dōu shì wǒ gēge de shū. Tā shì lǎoshī, tā hěn xǐhuān kànshū.
- 明華的媽媽 : 誠一，你家有幾個人？你有沒有兄弟姐妹？
Míng huá de māma : Chéngyī, nǐ jiā yǒu jǐ ge rén? Nǐ yǒu méi yǒu xiōngdì jiěmèi?
- 田 中 : 我家有五個人，我有兩個妹妹。
Tiánzhōng : Wǒ jiā yǒu wǔ ge rén, wǒ yǒu liǎng ge mèimei.

課文英譯 Text in English

- Minghua : Tianzhong, welcome, welcome. Please come in.
Tianzhong : Thank you!
Minghua : Tianzhong, this is my mom.
Tianzhong : Mrs. Li (Lit. "Auntie"), how are you?

Minghua's mother : Hello. Come in. Come. Please have a seat. What's your name?

Tianzhong : My name is Chengyi. You have a lot of books.

Minghua : They are all my brother's books. He is a teacher. He likes to read.

Minghua's mother : Chengyi, how many people are there in your family? Do you have any brothers or sisters?

Tianzhong : There are five people in my family. I have two younger sisters.

生詞二 Vocabulary II

02-4

People in the dialogue

1	田中誠一	Tiánzhōng Chéngyī	田中 誠一	a man from Japan
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Vocabulary

2	伯母	bómǔ	ボモ	(N)	aunt; here a polite term for a friend's mother regardless of age
3	您	nín	ニン	(N)	you (honorific)
4	名字	míngzi	メイジ	(N)	name
5	書	shū	シュ	(N)	book
6	哥哥	gēge	ケケ	(N)	older brother
7	老師	lǎoshī	カシ	(N)	teacher
8	看書	kànshū	カンシュ	(V-sep)	to read
9	幾	jǐ	ジ	(N)	how many
10	個	ge	ゲ	(M)	general measure word
11	沒	méi	メイ	(Adv)	not
12	兄弟	xiōngdì	ケイテイ	(N)	brothers
13	姐妹	jiěmèi	ケイメイ	(N)	sisters
14	五	wǔ	ウ	(N)	five
15	兩	liǎng	リョウ	(N)	two

文法 Grammar

I. 的 *de* possessive

Function: 的 *de* is used to show possession and is placed between the possessor and the object possessed.

① 我的書

wǒ de shū
my book

② 你們的照片

nǐmen de zhàopiàn
your photo

③ 李老師的姐姐

Lǐ lǎoshī de jiějie
teacher Li's sister

④ 哥哥的老師

gēge de lǎoshī
brother's teacher

⑤ 我媽媽

wǒ māma
my mom

⑥ 我們老師

wǒmen lǎoshī
our teacher

Structures: Notice that 的 *de* is sometimes omitted, e.g., 5 & 6 above.

1. If the relationship between the possessor and the possessed of the two nouns is close, 的 *de* can be omitted, e.g., 我爸爸 wǒ bàba 'my dad', 我哥哥 wǒ gēge 'my brother', 我家 wǒ jiā 'my home'. Furthermore, the possessor has to be a pronoun when 的 *de* is omitted. So, one can say 李先生的爸爸 Lǐ Xiānshēng de bàba 'Mr. Li's dad', but not * 李先生爸爸 Lǐ Xiānshēng bàba (omitting the *de*).
2. If the two nouns in a possessive relationship refer to an individual and his/her affiliated group, the noun referring to the individual usually appears in the plural rather than the singular form. For example, for 'his home', it is 他們家 tāmen jiā (their home), 我們日本 wǒmen rìběn (our Japan).

練習 Exercise

Fill in the blanks and add 的 where appropriate.

A. 的 B. 名字 C. 老師 D. 妹妹 E. 你 F. 你們

- 1 他 _____ 是馬安同。
- 2 陳先生 _____ 姓李。
- 3 我 _____ 是老師。
- 4 _____ 爸爸來不來？
- 5 _____ 家很漂亮嗎？

II. Modifier Marker 的 de

Function: 的 *de* is used between the modifier and the head noun.

- | | |
|---|--|
| <p>1 漂亮的小姐
piàoliàng de xiǎojiě
pretty young lady</p> | <p>2 好喝的咖啡
hǎohē de kāfēi
tasty coffee</p> |
| <p>3 很好看的房子
hěn hǎokàn de fángzi
beautiful house</p> | |

Usage: Notice that 的 *de* can be omitted when the modifier and the head noun are used together frequently. For example, when talking about nationality, one says 哪國人? *Něi guó rén?* 'person from which country?', rather than *哪國的人 *Něi guó de rén*. One says 臺灣人 *Táiwān rén* 'Taiwanese people' rather than *臺灣的人 *Táiwān de rén*.

練習 Exercise

Make correct sentences by rearranging the order of the characters.

1 人 很好看的

① ② ③

_____ 多不多？

2 的 好喝 茶

① ② ③

王老師要 _____ 。

3 好看 照片 的

① ② ③

我沒有很多 _____ 。

4 房子 漂亮 的

① ② ③

我喜歡 _____ 。

5 的 照片 很多 好看

① ② ③ ④

他有 _____ 。

III. 有 *yǒu* possessive

Function: The verb 有 *yǒu* refers to possession or ownership.

1 我有很多照片。

Wǒ yǒu hěnduō zhàopiàn.

I have many photos.

2 他們有好喝的茶。

Tāmen yǒu hǎohē de chá.

They have good-tasting tea.

Structures:

Negation: 有 *yǒu* is always negated with 沒 *méi*.

1 他沒有房子。

Tā méi yǒu fángzi.

He does not have a house.

2 我沒有書。

Wǒ méi yǒu shū.

I don't have a book.

3 對不起，我們沒有烏龍茶。

Duìbùqǐ, wǒmen méi yǒu Wūlóng chá.

Sorry, we don't have any Oolong tea.

4 我沒有兄弟姐妹。

Wǒ méi yǒu xiōngdì jiěmèi.

I don't have any brothers or sisters.



Questions: The A-not-A form for the verb 有 *yǒu* is 有沒有 *yǒu méi yǒu*.

1 你們有沒有好喝的咖啡？

Nǐmen yǒu méi yǒu hǎohē de kāfēi?
Do you have good-tasting coffee?

2 你們有烏龍茶嗎？

Nǐmen yǒu Wūlóng chá ma?
Do you have Oolong tea?

3 你有幾張照片？

Nǐ yǒu jǐ zhāng zhàopiàn?
How many photos do you have?

練習 Exercise

Make correct sentences by rearranging the order of the characters.

1 很多 我們 好喝的咖啡 有
① ② ③ ④

_____。

2 我哥哥 漂亮的照片 有 沒
① ② ③ ④

_____。

3 兄弟姐妹 有 嗎 你
① ② ③ ④

_____？

IV. 都 *dōu* totality

Function: 都 *dōu* is used to indicate that all items referred to by the subject or object noun have something in common.

1 我們都姓陳。

Wǒmen dōu xìng Chén.
We are all surnamed Chen.

2 他的兄弟姐妹都很好看。

Tā de xiōngdì jiěmèi dōu hěn hǎokàn.
His siblings are all good looking.

3 這兩個房子都是他的
(房子)。

Zhè liǎng ge fángzi dōu shì tā de (fángzi).
Both of these two houses are his.

Structures: 都 *dōu* is an adverb, which is placed after the noun it relates to and before the main verb phrase, i.e. Noun + 都 *dōu* + VP.

- | | |
|--|--|
| <p>1 我們都是美國人。
Wǒmen dōu shì Měiguó rén.
We are all American.</p> | <p>2 你爸爸媽媽都要喝咖啡。
Nǐ bàba māma dōu yào hē kāfēi.
Both your dad and mom want to drink coffee.</p> |
| <p>3 李先生、陳小姐都喜歡喝茶。
Lǐ Xiānshēng, Chén Xiǎojiě dōu xǐhuān hē chá.
Mr. Li and Miss Chen both like to drink tea.</p> | |



Negation: Noun + 都 *dōu* + 不 *bù* / 沒 *méi* + VP

- | | |
|--|---|
| <p>1 我們都不是美國人。
Wǒmen dōu bú shì Měiguó rén.
None of us is American.</p> | <p>2 我哥哥、我姐姐都不喜歡照相。
Wǒ gēge, wǒ jiějie dōu bù xǐhuān zhàoxiàng.
Neither my brother nor my sister likes to take photos.</p> |
| <p>3 我們都沒有哥哥。
Wǒmen dōu méi yǒu gēge.
None of us has any older brother.</p> | |



Questions:

- | | |
|--|--|
| <p>1 你們都是美國人嗎？
Nǐmen dōu shì Měiguó rén ma?
Are you all American?</p> | <p>2 你的家人都要喝咖啡嗎？
Nǐ de jiārén dōu yào hē kāfēi ma?
Do all the people in your family want to drink coffee?</p> |
|--|--|

Usage:

- 都 *dōu* is an adverb and appears before the verb and after the subject. It is not correct to say *都我們是臺灣人 *Dōu wǒmen shì Táiwān rén*.
- Members of a group indicated by 都 *dōu* all have to appear before 都 *dōu*. For example, to say 'I like both teachers Li and Wang', one says 李老師、王老師，我都喜歡。 *Lǐ Lǎoshī, Wáng Lǎoshī, wǒ dōu xǐhuān*. It is incorrect to say *我都喜歡李老師、王老師。 *Wǒ dōu xǐhuān Lǐ Lǎoshī, Wáng Lǎoshī*.

3. In interrogatives, 都 *dōu* works with the 嗎 *ma* question form but not with A-not-A question forms. For example, to say ‘Are you all surnamed Wang?’, one can say 你們都姓王嗎? *Nǐmen dōu xìng Wáng ma?* but not *你們都姓不姓王? *Nǐmen dōu xìng bú xìng Wáng?*
4. When 都 *dōu* is modified by 不 *bù*, the sentence means ‘not all...’, e.g., 他們不都是臺灣人。 *Tāmen bù dōu shì Tái wān rén.* ‘Not all of them are Taiwanese’.

練習 Exercise



這三個人都是
日本人嗎?



這兩個人 _____
喝茶。



這兩張照片 _____
我姐姐的 (照片)。

- ① 你是老師，他是老師。
→ 你們 _____。
- ② 我喜歡喝咖啡，他喜歡喝咖啡。
→ 我們 _____。
- ③ 你沒有兄弟姐妹，你的老師沒有兄弟姐妹。
→ 你們 _____。
- ④ 你不要照相，他不要照相。
→ 你們 _____。

V. Measures 個 *ge* and 張 *zhāng*

Function: Both 個 *ge* and 張 *zhāng* are measures. When indicating a quantity, a measure word is placed between the number and the noun.

① 一個哥哥

yí ge gēge
one brother

② 兩張好看的照片

liǎng zhāng hǎokàn de zhàopiàn
two pretty photos

③ 幾個老師？

Jǐ ge lǎoshī?
How many teachers?

④ 哪三個人？

Nǎ sān ge rén?
Which three people?

Structures:

1. Number + Measure + Noun

(1) 三個人

sān ge rén
three people

(2) 幾張照片？

Jǐ zhāng zhàopiàn?
How many photos?

2. Determiner + Number + Measure + Noun

(1) 哪一張照片？

Nǎ yì zhāng zhàopiàn?
Which photo?

When the number following 哪 *nǎ* is 一 *yī* 'one', the number is often omitted. For example, 哪一個人？ *Nǎ yì ge rén?* 'which person?' is the same as 哪個人？ *Něi ge rén?*

Usage:

- There are many measure words in Chinese. Different measure words are used with different nouns. In this lesson, only two measure words are introduced. 個 *ge* is the most frequently used measure word and is used as the measure for many different nouns. 張 *zhāng* is usually used with nouns that designate flat objects such as paper, photographs, and tables. When learning a new noun, you need to pay attention to the measure words that can be used with it.

2. When the numeral is “two”, you do not say “二 èr + measure + noun”, rather you say “兩 liǎng + measure + noun”,

e.g., 兩 + Measure + Noun

兩	個	妹妹	liǎng ge mèimei (two younger sisters)
兩	個	日本人	liǎng ge Riběn rén (two Japanese people)
兩	張	照片	liǎng zhāng zhàopiàn (two photos)

練習 Exercise

Place numbers and measure words in the blanks based on the nouns shown in the pictures.



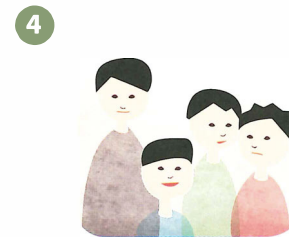
一 _____ 人



_____ 房子



_____ 照片



我有 _____ 弟弟。



_____ 很好看的
日本小姐



_____ 漂亮的照片

課室活動 Classroom Activities

I. Counting from 1 to 10

1	2	3	4	5	6	7	8	9	10
一	二	三	四	五	六	七	八	九	十
yī	èr	sān	sì	wǔ	liù	qī	bā	jiǔ	shí

II. Other People's Families

Goal: Learning to ask about people in your friend's family.

Task: Ask your classmates the following questions. Write down what you find out.

	問題 Question	例子 Example	同學一 Classmate 1	同學二 Classmate 2
1	你家有幾個人？	五個人		
2	你有沒有兄弟姐妹？	有__個哥哥/姐姐/ 弟弟/妹妹		
3	你的兄弟姐妹是老師嗎？	是		
4	你有你家人的照片嗎？ 有幾張？	有，十張		
5	你家人都喜歡喝咖啡嗎？	爸爸喜歡，媽媽不喜 歡。		
6	你家人都喜歡照相嗎？	我家人都不喜歡。		

III. Introducing Your Family

Goal: Learning to talk about family members' likes/dislikes.

Task: While one person introduces his/her family, other students complete the table below using information provided by the speaker. (Fill in the form using Chinese characters or pinyin.)

	名字 Name	國 Country	家人 Family members	哪個家人喜 歡照相？ Who likes to take pictures?	哪個家人喜 歡喝咖啡？ Who likes coffee?	哪個家人有 很多書？ Who has a lot of books?
1						
2						
3						
4						
5						
6						

IV. People, Things, and Events

Goal: Use simple sentences to describe people, things, and events.

Task: Pair up with a partner and discuss the following questions based on the pictures provided below. Then tell the class your results of your discussion.

1 哪一張照片漂亮？

Nǎ yì zhāng zhàopiàn piàoliàng?
Which photo is pretty?



哥哥的照片

姐姐的照片

2 他們是誰？

Tāmen shì shéi?
Who are they?



李明華

白如玉

3 誰的書很多？

Shéi de shū hěn duō?
Who has a lot of books?



馬安同

張怡君

4 誰的爸爸喜歡照相？

Shéi de bàba xǐhuān zhàoxiàng?
Whose dad likes to take pictures?

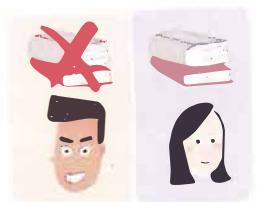


陳月美
的爸爸

張怡君
的爸爸

5 誰不喜歡看書？

Shéi bù xǐhuān kànshū?
Who doesn't like to read?



馬安同

張怡君

6 誰有好喝的茶？

Shéi yǒu hǎohē de chá?
Who has good-tasting tea?



李明華

陳月美

文化 Bits of Chinese Culture

Family Central to Chinese Culture

The family is central to Chinese culture. Chinese parents expect to live with their children, especially their sons. In the past, sons always lived with their parents, even after they were married. Sons would also receive the family inheritance, while the daughters would not. Daughters were considered “members of someone else’s family” once they got married, so they did not live with their parents, nor did they receive any inheritance from them.



▲ Family get together

In modern society, it is becoming increasingly difficult to find a family with three generations under one roof, but it is still common to find married couples living near their parents/in-laws, sometimes even next door. Being in close proximity allows them to look after each other easily. Since many young Taiwanese couples work, they opt to have their parents look after their children instead of hiring a professional nanny. Having grandparents look after your children saves money and you don’t have to worry about leaving your children with a stranger. For their part, the grandparents are generally more than happy to be surrounded by their grandkids.

More and more people in Taiwan today are also waiting longer to get married. Traditionally, single adults are still children in Chinese culture. As such, many single adults in their 30s and 40s still live with their parents and their parents continue to look after them.



▲ Family trip



▲ Family celebration

Notes on Pinyin and Pronunciation

1. Pinyin Rules:

When the vowel “i” stands alone (without a consonant in front of it), it is spelled yī (一). When the vowel “u” stands alone, it is spelled wǔ (五).

2. Tone Changes for 一 Yī







- (1) When 一 is used in names or in ordinal number, its tone does not undergo changes, e.g. Tiánzhōng Chéngyī (田中誠一) and dì yī kè (第一課).
- (2) When 一 yī is used to signify an amount (followed by quantifiers) or when it appears in multisyllabic words, it follows the same tone change rules as 不 bù.







一 yī + 1 st , 2 nd or 3 rd tone → 4 th tone (4 th tone mark)		一 yī + 4 th tone or neutral tone → 2 nd tone (2 nd tone mark)	
—	張 (M) 支 (M) (L4) 千 (N) (L4)		個 (M)
\	起 (L3)	/	共 (L4)
—	種 (M) (L4) 百 (N) (L4)		

Note: When pronouncing “-o,” it is natural to pronounce it with a slight “u”, as in 伯 b(u)ó, 週末 zhōu(u)ò in Lesson Three, and 微波 wéi(b(u)ō in Lesson Four.

Introduction to Chinese Characters

Basic Structures of Chinese Characters:

	一 人 日 yī rén rì		李 要 兄 是 lǐ yào xiōng shì
	你 姓 都 nǐ xìng dōu		茶 chá
	咖 謝 們 kā xiè men		國 guó

	這 _{ㄓㄨㄛˋ} 迎 _{ㄩㄥ} 起 _{ㄑǐ} zhè yíng qǐ		麼 _{ㄇㄛˊ} 房 _{ㄈㄤ} 有 _{ㄩˇ} me fáng yǒu
	氣 _{ㄑì} 包 _{ㄅㄠ} 可 _{ㄎㄜˇ} qì bāo kě		同 _{ㄊㄨㄥˊ} 問 _{ㄨㄥˋ} 間 _{ㄐㄧㄢ} tóng wèn jiān
	幽 _ㄩ yōu		區 _{ㄑū} qū

Basic Template for Chinese Calligraphy



To write beautiful Chinese characters, tidiness, balance, symmetry, and harmony are important. Nine-square grids are used to practice writing characters to achieve balanced beauty.

Nine-square grids used for writing practice consist of nine boxes in 3x3 grids. Since Chinese characters can be as simple as “一” or as complicated as “謝”, to achieve balance, symmetry, harmony, and fullness, they must occupy the same amount of space, regardless of how many strokes they have, when written in 3x3 grids.

Nine-square grids are a basic tool used for practicing the writing of Chinese characters. Beginners who use the grids to help them layout the structure of Chinese characters will eventually achieve balance in their writing.



Self-Assessment Checklist

I can discuss people in my family and their names.

20% 40% 60% 80% 100%

I can describe people, places and possessions in simple terms.

20% 40% 60% 80% 100%

I can talk about the number of people in a family.

20% 40% 60% 80% 100%

LESSON

3

第三課

週末做什麼？

What Are You Doing Over the Weekend?

學習目標 **Learning Objectives**

Topic: 喜好 Hobbies

- Learning to describe likes/dislikes (e.g., sports and movies).
- Learning to express what two groups have in common.
- Learning to politely ask others their opinions and make simple suggestions.
- Learning to form choice questions.



LESSON
3

週末做什麼？

What Are You Doing Over the Weekend?

對話一 Dialogue I

03-1



安 同：田中，你喜歡聽音樂嗎？

Āntóng : Tiánzhōng, nǐ xǐhuān tīng yīnyuè ma?

田 中：我不喜歡聽音樂。我喜歡運動。

Tiánzhōng : Wǒ bù xǐhuān tīng yīnyuè. Wǒ xǐhuān yùndòng.

安 同：你喜歡打網球嗎？

Āntóng : Nǐ xǐhuān dǎ wǎngqiú ma?

田 中：我不喜歡打網球。

Tiánzhōng : Wǒ bù xǐhuān dǎ wǎngqiú.

安 同：你喜歡做什麼？

Āntóng : Nǐ xǐhuān zuò shénme?

田 中：打棒球和游泳，你呢？

Tiánzhōng : Dǎ bàngqiú hàn yóuyǒng, nǐ ne?

安 同：我常打籃球，也常踢足球。

Āntóng : Wǒ cháng dǎ lánqiú, yě cháng tī zúqiú.

田 中：我覺得踢足球很好玩。

Tiánzhōng : Wǒ juéde tī zúqiú hěn hǎowán.

安 同：明天是週末，我們早上去踢足球，怎麼樣？

Āntóng : Míngtiān shì zhōumò. Wǒmen zǎoshàng qù tī zúqiú, zěnmeyàng?

田 中：好啊！

Tiánzhōng : Hǎo a!

課文英譯 Text in English

Antong : Tianzhong, do you like listening to music?

Tianzhong : I don't like listening to music. I like to exercise.

Antong : Do you like to play tennis?

Tianzhong : I don't like to play tennis.

Antong : What do you like to do?

Tianzhong : Play baseball and swim. And you?

Antong : I often play basketball and also often play soccer.

Tianzhong : I think soccer is fun.

Antong : The weekend is tomorrow. How about we go play soccer tomorrow morning?

Tianzhong : Great!

生詞一 Vocabulary I

03-2

Vocabulary

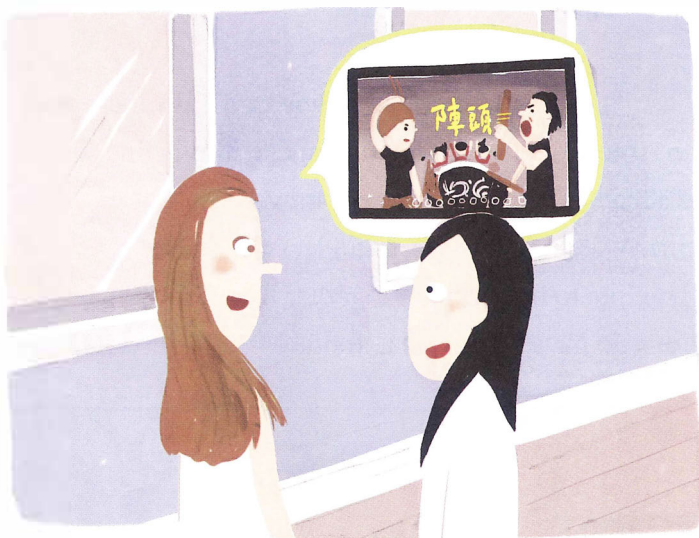
1	週末	zhōumò	ㄓㄡ ㄇㄛˋ	(N)	weekend
2	聽	tīng	ㄊㄩㄥ	(V)	to listen
3	音樂	yīnyuè	ㄩㄢ ㄩㄝˋ	(N)	music
4	運動	yùndòng	ㄩㄢˋ ㄉㄨㄥˋ	(Vi)	to exercise
5	打	dǎ	ㄉㄚˇ	(V)	to play (ball games)
6	網球	wǎngqiú	ㄨㄥˇ ㄑㄩㄟˊ	(N)	tennis
7	棒球	bàngqiú	ㄅㄤˋ ㄑㄩㄟˊ	(N)	baseball
8	和	hàn	ㄏㄢˋ	(Conj)	and, as well as
9	游泳	yóuyǒng	ㄩㄟˊ ㄩㄥˇ	(V-sep)	to swim
10	常	cháng	ㄔㄨㄥˊ	(Adv)	often
11	籃球	lánqiú	ㄌㄢˊ ㄑㄩㄟˊ	(N)	basketball
12	也	yě	ㄩˇ	(Adv)	also
13	踢	tī	ㄊㄩ	(V)	to kick
14	足球	zúqiú	ㄗㄨˊ ㄑㄩㄟˊ	(N)	soccer
15	覺得	juéde	ㄐㄨㄝˊ ㄉㄛˊ	(Vst)	to feel, to think
16	好玩	hǎowán	ㄏㄢˇ ㄨㄢˊ	(Vs)	interesting, fun
17	明天	míngtiān	ㄇㄩㄥˊ ㄊㄩㄢ	(N)	tomorrow
18	早上	zǎoshàng	ㄗㄞˇ ㄕㄨㄤˋ	(N)	morning
19	去	qù	ㄑㄩˋ	(V)	to go
20	怎麼樣	zěnmeyàng	ㄗㄞˇ ㄇㄛˋ ㄩㄤˋ	(Vs)	How about it? How does that sound? What do you think?
21	啊	a	ㄚ	(Ptc)	sentence-final particle

Phrases

22	做什麼	zuò shénme	ㄗㄨㄛˋ ㄕㄨㄛˊ ㄇㄛˋ		do what
23	好啊	hǎo a	ㄏㄢˇ ㄚ		OK

對話二 Dialogue II

03-3



如 玉：今天晚上我們去看電影，好不好？

Rúyù : Jīntiān wǎnshàng wǒmen qù kàn diànyǐng, hǎo bù hǎo?

月 美：好啊！

Yuèměi : Hǎo a!

如 玉：妳想看美國電影還是臺灣電影？

Rúyù : Nǐ xiǎng kàn Měiguó diànyǐng háishì Táiwan diànyǐng?

月 美：美國電影、臺灣電影，我都想看。

Yuèměi : Měiguó diànyǐng, Táiwan diànyǐng, wǒ dōu xiǎng kàn.

如 玉：我們看臺灣電影吧！

Rúyù : Wǒmen kàn Táiwan diànyǐng ba!

月 美：好啊！看電影可以學中文。

Yuèměi : Hǎo a! Kàn diànyǐng kěyǐ xué Zhōngwén.

如 玉：晚上要不要一起吃晚飯？

Rúyù : Wǎnshàng yào bú yào yìqǐ chī wǎnfàn?

月 美：好，我們去吃越南菜。

Yuèměi : Hǎo, wǒmen qù chī Yuènan cài.

課文英譯 Text in English

- Ruyu : Let's go see a movie tonight, OK?
 Yuemei : Sure.
 Ruyu : Do you want to see an American movie or a Taiwanese movie?
 Yuemei : Either an American movie or a Taiwanese film is fine with me.
 Ruyu : Let's go ahead and see a Taiwanese movie.
 Yuemei : That's fine. Watching movies, I can learn Chinese.
 Ruyu : Would you like to have dinner together tonight?
 Yuemei : Okay. Let's go have Vietnamese food.

生詞二 Vocabulary II

03-4

People in the dialogue

- | | | | | |
|---|-----|----------|-------|---------------------|
| 1 | 白如玉 | Bái Rúyù | 白 如 玉 | a woman from the US |
|---|-----|----------|-------|---------------------|

Vocabulary

- | | | | | | |
|----|----|----------|-----|--------|--|
| 2 | 今天 | jīntiān | 今 天 | (N) | today |
| 3 | 晚上 | wǎnshàng | 晚 上 | (N) | evening, night |
| 4 | 看 | kàn | 看 | (V) | to see, to watch |
| 5 | 電影 | diànyǐng | 電 影 | (N) | movie |
| 6 | 妳 | nǐ | 妳 | (N) | you (female) |
| 7 | 想 | xiǎng | 想 | (Vaux) | to want, to think |
| 8 | 還是 | háishì | 還 是 | (Conj) | or (used in a question) |
| 9 | 吧 | ba | 吧 | (Ptc) | sentence-final particle for suggestion |
| 10 | 可以 | kěyǐ | 可 以 | (Vaux) | could (possibility) |
| 11 | 學 | xué | 學 | (V) | to learn, to study |
| 12 | 中文 | Zhōngwén | 中 文 | (N) | Chinese language |
| 13 | 一起 | yìqǐ | 一 起 | (Adv) | together |

14	吃	chī	吃	(V)	to eat
15	晚飯	wǎnfàn	晚饭	(N)	dinner
16	菜	cài	菜	(N)	cuisine

Names

17	越南	Yuènnán	越南	Vietnam
----	----	---------	----	---------

Phrases

18	好不好	hǎo bù hǎo	好不好	How about...? How does that sound?
----	-----	------------	-----	---------------------------------------

文法 Grammar

I. Placement of Time Words

Structures: Time words appear after (mostly) or before (less commonly) the subject.

① 我們今天去看電影。
Wǒmen jīntiān qù kàn diànyǐng.
We went to see a movie today.

② 你明天想去游泳嗎？
Nǐ míngtiān xiǎng qù yóuyǒng ma?
Would you like to go swimming tomorrow?

③ 週末他要去打籃球。
Zhōumò tā yào qù dǎ lánqiú.
This weekend, he is going to go play basketball.

④ 明天你想做什麼？
Míngtiān nǐ xiǎng zuò shénme?
What would you like to do tomorrow?

Usage: Units of time in a series are expressed from larger to smaller. For example,

1. 明天晚上 míngtiān wǎnshàng (tomorrow evening)
*晚上明天
2. 週末早上 zhōumò zǎoshàng (in the morning on the weekend)
*早上週末

練習 Exercise

Complete with time words and sentences.

	S	TW	VP
1	我哥哥	週末	要去打籃球。
2	我們	_____	想去看電影。
3	你	_____	想吃越南菜還是臺灣菜？
4	我們	_____	去看電影還是去看 _____ ？
5	李先生	_____	_____ ？

	TW	S	VP
1	週末	你	要做什麼？
2	_____	我們	去他家。
3	_____	他	想吃越南菜。
4	_____	你	要去看電影嗎？
5	_____	王小姐	_____ 。

II. To Go Do Something with 去 qù

Function: 去 qù + VP indicates the intention to go do something.

① 我去打網球。

Wǒ qù dǎ wǎngqiú.

I am going to go play tennis.

② 他去踢足球。

Tā qù tī zúqiú.

He went to play soccer.

③ 我們和老師都去看電影。

Wǒmen hàn lǎoshī dōu qù kàn diànyǐng.

We and the teacher are all going to go see a movie.

Structures: Negation markers, auxiliary verbs, and adverbs are placed before 去 qù.



Negation:

- 1 我不去打籃球。

Wǒ bú qù dǎ lánqiú.

I am not going to go play
basketball.

- 2 明天早上我不去游泳。

Míngtiān zǎoshàng wǒ bú qù yóuyǒng.

I am not going to go swimming
tomorrow morning.



Questions:

- 1 你要去看電影嗎？

Nǐ yào qù kàn diànyǐng ma?

Would you like to go see a movie?

- 2 你們常去吃越南菜嗎？

Nǐmen cháng qù chī Yuènnán cài ma?

Do you often go eat Vietnamese food?

- 3 他不去打棒球嗎？

Tā bú qù dǎ bàngqiú ma?

Is he not going to go play baseball?

練習 Exercise

Complete the sentences below based on the pictures provided using 去 + VP.



- 1 明天早上我們一起去 _____。
- 2 今天晚上我不想 _____。
- 3 你週末常 _____ 嗎？
- 4 我妹妹今天晚上要 _____。
- 5 我爸爸去打棒球，我哥哥 _____。

III. Topic Sentences

Function: When you want to describe, explain, or evaluate a person, event, or thing, you place the person, event, or thing at the beginning of the sentence as the “topic”. The rest of the sentence serves as the “comment”. The topic of a sentence is usually the person or thing that is placed at the beginning of the sentence.

- ① A: 臺灣人喜歡喝烏龍茶嗎? B: 烏龍茶, 臺灣人都喜歡喝。
Táiwān rén xǐhuān hē Wūlóng chá ma? Wūlóng chá, Táiwān rén dōu xǐhuān hē.
Do Taiwanese people like to drink Oolong tea, Taiwanese people all like to drink (it).
Do Taiwanese people like to drink Oolong tea?
- ② A: 你有哥哥、姐姐嗎? B: 哥哥、姐姐, 我都沒有。
Nǐ yǒu gēge, jiějie ma? Gēge, jiějie, wǒ dōu méiyǒu.
Do you have any brothers and sisters? Brothers, sisters, I have none.
- ③ A: 你想看美國電影還是臺灣電影? B: 美國電影、臺灣電影, 我都想看。
Nǐ xiǎng kàn Měiguó diànyǐng háishì Táiwān diànyǐng? Měiguó diànyǐng, Táiwān diànyǐng, wǒ dōu xiǎng kàn.
Do you want to watch an American movie or a Taiwanese movie? American movie, Taiwanese movie, I would like to watch either.

Structures: Topics are always placed at the very beginning of a sentence.

- ① 打棒球, 我不喜歡。
Dǎ bàngqiú, wǒ bù xǐhuān.
Playing baseball, I don't like (it).
- ② 越南菜, 我常吃。
Yuènnán cài, wǒ cháng chī.
Vietnamese food, I often eat (it).
- ③ 這張照片, 我覺得很好看。
Zhè zhāng zhàopiàn, wǒ juéde hěn hǎokàn.
This photo, I think (it) is quite nice.

Usage: In a topic-comment sentence, if the fronted object consists of a collective noun, or more than one noun, the totality marker, 都 *dōu* is required.

- ① 中國菜, 我都喜歡吃。(collective noun)
Zhōngguó cài, wǒ dōu xǐhuān chī.
Chinese food, I like to eat (them) all.

2 弟弟、妹妹，我都有。(two object nouns)

Didi, mèimei, wǒ dōu yǒu.

Younger brothers and younger sisters, I've got both.

練習 Exercise

Complete the topic-comment sentences.

- 1 我常看美國電影。 → _____，我常看。
- 2 我覺得踢足球很好玩。 → _____，我覺得很好玩。
- 3 A：你喜歡喝臺灣茶還是日本茶？
B：_____茶、_____茶，我都不喝。
- 4 A：你喜歡越南菜還是臺灣菜？
B：_____和_____，我_____。
- 5 A：你有弟弟和妹妹嗎？
B：_____和_____，我_____。
- 6 A：網球、籃球，你都喜歡嗎？
B：_____，我喜歡；_____，我_____。

IV. The Word Order of Adverbs 也 yě, 都 dōu and 常 cháng

Structures:

1. 也 yě, 都 dōu and 常 cháng are adverbs. Adverbs modify verbs. Adverbs always occur before the verb in Chinese.

也 yě / 都 dōu / 常 cháng + VP

	Subject	Predicate	
		Adv(s)	VP
我是美國人，	他	也	是美國人。
我姐姐很漂亮，	我妹妹	也很	漂亮。
	我和王老師	都	喜歡他。
	你家人	都很	好看。
	我	常	打網球。

2. When 也 *yě* and either 都 *dōu* or 常 *cháng* occur in a sentence together to modify the VP, 也 *yě* is placed before 都 *dōu* or 常 *cháng*.

	Subject	Predicate	
		Adv(s)	VP
我是日本人，	他們	也都	是日本人。
我家人喜歡照相，	他家人	也都	喜歡照相。
你很喜欢吃越南菜，	我們	也都很	喜歡吃越南菜。
你常喝咖啡，	我	也常	喝咖啡。
你常去踢足球，	我們	也都常	去踢足球。

Negation: In negation, 也 *yě* is placed before the negation markers 不 *bù* / 沒 *méi*, while 常 *cháng* is placed after 不 *bù*. 都 *dōu* can occur before or after 不 *bù*, but it changes the meaning of the sentence.

① 我不是日本人，他也不是日本人。

Wǒ bú shì Rìběn rén, tā yě bú shì Rìběn rén.

I am not Japanese and he is not, either.

② 我沒有弟弟，也沒有妹妹。

Wǒ méi yǒu dìdì, yě méi yǒu mèimei.

I don't have a younger brother or a younger sister.

- ③ 他不喜歡看電影，我也不喜歡看電影。

Tā bù xǐhuān kàn diànyǐng, wǒ yě bù xǐhuān kàn diànyǐng.

He doesn't like to watch movies and I don't like to watch movies, either.

- ⑤ 我們都不是美國人。

Wǒmen dōu bú shì Měiguó rén.

None of us is American.

- ④ 我不常看電影。

Wǒ bù cháng kàn diànyǐng.

I don't watch movies often.

- ⑥ 他們不都是美國人。
(有美國人，也有日本人)

Tāmen bù dōu shì Měiguó rén. (Yǒu Měiguó rén, yě yǒu Rìběn rén.)

Not all of them are American. (There are Americans, and there are Japanese.)

練習 Exercise

Complete with 也, 都 or 常.

- ① 陳先生喜歡喝茶，_____ 喜歡喝咖啡。
- ② 我_____ 喝咖啡，_____ 常喝茶。
- ③ 我不是日本人，他_____ 不是日本人。
- ④ 我沒有哥哥，_____ 沒有姐姐。
- ⑤ 他的家人都喜歡打網球，我家人也_____ 喜歡打網球。
- ⑥ 我們_____ 不常踢足球。
- ⑦ 我不_____ 游泳。

V. Making Suggestions 吧 ba

Function: 吧 *ba* indicates a suggestion from the speaker.

- ① A: 我們去喝咖啡還是喝茶？

Wǒmen qù hē kāfēi hái shì hē chá?

Shall we go drink coffee or tea?

B: 我們去喝咖啡吧。

Wǒmen qù hē kāfēi ba.

Let's go drink coffee.

2 A: 今天晚上我們看什麼電影?
Jīntiān wǎnshàng wǒmen kàn shénme diànyǐng?
What movie are we watching tonight?

B: 我們去看臺灣電影吧!
Wǒmen qù kàn Táiwān diànyǐng ba.
Let's watch a Taiwanese movie.

3 A: 週末我們去打籃球，好不好?
Zhōumò wǒmen qù dǎ lánqiú, hǎo bù hǎo?
Let's go play basketball on the weekend, OK?

B: 我不喜歡打籃球，我們打網球吧!
Wǒ bù xǐhuān dǎ lánqiú, wǒmen dǎ wǎngqiú ba!
I don't like to play basketball. Let's play tennis.

Structures: 吧 *ba* is placed at the sentence-final position.

Usage: 吧 *ba* is used in imperatives to soften the command. For example, 喝吧。
Hē ba. An imperative without 吧 *ba* sounds harsh and direct and can be impolite, for example, 喝! *Hē!*

練習 Exercise

Complete with suitable suggestions.

	A	
1	我們喝什麼茶?	我們喝烏龍茶吧!
2	我們吃什麼?	我們吃臺灣菜吧!
3	我們看什麼電影?	我們看美國電影吧!

1 A: 我們明天晚上看什麼電影?

B: 我想學中文，我們 _____ 吧。

2 A: 我們週末要做什麼?

B: _____。

課室活動 Classroom Activities

I. What Does This Person Like to Do?

Goal: Learning to describe what kind of sports or activities a person likes.

Task 1: Look at the pictures below and say what the person in the picture often does in the morning and in the evening. What did he do today?

	Mon.	Tue.	Wed.	Thu. 今天	Fri.	Sun.
早上 Morning						
晚上 Evening						

Task 2: Look at the pictures again and answer the following questions.

- ① 他常看電影還是常打籃球？
- ② 他常踢足球還是常游泳？
- ③ 他今天打網球還是打籃球？

II. Making Suggestions

Goal: Learning to ask someone's opinion in a polite way and offer a suggestion.

Task: Tomorrow is the weekend. Discuss what to do on the weekend with your classmates. Have three students role play the conversation below, using the pictures above.

A: 明天是週末，我們做什麼？

B: 我們去 _____ 吧！

C: 我不喜歡 _____，我們 _____ 吧！

A: 我不喜歡 _____，我們 _____，好不好？

B: 好，我們一起去 _____ ！

III. Find What You Have in Common

Goal: Learning to talk about what two people or groups of people have in common.

Task: Look at the chart below and try to discover what the people listed on it have in common. Do not repeat common points that somebody has already mentioned.

Example

1 我常喝咖啡，小王也常喝咖啡。

Wǒ cháng hē kāfēi, XiǎoWáng yě cháng hē kāfēi.

I often drink coffee. Xiao Wang also drinks coffee often.

2 我們和他弟弟都很常游泳。

Wǒmen hàn tā dìdì dōu hěn cháng yóuyǒng.

We and his brother often go swimming.

	常喝咖啡	喜歡看電影	喜歡喝茶	不常打棒球	常打網球	喜歡打籃球	常踢足球	常游泳	很好看	不是日本人	美國人
我	✓		✓								
你		✓		✓			✓		✓		✓
他					✓					✓	
我們								✓		✓	
他們		✓				✓					
你家人						✓			✓		
他弟弟				✓				✓			
我妹妹					✓						
開文							✓				✓
小王	✓		✓								

IV. Survey

Goal: Learning to ask and reply to choice questions (choosing between two or more items).

Task: This is a survey. Ask your classmates questions using the activities shown in the squares below as prompts and report your findings.

Example

A：你喜歡打籃球還是踢足球？

Nǐ xǐhuān dǎ lánqiú hái shì tī zúqiú?

Do you like to play basketball or soccer?

B：我喜歡打籃球，也喜歡踢足球。

Wǒ xǐhuān dǎ lánqiú, yě xǐhuān tī zúqiú.

I like basketball and also like soccer.

我喜歡打籃球，不喜歡踢足球。

Wǒ xǐhuān dǎ lánqiú, bù xǐhuān tī zúqiú.

I like basketball. I don't like soccer.

打籃球、踢足球，我都不喜歡。

Dǎ lánqiú, tī zúqiú, wǒ dōu bù xǐhuān.

Both basketball and soccer, I don't like.

Write the number of people that like the various activities below in the boxes provided and report your findings.

Example

五個人喜歡打籃球。

Wǔ ge rén xǐhuān dǎ lánqiú.

Five people like to play basketball.

兩個人不常喝茶。

Liǎng ge rén bù cháng hē chá.

Two people seldom drink tea.

	喜歡	不喜歡	結果 (Results)
打籃球			
踢足球			
吃臺灣菜			
吃日本菜			
美國電影			
日本電影			
臺灣電影			
	常	不常	結果 (Results)
游泳			
打網球			
喝咖啡			
喝茶			

文化 Bits of Chinese Culture

A One-of-a-kind Leisure Activity—Shrimp Fishing

Shrimp fishing is a one-of-a-kind leisure activity found only in Taiwan. It is popular among locals and foreigners living in Taiwan and can be found on many travel itineraries for tourists.

The shrimp caught at shrimp-fishing sites are raised specifically for that purpose. The facilities are open to the public who is charged by the hour. Shrimp fishing originated in southern Taiwan in the 1980s and gradually spread to the rest of Taiwan.

The first venues were outdoors, but shrimp fishing eventually became an indoor activity as enthusiasts wanted to stay out of the sun and weather. An indoor shrimp-fishing facility is a great place to spend half a day. You can roast the shrimp you catch or have them roasted by the staff and eat them right there.

There are many ways to cook shrimp, but nothing beats eating roasted shrimp and drinking beer. This laid-back leisure activity is a good way to relieve stress and a great escape from the hustle and bustle of daily life.



▲ Shrimp-fishing site



▲ Shrimp-fishing



▲ Shrimp caught



▲ Shrimp ready to roast



▲ Roasted shrimp

攝影：王盈雯、林蔚儒、《聯合報》廖雅欣

Notes on Pinyin and Pronunciation

Pinyin Rules

When the vowel “ü” is preceded by the consonant “j”, “q”, or “x,” the umlaut (the two dots above the letter) is omitted, e.g., jué (覺). When it is not preceded by any consonant, it is spelled yù (玉).

When the vowel “i” is followed by the vowel “a”, “o”, or “e” and is not preceded by consonant, change the “i” to a “y”, e.g., -iao → yào (要), -ie → yě (也).

Introduction to Chinese Characters

Using Components to Learn Chinese Characters

Learning Chinese characters requires familiarizing yourself with their pronunciations, meanings, and form. The form (structure of Chinese characters) consists of structures with three tiers: the entire character itself, components, and strokes.

Components are the basic units of Chinese characters

Components are the smallest writing unit to Chinese characters. They fall between strokes and radicals (strokes \leq components \leq radicals) and are the core structures of Chinese writing. Independent characters have only one component and compound characters have at least two components. For example, the character in “好” has two components: “女” and “子.”

好 = 女 + 子

The character “樂” (happy) has three components: “白,” “幺,” and “木.”

樂 = 白 + 幺 + 幺 + 木

The most effective way to learn characters

Using components to learn Chinese characters helps the learner break down the complicated forms of characters and makes learning easier. Components also help the learner understand characteristics of Chinese characters and speeds up word recognition and learning, while helping build up word repertoire.



Self-Assessment Checklist

I can describe likes/dislikes (e.g., sports and movies).

20% 40% 60% 80% 100%

A horizontal progress bar with a color gradient from yellow to red. The bar is filled up to the 80% mark.

I can express what two groups have in common.

20% 40% 60% 80% 100%

A horizontal progress bar with a color gradient from yellow to red. The bar is filled up to the 80% mark.

I can politely ask other's opinions and make simple suggestions.

20% 40% 60% 80% 100%

A horizontal progress bar with a color gradient from yellow to red. The bar is filled up to the 80% mark.

I can form choice questions.

20% 40% 60% 80% 100%

A horizontal progress bar with a color gradient from yellow to red. The bar is filled up to the 80% mark.

LESSON

4

第四課

請問一共多少錢？

Excuse Me. How Much Does That Cost in Total?

學習目標 Learning Objectives

Topic: 購物 Shopping

- Learning to ask and talk about prices.
- Learning to ask for reasons.
- Learning to use simple phrases to describe the size and function of common objects.



LESSON
4

請問一共多少錢？

Excuse Me. How Much Does That Cost in Total?

對話一 Dialogue I

04-1



老 闆 : 請問你要買什麼？

Lǎobǎn : Qǐngwèn nǐ yào mǎi shénme?

明 華 : 一杯熱咖啡。兩個包子。

Míng huá : Yì bēi rè kāfēi. Liǎng ge bāozi.

老 闆 : 你要大杯、中杯還是小杯？

Lǎobǎn : Nǐ yào dà bēi, zhōng bēi hái shì xiǎo bēi?

明 華 : 大杯。包子請幫我微波。

Míng huá : Dà bēi. Bāozi qǐng bāng wǒ wéibō.

老 闆 : 好的。請問外帶還是內用？

Lǎobǎn : Hǎode. Qǐngwèn wàidài hái shì nèiyòng?

明 華 : 外帶，一共多少錢？

Míng huá : Wàidài, yìgòng duōshǎo qián?

老 闆 : 咖啡八十，包子四十，一共一百二十塊。

Lǎobǎn : Kāfēi bāshí, bāozi sishí, yìgòng yìbǎi èrshí kuài.

課文英譯 Text in English

Store owner: Excuse me, what would you like (to order)?

Minghua : A cup of hot coffee and two baozi.

Store owner: Would you like a large, medium, or small cup?

Minghua : Large. Please microwave the baozi for me.

Store owner: OK. Excuse me. Is this to go or for here?

Minghua : To go. How much does that cost altogether?

Store owner: 80 for the coffee, 40 for the baozi. That will be 120 in total.

生詞一 Vocabulary I

04-2

Vocabulary

1	一共	yígòng	一共	(Adv)	altogether
2	多少	duōshǎo	多少	(N)	how much, how many
3	錢	qián	錢	(N)	money
4	老闆	lǎobǎn	老闆	(N)	store-owner, boss
5	買	mǎi	買	(V)	to buy
6	杯	bēi	杯	(M)	cup
7	熱	rè	熱	(Vs)	hot
8	包子	bāozi	包子	(N)	steamed buns with meat stuffing filling
9	要	yào	要	(V)	to want, to need
10	大	dà	大	(Vs)	large
11	中	zhōng	中	(Vs-attr)	medium
12	小	xiǎo	小	(Vs)	small
13	幫	bāng	幫	(Prep)	for
14	微波	wēibō	微波	(V)	to microwave
15	百	bǎi	百	(N)	hundred
16	塊	kuài	塊	(M)	measure word for Chinese money

Phrases

17	好的	hǎode	ㄏㄞˇ ㄉㄛˋ	OK
18	外帶	wàidài	ㄨㄞˋ ㄉㄞˋ	take out, to go
19	內用	nèiyòng	ㄋㄟˋ ㄩㄥˋ	for here

對話二 Dialogue II

04-3



月 美：我想買一支新手機。

Yuèměi : Wǒ xiǎng mǎi yì zhī xīn shǒujī.

明 華：你的手機很好。為什麼要買新的？

Míng huá : Nǐ de shǒujī hěn hǎo. Wèishénme yào mǎi xīn de?

月 美：我這支手機太舊了，不好看。

Yuèměi : Wǒ zhè zhī shǒujī tài jiù le, bù hǎokàn.

明 華：你想買哪種手機？

Míng huá : Nǐ xiǎng mǎi nǎ zhǒng shǒujī?

月 美：能照相也能上網。

Yuèměi : Néng zhàoxiàng yě néng shàngwǎng.

明 華 : 那種手機很好，我哥哥有一支。

Míng huá : Nà zhǒng shǒujī hěn hǎo, wǒ gēge yǒu yì zhī.

月 美 : 貴不貴？一支賣多少錢？

Yuè měi : Guì bú guì? Yì zhī mài duōshǎo qián?

明 華 : 那種手機不便宜。一支要一萬五千多。

Míng huá : Nà zhǒng shǒujī bù piányí. Yì zhī yào yíwàn wǔqiān duō.

課文英譯 Text in English

Yuemei : I want to buy a new cell phone.

Minghua : Your cell phone is fine. Why do you want to buy a new one?

Yuemei : This one of mine is too old. It's unattractive.

Minghua : What kind of cell phone do you want to buy?

Yuemei : (One that) can take pictures and go online.

Minghua : Those kinds of cell phones are good. My brother has one.

Yuemei : Are they expensive? How much does one cost?

Minghua : That kind of cell phone is not cheap. One costs over NT\$15,000.

生詞二 Vocabulary II

04-4

Vocabulary

1	支	zhī	支	(M)	measure word for cell phones
2	新	xīn	新	(Vs)	new
3	手機	shǒujī	手機	(N)	cell phone
4	太	tài	太	(Adv)	too
5	舊	jiù	舊	(Vs)	old
6	了	le	了	(Ptc)	sentence-final particle indicating the speaker's sense of certainty

7	種	zhǒng	種	(M)	kind, type
8	能	néng	能	(Vaux)	can, to be able to
9	上網	shàngwǎng	上 網	(V-sep)	to access the internet, to use the internet
10	那	nà / nài	那	(Det)	that
11	貴	guì	貴	(Vs)	expensive
12	賣	mài	賣	(V)	to sell
13	便宜	piányí	便 宜	(Vs)	cheap, inexpensive
14	要	yào	要	(Vst)	to take, to require
15	萬	wàn	萬	(N)	ten thousand
16	千	qiān	千	(N)	thousand

Phrases

17	為什麼	wèishénme	為 什 麼		why
----	-----	-----------	-------	--	-----

文法 Grammar

I. Measures 塊 kuài, 杯 bēi, 支 zhī and 種 zhǒng

Structures:

1. A measure word is needed when a noun is modified by a number.

- (1) 一杯咖啡 yì bēi kāfēi one cup of coffee
- (2) 十支手機 shí zhī shǒujī ten (units of) cell phones
- (3) 三個弟弟 sān ge dìdì three younger brothers

2. Determiners 這 zhè, 那 nà, 哪 nǎ precede the words measures shown in Structure 1-(1), 一 yī is usually omitted.

Det + Numeral + Measure + N

(1) 這兩杯熱咖啡一共多少錢?

Zhè liǎng bēi rè kāfēi yìgòng duōshǎo qián?

How much in total is it for these two cups of hot coffee?

(2) 那三支手機太舊了。

Nà sān zhī shǒujī tài jiù le.

Those three cell phones are too old.

(3) 哪（一）種手機不貴？

Nǎ (yī) zhǒng shǒujī bú guì?

Which type of cell phone is not expensive?

練習 Exercise

Please fill in the blanks with measure words.

- 1 一 _____ 熱咖啡三十五塊錢。
- 2 這兩 _____ 手機都能上網。
- 3 那十 _____ 臺灣人喜歡喝烏龍茶。
- 4 這 _____ 茶很好喝。
- 5 哪 _____ 包子好吃？

II. Preposition 幫 bāng *on behalf of*

Function: 幫 bāng introduces the beneficiary of an action.

- | | |
|--|--|
| <p>1 請幫我微波包子。
Qǐng bāng wǒ wéibō bāozi.
Please microwave the baozi for me.</p> | <p>2 請幫我買一杯咖啡。
Qǐng bāng wǒ mǎi yì bēi kāfēi.
Please buy a cup of coffee for me.</p> |
| <p>3 請幫我照相。
Qǐng bāng wǒ zhàoxiàng.
Please take a picture for me.</p> | |

Structures:



Negation: The negation marker 不 bù is placed before the preposition 幫 bāng, not before the verb.

- 1 他不幫我微波包子。 (*他幫我不微波包子。)
Tā bù bāng wǒ wéibō bāozi .
He won't microwave the baozi for me.
- 2 姐姐不幫弟弟買咖啡。 (*姐姐幫弟弟不買咖啡。)
Jiějie bù bāng dìdì mǎi kāfēi.
Sister won't buy coffee for brother.
- 3 王先生不幫我照相。 (*王先生幫我不照相。)
Wáng Xiānshēng bù bāng wǒ zhàoxiàng.
Mr. Wang would not take a picture for me.



Questions:

- 1 你幫不幫他買手機?
Nǐ bāng bù bāng tā mǎi shǒujī?
Are you going to buy a cell phone on his behalf?
- 2 他幫你照相嗎?
Tā bāng nǐ zhàoxiàng ma?
Did he take a photo for you?
- 3 誰能幫安同微波包子?
Shéi néng bāng Āntóng wéibō bāozi?
Who can microwave a baozi for Antong?

練習 Exercise

Complete the sentences below with the beneficiary 幫 *bāng*.

1



包子不熱。
請你 _____。

2



我想喝咖啡。
請你 _____。

3



我們想照相。
請你 _____。

III. 的 De-phrase with the Head Noun Omitted

Function: Nouns are always ‘modified’ or described using this structure: modifier 的 + head noun. When the head noun is clear from the context, the head noun is often omitted.

① A：你要買新手機還是舊手機？

Nǐ yào mǎi xīn shǒujī háishì jiù shǒujī?

Do you want to buy a new cell phone or an old one?

B：我要新的，不要舊的。

Wǒ yào xīn de, bú yào jiù de.

I want a new one. I don't want an old one.

② A：新手機貴不貴？

Xīn shǒujī guì bú guì?

Are new cell phones expensive?

B：新的很貴。

Xīn de hěn guì.

New ones are expensive.

Structures:



Negation:

① 你的手機不是新的。

Nǐ de shǒujī bú shì xīn de.

Your cell phone is not new.

③ 房子很貴，我不買大的。

Fángzi hěn guì, wǒ bù mǎi dà de.

Houses are expensive. I won't buy a large one.

② 這杯咖啡不熱，我要熱的。

Zhè bēi kāfēi bú rè, wǒ yào rè de.

This cup of coffee is not hot. I want a hot one.



Questions:

1 房子，你喜歡新的嗎？

Fángzi, nǐ xǐhuān xīn de ma?

House, do you like a new one?

2 手機，他買不買舊的？

Shǒujī, tā mǎi bù mǎi jiù de?

Cell phone, will he buy an old one?

3 咖啡，你要熱的嗎？

Kāfēi, nǐ yào rè de ma?

Coffee, do you want a cup of hot

one?

練習 Exercise

Complete the answers.

1 A: 這杯茶熱，那杯不熱。你要哪一杯？

B: 我要 _____。

2 A: 王先生要買新手機還是舊手機？

B: 他要買 _____。

3 A: 新手機能上網，舊的不能上網。你要哪種？

B: 我要 _____。

4 A: 大杯熱茶 35 塊錢，小的 25 塊錢，你要買哪一杯？

B: 我要 _____。

5 A: 大的很貴，小的很便宜。你喜歡哪一個？

B: 我喜歡 _____。

IV. 太 tài...了 le *overly*

Function: 太 tài...了 le indicates “too” or “overly”, a negative observation given by the speaker.

1 太貴了。 Tài guì le. (Too expensive.)

② 太大了。 Tàì dà le. (Too big.)

③ 太熱了。 Tàì rè le. (Too hot.)

Usage:

1. “太 *tài* + Vs” means that a noun is “too” or “overly” (adj.). This pattern can also be used as a predicate, e.g., 那支手機太貴。 Nà zhī shǒujī tài guì. ‘That cell phone is too expensive’.
2. “太 *tài* + Vs + 了” is more subjective, indicating that the speaker feels that what is being talked about is excessively (adj.). For example, 那支手機太貴了。 Nà zhī shǒujī tài guì le. ‘That cell phone is way too expensive’.

練習 Exercise

Complete the answers below using “太…了” with the following words.

舊、貴、大、熱、小

- ① A: 你為什麼不買那種手機? B: _____。
- ② A: 你喜歡吃大包子嗎? B: 不喜歡, _____。
- ③ A: 你為什麼要買新手機? B: 我的手機_____, 不好看。
- ④ A: 你們為什麼不賣小杯咖啡? B: _____, 沒有人買。
- ⑤ A: 你要喝熱咖啡嗎? B: _____, 我不要喝。

V. 能 *néng* capability

Function: The auxiliary verb 能 *néng* expresses some capability of the subject.

① 新手機能上網。

Xīn shǒujī néng shàngwǎng.

New cell phones can go online.

② 那支手機能照相。

Nà zhī shǒujī néng zhàoxiàng.

That cell phone can take photos.

Structures:



Negation: The negation marker 不 *bù* should be placed before, and not after the auxiliary verb.

1 我的手機不能上網。

Wǒ de shǒujī bù néng shàngwǎng.
My cell phone cannot access the internet.

2 誰的手機不能照相？

Shéi de shǒujī bù néng zhàoxiàng?
Whose cell phone cannot take pictures?



Questions: The auxiliary verb 能 *néng* is placed in the A position in the A-not-A pattern.

1 你的手機能不能照相？

Nǐ de shǒujī néng bù néng zhàoxiàng?
Can your cell phone take pictures?

2 舊的能不能上網？

Jiù de néng bù néng shàngwǎng?
Can the old one go online?

3 那支手機能不能上網？

Nà zhī shǒujī néng bù néng shàngwǎng?
Can that cell phone go online?

練習 Exercise

Look at the pictures and use 能 or 不能 to answer the questions.

1



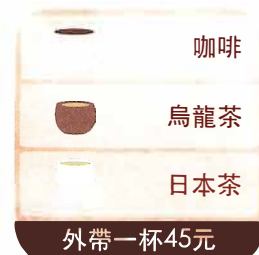
哪種手機
能照相？

2



他今天能不能
踢足球？

3



烏龍茶能不能
外帶？

4



他能不能上網？

5



老闆能不能幫他微波包子？

VI. 多 *duō* ...and more

Function: 多 *duō* is used after numbers to indicate “more than” or “over”.

① 二十多個人

èrshí duō ge rén
20 some people

② 五萬多支手機

wǔ wàn duō zhī shǒujī
50,000 plus cell phone

Structures:

1. When 多 *duō* is associated with a number greater than 10, 多 indicates the residual amount.

數詞 numeral	多 more	量詞 measure	名詞 noun
二十	多	個	人
五百	多	個	包子
一千	多	支	手機
三萬四千	多	塊	錢

(1) 二十多個人

èrshí duō ge rén
over 20 people (but under 30)

(2) 一千多支手機

yìqiān duō zhī shǒujī
over 1,000 cell phones (but under 2,000)

(3) 五百多個包子

wǔbǎi duō ge bāozi
over 500 baozi (but under 600)

(4) 三萬四千多塊錢

sānwàn sìqiān duō kuài qián
over 34,000 dollars (but under 35,000)

2. When 多 *duō* is used with a number, it refers to what is not specified.

(1) 五塊多 (錢)

wǔ kuài duō (qián)

more than five dollars (under 6)

(2) 一塊多 (錢)

yí kuài duō (qián)

more than one dollar (under 2)

練習 Exercise

Complete responses as specified.

① 你賣多少手機? 一千兩百多支手機 (1,200 ~ 1,300)

② 你吃幾個包子?

_____。



③ 你有多少錢? _____ (50,000 ~ 55,000)

④ 他有幾塊錢?

_____ (7 ~ 8)



⑤ 那支手機賣多少錢?

_____ (21,000 ~ 22,000)

課室活動 Classroom Activities

I. Ask and Talk about Prices

Goal: Learning to ask and talk about prices.

Task: Your classmate purchased something, so s/he knows the price. Ask him/her about the costs of the items below.



圖一



圖二



圖三



圖四

II. My Cell Phone

Goal: Learning to use simple phrases to describe the size and functions of common objects.

Task: Describe your cellphone, e.g., its size and what it can do.

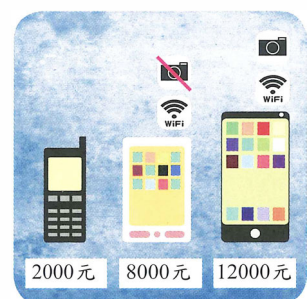


III. Ask for Reasons

Goal: Learning to ask for reasons.

Task: You would like to buy a gift for your friend. Pair up with a classmate to discuss which cell phone is better. Say which cell phone you picked and explain why. Include at least the following grammatical patterns in your discussion:

這三支手機，你喜歡…，…，還是…？
 為什麼？
 …太…了
 一支要…



IV. Counting from 11 to 110

Task: Fill in the missing numbers to 110.

11	12	13	14	15	16	17	18	19	20
十一 shíyī	十二 shí'èr	十三 shísān	十四 shísi	十五 shíwǔ	十六 shíliù	十七 shíqī	十八 shíbā	十九 shíjiǔ	二十 èrshí
21				25		27			30
二十一 èrshíyī				二十五 èrshíwǔ		二十七 èrshíqī			三十 sānshí
31			34				38		40
三十一 sānshíyī			三十四 sānshísi				三十八 sānshíbā		四十 sìshí
41	42	43			46				50
四十一 sìshíyī	四十二 sìshí'èr	四十三 sìshísān			四十六 sìshíliù				五十 wǔshí
51									60
五十一 wǔshíyī									六十 liùshí
61			64		66		68		70
六十一 liùshíyī			六十四 liùshísi		六十六 liùshíliù		六十八 liùshíbā		七十 qīshí
71		73		75		77			80
七十一 qīshíyī		七十三 qīshísān		七十五 qīshíwǔ		七十七 qīshíqī			八十 bāshí
81	82		84			87			90
八十一 bāshíyī	八十二 bāshí'èr		八十四 bāshísi			八十七 bāshíqī			九十 jiǔshí
91			94		96			99	100
九十一 jiǔshíyī			九十四 jiǔshísi		九十六 jiǔshíliù			九十九 jiǔshíjiǔ	一百 yìbǎi
101	102								110
一百 零一 yìbǎi líng yī	一百 零二 yìbǎi líng èr								一百 一十 yìbǎi yīshí

0 (零 líng) : zero

文化 Bits of Chinese Culture

Around-the-clock Convenience Stores

Students who are new to Taiwan can buy their meals without knowing a single word in Chinese. They can do this in any of Taiwan's 24/7 convenience stores. Many students will probably even miss the convenience of these stores after they have returned to their countries and wish that they could take the stores home with them.



▲ Fresh coffee sold at convenience stores

Convenience stores are very important to local life in Taiwan and offer an impressive range of services.

You get full meals, snacks, drinks, stationary supplies, articles for daily use, DVDs, fashion magazines, and newspapers as well as make photocopies, fax documents, withdraw money, pay bills, and even mail letters and packages at convenience stores. What's more, you can pick up merchandise, books, and tickets that you order online. During holidays, you can place orders for a festive meal or a cake at a convenience store and then pick it up anytime.



▲ Paying bills



▲ Ticket-buying kiosk



▲ ATM



▲ Salads and noodles



▲ Mailing packages



▲ Hot food



▲ Hotdogs and other foods

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Notes on Pinyin and Pronunciation

1. Pinyin Rules

When “zh-”, “ch-”, and “sh-” stand alone, an “i” is added to the end. When “-iao” does not follow a consonant, change the “i” to “y” to form yào (要) (see Lesson Three for explanations).

When the vowel “u” is followed by other vowels, but is not preceded by a consonant, change the “u” to “w,” as in “u” + “ei” → wéi (微). However, when “u + ei” is preceded by a consonant, the “e” is omitted and the spelling becomes “ui,” as in duì (對) and guì (貴). The pronunciation, however, remains “du(e)i.”

2. Tone Mark Rules (Position of the Tone Marks)

All tone marks in pinyin are placed above the vowels, as in bà (爸), mā (媽), bó (伯), and mǔ (母). Please note that when placing the tone mark above “i,” the dot is not necessary, as in yī (一). With compound vowels, the placement of tone marks is prioritized as follows: a > e, o > i, u, ü.

Example

lái (來), zhào (照), měi (美), jué (覺), dōu (都), xiǎo (小). Also note that a/e, e/o never appear together.

When “i” and “u” appear together, the tone mark is placed above the last appearing vowel, as in duì (對), niú (牛).

Introduction to Chinese Characters

Basic Chinese Radicals

Radicals are components of Chinese characters, usually on the left, that systematically categorize Chinese characters by their meanings. For example, eating “吃” and drinking “喝” require the use of the mouth, thus they fall under the mouth “口” radical; listening “聽” requires the use of one’s ears, hence naturally belongs to the ear “耳” radical. Radicals lend hand to the cognition and memory of Chinese characters, and lead to the understanding of the characters’ fundamental meanings. When

Chinese Radical	ㄅ ㄆ ㄇ ㄏ	Pinyin	English	Example
肉月	月	ròu	meat	能
見	見	jiàn	see	覺
言	言	yán	speech	請、謝
貝	貝	bèi	shell	買、貴
足	足	zú	foot	踢
走	走	zǒu	walk	起、越
金	金	jīn	metal	錢
門	門	mén	door	開、闊
雨	雨	yǔ	rain	電
食	食	shí	eat	飯



Self-Assessment Checklist

I can ask and talk about prices.

20% 40% 60% 80% 100%

I can ask for reasons.

20% 40% 60% 80% 100%

I can use simple phrases to describe the size and functions of common objects.

20% 40% 60% 80% 100%

LESSON

5

第五課

牛肉麵真好吃

Beef Noodles Are Really Delicious

學習目標 Learning Objectives

Topic: 飲食 Food and Drink

- Learning the names of common foods and describing their taste.
- Learning to express likes for and make simple comments about food.
- Learning to describe what somebody can/can't do and how well one does it.
- Learning to ask for help.



LESSON
5

牛肉麵真好吃

Beef Noodles Are Really Delicious

對話一 Dialogue I

05-1



月 美：很多人都說臺灣有不少有名的小吃。
Yuèměi : Hěn duō rén dōu shuō Tái wān yǒu bù shǎo yǒu míng de xiǎo chī.

明 華：是啊！牛肉麵、小籠包、臭豆腐...
都很好吃。

Míng huá : Shì a. Niú ròu miàn, xiǎo lóng bāo, chòu dòu fǔ... dōu hěn hǎo chī.

月 美：你最喜歡吃什麼？
Yuèměi : Nǐ zuì xǐ huān chī shén me?

明 華：牛肉麵。牛肉好吃，湯也好喝。
Míng huá : Niú ròu miàn. Niú ròu hǎo chī, tāng yě hǎo hē.

月 美：這麼好吃，我很想吃。
Yuèměi : Zhè me hǎo chī, wǒ hěn xiǎng chī.

明 華：我知道一家有名的牛肉麵店，
我們一起去吃，怎麼樣？

Míng huá : Wǒ zhīdào yì jiā yǒumíng de niúròu miàn diàn. Wǒmen yìqǐ qù chī,
zěnmeyàng?

月 美：太好了！

Yuè měi : Tài hǎo le!

明 華：我們明天去。一定要點大碗的。

Míng huá : Wǒmen míngtiān qù. Yídìng yào diǎn dà wǎn de.

課文英譯 Text in English

Yuemei : Many people say Taiwan has quite a few well-known light repasts.

Minghua : That's right. Beef noodles, xiaolongbao, stinky tofu... are all tasty.

Yuemei : What do you like to eat most?

Minghua : Beef noodles. The beef tastes good and the soup is nice.

Yuemei : That tasty. I would like to have some.

Minghua : I know a place that is well-known for its beef noodles. Let's go together and
have some. What do you say?

Yuemei : Wonderful!

Minghua : Let's go tomorrow. You really have to order a large bowl.

生詞一 Vocabulary I

05-2

Vocabulary

1	牛肉	niúròu	牛肉	(N)	beef
2	麵	miàn	麵	(N)	noodles
3	真	zhēn	真	(Adv)	really
4	好吃	hǎochī	好吃	(Vs)	delicious

5	說	shuō	說	(V)	say
6	少	shǎo	少	(Vs-pred)	few in number
7	有名	yǒumíng	有名	(Vs)	well known, famous
8	小吃	xiǎochī	小吃	(N)	light repast, snack
9	最	zuì	最	(Adv)	most
10	湯	tāng	湯	(N)	soup, broth
11	這麼	zhème	這麼	(Adv)	so
12	知道	zhīdào	知道	(Vst)	to know
13	家	jiā	家	(M)	measure word for restaurants, shops, etc.
14	店	diàn	店	(N)	shop, store
15	一定	yídìng	一定	(Adv)	really must, definitely
16	點	diǎn	點	(V)	to order (meals)
17	碗	wǎn	碗	(M)	a bowl of

Phrases

18	是啊	shì a	是啊		That's right.
19	小籠包	xiǎolóngbāo	小籠包		xiaolongbao, e.g., small meat and cabbage-filled steamed buns
20	臭豆腐	chòu dòufǔ	臭豆腐		stinky tofu (fermented tofu)
21	太好了	tài hǎo le	太好了		Excellent. Great.

對話二 Dialogue II

05-3



月 美：昨天晚上那家餐廳的菜很好吃，
可是有一點辣。

Yuèměi : Zuótiān wǎnshàng nà jiā cāntīng de cài hěn hǎochī, kěshì yǒu yìdiǎn là.

安 同：我也怕辣，所以我喜歡自己做飯。

Āntóng : Wǒ yě pà là, suǒyǐ wǒ xǐhuān zìjǐ zuòfàn.

月 美：你做飯做得怎麼樣？

Yuèměi : Nǐ zuòfàn zuò de zěnmeyàng?

安 同：我做得不好。妳會做飯嗎？

Āntóng : Wǒ zuò de bù hǎo. Nǐ huì zuòfàn ma?

月 美：會。我的甜點也做得不錯。

Yuèměi : Huì. Wǒ de tiándiǎn yě zuò de búcuò.

安 同：我最喜歡吃甜點。妳可以教我嗎？

Āntóng : Wǒ zuì xǐhuān chī tiándiǎn. Nǐ kěyǐ jiāo wǒ ma?

月 美：好的，這個週末，你到我家來。

Yuèměi : Hǎode, zhè ge zhōumò, nǐ dào wǒ jiā lái.

安 同：好啊！謝謝妳。

Āntóng : Hǎo a! Xièxie nǐ.

課文英譯 Text in English

- Yuemei : The food at the restaurant last night was good, but it was a bit spicy.
 Antong : I can't take spicy (food), either. That is why I prefer to cook for myself.
 Yuemei : How well do you cook?
 Antong : I don't cook well. Can you cook?
 Yuemei : Yes. I make good desserts, too.
 Antong : I like eating desserts most. Could you teach me?
 Yuemei : Sure. Come over to my place this weekend.
 Antong : Great! Thank you.

生詞二 Vocabulary II



05-4

Vocabulary

1	昨天	zuótiān	昨 天	(N)	yesterday
2	餐廳	cāntīng	餐 廳	(N)	restaurant
3	可是	kěshì	可 是	(Conj)	but, however
4	辣	là	辣	(Vs)	hot (spicy)
5	怕	pà	怕	(Vst)	(here) to not like, to fear
6	所以	suǒyǐ	所 以	(Conj)	therefore, so
7	自己	zìjǐ	自 己	(N)	self
8	做飯	zuòfàn	做 飯	(V-sep)	to cook
9	得	de	得	(Ptc)	complement marker
10	會	huì	會	(Vaux)	to be able to, can
11	甜點	tiándiǎn	甜 點	(N)	dessert
12	不錯	búcuò	不 錯	(Vs)	not bad
13	可以	kěyǐ	可 以	(Vaux)	could (possibility)
14	教	jiāo	教	(V)	to teach
15	到	dào	到	(Prep)	to

Phrases

16	有一點	yǒu yídiǎn	一 點	a little
17	不好	bù hǎo	不 好	not well

文法 Grammar

I. 有一點 yǒu yídiǎn *slightly*

Function: 有一點 + State Verb suggests a slightly negative evaluation.

- | | |
|--|---|
| <p>① 這碗牛肉麵有一點辣。
Zhè wǎn niúròu miàn yǒu yídiǎn là.
This bowl of beef noodle is a little spicy.</p> | <p>② 那支手機有一點貴。
Nà zhī shǒujī yǒu yídiǎn guì.
That cell phone is a little expensive.</p> |
| <p>③ 他的房子有一點舊。
Tā de fángzi yǒu yídiǎn jiù.
His house is a little old.</p> | |

Structures: Since this expression suggests negative evaluation, there is no negative form for the pattern. If the Vs has a positive meaning, it can't be used in this pattern. For example, one can say, 這張照片有一點舊。Zhè zhāng zhàopiàn yǒu yídiǎn jiù. 'This photo is a little old'. However, you cannot say *他妹妹有一點漂亮 Tā mèimei yǒu yídiǎn piàoliàng. 'His younger sister is a little beautiful'.

練習 Exercise

Complete the evaluations.

- | | |
|---|-------------------------|
| <p>① A: 你覺得臭豆腐怎麼樣? B: 我覺得臭豆腐 _____。</p> | |
| <p>② A: 你覺得那家餐廳的菜怎麼樣?</p> | <p>B: 那家餐廳的菜 _____。</p> |

- 3 A: 牛肉麵好吃嗎? B: 好吃, 可是 _____。
- 4 A: 那個包子怎麼樣? B: 好吃, 可是我覺得 _____。
- 5 A: 他的手機是新的嗎? B: 不是新的, _____。

II. Complement Marker 得 de

Function: The complement marker 得 *de* follows the verb and introduces the complement, which describes the result or state of the action suggested by the verb.

- 1 他學中文學得不錯。
Tā xué Zhōngwén xué de búcuò.
He has learned Chinese quite well.
- 2 王伯母做越南菜做得很好。
Wáng Bómǔ zuò Yuènnán cài zuò de hěn hǎo.
Auntie Wang cooks Vietnamese food very well.
- 3 你做得很好。
Nǐ zuò de hěn hǎo.
You did well.
- 4 這種手機賣得很好。
Zhè zhǒng shǒujī mài de hěn hǎo.
This type of cell phone sells well.

Structures: When a complement is added to a transitive verb, several structural consequences follow.

1. When its object directly follows the verb, the verb is repeated before 得 *de* and the complement.
 - (1) 你做飯做得真好吃。
Nǐ zuòfàn zuò de zhēn hǎochī.
You cook really well.
 - (2) 我的老師教中文教得很好。
Wǒ de lǎoshī jiāo Zhōngwén jiāo de hěn hǎo.
My teacher teaches Chinese well.
2. When the object appears at the front of the sentence, the verb is not repeated.
 - (1) 飯, 他做得真好吃。
Fàn, tā zuò de zhēn hǎochī.
He cooks really well.
 - (2) 中文, 你說得很好。
Zhōngwén, nǐ shuō de hěn hǎo.
You speak Chinese well.

(3) 這種甜點，他做得很好吃。

Zhè zhǒng tiándiǎn, tā zuò de hěn
hǎochī.

He makes this kind of dessert very tasty.

(4) 這支手機賣得很便宜。

Zhè zhī shǒujī mài de hěn piányí.
This cell phone is sold cheaply.



Negation: Negation occurs only within the complement.

1 他做甜點做得不好。

Tā zuò tiándiǎn zuò de bù hǎo.
He does not make desserts well.

2 王先生打網球打得不好。

Wáng Xiānshēng dǎ wǎngqiú dǎ de bù hǎo.
Mr. Wang does not play the tennis well.

3 他的咖啡賣得不好。

Tā de kāfēi mài de bù hǎo.
His coffee does not sell well.

4 越南菜，這家店做得不好吃。

Yuènnán cài, zhè jiā diàn zuò de bù hǎochī.
This shop does not cook Vietnamese food well.



Questions:

1 他做飯做得怎麼樣？

Tā zuòfàn zuò de zěnmeyàng?
How (well) does he cook?

2 他打籃球打得好嗎？

Tā dǎ lánqiú dǎ de hǎo ma?
Does he play basketball well?

3 中文，他說得好不好？

Zhōngwén, tā shuō de hǎo bù hǎo?
Does he speak Chinese well?

練習 Exercise

Complete the following answers.

- | | |
|-------------------|-------------|
| 1 你弟弟踢足球踢得怎麼樣？ | 他踢得 _____。 |
| 2 他姐姐做甜點，做得好吃不好吃？ | 做得 _____。 |
| 3 日本菜，你妹妹做得好不好？ | 我妹妹做 _____。 |
| 4 這種手機賣得怎麼樣？ | 賣得 _____。 |
| 5 他打網球打得好嗎？ | 打 _____。 |

III. Acquired Skills 會 huì

Function: 會 *huì* indicates that these skills are acquired through learning.

- | | |
|--|---|
| <p>① 陳小姐會做飯。
Chén Xiǎojiě huì zuòfàn.
Miss Chen can cook.</p> <p>③ 他們兄弟姐妹都會游泳。
Tāmen xiōngdì jiěmèi dōu huì yóuyǒng.
All of those siblings know how to swim.</p> | <p>② 他哥哥會踢足球。
Tā gēge huì tī zúqiú.
His older brother knows how to play soccer.</p> |
|--|---|

Structures: 會 *huì* is an auxiliary verb and can be negated.



Negation:

- | | |
|--|--|
| <p>① 他的媽媽不會做飯。
Tā de māma bú huì zuòfàn.
His mom can't cook.</p> <p>③ 我的家人都不會打棒球。
Wǒ de jiārén dōu bú huì dǎ bàngqiú.
None of the members of my family knows how to play baseball.</p> | <p>② 我媽媽不會做甜點。
Wǒ māma bú huì zuò tiándiǎn.
My mom does not know how to make desserts.</p> |
|--|--|



Questions:

- | | |
|---|--|
| <p>① 你會做甜點嗎？
Nǐ huì zuò tiándiǎn ma?
Do you know how to make desserts?</p> <p>③ 你會不會說中文？
Nǐ huì bú huì shuō Zhōngwén?
Do you know how to speak Chinese?</p> | <p>② 他弟弟會踢足球嗎？
Tā dìdì huì tī zúqiú ma?
Does his younger brother know how to play football?</p> <p>④ 你的姐姐會不會做飯？
Nǐ de jiějie huì bú huì zuòfàn?
Does your elder sister know how to cook?</p> |
|---|--|

練習 Exercise

Complete the answers.

- 1 A: 他會不會做牛肉麵? B: _____, 他弟弟也會做。
- 2 A: 你哥哥會不會打網球? B: _____, 你可以教他嗎?
- 3 A: 我們都會打棒球, 你呢? B: 我 _____, 可是我很想學。
- 4 A: 我會踢足球, 你呢? B: 我 _____, 你可以教我嗎?
- 5 A: 小籠包和包子, 我都會做, 你呢? B: 我也 _____。

IV. Destination Marker 到 dào

Function: The preposition 到 *dào* indicates the destination of a movement.

- 1 他這個週末到臺灣來。
Tā zhè ge zhōumò dào Táiwān lái.
He is coming to Taiwan this weekend.
- 2 老師明天到臺北來。我們要和他一起吃晚飯。
Lǎoshī míngtiān dào Táiběi lái. Wǒmen yào hàn tā yìqǐ chī wǎnfàn.
The teacher is coming to Taipei tomorrow. We are having dinner with him.
- 3 想吃牛肉麵嗎? 明天我們可以到那家店去。
Xiǎng chī niúròu miàn ma? Míngtiān wǒmen kěyǐ dào nà jiā diàn qù.
Would you like to have beef noodles? We can go to that shop tomorrow.
- 4 我可以教你中文, 明天到我家來吧!
Wǒ kěyǐ jiāo nǐ Zhōngwén, míngtiān dào wǒ jiā lái ba!
I can teach you Chinese. Go ahead and come to my house tomorrow.

Structures:



Negation: Negation is always done by placing a negator in front of a preposition, not the main verb.

- 1 王先生明天不到臺北來。
Wáng Xiānshēng míngtiān bú dào Táiběi lái.
Mr. Wang is not coming to Taipei tomorrow.
- 2 那家的越南菜不好吃。他們不到那家餐廳去。
Nà jiā de Yuènnán cài bù hǎochī. Tāmen bú dào nà jiā cāntīng qù.
That shop's Vietnamese food doesn't taste good. They don't go to that restaurant.
- 3 他晚上去看電影，不到我家來，你呢？
Tā wǎnshàng qù kàn diànyǐng, bú dào wǒ jiā lái, nǐ ne?
He is going to go to a movie tonight and will not be coming to my house. How about you?



Questions: 到 *dào* can be used to form A-not-A questions.

- 1 你妹妹到不到臺灣來？
Nǐ mèimei dào bú dào Táiwān lái?
Is your younger sister coming to Taiwan?
- 2 他們到不到我家來？
Tāmen dào bú dào wǒ jiā lái?
Are they coming to my house?

Usage: The destination marker 到 *dào* is a preposition and another verb serves as the main verb in the sentence (e.g., 來 *lái* 'come' or 去 *qù* 'go'). In Taiwan and Southern China, however, 到 *dào* is often used as a verb, like 來 *lái* or 去 *qù*.

- 1 這麼多家餐廳，我們要到哪一家？
Zhème duō jiā cāntīng, wǒmen yào dào nǎ yì jiā?
There are so many restaurants. Which one should we go?
- 2 他們明天晚上要到王老師家。你想去嗎？
Tāmen míngtiān wǎnshàng yào dào Wáng lǎoshī jiā. Nǐ xiǎng qù ma?
They are going to Teacher Wang's house tomorrow evening. Would you like to go?

3 歡迎你到我家。

Huānyíng nǐ dào wǒ jiā.

Welcome to my home.

練習 Exercise

Make correct sentences by rearranging the order of the characters (1-3) or complete the sentences by filling in the blanks (4-5).

- 1 臺北 陳小姐 到 來
① ② ③ ④

_____。

- 2 不到 來 臺灣 李先生
① ② ③ ④

_____。

- 3 到不到 週末 老師 臺北 來
① ② ③ ④ ⑤

_____？

- 4 那兩個日本人 _____ 臺灣 _____。

- 5 李先生要去打球，他不 _____ 我家 _____。

課室活動 Classroom Activities

I. Street Vendor Food Is Good

Goal: Learning the names of common foods and how to read them.

Task: Compete with classmates to see who can name the most street foods. Find pictures of food you know and bring them to class. Show each picture and say the name of the food it shows.



A



B



C

臭豆腐 _____ 小籠包 _____ 牛肉麵 _____

II. Tell Us What You Think

Goal: Learning to make simple comments about common objects.

Task: Read the following statements, then make comments on the statements using 很, 太 or 有一點.

Example

A: 一碗牛肉麵一百八十塊錢。

Yì wǎn niúròu miàn yībǎi bāshí kuài qián.
A bowl of beef noodles costs NT\$180.

B: 有一點貴。

Yǒu yídiǎn guì.
A bit expensive.

① 十個小籠包一百六十塊。 → _____。

- 2 四個甜點一百塊。 → _____。
- 3 一杯咖啡十五塊。 → _____。
- 4 一支手機兩萬多。 → _____。
- 5 _____ → _____。



III. Talent Contest

Goal: Learning to describe what someone can/can't do and how well s/he does it.

Task: There is going to be a talent contest at school. Find out what your classmates can do and how well they can do it. Record your findings. Ask questions using phrases that you learned, like 做甜點、游泳、照相、打籃球、踢足球、做小籠包、打網球。(Make desserts, swim, take pictures, play basketball, play soccer, make xiaolongbao, play tennis.)

問題 Question	回答 Answer	問題 Question	結果 Finding
你會做飯嗎？	<input type="checkbox"/> 會	你做得 怎麼樣？	1. _____ 會做飯，做得很好。
你會不會做飯？	<input type="checkbox"/> 不會		2. _____ 不會做飯。
			3. _____ 會做飯，可是做得不好。

IV. Asking for Help

Goal: Learning to ask for help.

Task: From the survey you completed in Task III, find one item that interests you and ask the person if s/he could teach you how to do it, e.g., 我想學做小籠包，你可以教我嗎？(I want to learn how to make xiaolongbao. Can you teach me?)

文化 Bits of Chinese Culture

Queuing up at Food Stands

Lines in front of roadside food stands are a familiar scene in Taiwan. Food stalls usually open for business at fixed times and in fixed locations. As long as the food sold at a stall is fresh, inexpensive, and good, you can be sure there will be a long queue in front of it regardless of the weather.



▲ Lines in front of popular roadside food stands

With a little pocket change, you can buy delicious baozi, scallion pancakes, wheel-barrel cakes, or pan-fried dumplings. It is little wonder that there are queues on almost every street corner.

Street Vendors in Taiwan

Street vendors are very common in Taiwan. They are the product of farmer's markets and temple festivals of an agricultural society of a time passed. Today, street vendors are seen in scenic sites, residential areas, outskirts of markets, business district surroundings, on arcaded corridors, on the streets, outside examination sites, and during temple festivals. The selections of vendors range from daily goods to food to souvenirs. Since street vendors are very mobile, they sometimes affect traffic, disturb quiet neighborhoods, or scar cityscape. If street vendors could be regulated, they could add to the excitement and beauty of the city.



▲ Street vendors at scenic sites

Notes on Pinyin and Pronunciation

Pinyin Rules

As with “zh-/zhi,” “ch-/chi,” and “sh-/shi,” when “z-,” “c-,” and “s-” stand alone, “i” is added to form zi, ci, and si.

When “u” is followed by other vowels, but is not preceded by a consonant, change the “u” to “w,” as in “u” + “ei” → wéi 微 in Lesson Four and “u” + “o” → wǒ 我 in Lesson 1.

When the vowel “i” is followed by “ou” but is not preceded by a consonant, change the “i” to “y” to form 有 yǒu (Refer to Lesson 2). When a consonant precedes the “i” + “ou” compound, the “o” is omitted and it becomes “-iu,” e.g., 牛 → niú, 六 → liù. The “o,” however, is still pronounced, e.g., → “ni(o)ú” and “li(o)ù.”

Introduction to Chinese Characters

The Earliest Chinese Characters

There are three general beliefs regarding the origin of Chinese characters:

1. Chinese characters were created by a person by the name of Cangjie.
2. Chinese characters originated from the eight trigrams and rope-knotting.
3. Chinese characters originated from pictograms. This is also the most widely adopted belief among scholars.

Characters were not created by any single person, at any single time, or at any specific place. They were developed and accumulated over time. Most scholars believe that Chinese characters originated from pictures or drawings and slowly became signs and characters.

The Chinese characters we see and use today have undergone many thousands of years of evolution, from the oracle bone script of the Shang Dynasty to bronze script and Large Seal script of the Zhou Dynasty to the Small Seal script that was adopted after the Qin Dynasty and used to unite the Six Kingdoms. These scripts are classified as ancient scripts. During the Han Dynasty, the symmetrical and rounded look of Small Seal script was modified to become more rectangular and orderly, making writing easier and faster. This came to known as Clerical script. The Regular script we use now evolved directly from the Clerical script. In other words, the standardized characters in use today were shaped and formed during the Han Dynasty.

甲骨文 Shang Dynasty (circa 1776-1122 B.C.)	金文 Zhou Dynasty (circa 1122-249 B.C.)	小篆 Qin Dynasty (circa 221-206 B.C.)	隸書 Han Dynasty (circa 200 B.C.)	楷書 Han Dynasty (circa 200 B.C.)
				



Self-Assessment Checklist

I know the names of some common foods and can describe their taste.

20% 40% 60% 80% 100%

I can express food preferences and make simple comments about them.

20% 40% 60% 80% 100%

I can describe what others can/can't do and how well they do it.

20% 40% 60% 80% 100%

I can ask for help.

20% 40% 60% 80% 100%

LESSON

6

第六課

他們學校在山上

Their School Is Up in the Mountains

學習目標 Learning Objectives

Topic: 地點、方位 Locations and Positions

- Learning to describe locations (e.g., near or far).
- Learning to talk about place in the vicinity of other places.
- Learning to make simple comments about the appearance of a place.

LESSON
6

他們學校在山上

Their School Is Up in the Mountains

對話一 Dialogue I

06-1



- 安 同：聽說怡君的學校很漂亮。
- 如 玉：他們學校在哪裡？遠不遠？
- 安 同：有一點遠。他們學校在花蓮的山上。
- 如 玉：山上？那裡的風景一定很美。
- 安 同：是的，他們學校前面有海，後面有山，
那裡真的是一個很漂亮的地方。
- 如 玉：我想去看看。我們這個週末一起去吧！
- 安 同：好啊！我現在要去學校附近的咖啡店
買咖啡。妳呢？
- 如 玉：我去樓下找朋友，我們要一起去上課。

課文拼音 Text in Pinyin

- Āntóng : Tīngshuō Yíjūn de xuéxiào hěn piàoliàng.
 Rúyù : Tāmen xuéxiào zài nǎlǐ? Yuǎn bù yuǎn?
 Āntóng : Yǒu yìdiǎn yuǎn. Tāmen xuéxiào zài Huālián de shānshàng.
 Rúyù : Shānshàng? Nǎlǐ de fēngjǐng yíding hěn měi.
 Āntóng : Shìde, tāmen xuéxiào qiánmiàn yǒu hǎi, hòumiàn yǒu shān, nǎlǐ
 zhēnde shì yí ge hěn piàoliàng de dìfāng.
 Rúyù : Wǒ xiǎng qù kànkàn. Wǒmen zhè ge zhōumò yìqǐ qù ba!
 Āntóng : Hǎo a! Wǒ xiànzài yào qù xuéxiào fùjìn de kāfēi diàn mǎi kāfēi, nǐ ne?
 Rúyù : Wǒ qù lóuxià zhǎo péngyǒu, wǒmen yào yìqǐ qù shàngkè.

課文英譯 Text in English

- Antong : I heard Yijun's school is very beautiful.
 Ruyu : Where is her school? Is it far?
 Antong : It is a bit far. Her school is up in the mountains in Hualien.
 Ruyu : Up in the mountains? The scenery there must be very beautiful.
 Antong : Yes. In front of their school is the ocean and behind it there are mountains.
 It is really a beautiful place.
 Ruyu : I'd like to go see. Let's go together this weekend.
 Antong : Okay. I am going to go to a café near the school now to buy some coffee.
 How about you?
 Ruyu : I am going to go downstairs to meet a friend. We are going to go to class together.

生詞一 Vocabulary I

 06-2

Vocabulary

1	他們	tāmen	他 們	(N)	they (used for people only)
2	學校	xuéxiào	學 校	(N)	school
3	在	zài	在	(Vst)	to be located at

4	山上	shānshàng	ㄕㄢˊ ㄕㄨㄥˋ	(N)	on a mountain, in the mountains
5	哪裡	nǎlǐ	ㄋㄤˇ ㄌㄧˇ	(N)	where
6	遠	yuǎn	ㄩㄢˇ	(Vs)	far
7	那裡	nàlǐ	ㄋㄤˋ ㄌㄧˇ	(N)	that place, there
8	風景	fēngjǐng	ㄈㄥ ㄐㄩㄥˇ	(N)	scenery, landscape
9	美	měi	ㄇㄟˇ	(Vs)	beautiful
10	前面	qiánmiàn	ㄑㄩㄢˊ ㄇㄧㄢˋ	(N)	front
11	海	hǎi	ㄏㄞˇ	(N)	ocean
12	後面	hòumiàn	ㄏㄞˋ ㄇㄧㄢˋ	(N)	back
13	山	shān	ㄕㄢˊ	(N)	mountain
14	真的	zhēnde	ㄓㄨㄥ ㄉㄛˋ	(Adv)	really, truly
15	地方	dìfāng	ㄉㄧˋ ㄈㄤ	(N)	place
16	現在	xiànzài	ㄒㄩㄢˋ ㄗㄞˋ	(N)	now
17	附近	fùjìn	ㄈㄨˋ ㄐㄩㄣˋ	(N)	vicinity, near
18	樓下	lóuxià	ㄌㄡˊ ㄒㄩㄚˋ	(N)	downstairs
19	找	zhǎo	ㄓㄞˇ	(V)	to meet, to see
20	朋友	péngyǒu	ㄆㄥˊ ㄩˇ	(N)	friend
21	上課	shàngkè	ㄕㄨㄥˋ ㄎㄛˋ	(V-sep)	to go to class

Names

22	花蓮	Huālián	ㄏㄨㄚ ㄌㄧㄢˊ		name of a city on the eastern coast of Taiwan
----	----	---------	----------	--	---

Phrases

23	聽說	tīngshuō	ㄊㄩㄥ ㄕㄨㄛˋ		hear that
----	----	----------	----------	--	-----------

對話二 Dialogue II

06-3



- 怡 君：歡迎你們來。
- 安 同：你們學校真遠！
- 怡 君：是啊，不是很近，有一點不方便。
- 如 玉：這裡的學生在哪裡買東西？
- 怡 君：在學校外面。學校裡面沒有商店。
- 安 同：吃飯呢？學校裡面有沒有餐廳？
- 怡 君：有，餐廳在學生宿舍的一樓。
- 安 同：前面這棟大樓很漂亮。
- 怡 君：這是圖書館，旁邊的那棟大樓是教室，圖書館後面有游泳池。

課文拼音 Text in Pinyin

- Yījūn : Huānyíng nǐmen lái.
Āntóng : Nǐmen xuéxiào zhēn yuǎn!
Yījūn : Shì a, búshì hěn jìn, yǒu yìdiǎn bù fāngbiàn.
Rúyù : Zhèlǐ de xuéshēng zài nǎlǐ mǎi dōngxi?
Yījūn : Zài xuéxiào wàimiàn. Xuéxiào lǐmiàn méi yǒu shāngdiàn.
Āntóng : Chīfàn ne? Xuéxiào lǐmiàn yǒu méi yǒu cāntīng?
Yījūn : Yǒu, cāntīng zài xuéshēng sùshè de yì lóu.
Āntóng : Qiánmiàn zhè dòng dàlóu hěn piàoliàng.
Yījūn : Zhè shì túshūguǎn, pángbiān de nà dòng dàlóu shì jiàoshì, túshūguǎn hòumiàn yǒu yóuyǒngchí.

課文英譯 Text in English

- Yijun : Welcome.
Antong : Your school is really far.
Yijun : Yes. It's not close. It's a little inconvenient.
Ruyu : Where do the students here buy things ?
Yijun : Outside of the school. There are no shops on campus.
Antong : How about eating? Do you have restaurants on campus?
Yijun : Yes. The restaurants are located on the first floor of the student dorm.
Antong : That building in front of us is pretty.
Yijun : This is the library. The building next to it are the classrooms. Behind the library, there is a swimming pool.

生詞二 Vocabulary II



06-4

Vocabulary

1	近	jìn	近	(Vs)	near
2	方便	fāngbiàn	方 便	(Vs)	convenient
3	這裡	zhèlǐ	這 裡	(N)	here, this place

4	學生	xuéshēng	學 生	(N)	student
5	在	zài	在	(Prep)	at
6	東西	dōngxi	東 西	(N)	things, stuff
7	外面	wàimiàn	外 面	(N)	outside
8	裡面	lǐmiàn	裡 面	(N)	inside
9	商店	shāngdiàn	商 店	(N)	store, shop
10	吃飯	chīfàn	吃 飯	(V-sep)	to have a meal
11	宿舍	sùshè	宿 舍	(N)	dormitory
12	樓	lóu	樓	(N)	a storey, a floor
13	棟	dòng	棟	(M)	measure word for buildings
14	大樓	dàlóu	大 樓	(N)	a multi-storey building
15	圖書館	túshūguǎn	圖 書 館	(N)	library
16	旁邊	pángbiān	旁 邊	(N)	(by the) side, next to
17	教室	jiàoshì	教 室	(N)	classroom
18	游泳池	yóuyǒngchí	游 泳 池	(N)	swimming pool

文法 Grammar

I. Locative Marker 在 zài

拼音、英譯 p.120

Function: 在 zài introduces the location of someone or something.

		
<p>我在臺灣。</p>	<p>他們學校在花蓮。</p>	<p>餐廳在宿舍的一樓。</p>

Structures: The primary structure is Noun + 在 + Location. There are three types of location as shown below:

1. **Type A:**

Place Words
臺北、花蓮、臺灣…
學校、餐廳、宿舍…

- (1) 我們學校在臺北。
- (2) 我爸爸早上在學校。

2. **Type B:**

Localizers	Suffix
上 top	面 or 邊
下 down	
前 front	
後 back	
裡 inside	
外 outside	
旁邊 next to	
附近 nearby	

- (1) 他在外面。
- (2) 圖書館在後面。

3. **Type C:**

		Location Type B	
Noun	(的)	上	面 or 邊
		下	
		前	
		後	
		裡	
		外	
		旁邊	
		附近	

- (1) 我在宿舍裡面。
- (2) 那家店在你家附近嗎？
- (3) 咖啡店在宿舍的旁邊，不在裡面。
- (4) 游泳池在圖書館的後面，不在前面。
- (5) 他和朋友在圖書館後面的咖啡店。



Usage:

1. When the noun after 在 *zài* is a common noun, a locative word has to be added after the common noun to turn it into a place name. For example, in order to express “He is in the house”, you cannot say *他在房子 *Tā zài fángzi*; rather, you need to say 他在房子裡面。 *Tā zài fángzi lǐmiàn*. (房子裡面 is Type C with the 的 omitted.)
2. When the noun after 在 *zài* is a proper name, a locative word is not allowed or necessary. For example, in order to express “He is in Taiwan.”, one says 他在臺灣。 *Tā zài Táiwān*, but not *他在臺灣裡面。 *Tā zài Táiwān lǐmiàn*. On the other hand, in order to express “He is in school”, one can say either 他在學校。 *Tā zài xuéxiào*, or 他在學校裡面。 *Tā zài xuéxiào lǐmiàn*. The addition of the locative word (裡面 *lǐmiàn*, in this case) makes the location more explicit.
3. The locative word 裡面 *lǐmiàn* is a special case. Sometimes, it can be omitted. For example, 他在圖書館看書。 *Tā zài túshūguǎn kànshū* means “He’s reading in the library”. There is no 裡面 *lǐmiàn* in the sentence, but the sentence still means inside the library. However, when the intended meaning is not “inside”, then a locative word is **required**. For example, in order to express “He is reading outside the library”, one has to say 他在圖書館外面看書。 *Tā zài túshūguǎn wàimiàn kànshū*.
4. Notice that the reference point is placed first and the locative word is placed after it. For example, 房子的前面 *fángzi de qiánmiàn* “in front of the house” is different from 前面的房子 *qiánmiàn de fángzi* “the house in front”. (The former is Type C, but the latter is modifier + noun.)



(學校) 附近的咖啡店



咖啡店的附近

5. Abbreviations of locative phrases without 的 are common. For example, “downstairs” is 樓下 *lóuxià*, not *樓的下面 *lóu de xiàmiàn*; “on the floor” is 地上 *dìshàng*, not *地的上面 *dì de shàngmiàn*.
6. When the 的 is omitted, the suffix 面 *miàn* in 裡面 *lǐmiàn*, 外面 *wàimiàn*, 上面 *shàngmiàn*, etc, can be omitted. For example, 房子的裡面 *fángzi de lǐmiàn* “inside the house” is often just 房子裡 *fángzi lǐ* and 杯子上面 *bēizi shàngmiàn* “on the cup” is shortened to 杯子上 *bēizi shàng*.

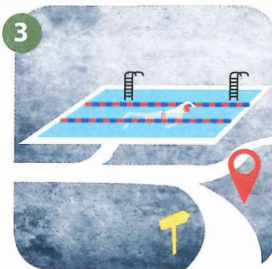
練習 Exercise

1. Use the following expressions to describe the four pictures below.

餐廳	商店	咖啡店	大樓	圖書館	游泳池
前面	後面	裡面	外面	旁邊	附近



咖啡店 (的) 裡面



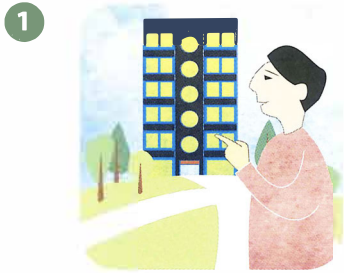
練習 Exercise

2. 他在哪裡？Where is he? Give answers based on the pictures.



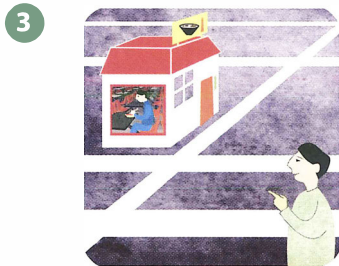
3. Fill in the blanks below based on the pictures.

大樓的前面、前面的大樓、餐廳後面、後面的（那家）餐廳



_____ 很美。

我在 _____。



_____ 很便宜。


他在 _____。

練習 Exercise

Combine the clauses.

- 1 他在咖啡店，那家咖啡店在陽明山 (Yangming Mountain) 山上。
→ 他在陽明山山上的 (那家) 咖啡店。
- 2 他在圖書館，那個圖書館在他家附近。
→ _____。
- 3 他姐姐在那棟大樓裡面，那棟大樓在學校後面。
→ _____。
- 4 我和我朋友在一家咖啡店，那家咖啡店在學校餐廳 (的) 樓上。
→ _____。

II. Existential Sentences with 有 yǒu

 拼音、英譯 p.121

Function: The existential verb 有 yǒu expresses the existence of somebody or something at some location.

- 1 那棟大樓 (的) 前面有很多人。
- 2 我家附近有圖書館。
- 3 山上有兩家很有名的咖啡店。
- 4 樓下有一家商店。

Structures: The existential structure is: Location + 有 + Noun. The internal structures of location here are the same as the location introduced above in the locative sentences.



Negation: The negation for existential sentences is 沒有 méi yǒu.

- 1 他家附近沒有游泳池。
- 2 教室裡面沒有學生。
- 3 那棟大樓的後面沒有餐廳。

**Questions:**

- ① 你家附近有海嗎？
- ② 學校（的）後面有沒有好吃的牛肉麵店？

Usage:

1. The object in existential sentences is usually indefinite, i.e., the identification of the object is not readily certain or familiar to the speaker.

Note also that existential sentences and locative sentences are just the reverse in sequence, e.g., 樓下有圖書館 vs. 圖書館在樓下。

Lóuxià yǒu túshūguǎn. vs. Túshūguǎn zài lóuxià.

“Downstairs there is a library.” vs. “The library is downstairs.”

2. In 我有一支手機 Wǒ yǒu yì zhī shǒujī “I have a cellphone”, the verb 有 is possessive and transitive and in 房子裡面有一支手機 Fángzi lǐmiàn yǒu yì zhī shǒujī “There is a cellphone in the house”, the verb 有 is existential and intransitive. The possessive 有 is always transitive, while the existential 有 is always intransitive.

練習 Exercise

Rearrange the order of the following characters to form acceptable sentences.

① 有 很多漂亮的房子 山上

① ② ③ → _____。

② 樓下 咖啡店 嗎 有

① ② ③ ④ → _____？

③ 裡面 沒有 他們學校 游泳池

① ② ③ ④ → _____。

④ 的 教室 外面 兩個美國人 有

① ② ③ ④ ⑤ → _____。

III. Softened Action V (一) V

Function: Verb reduplication suggests “reduced quantity”. It also suggests that the action is easy to accomplish. When what is expressed is a request/command, verb reduplication softens the tone of the statement and the hearer finds the request/command more moderate.

- 1 他們學校很漂亮，我想去看（一）看。
- 2 我想學中文，請教教我。
- 3 A：我們今天晚上去哪裡吃飯？
B：我想（一）想。
- 4 A：你週末做什麼？
B：在家看看書、喝喝咖啡、上上網，也去學校打打籃球。

Structures:



Questions: There are two ways to form verb reduplication in interrogatives.

1. Tag question:
 - (1) 請幫幫我，好不好？
 - (2) 請你教教我，可以嗎？
2. With an auxiliary verb:
 - (1) 現在外面很熱，你要不要在家看看書？
 - (2) 我不會做甜點，你可不可以教教我？

Usage:

1. Not every verb can be reduplicated. Mainly action verbs can go undergo verb repetition. Of the verbs we've learned so far, the verbs that can be reduplicated include 看 *kàn*, 吃 *chī*, 喝 *hē*, 想 *xiǎng*, 做 *zuò*, 打 *dǎ*, 找 *zhǎo*, 買 *mǎi*, 教 *jiāo*, and 幫 *bāng*.
2. Verb reduplication is mostly used in speech for requests and suggestions. Most reduplicated verbs are monosyllabic. When the verb takes an object, only the verb gets reduplicated, not the object. For example, 上網 *shàngwǎng* ‘go online’ is changed to 上上網 *shàngshàng wǎng*; 做飯 *zuòfàn* ‘cook’ is changed to 做做飯 *zuòzuòfàn*.

練習 Exercise

1. Reduplicate the following verbs.

- | | |
|---------------|---------------|
| ① 做飯 → 做做飯 | ② 喝茶 → _____ |
| ③ 吃甜點 → _____ | ④ 打網球 → _____ |
| ⑤ 踢足球 → _____ | ⑥ 游泳 → _____ |
| ⑦ 看電影 → _____ | ⑧ 照相 → _____ |

練習 Exercise

2. Fill in the blanks with correctly reduplicated verbs plus any object needed.

看、吃、喝、想、做、打、找、買、教、幫

- ① 那個電影很好看，我想去 _____。
- ② 我不會做飯，請你 _____。
- ③ 我想學照相，能不能請你 _____？
- ④ 週末我喜歡到外面 _____。
- ⑤ A：那支手機很貴，你要買嗎？
B：_____。

IV. 不是 búshì Negation



Function: 不是 *búshì* is not a regular negator. It negates what has been stated or assumed, i.e., “it is not true that...” for example,

- ① 明華覺得那支手機很貴。我覺得不是很貴。
- ② 他不是點大碗的牛肉麵。他點小碗的。
- ③ 餐廳不是在學校裡面。餐廳在學校外面。

Structures: The 不是 *búshì* negation can occur in either positive or negative sentences, e.g.,

- ① 他們不是在樓下喝咖啡。他們在樓下買書。
- ② 我不是不來，我週末來。
- ③ 我不是不喜歡吃牛肉麵，可是這家的牛肉麵太辣了。

Usage: We have already covered 不 *bù* negation and 沒 *méi* negation. 不是 *búshì* negation is quite different. It negates what has been said or claimed, “It is not the case that...”.

他不要買包子。vs. 他不是要買包子，他要買臭豆腐。

練習 Exercise

Please use the phrase 不是 to complete the following conversation.

- ① A: 你朋友的家在三樓，對嗎？
B: _____，他家在四樓。
- ② A: 你們覺得這家店的甜點好吃嗎？
B: 我妹妹覺得很好吃，可是我覺得_____。
- ③ A: 很多人都說你做飯做得很好。
B: 我做得_____，我媽媽做得很好。
- ④ A: 你的照片不多，你不喜歡照相嗎？
B: _____，我不常照相，所以我的照片不多。
- ⑤ A: 你晚上不想去他家聽音樂嗎？
B: _____，我晚上要和老闆吃飯。

V. Location of an Activity



Function: 在 *zài* ‘at’ and 到 *dào* ‘go to’, are often used to introduce the location where an activity takes place.

- ① 我爸爸在家做飯。
- ② 他和他朋友到七樓的教室上網。
- ③ 我們老師常到學校附近的咖啡店喝咖啡。
- ④ 我們很喜歡在這家餐廳吃牛肉麵。

Structures: The location usually follows one of the these words: 在 *zài* ‘at’, 到 *dào* ‘go to’. The action expression follows the location phrase.



Negation: The negation marker 不 *bú* is placed before 在 *zài* / 到 *dào*, rather than before the verb.

- ① 他們今天不在家吃晚飯。
- ② 他現在不在宿舍看書。
- ③ 很多學生不在學校裡面的咖啡店買咖啡。



Questions:

- ① 你們在哪裡打籃球？
- ② 你妹妹到這家商店買甜點嗎？

Usage:

1. Note the word order. The location comes before the main verb. That is, the “在 *zài* / 到 *dào* + PLACE” phrase appears before the verb phrase as do all prepositional phrases. You do not say *他學中文在家 *Tā xué Zhōngwén zài jiā*; rather you say 他在家學中文。 *Tā zài jiā xué Zhōngwén*. ‘He studies Chinese at home’.
2. The negation is placed before the preposition rather than the main verb, e.g., 他不在家上網。 *Tā bú zài jiā shàngwǎng*. ‘He doesn’t use the internet at home.’

練習 Exercise

Tell stories based on the pictures below.



1
姐姐在家裡
做飯。



語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. Locative Marker 在 zài

Function:

Wǒ zài Táiwān.
Tāmen xuéxiào zài Huālián.
Cāntīng zài sùshè de yī lóu.

Function:

I am in Taiwan.
Their school is in Hualien.
The restaurant is on the first floor of the dormitory.

Structures:

- Type A:**
 - (1) Wǒmen xuéxiào zài Táiběi.
 - (2) Wǒ bàba zǎoshàng zài xuéxiào.
- Type B:**
 - (1) Tā zài wàimiàn.
 - (2) Túshūguǎn zài hòumiàn.
- Type C:**
 - (1) Wǒ zài sùshè lǐmiàn.
 - (2) Nà jiā diàn zài nǐ jiā fùjìn ma?
 - (3) Kāfēi diàn zài sùshè de pángbiān, bú zài lǐmiàn.
 - (4) Yóuyǒngchí zài túshūguǎn de hòumiàn, bú zài qiánmiàn.
 - (5) Tā hàn péngyǒu zài túshūguǎn hòumiàn de kāfēidiàn.

Structures:

- Type A:**
 - (1) Our school is in Taipei.
 - (2) My dad is at school in the mornings.
- Type B:**
 - (1) He is outside.
 - (2) The library is in the back.
- Type C:**
 - (1) I am in the dormitory.
 - (2) Is that store near your house?
 - (3) The coffee shop is next to the dorm, not inside.
 - (4) The swimming pool is behind the library, not in front.
 - (5) He and his friend are at the coffee shop behind the library.

II. Existential Sentences with 有 yǒu

Function:

- 1 Nà dòng dàlóu (de) qiánmiàn yǒu hěn duō rén.
- 2 Wǒ jiā fùjìn yǒu túshūguǎn.
- 3 Shānshàng yǒu liǎng jiā hěn yǒumíng de kāfēi diàn.
- 4 Lóuxià yǒu yì jiā shāngdiàn.

Structures:



Negation:

- 1 Tā jiā fùjìn méi yǒu yóuyǒngchí.
- 2 Jiàoshì lǐmiàn méi yǒu xuéshēng.
- 3 Nà dòng dàlóu de hòumiàn méi yǒu cāntīng.



Questions:

- 1 Nǐ jiā fùjìn yǒu hǎi ma?
- 2 Xuéxiào (de) hòumiàn yǒu méi yǒu hǎochī de niúròu miàn diàn?

Function:

- 1 There are many people in front of that building.
- 2 There is a library near my home.
- 3 There are two famous coffee shops on the mountain.
- 4 There is a shop downstairs.

Structures:



Negation:

- 1 There is no swimming pool near his home.
- 2 There is no student in the classroom.
- 3 There is no restaurant behind that building.



Questions:

- 1 Is there ocean near your house?
- 2 Is there a good beef noodle shop behind the school?

III. Softened Action V (一) V

Function:

- 1 Tāmen xuéxiào hěn piàoliàng, wǒ xiǎng qù kàn (yí) kàn.
- 2 Wǒ xiǎng xué Zhōngwén, qǐng jiāojiāo wǒ.
- 3 A: Wǒmen jīntiān wǎnshàng qù nǎlǐ chīfàn?
B: Wǒ xiǎng (yì) xiǎng.
- 4 A: Nǐ zhōumò zuò shénme?
B: Zài jiā kànkàn shū, hēhē kāfēi, shàngshàngwǎng, yě qù xuéxiào dǎdǎ lánqiú.

Function:

- 1 Their school is pretty. I'd like to take a look.
- 2 I'd like to study Chinese. Please teach me.
- 3 A: Where are we going to go for dinner tonight?
B: Let me think.
- 4 A: What do you do on weekends?
B: I stay home and do some reading, have some coffee, and do some surfing on the internet. I also go to school and play some basketball.

Structures:

Questions:

1. Tag question:

- (1) Qǐng bāngbāng wǒ, hǎo bù hǎo?
- (2) Qǐng nǐ jiāojiāo wǒ, kěyǐ ma?

2. With an auxiliary verb:

- (1) Xiànzài wàimiàn hǎn rè, nǐ yào bú yào zài jiā kànkàn shū?
- (2) Wǒ bú huì zuò tiándiǎn, nǐ kě bù kěyǐ jiāojiāo wǒ?

IV. 不是 búshì Negation

Function:

- ① Míng huá jué de nà zhī shǒujī hěn guì. Wǒ jué de búshì hěn guì.
- ② Tā búshì diǎn dà wǎn de niúròu miàn. Tā diǎn xiǎo wǎn de.
- ③ Cāntīng búshì zài xuéxiào lǐmiàn. Cāntīng zài xuéxiào wàimiàn.

Structures:

- ① Tāmen búshì zài lóuxià hē kāfēi. Tāmen zài lóuxià mǎi shū.
- ② Wǒ búshì bù lái, wǒ zhōumò lái.
- ③ Wǒ búshì bù xǐhuān chī niúròu miàn, kěshì zhè jiā de niúròu miàn tài là le.

Usage:

Tā bú yào mǎi bāozi vs. Tā búshì yào mǎi bāozi, tā yào mǎi chòudòufǔ.

Structures:

Questions:

1. Tag question:

- (1) Please help me, OK?
- (2) Please teach me, OK?

2. With an auxiliary verb:

- (1) It is hot outside now. Would you like to do some reading at home?
- (2) I don't know how to make desserts. Could you teach me?

Function:

- ① Míng huá feels that cell phone is expensive. I think it's not all that expensive.
- ② He didn't order a large bowl of beef noodles. He ordered a small one.
- ③ The restaurant isn't on campus. The restaurant is off campus.

Structures:

- ① It's not the case that they are drinking coffee downstairs. They are buying books downstairs.
- ② I am not not coming. I am coming on the weekend.
- ③ It's not that I don't like beef noodles; rather, it's that this shop's beef noodles are too spicy.

Usage:

He isn't buying baozi. vs. It's not that he's buying baozi. He's buying stinky tofu.

V. Location of an Activity

Function:

- 1 Wǒ bàba zài jiā zuòfàn.
- 2 Tā hàn tā péngyǒu dào qī lóu de jiàoshi shàngwǎng.
- 3 Wǒmen lǎoshī cháng dào xuéxiào fùjìn de kāfēi diàn hē kāfēi.
- 4 Wǒmen hěn xīhuān zài zhè jiā cāntīng chī niúròu miàn.

Structures:



Negation:

- 1 Tāmen jīntiān bú zài jiā chī wǎnfàn.
- 2 Tā xiànzài bú zài sùshè kànsū.
- 3 Hěn duō xuéshēng bú zài xuéxiào límian de kāfēi diàn mǎi kāfēi.



Questions:

- 1 Nimen zài nǎlǐ dǎ lánqiú?
- 2 Nǐ mèimei dào zhè jiā shāngdiàn mǎi tiándiǎn ma?

Function:

- 1 My dad is cooking at home.
- 2 He and his friends went to the classroom on the seventh floor to use the internet.
- 3 Our teacher often goes to a coffee shop near to the school to drink coffee.
- 4 We love to eat beef noodles in this restaurant.

Structures:



Negation:

- 1 They aren't eating dinner at home today.
- 2 He is not studying in the dormitory now.
- 3 Many students do not buy coffee at the coffee shop in the school.



Questions:

- 1 Where do you play basketball?
- 2 Does your sister come to this shop to buy desserts?

課室活動 Classroom Activities

I. Where Are They?

Goal: Learning to describe someone's location.

Task 1: Look at the picture below, and write down where each person is.

Task 2: Write your name anywhere on the picture, then take a look at the picture of the person next to you and tell the class where s/he is. Listen to all the students and write down where everyone is. Have your teacher check to see if you are correct.





Write down where they are :

怡君在 _____ (的) _____ (教室、裡面)

如玉

安同

月美

明華

田中

II. Tell Us about the Place You Live

Goal: Learning to make simple comments about the location and the appearance of a place.

Task: You would like to invite a classmate to your house (you live near the school). Tell him where your house is, what is nearby, what you can do at home or in the neighborhood, and what you can eat nearby.

	問題 Questions	使用生詞 Words to use	同學 1 Classmate 1	同學 2 Classmate 2
1	你家在哪裡？			


2	你家附近怎麼樣？	風景美嗎？		
3	你家附近有什麼？	商店、學校、 餐廳、大樓、 房子、游泳池、 圖書館、咖啡店、 山、海		
4	你喜歡在家裡 做什麼？	吃飯、喝咖啡、 看書		
5	你常在家附近 做什麼？	吃飯、看電影、 打球、買東西		

III. I Want to Know About Your School

Goal: Learning to talk about your school in your country.

Task: Pair up with a partner and ask about his/her school. You can use the following questions to help you obtain information. When you are done, report your findings to the class.

(List your answers.)

- 
- 1 你的學校裡有什麼？（教室、商店、咖啡店、餐廳、圖書館、游泳池、學生宿舍）
-

- 2 你的學校風景怎麼樣？美不美？學校附近呢？
-

- 3 你的學校附近有什麼？（山、海、商店、餐廳）
-

- 4 你常在學校附近做什麼？（喝咖啡、打球、游泳、吃飯、看電影、上網、看書）
-

文化 Bits of Chinese Culture

Taboos with the Number “四” *sì* and Lucky Numbers

“六” *liù* and “八” *bā*

Why is the number 4 *sì* shunned by Taiwanese? And why do they especially like the numbers 6 *liù* and 8 *bā*? This has everything to do with the Chinese culture of homophones. Since the number 4 *sì* sounds almost the same as the word “死” *sǐ* “death,” it is disliked by most Chinese. That is also the reason why some hospitals do not have a fourth floor, and some people avoid buying houses with a number 4 *sì* in the mailing address. Therefore, if a house were located on the “4th Floor, No. 4, Zhongshan Road, Section 4,” this house is very likely to be cheaper than the surrounding houses. On the other hand, since the number 6 *liù* sounds like the word “祿 *lù*”, meaning the salary of a government official (in ancient China), and the number 8 *bā* sounds like the word “發 *fā*”, meaning “to strike it rich”, they are popular with the Chinese.



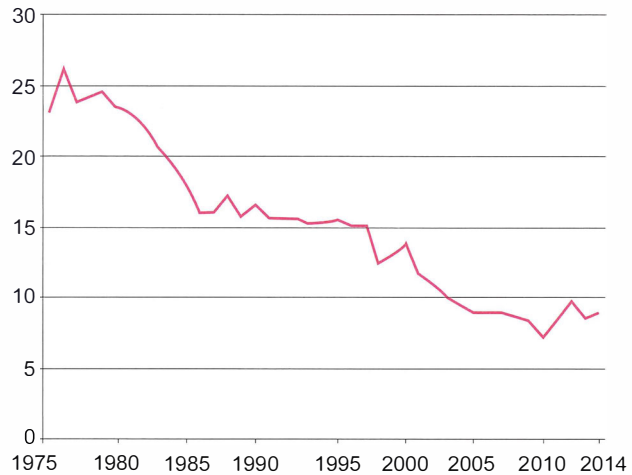
▲ Some hospitals in Taiwan don't have 4th floors



▲ People and businesses like certain lucky numbers
照片提供：台灣大車隊

Birth Rate vs. Private Schools

Running a school is difficult, be it private or public, but this is especially so for private schools. As low birth rate exacerbates, keeping the school in operation is becoming an even harder mission. As more and more people choose to refrain from parenthood, fewer and fewer children are being born each year. According to statistics from the Ministry of Interior, there were 305,000 new borns in 2000. This number dropped to 167,000 in 2010, though with a slight comeback in 2012 at 229,000 new borns. Fewer children mean fewer students enrolled in schools. Many departments and schools are being confronted with the problem of shutting down or merging with other schools; and this phenomenon is mostly seen in private schools.



▲ Birth rate chart for the last 30 years

資料來源：內政部戶部司



▲ Students in private schools

《聯合報》王長鼎、廖珮好 攝影

Introduction to Chinese Characters

The Six Categories of Chinese Characters

Chinese characters can be divided into six categories known as the Six Writings “六書” *liùshū*.

1. **Pictograms** (象形) : Characters in this category are idealized shapes of objects. Examples include sun “日,” moon “月,” mountain “山,” river “川,” water “水,” fire “火,” cow “牛,” sheep “羊,” child “子.”

2. **Ideograms (指事)** : Ideograms are characters that use markers to indicate abstract thoughts. Examples include above “上,” center “中,” below “下,” root “本,” end “末,” sky “天,” and blade edge “刃.”
3. **Compound ideographs (會意)** : These characters use a combination of two or more characters to form a new character with a new meaning. Examples include bright “明” (from sun “日” and moon “月”), cut down “伐” (person “人” + spear “戈”), imprison “囚” (enclose “口” + person “人”), trust “信” (person “人” + speech “言”), rest “休” (person “人” + tree “木”), look “看” (hand “手” + eye “目”).
4. **Phono-semantic compounds (形聲)** : These characters are made up of a phonetic component and a semantic component. Examples include sunny “晴” (the phonetic of blue “青” + the semantic of sun “日”), clear “清” (the phonetic of blue “青” + the semantic of water “水,” which came to mean “clear water.”)
5. **Derivative cognates (轉注)** : This category consists primarily of character pairs of different shapes with the same meaning or similar meanings derived in different places and at different times. For example, the characters “考” and “老” both mean “old age.”
6. **Phonetic loans (假借)** : Some concepts originally could be said but did not have any characters to represent them, so characters with the same or similar pronunciation were borrowed. For example, the character “西,” which originally meant birds resting on a tree, was borrowed to mean “west.”



Self-Assessment Checklist

I can describe a location (e.g., near or far) or position.

20% 40% 60% 80% 100%

I can talk about a place closely around one's work and life.

20% 40% 60% 80% 100%

I can make simple comments about the appearance of a place.

20% 40% 60% 80% 100%

LESSON

7

第七課

早上九點去 KTV

Going to KTV at 9 O'clock in the Morning

學習目標 Learning Objectives

Topic: 時間（時點、時段） Time
(Time-When and Time-Duration)

- Learning to tell and ask about time.
- Learning to describe an activity that takes place at a point in time (time-when) or during a certain frame (time-duration).
- Learning to make appointments with friends.
- Learning to talk about habitual activities.



LESSON
7

早上九點去 KTV

Going to KTV at 9 O'clock in the Morning

對話一 Dialogue I

07-1



- 安 同：月美，妳要去哪裡？
 月 美：去 KTV 唱歌。我和朋友九點二十分在大安 KTV 見面。
- 安 同：早上九點去 KTV？為什麼？
 月 美：從早上七點到中午十二點，最便宜。要不要一起去？
- 安 同：我想去，可是我得去銀行。下次吧！
 月 美：好啊，下次你一定要來，我想聽你唱歌。
- 安 同：沒問題。對了，什麼時候有空一起吃飯？
 月 美：後天我有空，你呢？
- 安 同：我也有空，後天晚上七點怎麼樣？
 月 美：好啊！再見。

課文拼音 Text in Pinyin

- Āntóng : Yuèměi, nǐ yào qù nǎlǐ?
 Yuèměi : Qù KTV chàngē. Wǒ hàn péngyǒu jiǔdiǎn èrshí fēn zài Dà'ān KTV
 jiànmiàn.
 Āntóng : Zǎoshàng jiǔdiǎn qù KTV? Wèishénme?
 Yuèměi : Cóng zǎoshàng qīdiǎn dào zhōngwǔ shí'èrdiǎn, zuì piányí.
 Yào bú yào yìqǐ qù?
 Āntóng : Wǒ xiǎng qù, kěshì wǒ děi qù yínháng. Xià cì ba!
 Yuèměi : Hǎo a, xià cì nǐ yíding yào lái. Wǒ xiǎng tīng nǐ chàngē.
 Āntóng : Méi wèntí. Duile, shénme shíhòu yǒu kòng yìqǐ chīfàn?
 Yuèměi : Hòutiān wǒ yǒu kòng, nǐ ne?
 Āntóng : Wǒ yě yǒu kòng, hòutiān wǎnshàng qīdiǎn zěnmeyàng?
 Yuèměi : Hǎo a! Zàijiàn.

課文英譯 Text in English

- Antong : Yuemei, where are you going?
 Yuemei : To KTV to sing. My friends and I are meeting at Da-an KTV at 9:20.
 Antong : Going to KTV at 9:00 in the morning? Why?
 Yuemei : Because from 7:00 in the morning to 12 noon, it is the least expensive.
 Do you want to go along?
 Antong : I would love to, but I have to go to the bank. Maybe next time.
 Yuemei : Okay. Next time, you have to come. I would like to hear you sing.
 Antong : No problem. By the way, when do you have time to eat with me?
 Yuemei : I'm free the day after tomorrow. Yourself?
 Antong : I'm also free. How about the day after tomorrow at 7:00 in the evening?
 Yuemei : Great. See you.

生詞一 Vocabulary I



07-2

Vocabulary

1	點	diǎn	ㄉㄧㄢˇ	(M)	o'clock
2	KTV			(N)	Karaoke
3	唱歌	chànggē	ㄔㄨㄥˋ ㄍㄜ	(V-sep)	to sing
4	分	fēn	ㄈㄣ	(M)	minute
5	見面	jiànmiàn	ㄐㄧㄢˋ ㄇㄧㄢˋ	(V-sep)	meet
6	從	cóng	ㄘㄨㄥˊ	(Prep)	from
7	中午	zhōngwǔ	ㄓㄨㄥ ㄨˇ	(N)	noon
8	得	děi	ㄉㄟ	(Vaux)	to have to, must
9	銀行	yínháng	ㄧㄥˊ ㄏㄤˊ	(N)	bank
10	時候	shíhòu	ㄕㄟˊ ㄏㄡˋ	(N)	when
11	後天	hòutiān	ㄏㄡˋ ㄊㄩㄢ	(N)	the day after tomorrow

Names

12	大安	Dà'ān	ㄉㄚˋ ㄢ		Da-an (name of a KTV named after a district in Taipei, where Shida is also located)
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Phrases

13	下次	xià cì	ㄒㄩㄚˋ ㄘˋ		next time
14	沒問題	méi wèntí	ㄇㄟˊ ㄨㄣˋ ㄊㄧˊ		No problem.
15	對了	duìle	ㄉㄟˋ ㄌㄟ		by the way
16	有空	yǒu kòng	ㄩˇ ㄎㄨㄥˋ		to have free time
17	再見	zàijiàn	ㄗㄞˋ ㄐㄧㄢˋ		Goodbye.

對話二 Dialogue II

07-3



- 安 同：如玉，妳在吃飯啊？
- 如 玉：是，吃午餐，等一下要上課。你呢？
- 安 同：我剛下課。對了，下午四點半學校有籃球比賽。妳想去看嗎？
- 如 玉：想啊。比賽幾點結束？
- 安 同：六點半。妳晚上有事嗎？
- 如 玉：我最近很忙，每天晚上都上書法課。
- 安 同：學得怎麼樣？
- 如 玉：剛開始學，字寫得不好，可是我覺得很有意思。
- 安 同：我有空可以去看看嗎？
- 如 玉：我得問問老師。

課文拼音 Text in Pinyin

- Āntóng : Rúyù, nǐ zài chīfàn a?
Rúyù : Shì, chī wúcān, děng yíxià yào shàngkè. Nǐ ne?
Āntóng : Wǒ gāng xiàkè. Duìle, xiàwǔ sidiǎnbàn xuéxiào yǒu lánqiú bǐsài.
Nǐ xiǎng qù kàn ma?
Rúyù : Xiǎng a. Bǐsài jǐdiǎn jiéshù?
Āntóng : Liùdiǎnbàn. Nǐ wǎnshàng yǒu shì ma?
Rúyù : Wǒ zuìjìn hěn máng, měi tiān wǎnshàng dōu shàng shūfǎ kè.
Āntóng : Xué de zěnmeyàng?
Rúyù : Gāng kāishǐ xué, zì xiě de bù hǎo, kěshì wǒ juéde hěn yǒu yìsi.
Āntóng : Wǒ yǒu kòng kěyǐ qù kànkàn ma?
Rúyù : Wǒ děi wèn wèn lǎoshī.

課文英譯 Text in English

- Antong : (I see) you're eating , Ruyu?
Ruyu : Yeah, I'm eating lunch. I have class in a bit. How about you?
Antong : I just got out of class. By the way, there is a basketball game at school at 4:30 this afternoon. Would you like to go watch?
Ruyu : Yes, what time does the game end?
Antong : 6:30. Do you have something to do this evening?
Ruyu : I have been busy lately. I go to calligraphy class every evening.
Antong : How is that (the studying) going?
Ruyu : I just started studying. I'm not writing characters well, but I think it is interesting.
Antong : Can I go check it out sometime when I have free time?
Ruyu : I have to ask the instructor.

生詞二 Vocabulary II

07-4

Vocabulary

1	在	zài	ㄗㄞˋ	(Vs)	progressive aspect verb; in the process of doing something
2	午餐	wǔcān	ㄨˇ ㄘㄢ	(N)	lunch
3	剛	gāng	ㄍㄤ	(Adv)	just now
4	下課	xiàkè	ㄒㄩㄚˋ ㄎㄜˋ	(V-sep)	to finish class
5	下午	xiàwǔ	ㄒㄩㄚˋ ㄨˇ	(N)	afternoon
6	半	bàn	ㄅㄢˋ	(N)	half
7	比賽	bǐsài	ㄅㄧˇ ㄙㄞˋ	(N)	game, competition
8	結束	jiéshù	ㄐㄩㄝˊ ㄕㄨˋ	(Vp)	to finish
9	最近	zuìjìn	ㄗㄨㄟˋ ㄐㄧㄣˋ	(N)	recently, lately
10	忙	máng	ㄇㄤˊ	(Vs)	busy
11	每	měi	ㄇㄟˇ	(Det)	every, each
12	天	tiān	ㄊㄩㄢ	(M)	Measure word for day
13	書法	shūfǎ	ㄕㄨ ㄈㄚˇ	(N)	calligraphy
14	課	kè	ㄎㄜˋ	(N)	class
15	開始	kāishǐ	ㄎㄞ ㄕㄞˇ	(Vp)	to begin, to start
16	字	zì	ㄗˋ	(N)	character
17	寫	xiě	ㄒㄩㄝˇ	(V)	to write
18	可以	kěyǐ	ㄎㄜˋ ㄩˇ	(Vaux)	may (permission)
19	問	wèn	ㄨㄣˋ	(V)	to ask

Phrases

20	等一下	děng yíxià	ㄉㄥˇ ㄩˊ ㄒㄩㄚˋ		later
21	有事	yǒu shì	ㄩˇ ㄕㄞˋ		to be busy, to be engaged
22	有意思	yǒu yìsi	ㄩˇ ㄩˋ ㄙ		to be interesting, to be fun

文法 Grammar

I. Time and Place of Events

 拼音、英譯 p.146

Function: The time and place of events are often specified in sentences using the sequence Time + Place + Event. The subject of the sentence occurs either in front of or after Time.

- 1 他和他朋友下午在教室寫書法。
- 2 我昨天晚上到我家附近的咖啡店喝咖啡。
- 3 我們這個週末去圖書館看書。
- 4 你們明天早上十一點到我家來吃牛肉麵。

Structures:



Negation: The negative marker 不 *bù* appears before place elements.

- 1 我晚上不在家吃飯。
- 2 他和他哥哥最近都不來學校上課。
- 3 他們這個週末不去山上看風景。



Questions:

- 1 你下午要不要來學校打籃球？
- 2 你們現在在我家附近的商店買手機嗎？
- 3 你朋友晚上幾點去 KTV 唱歌？
- 4 他們什麼時候到花蓮看籃球比賽？
- 5 你和你妹妹明天早上要去哪裡看電影？

Usage:

1. Every event involves a time and a place. While the time and place may not be explicitly stated in the sentence, they are typically evident from the context. If there is no context, the references are 'right now' and 'right here'.
2. Note the word order. Time comes before place. For example, to express 'I don't eat dinner at home in the evening', we say 我晚上不在家吃飯。Wǒ wǎnshàng

bú zài jiā chīfàn or 晚上我不在家吃飯。Wǎnshàng wǒ bú zài jiā chīfàn, but not *我不在家吃飯晚上 Wǒ bú zài jiā chīfàn wǎnshàng.

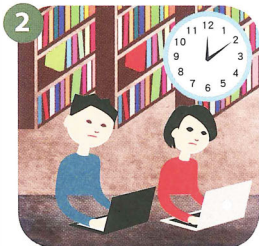
3. In Taiwan the sequence ‘去 / 來 + Place + VP’ is interchangeable with ‘到 + Place + 去 / 來 + VP’. For example, 我們晚上去 KTV 唱歌。Wǒmen wǎnshàng qù KTV chàngē. ‘We go to the KTV for singing in the evening’ is the same as 我們晚上到 KTV 去唱歌。Wǒmen wǎnshàng dào KTV qù chàngē. The latter, however, is not as common as the former in Taiwan.

練習 Exercise

Describe the pictures below by saying either Time or Place or both.



(晚上 / 他們家附近的餐廳 / 吃晚飯)
→ 他和他哥哥晚上七點在他們家附近的餐廳吃晚飯。



(中午 / 圖書館 / 上網)
→ 他和他妹妹...



(下午 / 九樓的教室 / 寫書法)
→ 這三個學生...



(早上 / 學校 / 打籃球)
→ 很多學生...

II. 從 *cóng*...到 *dào*... *from A to B*

 拼音、英譯 p.146

Function: This pattern is used to indicate the “from...to...” spatial distance between two places and the “from...to...” temporal duration of an event. In other words, A and B can refer to times or places.

- 1 我從早上十點二十分到下午一點十分有中文課。
- 2 我今天從早上到晚上都有空，歡迎你們來我家。
- 3 從我家到那個游泳池有一點遠。
- 4 我從我朋友家到這個地方來。
- 5 他從圖書館到那家餐廳去吃飯。

Structures:



Negation:

- 1 我們的書法課不是從九點到十一點。
- 2 陳先生的媽媽昨天不是從早上到晚上都很忙。
- 3 A：我什麼時候可以去你家？
B：我今天從早上到晚上都沒有空。可是明天可以。
- 4 從這棟大樓到那家 KTV 不遠。
- 5 我不想從學校到那裡去，想從我家去。



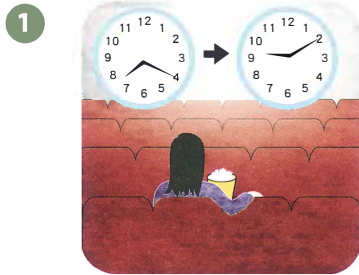
Questions:

Three different patterns can be employed in this construction.

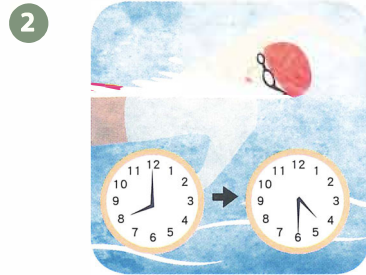
- 1 你們老師後天從早上到下午都有空嗎？（嗎）
- 2 請問從圖書館到你們宿舍遠不遠？（A-not-A）
- 3 他們想從宿舍還是圖書館到教室去上課？（A 還是 B）

練習 Exercise

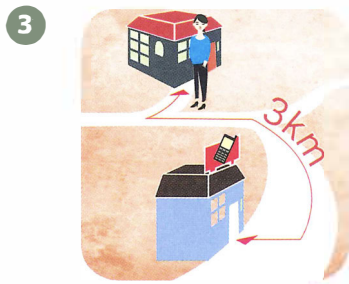
Describe the events in the pictures.



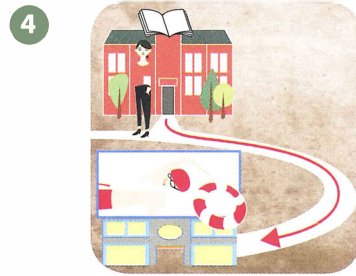
1 姐姐 _____ 在學校
看電影。



2 明天的游泳比賽 _____
_____，歡迎你們來。



3 Q: 從他家去那個商店遠不遠?
A: _____。



4 他從 _____ 到 _____ 去
_____。

III. Progressive, On-going Actions 在 zài

拼音、英譯 p.147

Function: 在 zài indicates an ongoing activity taking place at the present (default) or at a given time.

- 1 李老師在上課。
- 2 你看！陳先生在唱歌。
- 3 昨天下午五點我在做飯。

Structures:

Negation: Note that 不是 negation is more common than 不.

- 1 他不是在看書。他在看籃球比賽。
- 2 我不是在照相。我的手機不能照相。



Questions:

- ① 你們在喝什麼？
- ② 他們老師在上課嗎？
- ③ 他們在打籃球嗎？

Usage: Only action verbs can be used with the 在 *zài* structure. State verbs cannot go with 在 *zài*. It is not correct to say *手機在貴 *shǒujī zài guì*.

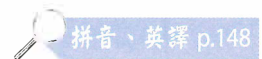
練習 Exercise

What are the people in his family doing?



- ① 我在踢足球。
- ② 爸爸…
- ③ 媽媽…
- ④ 姐姐…
- ⑤ 弟弟…

IV. 每 měi *each and every*



Function: The Determiner 每 *měi* indicates each and every.

- ① 他妹妹每天都有空。
- ② 他朋友每個週末都去學校附近的游泳池游泳。
- ③ 每一棟大樓都可以上網。
- ④ 他家人，每個人都會做甜點。

Structures: Sentences with 每 *měi* almost always include the adverb 都 *dōu* 'all' to reinforce the sense of "no exception". 每 + M + N + 都 See the examples above.



Negation:

1. The negation marker 不 *bù* or 沒 *méi* appears after 都 *dōu* but before the verb.
 - (1) 他每天都不忙。
 - (2) 我媽媽每個週末都沒空。
 - (3) 這家商店，每支手機都不便宜。

2. To indicate 'it is not the case that...', 不是 *búshì* is used before 每 (and also before 都 *dōu*).

- (1) 他朋友不是每天都去看電影。
- (2) 我們不是每天都有書法課。
- (3) 他的兄弟姐妹不是每個人都喜歡打球。



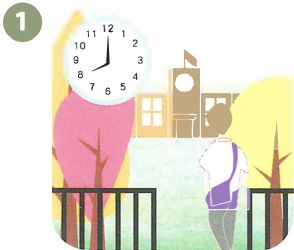
Questions:

- ① 他每個週末都去哪裡運動？
- ② 你爸爸每天都在家吃晚飯嗎？
- ③ 他的照片，每張都很好看嗎？

Usage: 每天 *měi tiān* is the same as 每一天 *měi yì tiān* 'every (single) day'. 一 *yī* 'one' is often omitted. Similarly, 每個 *měi ge* is the same as 每一個 *měi yì ge* 'every (single) one'.

練習 Exercise

Complete the sentences and dialogues below based on the pictures provided.



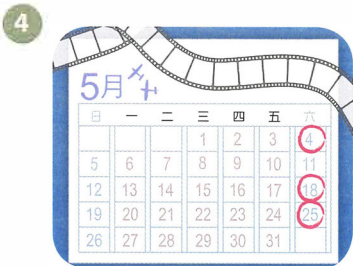
1 我哥哥每天...



2 每杯...



3 他的兄弟姐妹，每...



4 A: 他每個週末都去看電影嗎？

B: _____。



5 A: 他們學校，每棟大樓都很漂亮嗎？

B: _____。

V. 可以 kěyǐ *permission*

Function: 可以 kěyǐ indicates permission to perform an action.

- 1 我媽媽說，你們可以來我家打籃球。
- 2 爸爸說，我可以買這支手機。
- 3 我叫馬安同，你可以叫我小馬。

Structures: 可以 kěyǐ is an auxiliary verb and it precedes the verb.

Negation:

- 1 媽媽說，我不可以賣這支手機。
- 2 你不可以去圖書館裡面吃東西。
- 3 先生，對不起，你不可以去這裡照相。

Questions:

- 1 A: 我可以不可以去看你們的籃球比賽?
B: 沒問題!
- 2 A: 我想吃你的包子，可以嗎?
B: 可以啊。
- 3 A: 這是你的書嗎？我可以看看嗎？
B: 對不起，那不是我的書。

Usage:

1. In Lesson 3 “看電影可以學中文。” Kàn diànyǐng kěyǐ xué Zhōngwén. “Watching movies, (I) can learn Chinese” and in Lesson 5 “你可以教我嗎？” Nǐ kěyǐ jiāo wǒ ma? “Can you teach me?”, “可以” kěyǐ is used to inquire if it is possible for someone to do something. In this lesson, however, 可以 kěyǐ in the question 我有空可以去看看嗎？ Wǒ yǒu kòng kěyǐ qù kànkàn ma? “Can I go check it out when I have free time?” is used to ask for permission.
2. 不可以 can only be used to indicate “permission”, not “possibility”. The negative form can only be used to indicate permission. For example, “你不可以說老闆不好。” Nǐ bù kěyǐ shuō lǎobǎn bù hǎo. “You mustn’t say anything bad about the boss.” When you use “可不可以” or “可以不可以”, it can indicate either permission or possibility. For example,

- (1) 你可不可以明天來？(possibility)
 (2) 我可以不可以買一支新手機？(permission)

3. When answering a question, “可以” alone suffices.

A：媽媽，我可不可以買這支手機？

B：可以。

練習 Exercise

Please complete the following dialogues using 可以 / 不可以 / 可不可以 / 可以嗎？ .

- ① A：請問咖啡可以外帶嗎？
 B：外帶、內用都_____。
- ② A：這杯烏龍茶是誰的？我_____喝嗎？
 B：_____。請喝！
- ③ A：請問我們可不可以在這裡打網球？
 B：早上可以，可是晚上_____。
- ④ A：這個週末我們_____去你家看看？
 B：_____，我這個週末沒事。
- ⑤ A：我們_____在大教室裡面吃東西嗎？
 B：_____，可是小教室可以。

語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. Time and Place of Events

Function:

- 1 Tā hàn tā péngyǒu xiàwǔ zài jiàoshi xiě shūfǎ.
- 2 Wǒ zuótiān wǎnshàng dào wǒ jiā fùjìn de kāfēi diàn hē kāfēi.
- 3 Wǒmen zhè ge zhōumò qù túshūguǎn kànshū.
- 4 Nǐmen míngtiān zǎoshàng shíyīdiǎn dào wǒ jiā lái chī niúròu miàn.

Structures:



Negation:

- 1 Wǒ wǎnshàng bú zài jiā chīfàn.
- 2 Tā hàn tā gēge zuìjìn dōu bù lái xuéxiào shàngkè.
- 3 Tāmen zhè ge zhōumò bú qù shānshàng kàn fēngjǐng.



Questions:

- 1 Nǐ xiàwǔ yào bú yào lái xuéxiào dǎ lánqiú?
- 2 Nǐmen xiànzài zài wǒ jiā fùjìn de shāngdiàn mǎi shǒujī ma?
- 3 Nǐ péngyǒu wǎnshàng jǐdiǎn qù KTV chànggē?
- 4 Tāmen shénme shíhòu dào Huālián kàn lánqiú bǐsài?
- 5 Nǐ hàn nǐ mèimei míngtiān zǎoshàng yào qù nǎlǐ kàn diànyǐng?

Function:

- 1 He and his friends practice calligraphy in the afternoons in the classroom.
- 2 Last night, I went to a coffee shop near my house to have some coffee.
- 3 We will go to the library this weekend to study.
- 4 You guys come to my house to have beef noodles at 11:00 tomorrow morning.

Structures:



Negation:

- 1 I don't eat dinner at home in the evenings.
- 2 He and his brother haven't come to school for classes lately.
- 3 They are not going up the mountain to view the scenery this weekend.



Questions:

- 1 Would you like to come to school to play basketball in the afternoon?
- 2 Are you buying a cell phone in the shop near my house right now?
- 3 What time do your friends go to KTV to sing in the evening?
- 4 When are they going to Hualien to watch the basketball game?
- 5 Where are you and your sister going to go see the movie tomorrow morning?

II. 從 cóng...到 dào... from A to B

Function:

- 1 Wǒ cóng zǎoshàng shídiǎn èrshífēn dào xiàwǔ yīdiǎn shífēn yǒu Zhōngwén kè.

Function:

- 1 I have Chinese class from 10:20am to 1:10pm.

- 2 Wǒ jīntiān cóng zǎoshàng dào wǎnshàng dōu yǒu kòng, huānyíng nǐmen lái wǒ jiā.
- 3 Cóng wǒ jiā dào nà ge yóuyǒngchí yǒu yídiǎn yuǎn.
- 4 Wǒ cóng wǒ péngyǒu jiā dào zhè ge dìfāng lái.
- 5 Tā cóng túshūguǎn dào nà jiā cāntīng qù chīfàn.

Structures:**Negation:**

- 1 Wǒmen de shūfǎ kè búshì cóng jiǔdiǎn dào shíyídiǎn.
- 2 Chén Xiānshēng de māma zuótiān búshì cóng zǎoshàng dào wǎnshàng dōu hěn máng.
- 3 A: Wǒ shénme shíhòu kěyǐ qù nǐ jiā?
B: Wǒ jīntiān cóng zǎoshàng dào wǎnshàng dōu méi yǒu kòng, kěshì míngtiān kěyǐ.
- 4 Cóng zhè dòng dàlóu dào nà jiā KTV bù yuǎn.
- 5 Wǒ bù xiǎng cóng xuéxiào dào nǎlǐ qù, xiǎng cóng wǒ jiā qù.

**Questions:**

- 1 Nǐmen lǎoshī hòutiān cóng zǎoshàng dào xiàwǔ dōu yǒu kòng ma?
- 2 Qǐngwèn cóng túshūguǎn dào nǐmen sùshè yuǎn bù yuǎn?
- 3 Tāmen xiǎng cóng sùshè hái shì túshūguǎn dào jiàoshì qù shàngkè?

- 2 I am free from morning to night today. (You're) welcome to come to my house.
- 3 From my house to that swimming pool is a little far.
- 4 I came to this place from my friend's house.
- 5 He went from the library to that restaurant to eat.

Structures:**Negation:**

- 1 Our calligraphy class is not from 9 to 11.
- 2 Mr. Chen's mom wasn't busy yesterday from morning to night.
- 3 A: When can I go to your house?
B: I don't have time from morning to night today, but tomorrow is OK.
- 4 It is not far from this building to that KTV.
- 5 I don't want to go there from school. I want to go from my house.

**Questions:**

- 1 Is your teacher free from morning to afternoon the day after tomorrow?
- 2 Excuse me, is it far from the library to your dorm?
- 3 Do they want to go from the dorm or from the library to the classroom for class?

III. 在 zài Progressive, On-going Actions**Function:**

- 1 Lǐ Lǎoshī zài shàngkè.
- 2 Nǐ kàn! Chén Xiānshēng zài chànggē.
- 3 Zuótiān xiàwǔ wǔdiǎn wǒ zài zuòfàn.

Function:

- 1 Teacher Li is in class right now.
- 2 Look! Mr. Chen is singing.
- 3 I was cooking at 5:00 in the afternoon yesterday.

Structures:

Negation:

- ① Tā búshì zài kànshū. Tā zài kàn lánqiú bǐsài.
- ② Wǒ búshì zài zhàoxiàng. Wǒ de shǒujī bù néng zhàoxiàng.

Questions:

- ① Nǐmen zài hē shénme?
- ② Tāmen lǎoshī zài shàngkè ma?
- ③ Tāmen zài dǎ lánqiú ma?

Structures:

Negation:

- ① He is not reading. He is watching a basketball game.
- ② I am not taking a picture. My cellphone can't take photos.

Questions:

- ① What are you drinking?
- ② Is their teacher in class now?
- ③ Are they playing the basketball?

IV. 每 měi *each and every*

Function:

- ① Tā mēimei měi tiān dōu yǒu kòng.
- ② Tā péngyǒu měi ge zhōumò dōu qù xuéxiào fùjìn de yóuyǒngchí yóuyǒng.
- ③ Měi yí dòng dàlóu dōu kěyǐ shàngwǎng.
- ④ Tā jiārén, měi ge rén dōu huì zuò tiándiǎn.

Structures:

Negation:

1. (1) Tā měi tiān dōu bù máng.
(2) Wǒ māma měi ge zhōumò dōu méi kòng.
(3) Zhè jiā shāngdiàn, měi zhī shǒujī dōu bù piányí.
2. (1) Tā péngyǒu búshì měi tiān dōu qù kàn diànyǐng.
(2) Wǒmen búshì měi tiān dōu yǒu shūfǎ kè.
(3) Tā de xiōngdì jiěmèi búshì měi ge rén dōu xǐhuān dǎ qiú.

Function:

- ① His sister is free every day.
- ② His friend goes to the swimming pool near the school to swim every weekend.
- ③ The internet can be accessed from every building.
- ④ Everyone in his family can make desserts.

Structures:

Negation:

1. (1) He gets lots of free time every day.
(2) My mom is busy every weekend.
(3) Every cellphone (sold) in this store is not cheap.
2. (1) His friend does not go to see a movie every day.
(2) We don't have calligraphy class every day.
(3) Not all his siblings like to play ball.

 Questions:

- ① Tā měi ge zhōumò dōu qù nǎlǐ yùndòng?
- ② Nǐ bàba měi tiān dōu zài jiā chī wǎnfàn ma?
- ③ Tā de zhàopiàn, měi zhāng dōu hěn hǎokàn ma?

 Questions:

- ① Where does he go every weekend to exercise?
- ② Does your dad eat dinner at home every day?
- ③ Does every one of his photos look nice?

V. 可以 kěyǐ *permission*

Function:

- ① Wǒ māma shuō, nǐmen kěyǐ lái wǒ jiā dǎ lánqiú.
- ② Bàba shuō, wǒ kěyǐ mǎi zhè zhī shǒujī.
- ③ Wǒ jiào Mǎ Āntóng, nǐ kěyǐ jiào wǒ Xiǎo Mǎ.

Structures:

 Negation:

- ① Māma shuō, wǒ bù kěyǐ mǎi zhè zhī shǒujī.
- ② Nǐ bù kěyǐ zài túshūguǎn lǐmiàn chī dōngxi.
- ③ Xiānshēng, duìbùqǐ, nǐ bù kěyǐ zài zhèlǐ zhàoxiàng.

 Questions:

- ① A: Wǒ kěyǐ bù kěyǐ qù kàn nǐmen de lánqiú bǐsài?
B: Méi wèntí!
- ② A: Wǒ xiǎng chī nǐ de bāozi, kěyǐ ma?
B: Kěyǐ a.
- ③ A: Zhè shì nǐ de shū ma? Wǒ kěyǐ kànkàn ma?
B: Duìbùqǐ, nà búshì wǒ de shū.

Usage:

2. (1) Nǐ kě bù kěyǐ míngtiān lái?
- (2) Wǒ kěyǐ bù kěyǐ mǎi yì zhī xīn shǒujī?
3. A: Māma, wǒ kě bù kěyǐ mǎi zhè zhī shǒujī?
B: Kěyǐ.

Function:

- ① My mom said you can come to my house to play basketball.
- ② Dad said I can buy this cellphone.
- ③ My name is Ma An-tong. You can call me Xiao Ma.

Structures:

 Negation:

- ① Mom says I can't sell this cellphone.
- ② You cannot eat in the library.
- ③ Sir, excuse me. You cannot take pictures here.

 Questions:

- ① A: Can I go watch your basketball game?
B: No problem.
- ② A: I want to eat your baozi. Would that be okay?
B: Sure.
- ③ A: Is this your book? Can I check it out?
B: Sorry, that's not my book.

Usage:

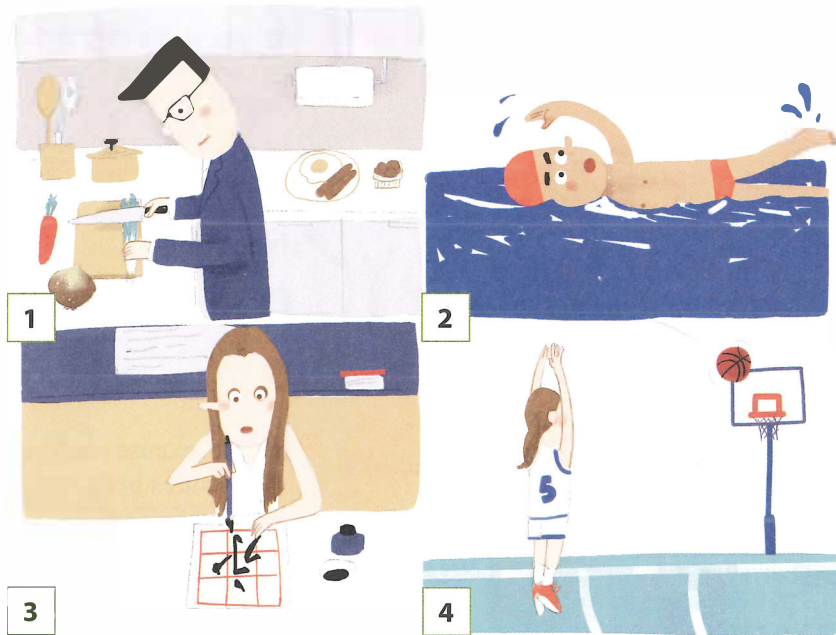
2. (1) Can you come tomorrow?
- (2) Can I buy a new cellphone?
3. A: Mom, can I buy this cellphone?
B: Yes.

課室活動 Classroom Activities

I. What Are They Doing?

Goal: Learning to describe an activity in progress.

Task: Please look at the pictures below and describe what they are doing and how well they are doing it.

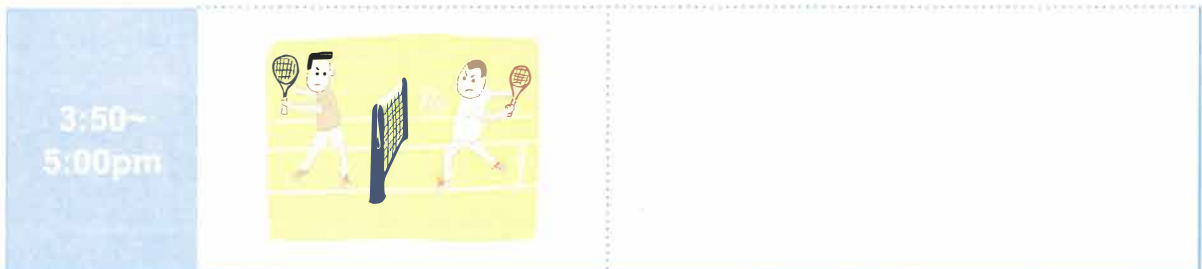


II. Daily Routines

Goal: Learning to describe actions that take place at certain points in time or during certain time frames.

Task 1: The table below shows 小明 Xiaoming's daily routine. Please refer to it to complete the sentences in the far right column.

<p>8:00am</p>		<p>他八點到學校來。</p>
<p>8:10~ 10:00am</p>		<p>他從 _____ 到 _____ 有中文課。</p>
<p>10:20~ 11:30am</p>		<p>他從 _____ 到 _____ 在教室 _____。</p>
<p>12:00~ 1:00pm</p>		<p>他和他朋友從 _____ 到 _____ 在學校附近的餐 廳 _____。</p>
<p>3:30pm</p>		<p>他和他朋友…</p>



Task 2: Pair up with a classmate and take turns telling each other what each of you did yesterday. Report your findings to the class.

同學的名字：_____

Name of classmate

	什麼時候 When	在哪裡 Where	做什麼 What
早上 Morning			
中午 Noon			
下午 Afternoon			
晚上 Evening			

III. Daily Activity Survey

Goal: Learning to talk about habitual actions. Learning to tell and ask about time.

Task 1: Interview your classmates and find out which of the following activities is something they do everyday. Write down their names and ask when they usually do these things.

每天做的事	名字	什麼時候做
喝咖啡		
學中文		
運動		
上網		
吃甜點		
聽音樂		
看電影		

Task 2: What are some of the things that people in your family have to do every day or weekend?

IV. Scheduling an Appointment

Goal: Learning to make an appointment with a friend.

Task: It is the weekend and you want to go out with your friend. Pair up with a classmate and write down your conversation. (Try to limit it to 10 sentences or less.) You may use the following words: 有空, 最近, 可以, 在哪裡, 什麼時候, 幾點.

V. Advertisements

Goal: Learning to describe an activity in progress or that takes place, at a point in time or during a certain time frame.

Task: You see the following poster at school. Tell your classmates what you see and ask if they are interested. Other students can ask questions about the activity shown, such as training time and location.

We Want You!!
龍舟隊
(Dragon Boat Team)

- ❖ Requirements:
會游泳、會說一點中文
- ❖ 練習時間 Practice time:
每天 6:30~9:00 am
- ❖ 地方: 新店 Xīndiàn

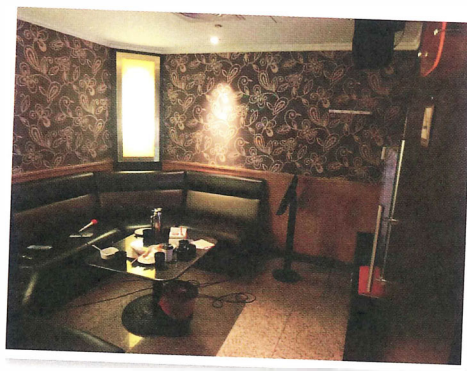
師大國語中心



文化 Bits of Chinese Culture

KTV — A Popular Leisure Activity in Taiwan

In Taiwan, singing is a very popular activity for people of all ages. Many people enjoy singing, at old-fashioned karaoke (KTV) bars and the more hip KTV chains. Some families even have a karaoke machine at home that allows them to sing whenever the mood strikes, or to invite friends over to join in on the fun. Some banquet venues even have a karaoke station where guests can sing whenever they like, thereby entertaining the other guests while they eat.



▲ KTV rooms

People don't need a reason to go sing. They do it in their free time for birthdays, or for other celebrations. Due to its popularity, newer KTV's are providing a wider range of services, including serving a wide selection of food and drinks to attract more customers.



▲ Food and drinks at karaoke bars



▲ Singing in KTVs 《聯合報》侯永全 / 攝影

Notes on Pinyin and Pronunciation

Pinyin Rules

When the vowel “u” is followed by “en” and is preceded by a consonant, the “e” is omitted and the spelling becomes “-un”. The “e”, however, is still pronounced, e.g., jūn 君 in Lesson 2.

Chinese Punctuation Marks

Chinese punctuation marks were designed based on the Western system. While a number of them are similar in forms and functions to their Western counterparts, some had been created locally, as shown below.

Equivalents			
	Marks	Pinyin	Functions
1	,	dòuhào	comma
2	;	fēnhào	semicolon
3	:	màohào	colon
4	!	jīngtánhào	exclamation
5	?	wèn hào	question mark
6	()	guāhào	parentheses
Non-equivalents			
7	。	jùhào	period
8	「 」	yǐnhào	single quotation mark
9	『 』	shuāngyǐnhào	double quotation mark
10	、	dùnhào	enumeration
11	……	shānjié hào	ellipsis
12	——	pòzhé hào	em dash
13	_____	zhuānmíng hào	name mark
14	~~~~ 《 》	shūmíng hào	title marks
15	< >	piānmíng hào	single title marks
16	•	jiàngé hào	separator mark



Self-Assessment Checklist

I can tell and ask about time.

20% 40% 60% 80% 100%



I can describe an activity that takes place at a point in time (time-when) or during a certain frame (time-duration).

20% 40% 60% 80% 100%




I can make appointments with friends.

20% 40% 60% 80% 100%



I can talk about a habitual activity.

20% 40% 60% 80% 100%





note



LESSON

8


第八課

坐火車去臺南

Taking a Train to Tainan

學習目標 Learning Objectives

Topic: 交通工具 Transportation

- Learning the names of different types of transportation and talking about getting to destinations.
 - Learning to talk about some one's plans for their free time.
 - Learning to make simple comparisons about various modes of transportation.
 - Learning to explain likes and dislikes.
- 

LESSON
8

坐火車去臺南

Taking a Train to Tainan

對話一 Dialogue I

08-1



- 如 玉：這個週末，我想跟朋友去臺南玩。
- 明 華：怎麼去？
- 如 玉：我想坐火車去。
- 明 華：火車太慢了，要四個多鐘頭，坐高鐵比較快。
- 如 玉：可是聽說高鐵車票非常貴。
- 明 華：高鐵車票有一點貴，但是坐高鐵又快又舒服。
- 如 玉：我不知道在哪裡買票。
- 明 華：在高鐵站、網路上或是便利商店都可以。
- 如 玉：這麼方便！那我坐高鐵去，謝謝你。

課文拼音 Text in Pinyin

- Rúyù : Zhè ge zhōumò, wǒ xiǎng gēn péngyǒu qù Táinán wán.
 Míng huá : Zěnmē qù?
 Rúyù : Wǒ xiǎng zuò huǒchē qù.
 Míng huá : Huǒchē tài màn le, yào sì ge duō zhōngtóu, zuò gāotiē bǐjiào kuài.
 Rúyù : Kěshì tīngshuō gāotiē chēpiào fēicháng guì.
 Míng huá : Gāotiē chēpiào yǒu yìdiǎn guì, dànshì zuò gāotiē yòu kuài yòu shūfú.
 Rúyù : Wǒ bù zhīdào zài nǎlǐ mǎi piào.
 Míng huá : Zài gāotiēzhàn, wǎnglù shàng huòshì biànlì shāngdiàn dōu kěyǐ.
 Rúyù : Zhème fāngbiàn! Nà wǒ zuò gāotiē qù, xièxie nǐ.

課文英譯 Text in English

- Ruyu : I want to go to Tainan with friends this weekend.
 Minghua : How are you going ?
 Ruyu : I would like to go by train.
 Minghua : The train is too slow. It takes more than 4 hours. Taking the High Speed Rail is faster.
 Ruyu : But I've heard that the High Speed Rail tickets are very expensive.
 Minghua : High Speed Rail tickets are a bit expensive, but the High Speed Rail is both fast and comfortable.
 Ruyu : I don't know where to buy tickets.
 Minghua : At High Speed Rail stations, online, or at convenience stores.
 Ruyu : That is so convenient. Then I'll go by High Speed Rail. Thank you.

生詞一 Vocabulary I



Vocabulary

1	坐	zuò	坐	(V)	to take by, to travel by
2	火車	huǒchē	火車	(N)	train
3	跟	gēn	跟	(Prep)	with
4	玩	wán	玩	(V)	to have fun
5	怎麼	zěnmē	怎麼	(Adv)	how
6	慢	màn	慢	(Vs)	slow
7	鐘頭	zhōngtóu	鐘頭	(N)	hour
8	比較	bǐjiào	比較	(Adv)	(comparatively) more
9	快	kuài	快	(Vs)	fast
10	車票	chēpiào	車票	(N)	(train, bus) ticket
11	非常	fēicháng	非常	(Adv)	very
12	但是	dànshì	但是	(Conj)	but, however
13	又	yòu	又	(Adv)	both...and...
14	舒服	shūfú	舒服	(Vs)	comfortable
15	站	zhàn	站	(N)	station
16	或是	huòshì	或是	(Conj)	or

Names

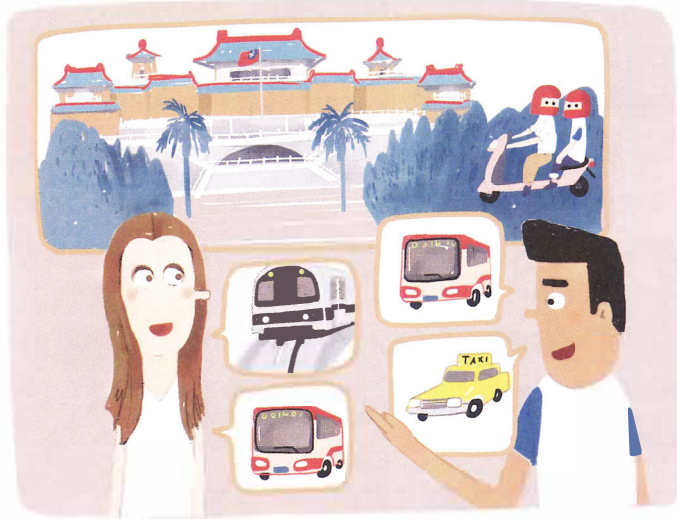
17	臺南	Táinán	臺南		a city in southwestern Taiwan
18	高鐵	gāotiě	高鐵		High Speed Rail (HSR)

Phrases

19	網路上	wǎnglù shàng	網路		on the Internet
20	便利商店	biànlì shāngdiàn	便利	商店	convenience store

對話二 Dialogue II

08-3



- 如 玉：安同，明天我們沒課，你想去哪裡？
- 安 同：我要跟同學去參觀故宮博物院。
- 如 玉：聽說那裡有很多中國古代的東西。
- 安 同：是啊。妳要跟我們去看看嗎？
- 如 玉：好。怎麼去？
- 安 同：我同學騎機車載我。妳可以坐公共汽車去。
- 如 玉：我想坐捷運去。比較快。
- 安 同：不行，到故宮沒有捷運。妳要不要坐計程車去？
- 如 玉：太貴了！我坐公車。騎機車比坐公車快嗎？
- 安 同：差不多。

課文拼音 Text in Pinyin

- Rúyù : Āntóng, míngtiān wǒmen méi kè. Nǐ xiǎng qù nǎlǐ?
 Āntóng : Wǒ yào gēn tóngxué qù cānguān Gùgōng Bówùyuan.
 Rúyù : Tīngshuō nàlǐ yǒu hěn duō Zhōngguó gǔdài de dōngxi.
 Āntóng : Shì a. Nǐ yào gēn wǒmen qù kànkàn ma?
 Rúyù : Hǎo. Zěnmē qù?
 Āntóng : Wǒ tóngxué qí jīchē zài wǒ. Nǐ kěyǐ zuò gōnggòng qìchē qù.
 Rúyù : Wǒ xiǎng zuò jié yùn qù. Bǐjiào kuài.
 Āntóng : Bù xíng, dào Gùgōng méi yǒu jiéyùn. Nǐ yào bú yào zuò jìchéngchē qù?
 Rúyù : Tài guì le! Wǒ zuò gōngchē. Qí jīchē bǐ zuò gōngchē kuài ma?
 Āntóng : Chābùduō.

課文英譯 Text in English

- Ruyu : Antong, we don't have class tomorrow. Where do you want to go?
 Antong : I am going to go to the Palace Museum with my classmates.
 Ruyu : I've heard that there are a lot of ancient Chinese things there.
 Antong : Yes. Would you like to go with us to check it out?
 Ruyu : OK. How are you going?
 Antong : My classmate is taking me on his scooter. You can take the bus.
 Ruyu : I want to take the MRT. It is faster.
 Antong : Won't work. There is no MRT to the Palace Museum. Do you want to take a taxi?
 Ruyu : Too expensive. I'll take the bus. Is it faster to ride a scooter than to take the bus?
 Antong : About the same.

生詞二 Vocabulary II

08-4

Vocabulary

- | | | | | | |
|---|----|---------|--------|-----|---------------------------|
| 1 | 同學 | tóngxué | 同
學 | (N) | classmate |
| 2 | 參觀 | cānguān | 參
觀 | (V) | to visit (an institution) |
| 3 | 古代 | gǔdài | 古
代 | (N) | ancient times |

4	騎	qí	騎	(V)	to ride
5	機車	jīchē	機車	(N)	motorcycle, scooter
6	載	zài	載	(V)	to give someone a ride (on / in a vehicle, e.g. motorcycle, bicycle or car)
7	捷運	jiéyùn	捷運	(N)	Mass Rapid Transit (MRT)
8	比	bǐ	比	(Prep)	(more...) than

Names

9	故宮博物院 (故宮)	Gùgōng Bówùyùàn	故宮博物院		National Palace Museum
10	中國	Zhōngguó	中國		China

Phrases

11	公共汽車 (公車)	gōnggòng qìchē	公共汽車		bus
12	不行	bù xíng	不行		will not do
13	計程車	jìchéngchē	計程車		taxi
14	差不多	chābùduō	差不多		about the same

文法 Grammar

I. Companionship with 跟 gēn

 拼音、英譯 p.172

Function: The preposition 跟 gēn introduces somebody one does something with.

- ① 我常跟哥哥去看棒球比賽。
- ② 我跟朋友在餐廳吃飯。
- ③ 我週末要跟同學去參觀故宮。

Structures: The ‘跟 *gēn* + somebody’ expression appears before the VP as do all prepositional phrases. The adverb 一起 *yìqǐ* is commonly associated with 跟 *gēn* and is placed in front of the main verb.



Negation: The negation marker 不 *bù* appears before 跟 *gēn*.

- 1 我今天不跟同學去上書法課。
- 2 他不跟我一起去 KTV 唱歌。
- 3 妹妹不跟我去吃越南菜。



Questions:

- 1 你要跟他去日本嗎？
- 2 你常跟誰去看電影？
- 3 你想跟我去打網球嗎？
- 4 你跟不跟我去圖書館看書？

練習 Exercise

Take turns asking and answering the following questions.

A (問)	B (答)
1 你喜歡跟誰去玩？	我喜歡跟 _____ 。
2 你想跟誰去看電影？	我想跟 _____ 。
3 你要跟誰去打籃球？	我要跟 _____ 。
4 你常跟誰吃晚飯？	我常跟 _____ 。
5 你跟他在做什麼？	我跟他在 _____ 。
6 你跟你哥哥去看棒球比賽嗎？	我不跟 _____ 去， 我跟 _____ 去。
7 你跟他去吃牛肉麵嗎？	我 _____ ，我在家吃飯。

II. Asking How with 怎麼 zěnmě



Function: 怎麼 zěnmě, 'how?', is a question adverb, used to ask how something is done.

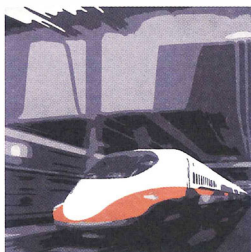
- ① 你們怎麼去？
- ② 這個菜怎麼做？
- ③ 這個歌怎麼唱？
- ④ 這支新手機怎麼上網？

Usage: 怎麼 'How?' is quite different from 怎麼樣 'How is it? / What do you think?' 怎麼 is an adverb, whereas 怎麼樣 is a state verb. Compare 這個菜怎麼做? Zhè ge cài zěnmě zuò? 'How is this dish made?' with 這個菜怎麼樣? Zhè ge cài zěnmeyàng? 'How is this dish? / What do you think of this dish?'

練習 Exercise

Describe the manner of action to be carried out in the situations given below.

安同可以怎麼去 學校 / 臺南 / 故宮 / 朋友家？



III. Implicit Comparison with 比較 *bǐjiào*

Function: The adverb 比較 *bǐjiào* conveys implicit comparison. The comparison is understood based on the context.

- 1 今天比較熱。
- 2 越南餐廳很遠。坐捷運比較快。
- 3 我們家，姐姐比較會做飯。

Structures: Adverbs do not take negation directly. Negation goes with the main verb.

Negation:

- 1 昨天比較不熱。
- 2 他比較不喜歡游泳。
- 3 我最近比較沒有空。

Questions:

- 1 咖啡和茶，你比較喜歡喝咖啡嗎？
- 2 你和哥哥，你比較會打棒球嗎？
- 3 他比較想去看美國電影還是日本電影？

Usage: In mainland China, 比較 *bǐjiào* can be used as an adverb meaning ‘quite, rather’ without a sense of comparison. 他的法文說得比較好。Tā de Fǎwén shuō de bǐjiào hǎo. ‘He speaks French rather well.’ In Taiwan, 比較 *bǐjiào* always indicates a comparison. 哥哥和我，我比較高。Gēge hàn wǒ, wǒ bǐjiào gāo. ‘Between me and my brother, I am taller.’

練習 Exercise

Make sentences with 比較 *bǐjiào* by using the words given in the parentheses. E.g., 坐計程車比較快。Zuò jìchéngchē bǐjiào kuài. (It would be faster to take a taxi (to get there).)

1



快

2



常

3



喜歡

4



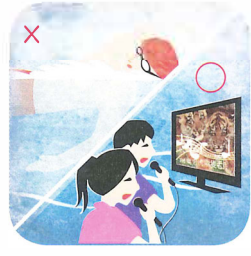
舒服

5



慢

6



有意思

IV. 又 yòu... 又 yòu... both A and B

拼音、英譯 p.173

Function: The pattern 又 yòu... 又 yòu... “both A and B” is used to indicate two qualities, situations, or behaviors that are true of the person or thing being discussed.

- ① 這家餐廳的菜，又便宜又好吃，所以我們常來吃。
- ② 坐高鐵又快又舒服，可是有一點貴。
- ③ 我又想喝茶又想喝咖啡，但是這裡沒有便利商店。

Structures: 又 + Vs + 又 + Vs.



Negation: The negation marker 不 bù appears after both the first 又 yòu and the second 又 yòu, forming 又不 yòu bù... 又不 yòu bù....

- ① 老闆今天做的臭豆腐，又不臭又不辣。我覺得不好吃。
- ② 我的舊手機又不能照相又不能上網。我想買新的。

練習 Exercise

Complete the dialogues below using the 又...又... pattern.

- ① A: 這家咖啡店的咖啡怎麼樣?
B: _____。(便宜、好喝)
- ② A: 你覺得這個電影怎麼樣?
B: _____。(好看、有意思)

3 A：我們週末去運動還是在家看書？

B：_____，我們去 KTV 唱歌。
(不想…不想…)

4 A：你為什麼不買這種手機？

B：_____。(不好看、不能上網)

5 A：這種甜點好吃嗎？

B：_____。(好吃、便宜)

V. Comparison with 比 bǐ



Function: The 比 bǐ preposition indicates an explicit comparison between two items.

- 1 山上的風景比這裡漂亮。
- 2 我們學校比他們學校遠。
- 3 坐捷運比坐火車快。

Structures: A 比 B Vs.



Negation: The 比 pattern can be negated by either 不 bù or 不是 búshì.

- 1 在家上網不比在學校快。
- 2 我的車不比他的車貴。
- 3 坐公車不是比坐計程車快。



Questions:

- 1 他們學校比你們學校遠嗎？
- 2 這種手機比那種貴嗎？

Usage: In the 比 bǐ pattern, degree adverbs like 很 hěn 'very', 真 zhēn 'really', and 非常 fēicháng 'extraordinary' do not appear before the Vs. It is incorrect, therefore, to say:

- 1 *我的手機比他的很貴。
- 2 *坐高鐵比坐火車非常快。

練習 Exercise

Use the vocabulary you learned to compare the situations given in the pictures.

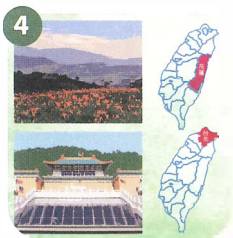


Example

A: 週末你想去看電影還是去 KTV 唱歌？
為什麼？

B: 我想去 KTV 唱歌。我覺得去 KTV 唱歌比看電影有意思。

有意思、好玩、快、慢、便宜、貴、美……



語法例句拼音與英譯

Grammar examples in Pinyin and English

I. Companionship with 跟 gēn

Function:

- 1 Wǒ cháng gēn gēge qù kàn bàngqiú bǐsài.
- 2 Wǒ gēn péngyǒu zài cāntīng chīfàn.
- 3 Wǒ zhōumò yào gēn tóngxué qù cānguān Gùgōng.

Structures:



Negation:

- 1 Wǒ jīntiān bù gēn tóngxué qù shàng shūfǎ kè.
- 2 Tā bù gēn wǒ yìqǐ qù KTV chàngē.
- 3 Mèimei bù gēn wǒ qù chī Yuènnán cài.



Questions:

- 1 Nǐ yào gēn tā qù Riběn ma?
- 2 Nǐ cháng gēn shéi qù kàn diànyǐng?
- 3 Nǐ xiǎng gēn wǒ qù dǎ wǎngqiú ma?
- 4 Nǐ gēn bù gēn wǒ qù túshūguǎn kànshū?

Function:

- 1 I often go see baseball games with my brother.
- 2 I am having a meal at a restaurant with friends.
- 3 I'm going to go visit the Palace Museum this weekend with a classmate.

Structures:



Negation:

- 1 I am not going to go to the calligraphy class with my classmate today.
- 2 He isn't going to go to KTV with me.
- 3 My sister isn't going to go with me to have Vietnamese food.



Questions:

- 1 Are you going to go to Japan with him?
- 2 Who do you often go with to see movies?
- 3 Do you want to go with me to play tennis?
- 4 Are you going to go with me to the library to study?

II. Asking How with 怎麼 zěnmě

Function:

- 1 Nǐmen zěnmě qù?
- 2 Zhè ge cài zěnmě zuò?
- 3 Zhè ge gē zěnmě chàng?
- 4 Zhè zhī xīn shǒujī zěnmě shàngwǎng?

Function:

- 1 How do you go there?
- 2 How do you make this dish?
- 3 How do you sing this song?
- 4 How do I access the internet using this new cellphone?

III. Implicit Comparison with 比較 bǐjiào

Function:

- 1 Jīntiān bǐjiào rè.
- 2 Yuènnán cāntīng hěn yuǎn. Zuò jiéyùn bǐjiào kuài.
- 3 Wǒmen jiā, jiějie bǐjiào huì zuòfàn.

Structures:



Negation:

- 1 Zuótiān bǐjiào bú rè.
- 2 Tā bǐjiào bù xǐhuān yóuyǒng.
- 3 Wǒ zuìjìn bǐjiào méi yǒu kòng.



Questions:

- 1 Kāfēi hàn chá, nǐ bǐjiào xǐhuān hē kāfēi ma?
- 2 Nǐ hàn gēge, nǐ bǐjiào huì dǎ bàngqiú ma?
- 3 Tā bǐjiào xiǎng qù kàn Měiguó diànyǐng hái shì Rìběn diànyǐng?

Function:

- 1 Today is relatively hot.
- 2 The Vietnamese restaurant is very far. Taking the MRT would be faster.
- 3 In our family, my elder sister cooks better.

Structures:



Negation:

- 1 Yesterday was less hot.
- 2 He doesn't like swimming as much (compared to some other activity or to someone else.)
- 3 I have been relatively busy lately.



Questions:

- 1 Coffee and tea, do you prefer drinking coffee?
- 2 Between you and your older brother, do you play baseball better?
- 3 Would he prefer to go watch an American movie or a Japanese movie?

IV. 又 yòu... 又 yòu... both A and B

Function:

- 1 Zhè jiā cāntīng de cài, yòu piányí yòu hǎochī, suǒyǐ wǒmen cháng lái chī.
- 2 Zuò gāotiě yòu kuài yòu shūfú, kěshì yòu yìdiǎn guì.
- 3 Wǒ yòu xiǎng hē chá yòu xiǎng hē kāfēi, dànshì zhèlǐ méi yǒu biànlì shāngdiàn.

Structures:



Negation:

- 1 Lǎobǎn jīntiān zuò de chòu dòufǔ yòu bú chòu yòu bú là. Wǒ juéde bù hǎochī.
- 2 Wǒ de jiù shǒujī yòu bù néng zhàoxiàng yòu bù néng shàngwǎng. Wǒ xiǎng mǎi xīn de.

Function:

- 1 The food in this restaurant is both inexpensive and delicious, so we often eat here.
- 2 Taking the High Speed Rail is both fast and comfortable, but it's a little expensive.
- 3 I want to drink both tea and coffee, but there are no convenience stores here.

Structures:



Negation:

- 1 The stinky tofu that the vendor made today tastes neither stinky nor spicy. I don't think it tastes any good.
- 2 My old cellphone cannot take photos, nor can it go online. I want to buy a new one.

V. Comparison with 比 bǐ

Function :

- 1 Shānshàng de fēngjǐng bǐ zhèlǐ piàoliàng.
- 2 Wǒmen xuéxiào bǐ tāmen xuéxiào yuǎn.
- 3 Zuò jiéyùn bǐ zuò huǒchē kuài.

Structures:



Negation:

- 1 Zài jiā shàngwǎng bù bǐ zài xuéxiào kuài.
- 2 Wǒ de chē bù bǐ tā de chē guì.
- 3 Zuò gōngchē búshì bǐ zuò jìchéngchē kuài.



Questions:

- 1 Tāmen xuéxiào bǐ nǐmen xuéxiào yuǎn ma?
- 2 Zhè zhǒng shǒujī bǐ nà zhǒng guì ma?

Function :

- 1 The view on the mountain is more beautiful than here.
- 2 Our school is farther away than their school.
- 3 Taking the MRT is faster than taking the train.

Structures:



Negation:

- 1 Using the internet at home is not faster than using it at school.
- 2 My car is not more expensive than his.
- 3 Taking the bus is not faster than taking a taxi.



Questions:

- 1 Is their school farther away than your school?
- 2 Is this kind of cellphone more expensive than that kind?

課室活動 Classroom Activities

I. Making Arrangements

Goal: Learning to talk about your plans in your free time.

Task: Pretend to make plans with your family or friends, fill in the following time slots with your plans, then talk about your plans.

Example

今天下午我要跟媽媽坐公車到學校附近去吃越南菜。

什麼時候	跟誰	怎麼去	去哪裡	做什麼事
今天下午	媽媽	坐公車	學校附近	吃越南菜
今天晚上				
明天中午				
明天晚上				
這個週末				

II. Tell Us What You Think

Goal: Learning to explain what somebody likes or dislikes about something.

Task: Your classmate likes to ask you “why?”. Please give him/her at least two reasons, e.g.,

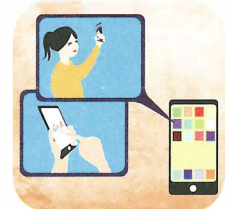
A：為什麼你喜歡喝烏龍茶？

B：烏龍茶又好喝又便宜，所以我喜歡。

① 你為什麼常坐高鐵？



② 你為什麼要買這種手機？



③ 你為什麼不吃那家的牛肉麵？



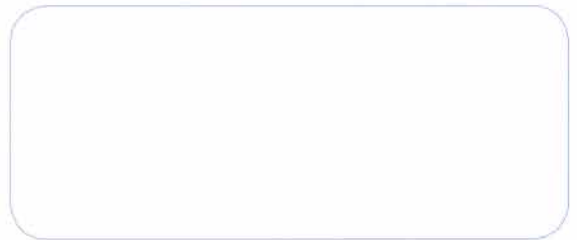
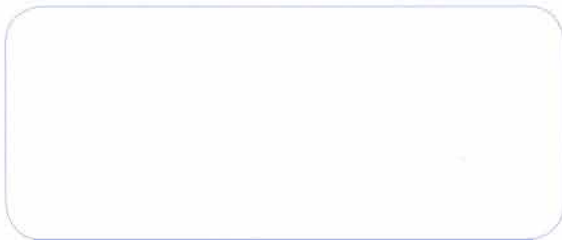
④ 你為什麼喜歡這個電影？



III. Which Is Better?

Goal: Learning to make simple comparisons.

Task: The following are a few activities that you and your classmates could do over the weekend. Have a discussion, decide what to do, and tell the class what your final plans are and why you picked the activity you picked. Please use ‘比’ or ‘比較’ to tell the reasons.



IV. How Do You Plan on Getting There?

Goal: Learning to say the different types of transportation and talk about getting to destinations.

Task: Your friend/family is coming to Taiwan to visit you. You want to take them to 陽明山. Please tell us how you plan on getting there.

文化 Bits of Chinese Culture

Souvenirs

When people travel or return to their hometowns, they buy local products as gifts for friends and family. This is part of Chinese culture and tradition. To help promote tourism, local governments in Taiwan encourage the sale of items that exhibit special local characteristics, such as unique foods and clothing and which can help boost the local economy. Popular souvenirs include various sweets and snacks, agricultural, seafood, mining, and farm products, items of historical significance, such as tea from 阿里山 *Ālīshān* (Ali Mountain,) pineapple cakes, sun cakes, Hualien marble, Taiwan corals, and T-shirts and key chains emblazoned with images of Taiwan.



▲ Pineapple cakes



▲ Key chains



▲ Snacks



▲ T-shirts



▲ Magnets



▲ Tea bags

照片授權攝影：台北 101

YouBike in Taipei

YouBike is Taipei's public bicycle rental system. The unmanned system is managed digitally and is available 24 hours a day. YouBike leverages the facts that bikes are eco-friendly, cost-effective, and a convenient way to connect between different modes of transport to encourage the public to drive less and use public transportation more.



▲ YouBike rental system in Taipei



▲ Kiosk for renting bicycles

Notes on Pinyin and Pronunciation

Pinyin Rules

When the vowel “i” is followed by “ang” but is not preceded by a consonant, the “i” is changed to “y.” When “i” is followed by “eng” and is not preceded by a consonant, the “e” is omitted to become “ying”.



Self-Assessment Checklist

I can say different types of transportation and talk about getting to destinations.

20% 40% 60% 80% 100%

I can talk about a person's plans in his free time.

20% 40% 60% 80% 100%

I can make a simple comparisons of various types of transportation.

20% 40% 60% 80% 100%

I can explain what somebody likes or dislikes about something.

20% 40% 60% 80% 100%

LESSON

9

第九課

放假去哪裡玩？

Where Will You Go for the Holidays?

學習目標 **Learning Objectives**

Topic: 休閒 Leisure

- Learning to use time expressions to describe events.
- Learning to discuss travel plans with friends.
- Learning to talk about hypothetical situations.
- Learning to give suggestions about leisure activities.

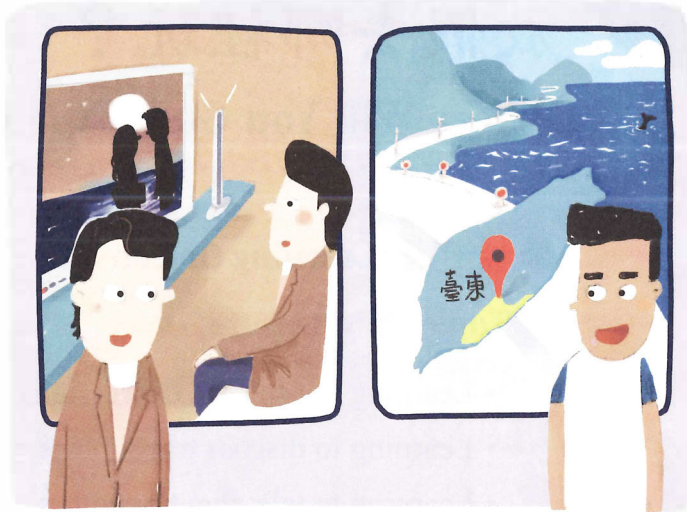
LESSON
9

放假去哪裡玩？

Where Will You Go for the Holidays?

對話一 Dialogue I

09-1



- 安 同：田中，下個星期我們放五天的假，你要回國嗎？
田 中：不，我打算在家看電視、影片學中文，你呢？
安 同：我想跟朋友去玩。
田 中：不錯啊。去什麼地方？
安 同：臺東。聽說那裡的風景非常漂亮。
田 中：我也聽說。放假的時候，你常去旅行嗎？
安 同：不一定。有時候在家寫功課，有時候出去玩。
田 中：你們什麼時候去臺東？
安 同：這個星期六下午去。
田 中：去玩多久？
安 同：大概玩四、五天。

課文拼音 Text in Pinyin

Āntóng : Tiánzhōng, xià ge xīngqí wǒmen fàng wǔ tiān de jià, nǐ yào huíguó ma?

Tiánzhōng: Bù, wǒ dǎsuàn zài jiā kàn diànshì, yǐngpiàn xué Zhōngwén, nǐ ne?

Āntóng : Wǒ xiǎng gēn péngyǒu qù wán.

Tiánzhōng: Búcuò a. Qù shénme dìfāng?

Āntóng : Táidōng. Tīngshuō nàlǐ de fēngjǐng fēicháng piàoliàng.

Tiánzhōng: Wǒ yě tīngshuō. Fàngjià de shíhòu, nǐ cháng qù lǚxíng ma?

Āntóng : Bù yídìng, yǒu shíhòu zài jiā xiě gōngkè, yǒu shíhòu chūqù wán.

Tiánzhōng: Nǐmen shénme shíhòu qù Táidōng?

Āntóng : Zhè ge xīngqīliù xiàwǔ qù.

Tiánzhōng: Qù wán duō jiǔ?

Āntóng : Dàgài wán sì, wǔ tiān.

課文英譯 Text in English

Antong : Tianzhong, we are having a five-day break next week. Are you going back to your country?

Tianzhong: No. I plan on staying home and watching television and films to study Chinese. And you?

Antong : I want to go out with my friends.

Tianzhong: That sounds good. Go where?

Antong : Taitung. I've heard the scenery there is very pretty.

Tianzhong: I've heard that, too. Do you often travel on days off?

Antong : Not necessarily. Sometimes, I stay home to do homework. Sometimes, I go out.

Tianzhong: When will you go to Taitung?

Antong : (We're) going this Saturday afternoon.

Tianzhong: How long will you be there?

Antong : Probably four or five days.

生詞一 Vocabulary I

09-2

Vocabulary

1	星期 + number	xīngqí	ㄒㄩㄥ ㄑㄧˊ	(N)	week
2	回國	huíguó	ㄏㄨㄟˊ ㄍㄨㄛˊ	(V-sep)	to return to one's country
3	打算	dǎsuàn	ㄉㄚˇ ㄙㄨㄢˋ	(Vaux)	to plan to
4	電視	diànshì	ㄉㄢˋ ㄕㄨㄟˋ	(N)	TV
5	影片	yǐngpiàn	ㄧㄥˇ ㄆㄧㄢˋ	(N)	film
6	旅行	lǚxíng	ㄌㄩˇ ㄒㄩㄥˊ	(Vi)	to travel
7	功課	gōngkè	ㄍㄨㄥ ㄎㄜˋ	(N)	homework
8	出去	chūqù	ㄔㄨ ㄑㄩˋ	(Vi)	to go out
9	大概	dàgài	ㄉㄚˋ ㄍㄞˋ	(Adv)	approximately, about, probably

Phrases

10	放假	fàngjià	ㄈㄤˋ ㄐㄧㄚˋ		to have a holiday
11	下個星期	xià ge xīngqí	ㄒㄩㄚˋ ㄍㄜ ㄒㄩㄥ ㄑㄧˊ		next week
12	有時候	yǒu shíhòu	ㄧㄡˇ ㄕㄨㄟˋ ㄏㄡˋ		sometimes
13	多久	duō jiǔ	ㄉㄨㄛ ㄐㄩㄟˇ		how long

Names

14	臺東	Táidōng	ㄊㄞˊ ㄉㄨㄥ		name of one of the major cities on the southeastern coast of Taiwan
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對話二 Dialogue II

09-3



- 田 中：我女朋友九月三十號要來臺灣看我。
- 明 華：你想帶她去哪裡玩？
- 田 中：還不知道。你有什麼建議？
- 明 華：臺灣的夜市很有名。你們應該去逛逛。
- 田 中：謝謝，還有什麼好玩的地方？
- 明 華：臺灣的茶也很特別。臺北有很多茶館。
- 田 中：到哪裡喝茶比較好？
- 明 華：你們可以去貓空。那裡的風景很美。
- 田 中：謝謝你。我決定帶她去貓空。
你也一起去，好不好？
- 明 華：要是那時候我有空，就跟你們一起去。
- 田 中：太好了！謝謝！

課文拼音 Text in Pinyin

Tiánzhōng: Wǒ nǚ péngyǒu jiǔyuè sānshíhào yào lái Táiwān kàn wǒ.

Míng huá : Nǐ xiǎng dài tā qù nǎlǐ wán?

Tiánzhōng: Hái bù zhīdào. Nǐ yǒu shénme jiànyì?

Míng huá : Táiwān de yèshì hěn yǒumíng. Nǐmen yīnggāi qù guàngguàng.

Tiánzhōng: Xièxie, hái yǒu shénme hǎowán de dìfāng?

Míng huá : Táiwān de chá yě hěn tèbié. Táiběi yǒu hěn duō cháguǎn.

Tiánzhōng: Dào nǎlǐ hē chá bǐjiào hǎo?

Míng huá : Nǐmen kěyǐ qù Mǎokōng. Nǎlǐ de fēngjǐng hěn měi.

Tiánzhōng: Xièxie nǐ. Wǒ juéding dài tā qù Mǎokōng. Nǐ yě yìqǐ qù, hǎo bù hǎo?

Míng huá : Yàoshì nà shíhòu wǒ yǒu kòng, jiù gēn nǐmen yìqǐ qù.

Tiánzhōng: Tài hǎo le! Xièxie!

課文英譯 Text in English

Tianzhong: My girlfriend is coming to Taiwan on September 30th to see me.

Minghua : Where do you plan to take her?

Tianzhong: Don't know yet. Do you have any suggestions?

Minghua : Taiwan's night markets are famous. You should go to the night market.

Tianzhong: Thank you. What other places are fun?

Minghua : Taiwanese tea is also very special. Taipei has many tea houses.

Tianzhong: Where's a good place to go have tea?

Minghua : You could go to Maokong. The scenery there is beautiful.

Tianzhong: Thank you. I've decided to take her to Maokong. You come with us, okay?

Minghua : If I am free at that time, then I will go with you.

Tianzhong: Great! Thank you!

生詞二 Vocabulary II

09-4

Vocabulary

1	女 + noun	nǚ	女	(N)	girl-, female-
2	number + 月	yuè	月	(N)	month of a year
3	number + 號	hào	號	(N)	date, day of a month
4	帶	dài	帶	(V)	to take
5	她	tā	她	(N)	she, her
6	還	hái	還	(Adv)	still, additionally
7	建議	jiànyì	建議	(N)	suggestion
8	夜市	yèshì	夜市	(N)	night market
9	應該	yīnggāi	應該	(Vaux)	should
10	逛	guàng	逛	(V)	to wander around, to look around
11	特別	tèbié	特別	(Vs)	special
12	茶館	chágǔǎn	茶館	(N)	tea house
13	決定	juéding	決定	(Vp)	to decide
14	要是	yàoshì	要是	(Conj)	if
15	就	jiù	就	(Adv)	then

Names

16	貓空	Māokōng	貓空		name of a must-see place in Taipei to visit for fine tea and scenery
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文法 Grammar

I. Time-When vs. Time-Duration

Function: Time-When expressions are words or phrases that indicate when an action takes place or a situation happens. They refer to a point in time, e.g., 6:30 this morning. Time-Duration expressions refer to a stretch of time, e.g., 2 hours. See examples below.

Time-When

	Past	Present	Future
Year	去年	今年	明年
Month	上個月	這個月	下個月
Week	上個星期 / 禮拜	這個星期 / 禮拜	下個星期 / 禮拜
Day	昨天	今天	明天

註：年 *nián*, year；禮拜 *lǐbài*, week。

Time-When vs. Time-Duration

	Time-When	Time-Duration
Year	2013年、2014年、2015年...	一年、兩年、三年... 半年、一年半
Month	一月、二月、三月...	一個月、兩個月、三個月... 半個月、一個半月
Week	星期一、星期二... 星期日 / 天	一個星期、兩個星期...
Day	1日(號)、2日、3日...	一天、兩天、三天... 半天、一天半
Hour	一點(鐘)、兩點(鐘)... 六點半	一個鐘頭、兩個鐘頭... 半個鐘頭、六個半鐘頭

註：日 *rì*, day。

練習 Exercise

Answer the questions below, using either Time-When or Time-Duration expressions.

- ① A：他決定什麼時候到日本去玩？
B：_____。（下個月）
- ② A：你打算學多久（的）中文？
B：_____。（五年）
- ③ A：你什麼時候回國？
B：_____。（下個星期二）

II. Time-Duration 'for a period of time'



Function: Time-Duration expressions indicate the length of time, i.e., 'how long', an action takes.

- ① 我去花蓮玩一個星期。
- ② 這個電影很有意思，可是要看三個鐘頭。
- ③ 中文，我想學一年半。

Structures:

- Duration expressions follow the verb directly, i.e., Subject + Verb + duration.
 - 我去日本旅行一個多星期。
 - 這麼多甜點，我們要吃一個星期。
 - 我想坐高鐵去臺南玩兩天。
 - 中文課，我們學校要上四年。
- If the verb has an object, you must repeat the verb: Subject + Verb + Object + Verb + duration.
 - 他打算教中文教一年。
 - 我每個星期學書法學兩天。
 - 今年我想在臺灣學中文學九個月。

3. Time-Duration is placed in front of negation.

- (1) 他太忙了，所以他兩天不能來上課。
- (2) 這裡沒有網路，所以我兩個星期不能上網。
- (3) 她要回美國，所以一個月不能上課。

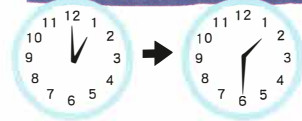
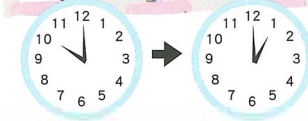
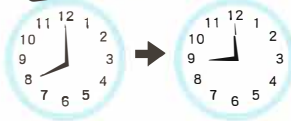
4. When a separable verb takes Time-Duration, the time expression is inserted into the separable verb, either with or without 的.

- (1) 我每星期上五天的課。
- (2) 學校下個月放三天的假。
- (3) 我們打算明天去 KTV 唱三個鐘頭的歌。
- (4) 你決定在臺灣學多久的中文？

練習 Exercise

Please use the “V+time-duration” pattern to talk about Antong’s daily activities using the schedule below, e.g., 他早上上一個鐘頭的網。

—Antong’s Day—



III. …的時候 *de shíhòu when*

Function: The ‘…的時候…’ pattern indicates the time an event takes, took, or will take place.

- 1 在山上看風景的時候，我覺得很舒服。
- 2 放假的時候，我喜歡去逛夜市。
- 3 你有空的時候，請到我家來玩。

練習 Exercise

Answer the questions below using the 的時候 pattern. Base your answers on the pictures.

1



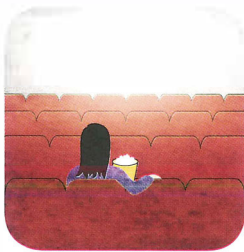
有空的時候，你喜歡做什麼？
(跟朋友一起…)

2



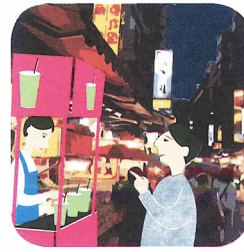
放假的時候，你要做什麼？

3



不上課的時候，你想做什麼？

4



週末的時候，你常做什麼？

IV. 有時候 *yǒu shíhòu...*，有時候 *yǒu shíhòu...* *sometimes..., and sometimes...*

Function: The 有時候…，有時候… refers to two alternating possibilities of events within a given situation.

- ① 我有時候吃中國菜，有時候吃越南菜。
- ② 在圖書館的時候，我有時候看書，有時候上網。
- ③ 放假的時候，我有時候在家寫功課，有時候出去玩。

練習 Exercise

Pair up to do Q and A. Then find out which activities your classmates do most frequently.

	A (問)	B (答)
1	在家的時候，你做什麼？	有時候寫功課，有時候看電視。
2	週末的時候，你做什麼？	有時候 _____， 有時候 _____。
3	有空的時候，你做什麼？	有時候 _____， 有時候 _____。
4	放假的時候，你做什麼？	有時候 _____， 有時候 _____。
5	在餐廳吃飯的時候，你吃什麼？	有時候吃 _____， 有時候吃 _____。

V. Condition and Consequence with 要是 yàoshì...就 jiù...



Function: In this pattern, 要是 presents the condition, while 就 in the second clause presents the consequence.

- ① 要是我有錢，我就買大房子。
- ② 我要是不回國，我就跟你們一起去玩。
- ③ 要是我有空，我就跟朋友一起去 KTV 唱歌。

Structures: 要是 *yàoshì* is a conjunction, which can be placed before or after the subject of the first clause. In the second clause, 就 is an adverb and is placed at the very beginning of the predicate.

- ① 你要是星期日有空，你就跟我去旅行吧！
- ② 要是下個月不忙，她就回國。
- ③ 你要是沒空，我們就不要去逛夜市。

練習 Exercise

Answer the following questions by presenting conditions in the first clauses.

	A (問)	B (答)
1	明天去看電影嗎？	要是 _____ ， 我就 _____ 。
2	這個週末，你要來我家嗎？	_____ ， _____ 。
3	星期六你要跟我去看籃球比賽嗎？	_____ ， _____ 。
4	今天下課，你去不去圖書館看書？	_____ ， _____ 。
5	你想去貓空喝茶嗎？	_____ ， _____ 。

語法例句拼音與英譯

Grammar examples in Pinyin and English

II. Time-Duration 'for a period of time'

Function:

- ① Wǒ qù Huālián wán yí ge xīngqí.
- ② Zhè ge diànyǐng hěn yǒu yìsī, kěshì yào kàn sān ge zhōngtóu.
- ③ Zhōngwén, wǒ xiǎng xué yì nián bàn.

Structures:

1. (1) Wǒ qù Rìběn lǚxíng yí ge duō xīngqí.
(2) Zhème duō tiándiǎn, wǒmen yào chī yí ge xīngqí.
(3) Wǒ xiǎng zuò gāotiě qù Tánán wán liǎng tiān.
(4) Zhōngwén kè, wǒmen xuéxiào yào shàng sì nián.
2. (1) Tā dǎsuàn jiāo Zhōngwén jiāo yì nián.
(2) Wǒ měi ge xīngqí xué shūfǎ xué liǎng tiān.
(3) Jīnnián wǒ xiǎng zài Táiwan xué Zhōngwén xué jiǔ ge yuè.
3. (1) Tā tài máng le, suǒyǐ tā liǎng tiān bù néng lái shàngkè.
(2) Zhèlǐ méi yǒu wǎnglù, suǒyǐ wǒ liǎng ge xīngqí bù néng shàngwǎng.
(3) Tā yào huí Měiguó, suǒyǐ yí ge yuè bù néng shàngkè.
4. (1) Wǒ měi xīngqí shàng wǔ tiān de kè.
(2) Xuéxiào xià ge yuè fàng sān tiān de jià.
(3) Wǒmen dǎsuàn míngtiān qù KTV chàng sān ge zhōngtóu de gē.
(4) Nǐ juédìng zài Táiwan xué duō jiǔ de Zhōngwén?

Function:

- ① I'll be in Hualien for a week.
- ② This movie is interesting, but you have to watch it for three hours.
- ③ I'd like to study Chinese for one and a half years.

Structures:

1. (1) I went to Japan to travel for a little over a week.
(2) So many desserts! It'll take us a week to eat (it all).
(3) I would like to take the HSR and kick around in Tainan for two days.
(4) We need to take Chinese classes for four years at our school.
2. (1) He wants to teach Chinese for a year.
(2) I study calligraphy two days every week.
(3) This year, I would like to study Chinese in Taiwan for nine months.
3. (1) He was too busy, so he did not come to class for two days.
(2) There is no internet here, so I can't go online for two weeks.
(3) She is returning to the US, so she will not be coming to class for a month.
4. (1) I have classes five days a week.
(2) Our school has three-days off next month.
(3) We plan to go to KTV tomorrow to sing for three hours.
(4) How long did you decide to study Chinese in Taiwan?

III. …的時候 de shíhòu when

Function:

- 1 Zài shānshàng kàn fēngjǐng de shíhòu, wǒ juéde hěn shūfú.
- 2 Fàngjià de shíhòu, wǒ xǐhuān qù guàng yèshì.
- 3 Nǐ yǒu kòng de shíhòu, qǐng dào wǒ jiā lái wán.

Function:

- 1 I felt great when I was on the mountain looking at the scenery.
- 2 I like visiting night markets on days off.
- 3 When you have time, please come to my place.

IV. 有時候 yǒu shíhòu…，有時候 yǒu shíhòu… sometimes..., and sometimes...

Function:

- 1 Wǒ yǒu shíhòu chī Zhōngguó cài, yǒu shíhòu chī Yuènnán cài.
- 2 Zài túshūguǎn de shíhòu, wǒ yǒu shíhòu kànshū, yǒu shíhòu shàngwǎng.
- 3 Fàngjià de shíhòu, wǒ yǒu shíhòu zài jiā xiě gōngkè, yǒu shíhòu chūqù wán.

Function:

- 1 Sometimes I eat Chinese food, and sometimes I eat Vietnamese food.
- 2 When I am in the library, sometimes I read, sometimes I use the internet.
- 3 During days off, sometimes I stay home and do homework, sometimes I go out and enjoy myself.

V. Condition and Consequence with 要是 yàoshì…就 jiù…

Function:

- 1 Yàoshì wǒ yǒu qián, wǒ jiù mǎi dà fángzi.
- 2 Wǒ yàoshì bù huíguó, wǒ jiù gēn nǐmen yìqǐ qù wán.
- 3 Yàoshì wǒ yǒu kòng, wǒ jiù gēn péngyǒu yìqǐ qù KTV chànggē.

Function:

- 1 If I were rich, I would buy a big house.
- 2 If I do not go back to my country, I will go out with you.
- 3 If I am free, I will go sing with friends at a KTV.

Structures:

- 1 Nǐ yàoshì xīngqīrì yǒu kòng, nǐ jiù gēn wǒ qù lǚxíng ba!
- 2 Yàoshì xià ge yuè bù máng, tā jiù huíguó.
- 3 Nǐ yàoshì méi kòng, wǒmen jiù bú yào qù guàng yèshì.

Structures:

- 1 If you are free on Sunday, go with me on a trip.
- 2 If she is not busy next month, she will return to her country.
- 3 If you are not free, we will not go to the night market.

課室活動 Classroom Activities

I. How Much Time Is Spent?

Goal: Learning to use time expressions to describe events.

Task: Look at the information below and tell the class how much time was spent on each activity.

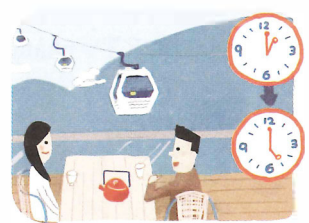
① 田中想去花蓮玩幾天？



② 安同打算在臺灣學多久的中文？



③ 月美跟臺灣朋友打算去貓空玩多久？



④ 如玉的爸媽決定在臺灣旅行多久？



II. Giving Suggestions

Goal: Learning to discuss hypothetical situations.

Task: Your friend doesn't always like the advice you give. What other suggestions can you give him? Talk with a classmate and see if he/she has any other suggestions.

Example

要是你不喜歡喝咖啡，就喝茶。

	Example 不喜歡...	1. 不要...	2. 不想...
x			
✓			
	3. 不去...	4. 不喜歡...	5. 覺得...沒意思
x			
✓			

III. Traveling Plans

Goal: Learning to discuss travel plans with friends.

Task 1: A friend of 安同 Antong is visiting from the US. Please tell the class of his plans to travel to 花蓮 Hualien.

星期五	14:00 坐火車 (從臺北到花蓮) 18:00 吃晚飯 (花蓮的日日好餐廳) 20:00 去逛夜市
星期六	8:00 ~ 16:00 在太魯閣 (Tàilǔgé, Taroko Gorge) 16:30 去參觀大學 19:00 吃有名的小吃
星期日	7:30 吃早餐 9:00 坐火車 (從花蓮回臺北車站) 12:30 坐計程車回宿舍

Task 2: Pair up with someone and ask each other about their plans for the upcoming vacation. Where are they going? With whom? How are they planning on getting there? How long do they plan to be away? Write the answers in the table below and compare which place is more popular.

同學名字 Name of classmates	去哪裡? Where to?	跟誰? Whom with?	怎麼去? How to get there?	去多久? For how long?

最多人去 _____。

文化 Bits of Chinese Culture

Subtitled Television Programs

With the exception to news, all television programs in Taiwan come with subtitles and there is no option to remove them. Taiwanese are accustomed to watching television or movies with subtitles, which make comprehending programs easier. There are a few general explanations as to why programs come with subtitles. One understanding is that with the subtitles, the hearing-impaired can also understand programs. Another explanation is that since there are many dialects spoken in Taiwan and accents in Mandarin vary among people and places, subtitles help people understand the programs better as the written language is the same across all Chinese dialects. The third rationale is that since Chinese is a tonal language with different tones having different meanings, when words are placed together, their tones can be affected. Therefore, it is very likely that words with the same sounds can cause misinterpretation.

Furthermore, Chinese is not an alphabetic language and the connection between words and sounds is not as strong. Visualizing the words and hearing the sounds make it easier to understand what is being said. For example, if one hears the phrase “基隆是雨港” *Jīlóng shì yǔ gǎng*. (Keelung is a rainy seaport) without seeing the characters, it is possible that the phrase could be understood as “基隆是漁港” *Jīlóng shì yú gǎng*. (Keelung is a fishing port). With subtitles, misunderstandings like these can be eliminated.



▲ TV shows with subtitles



節目畫面提供：udn TV



Self-Assessment Checklist

I can use time expressions to describe events.

20% 40% 60% 80% 100%

I can discuss travel plans with friends.

20% 40% 60% 80% 100%

I can talk about hypothetical situations.

20% 40% 60% 80% 100%

I can give suggestions about leisure activities.

20% 40% 60% 80% 100%

LESSON

10

第十課

臺灣的水果很好吃

The Fruit in Taiwan Tastes Really Good

學習目標 Learning Objectives

Topic: 人或物件外貌

The Appearance of People and Things

- Learning to give simple descriptions of someone's appearance.
- Learning to describe the color, smell, and taste of food.
- Learning to briefly explain and give reasons.
- Learning to describe tentative activities and changeable states.

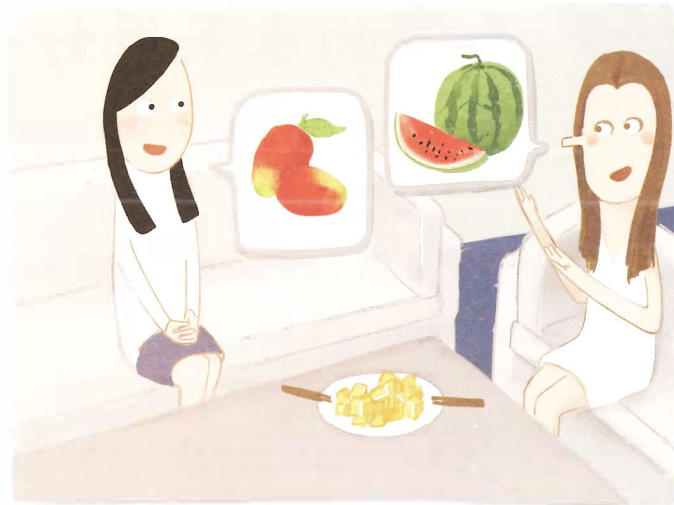
LESSON
10

臺灣的水果很好吃

The Fruit in Taiwan Tastes Really Good

對話一 Dialogue I

10-1



- 如 玉：這個黃色的水果叫什麼？
月 美：芒果。給你一塊，吃吃看。
如 玉：好，謝謝。[taking a bite] 香香的、甜甜的，很好吃。
月 美：昨天明華給我們的那種水果，紅色的，叫什麼？
如 玉：你說的是西瓜吧？
月 美：對！對！對！臺灣有很多好吃的水果。
如 玉：我以前不喜歡吃水果，現在很喜歡了。
月 美：越南的水果也很好吃。
如 玉：要是有機會，我想吃吃看。
月 美：妳來越南，我一定請妳吃。

課文拼音 Text in Pinyin

- Rúyù : Zhè ge huángsè de shuǐguǒ jiào shénme?
 Yuèměi : Mángguǒ. Gěi nǐ yí kuài, chīchīkàn.
 Rúyù : Hǎo, xièxie. Xiāngxiāng de, tiántián de, hěn hǎochī.
 Yuèměi : Zuótiān Míngguá gěi wǒmen de nà zhǒng shuǐguǒ, hóngsè de, jiào shénme?
 RúyùN : Nǐ shuō de shì xīguā ba?
 Yuèměi : Dui! Dui! Dui! Táiwān yǒu hěn duō hǎochī de shuǐguǒ.
 Rúyù : Wǒ yǐqián bù xǐhuān chī shuǐguǒ, xiànzài hěn xǐhuān le.
 Yuèměi : Yuèrán de shuǐguǒ yě hěn hǎochī.
 Rúyù : Yàoshì yǒu jīhuì, wǒ xiǎng chīchīkàn.
 Yuèměi : Nǐ lái Yuèrán, wǒ yíding qǐng nǐ chī.

課文英譯 Text in English

- Ruyu : What is this yellow fruit called?
 Yuemei : Mango. Let me give you a piece. Try it.
 Ruyu : OK. Thank you. It is fragrant and sweet. It tastes good.
 Yuemei : What is that fruit, the red one, that Minghua gave us yesterday called?
 Ruyu : I think you mean the watermelon.
 Yuemei : Yes! That's right! Taiwan has a lot of delicious fruits.
 Ruyu : In the past, I didn't like to eat fruit, but now, I like it very much.
 Yuemei : Fruit in Vietnam is very good, too.
 Ruyu : If I get the opportunity, I'd like to try it.
 Yuemei : If you come to Vietnam, I will treat you to some.

生詞一 Vocabulary I

10-2

Vocabulary

1	水果	shuǐguǒ	水 果	(N)	fruit
2	黃色	huángsè	黃 色	(N)	yellow
3	芒果	mángguǒ	芒 果	(N)	mango
4	給	gěi	給	(V)	to give
5	塊	kuài	塊	(M)	measure word for pieces of food (e.g., meat, cake)
6	香	xiāng	香	(Vs)	fragrant
7	甜	tián	甜	(Vs)	sweet (taste)
8	紅色	hóngsè	紅 色	(N)	red
9	西瓜	xīguā	西 瓜	(N)	watermelon
10	吧	ba	吧	(Ptc)	sentence-final particle for guessing
11	對	duì	對	(Vs)	correct, right
12	以前	yǐqián	以 前	(N)	before
13	機會	jīhuì	機 會	(N)	opportunity
14	請	qǐng	請	(V)	to treat sb to sth

Phrases

15	吃吃看	chīchīkàn	吃 吃 看	to have a taste, try it, taste it
----	-----	-----------	-------	-----------------------------------

對話二 Dialogue II

10-3



- 明 華：你跟你女朋友上個月去花蓮玩，好玩嗎？
- 田 中：很好玩。你看，這些是我拍的照片。
- 明 華：你們笑得很開心！哪一個是你女朋友？
- 田 中：穿紅衣服的這個。穿黃衣服的是旅館老闆的太太。
- 明 華：她們兩個都很漂亮。這兩個男的是誰？
- 田 中：矮的是旅館的老闆，高的是他弟弟。
- 明 華：那家旅館怎麼樣？
- 田 中：很乾淨。從窗戶往外看，是藍色的大海。
- 明 華：真不錯！那家旅館貴嗎？
- 田 中：因為現在去玩的人比較少，所以旅館不太貴。
- 明 華：下次我也想去住。

課文拼音 Text in Pinyin

- Míng huá : Nǐ gēn nǐ nǚ péng yǒu shàng ge yuè qù Huā lián wán, hǎo wán ma?
Tián zhōng : Hěn hǎo wán. Nǐ kàn, zhè xiē shì wǒ pāi de zhào piàn.
Míng huá : Nǐ men xiào de hěn kāi xīn! Nǎ yí ge shì nǐ nǚ péng yǒu?
Tián zhōng : Chuān hóng yī fú de zhè ge. Chuān huáng yī fú de shì lǚ guǎn lǎo bǎn de tài tai.
Míng huá : Tā men liǎng ge dōu hěn piào liàng. Zhè liǎng ge nán de shì shéi?
Tián zhōng : Āi de shì lǚ guǎn de lǎo bǎn, gāo de shì tā dì di.
Míng huá : Nà jiā lǚ guǎn zěn me yàng?
Tián zhōng : Hěn gān jìng, cóng chuāng hù wǎng wài kàn, shì lán sè de dà hǎi.
Míng huá : Zhēn bú cuò! Nà jiā lǚ guǎn guì ma?
Tián zhōng : Yīn wèi xiàn zài qù wán de rén bǐ jiào shǎo, suǒ yǐ lǚ guǎn bú tài guì.
Míng huá : Xià cì wǒ yě xiǎng qù zhù.

課文英譯 Text in English

- Minghua : Did you have a good time with your girlfriend in Hualien last month?
Tianzhong : Yes. Look. I took these pictures.
Minghua : You are smiling from ear to ear. Which one is your girlfriend?
Tianzhong : This one wearing red. The one in yellow is the wife of the owner of the hotel.
Minghua : They are both pretty. Who are these two men?
Tianzhong : The shorter one is the owner of the hotel and the taller one is his younger brother.
Minghua : How was the hotel?
Tianzhong : It was very clean. Looking out from the windows, you could see the blue ocean.
Minghua : That's really nice. Was that hotel expensive?
Tianzhong : Fewer people are going there now, so the hotel wasn't too expensive.
Minghua : I'd also like to stay there next time.

生詞二 Vocabulary II

10-4

Vocabulary

1	拍	pāi	拍	(V)	to take (pictures)
2	笑	xiào	笑	(V)	to laugh, to smile
3	開心	kāixīn	開 心	(Vs)	happy
4	穿	chuān	穿	(V)	to wear, to put on
5	衣服	yīfú	衣 服	(N)	clothes
6	旅館	lǚguǎn	旅 館	(N)	hotel
7	太太	tàitai	太 太	(N)	wife
8	男 + noun	nán	男	(N)	boy-, male-
9	矮	ǎi	矮	(Vs)	short (height)
10	高	gāo	高	(Vs)	tall
11	弟弟	dìdì	弟 弟	(N)	younger brother
12	乾淨	gānjìng	乾 淨	(Vs)	clean
13	窗戶	chuānghù	窗 戶	(N)	window
14	往	wǎng	往	(Prep)	toward, to
15	藍色	lán sè	藍 色	(N)	blue
16	因為	yīnwèi	因 為	(Conj)	because
17	住	zhù	住	(V)	to stay

Phrases

18	上個月	shàng ge yuè	上 個 月	last month
19	這些	zhèxiē	這 些	these

文法 Grammar

I. VV 看 kàn to try and see

 拼音、英譯 p.214

Function: This pattern reduplicates a mono-syllabic action verb and ends with a cognitive verb 看 . It suggests “try (verb) and see”. Because of the use of 看 , the sentence carries a highly tentative tone.

- ① 這杯咖啡很香，你喝喝看。
- ② 聽說你唱歌唱得很好，我想聽聽看。
- ③ 那家餐廳的菜很好吃，我想去吃吃看。
- ④ 臺灣的夜市很有名，這個週末我想去逛逛看。

Usage:

1. In this lesson, we are focusing on a construction in which the reduplication of mono-syllabic verbs is followed by an attempt verb 看 . Basic mono-syllabic action verbs can be used in this pattern, e.g., 吃 *chī*, 喝 *hē*, 打 *dǎ*, 寫 *xiě*, 穿 *chuān*, 學 *xué*, 做 *zuò*, 聽 *tīng*, 唱 *chàng*, 逛 *guàng*, 住 *zhù*.
2. This pattern is closely related to the reduplication pattern introduced in Lesson 6. In most circumstances, they are interchangeable, e.g., 這杯咖啡很香，你喝喝看。 vs. 這杯咖啡很香，你喝喝。“The coffee smells good. Take a sip.” However, they are not interchangeable below.
 - (1) 我週末常在家看看書、喝喝咖啡、上上網。“I often spend my weekends reading, drinking coffee, and using the internet.” Since the sentence is not used to ask someone to try something, “看” cannot be used.
 - (2) Generally speaking, the pattern “VV 看” cannot be followed by an object. You cannot say *喝喝看咖啡. However, the pattern of VV can be followed by an object, such as 吃吃飯、喝喝咖啡、幫幫我 .

練習 Exercise

Complete the follow sentences using the verbs given below.

吃、喝、學、做、問、打、寫、穿、做、聽

- ① 他做的牛肉湯很香，你 _____。
- ② 我覺得這些音樂很不錯，請你 _____。
- ③ 這個甜點很好吃，你要不要 _____ ？
- ④ 書法很美，你想 _____ 嗎？
- ⑤ A：有空的時候，我可以去看看你們的書法課嗎？
B：應該可以，可是我得 _____。

II. Intensification with Reduplicated State Verbs

 拼音、英譯 p.214

Function: Reduplication intensifies the tone of a statement, much like the meaning of 很 intensification. It indicates the speaker's subjective feelings, as opposed to objective, factual observation. See the English translation on page 214.

- ① 這碗牛肉湯香香的。
- ② 熱熱的咖啡，真香。
- ③ 那個地方有很多高高的大樓。

Structures:

1. No degree adverbs can be used with reduplication. For example, one cannot say *這杯茶很香香的 Zhè bēi chá hěn xiāngxiāng de, since both 很 and reduplication intensify.
2. Note that there is a 的 de after the reduplicated state verbs. So, it is not *這杯茶香香 Zhè bēi chá xiāngxiāng, but rather 這杯茶香香的。Zhè bēi chá xiāng xiāng de. 'This cup of tea smells good.' When there are two state verbs in a sequence, the first 的 de can be omitted. For example, we say 那種水果香香甜甜的。Nà zhǒng shuǐguǒ xiāngxiāng tiántián de. 'That fruit is fragrant and sweet.'

3. Not all state verbs can be reduplicated. For example, those in the right column below cannot be repeated.

Yes	No
香、甜、高、熱、大	多、貴、近
美、遠、辣、矮	忙、新、少

Usage: Subjective feelings are often expressed in praise or criticism, e.g., when we order coffee, we say 買一杯熱咖啡! and not *買一杯熱熱的咖啡! as ordering is factual, not expressive.

練習 Exercise

Describe the pictures using reduplicated state verbs.



那個先生… (高)



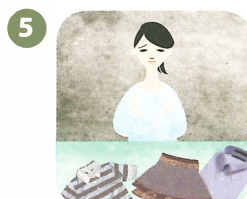
(甜)



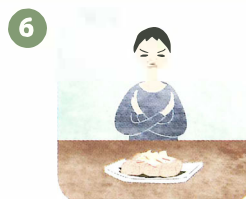
(熱)



(大)



(舊)



(臭)

III. Clause as Modifiers of Nouns

 拼音、英譯 p.214

Function: Clauses in Chinese can also be used to modify nouns.

- | | |
|----------------|----------------|
| 1 你說的水果是西瓜。 | 2 他喝的茶是烏龍茶。 |
| 3 這些是我拍的照片。 | 4 穿黃衣服的這個人是老闆。 |
| 5 現在去那裡玩的人比較少。 | 6 買這種手機的人很多。 |

Structures: Clauses, like all modifiers in Chinese, always precede the nouns they modify. The modification marker 的 *de* comes directly in front of the noun modified. A relative clause itself can be either affirmative, see examples above, or negative, see below.



Negation:

- ① 不能上網的手機很不方便。
- ② 不去逛夜市的人可以去茶館喝茶。
- ③ 不來上課的同學不能去看籃球比賽。

Usage: Up to this lesson, we have seen that modifiers of nouns include clauses, nouns, adjectives, and verbs. These are all placed in front of the nouns they modify.

練習 Exercise

Combine the sentences below into one sentence with a relative clause.

① 他朋友給他一個包子，那個包子很好吃。

→ 他朋友給他的那個包子很好吃。

② 這支手機能上網。這支手機有一點貴。

→ _____。

③ 這些甜點很香。他做這些甜點。

→ _____。

④ 他在喝茶。我也喜歡喝那種茶。

→ _____。

IV. Change in Situation with Sentential 了 le

拼音、英譯 p.215

Function: The sentential 了 *le* indicates change in situation, i.e., some change has taken place with a new situation resulting.

- ① 咖啡貴了。
- ② 我會打網球了。
- ③ 現在有手機的人多了。
- ④ 我現在喜歡吃越南麵了。

Structures: The sentential 了 *le* appears at the very end of the sentence, which can be either affirmative or negative.

Negation:

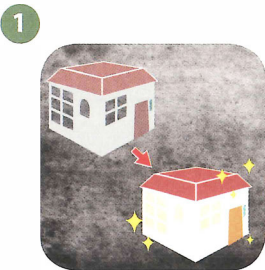
- ① 我媽媽不喝咖啡了。
- ② 他不想買那支手機了。
- ③ 我們不要去參觀故宮了。

Questions:

- ① 你想吃午餐了嗎？
- ② 現在學中文的學生多了嗎？
- ③ 你們不去臺東了嗎？

練習 Exercise

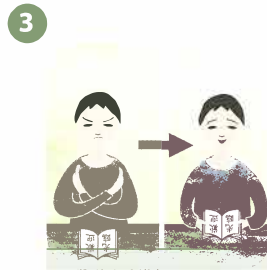
Describe the pictures using the sentential 了 *le*.



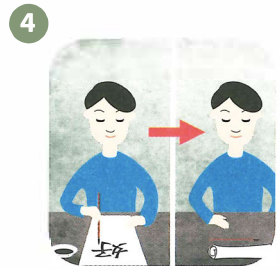
我家現在很乾淨了。



車票… (貴)



這個學生…
(想學中文)



這個先生…

V. Cause and Effect with 因為 yīnwèi... , 所以 suǒyǐ...



Function: The ‘因為 yīnwèi... , 所以 suǒyǐ...’ pattern links clauses to indicate cause and effect.

- ① 因為現在去玩的人比較少，所以旅館不太貴。
- ② 因為火車太慢了，所以我想坐高鐵。
- ③ 因為我不會做飯，所以常去餐廳吃飯。
- ④ 因為我不知道在哪裡買票，所以想請你幫我買。

Usage: The two conjunctions, 因為 yīnwèi and 所以 suǒyǐ, almost always appear as pairs in sentences, while in English, for example, pairing does not happen. Pairing is a reinforcement strategy. In Chinese, cause almost always comes before effect.

練習 Exercise

Connect the sentences below using 因為... , 所以...

- ① 我很喜歡中國古代的東西。我去參觀故宮。
→ 因為我很喜歡中國古代的東西，所以去參觀故宮。
- ② 我不想買那支手機。那支手機不能照相。
→ _____。
- ③ 我一定要去看看。我聽說花蓮的風景很美。
→ _____。
- ④ 我剛開始學中文。我的中文說得不好。
→ _____。

語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. VV 看 kàn to try and see

Function:

- 1 Zhè bēi kāfēi hěn xiāng, nǐ hēhēkàn.
- 2 Tīngshuō nǐ chàngē chàng de hěn hǎo, wǒ xiǎng tīngtīngkàn.
- 3 Nà jiā cāntīng de cài hěn hǎochī, wǒ xiǎng qù chīchīkàn.
- 4 Táiwan de yèshì hěn yǒumíng, zhè ge zhōumò wǒ xiǎng qù guàngguàngkàn.

Function:

- 1 This cup of coffee smells really good. Taste it.
- 2 I've heard that you sing well. I'd like to hear.
- 3 The food in that restaurant is very good. I'd like to try it and see for myself.
- 4 Taiwan's night markets are well known. I'd like to wander around (one) this weekend and see for myself.

II. Intensification with Reduplicated State Verbs

Function:

- 1 Zhè wǎn niúròu tāng xiāngxiāng de.
- 2 Rèrè de kāfēi, zhēn xiāng.
- 3 Nà ge difāng yǒu hěn duō gāogāo de dàlóu.

Function:

- 1 This bowl of beef soup smells really good.
- 2 Hot coffee smells really good.
- 3 There are many really tall buildings there.

III. Clause as Modifiers of Nouns

Function:

- 1 Nǐ shuō de shuǐguō shì xīguā.
- 2 Tā hē de chá shì Wūlóng chá.
- 3 Zhè xiē shì wǒ pāi de zhàopiàn.
- 4 Chuān huáng yīfú de zhè ge rén shì lǎobǎn.
- 5 Xiànzài qù nàlǐ wán de rén bǐjiào shǎo.
- 6 Mǎi zhè zhǒng shǒujī de rén hěn duō.

Function:

- 1 The fruit you're talking about is watermelon.
- 2 The tea he drank was Oolong tea.
- 3 These are photos that I took.
- 4 The person in a yellow shirt is the (shop) owner.
- 5 Now, fewer people are visiting that place.
- 6 A lot of people buy this kind of cellphone.

Structures:



Negation:

- 1 Bù néng shàngwǎng de shǒujī hěn bù fāngbiàn.
- 2 Bú qù guàng yèshì de rén kěyǐ qù chágǎn hē chá.
- 3 Bù lái shàngkè de tóngxué bù néng qù kàn lánqiú bǐsài.

Structures:



Negation:

- 1 Cellphones that cannot go online aren't that useful.
- 2 Those who do not want to go to the night market can go drink tea at the tea house.
- 3 Students who did not come to class can't go to watch basketball game.

IV. Change in Situation with Sentential 了 le

Function:

- 1 Kāfēi guì le.
- 2 Wǒ huì dǎ wǎngqiú le.
- 3 Xiànzài yǒu shǒujī de rén duō le.
- 4 Wǒ xiànzài xǐhuān chī Yuènnán miàn le.

Structures:



Negation:

- 1 Wǒ māma bù hē kāfēi le.
- 2 Tā bù xiǎng mǎi nà zhī shǒujī le.
- 3 Wǒmen bú yào qù cānguān Gùgōng le.



Questions:

- 1 Nǐ xiǎng chī wǔcān le ma?
- 2 Xiànzài xué Zhōngwén de xuéshēng duō le ma?
- 3 Nǐmen bú qù Táidōng le ma?

Function:

- 1 Coffee is more expensive than before.
- 2 I know how to play tennis now. (I didn't before.)
- 3 More people own cellphones now.
- 4 I've come to like Vietnamese noodles. (I didn't before.)

Structures:



Negation:

- 1 My mom doesn't drink coffee any more.
- 2 He doesn't want to buy that cellphone any more.
- 3 We don't want to visit the Palace Museum any more.



Questions:

- 1 Do you want to eat lunch now?
- 2 Are more students studying Chinese now?
- 3 You're not going to Taitung?

V. Cause and Effect with 因為 yīnwèi... , 所以 suǒyǐ...

Function:

- 1 Yīnwèi xiànzài qù wán de rén bǐjiào shǎo, suǒyǐ lǚguǎn bú tài guì.
- 2 Yīnwèi huǒchē tài màn le, suǒyǐ wǒ xiǎng zuò gāotiě.
- 3 Yīnwèi wǒ bú huì zuòfàn, suǒyǐ cháng qù cāntīng chīfàn.
- 4 Yīnwèi wǒ bù zhīdào zài nǎlǐ mǎi piào, suǒyǐ xiǎng qǐng nǐ bāng wǒ mǎi.

Function:

- 1 Because now fewer people go there, (therefore) the hotels are not that expensive.
- 2 Because the train is too slow, so I'd like to take the HSR.
- 3 Because I don't know how to cook, (therefore) (I) often go to eat at restaurants.
- 4 Because I don't know where to buy tickets, (so) (I)'d like to ask you to buy one for me.

課室活動 Classroom Activities

I. Which One Do You Prefer?

Goals: Learning to give simple descriptions of someone's appearance. Learning to describe the color, smell, and taste of food.

Task 1: Pair up with someone. Take a look at the pictures below. Tell your partner which you prefer and why.

1 哪一個人比較好看？

A



B



2 哪一張照片比較漂亮？

A



B



3 你想看哪一個電影？

A



馬安同

B



田中誠一

4 你比較想去哪一個海邊玩？

A



B



5 你比較想去哪一家餐廳吃飯？

A



小籠包店

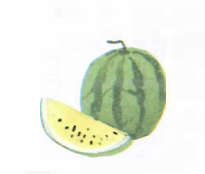
B



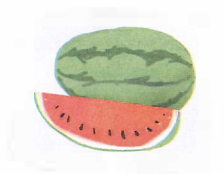
牛肉麵店

6 你比較喜歡吃哪一種西瓜？

A



B



7 你比較喜歡喝哪一種咖啡？

A



B



8 你比較喜歡穿什麼衣服？

A



B



9 你比較想住哪一個地方？

A



B



Task 2: Tell the class what your choices are and tally others' choices using 「正」。(一 T F 正)

	1	2	3	4	5	6	7	8	9
A									
B									

II. Then and Now

Goal: Learning to describe changes in situation.

Task 1: Ask your classmates if they have made any changes since they arrived in Taiwan. Also, have there been any changes in their countries between now and the past? Write down your classmates' names if the answers are in the affirmative.



	名字
你會做中國菜了嗎？	
你會唱中文歌了嗎？	
你會寫書法了嗎？	
你現在喜歡吃臭豆腐了嗎？	
在日本 / 美國 / 越南...，吃的東西比以前貴了嗎？	
在日本 / 美國 / 越南...，房子比以前貴了嗎？	

Task 2: Think about at least two things that have changed in your, your friend's, or your friends' situations. Share them with the class.

1. _____

2. _____

III. Your Observations on Taiwanese Society

Goal: Learning to briefly explain and give reasons.

Task: Pair up with someone and hold discussions based on the following five questions. Share your conclusions with the class.

- ① 為什麼很多人到臺灣來學中文？
- ② 為什麼現在學中文的人比以前多？
- ③ 在臺灣，為什麼很多人不常在家吃飯？
- ④ 在臺灣，為什麼很多人喜歡去夜市？
- ⑤ 在臺灣，為什麼很多人騎機車？

文化 Bits of Chinese Culture

The Meanings of Different Colors

In Chinese culture, it is important that you understand that three colors have significant meanings. They are red, white, and yellow.

Red is an auspicious color used for happy events. In traditional Chinese weddings, all wedding garments and decorations are red. Wedding guests bring red envelopes with money in them for the newlyweds to bring them good luck. During Chinese New Year, people hang up red New Year's scrolls and couplets and the character 福 *fú* (blessing) is also written on red paper to bring good luck. Adults give children money-stuffed red envelopes.



▲ Traditional red Chinese wedding garments



▲ White wedding gown



▲ Red envelopes



▲ White envelopes



▲ Red New Year scrolls
蕙風堂 / 提供



▲ Traditional white Japanese wedding gown

While red is for joy and birth, white is for death. Clothing worn by family members at funerals is white and items at funerals services are covered in white. People paying their respects at funerals offer a white envelope to the mourning family. However, with the influence of western culture, brides are now wearing white wedding dresses. In the West and in Japan, white signifies pureness. In Chinese culture, white has also come to mean pure.



▲ The traditional royal color—yellow
《中國顏色》黃仁達 / 著作、提供

The last important color is yellow. The meaning of yellow has changed dramatically since ancient times. In imperial China, yellow was used exclusively by the emperor and the royal family. It was the color of the highest class. The robe worn by the emperor was called 黃袍 *huángpáo* (literally “yellow gown”). Emperors and royal families no longer exist in modern China and the significance of the color yellow has undergone dramatic change. Today, it can mean “pornography” with the term 黃色書刊 *huángsè shūkān* meaning “pornographic books”.



Self-Assessment Checklist

I can give simple descriptions of a person's appearance.

20% 40% 60% 80% 100%

I can describe the color, smell, and taste of food.

20% 40% 60% 80% 100%

I can briefly explain and give reasons.

20% 40% 60% 80% 100%

I can describe tentative activities and changes in situations.

20% 40% 60% 80% 100%

LESSON

11

第十一課

我要租房子

I Would Like to Rent a Place

學習目標 Learning Objectives

Topic: 租房子 Renting a Place

- Learning to talk about renting a place to live.
- Learning to talk about environment of a room or a house.
- Learning to make requests, e.g., to one's landlord.

我要租房子

LESSON

11

I Would Like to Rent a Place

對話一 Dialogue I

11-1



- 如玉：林先生，你好，我是白如玉，來看房子。
- 房東：白小姐，妳好，請進。
- 房東：這裡是客廳，廚房在左邊，右邊有浴室。
- 如玉：房子很不錯。
- 房東：這裡很方便，附近有超市和捷運站，走路五分鐘就到了。
- 如玉：現在有人住嗎？
- 房東：有。還有兩間空房間，一間是套房，一間不是。
- 如玉：我想看套房。房間裡面可以上網嗎？
- 房東：可以。妳覺得這間房間怎麼樣？妳想租嗎？
- 如玉：我回去想想，再打電話給你。

課文拼音 Text in Pinyin

- Rúyù : Lín Xiānshēng, nǐ hǎo. Wǒ shì Bái Rúyù, lái kàn fángzi.
- Fángdōng : Bái Xiǎojiě, nǐ hǎo, qǐng jìn.
- Fángdōng : Zhèlǐ shì kètīng, chúfáng zài zuǒbiān, yòubiān yǒu yùshì.
- Rúyù : Fángzi hěn búcuò.
- Fángdōng : Zhèlǐ hěn fāngbiàn, fùjìn yǒu chāoshì hàn jiéyùnzhan, zǒulù wǔ fēnzhōng jiù dào le.
- Rúyù : Xiànzài yǒu rén zhù ma?
- Fángdōng : Yǒu. Hái yǒu liǎng jiān kōng fángjiān, yì jiān shì tàofáng, yì jiān bú shì.
- Rúyù : Wǒ xiǎng kàn tàofáng. Fángjiān lǐmiàn kěyǐ shàngwǎng ma?
- Fángdōng : Kěyǐ. Nǐ juéde zhè jiān fángjiān zěnmeyàng? Nǐ xiǎng zū ma?
- Rúyù : Wǒ huíqù xiǎngxiǎng, zài dǎ diànhuà gěi nǐ.

課文英譯 Text in English

- Ruyu : Hi, Mr. Lin. I am Bai Ruyu. I'm here to look at the house.
- Landlord : Miss Bai, how are you? Please come in.
- Landlord : This is the living room. The kitchen is to the left. The bathroom is to the right.
- Ruyu : The place is nice.
- Landlord : It is conveniently located. Nearby, there are a supermarket and an MRT station. Walk five minutes and you're there.
- Ruyu : Does anyone live here now?
- Landlord : Yes. There are still two vacant rooms. One is a suite (a room with a bath) and the other one is not.
- Ruyu : I'd like to take a look at the suite. Can you access the internet from the room?
- Landlord : Yes. What do you think of this room? Do you want to rent it?
- Ruyu : Let me go back and think about it. I will call you again.

生詞一 Vocabulary I



11-2

Vocabulary

1	租	zū	租	(V)	to rent
2	房東	fángdōng	房東	(N)	landlord
3	客廳	kètīng	客廳	(N)	living room
4	廚房	chúfáng	廚房	(N)	kitchen
5	左邊	zuǒbiān	左邊	(N)	left (side)
6	右邊	yòubiān	右邊	(N)	right (side)
7	浴室	yùshì	浴室	(N)	bathroom
8	超市	chāoshì	超市	(N)	supermarket
9	走路	zǒulù	走路	(V-sep)	to walk
10	分鐘	fēnzhōng	分鐘	(M)	measure word for minutes
11	就	jiù	就	(Adv)	only, merely
12	到	dào	到	(Vp)	arrive
13	間	jiān	間	(M)	measure word for houses, rooms, etc.
14	空	kōng	空	(Vs)	vacant, empty
15	房間	fángjiān	房間	(N)	room
16	套房	tàofáng	套房	(N)	suite
17	回去	huíqù	回去	(Vi)	to go back, to return
18	想	xiǎng	想	(V)	to think
19	再	zài	再	(Adv)	and then
20	電話	diànhuà	電話	(N)	telephone
21	給	gěi	給	(Prep)	to

Names

22	林	Lín	林		Chinese last name, common in Taiwan
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Phrases

23	打電話	dǎ diànhuà	打電話		to make a phone call
----	-----	------------	-----	--	----------------------

對話二 Dialogue II

11-3



- 如 玉：喂，房東先生，你好，我是白如玉，你收到我的房租了嗎？
- 房 東：我已經收到了，謝謝。妳習慣了嗎？
- 如 玉：習慣了。可是，有一個問題，熱水器的水好像不熱。
- 房 東：今天我會去看看。妳什麼時候有空？晚上可以嗎？
- 如 玉：不好意思，今天晚上我有事。
- 房 東：沒關係，明天下午呢？
- 如 玉：好，我在家等你。
- 房 東：那我明天下午兩點到。還有問題嗎？
- 如 玉：我想買電視。請問可以幫我裝有線電視嗎？
- 房 東：可以，不過妳得自己付錢。
- 如 玉：好的，謝謝你。

課文拼音 Text in Pinyin

Rúyù : Wéi, Fángdōng xiānshēng, nǐ hǎo, wǒ shì Bái Rúyù, nǐ shōudào wǒ de fángzū le ma?

Fángdōng : Wǒ yǐjīng shōudào le, xièxie. Nǐ xíguàn le ma?

Rúyù : Xíguàn le. Kěshì, yǒu yí ge wèntí, rèshuǐqì de shuǐ hǎoxiàng bú rè.

Fángdōng : Jīntiān wǒ huì qù kànkàn. Nǐ shénme shíhòu yǒu kòng? Wǎnshàng kěyǐ ma?

Rúyù : Bùhǎo yìsi, jīntiān wǎnshàng wǒ yǒu shì.

Fángdōng : Méi guānxi, míngtiān xiàwǔ ne?

Rúyù : Hǎo, wǒ zài jiā dēng nǐ.

Fángdōng : Nà wǒ míngtiān xiàwǔ liǎngdiǎn dào. Hái yǒu wèntí ma?

Rúyù : Wǒ xiǎng mǎi diànshì. Qǐngwèn kěyǐ bāng wǒ zhuāng yǒuxiàn diànshì ma?

Fángdōng : Kěyǐ, búguò nǐ děi zìjǐ fùqián.

Rúyù : Hǎode, xièxie nǐ.

課文英譯 Text in English

Ruyu : Hello, Mr. Landlord. This is Bai Ruyu. Have you received my rent?

Landlord : I have received it. Thank you. Are you accustomed (to living there)?

Ruyu : Yes. But there is a problem. The water from the water heater doesn't seem to be hot.

Landlord : I will go check it out today. When are you free? Would tonight be okay?

Ruyu : I am sorry. I've got something to do this evening.

Landlord : That is alright. How about tomorrow afternoon?

Ruyu : Okay. I will wait for you at home.

Landlord : I will be there at two. Are there any other problems?

Ruyu : I want to buy a television. Could I trouble you put in cable for me?

Landlord : Yes, but you will have to pay for it yourself.

Ruyu : Fine. Thank you.

生詞二 Vocabulary II



Vocabulary

1	喂	wéi	喂	(Ptc)	a particle used in addressing people, especially over the phone
2	房租	fángzū	房 租	(N)	rent (for a room or a house)
3	已經	yǐjīng	已 經	(Adv)	already
4	習慣	xíguàn	習 慣	(Vs)	to get settled down, to get used to
5	問題	wèntí	問 題	(N)	problem, question
6	熱水器	rèshuǐqì	熱 水 器	(N)	water heater
7	好像	hǎoxiàng	好 像	(Adv)	to seem to be, to appear to be (often used to take the edge off of a comment)
8	會	huì	會	(Vaux)	will
9	等	děng	等	(V)	to wait for
10	那	nà	那	(Ptc)	then, in that case
11	裝	zhuāng	裝	(V)	to install
12	不過	búguò	不 過	(Conj)	however, but
13	付	fù	付	(V)	to pay

Phrases

14	收到	shōudào	收 到	to receive
15	不好意思	bùhǎo yìsi	不 好 意 思	sorry
16	沒關係	méi guānxi	沒 關 係	Not a problem.
17	有線電視	yǒuxiàn diànshì	有 線 電 視	cable TV

文法 Grammar



I. To Come to Do Something with 來 lái

Function: ‘來 lái + VP’ indicates the subject’s intention of coming over to do something.

- 1 我來學中文。
- 2 他來打籃球。
- 3 我和朋友來逛夜市。

Structures: Negation markers, auxiliary verbs, or adverbs are placed before the first verbal element 來 lái.



Negation:

- 1 我明天有事不來上課。
- 2 她不跟我來看電影。
- 3 我很忙，不來幫你裝有線電視了。



Questions:

- 1 他不來吃晚飯嗎？
- 2 你們常來游泳嗎？
- 3 你要來參觀故宮博物院嗎？

Usage: The function of ‘來 + VP’ in this lesson is the same as that of ‘去 + VP’ in Lesson 3. The only difference is the direction of the subject’s action, 來 towards and 去 away from the speaker’s location.

- 1 我星期四來 / 去上書法課。
- 2 我妹妹不想來 / 去吃牛肉麵。

練習 Exercise

Complete sentences with 來 + VP.

1



下個星期六我們可以一起

_____。

2



這個週末，

我不_____。

3



你有空的時候，

常_____嗎？

4



貓空的風景很美，我有時候

_____，有時候_____。

II. Sooner Than Expected with 就 jiù

拼音、英譯 p.237

Function: When 就 *jiù* refers to time or place, the event being discussed takes place sooner than expected.

- ① 學校很近。走路十分鐘就到了。
- ② 那個地方不遠。很快就到了。
- ③ 他等一下就來。

Structures: 就 *jiù* often co-occurs with the sentence-final 了 *le*. See above. The sentences mean the same with or without 了.

Usage: 就 *jiù* is a high-frequency adverb, which has various functions and meanings. It can be used in a single sentence, as introduced in this lesson, and it can be a linking adverb as introduced in Lesson 9, connecting S2 to S1.

練習 Exercise

Complete the following sentences by using 就, plus 了 when appropriate.

- 1 那個地方，坐捷運去比較快，十分鐘 _____。
- 2 他今天沒課，下午三點 _____。
- 3 她剛打電話給我，她說老師等一下 _____。
- 4 今天是三月十二號，他三月十五號 _____。（回國）

III. Existential Subject with 有 *yǒu*



Function: 有 *yǒu* introduces the existence of an indefinite subject. The following VP in the sentence describes what the subject does.

- 1 有人住這裡。
- 2 有兩個學生來找你。
- 3 早上有一個小姐打電話給你。
- 4 昨天有一個先生來裝有線電視。
- 5 有一個人在外面唱歌。

Structures: The subject in Chinese is usually a definite noun. If the subject is indefinite, it needs to be preceded by 有 *yǒu*.

 **Negation:** 有 is always negated with 沒.

- 1 這間沒有人住。
- 2 沒有人要跟我去逛夜市。
- 3 沒有學生要去故宮。



Questions:

- ① 有人在裡面看書嗎？
- ② 有沒有人想去 KTV 唱歌？
- ③ 有沒有人要跟我一起去花蓮玩？
- ④ 有沒有人不喜歡吃日本麵？

Usage: “有 + NP + 在 + location” is equivalent in meaning to “location + 有 + NP”: 地上有一支手機。Dìshàng yǒu yì zhī shǒujī, ‘The floor has a cellphone on it,’ and 有一支手機在地上。Yǒu yì zhī shǒujī zài dìshàng, ‘There is a cellphone on the floor.’ However, the focuses of the two sentences are different. In the first one, the focus is on “the cellphone”, while in the second one, the focus is “the floor”. Compare the following dialogues.

- ① A: 地上有一支手機。 B: 是誰的？
- ② A: 有一支手機在地上。 B: 地上？為什麼在地上？

練習 Exercise

Rearrange the order of the following into existential subject sentences.

① 一個學生 有 唱歌 在

① ② ③ ④

_____。

② 有 照相 一個小姐 在大樓前面

① ② ③ ④

_____。

③ 人 有 打電話 給你 今天早上

① ② ③ ④ ⑤

_____。

④ 來接我 明天 有人 嗎

① ② ③ ④ ⑤

_____？

IV. Different Types of 會 huì

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Usage: There are two different types of 會 *huì*. The first one, as presented in Lesson 5, refers to “acquired skills”. The second one, in this lesson, refers to “possibility or likelihood”.

- ① 他會做飯。(會₁)
- ② 我不會打籃球。(會₁)
- ③ 我明天會去看看他。(會₂)
- ④ 他明天不會去上書法課。(會₂)

練習 Exercise

Please identify the types of 會 *huì* in the following sentences, and mark them accordingly.

	會 1	會 2
A. 我姐姐「會」做甜點了。	()	()
B. 他等一下就「會」去看電影了。	()	()
C. 我弟弟已經「會」騎機車了。	()	()
D. 我跟女朋友明天不「會」去 KTV。	()	()
E. 他「會」寫書法，可是寫得不太好。	()	()

V. Omitting Nouns at 2nd Mention

拼音、英譯 p.238

Function: In Chinese, old information that has been mentioned before or that is understood from the context is often omitted later. A pronoun that is omitted is called a “zero pronoun”.

Structures: The most frequently omitted elements are the subject and the object.

1. subject predictable from contexts

(1) ∅ 請進！ (L2)

- (2) [store clerk asking customer]
 ∅ 要買什麼？
 請問 ∅ 外帶還是內用？ (L4)
- (3) [A calling B]
 今天晚上 ∅ 要一起吃晚飯嗎？ (L3)
- (4) ∅ 聽說臺灣有很多小吃。 (L5)

2. subject previously mentioned

- (1) 我姓王，∅ 叫開文。 (L1)
- (2) 我常打籃球，∅ 也常踢足球。 (L3)

3. object previously mentioned

昨天朋友給我一個芒果，我不想吃∅。

練習 Exercise

There are omissions in the following dialogues. Please identify the omitted elements.

1. (1) 要是那時候我有空，() 就跟你們一起去。 (L9)
- (2) 我以前不喜歡吃水果，() 現在很喜歡了。 (L10)
2. (1) A: 那種手機很好，我哥哥有一支()。
- B: () 貴不貴？一支() 賣多少錢？ (L4)
- (2) a. 我們 b. 牛肉麵
- A: 牛肉麵真的這麼好吃嗎？
- B: 是的。牛肉好吃，湯也好喝。
- A: () 這麼好吃，我想吃吃看。
- B: 明天我們去吃。() 一定要點大碗的()。 (L4)
3. a. 我 b. 你們 c. 我們
- 安同: 我想跟朋友去玩。
- 田中: 不錯啊，() 去什麼地方？

安同：花蓮。（ ）聽說那裡的風景非常漂亮。

田中：我也聽說。放假的時候，你常去旅行嗎？

安同：不一定，（ ）有時候在家寫功課，有時候出去玩。

田中：你們什麼時候去花蓮？

安同：（ ）這個星期六下午去。

田中：（ ）去玩多久？

安同：（ ）大概玩四、五天。（L9）

語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. To Come to Do Something with 來 lái

Function:

- 1 Wǒ lái xué Zhōngwén.
- 2 Tā lái dǎ lánqiú.
- 3 Wǒ hàn péngyǒu lái guàng yèshì.

Function:

- 1 I've come to study Chinese.
- 2 He came to play basketball.
- 3 My friend and I came to wander around the night market.

Structures:

Negation:

- 1 Wǒ míngtiān yǒu shì bù lái shàngkè.
- 2 Tā bù gēn wǒ lái kàn diànyǐng.
- 3 Wǒ hěn máng, bù lái bāng nǐ zhuāng yǒuxiàn diànshì le.

Structures:

Negation:

- 1 I have something to do tomorrow. I won't be coming to class.
- 2 She did not come with me to see a movie.
- 3 I am very busy. I can't come put cable television in for you.

Questions:

- 1 Tā bù lái chī wǎnfàn ma?
- 2 Nǐmen cháng lái yóuyǒng ma?
- 3 Nǐ yào lái cānguān Gùgōng Bówùyuan ma?

Questions:

- 1 He's not coming to eat dinner?
- 2 Do you often come to swim?
- 3 Are you coming to visit the Palace Museum?

Usage:

- ① Wǒ xīngqísì lái/qù shàng shūfǎ kè.
- ② Wǒ mèimei bù xiǎng lái/qù chī niúròu miàn.

Usage:

- ① I come/go take calligraphy classes on Thursdays.
- ② My sister doesn't want to come/go eat beef noodles.

II. Sooner Than Expected with 就 jiù**Function:**

- ① Xuéxiào hěn jìn. Zǒulù shí fēnzhōng jiù dào le.
- ② Nà ge dìfāng bù yuǎn. Hěn kuài jiù dào le.
- ③ Tā děng yíxià jiù lái.

Function:

- ① The school is close. Walking only ten minutes will get you there.
- ② That place is not far. You'll get there very quickly.
- ③ He will be here in a bit.

III. Existential Subject with 有 yǒu**Function:**

- ① Yǒu rén zhù zhèlǐ.
- ② Yǒu liǎng ge xuéshēng lái zhǎo nǐ.
- ③ Zǎoshàng yǒu yí ge xiǎojiě dǎ diànhuà gěi nǐ.
- ④ Zuótiān yǒu yí ge xiānshēng lái zhuāng yǒuxiàn diànshì.
- ⑤ Yǒu yí ge rén zài wàimiàn chànggē.

Function:

- ① Somebody is living here.
- ② There are two students looking for you.
- ③ This morning some woman phoned you.
- ④ Some man came yesterday to install cable TV.
- ⑤ Someone is singing outside.

Structures: **Negation:**

- ① Zhè jiān méi yǒu rén zhù.
- ② Méi yǒu rén yào qù wǎng guàng yèshì.
- ③ Méi yǒu xuéshēng yào qù Gùgōng.

Structures: **Negation:**

- ① There is no one living in this room.
- ② Nobody wants to go walk around the night market with me.
- ③ None of the students wants to visit the Palace Museum.



Questions:

- ① Yǒu rén zài lǐmiàn kànshū ma?
- ② Yǒu méi yǒu rén xiǎng qù KTV chànggē?
- ③ Yǒu méi yǒu rén yào gēn wǒ yìqǐ qù Huālián wán?
- ④ Yǒu méi yǒu rén bù xǐhuān chī Riběn miàn?

Usage:

- ① A: Dìshàng yǒu yì zhī shǒujī.
B: Shì shéi de?
- ② A: Yǒu yì zhī shǒujī zài dìshàng.
B: Dìshàng? Wèishénme zài dìshàng?



Questions:

- ① Is there someone inside studying?
- ② Is there anyone who wants to go to KTV to sing?
- ③ Is there anyone who wants to go to Hualien with me?
- ④ Is there anyone who doesn't like to eat Japanese noodles?

Usage:

- ① A: There is a cellphone on the floor.
B: Whose is it?
- ② A: There is a cellphone on the floor.
B: On the floor? Why on the floor?

IV. Different Types of 會 huì

Usage:

- ① Tā huì zuòfàn.
- ② Wǒ bú huì dǎ lánqiú.
- ③ Wǒ míngtiān huì qù kànkàn tā.
- ④ Tā míngtiān bú huì qù shàng shūfǎ kè.

Usage:

- ① He knows how to cook.
- ② I don't know how to play basketball.
- ③ I will visit him tomorrow.
- ④ He won't go to calligraphy class tomorrow.

V. Omitting Nouns at 2nd Mention

Structures:

1. subject predictable from contexts
 - (1) Qǐngjìn! (L2)
 - (2) Yào mǎi shénme?
Qǐngwèn, wàidài háishì nèiyòng? (L4)
 - (3) Jīntiān wǎnshàng yào yìqǐ chī wǎnfàn ma? (L3)
 - (4) Tīngshuō Táiwān yǒu hěn duō xiǎochī.
(L5)
2. subject previously mentioned
 - (1) Wǒ xìng Wáng, jiào Kāiwén. (L1)
 - (2) Wǒ cháng dǎ lánqiú, yě cháng tī zúqiú.
(L3)
3. object previously mentioned

Zuótiān péngyǒu gěi wǒ yí ge mángguǒ, wǒ bù xiǎng chī.

Structures:

1. subject predictable from contexts
 - (1) (You) please come in. (L2)
 - (2) What would (you) like to buy?
Excuse me, is this for here or to go? (L4)
 - (3) Shall (we) eat dinner together tonight?
(L3)
 - (4) (I've) heard that Taiwan has lots of
(different kinds of) light repasts. (L5)
2. subject previously mentioned
 - (1) I am surnamed Wang. (I) am called Kaiwen. (L1)
 - (2) I often play basketball and (I) often play football. (L3)
3. object previously mentioned

Yesterday, a friend gave me a mango. I don't want to eat (it).

課室活動 Classroom Activities

I. Life in Taiwan / Photo Journal

Goal: Learning to use indefinite subjects to describe events.

Task: 安同 took a walk in his neighborhood on Sunday and took a few photos. He plans to upload them to Facebook. Please help him write down captions for each one. Describe where the actions took place.

1 有一個學生在學校打籃球。



2



3



4



II. Where I Live

Goal: Learning to talk about the environment of a room or house.

Task: Pair up with a classmate and describe your current residence or your residence back in your home country. As you listen to your partner, draw a floor plan of their house and label each room.



III. Story-telling

Goal: Learning to comprehend a passage and add things to it.

Task: Form groups of two or three. Read the following story and complete it with your partners. Read the completed story to the class. Evaluate each group's work.

李大同的女朋友昨天已經回國了。現在他一個人在家，他想，今天有一個很好看的網球比賽，可是現在十一點半了，比賽已經結束了。他不知道要做什麼，所以想去看看他爸爸媽媽，他爸媽的家很近，走路五分鐘就到了。他打電話給他爸媽，他爸媽說，他們去旅行，不在家。現在，李大同不知道要做什麼，…（請幫他想想吧！）

IV. For Rent Ads

Goal: Learning to understand rental advertisements.

Task: You and your friend see the rent ad below. Carry out a discussion based on the following questions.

租

近捷運站、超市、學校
兩套衛浴，有廚房
冰箱、網路、有線電視一應俱全
月租一萬五，不包水電

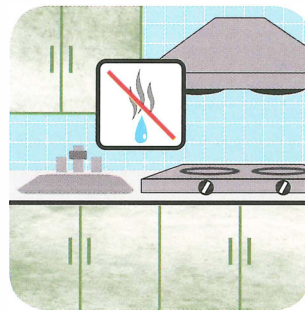
地址：師大路八巷六號二樓
意者請電王太太 02-73889012
0988123456

- 1 租這個房子一個月要多少錢？
- 2 租這個房子，可以做飯嗎？
- 3 要是我想看房子，應該打電話給誰？打哪個電話？
- 4 什麼是「衛浴」？
- 5 你現在住的房子比這個房子好嗎？
- 6 要是你想租房子，你會租這個地方嗎？為什麼？

V. Something's Wrong with My Room

Goal: Learning to make requests, e.g., to your landlord.

Task: You have just started renting a place, but you have discovered that there is something wrong with the internet and the kitchen has no hot running water. Call your landlord, tell him / her of the problems, and ask him / her to take care of them. (Have a classmate role play the landlord.)



文化 Bits of Chinese Culture

Renting a Place in Taiwan

Though it is possible to find rental apartments through real estate agents, in Taiwan, it is more common for landlords to rent their own places. Renting a place in Taiwan is very much a free market. In other words, while there are going prices for renting apartments, the final amount is determined by the landlord and it is possible to bargain the rent down. Therefore, it is best to shop around and haggle with the landlord to get a better price. Once an agreement is reached and written down on a lease, it has legal effect. Also in Taiwan, application fees or background screening fees are not necessary. However, the landlord might ask for a deposit of up to two months' rent, but prepayment of the final month's rent is not practiced.



▲ Rental ads on bulletin boards



▲ Rental contract



Self-Assessment Checklist

I can talk about renting a place to live.

20% 40% 60% 80% 100%

A horizontal progress bar with a gradient from yellow to red. The bar is filled up to the 85% mark.

I can talk about environment of a room or a house.

20% 40% 60% 80% 100%

A horizontal progress bar with a gradient from yellow to red. The bar is filled up to the 85% mark.

I can make requests to someone, e.g., to my landlord.

20% 40% 60% 80% 100%

A horizontal progress bar with a gradient from yellow to red. The bar is filled up to the 85% mark.

LESSON

12

第十二課

你在臺灣學多久的中文？

How Long Will You Be Studying
Chinese in Taiwan?

學習目標 Learning Objectives

Topic: 學習、工作 Study, Work

- Learning to discuss study plans and future plans.
- Learning to talk about sequences of events.
- Learning to describe past actions and experience.



LESSON
12

你在臺灣學多久的中文？

How Long Will You Be Studying Chinese in Taiwan?

對話一 Dialogue I

12-1



- 田 中：安同，你計畫在臺灣學多久的中文？
安 同：五年。
田 中：為什麼要這麼久的時間？
安 同：我先在語言中心念一年，再念四年大學，
 所以需要五年。
田 中：這得花不少錢！
安 同：對，不過我有獎學金。要是成績不好，
 就沒獎學金了。你呢？
田 中：我的學費是公司替我付的。
安 同：你打算學多久呢？

- 田 中：大概兩年，是公司決定的。
- 安 同：希望我以後也可以到這麼好的公司上班。
- 田 中：我又要上班，又要念書，真的很累。
- 安 同：我們一起加油吧！

課文拼音 Text in Pinyin

- Tiánzhōng : Āntóng, nǐ jìhuà zài Táiwān xué duō jiǔ de Zhōngwén?
- Āntóng : Wǔ nián.
- Tiánzhōng : Wèishénme yào zhème jiǔ de shíjiān?
- Āntóng : Wǒ xiān zài yǔyán zhōngxīn niàn yì nián, zài niàn sì nián dàxué, suǒyǐ xūyào wǔ nián.
- Tiánzhōng : Zhè děi huā bù shǎo qián!
- Āntóng : Dui, búguò wǒ yǒu jiǎngxuéjīn. Yàoshì chéngjī bù hǎo, jiù méi jiǎngxuéjīn le. Nǐ ne?
- Tiánzhōng : Wǒ de xuéfèi shì gōngsī tì wǒ fù de.
- Āntóng : Nǐ dǎsuàn xué duō jiǔ ne?
- Tiánzhōng : Dàgài liǎng nián, shì gōngsī juéding de.
- Āntóng : Xīwàng wǒ yǐhòu yě kěyǐ dào zhème hǎo de gōngsī shàngbān.
- Tiánzhōng : Wǒ yòu yào shàngbān, yòu yào niànshū, zhēnde hěn lèi.
- Āntóng : Wǒmen yìqǐ jiāyóu ba!

課文英譯 Text in English

- Tianzhong : Antong, how long do you plan to study Chinese in Taiwan?
- Antong : Five years.
- Tianzhong : Why such a long time?

Antong : I am going to study for a year at the language center, then study at university for four years, so I need five years.

Tianzhong : That's going to cost a lot of money.

Antong : That's right, but I have a scholarship. If my grades are poor, I will lose it. And you?

Tianzhong : My tuition is paid by my company for me.

Antong : And how long do you plan to study?

Tianzhong : Probably two years. My company will decide.

Antong : I hope later I can work at such a good company.

Tianzhong : I have to both work and study. It is exhausting.

Antong : Let's keep up the good work.

生詞一 Vocabulary I

12-2

Vocabulary

1	計畫	jìhuà	計、畫	(V)	to plan to
2	年	nián	年	(M)	measure word for year
3	久	jiǔ	久	(Vs)	long (time)
4	時間	shíjiān	時、間	(N)	time
5	先	xiān	先	(Adv)	first
6	念	niàn	念	(V)	to study
7	大學	dàxué	大、學	(N)	university
8	需要	xūyào	需、要	(Vst)	to need
9	花	huā	花	(V)	to spend (time or money)
10	獎學金	jiǎngxuéjīn	獎、學、金	(N)	scholarship
11	成績	chéngjī	成、績	(N)	grades
12	學費	xuéfèi	學、費	(N)	tuition
13	公司	gōngsī	公、司	(N)	company
14	替	tì	替	(Prep)	for, on behalf of
15	希望	xīwàng	希、望	(Vst)	to hope

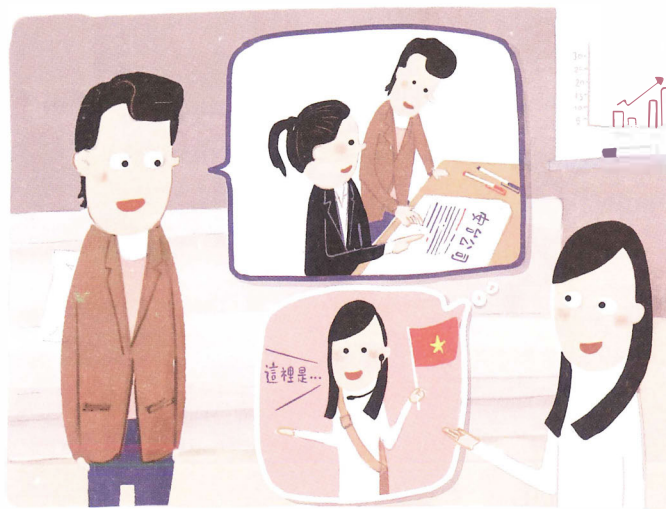
16	以後	yǐhòu	一、ㄩ、 ㄏ、ㄡ、	(N)	in the future
17	到	dào	ㄉ、 ㄠ、	(V)	to go/come to
18	上班	shàngbān	ㄕ、 ㄤ、	(V-sep)	to go to work
19	念書	niànshū	ㄋ、 ㄢ、	(V-sep)	to study
20	累	lèi	ㄌ、 ㄟ、	(Vs)	tired

Phrases

21	語言中心	yǔyán zhōngxīn	ㄩ、 ㄩ、 ㄓ、 ㄨ、 ㄥ、	language center
22	加油	jiāyóu	ㄐ、 ㄩ、 ㄩ、	keep up the good work

對話二 Dialogue II

12-3



- 月 美：田中，你是什麼時候來臺灣工作的？
- 田 中：去年，我已經在臺灣工作一年了。
- 月 美：為什麼你們公司要替你付學費？
- 田 中：因為我們公司跟臺灣人做生意。老闆希望我們都會說中文。

- 月 美：我覺得你們公司真好。
- 田 中：對了，妳回國以後，打算做什麼？
- 月 美：我回國以後，也想找個有機會說中文的工作。
- 田 中：不錯，這樣的工作在你們國家好找嗎？
- 月 美：不知道好不好找，我試試看。
- 田 中：要是難找呢？
- 月 美：那麼我再來臺灣學中文。
- 田 中：太好了！那我們就可以再見面了。

課文拼音 Text in Pinyin

Yuèměi : Tiánzhōng, nǐ shì shénme shíhòu lái Táiwān gōngzuò de?

Tiánzhōng: Qùnián, wǒ yǐjīng zài Táiwān gōngzuò yì nián le.

Yuèměi : Wèishénme nǐmen gōngsī yào tì nǐ fù xuéfèi?

Tiánzhōng: Yīnwèi wǒmen gōngsī gēn Táiwān rén zuò shēngyì, lǎobǎn xīwàng wǒmen dōu huì shuō Zhōngwén.

Yuèměi : Wǒ juéde nǐmen gōngsī zhēn hǎo.

Tiánzhōng: Duìle, nǐ huíguó yǐhòu, dǎsuàn zuò shénme?

Yuèměi : Wǒ huíguó yǐhòu, yě xiǎng zhǎo ge yǒu jīhuì shuō Zhōngwén de gōngzuò.

Tiánzhōng: Búcuò, zhèyàng de gōngzuò zài nǐmen guójiā hǎo zhǎo ma?

Yuèměi : Bù zhīdào hǎo bù hǎo zhǎo, wǒ shìshíkàn.

Tiánzhōng: Yàoshi nán zhǎo ne?

Yuèměi : Nàme wǒ zài lái Táiwān xué Zhōngwén.

Tiánzhōng: Tài hǎo le! Nà wǒmen jiù kěyǐ zài jiànmiàn le.

課文英譯 Text in English

Yuemei : When did you come to Taiwan to work, Tianzhong?

Tianzhong: Last year. I have been working in Taiwan for a year.

Yuemei : Why does your company pay tuition for you?

Tianzhong: Because our company does business with Taiwanese. My boss wants us all to speak Chinese.

Yuemei : I think your company is really good.

Tianzhong: By the way, what do you plan to do when you go back to your country?

Yuemei : After I go back home, I would like to find a job (that gives me) opportunities to speak Chinese.

Tianzhong: Not a bad idea. Is that kind of job easy to find in your country?

Yuemei : I don't know if they are easy to find, but I am going to try.

Tianzhong: What if they are hard to find?

Yuemei : Then, I would come back to Taiwan to study Chinese.

Tianzhong: Great. That way we could see each other again.

生詞二 Vocabulary II

12-4

Vocabulary

1	工作	gōngzuò		(Vi)	to work
2	去年	qùnián		(N)	last year
3	做	zuò		(V)	to do, to engage in
4	生意	shēngyì		(N)	business
5	以後	yǐhòu		(N)	afterwards
6	好	hǎo		(Vs)	easy to
7	找	zhǎo		(V)	to look for
8	工作	gōngzuò		(N)	job, work
9	這樣	zhèyàng		(N)	this kind (of)
10	國家	guójiā		(N)	country
11	試	shì		(Vi)	to try

12	難	nán	ㄋㄢˊ	(Vs)	hard to, difficult to
13	那麼	nàme	ㄋㄚˋ ㄇㄛˋ	(Ptc)	then
14	再	zài	ㄗㄞˋ	(Adv)	again

Phrases

15	試試看	shìshìkàn	ㄕㄨˋ ㄕㄨˋ ㄎㄢˋ		to give it a try, to try and see what happens
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文法 Grammar

I. 先 xiān...，再 zài... *first..., and then...*

 拼音、英譯 p.260

Function: This pattern presents the temporal sequence of two consecutive events.

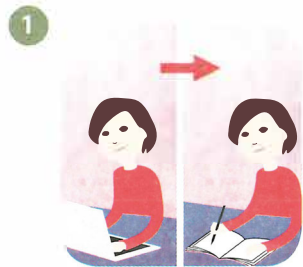
- ① 弟弟打算先去旅行再找工作。
- ② 我想先吃晚飯再給媽媽打電話。
- ③ 他計畫在臺灣先學語言再念大學。

Usage: This pattern indicates the order of two events either in the past or future.

- ① 我昨天晚上先寫功課，再看電視。
- ② 我明天先去圖書館看書，再去超市買東西。

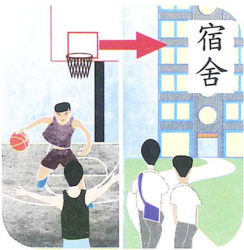
練習 Exercise

Complete the situations below based on the pictures given.



我每天先 _____，
再 _____。

2



他想先 _____，
再 _____。

3



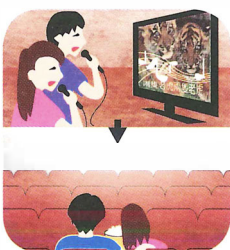
我常先 _____，
再 _____。

4



我今天晚上要先 _____，
再 _____。

5



他們明天打算先去 _____，
再去 _____。

II. To Focus with 是 shì...的 de



Function: This pattern highlights one of the elements in a sentence in a past event and marks it as the focus/contrast, i.e., the main message of the sentence.

Structures:

1. In this pattern, the focus marker 是 is placed directly in front of the focused element and 的 is placed at the end of the sentence, i.e., Subject + 是 + Focus + Activity + 的。
(1) 他是昨天晚上到臺灣的。 (2) 他是在學校附近吃晚飯的。
(3) 我是坐捷運來學校的。
2. The object in the sentence is often moved to the very front of the sentence.
(1) 學費是公司替我付的。 (2) 這支手機是在夜市買的。
3. The focused element can be the subject, the expression for time, place, manner, and occasionally the verb, but never the object.
(1) 是我打電話給房東的。 (subject)
(2) 我是昨天晚上去看電影的。 (time)
(3) 他是在那家便利商店買咖啡的。 (place)
(4) 我是坐公車來上課的。 (manner)
BUT NOT, *我是這間房間最近租的。 (object)



Negation: The negation marker 不 *bú* always goes before 是 *shì*.

- 1 他不是今天早上去美國的。 (1) 不是我打電話給房東的。
- 3 我不是在圖書館看書的。



Questions:

- 1 你是一個人來的嗎？ (2) 他是坐高鐵去臺南的嗎？
- 3 你的房租是自己付的嗎？

Usage:

1. Sometimes 是 *shì* can be omitted in the 是...的 pattern.
(1) 我(是)跟朋友一起來的。 (2) 我(是)坐計程車來的。
2. This pattern can be used to ask a wh-question (*who, when, how, where*) about an event in the past, however, it does not work when “what” is the object.
(1) 是誰打電話給你的？ (who)
(2) 他是什麼時候來學校的？ (when)

- (3) 你是怎麼去的？ (how)
 (4) 你是在哪裡吃飯的？ (where)
 *你是什麼東西看的？ (object)

練習 Exercise

Based on the pictures given below, play out the A and B roles.



A: 他(是什麼時候)去學校的?

B: 他是_____去學校的。



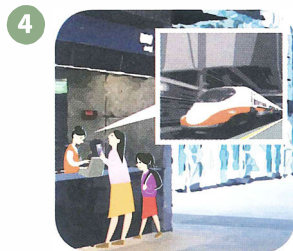
A: (在哪裡?)

B: _____



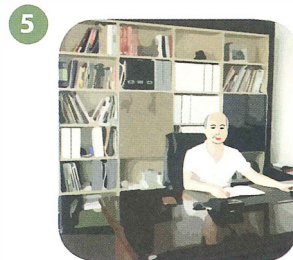
A: (怎麼去?)

B: _____



A: (跟誰去?)

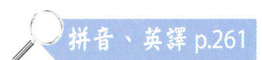
B: _____



A: (學費誰付?)

B: _____

III. 以後 yǐhòu after...



Function: In this lesson 以後 yǐhòu is basically a noun but covers two different functions. In Dialogue I, it is used alone, just like a time word, meaning some time in the future. In Dialogue II, it is used together with two events, connecting them sequentially, i.e., after A, B....

Structures:

Dialogue I Structure:

- ① 我們以後都得上班。
- ② 他們以後還要再到臺南去。

Dialogue II Structure:

- ① 回國以後，我要找個有機會說中文的工作。
- ② 來臺灣以後，我每星期上五天的中文課。
- ③ 我下課以後，常在圖書館上網。

練習 Exercise

Complete the following dialogues by using 以後。

	學生 A (問)	學生 B (答)
1	你每天幾點吃晚飯？	我每天 <u>七點半</u> 以後吃晚飯。
2	我們什麼時候去吃晚飯？	_____。
3	你什麼時候回國？	_____。
4	你是什麼時候去圖書館的？	_____。
5	你是什麼時候學中文的？	_____。
6	他是什麼時候打電話給你的？	_____。
7	半年以後，你打算做什麼？	_____。
8	一個月以後，你要去旅行嗎？	_____。

學生 A (問)		學生 B (答)
9	昨天你下課以後做什麼？	_____。
10	回國以後，你想做什麼？	_____。

IV. Special Meanings of 好 *hǎo* / 難 *nán* + Verbs

 拼音、英譯 p.262

Function:

1. When 好 or 難 combine with perception verbs, they become single words.

好吃	難吃
好喝	難喝
好看	難看
好聽	難聽

2. When they combine with action verbs, 好 means “easy to” and 難 “difficult/hard to”.

好學	難學
好寫	難寫
好做	難做
好找	難找

- (1) 日本菜好吃也好看。 (2) 好工作很難找。
- (3) 這個歌好聽也好唱。

Structures: Degree adverbs such as 很 *hěn* “very” can modify both structures given above.

- ① 我媽媽做的菜很好吃。 ② 有人覺得中文很難學。



Negation:

1. With perception verb:

- (1) 便宜的咖啡不好喝。
- (2) 學校餐廳的菜不難吃。
- (3) 這個歌，唱得太慢不好聽。

2. With action verbs:

- (1) 這家店賣的小籠包不好做。
- (2) 老師常常說中文不難學。
- (3) 學校附近便宜的套房不好找。



Questions:

1. With perception verbs:

- (1) 旅館老闆買的水果好吃嗎？
- (2) 你覺得那個電影好看不好看？
- (3) 點烏龍茶的那個先生唱歌唱得好聽嗎？

2. With action verbs:

- (1) 說中文的工作在你的國家好找嗎？
- (2) 又大又貴的房子好不好賣？
- (3) 老師今天教的甜點難不難學？

練習 Exercise

Comment on the pictures below using 好 / 難 + Verb combinations.

1



中國書法很好看。

2



_____。

3



_____。

4



_____。

5



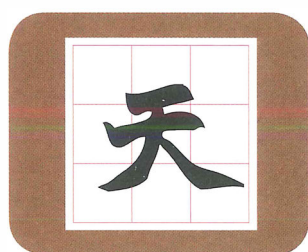
中文 _____。

6



_____。

7



_____。

8



_____。

語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. 先 xiān...，再 zài... *first..., and then...*

Function:

- 1 Dìdi dǎsuàn xiān qù lǚxíng zài zhǎo gōngzuò.
- 2 Wǒ xiǎng xiān chī wǎnfàn zài gěi māma dǎ diànhuà.
- 3 Tā jìhuà zài Táiwān xiān xué yǔyán zài niàn dàxué.

Usage:

- 1 Wǒ zuótiān wǎnshàng xiān xiě gōngkè, zài kàn diànshì.
- 2 Wǒ míngtiān xiān qù túshūguǎn kànshū, zài qù chāoshì mǎi dōngxì.

Function:

- 1 My brother plans to go traveling first and then look for a job.
- 2 I want to eat dinner first and then call my mom.
- 3 He plans to study language in Taiwan first and then go to college.

Usage:

- 1 Last night, I did my homework first and then watched TV.
- 2 Tomorrow, I'll study in the library first and then go shopping at the supermarket.

II. To Focus with 是 shì...的 de

Structures:

1. (1) Tā shì zuótiān wǎnshàng dào Táiwān de.
(2) Tā shì zài xuéxiào fùjìn chī wǎnfàn de.
(3) Wǒ shì zuò jiéyùn lái xuéxiào de.
2. (1) Xuéfèi shì gōngsī tì wǒ fù de.
(2) Zhè zhī shǒujī shì zài yèshì mǎi de.
3. (1) Shì wǒ dǎ diànhuà gěi fángdōng de.
(2) Wǒ shì zuótiān wǎnshàng qù kàn diànyǐng de.
(3) Tā shì zài nà jiā biànlì shāngdiàn mǎi kāfēi de.
(4) Wǒ shì zuò gōngchē lái shàngkè de.

Structures:

1. (1) It was last night that he arrived in Taiwan.
(2) It was near the school that he had dinner.
(3) It was by MRT that I came to school.
2. (1) It is the company that pays my tuition.
(2) It was in the night market that I purchased this cellphone.
3. (1) It was I who called the landlord. (subject)
(2) It was last night that I went to see a movie. (time)
(3) It was in that convenience store that he bought coffee. (place)
(4) It was by taking the bus that I came to class. (manner)

 **Negation:**

- 1 Tā búshì jīntiān zǎoshàng qù Měiguó de.
- 2 Búshì wǒ dǎ diànhuà gěi fángdōng de.
- 3 Wǒ búshì zài túshūguǎn kànshū de.

 **Questions:**

- 1 Nǐ shì yí ge rén lái de ma?
- 2 Tā shì zuò gāotiě qù Tánán de ma?
- 3 Nǐ de fāngzū shì zìjǐ fù de ma?

Usage:

1. (1) Wǒ (shì) gēn péngyǒu yìqǐ lái de.
(2) Wǒ (shì) zuò jùchéngchē lái de.
2. (1) Shì shéi dǎ diànhuà gěi nǐ de?
(2) Tā shì shénme shíhòu lái xuéxiào de?
(3) Nǐ shì zěnmé qù de?
(4) Nǐ shì zài nǎlǐ chīfàn de?

III. 以後 yǐhòu after...**Structures:**

Dialogue I Structure:

- 1 Wǒmen yǐhòu dōu děi shàngbān.
- 2 Tāmen yǐhòu hái yào zài dào Tánán qù.

Dialogue II Structure:

- 1 Huíguó yǐhòu, wǒ yào zhǎo ge yǒu jīhuì shuō Zhōngwén de gōngzuò.
- 2 Lái Táiwān yǐhòu, wǒ měi xīngqī shàng wǔ tiān de Zhōngwén kè.
- 3 Wǒ xiàkè yǐhòu, cháng zài túshūguǎn shàngwǎng.

 **Negation:**

- 1 It was not this morning that he went to the United States.
- 2 It was not I who called the landlord.
- 3 It was not in the library that I studied.

 **Questions:**

- 1 Did you come alone? (Was it by yourself that you came?)
- 2 Did he go to Tainan by High Speed Rail? (Was it by High Speed Rail that he went to Tainan?)
- 3 Do you pay your own rent? (Is it you who pays your rent?)

Usage:

1. (1) I came with friends. (It was with friends that I came.)
(2) I came by taxi. (It was by taxi that I came.)
2. (1) Who called you?
(2) When did he come to school?
(3) How did you go?
(4) Where did you eat?

Structures:

Dialogue I Structure:

- 1 We will all have to work in the future.
- 2 They want to visit Tainan again in the future.

Dialogue II Structure:

- 1 After going back to my country, I want to look for a job that offers opportunities to speak Chinese.
- 2 After coming to Taiwan, I have been going to Chinese class five days a week.
- 3 After class, I often use the internet in the library.

IV. Special Meanings of 好 *hǎo* / 難 *nán* + Verbs

Function:

1.

hǎochī	nánchī
hǎohē	nánhē
hǎokàn	nánkàn
hǎotīng	nántīng

2.

hǎo xué	nán xué
hǎo xiě	nán xiě
hǎo zuò	nán zuò
hǎo zhǎo	nán zhǎo

- (1) Riběn cài hǎochī yě hǎokàn.
- (2) Hǎo gōngzuò hěn nán zhǎo.
- (3) Zhè ge gē hǎotīng yě hǎochàng.

Structures:

- ① Wǒ māma zuò de cài hěn hǎochī.
- ② Yǒu rén juéde Zhōngwén hěn nán xué.



Negation:

1. (1) Piányí de kāfēi bù hǎohē.
(2) Xuéxiào cāntīng de cài bù nánchī.
(3) Zhè ge gē, chàng de tài màn bù hǎotīng.
2. (1) Zhè jiā diàn mài de xiǎolóngbāo bù hǎo zuò.
(2) Lǎoshī chángcháng shuō Zhōngwén bù nán xué.
(3) Xuéxiào fùjìn piányí de tàofáng bù hǎo zhǎo.

Function:

1.

nice to eat	not nice to eat
nice to drink	not nice to drink
nice-looking	not nice-looking, ugly
nice to listen to	not nice to listen to

2.

easy to learn	hard to learn
easy to write	hard to write
easy to do	hard to do
easy to find	hard to find

- (1) Japanese food is both delicious and visually pleasing.
- (2) Finding a good job is difficult.
- (3) This song is both nice to listen to and easy to sing.

Structures:

- ① The food my mom makes is (very) delicious.
- ② Some people think that Chinese is (very) hard to learn.



Negation:

1. (1) Cheap coffee doesn't taste good.
(2) School cafeteria food tastes okay.
(3) This song does not sound nice if sung too slowly.
2. (1) The xiaolongbao sold at this shop are hard to make.
(2) The teacher often says that Chinese is not difficult to learn.
(3) Suites near the school that are cheap to rent are hard to find.



Questions:

- (1) Lǚguǎn lǎobǎn mǎi de shuǐguǒ hǎochī ma?
(2) Nǐ juéde nà ge diànyǐng hǎo bù hǎokàn?
(3) Diǎn Wūlóng chá de nà ge xiānshēng chànggē chàng de hǎotīng ma?
- (1) Shuō Zhōngwén de gōngzuò zài nǐ de guójiā hǎo zhǎo ma?
(2) Yòu dà yòu guì de fángzi hǎo bù hǎo mài?
(3) Lǎoshī jīntiān jiāo de tiándiǎn nán bù nán xué?



Questions:

- (1) Does the fruit bought by the hotel owner taste good?
(2) Do you think that movie was good or bad?
(3) Does the man who ordered Oolong tea sing well?
- (1) Are jobs in which you speak Chinese easy to find in your country?
(2) Are big and expensive houses easy to sell?
(3) Are the desserts that the teacher taught us (to make) today difficult to make?

課室活動 Classroom Activities

I. What 小美 Has Planned

Goal: Learning to talk about sequences of events.

Task: Read 小美 Xiaomei's schedule for June 6 and answer the following questions.

小美的記事本 (Xiaomei's Notes)



June 6 星期五	Notes
8:00 am	跟媽媽到學校付學費
9:00-12:00	上中文課
12:00	到李伯母家吃中飯
2:00-3:00	學書法
3:10-4:00	聽巴哈 (Bāhā, Bach) 音樂
5:00	跟朋友去看電影
8:00 pm	買包子

Write “T” or “F” (True or False) next to the statements below based on the information given above.

小美她 6 月 6 日...

- 1 () 先去學校，再去吃飯。
- 2 () 先吃中飯，再上中文課。
- 3 () 先買包子，再去看電影。
- 4 () 先上中文課，再學書法。
- 5 () 先去李伯母家，再去看電影。

II. A Day in 大朋 Dapeng's Life

Goal: Learning to discuss things that your friends have done.

Task 1: Pair up with somebody. Take turns asking and answering questions about what 大朋 did yesterday.



在哪裡 / 買



怎麼來 (去)



什麼時候

1

大朋的咖啡是在那家便利商店買的。

2

3



跟（誰）



誰

4

5

Task 2: Bring pictures to class. Use the pattern 是…的 to describe what is shown in the photos to the class. For example, “這張照片是在…照的 / 是今年三月照的 / 是跟朋友一起照的 / …是怎麼去的 / 是…幫我們照的”.

III. What Are Your Study Plans?

Goal: Learning to describe study plans and future plans.

Task: Tell the class of your plans, including how long you have been in Taiwan, how long you plan to stay, future study plans (in Taiwan or back in your country), and your future career plans.

IV. Have You Ever Worked?

Goal: Learning to describe your experience.

Task: If you have any work experience, please share it with the class. Other students are asked to pose questions when you are done.

文化 Bits of Chinese Culture

Addressing People in the Workplace

Being polite at all times is viewed as important by the Chinese. The workplace is no exceptions. How people are addressed depends on many factors.

The most common way to address a person is by their job title. For example, a manager can be addressed as 王經理 *Wáng Jīnglǐ* “Manager Wang” or a professor as 李教授 *Lǐ Jiàoshòu* “Professor Li.” People are also addressed by titles that indicate the highest level of education they received. For example, a person with a Ph.D. can be addressed as 陳博士 *Chén Bóshì* “Dr. Chen” or as 文學博士陳月文 *Wénxué Bóshì Chén Yuè-wén* “Dr. of Literature Chen Yue-wen.” Another method of address is based on profession, such as 張老師 *Zhāng Lǎoshī* “Teacher Zhang”, or 王議員 *Wáng Yìyuán* “MP Wang” (MP = member of parliament). When one is unsure of someone’s job title or profession, Miss 小姐, Madam 女士, or Mister 先生 is also polite.



▲ Addressing people by their job titles

Privacy Means Something Different for Taiwanese

Sometimes Taiwanese ask friends from abroad questions like “Where do you work?”, “How much do you make?”, “Are you married?”, “How many children do you have?”, and “Are they boys or girls?” While many foreigners consider these kinds of questions intrusive, in Taiwanese culture they are considered a sign of interest and a way of breaking the ice.



▲ Conversing with friends from abroad



Self-Assessment Checklist

I can discuss study plans and future plans.

20% 40% 60% 80% 100%

A horizontal progress bar with a color gradient from light yellow to dark red. The bar is filled up to the 85% mark.

I can talk about sequences of events.

20% 40% 60% 80% 100%

A horizontal progress bar with a color gradient from light yellow to dark red. The bar is filled up to the 85% mark.

I can describe past actions and experience.

20% 40% 60% 80% 100%

A horizontal progress bar with a color gradient from light yellow to dark red. The bar is filled up to the 85% mark.

LESSON

13

第十三課
生日快樂

Happy Birthday

學習目標 Learning Objectives

Topic: 社交生活 Social Life

- Learning to make appointments on the phone.
- Learning to ask friends about their dietary preferences.
- Learning to compare cultures.
- Learning to express wishes to others on special occasions and to respond appropriately when others offer you wishes on special occasions.



LESSON
13

生日快樂

Happy Birthday

對話一 Dialogue I

13-1



- 怡 君：喂，安同嗎？
- 安 同：是，我就是。怡君，好久不見，聽說妳去花蓮？
- 怡 君：我沒去花蓮，我剛從臺東回來。
- 安 同：找我有什麼事？
- 怡 君：明天是你的生日，對不對？
- 安 同：啊，我怎麼忘了！最近太忙了，謝謝妳還記得。
- 怡 君：當然記得！語言交換的時候，你那麼熱心教我西班牙文。
- 安 同：不必客氣，妳也一樣。
- 怡 君：明天我想請你吃晚飯，給你過生日。

安 同：妳太客氣了！我們在哪裡見面呢？
 怡 君：明天我一下課，就去你們學校找你。
 安 同：大概幾點？
 怡 君：五點左右。
 安 同：好，我會在學校門口等妳。

課文拼音 Text in Pinyin

Yíjūn : Wéi, Āntóng ma?
 Āntóng : Shì, wǒ jiù shì. Yíjūn, hǎojiù bújiàn, tīngshuō nǐ qù Huālián?
 Yíjūn : Wǒ méi qù Huālián, wǒ gāng cóng Táidōng huílái.
 Āntóng : Zhǎo wǒ yǒu shénme shì?
 Yíjūn : Míngtiān shì nǐ de shēngrì, duì bú duì?
 Āntóng : A, wǒ zěnme wàngle! Zuìjìn tài máng le, xièxie nǐ hái jìde.
 Yíjūn : Dāngrán jìde! Yǔyán jiāohuàn de shíhòu, nǐ nàme rèxīn jiāo wǒ Xībānyá wén.
 Āntóng : Búbì kèqì, nǐ yě yíyàng.
 Yíjūn : Míngtiān wǒ xiǎng qǐng nǐ chī wǎnfàn, gěi nǐ guò shēngrì.
 Āntóng : Nǐ tài kèqì le! Wǒmen zài nǎlǐ jiànmiàn ne?
 Yíjūn : Míngtiān wǒ yí xiàkè, jiù qù nǐmen xuéxiào zhǎo nǐ.
 Āntóng : Dàgài jǐdiǎn?
 Yíjūn : Wǔdiǎn zuǒyòu.
 Āntóng : Hǎo, wǒ huì zài xuéxiào ménkǒu děng nǐ.

課文英譯 Text in English

- Yijun : Hello? Is this Antong?
 Antong : Yes, this is he. Yijun, long time no see. I heard you went to Hualien.
 Yijun : I didn't go to Hualien. I just got back from Taitung.
 Antong : Did you call me for some reason?
 Yijun : Tomorrow is your birthday, isn't it?
 Antong : Huh!? How did I forget!? I've been so busy lately. Thanks for remembering.
 Yijun : Of course I remember. When we were exchanging languages, you were so enthusiastic about teaching me Spanish.
 Antong : You are too kind. You were, too.
 Yijun : I would like to treat you to dinner tomorrow to celebrate your birthday.
 Antong : That is very kind of you. Where should we meet?
 Yijun : As soon as I'm out of class tomorrow, I will go to your school.
 Antong : About what time?
 Yijun : About five.
 Antong : Good. I will wait for you at the front gate of the school.

生詞一 Vocabulary I

13-2

Vocabulary

1	生日	shēngrì	ㄅ ㄣˋ ㄖ ㄩˋ	(N)	birthday
2	快樂	kuàilè	ㄎ ㄨ ㄞˋ ㄌ ㄝˋ	(Vs)	happy
3	回來	huílái	ㄏ ㄨ ㄞˊ ㄌ ㄞˊ	(Vi)	to come back
4	啊	a	ㄚˊ	(Ptc)	a particle indicating a realization
5	怎麼	zěnmē	ㄗ ㄝˊ ㄇ ㄟ	(Adv)	How come?
6	忘(了)	wàngle	ㄨ ㄤˋ ㄌ ㄝˊ	(Vpt)	to forget
7	記得	jìde	ㄐ ㄧˋ ㄉ ㄝˊ	(Vst)	to remember
8	當然	dāngrán	ㄉ ㄤ ㄨ ㄢˊ ㄖ ㄢˊ	(Adv)	certainly, of course
9	語言	yǔyán	ㄩˇ ㄩ ㄢˊ	(N)	language

10	交換	jiāohuàn	ㄐㄩㄞˋ ㄏㄨㄢˋˋ	(V)	to exchange
11	那麼	nàme	ㄋㄚˋ ㄇㄛˋ	(Adv)	so (very)
12	熱心	rèxīn	ㄖㄜˋ ㄒㄧㄣ	(Vs)	with enthusiasm
13	西班牙文	Xībānyá wén	ㄒㄧ ㄅㄢ ㄩㄚˊ ㄨㄣˊ	(N)	the Spanish language
14	一樣	yíyàng	ㄧˊ ㄩㄥˋ	(Vs)	the same, alike
15	過	guò	ㄍㄨㄛˋ	(V)	to celebrate
16	左右	zuǒyòu	ㄗㄨㄛˇ ㄩㄟˋ	(N)	approximately
17	門口	ménkǒu	ㄇㄥˋ ㄎㄨˇ	(N)	gate, entrance

Names

18	西班牙	Xībānyá	ㄒㄧ ㄅㄢ ㄩㄚˊ	Spain
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Phrases

19	生日快樂	shēngrì kuàilè	ㄕㄨㄥ ㄖㄛˋ ㄎㄨㄞˋ ㄌㄜˋ	Happy Birthday.
20	我就是	wǒ jiù shì	ㄨㄛˇ ㄐㄩˋ ㄕㄨˋ	(said of self on the phone) This is s/he speaking.
21	好久不見	hǎojiǔ bújiàn	ㄏㄞˇ ㄐㄩㄟˋ ㄅㄨˋ ㄐㄩㄢˋ	long time no see
22	不必客氣	búbì kèqì	ㄅㄨˋ ㄅㄧˋ ㄎㄜˋ ㄑㄧˋ	No need to stand on formalities, i.e., It's my pleasure.
23	太客氣	tài kèqì	ㄊㄞˋ ㄎㄜˋ ㄑㄧˋ	That's very kind of you.

對話二 Dialogue II

13-3



- 安 同：怡君，謝謝妳請我到這麼有名的餐廳吃飯。
- 怡 君：哪裡，哪裡！這是我給你的禮物。
- 安 同：謝謝！真開心，今年有臺灣朋友給我過生日。
- 怡 君：你想吃什麼？有沒有不吃的東西？
- 安 同：我什麼都吃。
- 怡 君：我已經訂了豬腳麵線和蛋。等一下你多吃一點。
- 安 同：臺灣人過生日是不是都吃這些東西？
- 怡 君：對啊！這是傳統，不過，現在大部分年輕人過生日不吃這些東西了。
- 安 同：那麼，你們過生日吃什麼呢？

- 怡 君：跟你們一樣，吃蛋糕。今天我也訂了一個生日蛋糕。
- 安 同：妳對我真好。
- 怡 君：安同，祝你生日快樂、萬事如意、心想事成。
- 安 同：謝謝！謝謝！

課文拼音 Text in Pinyin

- Āntóng : Yījūn, xièxie nǐ qǐng wǒ dào zhème yǒuming de cāntīng chīfàn.
- Yījūn : Nǎi, nǎi! Zhè shì wǒ gěi nǐ de lǐwù.
- Āntóng : Xièxie! Zhēn kāixīn, jīnnián yǒu Táiwān péngyǒu gěi wǒ guò shēngrì.
- Yījūn : Nǐ xiǎng chī shénme? Yǒu méi yǒu bù chi de dōngxī?
- Āntóng : Wǒ shénme dōu chī.
- Yījūn : Wǒ yǐjīng dìngle zhūjiǎo miànxiàn hàn dàn. Děng yíxià nǐ duō chī yìdiǎn.
- Āntóng : Táiwān rén guò shēngrì shìbúshì dōu chī zhè xiē dōngxī?
- Yījūn : Duì a! Zhè shì chuántǒng, búguò, xiànzài dà bùfèn niánqīng rén guò shēngrì bù chī zhè xiē dōngxī le.
- Āntóng : Nàme, nǐmen guò shēngrì chī shénme ne?
- Yījūn : Gēn nǐmen yíyàng, chī dàngāo. Jīntiān wǒ yě dìngle yí ge shēngrì dàngāo.
- Āntóng : Nǐ duì wǒ zhēn hǎo.
- Yījūn : Āntóng, zhù nǐ shēngrì kuàilè, wànshì rúyì, xīnxiǎng shìchéng.
- Āntóng : Xièxie! Xièxie!

課文英譯 Text in English

- Antong : Yijun, thank you for asking me to eat at this well-known restaurant.
- Yijun : Not at all. Not at all. This is my gift to you.
- Antong : Thank you. I am really happy that a Taiwanese friend is celebrating my birthday with me this year.
- Yijun : What would you like to eat? Is there anything you don't eat?
- Antong : I eat anything.
- Yijun : I made a special order of pork knuckles with extra fine noodles and eggs before coming to the restaurant. (When it gets here,) dig in.
- Antong : Is that what Taiwanese eat on their birthdays?
- Yijun : Yes. This is a tradition, but most young people don't eat these things on their birthdays anymore.
- Antong : Then, what do you eat on your birthdays?
- Yijun : We eat cakes just like you. I also ordered a birthday cake.
- Antong : You are really nice to me.
- Yijun : Happy Birthday, Antong. I wish you the best in everything and may all your wishes come true.
- Antong : Thank you! Thank you!

生詞二 Vocabulary II

13-4

Vocabulary

1	禮物	lǐwù	カ、マ	(N)	gift, present
2	今年	jīnnián	カ、マ	(N)	this year
3	訂	dìng	カ、マ	(V)	to order (something in advance)
4	了	le	カ、マ	(Ptc)	verbal particle indicating a completed action
5	豬腳	zhūjiǎo	カ、マ	(N)	pork knuckles
6	麵線	miànxiàn	カ、マ	(N)	extra fine noodles
7	蛋	dàn	カ、マ	(N)	egg

8	一點	yìdiǎn	一 點	(Vs)	a little, some
9	傳統	chuántǒng	傳 統	(N)	tradition, customs
10	年輕	niánqīng	年 輕	(Vs)	young
11	蛋糕	dàngāo	蛋 糕	(N)	cake
12	對	duì	對	(Prep)	to
13	祝	zhù	祝	(V)	to wish (somebody happiness, good luck, etc.)

Phrases

14	哪裡，哪裡	Nǎlǐ, nǎlǐ	哪 裡, 哪 裡	Don't mention it. It's my pleasure.
15	大部分	dà bùfèn	大 部 分	most (of), mostly
16	萬事如意	wànshì rúyì	萬 事 如 意	May everything go your way.
17	心想事成	xīnxiǎng shìchéng	心 想 事 成	May all your wishes come true.

文法 Grammar

I. 一 yī...就 jiù... ...as soon as...

 拼音、英譯 p.289

Function: The pattern “一 A 就 B” indicates a sequence of events with B taking place right after A.

- ① 我一下課，就回來。
- ② 他一回國，就找工作。
- ③ 我妹妹一回去，就給媽媽打電話。

Structures: The two events can be in the affirmative or in the negative. Both 一 and 就 are adverbs, which come after the subject. Note that a repeated subject can be omitted as below.

- ① 我一下課，就去吃晚飯。
- ② 他打算等那裡一沒人，就去拍照。
- ③ 老闆今天早上一到公司，就不開心。



Questions: The A-not-A form is not possible. Both 嗎 or 是不是 can be used to form questions.

- 1 他一下課，就去學校找你嗎？
- 2 我們今天是不是比賽一結束，就一起去 KTV 唱歌？

練習 Exercise

Complete the following dialogues using the 一…就… pattern.

- | | |
|-------------------|-----------------------|
| 1 A：昨天晚上你做什麼？ | B：_____。
(到家，上網) |
| 2 A：你已經收到房租了嗎？ | B：_____。
(上班，收到) |
| 3 A：你什麼時候來找我？ | B：_____。
(下課，去你學校) |
| 4 A：明天開始放假，你要做什麼？ | B：_____。 |
| 5 A：你明天下課以後，要做什麼？ | B：_____。 |

II. Completed Action with Verbal 了 le



拼音、英譯 p.289

Function: The verbal 了 *le* is added after the verb to indicate that an action or event has been completed or has taken place. Compare the following sentences.

我買了三張車票。 vs. 我要買三張車票。

- ① 我剛在便利商店喝了咖啡。
- ② 我昨天吃了很多東西。
- ③ 今天早上我喝了一杯咖啡。
- ④ 他租了一個漂亮的房子。

Structures:**Negation:**

The negation is marked by the negation marker 沒 *méi*. Note that the verbal 了 does not occur in negative sentences.

- ① 我今天沒吃午餐。
- ② 我最近很忙，一星期都沒看電視。
- ③ 昨天跟朋友去過生日，所以我沒寫功課。



Questions: To ask a question, 沒有 *méi yǒu* is added at the end of the sentence.

- ① 弟弟吃了午餐沒有？
- ② 下個月的學費，他付了沒有？
- ③ 今晚的籃球比賽開始了沒有？

Usage: The verbal 了 *le* does not appear in negative sentences.

Wrong:

*我沒吃了晚飯。

Correct:

我沒吃晚飯。

練習 Exercise



13-07

Listen to the recording a couple of times and then put check marks next to the activities based on who did and didn't do them.



安同



如玉

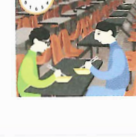
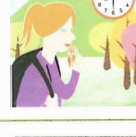


月美



田中

	做了	沒做	做了	沒做	做了	沒做	做了	沒做
								
								
								
								
								
								
								



	安同		如玉		月美		田中	
	做了	沒做	做了	沒做	做了	沒做	做了	沒做
								
								
								

III. 不 Negation vs. 沒 Negation

 拼音、英譯 p.290

Function: Both 不 *bù* and 沒 *méi* are negative markers, but they are used differently. Negation is best understood in terms of how a negative marker interacts with various verb types.

Verb Types \ Negator	不	沒(有)
Action Verb	✓	✓
State Verb	✓	✗
Process Verb	✗	✓

A. Negation of action verbs

1. 不 negation, there are two interpretations:

(1) Habitual

a. 我們星期六不上課。

b. 學生常不吃早餐。

	Sentences	Why
2	我覺得今天 () 熱。	
3	昨天我 () 跟他去逛夜市。	
4	這家牛肉麵店 () 便宜。	
5	比賽還 () 開始，我先去買杯咖啡。	

IV. All-inclusive with Question Words

 拼音、英譯 p.291

Function: Question words can appear in declarative sentences in Chinese. When they do, they often co-occur with 都 *dōu* “all” to indicate totality without exception, that is, total inclusion in affirmative sentences and total exclusion in negative sentences.

	Affirmative	Negative	Question
誰	everyone	nobody	who?
哪裡	everywhere	nowhere	where?
什麼	everything	nothing	what?
什麼時候	anytime, always	never	when?
怎麼 + V	whichever way	no way, never	how?

- ① 誰都喜歡去旅行。
- ② 哪裡都有好吃的東西。
- ③ 他什麼都想買。
- ④ 弟弟什麼時候都在上網。
- ⑤ 他們學校很方便，怎麼去都能到。

Structures:



Negation:

In negative sentences, question words are used with either 都 *dōu* or 也 *yě* to indicate total exclusion. The negation marker 不 *bù* or 沒 *méi* comes after 都 *dōu* / 也 *yě*.

- 1 誰也不喜歡難看的東西。
- 2 昨天我哪裡都沒去，在家看電視。
- 3 我今天什麼也不想吃。
- 4 下個星期，我什麼時候都不在家，我要去旅行。
- 5 中國菜很難做，我怎麼做都不好吃。



Questions: This pattern goes with 嗎 *ma* only.

- 1 這家餐廳的東西什麼都好吃嗎？
- 2 你今天什麼時候都在公司嗎？

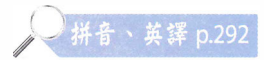
練習 Exercise

Rewrite the following sentences into all-inclusive or all-exclusive patterns.

Example | 大家都喜歡我。 → 誰都喜歡我。

- 1 每一個人都很忙。 → _____。
- 2 李先生有錢、有房子、有車子...。 → _____。
- 3 他早上、中午、晚上都在上網。 → _____。
- 4 這裡有中國餐廳，那裡也有中國餐廳。 → _____。
- 5 這種包子，熱的好吃，冷的也好吃。 → _____。

V. More/Less...Than Planned with 多 duō / 少 shǎo + Verb...



Function: Pre-verbal 多 *duō* “more” or 少 *shǎo* “less” indicates “more” or “less/fewer” than planned.

- ① 我最近沒錢了，應該少買東西。
- ② 我中文不好，應該多看書，少看電視。
- ③ 我們明天應該多穿衣服嗎？

Usage: 一點 *yìdiǎn* “a little bit” is often used to modify the object. This pattern can refer to events in the past or in the future.

- ① 他喜歡臺灣，想多學一點中文。
- ② 昨天我朋友來我家，我多做了一點菜。
- ③ 她今天太累了，想少做一點功課。

練習 Exercise

Refer to the pictures below and offer him/her suggestions.

1



她應該 _____。

2



他應該 _____。

3



他應該 _____。

4



她應該 _____。（甜點）

VI. 是不是 *shìbúshì* *is it true?*

Function: This pattern seeks confirmation for information already known or obvious from the context.

- ① 你是不是在家等我？ ② 那家餐廳是不是很有名？
③ 你是不是剛旅行回來？

Structures: Subject + 是不是 + VP ?

Usage:

1. 是不是 questions are quite different from 嗎 questions and A-not-A questions. It is not asking for new information but is asking for confirmation of old information. Please look at the differences below.

- (1) 你銀行有錢嗎？ (2) 你銀行有沒有錢？
(3) 你銀行是不是有錢？

2. In the following sentences, A-not-A cannot be used. 是不是 *shìbúshì* or 嗎 *ma* can be used.

- (1) 你比他高：*你比不比他高？ *你比他高不高？
 你是不是比他高？
(2) 你最近太忙了：*你最近太忙不忙？
 你是不是最近太忙了？

練習 Exercise

Please insert 是不是 into the appropriate place in the sentences .

Example | 他已經訂了豬腳麵線。→ 他是不是已經訂了豬腳麵線？

- ① 我們明天給他過生日。→ _____ ?
② 你的學費公司替你付。→ _____ ?
③ 他來臺灣學中文。→ _____ ?
④ 你打算明年回國。→ _____ ?
⑤ 他很喜歡逛夜市。→ _____ ?

VII. Comparison with 跟 gēn...一樣 yíyàng



Function: This pattern is used to compare two people or things and indicate whether they are the same (equal) or not the same. The similar/same quality of the persons or things being compared, if any, follow 一樣.

- ① 這支手機跟那支手機一樣。
- ② 我的生日跟她的生日一樣，都是八月十七日。
- ③ 他跟我一樣，都常游泳。

Structures: A 跟 B 一樣 (state verb).

- ① 你點的菜跟我點的一樣。
- ② 我跟我妹妹一樣高。
- ③ 姐姐租的房子跟我租的一樣貴。
- ④ 我跟我朋友一樣喜歡看電視。



Negation:

1. The negation 不 *bù* precedes 一樣 *yíyàng* to indicate that the two nouns are different in quality.

- (1) 中國茶跟日本茶不一樣。
- (2) 我跟妹妹不一樣高。

2. The negation marker 不 *bù* can also precede 跟 *gēn*, but when it does, it negates the object to be compared with, i.e., the 跟 *gēn*... part, not the “same” part.

他不跟我一樣高，跟小王一樣高。



Questions: To ask a question, the A-not-A pattern can be used with 一樣 *yíyàng* or 是不是 *shìbúshì* can be placed in front of 一樣.

- ① 小籠包跟包子一樣不一樣？
- ② 小籠包跟包子是不是一樣？
- ③ 今年的生意是不是跟去年的一樣好？
- ④ 說中文跟寫中文是不是一樣難？

練習 Exercise

Match the activities to the pictures on the chart below, then write sentences using the …跟…一樣….

好吃：	難學：	好喝：
喜歡…：	貴：	

1 我

2 我做的牛肉麵

3 20000 元
我的手機 20000 元

4 茶

5 語言
中文

6 20000 元
她的手機 20000 元

7 我弟弟

8 媽媽做的牛肉麵

9 咖啡

10 ハウス
日文

語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. 一 yī...就 jiù... as soon as...

Function:

- 1 Wǒ yí xiàkè, jiù huílái.
- 2 Tā yì huíguó, jiù zhǎo gōngzuò.
- 3 Wǒ mèimei yì huíqù, jiù gěi māma dǎ diànhuà.

Structures:

- 1 Wǒ yí xiàkè, jiù qù chī wǎnfàn.
- 2 Tā dǎsuàn dēng nàlǐ yì méi rén, jiù qù pāizhào.
- 3 Lǎobǎn jīntiān zǎoshàng yí dào gōngsī, jiù bù kāixīn.



Questions:

- 1 Tā yí xiàkè, jiù qù xuéxiào zhǎo nǐ ma?
- 2 Wǒmen jīntiān shíbúshì bǐsài yì jiéshù, jiù yìqǐ qù KTV chànggē?

Function:

- 1 I will return as soon as class is over.
- 2 He looked for a job as soon as he returned to his country.
- 3 My sister called Mom right after she got home.

Structures:

- 1 As soon as I get out of class, I'll go eat dinner.
- 2 He plans to go take pictures as soon as there is nobody there.
- 3 The boss was upset as soon as he arrived at the office this morning.



Questions:

- 1 Did he go to school to see you right after he got out of class?
- 2 Are we going to KTV today together right after the game is over?

II. Completed Action with Verbal 了 le

Function:

Wǒ mǎile sān zhāng chēpiào.

Wǒ yào mǎi sān zhāng chēpiào.

- 1 Wǒ gāng zài biànlì shāngdiàn hēle kāfēi.
- 2 Wǒ zuótiān chīle hěn duō dōngxī.
- 3 Jīntiān zǎoshàng wǒ hēle yì bēi kāfēi.
- 4 Tā zūle yí ge piàoliàng de fángzi.

Function:

I bought three tickets.

I am going to buy three tickets.

- 1 I just had coffee at a convenience store.
- 2 I ate a lot of stuff yesterday.
- 3 I drank a cup of coffee this morning.
- 4 He rented a beautiful house.

Structures:

Negation:

- 1 Wǒ jīntiān méi chī wǔcān.
- 2 Wǒ zuìjìn hěn máng, yì xīngqí dōu méi kàn diànshì.
- 3 Zuótiān gēn péngyǒu qù guò shēngnì, suǒyǐ wǒ méi xiě gōngkè.

Questions:

- 1 Dìdì chīle wǔcān méi yǒu?
- 2 Xià ge yuè de xuéfèi, tā fùle méi yǒu?
- 3 Jīnwǎn de lánqiú bǐsài kāishìle méi yǒu?

Usage:

Correct:

Wǒ méi chī wǎnfàn.

Structures:

Negation:

- 1 I didn't eat lunch today.
- 2 I have been very busy lately. I have not watched TV for a week.
- 3 Yesterday, I went to celebrate my friend's birthday so I did not do the homework.

Questions:

- 1 Did little brother eat his lunch?
- 2 Did he pay the tuition for next month?
- 3 Has tonight's basketball game started yet?

Usage:

Correct:

I didn't have dinner.

III. 不 Negation vs. 沒 Negation

Function:

A. Negation of action verbs

1. (1) Habitual
 - a. Wǒmen xīngqīliù bú shàngkè.
 - b. Xuéshēng cháng bù chī zǎocān.
- (2) Intention not to
 - a. Wǒ bú qù túshūguǎn.
 - b. Tā bù zhǎo gōngzuò.
2. (1) Zuótiān wǒ méi dǎ diànhuà gěi tā.
(2) Shàng ge xīngqí wǒ méi gēn tóngxué qù KTV.
(3) Jīntiān wǒ méi zuò jiéyùn lái shàngkè. Wǒ zuò gōngchē.

Function:

A. Negation of action verbs

1. (1) Habitual
 - a. We don't go to school on Saturdays.
 - b. Students often don't eat breakfast.
- (2) Intention not to
 - a. I'm not going to go to the library.
 - b. He's not looking for a job.
2. (1) I didn't call him yesterday.
(2) I didn't go to KTV with classmates last week.
(3) I didn't come to class by MRT today. I took a bus.

B. Negation of state verbs

- (1) Jīntiān bú rè, wǒ xiǎng chūqù guànguàng.
- (2) Tā shuō Zhōngwén bù nán xué, kěshì Zhōngguó zì bù hǎo xiě.
- (3) Wǒ bù shūfú, jīntiān bù xiǎng chūqù.

C. Negation of process verbs

- (1) Zhōngwén kè hái méi jiéshù, suǒyǐ wǒ bù néng huíguó.
- (2) Wǒ méi wàng. Nǐ xiān qù xuéxiào, wǒ děng yíxià qù zhǎo nǐ.
- (3) Wǒ hái méi juédìng yào bú yào qù lǚxíng?

B. Negation of state verbs

- (1) It is not hot today. I'd like to go out and look around.
- (2) He said Chinese is not difficult to learn, but Chinese characters are hard to write.
- (3) I don't feel well. I don't want to go out today.

C. Negation of process verbs

- (1) My Chinese classes have not ended yet, so I can't go back to my country.
- (2) I didn't forget. You go to school first and I will go see you later.
- (3) I still have not decided whether to take a trip or not.

IV. All-inclusive with Question Words**Function:**

- ① Shéi dōu xǐhuān qù lǚxíng.
- ② Nǎlǐ dōu yǒu hǎochī de dōngxī.
- ③ Tā shénme dōu xiǎng mǎi.
- ④ Dìdì shénme shíhòu dōu zài shàngwǎng.
- ⑤ Tāmen xuéxiào hěn fāngbiàn, zěnme qù dōu néng dào.

Structures:**Negation:**

- ① Shéi yě bù xǐhuān nánkàn de dōngxī.
- ② Zuótiān wǒ nǎlǐ dōu méi qù, zài jiā kàn diànshì.
- ③ Wǒ jīntiān shénme yě bù xiǎng chī.
- ④ Xià ge xīngqí, wǒ shénme shíhòu dōu bú zài jiā, wǒ yào qù lǚxíng.
- ⑤ Zhōngguó cài hěn nán zuò, wǒ zěnme zuò dōu bù hǎochī.

Function:

- ① Everyone likes to travel.
- ② There's delicious food everywhere you go.
- ③ He wants to buy everything.
- ④ My younger brother is online all the time.
- ⑤ Their school is conveniently located. You can use any way (means of transportation) to get there.

Structures:**Negation:**

- ① No one likes ugly things.
- ② I didn't go anywhere yesterday. I watched TV at home.
- ③ I don't feel like eating anything today.
- ④ Next week, I won't be home the whole time. I will be traveling.
- ⑤ Chinese food is hard to make. No matter what I do, it tastes bad.



Questions:

- ① Zhè jiā cāntīng de dōngxī shénme dōu hào chī ma?
- ② Nǐ jīntiān shénme shíhòu dōu zài gōngsī ma?



Questions:

- ① Is everything in this restaurant tasty?
- ② Will you be at the office all day today?

V. More/Less...Than Planned with 多 duō / 少 shǎo + Verb...

Function:

- ① Wǒ zuìjìn méi qián le, yīnggāi shǎo mǎi dōngxī.
- ② Wǒ Zhōngwén bù hǎo, yīnggāi duō kànshū, shǎo kàn diànshì.
- ③ Wǒmen míngtiān yīnggāi duō chuān yīfú ma?

Usage:

- ① Tā xǐhuān Táiwan, xiǎng duō xué yìdiǎn Zhōngwén.
- ② Zuótiān wǒ péngyǒu lái wǒ jiā, wǒ duō zuòle yìdiǎn cài.
- ③ Tā jīntiān tài lèi le, xiǎng shǎo zuò yìdiǎn gōngkè.

Function:

- ① I haven't had any money recently, so I should spend less (than usual).
- ② My Chinese is not good. I should study more and watch TV less.
- ③ Should we wear more clothes than usual tomorrow?

Usage:

- ① He likes Taiwan and wants to study Chinese a bit more.
- ② Friends of mine came to my house yesterday. I made a little extra food.
- ③ She is too tired today and wants to do less homework (than her teacher assigned.)

VI. 是不是 shìbúshì is it true?

Function:

- ① Nǐ shìbúshì zài jiā děng wǒ?
- ② Nà jiā cāntīng shìbúshì hěn yǒumíng?
- ③ Nǐ shìbúshì gāng lǚxíng huílái?

Usage:

1. (1) Nǐ yínháng yǒu qián ma?
- (2) Nǐ yínháng yǒu méi yǒu qián?
- (3) Nǐ yínháng shìbúshì yǒu qián?

Function:

- ① You are waiting for me at home, right?
- ② That restaurant is well-known, right?
- ③ You just come back from a trip, right?

Usage:

1. (1) (We're having problems. We need some money.) Do you have some money in the bank?
- (2) (same as above)
- (3) (We are having problems. We need some money.) You have some money in the bank, right?

2. (1) Nǐ bǐ tā gāo.

Nǐ shìbúshì bǐ tā gāo?

(2) Nǐ zuìjìn tài máng le.

Nǐ shìbúshì zuìjìn tài máng le?

2. (1) You are taller than him.

You are taller than him, right?

(2) You've been too busy lately.

You have been too busy lately, right?

VII. Comparison with 跟 gēn...一樣 yíyàng

Function:

- 1 Zhè zhī shǒujī gēn nà zhī shǒujī yíyàng.
- 2 Wǒ de shēngrì gēn tā de shēngrì yíyàng, dōu shì bāyuè shíqī rì.
- 3 Tā gēn wǒ yíyàng, dōu cháng yóuyǒng.

Structures:

- 1 Nǐ diǎn de cài gēn wǒ diǎn de yíyàng.
- 2 Wǒ gēn wǒ mèimei yíyàng gāo.
- 3 Jiějie zū de fángzi gēn wǒ zū de yíyàng guì.
- 4 Wǒ gēn wǒ péngyǒu yíyàng xǐhuān kàn diànshì.



Negation:

1. (1) Zhōngguó chá gēn Rìběn chá bù yíyàng.
- (2) Wǒ gēn mèimei bù yíyàng gāo.
2. Tā bù gēn wǒ yíyàng gāo, gēn Xiǎo Wáng yíyàng gāo.



Questions:

- 1 Xiǎolóngbao gēn bāozi yíyàng bù yíyàng?
- 2 Xiǎolóngbao gēn bāozi shì bú shì yíyàng?
- 3 Jīnnián de shēngyì shì bú shì gēn qùnián de yíyàng hǎo?
- 4 Shuō Zhōngwén gēn xiě Zhōngwén shì bú shì yíyàng nán?

Function:

- 1 This cellphone is exactly the same as that one.
- 2 My birthday is the same as hers. They're both on August 17th.
- 3 He and I are the same. We both swim often. (We are alike.)

Structures:

- 1 We both ordered the same dish.
- 2 I am as tall as my younger sister.
- 3 The house that my older sister rents is as expensive as the one I rent.
- 4 My friend and I are the same. We both enjoy watching TV.



Negation:

1. (1) Chinese tea and Japanese tea are different.
- (2) My younger sister and I are not the same height.
2. He and I are not the same height. He and Xiao Wang are the same height.



Questions:

- 1 Is a xiaolongbao the same as a baozi?
- 2 Are xiaolongbao the same as baozi?
- 3 Is business this year as good as it was last year?
- 4 Is speaking Chinese as difficult as writing Chinese?

課室活動 Classroom Activities

I. Going to Night Markets

Goal: Learning to ask people about their preferences.

Task: You found out that your classmate went to the night market last night. You want to know if he did any of the following.

A: 你昨天逛夜市，吃了臭豆腐沒有？

B: (i) 沒有，我點了小籠包。

(ii) 吃了，我吃了臭豆腐

(iii) 我沒吃臭豆腐。



II. How Do You Celebrate Your Birthday?

Goal: Learning to compare briefly different cultures.

Task: Pair up with someone and ask each other how birthdays are celebrated in each other's home country. Check each item that applies. When you are done, consolidate the answers with everyone in class and have a representative report the similarities and differences in the ways birthdays are celebrated in different countries.

怎麼過生日?	國名	美國 USA									
家人給你過生日											
朋友給你過生日											
在家裡過											
在外面（餐廳）吃飯											
吃蛋糕											
朋友給你禮物											
自己買蛋糕請朋友吃											
吃豬腳麵線											
跟我們國家不一樣											

III. Calling a Friend

Goal: Learning to make appointments over the phone.

Task: Your teacher's birthday is tomorrow. Call your classmate and talk about inviting the teacher out for a meal. (Pair up with the person next to you. In your conversation, please ask: Why ask him/her to a meal? When should you go? Where should you go? How will everybody meet up?)

IV. Congratulatory Words

Goal: Learning to convey wishes on happy occasions.

Task: Today is your teacher's birthday. Write a card to your teacher.



陳老師，您好：

老師，好久不見。聽說後天是您的生日，祝您生日快樂、萬事如意、心想事成。

學生

馬安同
敬上

文化 Bits of Chinese Culture

Congratulatory Expressions in Chinese

Congratulatory expressions are used to congratulate people on special occasions. Chinese people value this in interpersonal relationships and like to express caring thoughts at the right place, at the right time, and for the right occasion. Most of these sayings are four-character expressions with fixed and auspicious meanings. The most all-purpose congratulatory expression is probably 萬事如意、心想事成 *wànshì rúyì, xīnxiǎng shìchéng* “I wish you all the best and that all your wishes come true.”



▲ Common congratulatory expressions



▲ 蕙風堂 / 提供

Taiwanese Birthdays

Traditionally, Chinese people celebrate their birthdays based on the lunar calendar, but today, most people celebrate their



▲ 抓週 tradition for babies at their first year of age

birthdays as indicated the Gregorian calendar. Birthdays are very important to the Taiwanese. Celebrations for infants are held when they are one-month and one-year old. Major decades, such as 60, 70, and 80-years of age, are of particular importance. The ancient tradition of 抓週 *zhuāzhōu* (grabbing at the first year) is still practiced. For this custom, a child is surrounded by a number of items on his first birthday. The item that he grabs is said to indicate what kind of character he will have and his future profession.



▲ Big birthday celebrations for major decades



Self-Assessment Checklist

I can make appointments on the phone.

20% 40% 60% 80% 100%

I can ask friends about their dietary preferences.

20% 40% 60% 80% 100%

I can compare cultures.

20% 40% 60% 80% 100%

I can express wishes to others on special occasions and can respond appropriately when others offer me wishes on special occasions.

20% 40% 60% 80% 100%

LESSON

14

第十四課

天氣這麼冷！

It's So Cold!

學習目標 Learning Objectives

Topic: 天氣 The Weather

- Learning to talk about weather conditions, including typhoons.
- Learning to talk about the four seasons and explain why you like or dislike them.
- Learning to compare events.
- Learning to make simple statements about experiences, e.g., trips.



LESSON
14

天氣這麼冷！

It's So Cold!

對話一 Dialogue I

14-1



- 如 玉：外面風那麼大，我覺得今天比昨天冷。
臺灣會不會下雪？
- 明 華：很高的山會下雪。玉山常下雪。
美國呢？開始下雪了吧？
- 如 玉：還沒有。每年差不多十二月開始。
下雪的時候，我常去山上滑雪。
- 明 華：我怕冷。我比較喜歡春天。
- 如 玉：春天不錯，天氣很舒服。
- 明 華：我去年五月在紐約玩了兩個星期。那個時候，
天氣很好，風景也很漂亮，我玩得非常開心。
- 如 玉：我在臺灣住了半年多了。有一點想家。
- 明 華：新年快到了。想回去看父母嗎？

如 玉：我打算十二月底回去。想跟我去美國玩嗎？
 明 華：冬天太冷了。不過，我想明年秋天去看紅葉。
 對了，妳什麼時候回來？
 如 玉：因為我們只放十天的假，所以一月五號回來。

課文拼音 Text in Pinyin

- Rúyù : Wàimiàn fēng nàme dà, wǒ juéde jīntiān bǐ zuótiān lěng.
 Táiwān huì bú huì xiàxuě?
- Míng huá : Hěn gāo de shān huì xiàxuě. Yùshān cháng xiàxuě. Měiguó ne?
 Kāishǐ xià xuě le ba?
- Rúyù : Hái méi yǒu. Měi nián chābùduō shí'èryuè kāishǐ. Xiàxuě de shíhòu,
 wǒ cháng qù shānshàng huáxuě.
- Míng huá : Wǒ pà lěng. Wǒ bǐjiào xǐhuān chūntiān.
- Rúyù : Chūntiān búcuò, tiānqì hěn shūfú.
- Míng huá : Wǒ qùnián wǔyuè zài Niǔyuē wánle liǎng ge xīngqí. Nà ge shíhòu, tiānqì hěn
 hǎo, fēngjǐng yě hěn piàoliàng, wǒ wán de fēicháng kāixīn.
- Rúyù : Wǒ zài Táiwān zhùle bàn nián duō le. Yǒu yìdiǎn xiǎng jiā.
- Míng huá : Xīnnián kuài dào le, xiǎng huíqù kàn fùmǔ ma?
- Rúyù : Wǒ dǎsuàn shí'èryuè dī huíqù, xiǎng gēn wǒ qù Měiguó wán ma?
- Míng huá : Dōngtiān tài lěng le. Búguò, wǒ xiǎng míngnián qiūtiān qù kàn hóngyè.
 Duìle, nǐ shénme shíhòu huílái?
- Rúyù : Yīnwèi wǒmen zhǐ fàng shí tiān de jià, suǒyǐ yīyuè wǔhào huílái.

課文英譯 Text in English

- Ruyu : It is windy outside. I think it's colder today than yesterday.
Does it snow in Taiwan?
- Minghua : It snows on high mountains. It snows on Yushan frequently. And the US?
It has probably started snowing (there).
- Ruyu : Not yet. Every year around December, it starts. When it snows, I often go skiing
in the mountains.
- Minghua : I don't like the cold. I like spring better.
- Ruyu : Spring isn't bad. The weather is nice.
- Minghua : Last May, I was in New York having a good time for two weeks.
The weather was very nice then and the scenery was beautiful. I had a great time.
- Ruyu : I have lived in Taiwan for over half a year now. I'm a little homesick.
- Minghua : It is almost New Year's. Are you thinking about going back to see your parents?
- Ruyu : I plan to go back at the end of December. Would you like to go with me to the US?
- Minghua : The winter is too cold, but I would like to go see the autumn leaves next year.
By the way, when are you coming back?
- Ruyu : We only have 10 days off, so I will be back January 5th.

生詞一 Vocabulary I

14-2

Vocabulary

1	天氣	tiānqì	天氣	(N)	weather
2	冷	lěng	冷	(Vs)	cold
3	風	fēng	風	(N)	wind
4	滑雪	huáxuě	滑 雪	(V-sep)	to ski
5	春天	chūntiān	春 天	(N)	spring (season)
6	想	xiǎng	想	(Vst)	to miss (someone)
7	新年	xīnnián	新 年	(N)	New Year
8	快	kuài	快	(Adv)	soon
9	父母	fùmǔ	父 母	(N)	parents

10	冬天	dōngtiān	冬 天	(N)	winter (season)
11	明年	míngnián	明 年	(N)	next year
12	秋天	qiūtiān	秋 天	(N)	autumn (season)
13	紅葉	hóngyè	紅 葉	(N)	red maple leaves
14	只	zhǐ	只	(Adv)	only, merely

Names

15	玉山	Yùshān	玉 山	Yu Shan (Mount Jade), tallest mountain in central Taiwan
16	紐約	Niǔyuē	紐 約	New York

Phrases

17	下雪	xiàxuě	下 雪	to snow
18	十二月底	shí'èryuè dǐ	十 二 月 底	the end of December

對話二 Dialogue II



14-3



- 明 華：如玉，雨下得這麼大，妳怎麼沒帶傘呢？
如 玉：我昨天帶了，可是今天忘了帶。
明 華：颱風快要來了。
如 玉：我已經聽說了。
明 華：這裡每年夏天都有颱風。颱風來的時候，
風和雨都很大，做什麼都很不方便。
如 玉：是啊！哪裡都濕濕的。真討厭。
明 華：電視新聞說，這次的颱風會比上次的更大，
請大家多小心。
如 玉：希望這次的沒有上次的那麼可怕。
明 華：如玉，妳看！雨停了。
如 玉：太好了！謝謝你的傘，再見。
明 華：不客氣。小心慢走。

課文拼音 Text in Pinyin

- Míng huá : Rú yù, yǔ xià de zhè me dà, nǐ zěn me méi dài sǎn ne?
Rú yù : Wǒ zuó tiān dài le, kě shì jīn tiān wàng le dài.
Míng huá : Tái fēng kuài yào lái le.
Rú yù : Wǒ yǐ jīng tīng shuō le.
Míng huá : Zhè lǐ měi nián xià tiān dōu yǒu tái fēng. Tái fēng lái de shí hòu, fēng hàn yǔ dōu hěn dà, zuò shén me dōu hěn bù fāng biàn.
Rú yù : Shì a! Nǎ lǐ dōu shī shī de, zhēn tǎo yàn.
Míng huá : Diàn shì xīn wén shuō, zhè cì de tái fēng huì bǐ shàng cì de gèng dà, qǐng dà jiā duō xiǎo xīn.
Rú yù : Xī wàng zhè cì de méi yǒu shàng cì de nà me kǎ pà.
Míng huá : Rú yù, nǐ kàn! Yǔ tíng le.
Rú yù : Tài hǎo le! Xiè xie nǐ de sǎn, zài jiàn.
Míng huá : Bú kè qì, xiǎo xīn màn zǒu.

課文英譯 Text in English

Minghua : Ruyu, as heavy as it's raining, why didn't you bring an umbrella?

Ruyu : I brought it yesterday, but I forgot to bring it today.

Minghua : A typhoon is coming.

Ruyu : Yes, I've heard.

Minghua : We have typhoons every summer. When typhoons hit, we get heavy wind and rain. It gets very inconvenient to do anything.

Ruyu : Yeah. It gets wet everywhere. I hate it.

Minghua : The TV news says this typhoon is bigger than the last one and advised everyone to be extra cautious.

Ruyu : I hope the one this time is not as scary as the last one.

Minghua : Ruyu, Look. The rain has stopped.

Ruyu : Great! Thank you for the umbrella. See you.

Minghua : You're welcome. Take care.

生詞二 Vocabulary II



14-4

Vocabulary

1	雨	yǔ	ㄩˇ	(N)	rain
2	傘	sǎn	ㄙㄢˇ	(N)	umbrella
3	颱風	táifēng	ㄊㄞˊ ㄈㄥ	(N)	typhoon
4	要	yào	ㄩㄠˋ	(Vaux)	will, going to
5	夏天	xiàtiān	ㄒㄩㄚˋ ㄊㄧㄢ	(N)	summer (season)
6	濕	shī	ㄕ	(Vs)	wet
7	討厭	tǎoyàn	ㄊㄞˇ ㄩㄢˋ	(Vs)	annoying
8	新聞	xīnwén	ㄒㄩㄢ ㄨㄣˊ	(N)	news
9	更	gèng	ㄍㄥˋ	(Adv)	even (more, less, etc.)
10	大家	dàjiā	ㄉㄚˋ ㄐㄩㄚ	(N)	everyone
11	小心	xiǎoxīn	ㄒㄩㄢ ㄒㄩㄢ	(Vs)	to be careful, to take care

12	可怕	kěpà	可怕	(Vs)	scary
13	停	tíng	停	(Vp)	to stop

Phrases

14	下雨	xià yǔ	下雨		to rain
15	這次	zhè cì	這次		this time
16	上次	shàng cì	上次		last time
17	慢走	màn zǒu	慢走		Bye. Take care.

文法 Grammar

I. Time-Duration after verbal 了 le

 拼音、英譯 p.312

Function: This pattern indicates the duration of a completed activity.

- ① 媽媽的朋友在臺北玩了三天。
- ② 老師在美國住了一年。
- ③ 李小姐在語言中心工作了一個月。

Structures: The primary structure is verb+Time Duration.

1. If the verb is transitive and has an object after it, the verb must be repeated.
 - (1) 他租房子租了半年。
 - (2) 他住臺北住了三年。
2. No verb repetition is needed if the object is placed elsewhere.
 - (1) 房子他只租了半年。
 - (2) 臺北他只住了三年。



Questions:

- ① 那間房子你租了一年半嗎？
- ② 你是不是在這裡等了一個鐘頭？
- ③ 陳老闆去年是不是在紐約住了半年？

練習 Exercise

Answer the questions using the Time-Duration expression following the examples below.

Example

去年你學中文學了幾個月？

我一共學了五個月。

① 你等了多久？

我等了 _____。

② 你在臺南玩了多久？

我玩了 _____。

③ 他在臺北住了多久？

他住了 _____。

④ 你昨天打網球打了幾個鐘頭？

我 _____。

⑤ 你在紐約住了兩年吧？

我 _____，只
_____。（八個月）

⑥ 你昨天看電視看了三個鐘頭，
對不對？

我 _____，只
_____。（兩個鐘頭）

II. Completion-to-date with Double 了 le



Function: The Double 了 + Time-Duration pattern indicates the completion of an action up to the time of speaking. The action may or may not continue, depending on the context.

- ① 她已經在臺灣玩了一年了。
- ② 陳小姐在美國住了五年了。
- ③ 我工作了兩個月了。
- ④ 這間房子，他已經租了半年了。
- ⑤ 他們學中文學了三個星期了。

練習 Exercise

Answer the questions given using the Double 了 + Time-Duration pattern.

Example

你在語言中心學了多久的中文了？ 我學了兩個多月了。

- 1 你在臺灣工作了多久了？ 我工作了 _____。
- 2 陳老師教了多久的中文了？ 他教了 _____。
- 3 他在那裡住了多久了？ 他住了 _____。
- 4 玉山下雪下了多久了？ 玉山已經 _____。

III. 快 kuài...了 le *about to*

 拼音、英譯 p.313

Function: The sentential 了 *le* often appears in sentences that contain adverbs indicating “something will soon happen”, 快 *kuài*, 要 *yào*, or 快要 *kuài yào*. The 了 *le* suggests an imminent change of state.

- 1 快下雨了。
- 2 電影要結束了。
- 3 爸爸快要到家了。

Structures:



Questions:

- 1 你媽媽的生日快到了嗎？
- 2 比賽要開始了嗎？
- 3 哥哥的女朋友快要回法國了嗎？

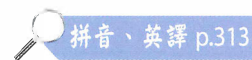
Usage: This pattern indicates that an action or event will soon happen. In Taiwan, the bi-syllabic 快要 *kuài yào* is preferred. For example, 我的生日快要到了。 *Wǒ de shēngrì kuài yào dào le*. “My birthday is coming soon.” If there is a time word, 快要 *kuài yào* can not be used. For example, *他明天快要回來了 *Tā míngtiān kuài yào huílái le* “He will be returning tomorrow”.

練習 Exercise

Answer the questions referring to the events below that will be happening soon.

- | | |
|------------------------|------------------------|
| ① A：你的老師回國了嗎？ | B：他_____。大概後天吧！ |
| ② A：安同的生日是幾月
幾號？ | B：他的生日_____。
下個月一號。 |
| ③ A：已經十點了，哥哥怎麼
還沒來？ | B：_____。他說五分鐘以
後會到。 |
| ④ A：你等一下可以打電話給
我嗎？ | B：不行，電影_____開始了。 |
| ⑤ A：外面風怎麼那麼大？ | B：_____下雨了，我們走吧！ |

IV. Comparison 更 gèng even more so



Function: The adverb 更 presents a fact that is superior to a fact presented in a previous statement. E.g., 星期天我更忙。 *Xīngqítiān wǒ gèng máng* means that I am/will be even busier on Sunday than normally. In this lesson, we will introduce sentences in which 更 is used with 比 comparison.

- ① 他很高，他哥哥比他更高。
- ② 今年比去年更冷。
- ③ 我覺得芒果比西瓜更好吃。

Structures: 更 is an adverb that modifies state verbs and is thus placed in front of state verbs.



Questions: The 是不是 pattern is typically used in this structure.

- ① 這次的颱風是不是比上次的更大？
- ② 在學校上網是不是比在家裡更快？

練習 Exercise

Describe the following situations using the comparison : even more so with
…比…更….

- 1 一張高鐵票賣一千塊錢，
一張飛機票要一千三百五十塊錢。
- 2 安同吃了兩碗牛肉麵，
明華吃了三碗牛肉麵。
- 3 去年有 35000 人來這裡學中文，
今年有 52000 人來這裡學中文。
- 4 我學了三年的中文，
我女朋友學了四年半的中文。
- 5 騎機車去故宮要二十分鐘，
坐公車去故宮要半個鐘頭。

V. Inferior Comparison 沒有 *méi yǒu*...

 拼音、英譯 p.314

Function: The A 沒有 B 那麼 / 這麼... pattern is used to compare two things A & B and is used to indicate that A is not as (adjective) as B.

- 1 哥哥沒有爸爸那麼高。
- 2 火車沒有高鐵那麼快。
- 3 我的中文沒有老師的那麼好。
- 4 臭豆腐沒有牛肉麵這麼好吃。
- 5 甜點沒有小籠包那麼好做。
- 6 這次的颱風沒有上次的那麼可怕。

Structures: Note that this pattern is usually used in the negative, 沒(有) *méi (yǒu)*. Sometimes, 那麼 *nàme* or 這麼 *zhème* can be omitted. Its positive counterpart, “A 有 *yǒu* B 那麼 *nàme* / 這麼 *zhème* state verb”, is rarely used, except in 嗎 questions.



Questions: The A-not-A pattern is used for questions.

- ① 妹妹有沒有姐姐那麼漂亮？
- ② 花蓮的房租有沒有臺北的那麼貴？
- ③ 日本的工作有沒有美國的那麼難找？
- ④ 夏天的天氣有沒有春天的舒服？

Usage: This pattern indicates that A is not as (adjective) as B. When A and B are the same, use the “equal degree” pattern introduced in Lesson 13, ‘A 跟 *gēn* B 一樣 *yíyàng*...’. The pattern for “superior degree”, ‘A 比 *bǐ* B...’ was introduced in Lesson 8. When you ask a question like 今天有沒有昨天熱？ Is today as hot as yesterday? It is assumed that yesterday was quite hot. Three different responses to the question are possible as shown below:

- ① 今天跟昨天一樣熱。 (equal degree)
- ② 今天沒有昨天那麼熱。 (inferior degree)
- ③ 今天比昨天熱。 (superior degree)

練習 Exercise

Answer the questions given using the A 沒有 B 那麼 / 這麼... pattern.

Example

哥哥和弟弟，誰比較高？

哥哥沒有弟弟那麼高。

① 臺北和紐約，哪裡比較冷？

_____。

② 西瓜和芒果，哪種水果比較甜？

_____。

③ 今年的生意好還是去年的好？

_____。

④ 咖啡好喝，還是烏龍茶好喝？

_____。

語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. Time-Duration after verbal 了 le

Function:

- 1 Māma de péngyǒu zài Táiběi wánle sān tiān.
- 2 Lǎoshī zài Měiguó zhùle yì nián.
- 3 Lǐ Xiǎojiě zài yǔyán zhōngxīn gōngzuòle yí ge yuè.

Structures:

1. (1) Tā zū fángzi zūle bàn nián.
(2) Tā zhù Táiběi zhùle sān nián.
2. (1) Fángzi tā zhǐ zūle bàn nián.
(2) Táiběi tā zhǐ zhùle sān nián.



Questions:

- 1 Nà jiān fángzi nǐ zūle yì nián bàn ma?
- 2 Nǐ shìbúshì zài zhèlǐ děngle yí ge zhōngtóu?
- 3 Chén Lǎobǎn qùnián shìbúshì zài Niǔyuē zhùle bàn nián?

Function:

- 1 My mom's friend visited Taipei for three days (and went back home.)
- 2 Our teacher stayed in the US for a year.
- 3 Miss. Li worked in the language center for one month (and left).

Structures:

1. (1) He rented the house for half a year.
(2) He lived in Taipei for three years.
2. (1) He rented the house for only half a year.
(2) He lived in Taipei for only three years.



Questions:

- 1 Did you rent that house for one and a half years?
- 2 You waited here for an hour, right?
- 3 The Boss Chen stayed in New York for half a year last year, right?

II. Completion-to-date with Double 了 le

Function:

- 1 Tā yǐjīng zài Táiwān wánle yì nián le.
- 2 Chén Xiǎojiě zài Měiguó zhùle wǔ nián le.
- 3 Wǒ gōngzuòle liǎng ge yuè le.
- 4 Zhè jiān fángzi, tā yǐjīng zūle bàn nián le.
- 5 Tāmen xué Zhōngwén xuéle sān ge xīngqī le.

Function:

- 1 She has already been in Taiwan for a year.
- 2 Miss Chen has lived in the US for five years.
- 3 I've been working for two months.
- 4 He has been renting this house for half a year.
- 5 They have studied Chinese for three weeks now.

III. 快 kuài...了 le *about to***Function:**

- 1 Kuài xià yǔ le.
- 2 Diànyǐng yào jiéshù le.
- 3 Bàba kuài yào dào jiā le.

Structures:**Questions:**

- 1 Nǐ māma de shēng rì kuài dào le ma?
- 2 Bǐsài yào kāishǐ le ma?
- 3 Gēge de nǚ péngyǒu kuài yào huí Fǎguó le ma?

Function:

- 1 It's going to rain soon.
- 2 The movie is about to finish.
- 3 Dad is almost home.

Structures:**Questions:**

- 1 Is your mom's birthday coming soon?
- 2 Is the game about to start?
- 3 Is brother's girlfriend going back to France soon?

IV. Comparison 更 gèng *even more so***Function:**

- 1 Tā hěn gāo, tā gēge bǐ tā gèng gāo.
- 2 Jīnnián bǐ qùnián gèng lěng.
- 3 Wǒ juéde mángguǒ bǐ xīguā gèng hǎochī.

Structures:**Questions:**

- 1 Zhè cì de táifēng shìbúshì bǐ shàng cì de gèng dà?
- 2 Zài xuéxiào shàngwǎng shìbúshì bǐ zài jiā lǐ gèng kuài?

Function:

- 1 He is very tall. His brother is even taller than him.
- 2 This year is even colder than last year. (Last year was already very cold.)
- 3 I think mangos are even more delicious than watermelons. (Watermelons are (very) delicious as everyone knows.)

Structures:**Questions:**

- 1 Is this typhoon bigger than the one last time?
- 2 Is the internet at school even faster than at home?

V. Inferior Comparison with 沒有... méi yǒu...

Function:

- 1 Gēge méi yǒu bàba nàme gāo.
- 2 Huòchē méi yǒu gāotiě nàme kuài.
- 3 Wǒ de Zhōngwén méi yǒu lǎoshī de nàme hǎo.
- 4 Chòu dòufǔ méi yǒu niúròu miàn zhème hǎochī.
- 5 Tiándiǎn méi yǒu xiǎolóngbāo nàme hǎo zuò.
- 6 Zhè cì de táifēng méi yǒu shàng cì de nàme kǎpà.

Structures:



Questions:

- 1 Mèimei yǒu méi yǒu jiějie nàme piàoliàng?
- 2 Huālián de fángzū yǒu méi yǒu Táiběi de nàme guì?
- 3 Riběn de gōngzuò yǒu méi yǒu Měiguó de nàme nán zhǎo?
- 4 Xiàtiān de tiānqì yǒu méi yǒu chūntiān de shūfú?

Usage:

- 1 Jīntiān gēn zuótiān yíyàng rè.
- 2 Jīntiān méi yǒu zuótiān nàme rè.
- 3 Jīntiān bǐ zuótiān rè.

Function:

- 1 My older brother is not as tall as my dad.
- 2 The train is not as fast as the High Speed Rail.
- 3 My Chinese is not as good as my teacher's.
- 4 The stinky tofu is not as good as the beef noodles.
- 5 Desserts are not as easy to make as xiaolongbao.
- 6 This typhoon is not as scary as the last one.



Questions:

- 1 Is the younger sister as pretty as the older sister?
- 2 Is rent in Hualien as expensive as in Taipei?
- 3 Are jobs in Japan as hard to find as in the US?
- 4 Is the weather in the summer as pleasant as that in the spring?

Usage:

- 1 Today is as hot as yesterday.
- 2 Today is not as hot as yesterday.
- 3 Today is hotter than yesterday.

課室活動 Classroom Activities

I. The Four Seasons

Goal: Learning to describe the four seasons and explain why one likes or dislikes them.

Task: Tell the class about the climate of your home country. Which season do you like the most and the least. Why?



春天



夏天



秋天



冬天

問 Ask		回答 Answer
春、夏、秋、冬	喜歡嗎？	為什麼？（因為…所以…）
1 你喜歡春天嗎？	喜歡 <input type="checkbox"/>	
	不喜歡 <input type="checkbox"/>	
2 你喜歡夏天嗎？	喜歡 <input type="checkbox"/>	
	不喜歡 <input type="checkbox"/>	
3 你喜歡秋天嗎？	喜歡 <input type="checkbox"/>	
	不喜歡 <input type="checkbox"/>	
4 你喜歡冬天嗎？	喜歡 <input type="checkbox"/>	
	不喜歡 <input type="checkbox"/>	


II. How Long Did You Live There?

Goal: Learning to make simple statements about your experiences.

Task: Ask your classmates where they have lived, and how long they lived in each place. Record your findings and report to the class. E.g.,

安同在 西班牙 住了多久？

安同在 西班牙 住了 兩個月(了)。

<p>1</p> 	<p>人 開文 地方 臺北 Taipei 多久 半年</p>	<p>2</p> 	<p>人 他哥哥 地方 紐約 New York 多久 四個月</p>
<p>3</p> 	<p>人 她的男朋友 地方 上海 Shanghai 多久 半個月</p>	<p>4</p> 	<p>人 我的老師 地方 倫敦 London 多久 兩個星期</p>

1	_____ 在 _____ 住了 _____。
2	_____ 在 _____ 住了 _____。
3	_____ 在 _____ 住了 _____。
4	_____ 在 _____ 住了 _____。

III. Temperature Comparison

Goal: Learning to make comparisons between events.

Task: Compare the average temperatures of Taipei in the various seasons of last year and this year. Use the patterns 比、更、比較、比…更、跟…一樣、沒有…那麼 introduced earlier.

臺北

	去年	今年
春	25°C	25°C
夏	36°C	38°C
秋	21°C	20°C
冬	12°C	10°C

註：°C = 度 dù (degrees Celsius)

IV. Same Weathers

Goal: Learning to compare weather conditions.

Task: You learned during the first activity what the climate for each of your classmate's country is like. Please compare the climate of one classmate's home country with that of yours. Ask for more information and write the results on the chart below.

你和同學的國家的天氣		
	自己國家的天氣	同學國家的天氣
春天的天氣怎麼樣？		





	自己國家的天氣	同學國家的天氣
夏天的天氣怎麼樣？		
秋天的天氣怎麼樣？		
冬天的天氣怎麼樣？		
有沒有颱風？		
常不常下雨？		
會不會下雪？		

V. Summer in Taiwan

Goal: Learning to discuss events and activities in summer.

Task: Discuss with a classmate and write down your findings in Chinese.

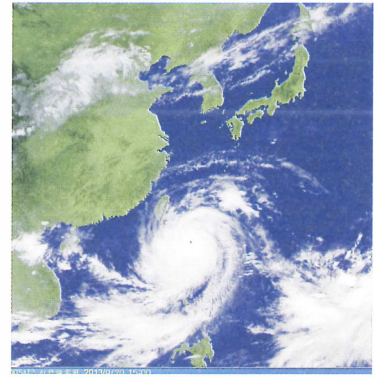
臺灣的夏天 Summer in Taiwan	
夏天	有什麼比較特別的…
天氣怎麼樣	
常吃的水果	
常做的事	

文化 Bits of Chinese Culture

Typhoon Days-Off

“Typhoon days” are breaks from school and work that are announced when a typhoon with average wind speeds of class 7 or higher or gusts of class 10 or higher is expected to pass through an area sometime within the next four hours. School and work are cancelled until the storm passes.

Typhoons bring strong winds and heavy rains and the power to decide to cancel work and school was given to the Directorate-General of Personnel Administration in 1993. The DGPA took into consideration weather forecasts from the Central Weather Bureau and suggestions from local governments when deciding whether or not to announce national-wide typhoon days. Today, the DGPA does not decide for the entire nation; instead the decision has been vested to regional governments. To find out whether work and school will be cancelled for a storm, check with the local news or DGPA’s official website at <http://www.cpa.gov.tw/> or call 020-300-166 for updates.



▲ Typhoon satellite image
資料來源：中央氣象局



▲ Damage from a typhoon caused
《聯合報》施鴻基 / 攝影



▲ Typhoon wind and rain
《聯合報》屠惠剛 / 攝影



▲ Taking precautions against a typhoon
《聯合報》劉學聖 / 攝影



Self-Assessment Checklist

I can talk about weather conditions, including typhoons.

20% 40% 60% 80% 100%

A horizontal progress bar with a yellow-to-orange gradient. The bar is filled up to the 85% mark.

I can describe the four seasons and explain why I like or dislike them.

20% 40% 60% 80% 100%

A horizontal progress bar with a yellow-to-orange gradient. The bar is filled up to the 60% mark.

I can compare events.

20% 40% 60% 80% 100%

A horizontal progress bar with a yellow-to-orange gradient. The bar is filled up to the 75% mark.

I can make simple statements about experiences, e.g., trips.

20% 40% 60% 80% 100%

A horizontal progress bar with a yellow-to-orange gradient. The bar is filled up to the 65% mark.



note

Handwritten notes in a cursive script, appearing to be bleed-through from the reverse side of the page. The text is faint and difficult to decipher but seems to contain several lines of text.

LESSON

15

第十五課

我很不舒服

I Don't Feel Well

學習目標 Learning Objectives

Topic: 生病 Falling Sick

- Learning to ask someone how they are feeling.
- Learning to describe symptoms in simple terms.
- Learning to give suggestions to somebody who is sick.
- Learning to reject or accept suggestions.

LESSON
15

我很不舒服

I Don't Feel Well

對話一 Dialogue I

15-1



- 醫 生：白小姐，妳哪裡不舒服？
- 如 玉：我一直流鼻水，頭很痛，胃口很差。什麼東西都不想吃。
- 醫 生：大概多久了？
- 如 玉：已經四、五天了。
- 醫 生：我看看妳的喉嚨。喉嚨有一點發炎。
- 如 玉：請問我生的是什麼病？
- 醫 生：妳有一點發燒，是感冒，不過沒有什麼關係。
- 如 玉：請問我得吃藥嗎？
- 醫 生：要，妳到藥局去拿藥。

- 如 玉：好的。請問我的病什麼時候會好？
- 醫 生：回去把藥吃了，多喝水，多休息，早一點睡覺，很快就會好。
- 如 玉：好的，謝謝您。

課文拼音 Text in Pinyin

- Yīshēng : Bái Xiǎojiě, nǐ nǎlǐ bù shūfú?
- Rúyù : Wǒ yìzhí liú bíshuǐ, tóu hěn tòng, wèikǒu hěn chā. Shénme dōngxi dōu bù xiǎng chī.
- Yīshēng : Dàgài duō jiǔ le?
- Rúyù : Yījīng sì, wǔtiān le.
- Yīshēng : Wǒ kànkàn nǐ de hóulóng. Hóulóng yǒu yìdiǎn fāyán.
- Rúyù : Qǐngwèn wǒ shēng de shì shénme bìng?
- Yīshēng : Nǐ yǒu yìdiǎn fāshāo, shì gǎnmào, búguò méi yǒu shénme guānxi.
- Rúyù : Qǐngwèn wǒ děi chī yào ma?
- Yīshēng : Yào, nǐ dào yàojú qù ná yào.
- Rúyù : Hǎode. Qǐngwèn wǒ de bìng shénme shíhòu huì hǎo?
- Yīshēng : Huíqù bǎ yào chīle, duō hē shuǐ, duō xiūxi, zǎo yìdiǎn shuǐjiào, hěn kuài jiù huì hǎo.
- Rúyù : Hǎode, xièxie nín.

課文英譯 Text in English

- Doctor : Miss Bai, how are you doing? (Where are you feeling poorly?)
- Ruyu : My nose continues to run, my head aches, and my appetite is poor. I don't feel like eating anything.
- Doctor : About how long?
- Ruyu : About four or five days now.

- Doctor : Let me take a look at your throat. Your throat is a bit inflamed.
 Ruyu : Excuse me, what sickness do I have?
 Doctor : You have a slight fever. It is a cold, but it's nothing serious.
 Ruyu : Excuse me, do I have to take any medicine?
 Doctor : Yes. Go to the pharmacy to pick up your medicine.
 Ruyu : Thank you. Excuse me, when will I be well again?
 Doctor : Go home, take your medicine, drink plenty of water, get plenty of rest, and go to bed early and you'll be better very soon.
 Ruyu : Fine, thank you.

生詞一 Vocabulary I

15-2

Vocabulary

1	醫生	yīshēng	一 生	(N)	doctor
2	一直	yìzhí	一 直	(Adv)	continuously, all the way
3	流	liú	流	(V)	to flow
4	鼻水	bíshuǐ	鼻 水	(N)	snot, nasal mucus, a running nose
5	頭	tóu	頭	(N)	head
6	痛	tòng	痛	(Vs)	painful
7	胃口	wèikǒu	胃 口	(N)	appetite
8	差	chā	差	(Vs)	poor, bad
9	喉嚨	hóulóng	喉 嚨	(N)	throat
10	發炎	fāyán	發 炎	(Vp-sep)	to be inflamed
11	生病	shēngbìng	生 病	(Vp-sep)	to fall ill
12	發燒	fāshāo	發 燒	(Vp-sep)	to have a fever
13	感冒	gǎnmào	感 冒	(Vp)	to catch/have a cold
14	藥	yào	藥	(N)	medicine
15	藥局	yàojú	藥 局	(N)	pharmacy, drug store
16	拿	ná	拿	(V)	to get

17	把	bǎ	ㄅㄚˇ	(Ptc)	disposal marker
18	水	shuǐ	ㄕㄨㄟˇ	(N)	water
19	休息	xiūxi	ㄒㄩㄟ ㄒㄩˋ	(Vi)	to take a rest
20	睡覺	shuìjiào	ㄕㄨㄟˋ ㄐㄩㄠˋ	(V-sep)	to sleep

Phrases

21	早一點	zǎo yidiǎn	ㄗㄞˇ ㄩㄝˋ ㄩㄥˋ	a bit earlier
----	-----	------------	-------------	---------------

對話二 Dialogue II

15-3



- 如 玉：你怎麼了？臉色這麼難看。
- 安 同：昨天晚上肚子很不舒服，吃了東西就吐，
還吐了好幾次。
- 如 玉：你這麼不舒服，我陪你去看病，好不好？
- 安 同：不用了。我在臺灣沒有健康保險。

如 玉：那麼，我陪你去學校的健康中心。那裡的醫生很好，對學生也很客氣。

安 同：謝謝妳。我想去藥局買藥就好了。

如 玉：你真的不去看病嗎？

安 同：我想回家休息。請妳跟老師說，我生病了，不能上課。

如 玉：好。你自己要多小心。油的、冰的東西最好都別吃。

安 同：謝謝妳的關心。

（如玉下課以後）

如 玉：我來看你了。現在覺得怎麼樣？好一點了嗎？

安 同：謝謝妳，好多了。我吃了一包藥以後，睡得比昨天好。

如 玉：不錯。你睡了幾個小時的覺以後，現在臉色比早上好得多了。

課文拼音 Text in Pinyin

Rúyù : Nǐ zěnmē le? Liǎnsè zhème nánkàn.

Āntóng : Zuótiān wǎnshàng dùzi hěn bù shūfú, chīle dōngxi jiù tù, hái tūle hǎo jǐ cì.

Rúyù : Nǐ zhème bù shūfú, wǒ péi nǐ qù kànbìng, hǎo bù hǎo?

Āntóng : Búyòng le. Wǒ zài Táiwān méi yǒu jiànkāng bǎoxiǎn.

Rúyù : Nàme, wǒ péi nǐ qù xuéxiào de jiànkāng zhōngxīn. Nàlǐ de yīshēng hěn hǎo, duì xuéshēng yě hěn kèqì.

Āntóng : Xièxie nǐ. Wǒ xiǎng qù yàojú mǎi yào jiù hǎo le.

Rúyù : Nǐ zhēnde bú qù kànbìng ma?

Āntóng : Wǒ xiǎng huí jiā xiūxi. Qǐng nǐ gēn lǎoshī shuō, wǒ shēngbìng le, bù néng shàngkè.

Rúyù : Hǎo. Nǐ zìjǐ yào duō xiǎoxīn. Yǒu de, bīng de dōngxī zuìhǎo dōu bié chī.

Āntóng : Xièxie nǐ de guānxīn.

[Rúyù xiàkè yǐhòu]

Rúyù : Wǒ lái kàn nǐ le. Xiànzài juéde zěnmeyàng? Hǎo yìdiǎn le ma?

Āntóng : Xièxie nǐ, hǎo duō le. Wǒ chīle yì bāo yào yǐhòu, shuǐ de bǐ zuótiān hǎo.

Rúyù : Búcuò. Nǐ shuǐle jǐ ge xiǎoshí de jiào yǐhòu, xiànzài liǎnsè bǐ zǎoshàng hǎo de duō le.

課文英譯 Text in English

Ruyu : What's the matter? You don't look too good.

Antong : My stomach didn't feel good last night. I ate something and then threw up. I vomited several times.

Ruyu : You're feeling that badly. I'll go with you to see a doctor. Okay?

Antong : No need. I don't have health insurance in Taiwan.

Ruyu : Then I'll go with you to the school's health center. The doctors there are good, and they are polite to students.

Antong : Thank you. I think I'll just buy some medicine at a drug store. That should do it.

Ruyu : You're really not going to see a doctor?

Antong : I just want to go home and rest. Please tell the teacher I am sick and I can't go to class.

Ruyu : Take care of yourself. You'd best not eat anything oily or cold.

Antong : Thank you for your concern.

[after Ruyu gets out of class]

Ruyu : I came to see you. How are you feeling now? Any better?

Antong : Thanks. Much better now. I took a packet of medicine and slept a lot better than yesterday.

Ruyu : Good. After having slept for a few hours, you now look much better than this morning.

生詞二 Vocabulary II

15-4

Vocabulary

1	臉色	liǎnsè	カ ム セ	(N)	a person's "color" (said of the face when healthy or sick, pleased or angry etc.)
2	難看	nánkàn	ナ ク シ	(Vs)	not to look good
3	肚子	dùzi	ク ハ	(N)	stomach, abdomen
4	吐	tù	ク ス	(V)	to throw up, to vomit
5	幾	jǐ	カ ニ	(N)	(a) few
6	次	cì	ヒ	(M)	measure word for times, occurrences
7	陪	péi	ト モ	(V)	to go/stay with somebody, to accompany
8	看病	kànbìng	ウ ク ル	(V-sep)	to see a doctor
9	健康	jiànkāng	ウ チ カ	(N)	health
10	保險	bǎoxiǎn	ウ ケ テ	(N)	insurance
11	跟	gēn	ト モ	(Prep)	to
12	油	yóu	ア グ	(Vs)	oily, greasy
13	冰	bīng	ウ ツ	(Vs)	icy
14	別	bié	ウ セ	(Adv)	don't (used in imperatives)
15	關心	guānxīn	ウ チ カ ラ	(Vst)	to be concerned about
16	包	bāo	ウ ツ	(M)	measure word for bags, packages etc.
17	睡	shuì	ス ム	(Vi)	to sleep
18	小時	xiǎoshí	ト キ シ	(N)	hour

Phrases

19	怎麼了	zěnmē le	ナニ カ カ		What's wrong?
20	不用了	búyòng le	ウ ケ テ カ		It's not necessary.
21	健康中心	jiànkāng zhōngxīn	ウ チ カ ウ ツ シ タ		health center

22	回家	huí jiā	回 家	go home
23	最好	zuihǎo	最 好	It would be best.../ (You) should...

文法 Grammar

I. Non-committal Stance with Question Words

拼音、英譯 p.340

Function: When question words (e.g., 什麼 *shénme*, 多少 *duōshǎo*, 幾 *jǐ*, 哪裡 *nǎlǐ*, 什麼地方 *shénme dìfāng*, 誰 *shéi*, 什麼時候 *shénme shíhòu*) occur in a declarative sentence, the sentence indicates a non-committal attitude on the part of the speaker who is avoiding giving a clear answer. Non-committal statements are always in the negative.

- | | |
|---------------|---------------|
| ① 我沒有多少錢。 | ② 她沒有幾個朋友。 |
| ③ 你的感冒沒有什麼關係。 | ④ 我沒去哪裡。 |
| ⑤ 他不打算買什麼。 | ⑥ 我昨天沒跟誰去看電影。 |

練習 Exercise

Answer the question using with question words indicating a non-committal attitude.

問 Ask

- ① 你的房租一個月多少錢？
- ② 週末快到了，你打算去哪裡玩？
- ③ 你在看什麼？
- ④ 你在臺灣有很多朋友嗎？
- ⑤ 你昨天去便利商店買了什麼東西？

答 Answer


- 沒有多少錢。
- 我 _____。
- 我 _____。
- 我 _____。
- 我昨天 _____。

II. To Dispose of Something with 把 bǎ

Function: This pattern is generally referred to as 把 bǎ or disposal construction . It consists of a variety of internal elements and is quite similar to the phrase “take this (noun) and...” in English, but much more widely used. We begin with the most basic structure, which refers to how a noun, object of the action verb, is disposed of by the subject.

- | | |
|------------|------------|
| ① 我把牛肉麵吃了。 | ② 他把我的湯喝了。 |
| ③ 房東把房子賣了。 | |

Structures: 把 bǎ + object + verb + 了 le, in which the object is in most cases definite in reference (bare nouns, or nouns with modifiers such as 這個, 那個, 他的, etc.), the verb (bare, i.e., just one character) must be an outward transitive action verb (action away from the actor, not inward towards the actor), and sentence must end with the particle 了 .

 **Negation:** The negation uses 沒 or 別 occurs in front of the particle 把 bǎ.

- | | |
|--------------|------------|
| ① 我沒把豬腳麵線吃了。 | ② 別把我的藥吃了。 |
| ③ 他沒把書賣了。 | |

 **Questions:**

- | | |
|----------------|--------------|
| ① 你把功課寫了沒有？ | ② 你是不是把機車賣了？ |
| ③ 你是不是把他的早飯吃了？ | |

Usage:

- As mentioned above, the object of 把 bǎ must be definite.
 - 我想把手機賣了。
 - 我想把那支手機賣了。
 - *我想把一支手機賣了。
- As also mentioned earlier, the bare verb in 把 bǎ sentences must be outward and transitive. They include 賣 mài, 吃 chī, 喝 hē, 寫 xiě, but not such inward verbs as 買 mǎi, 學 xué. You cannot say *我把中文學了 .

3. The notion “dispose of” is often indicated using “do-with”, “do-to”, and “take (noun) and (verb)” in English, e.g., “What he did with his car was to sell it” or “He took his car and sold it.”

練習 Exercise

According to the pictures below, what did the individuals do with the coffee, book, xiaolongbao, beef noodles, and motorcycle?



她 _____。



王先生 _____。



她 _____。



她 _____。



老闆 _____。

III. V 了 le...就 jiù... do...right after doing...

拼音、英譯 p.341

Function: The pattern “V 了...就...” indicates that event 2 occurs right after the completion of event 1.

- ① 我放了假就去旅行。
- ② 他吃了藥就睡覺。
- ③ 爸爸回了家就喝了兩杯烏龍茶。

Structures: The two events can be in the affirmative or negative.

- ① 他到了臺北，就去臺北 101 看看。
- ② 妹妹喝了一碗熱湯，就不覺得冷了。
- ③ 姐姐吃了臭豆腐，肚子就不舒服。



Questions:

The A-not-A form is not possible. Either 嗎 *ma* or 是不是 *shìbúshì* can be used to form questions.

- 1 他們見了面，就去喝咖啡嗎？
- 2 你弟弟是不是下了課，就去 KTV 唱歌？
- 3 他是不是去紐約玩了兩個星期，就不想回來了？

Usage: The “V 了…就…” pattern taught in this lesson is similar to the “一…就” in Lesson 13, but differs as explained below:

1. The “一” is followed by a relatively short verbal phrase, e.g., 一出來就… and 一看就…, to emphasize the immediate succession of the two actions. In contrast, the “V 了” pattern is not as restricted in terms of what can follow it.
2. “以後” can be used with “V 了…就…”, but it cannot with the “一…就” pattern.

他吃了藥以後，就去睡覺。

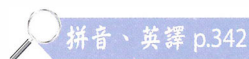
*他一吃了藥以後，就去睡覺。

練習 Exercise

Complete the following dialogues using the V 了…就… pattern.

- 1 A: 你什麼時候買禮物? B: _____。
(訂蛋糕)
- 2 A: 你什麼時候可以看足球比賽? B: _____。
(裝有線電視)
- 3 A: 你什麼時候去日本旅行? B: _____。
(放假)
- 4 A: 你什麼時候開始上課? B: _____。
(付學費)
- 5 A: 他什麼時候回來? B: _____。
(看紅葉)

IV. 一點 yìdiǎn a bit



Function: The combination 一點 yìdiǎn indicates a minimal quantity or degree.

- ① 他喝了一點咖啡。
- ② 這一點錢太少了。
- ③ 她要吃一點麵線。

Structures: 一點 yìdiǎn can appear in a variety of structures as illustrated below.

1. 一點 + NP: Before a noun as its modifier.

- (1) 她在超市買了一點東西。
- (2) 我只喝了一點烏龍茶。
- (3) 昨天下了一點雨。

2. Vs + 一點: After a state verb as its modifier, it indicates comparison, as in “a little more/less...”.

- (1) 他比我年輕一點。
- (2) 請你早一點來!
- (3) 明天我會晚一點回家。

3. 有(一)點 + Vs: Before a state verb but preceded by 有 as a modifier of the adjective, it doesn't indicate comparison.

- (1) 牛肉麵有一點辣。
- (2) 這裡，冬天有一點冷。
- (3) 這支手機有一點貴。
- (4) 他有(一)點想睡。

Usage: 一點 can be reduplicated to form 一點點, indicating that something is “just a tiny bit”, e.g., 我只要一點點。 Wǒ zhǐ yào yìdiǎndiǎn. “I just want a little bit.”

練習 Exercise

Complete the sentences below using the minimal quantity expression 一點.

Example 他給我的太少了，我希望他多給我一點。

- ① A: 你不舒服，吃飯了沒有？
B: 我只 _____ (喝湯)。
- ② 你感冒了，最好 _____ (睡覺)。

- ③ 今天下午有籃球比賽，我們都很想看，請問老師能不能 _____（早）下課？
- ④ 我明天要看網球比賽，會 _____（晚）回家。

練習 Exercise

Complete the sentences below using 一點 *yìdiǎn*, 有一點 *yǒu yìdiǎn*, or 多 *duō* / 少 *shǎo* V 一點 *yìdiǎn*.

- ① 他昨天工作了十個鐘頭，覺得 _____ 累。
- ② 我感冒了，喉嚨 _____ 發炎。
- ③ 今天不上班，早上我想 _____ 覺。
- ④ 媽媽想去超市買 _____ 東西。
- ⑤ 我租的房子很好，可是房租 _____ 貴。
- ⑥ 今年的學費比去年貴，我要 _____ 衣服。
- ⑦ 這碗臭豆腐 _____（辣），我不想吃。

V. Comparing Actions with a 得 de Complement



Function: This pattern compares actions.

- ① 哥哥吃牛肉麵吃得比弟弟多。 ② 這種手機賣得比那種好。

Structures: The pattern is called “comparative adverbial”. The pattern comes in a variety of sub-patterns as illustrated below.

1. Comparative + Action + 得 + State

- (1) 他比我做得快。 (2) 我比他走得快。
(3) 弟弟比哥哥念得好。

2. Action + 得 + Comparative + State (verb repeated)

- (1) 他做飯做得比我快。 (2) 我走路走得比他快。
(3) 弟弟念書念得比哥哥好。

Pattern 2 above is used most frequently.



Negation: The negation marker 不 precedes 比.

- ① 他做飯不比我做得快。
- ② 走路，我不比他走得快。
- ③ 弟弟念書念得不比哥哥好。



Questions:

- ① 你做飯做得比媽媽好嗎？
- ② 他是不是走路走得比你快？
- ③ 弟弟打網球打得比哥哥好嗎？

練習 Exercise

Compare the actions using 得 *de* and complete the following sentences.

Example

我做豬腳麵線要花一個半鐘頭。

我做牛肉麵要花一個鐘頭。

我做豬腳麵線

做得比牛肉麵慢_____。

① 咖啡，今天賣了一百二十杯。

烏龍茶，今天賣了八十四杯。

今天咖啡

_____。

② 今年下雪下了三個半月。

去年下雪下了半個月。

今年下雪

_____。

③ 上個週末在 KTV 唱歌唱了五個鐘頭。

這個週末在 KTV 唱歌唱了四個鐘頭。

這個週末在 KTV 唱歌

_____。

④ 媽媽走路走得很快。從家裡到捷運站

要二十分鐘。

姐姐只要十分鐘。

媽媽走路_____

不比_____。

VI. Complements of Degree in Comparison Structures

 拼音、英譯 p.343

Function: Degrees can be presented either as a pre-verbal adverbial, or as post-verbal complement. In this lesson, we focus on the latter type, ... 一點 *yìdiǎn*, ...得多 *de duō*, ...多了 *duō le*.

- 1 他的房間比我的大一點。
- 2 捷運站比公車站遠得多。
- 3 我覺得晚上比早上舒服多了。

Structures:



Questions:

- 1 哥哥是不是比弟弟高一點？
- 2 房租可以便宜一點嗎？
- 3 春天去旅行是不是比夏天舒服得多？
- 4 高鐵票比火車票貴多了嗎？

練習 Exercise

Answer the questions below using 一點 *yìdiǎn*、得多 *de duō* and 多了 *duō le* in the complements.

問 Ask

Example | 高鐵比公車快嗎？

- 1 西瓜比芒果大嗎？
- 2 安同和田中誰打網球打得好？
(安同)
- 3 便利商店的東西貴還是超市的東西貴？
- 4 姐姐和妹妹誰玩得開心？
(妹妹)

答 Answer

高鐵比公車快得多 / 快多了。



VII. Separable Verbs

Function: This is a special category of verbs. The inherent structure of most separable verbs is [V+N]. The V and N can be separated and an element inserted in between them. The separated V and N behave like a verb and object. Examples of separable verbs are: 唱歌, 上班, 上網, 上課, 生病, 睡覺, 看書, 念書, 滑雪, 游泳, 照相, 吃飯, 做飯, 見面.

Structures: Basically, there are three types of separable forms. Let's take the words introduced in this volume as examples.

1. 了 inserted. The 了 is the Verbal 了 here.
 - (1) 他回了家以後，就開始工作。
 - (2) 我昨天下了課就跟朋友去看電影。
2. Object inserted. Object refers to the recipient of an action.
 - (1) 我想見你一面。
 - (2) 他照了你一張相。
3. Time-Duration inserted.
 - (1) 我們每天上八個鐘頭的班。
 - (2) 你們新年的時候，放幾天的假？
 - (3) 他唱了三小時的歌，有一點累。

練習 Exercise

Separate the elements V and N below, and then insert something in between them to form good sentences.

- ① 看書 → 看了三小時的書、看了很久的書
- ② 唱歌 →
- ③ 上班 →
- ④ 上網 →
- ⑤ 上課 →
- ⑥ 生病 →

- 7 睡覺 →
- 8 念書 →
- 9 滑雪 →
- 10 游泳 →
- 11 照相 →
- 12 吃飯 →
- 13 做飯 →
- 14 見面 →

語法例句拼音與英譯

Grammar Examples in Pinyin and English

I. Non-committal Stance with Question Words

Function:

- 1 Wǒ méi yǒu duōshǎo qián.
- 2 Tā méi yǒu jǐ ge péngyǒu.
- 3 Nǐ de gǎnmào méi yǒu shénme guānxi.
- 4 Wǒ méi qù nǎlǐ.
- 5 Tā bù dǎsuàn mǎi shénme.
- 6 Wǒ zuótiān méi gēn shéi qù kàn diànyǐng.

Function:

- 1 I don't really have all that much money.
- 2 She doesn't really have all that many friends.
- 3 Your cold really isn't all that serious.
- 4 I didn't really go anywhere.
- 5 He is not going to buy anything.
- 6 I really didn't go with anyone to see a movie yesterday.

II. To Dispose of Something with 把 bǎ

Function:

- 1 Wǒ bǎ niúròu miàn chī le.
- 2 Tā bǎ wǒ de tāng hē le.
- 3 Fángdōng bǎ fángzi mài le.

Function:

- 1 I ate the beef noodles. (I took the beef noodles and ate them.)
- 2 He drank my soup.
- 3 The landlord sold the house.

Structures: **Negation:**

- ① Wǒ méi bǎ zhūjiǎo miànxian chī le.
- ② Bié bǎ wǒ de yào chī le.
- ③ Tā méi bǎ shū mài le.

 **Questions:**

- ① Nǐ bǎ gōngkè xiěle méi yǒu?
- ② Nǐ shìbúshì bǎ jīchē mài le?
- ③ Nǐ shìbúshì bǎ tā de zǎofàn chī le?

Usage:

1. (1) Wǒ xiǎng bǎ shǒujī mài le.
- (2) Wǒ xiǎng bǎ nà zhī shǒujī mài le.

Structures: **Negation:**

- ① I didn't eat the pork knuckles with fine noodles.
- ② Don't take my medicine.
- ③ He didn't sell the book.

 **Questions:**

- ① Have you finished your homework?
- ② You sold the motorcycle, right?
- ③ You ate his breakfast, right?

Usage:

1. (1) I want to sell my mobile phone.
- (2) I want to sell that mobile phone

III. V 了 le...就 jiù... do...right after doing...**Function:**

- ① Wǒ fàngle jià jiù qù lǚxíng.
- ② Tā chīle yào jiù shuǐjiào.
- ③ Bàba huíle jiā jiù hēle liǎng bēi Wūlóng chá.

Structures:

- ① Tā dào le Táiběi, jiù qù Táiběi 101 kànkàn.
- ② Mèimei hēle yì wǎn rè tāng, jiù bù juéde lěng le.
- ③ Jiějie chīle chòu dòufǔ, dùzi jiù bù shūfú.

 **Questions:**

- ① Tāmen jiànle miàn, jiù qù hē kāfēi ma?
- ② Nǐ dìdi shìbúshì xiàle kè, jiù qù KTV chànggē?
- ③ Tā shìbúshì qù Niǔyuē wánle liǎng ge xīngqí, jiù bù xiǎng huílái le?

Function:

- ① I went on break (my break started) and I went traveling.
- ② He took medicine and went to sleep.
- ③ Dad got home and drank two cups of Oolong tea.

Structures:

- ① He arrived in Taipei and checked out Taipei 101.
- ② My little sister stopped feeling cold right after she had a bowl of hot soup.
- ③ Sister ate stinky tofu then her stomach started acting up.

 **Questions:**

- ① Did they go to drink coffee after they met?
- ② Your brother went to KTV to sing after class, right?
- ③ He visited New York for two weeks and didn't want to come back, right?

Usage:

2. Tā chīle yào yǐhòu, jiù qù shuǐjiào.

IV. 一點 yìdiǎn a bit

Function:

- 1 Tā hēle yìdiǎn kāfēi.
- 2 Zhè yìdiǎn qián tài shǎo le.
- 3 Tā yào chī yìdiǎn miànxìàn.

Structures:

1. (1) Tā zài chāoshì mǎile yìdiǎn dōngxī.
(2) Wǒ zhǐ hēle yìdiǎn Wūlóng chá.
(3) Zuótiān xiàle yìdiǎn yǔ.
2. (1) Tā bǐ wǒ niánqīng yìdiǎn.
(2) Qǐng nǐ zǎo yìdiǎn lái!
(3) Míngtiān wǒ huì wǎn yìdiǎn huí jiā.
3. (1) Niúròu miàn yǒu yìdiǎn là.
(2) Zhèlǐ, dōngtiān yǒu yìdiǎn lěng.
(3) Zhè zhī shǒujī yǒu yìdiǎn guì.
(4) Tā yǒu (yì) diǎn xiǎng shuì.

Usage:

2. After he took his medicine, he went to bed.

Function:

- 1 He drank a little coffee.
- 2 This tiny amount of money is too little.
- 3 She wants to eat a little bit of fine noodles.

Structures:

1. (1) She bought some things at the supermarket.
(2) I only drank a little Oolong tea.
(3) It rained a little yesterday.
2. (1) He is a little bit younger than I am.
(2) Please arrive a little early.
(3) I'll be home a little later tomorrow.
3. (1) The beef noodles is a little spicy.
(2) Here, the winters are a bit cold.
(3) This cell phone is a little expensive.
(4) He is a little sleepy.

V. Comparing Actions with a 得 de Complement

Function:

- 1 Gēge chī niúròu miàn chī de bǐ didi duō.
- 2 Zhè zhǒng shǒujī mài de bǐ nà zhǒng hǎo.

Structures:

1. (1) Tā bǐ wǒ zuò de kuài.
(2) Wǒ bǐ tā zǒu de kuài.
(3) Didi bǐ gēge niàn de hǎo.
2. (1) Tā zuòfàn zuò de bǐ wǒ kuài.
(2) Wǒ zǒulù zǒu de bǐ tā kuài.
(3) Didi niànshū niàn de bǐ gēge hǎo.

Function:

- 1 The older brother eats more beef noodles than the younger brother.
- 2 This type of cell phone sells better than that type.

Structures:

1. (1) He does it faster than I do.
(2) I walk faster than he does.
(3) The younger brother studies better than (is a better student than) his older brother.
2. (1) He cooks faster than I do.
(2) I walk faster than he does.
(3) The younger brother studies better than his older brother.

 **Negation:**

- ① Tā zuòfàn bù bǐ wǒ zuò de kuài.
- ② Zǒulù, wǒ bù bǐ tā zǒu de kuài.
- ③ Dìdi niànshū niàn de bù bǐ gēge hǎo.

 **Questions:**

- ① Nǐ zuòfàn zuò de bǐ māma hǎo ma?
- ② Tā shìbúshì zǒulù zǒu de bǐ nǐ kuài?
- ③ Dìdi dǎ wǎngqiú dǎ de bǐ gēge hǎo ma?

 **Negation:**

- ① He doesn't cook faster than I do.
- ② I don't walk faster than he does.
- ③ The younger brother doesn't study better than his older brother.

 **Questions:**

- ① Do you cook better than Mom?
- ② Does he walk faster than you do?
- ③ Does the younger brother play tennis better than the older brother?

VI. Complements of Degree in Comparison Structures

Function:

- ① Tā de fāngjiān bǐ wǒ de dà yìdiǎn.
- ② Jiéyùnzhàn bǐ gōngchēzhàn yuǎn de duō.
- ③ Wǒ juéde wǎnshàng bǐ zǎoshàng shūfú duō le.

Structures: **Questions:**

- ① Gēge shìbúshì bǐ dìdi gāo yìdiǎn?
- ② Fángzū kěyǐ piányí yìdiǎn ma?
- ③ Chūntiān qù lǚxíng shìbúshì bǐ xiàtiān shūfú de duō?
- ④ Gāotiě piào bǐ huǒchē piào guì duō le ma?

Function:

- ① His room is just a little bigger than mine.
- ② The MRT station is much farther away than the bus stop.
- ③ I think evenings are a lot more comfortable than mornings.

Structures: **Questions:**

- ① Is the older brother a bit taller than his younger brother?
- ② Can the rent be a little cheaper?
- ③ It is much more enjoyable (lit. comfortable) to travel in the spring than in the summer, isn't it?
- ④ Are HSR tickets much more expensive than train tickets?

VII. Separable Verbs

Structures:

- (1) Tā huíle jiā yǐhòu, jiù kāishǐ gōngzuò.
(2) Wǒ zuótiān xiàle kè jiù gēn péngyǒu qù kàn diànyǐng.
- (1) Wǒ xiǎng jiàn nǐ yí miàn.
(2) Tā zhàole nǐ yì zhāng xiàng.
- (1) Wǒmen měi tiān shàng bā ge zhōngtóu de bān.
(2) Nǐmen xīnnián de shíhòu, fàng jǐ tiān de jià?
(3) Tā chàngle sān xiǎoshí de gē, yǒu yìdiǎn lèi.

Structures:

- (1) He started working after he got home.
(2) I went to see a movie with friends after class yesterday.
- (1) I want to meet with you once.
(2) He took a picture of you.
- (1) We work eight hours a day.
(2) How many days do you get off for New Year's?
(3) He sang for three hours and is a little tired.

課室活動 Classroom Activities

I. Let's Compare

Goal: Learning to make comparisons of varying degrees.

Task: The following four students are learning Chinese in Taipei. They always eat together and go out together, but they don't live together. Please compare the four individuals using the questions in the column on the far left.

	田中	如玉	安同	月美
晚飯吃幾碗	兩碗	一碗半	兩碗半	半碗
房租	NT \$ 18,000	NT \$ 6,500	NT \$ 15,000	NT \$ 6,200
怎麼去臺南玩	計程車 (三個半小時)	火車 (四個半小時)	機車 (八個小時)	高鐵 (一個小時 四十分鐘)

1. 吃晚飯

- (1) 田中吃飯吃得比 _____ 吃得 _____。
- (2) 月美吃得比 _____。
- (3) 如玉吃得 _____ 比田中多。

2. 房租

- (1) 月美的房租 _____ 如玉的房租 _____ 貴。
- (2) 安同的房租很貴，可是田中的比他的 _____ 貴，
田中的房租比月美的 _____。
- (3) 如玉的房租 _____ 比月美的便宜。

3. 怎麼去臺南玩

- (1) 如玉坐火車 / 田中坐計程車 _____。
- (2) 安同騎機車 / 月美坐高鐵 _____。
- (3) 如玉坐火車 / 安同騎機車 _____。

II. Who Is Taking Care of Me?

Goal: Learning to ask how someone is feeling and giving suggestions to somebody who is sick.

Task 1: Play the roles A and B below with a classmate and write down your conversation.

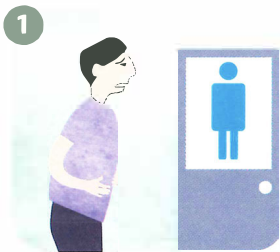
Example

A: 你怎麼了?

B: 我喉嚨發炎。

A: 你應該 / 最好 _____。
(看病、多休息、早一點睡覺、多喝水)

B: 好的，謝謝你的關心。



1 李開明



2 陳文同



3 王先生

1 (同意建議 Agreeing to a suggestion)

A: 老李，你怎麼了?

B: 我 _____。

A：你應該 / 最好 _____ 。

B：好的。

2 (同意建議 Agreeing to a suggestion)

A：小陳，你怎麼了？

B：我 _____ 。

A：你應該 / 最好 _____ 。

B：謝謝你。

3 (拒絕建議 Refusing a suggestion)

A：王先生，你怎麼了？

B：我 _____ 。

A：你應該 / 最好 _____ 。

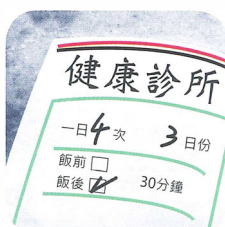
B：謝謝你的關心。 _____ 。

Task 2: Role-play as a patient. You vomited after dinner last night, and your stomach is upset. You go see a doctor. Your partner is to role-play as the doctor. Describe your symptoms to the doctor. The doctor is to then give some advice.

III. Taking Medication

Goal: Learning to read the instructions on prescriptions.

Task: Look at the prescription below and ask the following three questions.



- 1 這種藥一天吃幾次？
- 2 什麼時候吃？
- 3 裡面有幾包藥？

IV. Use 把 Construction

Goal: Learning to use the disposal construction 把 .

Task: Form groups of two and ask each group to complete the following dialogues based on the pictures provided.

- ① A: 加油! 我們今天一定要 _____
這 50 個小籠包 _____ 了。
B: 好的, 沒有問題。



- ② A: 要是你 _____ 今天的功課 _____ 了,
就可以去打籃球。
B: 太好了。



- ③ A: 誰 _____ 我的西瓜 _____ 了?
B: 對不起, 我不知道是你的。



V. How Are You Feeling?

Goal: Learning to talk about having a cold.

Task: Your friend 如玉 is sick at home. Call her and find out how she is feeling. Ask also four questions about her condition.

- ① _____ ?
② _____ ?
③ _____ ?
④ _____ ?



文化 Bits of Chinese Culture

Wearing Surgical Masks

You see people wearing surgical masks. Are they ill? Probably not. People in Taiwan wear surgical masks as a preventative measure among other reasons.

When the seasons are changing, it is easy to catch a cold and since colds are transmitted via the respiratory system, wearing a mask on crowded public buses or the MRT can help prevent transmission.

During the winter months, people on scooters wear masks to stay warm and also to filter out air pollution. Servers in restaurants wear masks to keep particles from unintentionally landing in food. Hospital workers and patients wear masks to prevent viral infections. People often wear surgical masks to help stay healthy and help prevent transmission of diseases.



▲ Wearing surgical masks in MRT stations



▲ Wearing surgical masks in the hospital
《聯合報》魯永明 / 攝影



Self-Assessment Checklist

I can ask someone how they are feeling.

20% 40% 60% 80% 100%

I can describe symptoms in simple terms.

20% 40% 60% 80% 100%

I can make suggestions to somebody who is sick.

20% 40% 60% 80% 100%

I can politely accept or reject suggestions.

20% 40% 60% 80% 100%

生詞 索引 I

中 - 英 Vocabulary Index (Chinese-English)

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
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A

a	啊	啊	3-1-21
a	啊	啊	13-1-4
ǎi	矮	矮	10-2-9

B

ba	吧	吧	3-2-9
ba	吧	吧	10-1-10
bǎ	把	把	15-1-17
bàba	爸爸	爸爸	2-1-20
bǎi	百	百	4-1-15
Bái Rúyù	白如玉	白如玉	3-2-1
bàn	半	半	7-2-6
bāng	幫	帮	4-1-13
bàngqiú	棒球	棒球	3-1-7
bāo	包	包	15-2-16
bǎoxiǎn	保險	保险	15-2-10
bāozi	包子	包子	4-1-8
bēi	杯	杯	4-1-6
bǐ	比	比	8-2-8
biànlì shāngdiàn	便利商店	便利商店	8-1-20
bié	別	别	15-2-14
bǐjiào	比較	比较	8-1-8
bīng	冰	冰	15-2-13
bǐsài	比賽	比赛	7-2-7
bíshuǐ	鼻水	鼻水	15-1-4
bómǔ	伯母	伯母	2-2-2
bù	不	不	1-2-11
bù hǎo	不好	不好	5-2-17
bù xíng	不行	不行	8-2-12
búbì kèqì	不必客氣	不必客气	13-1-22
búcuò	不錯	不错	5-2-12
búguò	不過	不过	11-2-12
bùhǎo yìsi	不好意思	不好意思	11-2-15
búkèqì	不客氣	不客气	1-1-22

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
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búyòng le 不用了 不用了 15-2-20

C

cài	菜	菜	3-2-16
cānguān	參觀	参观	8-2-2
cāntīng	餐廳	餐厅	5-2-2
chá	茶	茶	1-2-3
chā	差	差	15-1-8
chābùduō	差不多	差不多	8-2-14
cháguǎn	茶館	茶馆	9-2-12
cháng	常	常	3-1-10
chànggē	唱歌	唱歌	7-1-3
chāoshì	超市	超市	11-1-8
Chén Yuèměi	陳月美	陈月美	1-1-1
chéngjī	成績	成绩	12-1-11
chēpiào	車票	车票	8-1-10
chī	吃	吃	3-2-14
chīchikàn	吃吃看	吃吃看	10-1-15
chīfàn	吃飯	吃饭	6-2-10
chòu dòufǔ	臭豆腐	臭豆腐	5-1-20
chuān	穿	穿	10-2-4
chuānghù	窗戶	窗户	10-2-13
chuántǒng	傳統	传统	13-2-9
chúfáng	廚房	厨房	11-1-4
chūntiān	春天	春天	14-1-5
chūqù	出去	出去	9-1-8
cì	次	次	15-2-6
cóng	從	从	7-1-6

D

dà	大	大	4-1-10
dǎ	打	打	3-1-5
dà bùfèn	大部分	大部分	13-2-15
dǎ diànhuà	打電話	打电话	11-1-23
Dà'ān	大安	大安	7-1-12
dàgài	大概	大概	9-1-9

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
dài	帶	带	9-2-4
dàjiā	大家	大家	14-2-10
dàlóu	大樓	大楼	6-2-14
dàn	蛋	蛋	13-2-7
dàngāo	蛋糕	蛋糕	13-2-11
dāngrán	當然	当然	13-1-8
dànshì	但是	但是	8-1-12
dào	到	到	5-2-15
dào	到	到	11-1-12
dào	到	到	12-1-17
dǎsuàn	打算	打算	9-1-3
dàxué	大學	大学	12-1-7
de	的	的	2-1-3
de	得	得	5-2-9
děi	得	得	7-1-8
děng	等	等	11-2-9
děng yíxià	等一下	等一下	7-2-20
diàn	店	店	5-1-14
diǎn	點	点	5-1-16
diǎn	點	点	7-1-1
diànhuà	電話	电话	11-1-20
diànshì	電視	电视	9-1-4
diànyǐng	電影	电影	3-2-5
dìdì	弟弟	弟弟	10-2-11
dìfāng	地方	地方	6-1-15
dìng	訂	订	13-2-3
dòng	棟	栋	6-2-13
dōngtiān	冬天	冬天	14-1-10
dōngxi	東西	东西	6-2-6
dōu	都	都	2-1-13
duì	對	对	10-1-11
duì	對	对	13-2-12
duìbùqǐ	對不起	对不起	1-2-18
duìle	對了	对了	7-1-15
duō	多	多	2-1-11
duō jiǔ	多久	多久	9-1-13
duōshǎo	多少	多少	4-1-2
dùzi	肚子	肚子	15-2-3

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
F			
fāngbiàn	方便	方便	6-2-2
fángdōng	房東	房东	11-1-2
fàngjià	放假	放假	9-1-10
fángjiān	房間	房间	11-1-15
fángzi	房子	房子	2-1-7
fángzū	房租	房租	11-2-2
fāshāo	發燒	发烧	15-1-12
fāyán	發炎	发炎	15-1-10
fēicháng	非常	非常	8-1-11
fēn	分	分	7-1-4
fēng	風	风	14-1-3
fēngjǐng	風景	风景	6-1-8
fēnzhōng	分鐘	分钟	11-1-10
fù	付	付	11-2-13
fùjìn	附近	附近	6-1-17
fùmǔ	父母	父母	14-1-9
G			
gāng	剛	刚	7-2-3
gānjìng	乾淨	干净	10-2-12
gǎnmào	感冒	感冒	15-1-13
gāo	高	高	10-2-10
gāotiě	高鐵	高铁	8-1-18
ge	個	个	2-2-10
gēge	哥哥	哥哥	2-2-6
gěi	給	给	10-1-4
gěi	給	给	11-1-21
gēn	跟	跟	8-1-3
gēn	跟	跟	15-2-11
gèng	更	更	14-2-9
gōnggòng qìchē	公共汽車 (公車)	公共汽车 (公车)	8-2-11
gōngkè	功課	功课	9-1-7
gōngsī	公司	公司	12-1-13
gōngzuò	工作	工作	12-2-1
gōngzuò	工作	工作	12-2-8
guàng	逛	逛	9-2-10

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
guānxīn	關心	关心	15-2-15
gǔdài	古代	古代	8-2-3
Gùgōng Bówùyuàn	故宮博物院 (故宮)	故宫博物院 (故宫)	8-2-9
guì	貴	贵	4-2-11
guò	過	过	13-1-15
guójiā	國家	国家	12-2-10

H

hái	還	还	9-2-6
hǎi	海	海	6-1-11
háishì	還是	还是	3-2-8
hàn	和	和	3-1-8
hào	號	号	9-2-3
hǎo	好	好	1-1-14
hǎo	好	好	2-1-9
hǎo	好	好	12-2-6
hǎo a	好啊	好啊	3-1-23
hǎo bù hǎo	好不好	好不好	3-2-18
hǎochī	好吃	好吃	5-1-4
hǎode	好的	好的	4-1-17
hǎohē	好喝	好喝	1-2-5
hǎojiǔ bújiàn	好久不見	好久不见	13-1-21
hǎokàn	好看	好看	2-1-16
hǎowán	好玩	好玩	3-1-16
hǎoxiàng	好像	好像	11-2-7
hē	喝	喝	1-2-2
hěn	很	很	1-2-4
hóngsè	紅色	红色	10-1-8
hóngyè	紅葉	红叶	14-1-13
hóulóng	喉嚨	喉咙	15-1-9
hòumiàn	後面	后面	6-1-12
hòutiān	後天	后天	7-1-11
huā	花	花	12-1-9
Huālián	花蓮	花莲	6-1-22
huángsè	黃色	黄色	10-1-2
huānyíng	歡迎	欢迎	1-1-19
huáxuě	滑雪	滑雪	14-1-4
huì	會	会	5-2-10

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
huì	會	会	11-2-8
huí jiā	回家	回家	15-2-22
huíguó	回國	回国	9-1-2
huílái	回來	回来	13-1-3
huíqù	回去	回去	11-1-17
huǒchē	火車	火车	8-1-2
huòshì	或是	或是	8-1-16

J

jǐ	幾	几	2-2-9
jǐ	幾	几	15-2-5
jiā	家	家	2-1-5
jiā	家	家	5-1-13
jiān	間	间	11-1-13
jiǎngxuéjīn	獎學金	奖学金	12-1-10
jiànkāng	健康	健康	15-2-9
jiànkāng zhōngxīn	健康中心	健康中心	15-2-21
jiànmiàn	見面	见面	7-1-5
jiànyì	建議	建议	9-2-7
jiào	叫	叫	1-1-16
jiāo	教	教	5-2-14
jiāohuàn	交換	交换	13-1-10
jiàoshì	教室	教室	6-2-17
jiārén	家人	家人	2-1-4
jiāyóu	加油	加油	12-1-22
jīchē	機車	机车	8-2-5
jìchéngchē	計程車	计程车	8-2-13
jìde	記得	记得	13-1-7
jiē	接	接	1-1-9
jiějie	姐姐	姐姐	2-1-18
jiěmèi	姐妹	姐妹	2-2-13
jiéshù	結束	结束	7-2-8
jiéyùn	捷運	捷运	8-2-7
jìhuà	計畫	计画	12-1-1
jīhuì	機會	机会	10-1-13
jìn	近	近	6-2-1
jīnnián	今年	今年	13-2-2
jīntiān	今天	今天	3-2-2

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
jiù	舊	旧	4-2-5
jiù	就	就	9-2-15
jiù	就	就	11-1-11
jiǔ	久	久	12-1-3
juéde	覺得	觉得	3-1-15
juéding	決定	决定	9-2-13

K

kāfēi	咖啡	咖啡	1-2-14
kāishǐ	開始	开始	7-2-15
kāixīn	開心	开心	10-2-3
kàn	看	看	3-2-4
kànbìng	看病	看病	15-2-8
kànshū	看書	看书	2-2-8
kè	課	课	7-2-14
kěpà	可怕	可怕	14-2-12
kěshì	可是	可是	5-2-3
kètīng	客廳	客厅	11-1-3
kěyǐ	可以	可以	3-2-10
kěyǐ	可以	可以	5-2-13
kěyǐ	可以	可以	7-2-18
kōng	空	空	11-1-14
kuài	塊	块	4-1-16
kuài	塊	快	10-1-5
kuài	快	块	8-1-9
kuài	快	快	14-1-8
kuàilè	快樂	快乐	13-1-2
	KTV	KTV	7-1-2

L

là	辣	辣	5-2-4
lái	來	来	1-1-5
lánqiú	籃球	篮球	3-1-11
lánsè	藍色	蓝色	10-2-15
lǎobǎn	老闆	老板	4-1-4
lǎoshī	老師	老师	2-2-7
le	了	了	4-2-6
le	了	了	13-2-4
lèi	累	累	12-1-20
lěng	冷	冷	14-1-2

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
Lǐ Míng huá	李明華	李明华	1-1-2
liǎng	兩	两	2-2-15
liǎnsè	臉色	脸色	15-2-1
lǐmiàn	裡面	里面	6-2-8
Lín	林	林	11-1-22
liú	流	流	15-1-3
lǐwù	禮物	礼物	13-2-1
lóu	樓	楼	6-2-12
lóuxià	樓下	楼下	6-1-18
lǚguǎn	旅館	旅馆	10-2-6
lǚxíng	旅行	旅行	9-1-6

M

ma	嗎	吗	1-1-8
Mǎ Ān tóng	馬安同	马安同	2-1-2
mài	賣	卖	4-2-12
mǎi	買	买	4-1-5
māma	媽媽	妈妈	2-1-21
màn	慢	慢	8-1-6
màn zǒu	慢走	慢走	14-2-17
máng	忙	忙	7-2-10
mángguǒ	芒果	芒果	10-1-3
Māokōng	貓空	猫空	9-2-16
méi	沒	没	2-2-11
měi	美	美	6-1-9
měi	每	每	7-2-11
méi guānxi	沒關係	没关系	11-2-16
méi wèntí	沒問題	没问题	7-1-14
Měiguó	美國	美国	1-2-17
mèimei	妹妹	妹妹	2-1-19
ménkǒu	門口	门口	13-1-17
miàn	麵	面	5-1-2
miànxiàn	麵線	面线	13-2-6
míngnián	明年	明年	14-1-11
míngtiān	明天	明天	3-1-17
míngzi	名字	名字	2-2-4

N

ná	拿	拿	15-1-16
nà	那	那	11-2-10

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
nà / nèi	那	那	4-2-10
nǎ / nǐ	哪	哪	1-2-12
nǎ guó / nǐ guó	哪國	哪国	1-2-19
nǎlǐ	那裡	那里	6-1-7
nǎlǐ	哪裡	哪里	6-1-5
Nǎlǐ, nǎlǐ	哪裡, 哪裡	哪里, 哪里	13-2-14
nàme	那麼	那么	12-2-13
nàme	那麼	那么	13-1-11
nán	男	男	10-2-8
nán	難	难	12-2-12
nánkàn	難看	难看	15-2-2
ne	呢	呢	1-2-9
nèiyòng	內用	内用	4-1-19
néng	能	能	4-2-8
nǐ	你	你	1-1-4
nǐ	妳	妳	3-2-6
nǐ hǎo	你好	你好	1-1-23
nián	年	年	12-1-2
nián	念	念	12-1-6
niánqīng	年輕	年轻	13-2-10
niànshū	念書	念书	12-1-19
nǐmen	你們	你们	1-1-17
nín	您	您	2-2-3
niúròu	牛肉	牛肉	5-1-1
Niūyuē	紐約	纽约	14-1-16
nǚ	女	女	9-2-1

P

pà	怕	怕	5-2-5
pāi	拍	拍	10-2-1
pángbiān	旁邊	旁边	6-2-16
péi	陪	陪	15-2-7
péngyǒu	朋友	朋友	6-1-20
piányi	便宜	便宜	4-2-13
piàoliàng	漂亮	漂亮	2-1-6

Q

qí	騎	骑	8-2-4
qián	錢	钱	4-1-3
qiān	千	千	4-2-16

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
qiánmiàn	前面	前面	6-1-10
qǐng	請	请	1-2-1
qǐng	請	请	10-1-14
qǐng jìn	請進	请进	2-1-22
qǐngwèn	請問	请问	1-1-20
qiūtiān	秋天	秋天	14-1-12
qù	去	去	3-1-19
qùnián	去年	去年	12-2-2

R

rè	熱	热	4-1-7
rén	人	人	1-2-7
rèshuǐqì	熱水器	热水器	11-2-6
rèxīn	熱心	热心	13-1-12
Rìběn	日本	日本	1-2-16

S

sǎn	傘	伞	14-2-2
shān	山	山	6-1-13
shàng cì	上次	上次	14-2-16
shàng ge yuè	上個月	上个月	10-2-18
shàngbān	上班	上班	12-1-18
shāngdiàn	商店	商店	6-2-9
shàngkè	上課	上课	6-1-21
shàngwǎng	上網	上网	4-2-9
shānshàng	山上	山上	6-1-4
shǎo	少	少	5-1-6
shéi	誰	谁	2-1-17
shēngbìng	生病	生病	15-1-11
shēngrì	生日	生日	13-1-1
shēngrì kuàilè	生日快樂	生日快乐	13-1-19
shēngyì	生意	生意	12-2-4
shénme	什麼	什么	1-2-6
shì	是	是	1-1-6
shì	試	试	12-2-11
shī	濕	湿	14-2-6
shì a	是啊	是啊	5-1-18
shí'èryuè dǐ	十二月底	十二月底	14-1-18
shìde	是的	是的	1-1-21
shíhòu	時候	时候	7-1-10

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
shíjiān	時間	时间	12-1-4
shìshìkàn	試試看	试试看	12-2-15
shōudào	收到	收到	11-2-14
shǒujī	手機	手机	4-2-3
shū	書	书	2-2-5
shūfǎ	書法	书法	7-2-13
shūfú	舒服	舒服	8-1-14
shuì	睡	睡	15-2-17
shuǐ	水	水	15-1-18
shuǐguǒ	水果	水果	10-1-1
shuǐjiào	睡覺	睡觉	15-1-20
shuō	說	说	5-1-5
suǒyǐ	所以	所以	5-2-6
sùshě	宿舍	宿舍	6-2-11

T

tā	他	他	1-2-10
tā	她	她	9-2-5
tài	太	太	4-2-4
tài hǎo le	太好了	太好了	5-1-21
tài kèqì	太客氣	太客气	13-1-23
Táidōng	臺東	台东	9-1-14
táifēng	颱風	台风	14-2-3
Táinán	臺南	台南	8-1-17
tàitai	太太	太太	10-2-7
Táiwān	臺灣 (=台灣)	台湾 (=台湾)	1-1-18
tāmen	他們	他们	6-1-1
tāng	湯	汤	5-1-10
tàofáng	套房	套房	11-1-16
tǎoyàn	討厭	讨厌	14-2-7
tèbié	特別	特别	9-2-11
tì	替	替	12-1-14
tī	踢	踢	3-1-13
tián	甜	甜	10-1-7
tiān	天	天	7-2-12
tiándiǎn	甜點	甜点	5-2-11
tiānqì	天氣	天气	14-1-1
Tiánzhōng Chéngyī	田中誠一	田中诚一	2-2-1

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
tíng	停	停	14-2-13
tīng	聽	听	3-1-2
tīngshuō	聽說	听说	6-1-23
tòng	痛	痛	15-1-6
tóngxué	同學	同学	8-2-1
tóu	頭	头	15-1-5
tù	吐	吐	15-2-4
túshūguǎn	圖書館	图书馆	6-2-15

W

wàidài	外帶	外带	4-1-18
wàimiàn	外面	外面	6-2-7
wán	玩	玩	8-1-4
wàn	萬	万	4-2-15
wǎn	碗	碗	5-1-17
wǎnfàn	晚飯	晚饭	3-2-15
wǎng	往	往	10-2-14
Wáng Kāiwén	王開文	王开文	1-1-3
wàngle	忘(了)	忘(了)	13-1-6
wǎnglù shàng	網路上	网路上	8-1-19
wǎngqiú	網球	网球	3-1-6
wǎnshàng	晚上	晚上	3-2-3
wànshì rúyì	萬事如意	万事如意	13-2-16
wéi	喂	喂	11-2-1
wēibō	微波	微波	4-1-14
wèikǒu	胃口	胃口	15-1-7
wèishénme	為什麼	为什么	4-2-17
wèn	問	问	7-2-19
wèntí	問題	问题	11-2-5
wǒ	我	我	1-1-11
wǒ jiù shì	我就是	我就是	13-1-20
wǒmen	我們	我们	1-1-10
wǔ	五	五	2-2-14
wǔcān	午餐	午餐	7-2-2
Wūlóng chá	烏龍茶	乌龙茶	1-2-15

X

xià cì	下次	下次	7-1-13
xià ge xīngqī	下個星期	下个星期	9-1-11
xiàkè	下課	下课	7-2-4

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
xiān	先	先	12-1-5
xiǎng	想	想	3-2-7
xiǎng	想	想	11-1-18
xiǎng	想	想	14-1-6
xiāng	香	香	10-1-6
xiānshēng	先生	先生	1-1-13
xiànzài	現在	现在	6-1-16
xiào	笑	笑	10-2-2
xiǎo	小	小	4-1-12
xiǎochī	小吃	小吃	5-1-8
xiǎojiě	小姐	小姐	1-1-7
xiǎolóngbāo	小籠包	小笼包	5-1-19
xiǎoshí	小時	小时	15-2-18
xiǎoxīn	小心	小心	14-2-11
xiàtiān	夏天	夏天	14-2-5
xiàwǔ	下午	下午	7-2-5
xiàxuě	下雪	下雪	14-1-17
xiàyǔ	下雨	下雨	14-2-14
Xībānyá	西班牙	西班牙	13-1-18
Xībānyá wén	西班牙文	西班牙文	13-1-13
xiě	寫	写	7-2-17
xièxiè	謝謝	謝謝	1-1-22
xīguā	西瓜	西瓜	10-1-9
xíguàn	習慣	习惯	11-2-4
xǐhuān	喜歡	喜欢	1-2-8
xīn	新	新	4-2-2
xìng	姓	姓	1-1-15
xīngqī	星期	星期	9-1-1
xīnnián	新年	新年	14-1-7
xīnwén	新聞	新闻	14-2-8
xīnxiǎng shìchéng	心想事成	心想事成	13-2-17
xiōngdì	兄弟	兄弟	2-2-12
xiūxi	休息	休息	15-1-19
xīwàng	希望	希望	12-1-15
xué	學	学	3-2-11
xuéfèi	學費	学费	12-1-12
xuéshēng	學生	学生	6-2-4
xuéxiào	學校	学校	6-1-2
xūyào	需要	需要	12-1-8

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
Y			
yào	要	要	1-2-13
yào	要	要	4-1-9
yào	要	要	4-2-14
yào	要	要	14-2-4
yào	藥	药	15-1-14
yàojú	藥局	药局	15-1-15
yàoshi	要是	要是	9-2-14
yě	也	也	3-1-12
yèshì	夜市	夜市	9-2-8
yídiǎn	一點	一点	13-2-8
yídìng	一定	一定	5-1-15
yīfú	衣服	衣服	10-2-5
yígòng	一共	一共	4-1-1
yǐhòu	以後	以后	12-1-16
yǐhòu	以後	以后	12-2-5
yǐjīng	已經	已经	11-2-3
yīnggāi	應該	应该	9-2-9
yǐngpiàn	影片	影片	9-1-5
yínháng	銀行	银行	7-1-9
yīnwèi	因為	因为	10-2-16
yīnyuè	音樂	音乐	3-1-3
yìqǐ	一起	一起	3-2-13
yǐqián	以前	以前	10-1-12
yīshēng	醫生	医生	15-1-1
yíyàng	一樣	一样	13-1-14
yìzhí	一直	一直	15-1-2
yóu	油	油	15-2-12
yòu	又	又	8-1-13
yǒu	有	有	2-1-10
yǒu kòng	有空	有空	7-1-16
yǒu shì	有事	有事	7-2-21
yǒu shíhòu	有時候	有时候	9-1-12
yǒu yídiǎn	有一點	有一点	5-2-16
yǒu yìsi	有意思	有意思	7-2-22
yòubiān	右邊	右边	11-1-6
yǒumíng	有名	有名	5-1-7
yǒuxiàn diànshì	有線電視	有线电视	11-2-17
yóuyǒng	游泳	游泳	3-1-9

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
yóuyǒngchí	游泳池	游泳池	6-2-18
yǔ	雨	雨	14-2-1
yuǎn	遠	远	6-1-6
yuè	月	月	9-2-2
Yuènnán	越南	越南	3-2-17
yùndòng	運動	运动	3-1-4
Yùshān	玉山	玉山	14-1-15
yùshì	浴室	浴室	11-1-7
yǔyán	語言	语言	13-1-9
yǔyán zhōngxīn	語言中心	语言中心	12-1-21

Z

zài	在	在	6-1-3
zài	在	在	6-2-5
zài	在	在	7-2-1
zài	載	载	8-2-6
zài	再	再	11-1-19
zài	再	再	12-2-14
zàijiàn	再見	再见	7-1-17
zǎo yídiǎn	早一點	早一点	15-1-21
zǎoshàng	早上	早上	3-1-18
zěnmé	怎麼	怎么	8-1-5
zěnmé	怎麼	怎么	13-1-5
zěnmé le	怎麼了	怎么了	15-2-19
zěnmeyàng	怎麼樣	怎么样	3-1-20
zhàn	站	站	8-1-15
zhāng	張	张	2-1-15
Zhāng Yíjūn	張怡君	张怡君	2-1-1
zhǎo	找	找	6-1-19
zhǎo	找	找	12-2-7
zhàopiàn	照片	照片	2-1-12
zhàoxiàng	照相	照相	2-1-14
zhè / zhèi	這	这	1-1-12
zhè cì	這次	这次	14-2-15
zhèlǐ	這裡	这里	6-2-3
zhème	這麼	这么	5-1-11
zhēn	真	真	5-1-3
zhēnde	真的	真的	6-1-14
zhèxiē	這些	这些	10-2-19
zhèyàng	這樣	这样	12-2-9

Pinyin	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
zhǐ	只	只	14-1-14
zhī	支	支	4-2-1
zhīdào	知道	知道	5-1-12
zhǒng	種	种	4-2-7
zhōng	中	中	4-1-11
Zhōngguó	中國	中国	8-2-10
zhōngtóu	鐘頭	钟头	8-1-7
Zhōngwén	中文	中文	3-2-12
zhōngwǔ	中午	中午	7-1-7
zhōumò	週末	周末	3-1-1
zhù	住	住	10-2-17
zhù	祝	祝	13-2-13
zhuāng	裝	装	11-2-11
zhūjiǎo	豬腳	猪脚	13-2-5
zì	字	字	7-2-16
zìjǐ	自己	自己	5-2-7
zǒulù	走路	走路	11-1-9
zū	租	租	11-1-1
zuì	最	最	5-1-9
zuìhǎo	最好	最好	15-2-23
zuìjìn	最近	最近	7-2-9
zuò	坐	坐	2-1-8
zuò	坐	坐	8-1-1
zuò	做	做	12-2-3
zuò shénme	做什麼	做什么	3-1-22
zuǒbiān	左邊	左边	11-1-5
zuǒfàn	做飯	做饭	5-2-8
zuótiān	昨天	昨天	5-2-1
zuǒyòu	左右	左右	13-1-16
zúqiú	足球	足球	3-1-14

生詞 索引 II

英 - 中 Vocabulary Index (English-Chinese)

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
A			
a bit earlier	早一點	早一点	15-1-21
(a) few	幾	几	15-2-5
a little	有一點	有一点	5-2-16
a little, some	一點	一点	13-2-8
about the same	差不多	差不多	8-2-14
to access the internet, to use the internet	上網	上网	4-2-9
afternoon	下午	下午	7-2-5
afterwards	以後	以后	12-2-5
again	再	再	12-2-14
all, both	都	都	2-1-13
already	已經	已经	11-2-3
also	也	也	3-1-12
altogether	一共	一共	4-1-1
America	美國	美国	1-2-17
ancient times	古代	古代	8-2-3
and, as well as	和	和	3-1-8
annoying	討厭	讨厌	14-2-7
appetite	胃口	胃口	15-1-7
approximately	左右	左右	13-1-16
approximately, about, probably	大概	大概	9-1-9
arrive	到	到	11-1-12
to ask	問	问	7-2-19
at	在	在	6-2-5
aunt; here a polite term for a friend's mother regardless of age	伯母	伯母	2-2-2
autumn (season)	秋天	秋天	14-1-12
B			
back	後面	后面	6-1-12
bank	銀行	银行	7-1-9
baseball	棒球	棒球	3-1-7
basketball	籃球	篮球	3-1-11

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
bathroom	浴室	浴室	11-1-7
to be	是	是	1-1-6
to be able to, can	會	会	5-2-10
beautiful	美	美	6-1-9
because	因為	因为	10-2-16
beef	牛肉	牛肉	5-1-1
before	以前	以前	10-1-12
to begin, to start	開始	开始	7-2-15
birthday	生日	生日	13-1-1
blue	藍色	蓝色	10-2-15
book	書	书	2-2-5
both...and...	又	又	8-1-13
a bowl of	碗	碗	5-1-17
boy-, male-	男	男	10-2-8
brothers	兄弟	兄弟	2-2-12
bus	公共汽車 (公車)	公共汽车 (公车)	8-2-11
business	生意	生意	12-2-4
busy	忙	忙	7-2-10
to be busy, to be engaged	有事	有事	7-2-21
but, however	可是	可是	5-2-3
but, however	但是	但是	8-1-12
to buy	買	买	4-1-5
by the way	對了	对了	7-1-15
Bye. Take care.	慢走	慢走	14-2-17
C			
cable TV	有線電視	有线电视	11-2-17
cake	蛋糕	蛋糕	13-2-11
to be called, i.e., to have the first name xx	叫	叫	1-1-16
calligraphy	書法	书法	7-2-13
can, to be able to	能	能	4-2-8
to be careful, to take care	小心	小心	14-2-11
to catch/have a cold	感冒	感冒	15-1-13

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to celebrate	過	过	13-1-15
cell phone	手機	手机	4-2-3
certainly, of course	當然	当然	13-1-8
character	字	字	7-2-16
cheap, inexpensive	便宜	便宜	4-2-13
China	中國	中国	8-2-10
Chinese language	中文	中文	3-2-12
Chinese last name, common in Taiwan	林	林	11-1-22
a city in southwestern Taiwan	臺南	台南	8-1-17
class	課	课	7-2-14
classmate	同學	同学	8-2-1
classroom	教室	教室	6-2-17
clean	乾淨	干净	10-2-12
clothes	衣服	衣服	10-2-5
coffee	咖啡	咖啡	1-2-14
cold	冷	冷	14-1-2
to come	來	来	1-1-5
to come back	回來	回来	13-1-3
comfortable	舒服	舒服	8-1-14
company	公司	公司	12-1-13
complement marker	得	得	5-2-9
to be concerned about	關心	关心	15-2-15
continuously, all the way	一直	一直	15-1-2
convenience store	便利商店	便利商店	8-1-20
convenient	方便	方便	6-2-2
to cook	做飯	做饭	5-2-8
correct, right	對	对	10-1-11
could (possibility)	可以	可以	3-2-10
could (possibility)	可以	可以	5-2-13
country	國家	国家	12-2-10
cuisine	菜	菜	3-2-16
cup	杯	杯	4-1-6

D

Da-an (name of a KTV named after a district in Taipei, where Shida is also located)	大安	大安	7-1-12
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English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
dad	爸爸	爸爸	2-1-20
date, day of a month	號	号	9-2-3
to decide	決定	决定	9-2-13
delicious	好吃	好吃	5-1-4
dessert	甜點	甜点	5-2-11
dinner	晚飯	晚饭	3-2-15
disposal marker	把	把	15-1-17
do what	做什麼	做什么	3-1-22
to do, to engage in	做	做	12-2-3
doctor	醫生	医生	15-1-1
Don't mention it. It's my pleasure.	哪裡，哪裡	哪里，哪里	13-2-14
don't (used in imperatives)	別	别	15-2-14
dormitory	宿舍	宿舍	6-2-11
downstairs	樓下	楼下	6-1-18
to drink	喝	喝	1-2-2

E

easy to	好	好	12-2-6
to eat	吃	吃	3-2-14
egg	蛋	蛋	13-2-7
the end of December	十二月底	十二月底	14-1-18
with enthusiasm	熱心	热心	13-1-12
even (more, less, etc.)	更	更	14-2-9
evening, night	晚上	晚上	3-2-3
every, each	每	每	7-2-11
everyone	大家	大家	14-2-10
Excellent. Great.	太好了	太好了	5-1-21
to exchange	交換	交换	13-1-10
to exercise	運動	运动	3-1-4
expensive	貴	贵	4-2-11
extra fine noodles	麵線	面线	13-2-6

F

to fall ill	生病	生病	15-1-11
family (members)	家人	家人	2-1-4
far	遠	远	6-1-6
fast	快	快	8-1-9
to feel, to think	覺得	觉得	3-1-15
few in number	少	少	5-1-6

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
film	影片	影片	9-1-5
fine, well	好	好	1-1-14
to finish	結束	结束	7-2-8
to finish class	下課	下课	7-2-4
first	先	先	12-1-5
five	五	五	2-2-14
to flow	流	流	15-1-3
for	幫	帮	4-1-13
for here	內用	内用	4-1-19
for, on behalf of	替	替	12-1-14
to forget	忘(了)	忘(了)	13-1-6
fragrant	香	香	10-1-6
friend	朋友	朋友	6-1-20
from	從	从	7-1-6
front	前面	前面	6-1-10
fruit	水果	水果	10-1-1
in the future	以後	以后	12-1-16

G

game, competition	比賽	比赛	7-2-7
gate, entrance	門口	门口	13-1-17
general measure word	個	个	2-2-10
to get	拿	拿	15-1-16
to get settled down, to get used to	習慣	习惯	11-2-4
gift, present	禮物	礼物	13-2-1
girl-, female-	女	女	9-2-1
to give	給	给	10-1-4
to give it a try, to try and see what happens	試試看	试试看	12-2-15
to give someone a ride on / in a vehicle, e.g. motorcycle, bicycle or car	載	载	8-2-6
to go	去	去	3-1-19
to go back, to return	回去	回去	11-1-17
go home	回家	回家	15-2-22
to go out	出去	出去	9-1-8
to go to class	上課	上课	6-1-21
to go to work	上班	上班	12-1-18
to go/come to	到	到	12-1-17

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to go/stay with somebody, to accompany	陪	陪	15-2-7
Goodbye.	再見	再见	7-1-17
good-looking	好看	好看	2-1-16
grades	成績	成绩	12-1-11

H

half	半	半	7-2-6
happy	開心	开心	10-2-3
happy	快樂	快乐	13-1-2
Happy Birthday.	生日快樂	生日快乐	13-1-19
hard to, difficult to	難	难	12-2-12
to have	有	有	2-1-10
to have a fever	發燒	发烧	15-1-12
to have a holiday	放假	放假	9-1-10
to have a meal	吃飯	吃饭	6-2-10
to have a taste, try it, taste it	吃吃看	吃吃看	10-1-15
to have free time	有空	有空	7-1-16
to have fun	玩	玩	8-1-4
to have to, must	得	得	7-1-8
he, him	他	他	1-2-10
head	頭	头	15-1-5
health	健康	健康	15-2-9
health center	健康中心	健康中心	15-2-21
hear that	聽說	听说	6-1-23
here, this place	這裡	这里	6-2-3
High Speed Rail (HSR)	高鐵	高铁	8-1-18
home, house	家	家	2-1-5
homework	功課	功课	9-1-7
to hope	希望	希望	12-1-15
hot	熱	热	4-1-7
hot (spicy)	辣	辣	5-2-4
hotel	旅館	旅馆	10-2-6
hour	鐘頭	钟头	8-1-7
hour	小時	小时	15-2-18
house	房子	房子	2-1-7
how	怎麼	怎么	8-1-5

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
How about it? How does that sound? What do you think?	怎麼樣	怎么样	3-1-20
How about...? How does that sound?	好不好	好不好	3-2-18
How are you? Hello.	你好	你好	1-1-23
How come?	怎麼	怎么	13-1-5
how long	多久	多久	9-1-13
how many	幾	几	2-2-9
how much, how many	多少	多少	4-1-2
however, but	不過	不过	11-2-12
hundred	百	百	4-1-15

I

I, me	我	我	1-1-11
I'm sorry.	對不起	对不起	1-2-18
icy	冰	冰	15-2-13
if	要是	要是	9-2-14
to be inflamed	發炎	发炎	15-1-10
inside	裡面	里面	6-2-8
to install	裝	装	11-2-11
insurance	保險	保险	15-2-10
interesting, fun	好玩	好玩	3-1-16
to be interesting, to be fun	有意思	有意思	7-2-22
on the Internet	網路上	网路上	8-1-19
It would be best.../ (You) should...	最好	最好	15-2-23
It's not necessary.	不用了	不用了	15-2-20

J

Japan	日本	日本	1-2-16
job, work	工作	工作	12-2-8
just now	剛	刚	7-2-3

K

Karaoke	KTV	KTV	7-1-2
keep up the good work	加油	加油	12-1-22
to kick	踢	踢	3-1-13
kind, type	種	种	4-2-7
kitchen	廚房	厨房	11-1-4

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to know	知道	知道	5-1-12

L

landlord	房東	房东	11-1-2
language	語言	语言	13-1-9
language center	語言中心	语言中心	12-1-21
large	大	大	4-1-10
last month	上個月	上个月	10-2-18
last time	上次	上次	14-2-16
last year	去年	去年	12-2-2
later	等一下	等一下	7-2-20
to laugh, to smile	笑	笑	10-2-2
to learn, to study	學	学	3-2-11
left (side)	左邊	左边	11-1-5
library	圖書館	图书馆	6-2-15
light repast, snack	小吃	小吃	5-1-8
to like	喜歡	喜欢	1-2-8
to listen	聽	听	3-1-2
living room	客廳	客厅	11-1-3
to be located at	在	在	6-1-3
long (time)	久	久	12-1-3
long time no see	好久不見	好久不见	13-1-21
to look for	找	找	12-2-7

M

lunch	午餐	午餐	7-2-2
to make a phone call	打電話	打电话	11-1-23
a man from Japan	田中誠一	田中诚一	2-2-1
a man from Taiwan	李明華	李明华	1-1-2
a man from the Republic of Honduras	馬安同	马安同	2-1-2
a man from the US	王開文	王开文	1-1-3
mango	芒果	芒果	10-1-3
many	多	多	2-1-11
Mass Rapid Transit (MRT)	捷運	捷运	8-2-7
may (permission)	可以	可以	7-2-18
May all your wishes come true.	心想事成	心想事成	13-2-17
May everything go your way.	萬事如意	万事如意	13-2-16

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
May I ask you..., Excuse me,...	請問	请问	1-1-20
measure word for bags, packages etc.	包	包	15-2-16
measure word for cell phones	支	支	4-2-1
measure word for Chinese money	塊	块	4-1-16
Measure word for day	天	天	7-2-12
measure word for flat objects (e.g., paper, tickets)	張	张	2-1-15
measure word for houses, rooms, etc.	間	间	11-1-13
measure word for minutes	分鐘	分钟	11-1-10
measure word for pieces of food (e.g., meat, cake)	塊	块	10-1-5
measure word for times, occurrences	次	次	15-2-6
measure word for year	年	年	12-1-2
measure word for buildings	棟	栋	6-2-13
measure word for restaurants, shops, etc.	家	家	5-1-13
medicine	藥	药	15-1-14
medium	中	中	4-1-11
meet	見面	见面	7-1-5
to meet, to see	找	找	6-1-19
to microwave	微波	微波	4-1-14
minute	分	分	7-1-4
to miss (someone)	想	想	14-1-6
Miss, Ms.	小姐	小姐	1-1-7
modification marker	的	的	2-1-3
mom	媽媽	妈妈	2-1-21
money	錢	钱	4-1-3
month of a year	月	月	9-2-2
(comparatively) more	比較	比较	8-1-8
morning	早上	早上	3-1-18
most	最	最	5-1-9

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
most (of), mostly	大部分	大部分	13-2-15
motorcycle, scooter	機車	机车	8-2-5
mountain	山	山	6-1-13
on a mountain, in the mountains	山上	山上	6-1-4
movie	電影	电影	3-2-5
Mr.	先生	先生	1-1-13
a multi-storey building	大樓	大楼	6-2-14
music	音樂	音乐	3-1-3
N			
name	名字	名字	2-2-4
name of a city on the eastern coast of Taiwan	花蓮	花莲	6-1-22
name of a must-see place in Taipei to visit for fine tea and scenery	貓空	猫空	9-2-16
name of one of the major cities on the south eastern coast of Taiwan	臺東	台东	9-1-14
National Palace Museum	故宮博物院 (故宮)	故宫博物院 (故宫)	8-2-9
near	近	近	6-2-1
to need	需要	需要	12-1-8
new	新	新	4-2-2
New Year	新年	新年	14-1-7
New York	紐約	纽约	14-1-16
news	新聞	新闻	14-2-8
next time	下次	下次	7-1-13
next week	下個星期	下个星期	9-1-11
next year	明年	明年	14-1-11
night market	夜市	夜市	9-2-8
No need to stand on formalities, i.e., It's my pleasure.	不必客氣	不必客气	13-1-22
No problem.	沒問題	没问题	7-1-14
noodles	麵	面	5-1-2
noon	中午	中午	7-1-7
not	不	不	1-2-11

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
not	沒	没	2-2-11
Not a problem.	沒關係	没关系	11-2-16
not bad	不錯	不错	5-2-12
(here) to not like, to fear	怕	怕	5-2-5
not to look good	難看	难看	15-2-2
not well	不好	不好	5-2-17
now	現在	现在	6-1-16

O

OK	好啊	好啊	3-1-23
OK	好的	好的	4-1-17
OK	好	好	2-1-9
ocean	海	海	6-1-11
o'clock	點	点	7-1-1
often	常	常	3-1-10
oily, greasy	油	油	15-2-12
old	舊	旧	4-2-5
older brother	哥哥	哥哥	2-2-6
older sister	姐姐	姐姐	2-1-18
only, merely	就	就	11-1-11
only, merely	只	只	14-1-14
Oolong tea	烏龍茶	乌龙茶	1-2-15
opportunity	機會	机会	10-1-13
or	或是	或是	8-1-16
or (used in a question)	還是	还是	3-2-8
to order (meals)	點	点	5-1-16
to order (something in advance)	訂	订	13-2-3
outside	外面	外面	6-2-7

P

painful	痛	痛	15-1-6
parents	父母	父母	14-1-9
a particle indicating a realization	啊	啊	13-1-4
a particle used in addressing people, especially over the phone	喂	喂	11-2-1
to pay	付	付	11-2-13
person, people	人	人	1-2-7

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
a person's "color" (said of the face when healthy or sick, pleased or angry etc.)	臉色	脸色	15-2-1
pharmacy, drug store	藥局	药局	15-1-15
photo	照片	照片	2-1-12
to pick sb up	接	接	1-1-9
place	地方	地方	6-1-15
to plan to	打算	打算	9-1-3
to plan to	計畫	计画	12-1-1
to play (ball games)	打	打	3-1-5
please	請	请	1-2-1
Please come in!	請進	请进	2-1-22
poor, bad	差	差	15-1-8
pork knuckles	豬腳	猪脚	13-2-5
pretty	漂亮	漂亮	2-1-6
problem, question	問題	问题	11-2-5
progressive aspect verb; in the process of doing something	在	在	7-2-1

R

rain	雨	雨	14-2-1
to rain	下雨	下雨	14-2-14
to read	看書	看书	2-2-8
really	真	真	5-1-3
really must, definitely	一定	一定	5-1-15
really, truly	真的	真的	6-1-14
to receive	收到	收到	11-2-14
recently, lately	最近	最近	7-2-9
red	紅色	红色	10-1-8
red maple leaves	紅葉	红叶	14-1-13
to remember	記得	记得	13-1-7
to rent	租	租	11-1-1
rent (for a room or a house)	房租	房租	11-2-2
restaurant	餐廳	餐厅	5-2-2
to return to one's country	回國	回国	9-1-2
to ride	騎	骑	8-2-4
right (side)	右邊	右边	11-1-6
room	房間	房间	11-1-15

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
S			
say	說	说	5-1-5
scary	可怕	可怕	14-2-12
scenery, landscape	風景	风景	6-1-8
scholarship	獎學金	奖学金	12-1-10
school	學校	学校	6-1-2
to see a doctor	看病	看病	15-2-8
to see, to watch	看	看	3-2-4
to seem to be, to appear to be (often used to take the edge off of a comment)	好像	好像	11-2-7
self	自己	自己	5-2-7
to sell	賣	卖	4-2-12
sentence final particle	嗎	吗	1-1-8
sentence final particle	呢	呢	1-2-9
sentence-final particle	啊	啊	3-1-21
sentence-final particle for guessing	吧	吧	10-1-10
sentence-final particle for suggestion	吧	吧	3-2-9
sentence-final particle indicating the speaker's sense of certainty	了	了	4-2-6
she, her	她	她	9-2-5
shop, store	店	店	5-1-14
short (height)	矮	矮	10-2-9
should	應該	应该	9-2-9
(by the) side, next to	旁邊	旁边	6-2-16
to sing	唱歌	唱歌	7-1-3
sisters	姐妹	姐妹	2-2-13
to sit	坐	坐	2-1-8
to ski	滑雪	滑雪	14-1-4
to sleep	睡覺	睡觉	15-1-20
to sleep	睡	睡	15-2-17
slow	慢	慢	8-1-6
small	小	小	4-1-12
snot, nasal mucus, a running nose	鼻水	鼻水	15-1-4
to snow	下雪	下雪	14-1-17

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
so	這麼	这么	5-1-11
so (very)	那麼	那么	13-1-11
soccer	足球	足球	3-1-14
sometimes	有時候	有时候	9-1-12
soon	快	快	14-1-8
sorry	不好意思	不好意思	11-2-15
soup, broth	湯	汤	5-1-10
Spain	西班牙	西班牙	13-1-18
the Spanish language	西班牙文	西班牙文	13-1-13
special	特別	特别	9-2-11
to spend (time or money)	花	花	12-1-9
spring (season)	春天	春天	14-1-5
station	站	站	8-1-15
to stay	住	住	10-2-17
steamed buns with meat stuffing filling	包子	包子	4-1-8
still, additionally	還	还	9-2-6
stinky tofu (fermented tofu)	臭豆腐	臭豆腐	5-1-20
stomach, abdomen	肚子	肚子	15-2-3
to stop	停	停	14-2-13
store, shop	商店	商店	6-2-9
store-owner, boss	老闆	老板	4-1-4
a storey, a floor	樓	楼	6-2-12
student	學生	学生	6-2-4
to study	念	念	12-1-6
to study	念書	念书	12-1-19
suggestion	建議	建议	9-2-7
suite	套房	套房	11-1-16
summer (season)	夏天	夏天	14-2-5
supermarket	超市	超市	11-1-8
to be surnamed	姓	姓	1-1-15
sweet (taste)	甜	甜	10-1-7
to swim	游泳	游泳	3-1-9
swimming pool	游泳池	游泳池	6-2-18
T			
Taiwan	臺灣 (= 台湾)	台湾 (= 台湾)	1-1-18
to take	帶	带	9-2-4

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
to take (pictures)	拍	拍	10-2-1
to take a photo	照相	照相	2-1-14
to take a rest	休息	休息	15-1-19
to take by, to travel by	坐	坐	8-1-1
take out, to go	外帶	外帶	4-1-18
to take, to require	要	要	4-2-14
tall	高	高	10-2-10
(lit. good to drink) to taste good	好喝	好喝	1-2-5
taxi	計程車	計程車	8-2-13
tea	茶	茶	1-2-3
to teach	教	教	5-2-14
teacher	老師	老师	2-2-7
teahouse	茶館	茶馆	9-2-12
telephone	電話	电话	11-1-20
ten thousand	萬	万	4-2-15
tennis	網球	网球	3-1-6
(more...) than	比	比	8-2-8
Thank you.	謝謝	謝謝	1-1-22
that	那	那	4-2-10
that place, there	那裡	那里	6-1-7
That's right.	是啊	是啊	5-1-18
That's very kind of you.	太客氣	太客气	13-1-23
the day after tomorrow	後天	后天	7-1-11
the same, alike	一樣	一样	13-1-14
then	就	就	9-2-15
and then	再	再	11-1-19
then	那麼	那么	12-2-13
then, in that case	那	那	11-2-10
therefore, so	所以	所以	5-2-6
these	這些	这些	10-2-19
they (used for people only)	他們	他们	6-1-1
things, stuff	東西	东西	6-2-6
to think	想	想	11-1-18
this	這	这	1-1-12
(said of self on the phone) This is s/he speaking.	我就是	我就是	13-1-20
this kind (of)	這樣	这样	12-2-9

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
this time	這次	这次	14-2-15
this year	今年	今年	13-2-2
thousand	千	千	4-2-16
throat	喉嚨	喉咙	15-1-9
to throw up, to vomit	吐	吐	15-2-4
(train, bus) ticket	車票	车票	8-1-10
time	時間	时间	12-1-4
tired	累	累	12-1-20
to	到	到	5-2-15
to	給	给	11-1-21
to	對	对	13-2-12
to	跟	跟	15-2-11
today	今天	今天	3-2-2
together	一起	一起	3-2-13
tomorrow	明天	明天	3-1-17
too	太	太	4-2-4
toward, to	往	往	10-2-14
tradition, customs	傳統	传统	13-2-9
train	火車	火车	8-1-2
to travel	旅行	旅行	9-1-6
to treat sb to sth	請	请	10-1-14
to try	試	试	12-2-11
tuition	學費	学费	12-1-12
TV	電視	电视	9-1-4
two	兩	两	2-2-15
typhoon	颱風	台风	14-2-3

U

umbrella	傘	伞	14-2-2
university	大學	大学	12-1-7

V

vacant, empty	空	空	11-1-14
verbal particle indicating a completed action	了	了	13-2-4
very	很	很	1-2-4
very	非常	非常	8-1-11
vicinity, near	附近	附近	6-1-17
Vietnam	越南	越南	3-2-17
to visit (an institution)	參觀	参观	8-2-2

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
W			
to wait for	等	等	11-2-9
to walk	走路	走路	11-1-9
to wander around, to look around	逛	逛	9-2-10
to want to	要	要	1-2-13
to want, to need	要	要	4-1-9
to want, to think	想	想	3-2-7
water	水	水	15-1-18
water heater	熱水器	热水器	11-2-6
watermelon	西瓜	西瓜	10-1-9
we, us	我們	我们	1-1-10
to wear, to put on	穿	穿	10-2-4
weather	天氣	天气	14-1-1
week	星期	星期	9-1-1
weekend	週末	周末	3-1-1
welcome	歡迎	欢迎	1-1-19
well known, famous	有名	有名	5-1-7
wet	濕	湿	14-2-6
what	什麼	什么	1-2-6
What's wrong?	怎麼了	怎么了	15-2-19
when	時候	时候	7-1-10
where	哪裡	哪里	6-1-5
which	哪	哪	1-2-12
Which country?	哪國	哪国	1-2-19
who	誰	谁	2-1-17
why	為什麼	为什么	4-2-17
wife	太太	太太	10-2-7
will	會	会	11-2-8
will not do	不行	不行	8-2-12
will, be going to	要	要	14-2-4
wind	風	风	14-1-3
window	窗戶	窗户	10-2-13
winter (season)	冬天	冬天	14-1-10
to wish (somebody happiness, good luck, etc.)	祝	祝	13-2-13
with	跟	跟	8-1-3
a woman from Taiwan	張怡君	张怡君	2-1-1

English definition	Traditional Characters	Simplified Characters	Lesson-Dialogue-Number
a woman from the US	白如玉	白如玉	3-2-1
a woman from Vietnam	陳月美	陈月美	1-1-1
to work	工作	工作	12-2-1
to write	寫	写	7-2-17
X			
xiaolongbao, e.g., small meat and cabbagefilled steamed buns	小籠包	小笼包	5-1-19
Y			
yellow	黃色	黄色	10-1-2
yes	是的	是的	1-1-21
yesterday	昨天	昨天	5-2-1
you	你	你	1-1-4
you (female)	妳	妳	3-2-6
you (honorific)	您	您	2-2-3
you (plural)	你們	你们	1-1-17
You're welcome.	不客氣	不客气	1-1-22
young	年輕	年轻	13-2-10
younger brother	弟弟	弟弟	10-2-11
younger sister	妹妹	妹妹	2-1-19
Yu Shan (Mount Jade), tallest mountain in central Taiwan	玉山	玉山	14-1-15

第一课 欢迎你来台湾！

对话一

明 华：请问你是陈月美小姐吗？
月 美：是的。谢谢你来接我们。
明 华：不客气。我是李明华。
月 美：这是王先生。
开 文：你好。我姓王，叫开文。
明 华：你们好。欢迎你们来台湾。

对话二

明 华：请喝茶。
开 文：谢谢。很好喝。请问这是什么茶？
明 华：这是乌龙茶。台湾人喜欢喝茶。
开 文，你们日本人呢？
月 美：他不是日本人。
明 华：对不起，你是哪国人？
开 文：我是美国人。
明 华：开文，你要不要喝咖啡？
开 文：谢谢！我不喝咖啡，我喜欢喝茶。

第二课 我的家人

对话一

怡 君：这是我家。请进！
安 同：很漂亮的房子！

[They enter Yijun's house.]

怡 君：请坐！要不要喝茶？
安 同：好，谢谢你。你家有很多照片。
怡 君：我家人都很喜欢照相。
安 同：这张照片很好看。这是谁？你姐姐吗？
怡 君：不是，是我妹妹。这是我爸爸、妈妈。
安 同：你家人都很好看。

对话二

明 华：田中，欢迎！欢迎！请进。
田 中：谢谢。
明 华：田中，这是我妈妈。
田 中：伯母，您好。
明华的妈妈：你好，你好。来！来！来！请坐。
你叫什么名字？
田 中：我叫诚一。你们家有很多书。
明 华：都是我哥哥的书。他是老师，他很喜欢看书。
明华的妈妈：诚一，你家有几个人？你有没有兄弟姐妹？
田 中：我家有五个人，我有两个妹妹。

第三课 周末做什么？

对话一

安 同：田中，你喜欢听音乐吗？
田 中：我不喜欢听音乐。我喜欢运动。
安 同：你喜欢打网球吗？
田 中：我不喜欢打网球。
安 同：你喜欢做什么？
田 中：打棒球和游泳，你呢？
安 同：我常打篮球，也常踢足球。
田 中：我觉得踢足球很好玩。
安 同：明天是周末，我们早上去踢足球，怎么样？
田 中：好啊！

对话二

如 玉：今天晚上我们去看电影，好不好？
月 美：好啊！
如 玉：妳想看美国电影还是台湾电影？
如 月 美：美国电影、台湾电影，我都想看。
如 玉：我们看台湾电影吧！
月 美：好啊！看电影可以学中文。
如 玉：晚上要不要一起吃晚饭？
月 美：好，我们去吃越南菜。

第四课 请问一共多少钱？

对话一

老 板：请问你要买什么？
华：一杯热咖啡。两个包子。
老 板：你要大杯、中杯还是小杯？
华：大杯。包子请帮我微波。
老 板：好的。请问外带还是内用？
华：外带，一共多少钱？
老 板：咖啡八十，包子四十，一共一百二十块。

对话二

月 美：我想买一支新手机。
明 华：妳的手机很好。为什么要买新的？
月 美：我这支手机太旧了，不好看。
明 华：妳想买哪种手机？
月 美：能照相也能上网。
明 华：那种手机很好，我哥哥有一支。
月 美：贵不贵？一支卖多少钱？
明 华：那种手机不便宜。一支要一万五千多。

第五课 牛肉面真好吃

对话一

月 美: 很多人都说台湾有不少有名的小吃。
明 华: 是啊! 牛肉面、小笼包、臭豆腐…都很好吃。
月 美: 你最喜欢吃什么?
明 华: 牛肉面。牛肉好吃, 汤也好喝。
月 美: 这么好吃, 我很想吃。
明 华: 我知道一家有名的牛肉面店, 我们一起去吃, 怎么样?
月 美: 太好了!
明 华: 我们明天去。一定要点大碗的。

对话二

月 美: 昨天晚上那家餐厅的菜很好吃, 可是有一点辣。
安 同: 我也怕辣, 所以我喜欢自己做饭。
安 月 美: 你做饭做得怎么样?
安 同: 我做得不好。你会做饭吗?
安 月 美: 会。我的甜点也做得不错。
安 同: 我最喜欢吃甜点。你可以教我吗?
安 月 美: 好的, 这个周末, 你到我家来。
安 同: 好啊! 谢谢妳。

第六课 他们学校在山上

对话一

安 同: 听说怡君的学校很漂亮。
如 玉: 他们学校在哪里? 远不远?
安 同: 有一点远。他们学校在花莲的山上。
如 玉: 山上? 那里的风景一定很美。
安 同: 是的, 他们学校前面有海, 后面有山, 那里真的是一个很漂亮的地方。
如 玉: 我想去看看。我们这个周末一起去吧!
安 同: 好啊! 我现在要去学校附近的咖啡店买咖啡。妳呢?
如 玉: 我去楼下找朋友, 我们要一起去上课。

对话二

怡 君: 欢迎你们来。
安 同: 你们学校真远!
怡 君: 是啊, 不是很近, 有一点不方便。
如 玉: 这里的学生在哪里买东西?
怡 君: 在学校外面。学校里面没有商店。
安 同: 吃饭呢? 学校里面有没有餐厅?
怡 君: 有, 餐厅在学生宿舍的一楼。

安 同: 前面这栋大楼很漂亮。
怡 君: 这是图书馆, 旁边的那栋大楼是教室, 图书馆后面有游泳池。

第七课 早上九点去 KTV

对话一

安 同: 月美, 妳要去哪里?
安 月 美: 去 KTV 唱歌。我和朋友九点二十分在大安 KTV 见面。
安 同: 早上九点去 KTV? 为什么?
安 月 美: 从早上七点到中午十二点, 最便宜。要不要一起去?
安 同: 我想去, 可是我得去银行。下次吧!
安 月 美: 好啊, 下次你一定要来, 我想听你唱歌。
安 同: 没问题。对了, 什么时候有空一起吃饭?
安 月 美: 后天我有空, 你呢?
安 同: 我也有空, 后天晚上七点怎么样?
安 月 美: 好啊! 再见。

对话二

安 同: 如玉, 妳在吃饭啊?
如 玉: 是, 吃午餐, 等一下要上课。你呢?
安 同: 我刚下课。对了, 下午四点半学校有篮球比赛。妳想去看吗?
如 玉: 想啊。比赛几点结束?
安 同: 六点半。妳晚上有事吗?
如 玉: 我最近很忙, 每天晚上都上书法课。
安 同: 学得怎么样?
如 玉: 刚开始学, 字写得不好, 可是我觉得很有意思。
安 同: 我有空可以去看看吗?
如 玉: 我得问问老师。

第八课 坐火车去台南

对话一

如 玉: 这个周末, 我想跟朋友去台南玩。
明 华: 怎么去?
如 玉: 我想坐火车去。
明 华: 火车太慢了, 要四个多钟头, 坐高铁比较快。
如 玉: 可是听说高铁车票非常贵。
明 华: 高铁车票有一点贵, 但是坐高铁又快又舒服。
如 玉: 我不知道在哪里买票。
明 华: 在高铁站、网路上或是便利商店都可以。

如 玉：这么方便！那我坐高铁去，谢谢你。

对话二

如 玉：安同，明天我们没课，你想去哪里？
安 同：我要跟同学去参观故宫博物院。
如 玉：听说那里有很多中国古代的东西。
安 同：是啊。你要跟我们去看看吗？
如 玉：好。怎么去？
安 同：我同学骑机车载我。妳可以坐公共汽车去。
如 玉：我想坐捷运去。比较快。
安 同：不行，到故宫没有捷运。妳要不要坐计程车去？
如 玉：太贵了！我坐公车。骑机车比坐公车快吗？
安 同：差不多。

第九课 放假去哪里玩？

对话一

安 同：田中，下个星期我们放五天的假，你要回国吗？
田 中：不，我打算在家看电视、影片学中文，你呢？
安 同：我想跟朋友去玩。
田 中：不错啊。去什么地方？
安 同：台东。听说那里的风景非常漂亮。
田 中：我也听说。放假的时候，你常去旅行吗？
安 同：不一定。有时候在家写功课，有时候出去玩。
田 中：你们什么时候去台东？
安 同：这个星期六下午去。
田 中：去玩多久？
安 同：大概玩四、五天。

对话二

田 中：我女朋友九月三十号要来台湾看我。
明 华：你想带她去哪里玩？
田 中：还不知道。你有什么建议？
明 华：台湾的夜市很有名。你们应该去逛逛。
田 中：谢谢，还有什么好玩的地方？
明 华：台湾的茶也很特别。台北有很多茶馆。
田 中：到哪里喝茶比较好？
明 华：你们可以去猫空。那里的风景很美。
田 中：谢谢你。我决定带她去猫空。你也一起去，好不好？
明 华：要是那时候我有空，就跟你们一起去。
田 中：太好了！谢谢！

第十课 台湾的水果很好吃

对话一

如 玉：这个黄色的水果叫什么？

月 美：芒果。给你一块，吃吃看。
如 玉：好，谢谢。[taking a bite] 香香的、甜甜的，很好吃。
月 美：昨天明华给我们的那种水果，红色的，叫什么？
如 玉：妳说的是西瓜吧？
月 美：对！对！对！台湾有很多好吃的水果。
如 玉：我以前不喜欢吃水果，现在很喜欢了。
月 美：越南的水果也很好吃。
如 玉：要是有机会，我想吃吃看。
月 美：妳来越南，我一定请妳吃。

对话二

明 华：你跟你女朋友上个月去花莲玩，好玩吗？
田 中：很好玩。你看，这些是我拍的照片。
明 华：你们笑得很开心！哪一个是你女朋友？
田 中：穿红衣服的这个。穿黄衣服的是旅馆老板的太太。
明 华：她们两个都很漂亮。这两个男的是谁？
田 中：矮的是旅馆老板，高的是他弟弟。
明 华：那家旅馆怎么样？
田 中：很干净。从窗户往外看，是蓝色的大海。
明 华：真不错！那家旅馆贵吗？
田 中：因为现在去玩的人比较少，所以旅馆不太贵。
明 华：下次我也想去住。

第十一课 我要租房子

对话一

如 玉：林先生，你好，我是白如玉，来看房子。
房 东：白小姐，妳好，请进。
房 东：这里是客厅，厨房在左边，右边有浴室。
如 玉：房子很不错。
房 东：这里很方便，附近有超市和捷运站，走路五分钟就到了。
如 玉：现在有人住吗？
房 东：有。还有两间空房间，一间是套房，一间不是。
如 玉：我想看套房。房间里面可以上网吗？
房 东：可以。你觉得这间房间怎么样？妳想租吗？
如 玉：我回去想想，再打电话给你。

对话二

如 玉：喂，房东先生，你好，我是白如玉，你收到我的房租了吗？
房 东：我已经收到了，谢谢。妳习惯了吗？
如 玉：习惯了。可是，有一个问题，热水器的水好像不热。
房 东：今天我会去看看。妳什么时候有空？晚上可以吗？
如 玉：不好意思，今天晚上我有事。
房 东：没关系，明天下午呢？

如 玉：好，我在家等你。
 房 东：那我明天下午两点到。还有问题吗？
 如 玉：我想买电视。请问可以帮我装有线电视吗？
 房 东：可以，不过你得自己付钱。
 如 玉：好的，谢谢你。

第十二课 你在台湾学多久的中文？

对话一

田 中：安同，你计划在台湾学多久的中文？
 安 同：五年。
 田 中：为什么要这么久的时间？
 安 同：我先在语言中心念一年，再念四年大学，所以需要五年。
 田 中：这得花不少钱！
 安 同：对，不过我有奖学金。要是成绩不好，就没奖学金了。你呢？
 田 中：我的学费是公司替我付的。
 安 同：你打算学多久呢？
 田 中：大概两年，是公司决定的。
 安 同：希望我以后也可以到这么好的公司上班。
 田 中：我又要上班，又要念书，真的很累。
 安 同：我们一起加油吧！

对话二

月 美：田中，你是什么时候来台湾工作的？
 田 中：去年，我已经在台湾工作一年了。
 月 美：为什么你们公司要替你付学费？
 田 中：因为我们公司跟台湾人做生意。老板希望我们都会说中文。
 月 美：我觉得你们公司真好。
 田 中：对了，你回国以后，打算做什么？
 月 美：我回国以后，也想找个有机会说中文的工作。
 田 中：不错，这样的工作在你们国家好找吗？
 月 美：不知道好不好找，我试试看。
 田 中：要是难找呢？
 月 美：那么我再来台湾学中文。
 田 中：太好了！那我们就可以再见面了。

第十三课 生日快乐

对话一

怡 君：喂，安同吗？
 安 同：是，我就是。怡君，好久不见，听说你去花莲？
 怡 君：我没去花莲，我刚从台东回来。
 安 同：找我有什么事？
 怡 君：明天是你的生日，对不对？
 安 同：啊，我怎么忘了！最近太忙了，谢谢你还记得。
 怡 君：当然记得！语言交换的时候，你那么热心

教我西班牙文。

安 同：不必客气，妳也一样。
 怡 君：明天我想请你吃晚饭，给你过生日。
 安 同：妳太客气了！我们在哪里见面呢？
 怡 君：明天我一下课，就去你们学校找你。
 安 同：大概几点？
 怡 君：五点左右。
 安 同：好，我会在学校门口等妳。

对话二

安 同：怡君，谢谢妳请我到这么有名的餐厅吃饭。
 怡 君：哪里，哪里！这是我给你的礼物。
 安 同：谢谢！真开心，今年有台湾朋友给我过生日。
 怡 君：你想吃什么？有没有不吃的东西？
 安 同：我什么都吃。
 怡 君：我已经订了猪脚面线和蛋。等一下你多吃一点。
 安 同：台湾人过生日是不是都吃这些东西？
 怡 君：对啊！这是传统，不过，现在大部分年轻人过生日不吃这些东西了。
 安 同：那么，你们过生日吃什么呢？
 怡 君：跟你们一样，吃蛋糕。今天我也订了一个生日蛋糕。
 安 同：妳对我真好。
 怡 君：安同，祝你生日快乐、万事如意、心想事成。
 安 同：谢谢！谢谢！

第十四课 天气这么冷！

对话一

如 玉：外面风那么大，我觉得今天比昨天冷。台湾会不会下雪？
 明 华：很高的山会下雪。玉山常下雪。美国呢？开始下雪了吧？
 如 玉：还没有。每年差不多十二月开始。下雪的时候，我常去山上滑雪。
 明 华：我怕冷。我比较喜欢春天。
 如 玉：春天不错，天气很舒服。
 明 华：我去年五月在纽约玩了两个星期。那个时候，天气很好，风景也很漂亮，我玩得非常开心。
 如 玉：我在台湾住了半年多了。有一点想家。
 明 华：新年快到了。想回去看父母吗？
 如 玉：我打算十二月底回去。想跟我去美国玩吗？
 明 华：冬天太冷了。不过，我想明年秋天去看红叶。对了，妳什么时候回来？
 如 玉：因为我们只放十天的假，所以一月五号回来。

对话二

明 华：如玉，雨下得这么大，你怎么没带伞呢？
如 玉：我昨天带了，可是今天忘了带。
明 华：台风快要来了。
如 玉：我已经听说了。
明 华：这里每年夏天都有台风。台风来的时候，风和雨都很大，做什么都很不方便。
如 玉：是啊！哪里都湿湿的。真讨厌。
明 华：电视新闻说，这次的台风会比上次的更大，请大家多小心。
如 玉：希望这次的没有上次的那么可怕。
明 华：如玉，你看！雨停了。
如 玉：太好了！谢谢你的伞，再见。
明 华：不客气。小心慢走。

第十课 我很不舒服

对话一

医 生：白小姐，你哪里不舒服？
如 玉：我一直流鼻水，头很痛，胃口很差。什么东西都不想吃。
医 生：大概多久了？
如 玉：已经四、五天了。
医 生：我看看你的喉咙。喉咙有一点发炎。
如 玉：请问我生的是什么病？
医 生：你有一点发烧，是感冒，不过没有什么关系。
如 玉：请问我得吃药吗？
医 生：要，你到药局去拿药。
如 玉：好的。请问我的病什么时候会好？
医 生：回去把药吃了，多喝水，多休息，早一点睡觉，很快就会好。
如 玉：好的，谢谢您。

对话二

如 玉：你怎么了？脸色这么难看。
安 同：昨天晚上肚子很不舒服，吃了东西就吐，还吐了好几次。
如 玉：你这么不舒服，我陪你去看病，好不好？
安 同：不用了。我在台湾没有健康保险。
如 玉：那么，我陪你去学校的健康中心。那里的医生很好，对学生也很客气。
安 同：谢谢妳。我想去药局买药就好了。
如 玉：你真的不去看病吗？
安 同：我想回家休息。请妳跟老师说，我生病了，不能上课。
如 玉：好。你自己要多小心。油的、冰的东西最好都别吃。
安 同：谢谢妳的关心。

(如玉下课以后)

如 玉：我来看看你了。现在觉得怎么样？好一点了吗？

安 同：谢谢妳，好多了。我吃了一包药以后，睡得比昨天好。
如 玉：不错。你睡了几个小时的觉以后，现在脸色比早上好得多了。