

LESSON 7

第七课

Dì qī kè

Studying Chinese

学中文

Xué Zhōngwén



LEARNING OBJECTIVES

In this lesson, you will learn to use Chinese to

- Comment on one's performance in an exam;
- Comment on one's character writing;
- Talk about one's experience in learning Chinese vocabulary and grammar;
- Talk about one's study habits;
- Remark on typical scenes from one's language class.

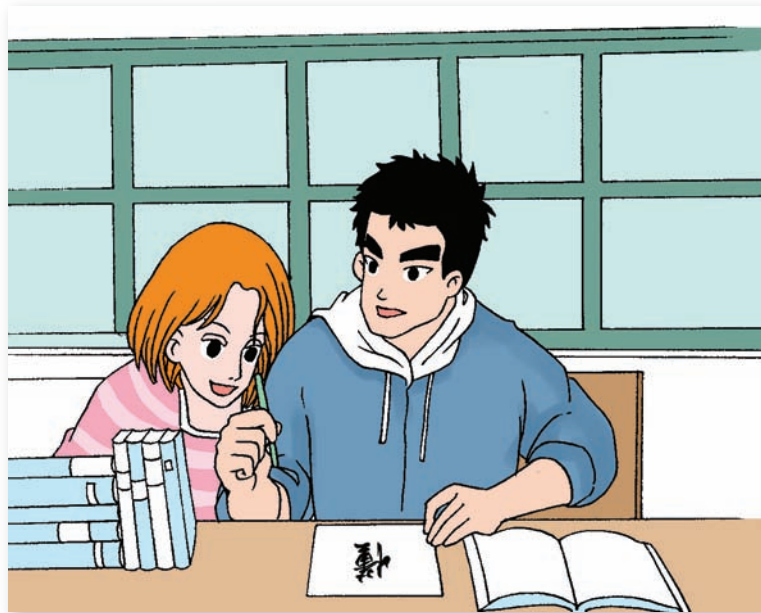


RELATE AND GET READY

In your own culture/community,

1. How do people convey that they have done well in a course of study?
2. How do people convey that they have done poorly in a course of study?
3. What are considered good study habits for a foreign language student?

Dialogue I: How Did You Do on the Exam?



(王朋跟李友说话)



李友，你上个星期考试考得^①怎么样？



因为你帮我复习，所以考得不错。但是我写中国字写得太^②慢了！



是吗？以后我跟你一起练习写字，好不好^①？



那太好了！我们现在就^③写，怎么样？



好，给我一枝笔^④、一张纸。写什么字？


LANGUAGE NOTES


- ① Like 行吗 (xíng ma) and 好吗 (hǎo ma), the expression 好不好 (hǎo bu hǎo, is it OK?) can also be used to seek someone's approval of a proposal.

 你教我怎么写“懂”字吧。

 好吧。


 你写字写得真^②好，真快。


 哪里，哪里^②。你明天有中文课吗？我帮你预习。


 明天我们学第七^⑤课。第七课的语法很容易，我都懂，可是生词太多，汉字也有一点儿^⑥难。


 没问题，我帮你。

(Wáng Péng gēn Lǐ Yǒu shuō huà.)

 Lǐ Yǒu, nǐ shàng ge xīngqī kǎo shì kǎo de^① zěnmeyàng?

 Yīnwèi nǐ bāng wǒ fùxí, suǒyǐ kǎo de búcuò. Dànshì wǒ xiě Zhōngguó zì xiě de tài^② màn le!

 Shì ma? Yǐhòu wǒ gēn nǐ yìqǐ liànxí xiě zì, hǎo bu hǎo^①?


 Nà tài hǎo le! Wǒmen xiànzài jiù^③ xiě, zěnmeyàng?


 Hǎo, gěi wǒ yì zhī bǐ^④, yì zhāng zhǐ. Xiě shénme zì?


 Nǐ jiāo wǒ zěnmeyàng xiě “dǒng” zì ba.

 Hǎo ba.

 Nǐ xiě zì xiě de zhēn^② hǎo, zhēn kuài.

 Nǎli, nǎli. ^② Nǐ míngtiān yǒu Zhōngwén kè ma? Wǒ bāng nǐ yùxí.

 Míngtiān wǒmen xué dì qī^⑤ kè. Dì qī kè de yǔfǎ hěn róngyì, wǒ dōu dǒng, kěshì shēngcí tài duō, Hànzì yě yǒuyìdiǎnr^⑥ nán.

 Méi wèntí, wǒ bāng nǐ.

^② 哪里 (nǎli), which literally means “where,” is a polite reply to a compliment. In recent times, however, 哪里 (nǎli) has become somewhat old-fashioned. Many people will respond to a compliment by saying 是吗 (shì ma, is that so). Some young people in urban areas will also acknowledge a compliment by saying 谢谢 (xièxie, thanks) instead.



VOCABULARY

- | | | | | |
|-----|----|----------|--------|--|
| 1. | 说话 | shuō huà | vo | to talk |
| | 话 | huà | n | word; speech |
| 2. | 上个 | shàng ge | | the previous one |
| 3. | 得 | de | p | (a structural particle) [See Grammar 1.] |
| 4. | 复习 | fùxí | v | to review |
| 5. | 写字 | xiě zì | v | to write |
| 6. | 字 | zì | n | character |
| 7. | 慢 | màn | adj | slow |
| 8. | 枝 | zhī | m | (measure word for long, thin, inflexible objects such as pens, rifles, etc.) |
| 9. | 笔 | bǐ | n | pen |
| 10. | 张 | zhāng | m | (measure word for flat objects, paper, pictures, etc.) |
| 11. | 纸 | zhǐ | n | paper |
| 12. | 教 | jiāo | v | to teach |
| 13. | 怎么 | zěnmē | qpr | how; how come |
| 14. | 懂 | dǒng | v | to understand |
| 15. | 真 | zhēn | adv | really [See Grammar 2.] |
| 16. | 哪里 | nǎli | pr | where |
| 17. | 预习 | yùxí | v | to preview |
| 18. | 学 | xué | v | to study; to learn |
| 19. | 第 | dì | prefix | (prefix for ordinal numbers) [See Grammar 5.] |

VOCABULARY

20.	语法	yǔfǎ	n	grammar
21.	容易	róngyì	adj	easy
22.	生词	shēngcí	n	new words; vocabulary
23.	多	duō	adj	many; much
24.	汉字	Hànzì	n	Chinese characters
25.	难	nán	adj	difficult

Grammar

1. Descriptive Complements (I)

The particle 得 (de) can be used after a verb or an adjective. This lesson mainly deals with 得 (de) as it appears after a verb. What follows 得 (de) in the construction introduced in this lesson is called a descriptive complement, which can be an adjective, an adverb, or a verb phrase. In this lesson, the words that function as descriptive complements are all adjectives. These complements serve as comments on the actions expressed by the verbs that precede 得 (de).

① 他写字写得很好。

Tā xiě zì xiě de hěn hǎo.
(He writes characters well.)

[很好 (hěn hǎo, very well) is a comment on the action 写 (xiě, to write).]

② 他昨天睡觉睡得很晚。

Tā zuótiān shuì jiào shuì de hěn wǎn.
(He went to bed late last night.)

[很晚 (hěn wǎn, very late) is a comment on the action 睡觉 (shuì jiào, to sleep).]

3 妹妹歌唱得很好。

Mèimei gē chàng de hěn hǎo.

(My younger sister sings beautifully.)

[很好 (hěn hǎo, very well) is a comment on the action 唱 (chàng, to sing).]

If the complement is an adjective, it is usually preceded by 很 (hěn, very), as is the case when an adjective is used as a predicate. If the verb is followed by an object, the verb has to be repeated before it can be followed by the “得 (de) + Complement” structure, e.g., 写字写得 (xiě zì xiě de) in (1). By repeating the verb, the “verb + object” combination preceding it becomes a “topic” and the complement that follows serves as a comment on it. (See Grammar 1 in Lesson 10.) The first verb can be omitted if the meaning is clear from the context, as in (3).

2. The Adverbs 太 (tài, too) and 真 (zhēn, really)

When adverbs 太 (tài, too) and 真 (zhēn, really) are used in exclamatory sentences, they convey in most cases not new factual information but the speaker’s approval, disapproval, etc. If the speaker wants to make a more “objective” statement or description, other intensifiers such as 很 (hěn, very), or 特别 (tèbié, especially) are often used in place of 太 (tài, too) or 真 (zhēn, really).

1 A: 他写字写得怎么样？

Tā xiě zì xiě de zěnmeyàng?

(How well does he write characters?)

One would normally answer:

B: 他写字写得很好。

Tā xiě zì xiě de hěn hǎo.

(He writes characters very well.)

rather than:

B1: 他写字写得真好。

Tā xiě zì xiě de zhēn hǎo.

Compare B1 with C below:

c: 小李，你写字写得真好！
你可以教我吗？

Xiǎo Lǐ, nǐ xiě zì xiě de zhēn hǎo! Nǐ kěyǐ jiāo wō ma?

(Little Li, you write characters really well! Could you teach me?)

When 太 (tài, too) is used in an exclamatory sentence, 了 (le) usually appears at the end of the sentence:

① 这个电影太有意思了！

Zhège diànyǐng tài yǒu yìsi le!

(This movie is really interesting!)

② 我的语法太不好了！我得多练习。

Wǒ de yǔfǎ tài bù hǎo le! Wǒ děi duō liànxí.

(My grammar really is awful! I have to practice more.)

③ 你跳舞跳得太好了。

Nǐ tiào wǔ tiào de tài hǎo le!

(You really dance beautifully!)

3. The Adverb 就 (jiù) (I)

The adverb 就 (jiù) is used before a verb to suggest the earliness, briefness, or quickness of the action.

① 他明天七点就得上课。

Tā míngtiān qī diǎn jiù děi shàng kè.

(He has to go to class [as early as] at 7:00am tomorrow.)

② 我们八点看电影，他七点半就来了。

Wǒmen bā diǎn kàn diànyǐng, tā qī diǎn bàn jiù lái le.

(We [were supposed to] see the movie at 8:00, but he came [as early as] 7:30.)

就 (jiù) and 才 (cái) compared

[See also Grammar 6 in Lesson 5.]

The adverb 就 (jiù) suggests the earliness or promptness of an action in the speaker's judgment.

The adverb 才 (cái) is the opposite. It suggests the tardiness or lateness of an action as perceived by the speaker.

1 A: 八点上课，小白七点就来了。

Bā diǎn shàng kè, Xiǎo Bái qī diǎn jiù lái le.

(Class started at 8:00, but Little Bai came [as early as] 7:00.)

B: 八点上课，小张八点半才来。

Bā diǎn shàng kè, Xiǎo Zhāng bā diǎn bàn cái lái.

(Class started at 8:00, but Little Zhang didn't come until 8:30.)

2 A: 我昨天五点就回家了。

Wǒ zuótiān wǔ diǎn jiù huí jiā le.

(Yesterday I went home when it was only 5:00.) (The speaker thought 5:00 was early.)

B: 我昨天五点才回家。

Wǒ zuótiān wǔ diǎn cái huí jiā.

(Yesterday I didn't go home until 5:00.) (The speaker thought 5:00 was late.)

When commenting on a past action, 就 (jiù) is always used with 了 (le) to indicate promptness, but 才 (cái) is never used with 了.

4. Double Objects

Some verbs can take two objects. The object representing a person, persons, or an animate entity precedes the one representing an inanimate thing.

1 老师教我们生词和语法。

Lǎoshī jiāo wǒmen shēngcí hé yǔfǎ.

(The teacher teaches us vocabulary and grammar.)

② 大哥给了我一瓶水。

Dà gē gěi le wǒ yì píng shuǐ.

(My big brother gave me a bottle of water.)

③ 你教我汉字，可以吗？

Nǐ jiāo wǒ Hànzì, kěyǐ ma?

(Will you teach me Chinese characters, please?)

④ 我想问你一个问题。

Wǒ xiǎng wèn nǐ yí ge wèntí.

(I'd like to ask you a question.)

5. Ordinal Numbers

Ordinal numbers in Chinese are formed by placing 第 (dì) before cardinal numbers, e.g., 第一 (dì yī, the first), 第二杯茶 (dì èr bēi chá, the second cup of tea), 第三个月 (dì sān ge yuè, the third month). However, 第 (dì) is not used in names of months: 一月, 二月, 三月 (yīyuè, èryuè, sānyuè, January, February, March). Neither is it used to indicate the birth order of siblings: 大哥, 二哥, 三哥 (dàgē, èrgē, sāngē, oldest brother, second oldest brother, third oldest brother); 大姐, 二姐, 三姐 (dàjiě, èrjiě, sānjiě, oldest sister, second oldest sister, third oldest sister).

6. 有 (一) 点儿 (yǒu{yì}diǎnr, somewhat, rather; a little bit)

The phrase 有一点儿 (yǒuyìdiǎnr) precedes adjectives or verbs. It often carries a negative tone. The 一 (yī) in the phrase is optional.

① 我觉得中文有(一)点儿难。

Wǒ juéde Zhōngwén yǒu(yì)diǎnr nán.

(I think Chinese is a little bit difficult.)

* 我觉得中文有(一)点儿容易。

* Wǒ juéde Zhōngwén yǒu(yì)diǎnr róngyì.

*(I think Chinese is a little bit easy.)

2 我觉得这一课生词有点儿多。

Wǒ juéde zhè yí kè shēngcí yǒudiǎnr duō.

(I think there are a few too many new words in this lesson.)

[The speaker is complaining about it.]

However, when the sentence suggests a change of the situation, the phrase 有一点儿 (yǒuyìdiǎnr) can carry a positive tone, e.g.:

3 我以前不喜欢他，现在有(一)点儿喜欢他了。

Wǒ yǐqián bù xǐhuan tā, xiànzài yǒu(yì)diǎnr xǐhuan tā le.

(I used to dislike him, but now I somewhat like him.)

[以前 yǐqián = previously or before. See Lesson 8.]

Take care not to confuse 有一点儿 (yǒuyìdiǎnr, a little), which is an adverbial used to modify adjectives, with 一点儿 (yì diǎnr, a little), which usually modifies nouns. In the above sentences, 有一点儿 (yǒuyìdiǎnr) cannot be replaced by 一点儿 (yì diǎnr). Compare:

4 给我一点儿咖啡。

Gěi wǒ yì diǎnr kāfēi.

(Give me a little coffee.)

5 给我一点儿时间。

Gěi wǒ yì diǎnr shíjiān.

(Give me a little time.)

6 我有一点儿忙。

Wǒ yǒuyìdiǎnr máng.

(I am kind of busy.)

*我一点儿忙。

Wǒ yì diǎnr máng.

7 她有一点儿不高兴。

Tā yǒuyìdiǎnr bù gāoxìng.

(She is a little bit unhappy.)

*她一点儿不高兴。

*Tā yì diǎnr bù gāoxìng.

Language Practice

A. Verb + 得 (de) + Complement

Describe how Little Wang does things based on the key words given. Pay attention to the structure of the verbs involved.

EXAMPLE: 考试 (VO) 好

kǎo shì (VO) hǎo

→ 小王常常考试
考得很好。

→ Xiǎo Wáng chángcháng kǎo shì
kǎo de hěn hǎo.

1. 睡觉 (VO) 晚

1. shuì jiào (VO) wǎn

2. 喝咖啡 (VO) 多

2. hē kāfēi (VO) duō

3. 写字 (VO) 快

3. xiě zì (VO) kuài

4. 预习 (V) 不错

4. yùxí (V) búcuò

5. 工作 (V) 好

5. gōngzuò (V) hǎo

B. 太...了 (tài...le, too) and 真 (zhēn, really)

There are things around you that amaze you. Practice how to mark your comments using exclamatory sentences.

EXAMPLE: 汉字◇有意思

Hànzì ◇ yǒu yìsi

→ 汉字太有意思了！ or
汉字真有意思！

→ Hànzì tài yǒu yìsi le! or

Hànzì zhēn yǒu yìsi!

1. 老师家◇漂亮

1. lǎoshī jiā ◇ piàoliang

2. 考试◇容易

2. kǎo shì ◇ róngyì

3. 语法◇难

3. yǔfǎ ◇ nán

4. 同学的中文◇好

4. tóngxué de Zhōngwén ◇ hǎo

5. 我写字◇慢

5. wǒ xiě zì ◇ màn

c. 有一点儿 (yǒuyìdiǎnr, a little bit) + adjective

Instead of making a big fuss over your Chinese class, how about toning down your complaints a little and rephrasing with 有一点儿 (yǒuyìdiǎnr, a little bit) + adjective?

EXAMPLE: 语法 ◇ 难

yǔfǎ ◇ nán

→ 语法 有一点儿 难。

→ Yǔfǎ yǒuyìdiǎnr nán.

1. 第七课的生词 ◇ 多

1. dì qī kè de shēngcí ◇ duō

2. 我们的考试 ◇ 难

2. wǒmen de kǎo shì ◇ nán

3. 中文课 ◇ 早 (zǎo, early)

3. Zhōngwén kè ◇ zǎo (early)

4. 汉字 ◇ 难

4. Hànzì ◇ nán

5. 老师说话 ◇ 快

5. lǎoshī shuō huà ◇ kuài

D. Compare your relative strengths with a partner.



A: 你唱歌唱得
怎么样？

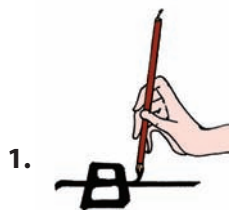
A: Nǐ chàng gē chàng de
zěnmeyàng?

B: 我唱歌唱得 _____ ,
你呢？

B: Wǒ chàng gē chàng de _____ ,
nǐ ne?

A: _____

A: _____



E. Q & A

Suppose you want to talk to your Chinese conversation partner about your Chinese study. To get ready for the conversation, you anticipate some of your partner's questions and give your answers.

EXAMPLE: 学中文
 → Q: 你学中文学得
 怎么样?
 A: 我学中文
 学得 _____。

xué Zhōngwén

Q: Nǐ xué Zhōngwén xué de
 zěnmeyàng?

A: Wǒ xué Zhōngwén
 xué de _____.

1. 说中文
2. 写汉字
3. 预习生词
4. 复习语法

1. shuō Zhōngwén

2. xiě Hànzì


3. yùxí shēngcí

4. fùxí yǔfǎ


Dialogue II: Preparing for a Chinese Class



(李友跟白英爱说话)


 白英爱，你平常来得很早，今天怎么^⑦这么晚？

 我昨天预习中文，早上^①四点才^③睡觉，你也睡得很晚吗？

 我昨天十点就^③睡了。因为王朋帮我练习中文，所以我功课做得很快。

 有个中国朋友真好。

(上中文课)


 大家早^②，现在我们开始上课。第七课你们都预习了吗？

LANGUAGE NOTES

① Both 早上 (zǎoshang) and 上午 (shàngwǔ) are usually translated as "morning," but the two Chinese words are not interchangeable. 早上 (zǎoshang) refers to early morning; and 上午 (shàngwǔ) to the latter part of the morning or to the first half of the day (until noon).

② 早 (zǎo, Good morning!) is heard quite often in Chinese cities. Other morning greetings, such as 早上好 (zǎoshang hǎo) and 早安 (zǎo'ān), still sound rather formal to many Chinese people.

 预习了。

 李友，请你念课文。…念得很好。你昨天晚上听录音了吧？

 我没听。

 但是她的朋友昨天晚上帮她学习了。

 你的朋友是中国人吗？


 是。


 他是一个男的^⑧，很帅^③，很酷，叫王朋。^⑨

③ 帅 (shuài) is used to describe a handsome—usually young—man. To describe an attractive woman one uses the word 漂亮 (piàoliang, pretty). The term 好看 (hǎokàn, good-looking) is gender-neutral, and can be used for people of either sex and in any age group.

(Lǐ Yǒu gēn Bái Yīng'ài shuō huà.)


 Bái Yīng'ài, nǐ píngcháng lái de hěn zǎo, jīntiān zěnmē^⑦ zhème wǎn?

 Wǒ zuótiān yùxí Zhōngwén, zǎoshang^① sì diǎn cái^③ shuì jiào, nǐ yě shuì de hěn wǎn ma?


 Wǒ zuótiān shí diǎn jiù^③ shuì le. Yīnwèi Wáng Péng bāng wǒ liànxí Zhōngwén, suǒyǐ wǒ gōngkè zuò de hěn kuài.

 Yǒu ge Zhōngguó péngyou zhēn hǎo.

(Shàng Zhōngwén kè)

 Dàjiā zǎo^②, xiànzài wǒmen kāishǐ shàng kè. Dì qī kè nǐmen dōu yùxí le ma?

 Yùxí le.

 Lǐ Yǒu, qǐng nǐ niàn kèwén. ... Niàn de hěn hǎo. Nǐ zuótiān wǎnshang tīng lùyīn le ba?

 Wǒ méi tīng.

 Dànshì tā de péngyou zuótiān wǎnshang bāng tā xuéxí le.



Nǐ de péngyou shì Zhōngguó rén ma?



Shì.

Tā shì yí ge nán de[®], hěn shuài³, hěn kù, jiào Wáng Péng.[®]

VOCABULARY

- | | | | | |
|-----|----|-----------|------|--|
| 1. | 平常 | píngcháng | adv | usually |
| 2. | 早 | zǎo | adj | early |
| 3. | 这么 | zhème | pr | so; this (late, etc.) |
| 4. | 晚 | wǎn | adj | late |
| 5. | 早上 | zǎoshang | t | morning |
| 6. | 功课 | gōngkè | n | homework; schoolwork |
| 7. | 大家 | dàjiā | pr | everybody |
| 8. | 上课 | shàng kè | vo | to go to a class; to start a class; to be in class |
| 9. | 开始 | kāishǐ | v/n | to begin, to start; beginning |
| 10. | 念 | niàn | v | to read aloud |
| 11. | 课文 | kèwén | n | text of a lesson |
| 12. | 录音 | lùyīn | n/vo | sound recording; to record |
| 13. | 学习 | xuéxí | v | to study; to learn |
| 14. | 帅 | shuài | adj | handsome |
| 15. | 酷 | kù | adj | cool |

Grammar

7. 怎么 (zěnmě, how; how come) in Questions

怎么 (zěnmě, how; how come) is an interrogative pronoun. It is often used to ask about the manner of an action as in (1), and sometimes the reason or the cause of an action, as in (2) and (3) below.

① 请你教我怎么写“懂”这个字。

Qǐng nǐ jiāo wǒ zěnmě xiě “dǒng” zhè ge zì.
(Please teach me how to write the character “dong.”)

② 你怎么才来？

Nǐ zěnmě cái lái?
(How come you've just arrived?)

③ 你怎么没去看电影？

Nǐ zěnmě méi qù kàn diànyǐng?
(Why didn't you go to the movie?)

Both 怎么 (zěnmě, how come) and 为什么 (wèishénme, why) are used to ask about the cause of or reason for something. However, 怎么 (zěnmě, how come) conveys the speaker's bewilderment or surprise whereas 为什么 (wèishénme, why) does not.

8. The 的 (de) Structure (I)

[See also Grammar 3 in Lesson 9.] We have a 的 (de) structure when an adjective is followed by the structural particle 的 (de). Grammatically, a 的 (de) structure is equivalent to a noun. When Bai Ying'ai says, “他是一个男的 (Tā shì yí ge nán de),” it is clear from the context that she means a male (one). Another example:

我写了十个字，五个难的，五个容易的。

Wǒ xiě le shí ge zì, wǔ ge nán de, wǔ ge róngyì de.
(I wrote ten characters, five difficult ones and five easy ones.)

9. The Use of Nouns and Pronouns in Continuous Discourse

If a noun serves as the unchanged subject in a continuous discourse, its later appearances in the ensuing clauses or sentences generally should be substituted by an appropriate pronoun or simply omitted. The pronoun, in turn, can also be omitted after its first appearance.

- ① 小白很喜欢学中文。(她)晚上预习课文、复习语法、练习写汉字，常常很晚才睡觉。

Xiǎo Bái hěn xǐhuan xué Zhōngwén. (Tā) wǎnshang yùxí kèwén,
fùxí yǔfǎ, liànxí xiě Hànzì, chángcháng hěn wǎn cái
shuì jiào.

(Little Bai likes to study Chinese very much. At night, she previews the text, reviews the grammar, and practices writing the characters. Often she doesn't go to bed until very late.)

If we keep repeating the subject as seen in (2) or the pronoun as in (3), we will end up with a bunch of choppy, seemingly unrelated sentences:

- ② 小白很喜欢学中文。小白晚上预习课文，小白复习语法、小白练习写汉字。小白常常很晚才睡觉。

Xiǎo Bái hěn xǐhuan xué Zhōngwén. Xiǎo Bái wǎnshang yùxí kèwén,
Xiǎo Bái fùxí yǔfǎ, Xiǎo Bái liànxí xiě Hànzì. Xiǎo Bái
chángcháng hěn wǎn cái shuì jiào.

- ③ 小白很喜欢学中文。她晚上预习课文，她复习语法、她练习写汉字。她常常很晚才睡觉。

Xiǎo Bái hěn xǐhuan xué Zhōngwén. Tā wǎnshang yùxí kèwén, tā
fùxí yǔfǎ, tā liànxí xiě Hànzì. Tā chángcháng hěn wǎn cái
shuì jiào.

Language Practice

E. 怎么 (zěnmě, how come)

Use the words given, and practice how to ask your partner why he/she is not behaving as expected. It is quite unlike him/her.

EXAMPLE: 来学校 ◇ 早 vs. 晚

lái xuéxiào ◇ zǎo vs. wǎn

→ 你平常来学校来得
很早，今天
怎么这么晚？

→ Nǐ píngcháng lái xuéxiào lái de
hěn zǎo, jīntiān
zěnmě zhème wǎn?

1. 预习生词 ◇ 好 vs. 不好

1. yùxí shēngcí ◇ hǎo vs. bù hǎo

2. 念课文 ◇ 快 vs. 慢

2. niàn kèwén ◇ kuài vs. màn

3. 考试 ◇ 不错 vs. 不好

3. kǎo shì ◇ búcuò vs. bù hǎo

4. 写字 ◇ 漂亮 vs. 难看 (nánkàn, ugly)

4. xiě zì ◇ piàoliang vs. nánkàn (ugly)

F. 才 vs. 就 (cái vs. jiù)

Choose 才 (cái) or 就 (jiù) to indicate whether something takes place later or sooner than expected.

EXAMPLES:

a. 妈妈 6:00pm 回家


a. māma 6:00pm huí jiā

vs. 昨天晚上 6:30pm

vs. zuótiān wǎnshang 6:30pm


→ 妈妈平常晚上
六点回家，昨天晚上
六点半才回家。

→ Māma píngcháng wǎnshang
liùdiǎn huí jiā, zuótiān wǎnshang
liùdiǎn bàn cái huí jiā.


b.  7:45am 吃早饭
vs. 今天早上 7:30am

b. 7:45am chī zǎofàn
vs. jīntiān zǎoshang 7:30am


→ 高文中平常七点三刻吃早饭，今天早上七点半就吃早饭了。
Gāo Wénzhōng píngcháng qī diǎn sān kè chī zǎofàn, jīntiān zǎoshang qī diǎn bàn jiù chī zǎofàn le.

1.  8:00am 去上课
vs. 昨天 8:15am


1. 8:00am qù shàng kè
vs. zuótiān 8:15am

2.  9:00am 去学校工作
vs. 昨天 8:50am


2. 9:00am qù xuéxiào gōngzuò
vs. zuótiān 8:50am

3.  9:00pm 开始做功课
vs. 上个星期五 8:00pm

3. 9:00pm kāishǐ zuò gōngkè
vs. shàng ge xīngqīwǔ 8:00pm

4.  星期三 给学生
考试 vs. 上个星期
星期四

4. xīngqīsān gěi xuésheng
kǎo shì vs. shàng ge xīngqī
xīngqīsì

5.  星期二 复习生词
语法 vs. 上个星期
星期一

5. xīngqīèr fùxí shēngcí
yǔfǎ vs. shàng ge xīngqī
xīngqīyī

G. 真 (zhēn, really)

Practice how to praise or disapprove of something or someone using the words given.

EXAMPLE: 这个学校◇好。

Zhè ge xuéxiào ◇ hǎo

→ 这个学校真好。

→ Zhè ge xuéxiào zhēn hǎo.

1. 李小姐◇漂亮

1. Lǐ xiǎojiě ◇ piàoliang

2. 跳舞◇有意思

2. tiào wǔ ◇ yǒu yìsi

3. 王朋◇帅

3. Wáng Péng ◇ shuài

4. 汉字◇难

4. Hànzì ◇ nán

5. 这一课的语法◇多

5. Zhè yí kè de yǔfǎ ◇ duō

H. Pair Activity

You find your friend's behavior rather inexplicable, so you ask:

今天是你妈妈的生日，
你怎么不/没……

Jīntiān shì nǐ māma de shēngrì,
nǐ zěnmé bù/méi……

明天你有考试，
你怎么不……

Míngtiān nǐ yǒu kǎoshì,
nǐ zěnmé bù……

I. Pair Activity

Here is Gao Wenzhong's usual schedule and a list of what actually happened yesterday:

The usual schedule

9:00 study Chinese

10:00 listen to the audio

10:30 go to school

12:00 go home

13:00 have lunch

What happened yesterday

8:45 studied Chinese

9:30 listened to recordings

10:15 went to school

12:30 returned home

13:15 had lunch

Student A asks Student B a question about each of Gao Wenzhong's daily routines:

EXAMPLE: **A:** 高文中平常几点
开始学习中文?

Gāo Wénzhōng píngcháng jǐdiǎn

kāishǐ xuéxí Zhōngwén?

Student B answers each question according to the usual schedule, and then explains yesterday's deviation from that schedule:

B: 他平常上午九点
开始学习中文。

Tā píngcháng shàngwǔ jiǔdiǎn

kāishǐ xuéxí Zhōngwén.

可是他昨天上午八点三刻
就开始学习中文了。

Kěshì tā zuótiān shàngwǔ bā diǎn

sān kè jiù kāishǐ xuéxí Zhōngwén le.

1. listen to the audio 2. go to school 3. go home 4. have lunch

HOW ABOUT YOU?

What's in your study?

Traditionally, paper, ink sticks, writing brushes, and ink stones are known as the four "treasures" of the scholar's study.

What treasures lie in your study?

- | | | | | |
|----|-----|-----------|---|---------------|
| 1. | 铅笔 | qiānbǐ | n | pencil |
| 2. | 钢笔 | gāngbǐ | n | fountain pen |
| 3. | 毛笔 | máobǐ | n | writing brush |
| 4. | 圆珠笔 | yuánzhūbǐ | n | ballpoint pen |
| 5. | 本子 | běnzǐ | n | notebook |
| 6. | 练习本 | liànxíběn | n | exercise book |
| 7. | 课本 | kèběn | n | textbook |
| 8. | 字典 | zìdiǎn | n | dictionary |



If there are items in your study that are not listed above, please ask your and make a note here: _____.

Culture Highlights

- 1 In the 1950s, as part of the campaign to raise the nation's literacy rate, the government of the People's Republic of China set out to simplify some of the more complex characters, or 汉字 (Hànzi). That accounts for the bifurcation of 简体字 (jiǎntǐzì, simplified characters) and 繁体字 (fántǐzì, traditional characters, or, literally, complex characters.) Currently, simplified characters are used in mainland China and Singapore. However, people in Taiwan, Hong Kong, and many Chinese diasporas still write traditional characters. Many of the simplified characters were actually not new inventions. They had been used at different times in China's long history, and a few of them even have a longer history than their *fántǐzì* counterparts. The additional burden on Chinese learners caused by this bifurcation is actually not as onerous as it may appear. After all, many of the characters were not affected.
- 2 Traditionally, the Chinese wrote vertically from top to bottom, and from right to left. Store signs and placards, however, were often inscribed horizontally, typically from right to left. Now almost everyone in China writes horizontally from left to right. But the traditional way of writing is still kept alive in calligraphy.



This is a store sign which was commissioned more than one hundred years ago. It is read from right to left, and it's the name of the person who established the store. Can you recognize his family name?



Should this sign be read from the left to the right or from the right to the left?



- ③ For many centuries the Chinese wrote with a 毛笔 (máobǐ), or “writing brush,” as it is called in English. But nowadays people have switched to more convenient Western-style writing instruments such as 铅笔 (qiānbǐ, pencils), 钢笔 (gāngbǐ, fountain pens), and 圆珠笔 (yuánzhūbǐ, ballpoint pens), which are also known in Taiwan as 原子笔 (yuánzǐbǐ). The traditional 毛笔 (máobǐ) is now used almost exclusively in calligraphy.
- ④ The term 文房四宝 (wénfáng sìbào, “Four Treasures of the Studio”) is often used to refer to traditional Chinese stationery, which usually includes 笔 (bǐ, writing brushes), 墨 (mò, ink sticks), 纸 (zhǐ, paper), and 砚 (yàn, ink stones). The traditional paper for writing and painting is known as 宣纸 (xuānzhǐ), named after its most famous place of production, 宣城 (Xuānchéng) in Anhui Province. Ink is made by grinding an ink stick on an ink stone with water. Two of the most famous kinds of ink stones are called 端砚 (duānyàn) and 歙砚 (shèyàn) from Guangdong and Anhui respectively. Many are carved. Ink sticks are typically made from burnt pinewood with a binding agent and an aromatic substance. Antique ink sticks and ink stones are highly prized collectibles.



This is a window display of a store specializing in ink stones.

English Text

Dialogue I

(Wang Peng is talking with Li You.)

Wang Peng: How did you do on last week's exam?

Li You: Because you helped me review, I did pretty well, but I am too slow at writing the Chinese characters.

Wang Peng: Really? I'll practice writing characters with you from now on. How's that?

Li You: That would be great! Let's do it right now, OK?

Wang Peng: OK. Give me a pen and a piece of paper. What character should we write?

Li You: Why don't you teach me how to write the character "dǒng" (to understand)?

Wang Peng: Fine.

Li You: You write characters really well, and very fast, too.

Wang Peng: You flatter me. Do you have Chinese class tomorrow? I'll help you prepare for it.

Li You: Tomorrow we'll study Lesson Seven. The grammar for Lesson Seven is easy; I can understand all of it. But there are too many new words, and the Chinese characters are a bit difficult.

Wang Peng: No problem. I'll help you.

Dialogue II

(Li You is talking with Bai Ying'ai.)

Li You: Bai Ying'ai, you usually come very early. How come you got here so late today?

Bai Ying'ai: Yesterday I was preparing for Chinese. I didn't go to bed till four o'clock in the morning. Did you go to bed very late, too?

Li You: No, yesterday I went to bed at ten. Because Wang Peng helped me practice Chinese, I finished my homework very quickly.

Bai Ying'ai: It's so great to have a Chinese friend.

(In Chinese class)

Teacher Chang: Good morning, everyone. Let's begin. Have you all prepared for Lesson Seven?

Students: Yes, we have.

Teacher Chang: Li You, would you please read the text aloud? ...You read very well. Did you listen to the tape recording last night?

Li You: No, I didn't.

Bai Ying'ai: But her friend helped her study yesterday evening.

Teacher Chang: Is your friend Chinese?

Li You: Yes.

Bai Ying'ai: It's a he. He's handsome and cool. His name is Wang Peng.

PROGRESS CHECKLIST

Before proceeding to Lesson 8, be sure you can complete the following tasks in Chinese:

I am able to—

- Describe how well or badly I did on a test;
- Describe the way one reads, writes, and speaks Chinese;
- Ask someone to help me with my Chinese;
- Explain how I prepare for my Chinese class;
- Describe my experiences in learning Chinese.

Please review the lesson if any of these tasks seem difficult.