

# Integrated Chinese

Level 1 Part 2  
Textbook  
Simplified Characters

## Third Edition

## 中文听说读写

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Level 1 • Part 2

# Integrated Chinese

## 中文听说读写

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**TEXTBOOK** Simplified Characters

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**Third Edition**

# SAMPLE

**THIRD EDITION BY**

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Boston



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## Preface to the Third Edition

It has been over ten years since *Integrated Chinese (IC)* came into existence in 1997. During these years, amid all the historical changes that took place in China and the rest of the world, the demand for Chinese language teaching-learning materials has been growing dramatically. We are greatly encouraged by the fact that *IC* not only has been a widely used textbook at the college level all over the United States and beyond, but also has become increasingly popular with advanced language students at high schools. Over the years, regular feedback from the users of *IC*, both students and teachers, has greatly facilitated our repeated revisions of the series. Following its second edition published in 2005 that featured relatively minor changes and adjustments, the third edition is the result of a much more extensive revision.

### Changes in the Third Edition

#### Manageable Number of Lessons

Level 1 now contains 10 lessons in Part 1 and 10 lessons in Part 2 for maximum flexibility. Based on the reports from many teachers that they could not finish all the lessons in the Level 1 volumes within one academic year, we have, for the third edition, eliminated the chapters “At the Library” and “At the Post Office,” as the language contents in these chapters have become somewhat obsolete. The chapter “Hometown” has also been removed, but part of its content has been incorporated into other chapters.

#### Revised Storyline

In the present edition, a new, connected storyline about a diverse group of students strings together all the dialogues and narratives in the lessons throughout Level 1. The relationships among the main characters are more carefully scripted. We want the students to get to know the characters well and to find out how things develop among them. We hope that, by getting to know more about each cast member, the students will be more involved in the process of learning the language.

#### Current Vocabulary

As in the earlier editions, the third edition makes a special effort to reflect students’ life. Additionally, we have updated some of the vocabulary items and expressions in the hope of keeping pace with the evolution of contemporary Chinese and enhancing students’ ability to communicate. In the meantime, we have deleted some words and expressions that are of relatively lower frequencies of usage. As a result, the total number of vocabulary items for the series is moderately reduced. The grammar sequence, however, remains fundamentally unchanged.

#### Clear Learning Objectives and Engaging Learner-Centered Approach

Ever since its inception in 1997, *IC* has been a communication-oriented language textbook which also aims at laying a solid foundation in language form and accuracy for students. The third edition holds fast to that pedagogic

philosophy. On top of that, it has adopted a task-based teaching approach, which is intended to intensify students' motivation and heighten their awareness of the learning objectives in each chapter. Each lesson includes Learning Objectives and Relate and Get Ready questions at the beginning to focus students' study. At the end of each lesson, there is a Progress Checklist to be used by students in self-testing their fulfillment of the learning objectives.

It is our hope that these changes will enable students to learn Chinese in a more efficient and pragmatic way and develop their language proficiency and problem-solving abilities in real-life situations. In their feedback to us, many users of previous editions of *IC* noted that, more than many other Chinese language textbooks, *IC* was effective in developing students' abilities to use the language. While making all the efforts to retain that merit in the new edition, we have endeavored to place language acquisition in a real-world context and make *IC* all the more conducive to active use of the language in the classroom and, more importantly, beyond it.

### **Contextualized Grammar and Interactive Language Practice**

The somewhat mechanical drills on sentence patterns in the earlier editions are now replaced by Language Practice exercises based on simulated real-life situations. In particular, we have increased the number of interactive exercises and exercises that serve the purpose of training students' abilities in oral communication and discourse formation. Similar changes are also to be seen in the *Integrated Chinese* workbook, which offers new exercises that are more distinctly communication-oriented and more closely aligned with the learning objectives of each chapter. The exercises in the workbook cover the three modes of communication as explained in the “Standards for Foreign Language Learning in the 21st Century”: interpretive, interpersonal and presentational. To help the user locate different types of exercises, we have labeled the workbook exercises in terms of the three communication modes.


### **Linguistically and Thematically Appropriate Cultural Information and Authentic Materials**

In comparison with the earlier editions, there is more cultural information in the third edition. The revised texts provide a broader perspective on Chinese culture, and important cultural features and topics are discussed in the “Culture Highlights.” In the meantime, more up-to-date language ingredients, such as authentic linguistic materials, new realia, and new illustrations, are introduced with a view towards reflecting cultural life in the dynamic and rapidly changing contemporary China. We believe that language is a carrier of culture and a second/foreign language is acquired most efficiently in its native cultural setting. Based on that conviction, we have attempted to offer both linguistic and cultural information in a coherent, consistent manner and simulate a Chinese cultural environment in our texts, especially those that are set in China.

### **All-New, Colorful, and User-Friendly Design**

Where design and layout are concerned, the third edition represents a significant improvement. We have taken full advantage of colors to highlight different components of each chapter, and have brought in brand-new illustrations and photos to complement the content of the text. The book has also been thoroughly redesigned for optimal ease of use.

## Updated Audio Recordings

Throughout this book, an audio CD icon  appears next to the main texts, vocabulary, and pronunciation exercises. This symbol indicates the presence of audio recordings, which are available on the companion audio CD set.

## Acknowledgments

During the course of preparing for the third edition, we accumulated more academic and intellectual debts than any acknowledgment can possibly repay. We wish to express our deep gratitude to all those who helped us in so many different ways. In particular, our heartfelt thanks go to the editor, Professor Zheng-sheng Zhang of San Diego State University; colleagues and friends at Beijing Language and Culture University; and Ms. Laurel Damashek at Cheng & Tsui.

As authors, we take great pleasure in the contributions that *IC* has made to Chinese teaching and learning over the past ten years, and we also feel the weight of responsibility. In retrospect, *IC* has traversed a long way since its earliest incarnation, yet we know its improvement will not end with the present edition. We promise to renew our efforts in the future, and we expect to continue to benefit from the invaluable comments and suggestions we receive from the users.

## An Overview of the New Features of the Third Edition

### Chapter Opener



Each lesson opens with an illustration that highlights the theme for the lesson.

A screenshot of a lesson page. The top section is titled 'LEARNING OBJECTIVES' and contains the text 'In this lesson, you will learn to use Chinese to' followed by a bulleted list: 'Name some popular sports;', 'Talk about your exercise habits;', 'Discuss your feelings about various sports;', and 'Make a simple comparison between how soccer and American football are played.' The bottom section is titled 'RELATE AND GET READY' and contains the text 'In your own culture/community—' followed by a numbered list: '1. Do people exercise regularly?', '2. Are most people sports fans? Which sports are most popular?', '3. Are there many sports programs on TV?', and '4. Which is more popular, American football or soccer?'. Arrows from the text on the right point to these sections.

**Learning Objectives** for every lesson help students focus their study and envision what they will have accomplished at the end of the lesson.

The self-reflective questions in **Relate and Get Ready** help students to reflect on similarities and differences between their native language and culture and Chinese language and culture.

### Dialogue Design

Each dialogue or narrative begins with an illustration depicting the scene. For the main characters, instead of the characters' names, their avatar icons appear in the dialogue. This helps the students get acquainted with the characters more quickly.

#### Dialogue II: Eating in a Cafeteria



(今天是星期四，学生餐厅有中国菜，师傅是上海人。)

### Language Notes and Grammar Callouts

(李友给王朋打电话。)

王朋，你做什么呢？

我看书呢。

今天高小音过生日，晚上我们在地家开舞会，你能去吗？

能去。几点？

**LANGUAGE NOTES**  
 ① Apart from 过生日 (guò shēngri, to celebrate one's birthday), the verb 过 (guò, to live (a life); to observe (a holiday); to celebrate (a festival)) appears in many other expressions such as 过年 (guò nián, to celebrate the New Year), 过节 (guò jié, to celebrate a festival), and 过日子 (guò rizi, to live one's life; to live from day to day).

The **Language Notes** are clearly marked and numbered in green circles, and placed next to the dialogue for ease of reference. The **grammar points** are highlighted and numbered in red to draw the students' attention to the language forms covered in the Grammar section of each lesson.

### Vocabulary Section

VOCABULARY			
11. 狗	gǒu	n	dog
12. 脸	liǎn	n	face
13. 圆	yuán	adj	round
14. 眼睛	yǎnjīng	n	eye
15. 鼻子	bízi	n	nose
16. 嘴	zuǐ	n	mouth
17. 像	xiàng	v	to be like; to look like; to take after
18. 长大	zhǎng dà	vc	to grow up
19. 一定	yíding	adj/adv	certainly; definitely
20. 蛋糕	dāngāo	n	cake
21. 最	zuì	adv	most, (inf. superlative degree) -est
<b>Proper Nouns</b>			
22. 海伦	Hǎilún		Helen
23. 汤姆	Tāngmǔ		Tom

SAMPLE

A low-frequency character that the teacher may decide not to have the students practice writing is shown in a shaded gray color.

### Language Practice

**A. Rules Are Rules**

Parents and teachers always seem to have more rules for their children and students. Work with a partner and figure out what the rules are, based on the visuals.

EXAMPLE:

做作业的时候，不准/不能看电视。

Zuò gōngkè de shíhòu, bù zhǔn/bù néng kàn diànshì.

1.

In addition to role plays and partner activities, this section also includes contextualized drill practice with the help of visual cues. New sentence patterns are highlighted in blue. A **Recap and Narrate** activity lets students practice summarizing the dialogues in their own words.

### Customized Learning: How About You?



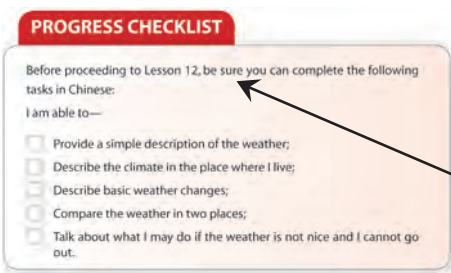
Beginning students need not be overwhelmed by additional vocabulary items that do not seem to be very useful or relevant to them. However, they should be given opportunities to select and learn words and phrases that relate to their own interests and experiences. **How About You?** provides this personalized vocabulary space.

### Culture Highlights



Photos or other authentic materials accompany the culture notes.

### Self-Reflection: Progress Checklist



It's important for students to feel engaged and responsible for their own learning. At the end of each lesson, students are asked to check on their learning progress and evaluate whether they have achieved the learning objectives.

### Functional Expressions: That's How the Chinese Say It!



After every five lessons, **That's How the Chinese Say It** provides a review of the functional expressions that have appeared in the texts. It includes additional linguistic and cultural contexts to demonstrate the use of these expressions.

## Scope and Sequence

Lessons	Topics & Themes	Sections & Contexts	Learning Objectives & Functions
<b>11</b>	Talking about the Weather	<ol style="list-style-type: none"> <li>1. Tomorrow's Weather Will Be Even Better!</li> <li>2. The Weather Here Is Awful!</li> </ol>	<ol style="list-style-type: none"> <li>1. Employ basic terms for weather patterns and phenomena</li> <li>2. Describe simple weather changes</li> <li>3. Compare the weather of two places</li> <li>4. Talk about what you may do in nice or bad weather</li> <li>5. Present a simple weather forecast</li> </ol>
<b>12</b>	Dining	<ol style="list-style-type: none"> <li>1. Dining Out</li> <li>2. Eating in a Cafeteria</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask if there are seats available in a restaurant</li> <li>2. Order Chinese dishes</li> <li>3. Tell the waiter your dietary preferences and restrictions</li> <li>4. Ask the restaurant to recommend dishes</li> <li>5. Rush your order</li> <li>6. Pay for your meal</li> <li>7. Get the correct change after your payment</li> </ol>
<b>13</b>	Asking Directions	<ol style="list-style-type: none"> <li>1. Where Are You Off To?</li> <li>2. Going to Chinatown</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask for and give directions</li> <li>2. Identify locations by using landmarks as references</li> <li>3. Describe whether two places are close to or far away from one another</li> <li>4. State where you are heading and the purpose of going there</li> </ol>
<b>14</b>	Birthday Party	<ol style="list-style-type: none"> <li>1. Let's Go to a Party!</li> <li>2. Attending a Birthday Party</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask a friend to go to a party with you</li> <li>2. Suggest things to take to a get-together</li> <li>3. Offer someone a ride and arrange a time and place to meet</li> <li>4. Thank people for their gifts</li> <li>5. Describe a duration of time</li> <li>6. Talk about the year of your birth and your Chinese zodiac sign</li> <li>7. Give a simple description of someone's facial features</li> </ol>
<b>15</b>	Seeing a Doctor	<ol style="list-style-type: none"> <li>1. My Stomachache Is Killing Me!</li> <li>2. Allergies</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about basic symptoms of a cold</li> <li>2. Describe common symptoms of allergies</li> <li>3. Understand and repeat instructions on when and how often to take medications</li> <li>4. Talk about why you do or don't want to see the doctor</li> <li>5. Urge others to see a doctor when they are not feeling well</li> </ol>
<b>That's How the Chinese Say It!</b>			Review functional expressions from Lessons 11–15

	Forms & Accuracy	Culture Highlights
	<ol style="list-style-type: none"> <li>Comparative Sentences with 比 (bǐ) (I)</li> <li>The Particle 了 (le) (III)</li> <li>The Modal Verb 会 (huì, will) (II)</li> <li>Adj+(一)点儿 (yī diǎnr)</li> <li>The Adverb 又 (yòu, again)</li> <li>Adj/V + 是 (shì) + Adj / V, + 可是/但是... (kěshì/dànshì...)</li> </ol>	<p>Temperature scale in China Climate conditions in China Western place names in Chinese Internet bars in China</p>
	<ol style="list-style-type: none"> <li>一...也/都...不/没... (yì...yě/dōu...bù/méi)</li> <li>Adverb 多/少 (duō/shǎo) + V</li> <li>刚 (gāng) vs 刚才 (gāngcái)</li> <li>Resultative Complements (I)</li> <li>好 (hǎo) as a Resultative Complement</li> <li>Reduplication of Adjectives</li> <li>The Verb 来 (lái)</li> </ol>	<p>Principal cuisines in China Staple foods on the Chinese menu Food culture in China Western fast food in China</p>
	<ol style="list-style-type: none"> <li>Direction and Location Words</li> <li>Comparative Sentences with 没(有) (méi{yǒu})</li> <li>那么 (nàme) Indicating Degree</li> <li>到 (dào) + Place + 去 (qù) + Action</li> <li>The Dynamic Particle 过 (guo)</li> <li>Reduplication of Verbs</li> <li>Resultative Complements (II)</li> <li>一...就... (yī...jiù..., as soon as...then...)</li> </ol>	<p>Greetings in Chinese Traffic lights in China Terms for spoken and written Chinese</p>
	<ol style="list-style-type: none"> <li>呢 (ne) Indicating an Action in Progress</li> <li>Verbal Phrases and Subject-Predicate Phrases Used as Attributives</li> <li>Time Duration</li> <li>Sentences with 是...的 (shì...de)</li> <li>还 (hái, still)</li> <li>又...又... (yòu...yòu..., both...and...)</li> </ol>	<p>Dinner parties in China Singing karaoke in China Gift giving in China Chinese zodiac signs</p>
	<ol style="list-style-type: none"> <li>死 (sǐ) Indicating an Extreme Degree</li> <li>Times of Actions</li> <li>起来 (qǐ lái) indicating the Beginning of an Action</li> <li>把 (bǎ) Construction (I)</li> <li>The Preposition 对 (duì)</li> <li>越来越... (yuè lái yuè...)</li> <li>再说 (zài shuō)</li> </ol>	<p>Medicine in China Outpatient visits in China Medical insurance in China</p>
	<ol style="list-style-type: none"> <li>在 (zài, to exist)</li> <li>Complimentary Expressions</li> <li>怎么了 (Zěnmē le? What's the matter? What's wrong?)</li> <li>糟糕 (zāogāo, [It's] awful/What a mess)</li> </ol>	



Lessons	Topics & Themes	Sections & Contexts	Learning Objectives & Functions
16	Dating	<ol style="list-style-type: none"> <li>1. Seeing a Movie</li> <li>2. Turning Down an Invitation</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how long you've known someone</li> <li>2. Invite someone to go on a date</li> <li>3. Make the necessary arrangements to go out with friends</li> <li>4. Accept a date courteously</li> <li>5. Decline a date politely</li> <li>6. End a phone conversation without hurting the other person's feelings</li> </ol>
17	Renting an Apartment	<ol style="list-style-type: none"> <li>1. Finding a Better Place</li> <li>2. Calling about an Apartment for Rent</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe your current and ideal living quarters</li> <li>2. Name common pieces of furniture</li> <li>3. State how long you have been living at your current residence</li> <li>4. Comment briefly on why a place is or isn't good for someone</li> <li>5. Discuss and negotiate rent, utilities, and security deposits</li> </ol>
18	Sports	<ol style="list-style-type: none"> <li>1. My Gut Keeps Getting Bigger and Bigger!</li> <li>2. Watching American Football</li> </ol>	<ol style="list-style-type: none"> <li>1. Name some popular sports</li> <li>2. Talk about your exercise habits</li> <li>3. Discuss your feelings about various sports</li> <li>4. Make a simple comparison between how soccer and American football are played</li> </ol>
19	Travel	<ol style="list-style-type: none"> <li>1. Traveling to Beijing</li> <li>2. Planning an Itinerary</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about your plans for summer vacation</li> <li>2. Describe what kind of city Beijing is</li> <li>3. Describe your travel itinerary</li> <li>4. Ask for discounts, compare airfares and routes, and book an airplane ticket</li> <li>5. Ask about seat assignments and request meal accommodations based on your dietary restrictions or preferences</li> </ol>
20	At the Airport	<ol style="list-style-type: none"> <li>1. Checking In at the Airport</li> <li>2. Arriving in Beijing</li> </ol>	<ol style="list-style-type: none"> <li>1. Check in at the airport</li> <li>2. Wish departing friends a safe journey and remind them to keep in touch</li> <li>3. Greet guests at the airport</li> <li>4. Compliment someone on his or her language ability</li> <li>5. Ask about someone's health</li> <li>6. Remind people to move on to the next event</li> </ol>
<b>That's How the Chinese Say It!</b>			Review functional expressions from Lessons 16–20

	Forms & Accuracy	Culture Highlights
	<ol style="list-style-type: none"> <li>1. Descriptive Complements (II)</li> <li>2. Potential Complements</li> <li>3. 就 (jiù)</li> <li>4. Directional Complements (II)</li> </ol>	Dating in China Valentine's Day in China Turning down a date the Chinese way Nightlife in China
	<ol style="list-style-type: none"> <li>1. Verb + 了 (le) + Numeral + Measure Word + Noun + 了 (le)</li> <li>2. 连…都/也 (lián...dōu/yě)</li> <li>3. Potential Complements with Verb + 不下 (bu xià)</li> <li>4. 多 (duō) Indicating an Approximate Number</li> <li>5. Question Pronouns with 都/也 (dōu/yě)</li> </ol>	College dorms in China Renting an apartment in China Raising pets in China
	<ol style="list-style-type: none"> <li>1. Duration of Non-Action</li> <li>2. 好/难 (hǎo/nán) + V</li> <li>3. 下去 (xia qu) Indicating Continuation</li> <li>4. Duration of Actions</li> <li>5. The Particle 着 (zhe)</li> <li>6. 被/叫/让 (bēi/jiào/ràng) in Passive-Voice Sentences</li> </ol>	“Putting on weight” in China “Football” in China Morning exercises in China TV channels in China
	<ol style="list-style-type: none"> <li>1. 不得了 (bù déliǎo, extremely)</li> <li>2. Question Pronouns as Indefinite References (Whoever, Whatever, etc.)</li> <li>3. Numbers over One Thousand</li> <li>4. Comparative Sentences with 比 (bǐ) (II)</li> </ol>	Travel agencies in China Travel season in China
	<ol style="list-style-type: none"> <li>1. 的 (de), 得 (de), 地 (de) Compared</li> <li>2. …的时候 (...de shíhou) and …以后 (...yǐhòu) Compared</li> <li>3. 还 (hái) + Positive Adjective</li> <li>4. Kinship Terms</li> </ol>	Domestic flights in China Beijing Roast Duck in Chinese food culture
	<ol style="list-style-type: none"> <li>1. 一言为定 (yì yán wéi dìng, it's a deal; it's decided)</li> <li>2. “Good,” “Very good,” “Excellent,” “Extraordinary”</li> <li>3. Greetings and Farewells</li> </ol>	

## Cast of Characters

### Back Row:

#### Mr. Fei:

费先生

Owen Fields, Gao Xiaoyin's high school classmate.

#### Gao Wenzhong:

高文中

Winston Gore, an English student. His parents work in the United States. He says he enjoys singing and dancing. He is also a big fan of Chinese cooking. He has a secret crush on Bai Ying'ai.

#### Gao Xiaoyin:

高小音

Jenny Gore, Winston's older sister. She has already graduated from college, and is now a school librarian.

#### Wang Peng:

王朋

A Chinese freshman from Beijing. He has quickly adapted to American college life and likes to play and watch sports.

#### Helen:

海伦

Gao Wenzhong's cousin. She has a one-year-old son, Tom.

#### Li You:

李友

Amy Lee, an American student from New York State. She and Wang Peng meet each other on the first day of classes and soon become good friends.



### Front Row:

#### Bai Ying'ai:

白英爱

Baek Yeung Ae, a friendly outgoing Korean student from Seoul. She finds Wang Peng very "cool" and very "cute".

#### Wang Hong:

王红

Wang Peng's younger sister. She is preparing to attend college in America.

#### Wang Peng's parents:

王朋的父母

From Beijing, in their late forties.

#### Chang laoshi:

常老师

(Chang Xiaoliang): Originally from China, in her forties. Chang Laoshi has been teaching Chinese in the United States for ten years.

## LESSON 12

# Dining

## 第十二课 吃饭

Dì shí'èr kè

Chī fàn



### LEARNING OBJECTIVES

In this lesson, you will learn to use Chinese to

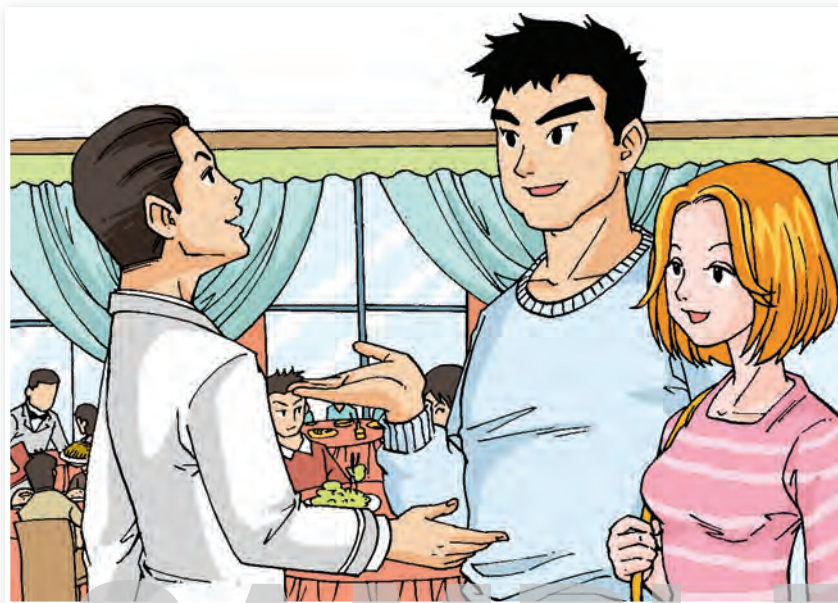
- Ask if there are seats available in a restaurant;
- Order Chinese dishes;
- Tell the waiter your dietary preferences and restrictions;
- Ask the restaurant to recommend dishes;
- Rush your order;
- Pay for your meal;
- Get the correct change after your payment.

### RELATE AND GET READY

In your own culture/community—

1. Do people order and eat their own dishes when dining out, or do they share their dishes with others?
2. Do people order hot or cold beverages to go with their meals?
3. Do people have their soup before or after their main dish?
4. How is being a vegetarian different from being a vegan?
5. How do most people pay for their meal: in cash, with a credit card, or by check?
6. Do people typically get a receipt after paying for a meal?

## Dialogue I: Dining Out



(在饭馆儿)



请进，请进。



人怎么这么<sup>①</sup>多？好像一个位子都<sup>①</sup>没有了。



服务员<sup>②</sup>，请问，还有没有位子？



有，有，有。那张桌子没有人。

\* \* \*



两位想吃点儿什么？



王朋，你点菜吧。

### LANGUAGE NOTES

① In Beijing, 这么 (zhème) is commonly pronounced as zème.

② In a restaurant, one may address a staff member, either male or female, as 服务员 (fúwùyuán, waiter). In Beijing, however, some customers would address a young waiter as 小伙子 (xiǎohuǒzi, young man) and a young waitress as 小妹 (xiǎomèi, lit., little sister), while some older or middle-aged people would call a young waitress 姑娘 (gūniang, girl; miss). In Taiwan, it is proper to address a waiter as 先生 (xiānsheng) and a waitress as 小姐 (xiǎojiě).



好。先给我们两盘饺子，要素的。



除了饺子以外，还要什么？



李友，你说呢？



还要一盘家常豆腐，不要放肉，我吃素。



我们的家常豆腐没有肉。



还要两碗酸辣汤<sup>③</sup>，请别放味精，少<sup>②</sup>放点儿盐。有小白菜吗？



对不起，小白菜刚<sup>③</sup>卖完<sup>④</sup>。



那就不要青菜了。



那喝点儿<sup>④</sup>什么呢？



我要一杯冰茶。李友，你喝什么？



我很渴，请给我一杯可乐，多放点儿冰。



好，两盘饺子，一盘家常豆腐，两碗酸辣汤，一杯冰茶，一杯可乐，多放冰。还要别的吗？



不要别的了，这些够<sup>⑤</sup>了。服务员，我们都饿了，请上菜快一点儿。



没问题，菜很快就能做好<sup>⑤</sup>。

③ Nouns for containers or vessels such as 碗 (wǎn, bowl), 杯 (bēi, cup/glass), and 盘 (pán, plate/dish) can serve as measure words, e.g., 一碗饭 (yì wǎn fàn, a bowl of rice), 一杯水 (yì bēi shuǐ, a glass of water), and 一盘饺子 (yì pán jiǎozi, a plate of dumplings).

④ 点儿 (diǎnr) here is the abbreviated form of 一点儿 (yì diǎnr). When used to modify nouns, (一) 点儿 (yì diǎnr) can soften the tone and therefore make the sentence more polite.

⑤ As an adjective, 够 (gòu) functions only as a predicate, and never as an attributive before nouns. Thus one says 我的钱不够 (wǒ de qián bú gòu, my money is not enough), but never \*我没有够钱 (\*wǒ méi yǒu gòu qián).

(Zài fànguǎnr)



Qǐng jìn, qǐng jìn.



Rén zěnme zhème<sup>①</sup> duō? Hǎoxiàng yí ge wèizi dōu<sup>①</sup> méiyǒu le.



Fúwùyuán<sup>②</sup>, qǐng wèn, hái yǒu méiyǒu wèizi?



Yǒu, yǒu, yǒu. Nà zhāng zhuōzi méiyǒu rén.

\* \* \*



Liǎng wèi xiǎng chī diǎnr shénme?



Wáng Péng, nǐ diǎn cài ba.



Hǎo. Xiān gěi wǒmen liǎng pán jiǎozi, yào sù de.



Chúle jiǎozi yǐwài, hái yào shénme?



Lǐ Yǒu, nǐ shuō ne?



Hái yào yì pán jiācháng dòufu, bú yào fàng ròu, wǒ chī sù.



Wǒmen de jiācháng dòufu méiyǒu ròu.



Hái yào liǎng wǎn suānlàtāng<sup>③</sup>, qǐng bié fàng wèijīng, shǎo<sup>②</sup> fàng diǎnr yán. Yǒu xiǎo báicài ma?



Duìbuqǐ, xiǎo báicài gāng<sup>③</sup> mài wán<sup>④</sup>.



Nà jiù bú yào qīngcài le.



Nà hē diǎnr<sup>④</sup> shénme ne?



Wǒ yào yì bēi bīngchá. Lǐ Yǒu, nǐ hē shénme?



Wǒ hěn kě, qǐng gěi wǒ yì bēi kělè, duō fàng diǎnr bīng.



Hǎo, liǎng pán jiǎozi, yì pán jiācháng dòufu, liǎng wǎn suānlàtāng, yì bēi bīngchá, yì bēi kělè, duō fàng bīng. Hái yào bié de ma?



Bú yào bié de le, zhè xiē gòu<sup>⑤</sup> le. Fúwùyuán, wǒmen dōu è le, qǐng shàng cài kuài yì diǎnr.



Méi wèntí, cài hěn kuài jiù néng zuò hǎo<sup>⑤</sup>.



## VOCABULARY

- |     |       |            |     |  |
|-----|-------|------------|-----|--|
| 1.  | 饭馆(儿) | fànguǎn(r) | n   | restaurant                                     |
| 2.  | 好像    | hǎoxiàng   | v   | to seem; to be like                            |
| 3.  | 位子    | wèizi      | n   | seat   |
| 4.  | 服务员   | fúwùyuán   | n   | waiter; attendant                              |
|     | 服务    | fúwù       | v   | to serve; to provide service                   |
| 5.  | 桌子    | zhuōzi     | n   | table  |
| 6.  | 点菜    | diǎn cài   | vo  | to order food                                  |
| 7.  | 盘     | pán        | n   | plate; dish                                    |
| 8.  | 饺子    | jiǎozi     | n   | dumplings (with vegetable and/or meat filling) |
| 9.  | 素     | sù         | adj | vegetarian; made from vegetables               |
| 10. | 家常    | jiācháng   | n   | home-style                                     |
| 11. | 豆腐    | dòufu      | n   | tofu; bean curd                                |
| 12. | 放     | fàng       | v   | to put; to place                               |
| 13. | 肉     | ròu        | n   | meat   |
| 14. | 碗     | wǎn        | n   | bowl   |
| 15. | 酸辣汤   | suānlàtāng | n   | hot and sour soup                              |
|     | 酸     | suān       | adj | sour   |
|     | 辣     | là         | adj | spicy; hot                                     |
|     | 汤     | tāng       | n   | soup   |
| 16. | 味精    | wèijīng    | n   | monosodium glutamate (MSG)                     |
| 17. | 盐     | yán        | n   | salt   |
| 18. | 白菜    | báicài     | n   | bok choy                                       |



## VOCABULARY

- |     |    |           |     |   |
|-----|----|-----------|-----|---|
| 19. | 刚  | gāng      | adv | just [See Grammar 3.]                         |
| 20. | 卖完 | mài wán   | vc  | to be sold out [See Grammar 4.]               |
|     | 完  | wán       | c   | finished                                      |
| 21. | 青菜 | qīngcài   | n   | green/leafy vegetable                         |
| 22. | 冰茶 | bīngchá   | n   | iced tea                                      |
|     | 冰  | bīng      | n   | ice   |
| 23. | 渴  | kě        | adj | thirsty                                       |
| 24. | 些  | xiē       | m   | (measure word for an indefinite amount); some |
| 25. | 够  | gòu       | adj | enough  |
| 26. | 饿  | è         | adj | hungry  |
| 27. | 上菜 | shàng cài | vo  | to serve food                                 |



这么多青菜!  
Zhème duō qīngcài!

青菜  
qīngcài



牛肉  
niúròu  
(beef, see  
Dialogue II)

饺子  
jiǎozi

豆腐  
dòufu

SAMPLE

Grammar

1. 一…也/都…不/没… (yì...yě/dōu...bù/méi)

These structures are used to form an emphatic negation meaning “not at all” or “not even one.”

**A. Subject + 一 (yī) + Measure Word + Object + 也/都 (yě/dōu) + 不/没 (bù/méi) + Verb**

① 小李一个朋友也没有。

Xiǎo Lǐ yí ge péngyou yě méiyǒu.  
(Little Li does not have a single friend.)

② 爸爸今天一杯茶都没喝。

Bàba jīntiān yì bēi chá dōu méi hē.  
(My father didn't have a single cup of tea today.)

**B. Topic (+ Subject) + 一 (yī) + Measure Word + 也/都 (yě/dōu)  
+ 不/没 (bù/méi) + Verb**

**3** 这些衬衫我一件也不喜欢。

Zhè xiē chènshān wǒ yí jiàn yě bù xǐhuan.  
(I don't like any of these shirts.)

**4** 哥哥的鞋，弟弟一双都不能穿。

Gēge de xié, dìdì yì shuāng dōu bù néng chuān.  
(The younger brother cannot wear any of his older brother's shoes.)

**C. Subject + 一点儿 (yì diǎnr) + Object + 也/都 (yě/dōu) + 不/没 (bù/méi) + Verb**

**5** 他去了商店，可是一点儿东西也没买。

Tā qù le shāngdiàn, kěshì yì diǎnr dōngxi yě méi mǎi.  
(He went to the store, but he didn't buy anything at all.)

**6** 妈妈做菜一点儿味精都不放。

Māma zuò cài yì diǎnr wèijīng dōu bú fang.  
(Mom doesn't use any MSG in her cooking.)

If the noun after 一 (yī) is countable, a proper measure word should be used between 一 (yī) and the noun, as in (1), (2), (3), and (4). If the noun is uncountable, the phrase 一点儿 (yì diǎnr) is usually used instead, as in (5) and (6).

The following sentences are incorrect:

**(1a)** \*小李没有一个朋友。

\*Xiǎo Lǐ méiyǒu yí ge péngyou.

**(3a)** \*这些衬衫我不喜欢一件。

\*Zhè xiē chènshān wǒ bù xǐhuan yí jiàn.

**(5a)** \*他东西没买一点儿。

\*Tā dōngxī méi mǎi yì diǎnr.

The construction 一点儿 (yìdiǎnr) + 也/都 (yě/dōu) + 不 (bù/méi) can also be used before an adjective to express emphatic negation.

7 这儿的冬天一点儿也不冷。

Zhèr de dōngtiān yì diǎnr yě bù lěng.

(Winter here is not cold at all.)

8 那个学校一点儿也不漂亮。

Nà ge xuéxiào yì diǎnr yě bú piàoliang.

(That school is not pretty at all.)

9 这杯冰茶一点儿都不好喝。

Zhè bēi bīngchá yì diǎnr dōu bù hǎohē.

(This glass of iced tea doesn't taste good at all.)

2. Adverb 多/少 (duō/shǎo) + V

多 (duō) and 少 (shǎo) are two adjectives whose usage is rather unusual. To express the idea of doing something “more” or “less,” one places 多 (duō) or 少 (shǎo) before the verb.

1 爸爸告诉妈妈做菜的时候少放盐，多放点糖。

Bàba gàosu māma zuò cài de shíhou shǎo fàng yán, duō fàng diǎnr táng.

(Dad asked Mom to add less salt and more sugar when she cooks.)

2 上中文课得多说中文，少说英文。

Shàng Zhōngwén kè děi duō shuō Zhōngwén, shǎo shuō Yīngwén.

(In Chinese class, one should speak more Chinese and less English.)

This “多/少 (duō/shǎo) + verb” construction can sometimes denote a deviation from the correct amount or number.

3 你多找了我一块钱。

Nǐ duō zhǎo le wǒ yí kuài qián.

(You gave me one dollar too many.)

- ④ 老师说 要写五十个字，我写了四十五个，少写了五个。

Lǎoshī shuō yào xiě wǔshí ge zì, wǒ xiě le sìshíwǔ ge, shǎo xiě le wǔ ge.  
(The teacher told us to write fifty characters. I wrote forty-five. I was five short.)

### 3. 刚 (gāng) vs. 刚才 (gāngcái)

As an adverb, 刚 (gāng) denotes that the action or change in situation took place in the most recent past.

- ① 我哥哥刚从中国来，一个朋友都没有。

Wǒ gēge gāng cóng Zhōngguó lái, yí ge péngyou dōu méiyǒu.  
(My older brother just came from China. He doesn't have a single friend here.)

- ② 我刚洗完澡，舒服极了。

Wǒ gāng xǐ wán zǎo, shūfu jí le.  
(I just showered, and feel so great.)

刚才 (gāngcái) is a noun that refers to the time shortly before the act of speaking.

- ③ A: 你知道王朋在哪儿吗？

Nǐ zhīdào Wáng Péng zài nǎr ma?  
(Do you know where Wang Peng is?)

- B: 他刚才在这儿，我不知道他去哪儿了。

Tā gāngcái zài zhèr, wǒ bù zhīdao tā qù nǎr le.  
(He was here a moment ago. I don't know where he went.)

- ④ 弟弟刚才吃了十五个饺子，喝了两碗酸辣汤。

Dìdì gāngcái chī le shíwǔ ge jiǎozi, hē le liǎng wǎn suānlàtāng.  
(My younger brother finished fifteen dumplings and two bowls of hot and sour soup a moment ago.)

Although 刚 (gāng) and 刚才 (gāngcái) are similar in meaning, they are classified as different parts of speech and are therefore used differently.

a. 刚 (gāng) can be followed by an expression that indicates the duration of time.

**5** 他刚走了两天。

Tā gāng zǒu le liǎng tiān.

(He left only two days ago.)

\*他刚才走了两天。

\*Tā gāng cái zǒu le liǎng tiān.

Unlike 刚才 (gāngcái), 刚 (gāng) cannot be followed by the negation words 不 (bù) or 没 (méi).

**6** A: 你刚才为什么没说？

Nǐ gāngcái wèishénme méi shuō?

(Why didn't you say it a moment ago?)

\*你刚为什么没说？

\*Nǐ gāng wèishénme méi shuō?

B: 我刚才不想说。

Wǒ gāngcái bù xiǎng shuō.

(I didn't want to say it a moment ago.)

\*我刚不想说。

\*Wǒ gāng bù xiǎng shuō.

b. A sentence that includes 刚才 (gāngcái) often ends with 了 (le), but a sentence including 刚 (gāng) cannot have 了 (le) at the end.

**7** A: 你刚才去哪儿了？老师要你去办公室找他。

Nǐ gāngcái qù nǎr le? Lǎoshī yào nǐ qù bàngōngshì zhǎo tā.

(Where were you a moment ago? The teacher wanted you to go to his office.)

**B:** 我刚才去图书馆了。

Wǒ gāngcái qù túshūguǎn le.  
(I went to the library.)

**8 A:** 明天的考试你开始准备了吗？

Míngtiān de kǎo shì nǐ kāishǐ zhǔnbèi le ma?  
(Have you started preparing for tomorrow's test?)

**B:** 刚开始准备。

Gāng kāishǐ zhǔnbèi.  
(I just got started.)

\* 刚开始准备了。

\*Gāng kāishǐ zhǔnbèi le.

#### 4. Resultative Complements (I)

Following a verb, an adjective or another verb can be used to denote the result of the action, hence the term resultative complement.

**1** 小白菜卖完了。

Xiǎo báicài mài wán le.  
(Baby bok choy is sold out.)

**2** 你找错钱了。

Nǐ zhǎo cuò qián le.  
(You gave me the incorrect change.)

**3** 那个人是谁你看清楚了吗？

Nà ge rén shì shéi nǐ kàn qīngchū le ma?  
(Did you see clearly who that person was?)

[清楚 qīngchū, clear: see Dialogue II]

④ 太好了，这个字你写对了。

Tài hǎo le, zhè ge zì nǐ xiě duì le.

(Great! You wrote this character correctly.)

Generally, the negative form of a resultative complement is formed by placing 没 (méi, no, not) or 没有 (méiyǒu, have not) before the verb.

⑤ 小白菜还没卖完。

Xiǎo báicài hái méi mài wán.

(Baby bok choy is not sold out yet.)

⑥ 那个人我没看清楚。

Nà ge rén wǒ méi kàn qīngchū.

(I didn't see clearly who that person was.)

⑦ 糟糕，这个字你没有写对。

Zāogāo, zhè ge zì nǐ méiyǒu xiě duì.

(Shoot! You didn't write this character correctly.)

Following certain verbs, the use of an adjective as the resultative complement is not random. In those cases, it is advisable to take the combination of the verb and the complement as a whole unit.

### 5. 好 (hǎo) as a Resultative Complement

好 (hǎo) can serve as a complement following a verb, indicating the completion of an action. It often indicates readiness to start the next action or event.

① 饭做好了，快来吃吧。

Fàn zuò hǎo le, kuài lái chī ba.

(The food is ready. Come and eat.)

② 功课做好了，我要睡觉了。

Gōngkè zuò hǎo le, wǒ yào shuì jiào le.

(My homework is done. I want to go to bed.)



3 衣服我已经帮你买好了，明天晚会你就可以穿了。

Yīfu wǒ yǐjīng bāng nǐ mǎi hǎo le, míngtiān wǎnhuì nǐ jiù kěyǐ chuān le.

(I've already bought the dress for you. You can wear it for the party tomorrow night.)

## Language Practice

### A. Picky Shopper

Your boyfriend/girlfriend is hard to please. You take him/her shopping. As it turns out, he/she doesn't like any of the items in the shopping center. Tell your friends what happened.

EXAMPLE:



→ 那儿的衬衫他/她一件都不喜欢，一件都没买。 Nàr de chènshān tā yí jiàn dōu bù xǐhuan, yí jiàn dōu méi mǎi.

1.



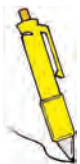
2.



3.



4.



5.



### B. How Was Your Day?

Today is not Wang Peng's lucky day. He rode the wrong bus, wore the wrong clothes, and did the wrong homework. But Li You had a great day today. She understood what the teacher said, finished her homework, and saw her good friend Bai Ying'ai.

Let's recap what happened to Wang Peng and Li You.



EXAMPLE: (rode the wrong bus)

# SAMPLE

王朋今天坐错车了。

Wáng Péng jīntiān zuò cuò chē le.

1. \_\_\_\_\_

2. \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### C. Ready, Set, Go!

Suppose you have a Chinese test tomorrow. Express your readiness by saying that you have completed all of the following actions.

EXAMPLE:	练习汉字	liànxí Hànzì
	→ 我练习汉字练习好了。	Wǒ liànxí Hànzì liànxí hǎo le.
	or	or
	汉字我练习好了。	Hànzì wǒ liànxí hǎo le.

- |           |                   |
|-----------|-------------------|
| 1. 做功课    | zuò gōngkè        |
| 2. 复习生词语法 | fùxí shēngcí yǔfǎ |
| 3. 准备考试   | zhǔnbèi kǎo shì   |

If you are not ready, what will you say?  
Ask the classmate next to you if he/she is ready.

### D. Course Evaluation

The following is a wish list of a Chinese language teacher who hopes his students can change some of their habits. As a Chinese language student, powwow with your partner and come up with your own list of what you would like your teacher to do differently.

老师希望学生：	Lǎoshī xīwàng xuésheng:
多来上课	duō lái shàng kè
多预习课文	duō yùxí kèwén
多听录音	duō tīng lùyīn
多复习生词语法	duō fùxí shēngcí yǔfǎ
多练习写汉字	duō liànxí xiě Hànzì
少说英文	shǎo shuō Yīngwén
少玩儿	shǎo wánr

学生希望老师：

Xuésheng xīwàng lǎoshī:

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### E. Recap and Narrate

Working with a partner, recap the content of Dialogue I:

- |                         |   |
|-------------------------|---|
| 1. 王朋和李友到饭馆儿的时候，那儿的人多吗？ | 1. Wáng Péng hé Lǐ Yǒu dào fànguǎnr de shíhou, nàr de rén duō ma? |
| 2. 李友让王朋点菜，他点了些什么？      | 2. Lǐ Yǒu ràng Wáng Péng diǎn cài, tā diǎn le xiē shénme?         |
| 3. 李友点了些什么？             | 3. Lǐ Yǒu diǎn le xiē shénme?                                     |
| 4. 服务员说他们的家常豆腐有肉吗？      | 4. Fúwùyuán shuō tāmen de jiācháng dòufu yǒu ròu ma?              |
| 5. 李友点酸辣汤的时候，跟服务员说了什么？  | 5. Lǐ Yǒu diǎn suānlàtāng de shíhou, gēn fúwùyuán shuō le shénme? |
| 6. 王朋和李友点青菜了吗？          | 6. Wáng Péng hé Lǐ Yǒu diǎn qīngcài le ma?                        |
| 7. 王朋和李友要喝什么？           | 7. Wáng Péng hé Lǐ Yǒu yào hē shénme?                             |
| 8. 李友为什么要服务员上菜快一点儿？     | 8. Lǐ Yǒu wèishénme yào fúwùyuán shàng cài kuài yì diǎnr?         |

Using the words and phrases in blue as prompts, connect your answers above to form a narrative like this example:

王朋和李友去一家中国饭馆儿吃饭，饭馆儿的人很多。王朋先点了两盘素饺子，李友点了一盘家常豆腐，她告诉服务员家常豆腐不要放肉，因为她吃素。除了饺子和家常豆腐以外，他们还点了两碗酸辣汤。服务员问他们喝点儿什么，王朋要了一杯冰茶，李友要了一杯可乐，还告诉服务员多放一点儿冰。因为他们都饿了，所以让服务员上菜快一点儿。服务员说没问题，菜很快就能做好。

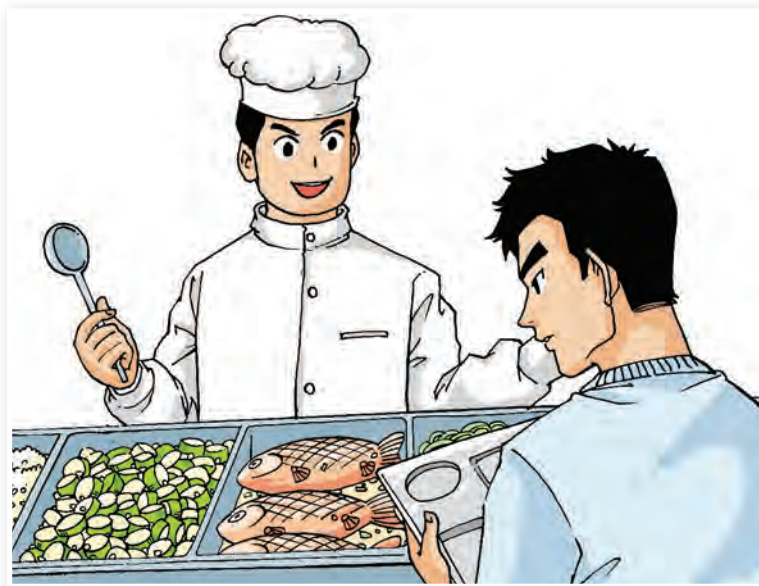
Wáng Péng hé Lǐ Yǒu qù yì jiā Zhōngguó fànguǎnr chī fàn, fànguǎnr de rén hěn duō. Wáng Péng xiān diǎn le liǎng pán sù jiǎozi, Lǐ Yǒu diǎn le yì pán jiācháng dòufu, tā gàosù fúwùyuán jiācháng dòufu bú yào fàng ròu, yīnwèi tā chī sù. Chúle jiǎozi hé jiācháng dòufu yǐwài, tāmen hái diǎn le liǎng wǎn suānlàtāng. Fúwùyuán wèn tāmen hē diǎnr shénme, Wáng Péng yào le yì bēi bīngchá, Lǐ Yǒu yào le yì bēi kělè, hái gàosù fúwùyuán duō fàng yì diǎnr bīng. Yīnwèi tāmen dōu è le, suǒyǐ ràng fúwùyuán shàng cài kuài yì diǎnr. Fúwùyuán shuō méi wèntí, cài hěn kuài jiù néng zuò hǎo.



一盘饺子

yì pán jiǎozi

## Dialogue II: Eating in a Cafeteria



(今天是星期四，学生餐厅有中国菜，师傅是上海人。)



师傅<sup>①</sup>，请问今天晚饭有什么好吃的？



我们今天有糖醋鱼，甜甜的<sup>②</sup>、酸酸的，好吃极了<sup>②</sup>，你买一个吧。



好。今天有没有红烧牛肉？



没有。你已经要鱼了，别吃肉了。来<sup>③</sup>个凉拌黄瓜吧？



好。再来一碗米饭。一共多少钱？



糖醋鱼，四块五，凉拌黄瓜，一块七；一碗米饭，五毛钱。一共六块七。

## LANGUAGE NOTES

① 师傅 (shīfu, master worker) is a common term to address a stranger, especially a blue-collar worker such as a taxi driver or a chef.

② When used after an adjective or a verb, 极了 (jí le) usually indicates the superlative degree: 今天热极了。(Jīntiān rè jí le, it is extremely hot today.) 他高兴极了。(Tā gāoxìng jí le, he is overjoyed.)



师傅，糟糕，我忘了带饭卡了。  
这是十块钱。



找你三块三。



师傅，钱你找错了，多找了我一  
块钱。



对不起，我没有看清楚。



没关系<sup>③</sup>。



下个星期四再来。



好，再见。

③ 没关系 (méi guānxi, it doesn't matter): When someone apologizes by saying 对不起 (duìbuqǐ), it is common to respond by saying 没关系 (méi guānxi, it doesn't matter.)

(Jīntiān shì xīngqīsì, xuéshēng cāntīng yǒu Zhōngguó cài, shīfu shì Shànghǎi rén.)



Shīfu<sup>①</sup>, qǐng wèn jīntiān wǎnfàn yǒu shénme hào chī de?



Wǒmen jīntiān yǒu tángcùyú, tián tián de<sup>②</sup>, suān suān de, hǎo chī jí le<sup>②</sup>, nǐ mǎi yí ge ba.



Hǎo. Jīntiān yǒu méiyǒu hóngshāo niúròu?



Méiyǒu. Nǐ yǐjīng yào yú le, bié chī ròu le. Lái<sup>⑦</sup> ge liángbàn huánggua ba?



Hǎo. Zài lái yí wǎn mǐfàn. Yí gòng duōshao qián?



Tángcùyú, sì kuài wǔ, liángbàn huánggua, yí kuài qī; Yí wǎn mǐfàn, wǔ máo qián. Yí gòng liù kuài qī.



Shīfu, zāogāo, wǒ wàng le dài fànkǎ le. Zhè shì shí kuài qián.



Zhǎo nǐ sān kuài sān.



Shīfu, qián nǐ zhǎo cuò le, duō zhǎo le wǒ yí kuài qián.



Duìbuqǐ, wǒ méiyǒu kàn qīngchū.



Méi guānxi.<sup>③</sup>



Xià ge xīngqī sī zài lái.



Hǎo, zài jiàn.



学生在学生餐厅点菜。  
Xuéshēng zài xuéshēng cāntīng diǎn cài.

SAMPLE



## VOCABULARY

- |    |     |          |     |                              |
|----|-----|----------|-----|------------------------------|
| 1. | 师傅  | shīfu    | n   | master worker                |
| 2. | 好吃  | hǎochī   | adj | delicious                    |
| 3. | 糖醋鱼 | tángcùyú | n   | fish in sweet and sour sauce |
|    | 糖   | táng     | n   | sugar                        |
|    | 醋   | cù       | n   | vinegar                      |
| 4. | 甜   | tián     | adj | sweet                        |
| 5. | 酸   | suān     | adj | sour                         |
| 6. | 极   | jí       | adv | extremely                    |
| 7. | 红烧  | hóngshāo | v   | to braise in soy sauce       |





## VOCABULARY

8. 牛肉 niúròu n beef
- 牛 niú n cow; ox
9. 鱼 yú n fish
10. 凉拌 liángbàn v (of food) cold “blended”; cold tossed
11. 黄瓜 huánggua n cucumber
12. 米饭 mǐfàn n cooked rice
13. 忘 wàng v to forget
14. 带 dài v to bring; to take;  
to carry; to come with
15. 饭卡 fànkǎ n meal card
16. 错 cuò adj wrong
17. 清楚 qīngchu adj clear
18. 没关系 méi guānxi it doesn't matter



## Proper Nouns

19. 上海 Shànghǎi Shanghai



上海 Shànghǎi



学生食堂就是学生餐厅。  
Xuéshēng shítáng jiù shì xuéshēng cāntīng.

## Grammar

### 6. Reduplication of Adjectives

Some Chinese adjectives can be reduplicated. When monosyllabic adjectives are reduplicated, the accent usually falls on the second occurrence. When the reduplicated monosyllabic adjective takes a “r” suffix, like 慢慢儿 (màn mǎnr, slow), its second occurrence is usually pronounced in the first tone, regardless what the adjective’s original tone is. Reduplication of adjectives often suggests an approving and appreciative attitude on the speaker’s part.

- ① 王朋高高的，很帅。  
Wáng Péng gāo gāo de, hěn shuài.  
(Wang Peng is tall and handsome.)
- ② 可乐凉凉的，很好喝。  
Kělè liáng liáng de, hěn hǎo hē.  
(The cola is nicely chilled and tastes good.)
- ③ 酸辣汤酸酸的、辣辣的，非常好喝。  
Suānlà tāng suān suān de, là là de, fēicháng hǎo hē.  
(The hot and sour soup is a bit sour and a bit hot; it tastes great.)

Reduplication of adjectives usually does not appear in the negative form.


## 7. The Verb 来 (lái)

In colloquial expressions, the verb 来 (lái) can serve as a substitute for certain verbs, mostly in imperative sentences:

①  : 先生，你们想吃点儿什么？

Xiānsheng, nǐmen xiǎng chī diǎnr shénme?

(Sir, what would you like?)

 : 来一盘糖醋鱼，一碗酸辣汤，和一碗米饭。

Lái yì pán tángcùyú, yì wǎn suānlàtāng, hé yì wǎn mǐfàn.

(Give me a plate of sweet and sour fish, a bowl of hot and sour soup, and a bowl of rice, please.)

② (At a party, when someone has sung a song)  
再来一个！

Zài lái yí ge!

(Encore!)

The use of 来 (lái) in this sense is rather limited. It is usually used in restaurants and stores, especially when buying small things or coaxing someone to sing a song.

## Language Practice

### F. Special of the Day

Pretend that you are a waiter in a restaurant; you need to recommend and promote your dishes/drinks to the customers. Let's see how enthusiastic you can be.

EXAMPLE:



→ 我们的青菜好吃极了。 Wǒmen de qīngcài hǎochī jí le.



### G. Placing Your Order

Imagine that you are in a restaurant in China, and the waiter is asking you what you want to have. The easiest way to place your order in a Chinese restaurant is by using 来 (lái). Let's practice.

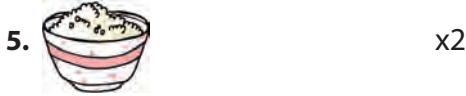
EXAMPLE:



X 2

→ 服务员，来两杯冰茶。 Fúwùyuán, lái liǎng bēi bīngchá.





### H. Special Requests

Tell the waitperson that you have special dietary requirements and ask that the chef not use certain ingredients. Make sure to use 一...也/都不... (yī...yě/dōu bù...) in your request.

EXAMPLE: salt

→ 我不吃盐，请师傅  
一点儿盐都不要/别放。 Wǒ bù chī yán, qǐng shīfu  
yì diǎnr yán dōu bú yào/bié fàng.

1. MSG
2. meat
3. vinegar
4. sugar

SAMPLE

### I. Recap and Narrate

Working with a partner, recap the content of Dialogue II:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. 星期几学生餐厅有中国菜？师傅是哪儿人？</li> <li>2. 师傅告诉王朋今天有什么好吃的？</li> <li>3. 今天有没有红烧牛肉？</li> <li>4. 师傅让王朋再来个什么菜？</li> </ol> | <ol style="list-style-type: none"> <li>1. Xīngqījǐ xuéshēng cāntīng yǒu Zhōngguó cài? Shīfu shì nǎr rén?</li> <li>2. Shīfu gàosù Wáng Péng jīntiān yǒu shénme hàochī de?</li> <li>3. Jīntiān yǒu méiyǒu hóngshāo niúròu?</li> <li>4. Shīfu ràng Wáng Péng zài lái ge shénme cài?</li> </ol> |
|--|---|

- |                     |  |
|---------------------|--|
| 5. 王朋要米饭了吗？         | 5. Wáng Péng yào mǐfàn le ma?                              |
| 6. 王朋一共花了多少钱？       | 6. Wáng Péng yíòng huā le duōshao qián?                    |
| 7. 王朋忘了带饭卡，给了师傅多少钱？ | 7. Wáng Péng wàng le dài fànkǎ, gěi le shīfu duōshao qián? |
| 8. 师傅找了他多少钱？        | 8. Shīfu zhǎo le tā duōshao qián?                          |
| 9. 师傅找钱找对了吗？        | 9. Shīfu zhǎo qián zhǎo duì le ma?                         |
| 10. 师傅说为什么他找钱找错了？   | 10. Shīfu shuō wèishénme tā zhǎo qián zhǎo cuò le?         |

Using the words and phrases in blue as prompts, connect your answers above to form a narrative like this example:

每个星期四学生餐厅都有中国菜，今天是星期四，所以王朋去学生餐厅吃饭。餐厅的师傅是上海人，他告诉王朋今天有糖醋鱼，甜甜的、酸酸的，好吃极了。王朋还想吃红烧牛肉，师傅说今天没有红烧牛肉，来个凉拌黄瓜吧。王朋还要了一碗米饭，一共花了六块七。因为他忘了带饭卡，就给了师傅十块钱，师傅多找了他一块钱。王朋告诉师傅钱找错了。师傅说对不起，他没有看清楚。王朋说没关系。

Měige xīngqīsì xuéshēng cāntīng dōu yǒu Zhōngguó cài, jīntiān shì xīngqīsì, suǒyǐ Wáng Péng qù xuéshēng cāntīng chī fàn. Cāntīng de shīfu shì Shànghǎi rén, tā gàosù Wáng Péng jīntiān yǒu tángcùyú, tiántián de, suānsuān de, hǎochī jí le. Wáng Péng hái xiǎng chī hóngshāo niúròu, shīfu shuō jīntiān méiyǒu hóngshāo niúròu, lái ge liángbàn huánggua ba. Wáng Péng hái yào le yì wǎn mǐfàn, yíòng huā le liù kuài qī. Yīnwèi tā wàng le dài fànkǎ, jiù gěi le shīfu shí kuài qián, shīfu duō zhǎo le tā yì kuài qián. Wáng Péng gàosù shīfu qián zhǎo cuò le. Shīfu shuō duìbuqǐ, tā méiyǒu kàn qīngchū. Wáng Péng shuō méi guānxi.

## HOW ABOUT YOU?

### What's on your grocery list?

- |    |     |          |   |              |
|----|-----|----------|---|--------------|
| 1. | 鸡   | jī       | n | chicken      |
| 2. | 猪肉  | zhūròu   | n | pork         |
| 3. | 羊肉  | yáng ròu | n | lamb; mutton |
| 4. | 虾   | xiā      | n | shrimp       |
| 5. | 蛋   | dàn      | n | egg          |
| 6. | 胡萝卜 | húluóbo  | n | carrot       |
| 7. | 洋葱  | yángcōng | n | onion        |

What other grocery items would you like to know? Please ask your teacher and make a note here:

SAMPLE

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### What's your favorite Chinese dish?

- |    |      |                |   |                    |
|----|------|----------------|---|--------------------|
| 1. | 宫保鸡丁 | gōngbǎo jīdīng | n | Kung Pao chicken   |
| 2. | 麻婆豆腐 | mápó dòufu     | n | Mapo tofu          |
| 3. | 蛋花汤  | dàn huātāng    | n | egg drop soup      |
| 4. | 炒面   | chǎomiàn       | n | stir-fried noodles |

What other Chinese dishes do you like? If you don't know their names in Chinese, please ask your teacher and make a note here:

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## Culture Highlights

- 1 The word 中国菜 (Zhōngguó cài) covers all varieties of Chinese food in different styles. There are different ways of delineating Chinese cooking styles. Among the principal regional cuisines in China are the Shandong school, which originated in the northern province of Shandong; the Shanghainese school, favored by people in the lower Yangtze valley; and the Cantonese and Sichuanese schools, based respectively in the southern provinces of Guangdong and Sichuan. A Chinese restaurant usually specializes in only one cooking style, but some are more eclectic.
- 2 In a Chinese meal, rice is the 主食 (zhǔshí, staple, or principal food), particularly in the traditional rice-growing region of the country, the south. In the north, 主食 (zhǔshí) often consists of 面 (miàn, noodles), 饺子 (jiǎozi, dumplings), and 馒头 (mántou, Chinese bread) instead.
- 3 In Chinese food culture, knives (刀 dāo) belong in the kitchen, not at the dining table. The cook preempts the diner's need for a knife by

### 主食 Rice and Noodle

泰国香米饭 Thai Flavor Rice	3元/碗
高级知识份子面 Gao's Noodles with Tomato Sauce	36元
过桥米线 Cross Bridge Rice Noodle	38元
小锅米线 Spicy and Sour Rice Noodle in Small Pot	16元
腾冲大救驾 Stir Fried Rice Pie	26元
贵州炒粉 Guizhou Fried Rice Noodle	26元





cutting up the food, especially the meat, into small pieces before cooking. As everyone knows, most Chinese people eat not with a fork but with a pair of chopsticks (筷子 kuàizi).

- ④ Since the 1990s, American fast food restaurants such as KFC (肯德基, Kěndéjī), McDonald's (麦当劳, Màidāngláo), and Pizza Hut (必胜客, Bìshèngkè) have been popping up in Chinese cities like mushrooms. Many of them have enjoyed flourishing business. The dubious reputation of American fast food as a “fattener” does not scare most Chinese customers away, and it is popular, especially among young people and children, to hang out with friends in an American fast food restaurant. The success of these American restaurants in China has been, at least in part, due to efforts they have made to adapt to local tastes. KFC, for instance, now offers 豆浆 (dòujiāng, soybean milk) and 油条 (yóutiáo, deep-fried dough sticks) for breakfast. McDonald's now sells 鸡卷 (jījuǎn, chicken rolls).



油条  
yóutiáo

## English Text

### Dialogue I

(In a restaurant)

Waiter: Come in! Please come in!

Li You: How come there are so many people? It doesn't look like there's a table left.

Wang Peng: Waiter, are there any tables left?

Waiter: Yes, yes. That table is not taken.

\* \* \*

Waiter: What would you like to order?

Li You: Wang Peng, why don't you order?

Wang Peng: All right. Give us two plates of dumplings, to start things off. Vegetarian dumplings.

Waiter: What else would you like besides dumplings?

Wang Peng: Li You, what do you say?

Li You: Family-style tofu with no meat in it. I'm a vegetarian.

Waiter: Our family-style tofu has no meat in it.

Li You: Also two bowls of hot and sour soup with no MSG. Not too salty. Do you have baby bok choy?

Waiter: I'm sorry. We've just sold out baby bok choy.

Wang Peng: Then we'll do without green vegetables.

Waiter: What would you like to drink?

Wang Peng: I'd like a glass of iced tea. Li You, what would you like to drink?

Li You: I'm really thirsty. Please give me a cola, with lots of ice.

Waiter: OK. Two plates of dumplings, family-style tofu, two hot and sour soups, a glass of iced tea, a cola with lots of ice. Anything else?

Li You: That'll be all. That's more than enough. Waiter, we're both really hungry. Could you please bring the food as soon as possible?

Waiter: No problem. The dishes will be done in no time.



辣的凉拌黄瓜  
là de liángbàn huánggua



不辣的凉拌黄瓜  
bú là de liángbàn huánggua

**Dialogue II**

(It's Thursday. The student cafeteria is serving Chinese food. The chef is from Shanghai.)

Wang Peng: Chef, what's good for dinner today?

Chef: We've got sweet and sour fish. It's a little sweet and a little sour. It's delicious. Why don't you get that?

Wang Peng: Great. Do you have beef braised in soy sauce today?

Chef: No, we don't. You've already got fish, so there's no need to have meat. How about a cucumber salad?

Wang Peng: All right. Give me a bowl of rice. How much all together?

Chef: Sweet and sour fish is \$4.50, cucumber salad \$1.70; one bowl of rice, 50 cents. All together \$6.70.

Wang Peng: Shoot, Chef. I forgot my meal card. Here's \$10.

Chef: \$3.30 is your change.

Wang Peng: Chef, you've given the wrong change. You gave me one dollar extra.

Chef: I'm sorry. I didn't see it clearly.

Wang Peng: That's all right.

Chef: Come again next Thursday.

Wang Peng: OK. Bye.

**PROGRESS CHECKLIST**

Before proceeding to Lesson 13, be sure you can complete the following tasks in Chinese:

I am able to—

- Ask the restaurant host if there are seats available;
- Name some Chinese dishes and place an order;
- Tell the waiter my meal preferences and dietary restrictions;
- Ask the waiter to recommend dishes and to rush the order if I'm in a hurry;
- Pay the bill after my meal;
- Get the correct change after my payment.