CHN101: ELEMENTARY MANDARIN I

Carl Polley
Kapi'olani Community College

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Elementary Mandarin

by

Carl Polley, PhD

Kapi'olani Community College

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CHAPTER OVERVIEW

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1.1: The Sound System of Mandarin

Mandarin Chinese, as spoken in Mainland China, can be written using a system of spelling called pinyin, which uses Latin alphabet letters together with diacritical tone marks. Written Chinese uses characters (for example: 你 or 好 , in different font: 你 / 好), and each character represents a syllable with an accompanying tone. Rarely, some characters may have more than one way to pronounce them.

A syllable in Chinese consists of either one of the following:

- an initial sound + a final; or
- a final without an initial

An initial is always a consonant.

A final can be:

- a simple vowel, e.g. *a*, *e*, *i*, *o*, *u*;
- a compound vowel, e.g. *ao*, *uo*, *ou*; or
- a vowel followed by "*n*" or "*ng*," e.g. *in*, *en*, *ang*, *ong*.

Most rules given here in terms of English pronunciation are approximations, as several of these sounds do not correspond directly to sounds in English.

Pronunciation of Mandarin Initials

Pinyin	IPA	Explanation	Examples (audio files courtesy of Project Shtooka)
b	[p]	unaspirated **p**, as in s**p**it	0:00 / 0:00 帮 bāng, to help
p	[pʰ]	as in English	0:00 / 0:00 炮 pào, gun; cannon
m	[m]	as in English	0:00 / 0:01 马 mǎ, horse
f	[f]	as in English	0:00 / 0:00 风 fēng, wind
d	[t]	unaspirated **t**, as in s**t**and	0:00 / 0:00 大 dà, big

Pinyin	IPA	Explanation	Examples (audio files courtesy of Project Shtooka)
t	[tʰ]	as in English	0:00 / 0:00 头 tóu, head
n	[n]	as in English	0:00 / 0:00 男 nán, male
l	[l]	as in English	0:00 / 0:01 老 lǎo, old
g	[k]	unaspirated **k**, as in s**k**ill	0:00 / 0:00 格 gé, grid 0:00 / 0:00 歌 gē, song
k	[kʰ]	as in English	0:00 / 0:00 看 kàn, to see
h	[x]	like the English **h** if followed by "a"; otherwise it is pronounced more roughly (not unlike the Scots **ch**)	0:00 / 0:01 好 hǎo, good 0:00 / 0:01 喝 hē, to drink 0:00 / 0:00 画 huà, to draw

Pinyin	IPA	Explanation	Examples (audio files courtesy of Project Shtooka)
j	[tɕ]	like **q**, but unaspirated. (To get this sound, first take the sound halfway between **j**oke and **ch**eck, and then slowly pass it backwards along the tongue until it is entirely clear of the tongue tip.) While this exact sound is not used in English, the closest match is the **j** in a**j**ar, not the **s** in A**s**ia; this means that "Beijing" is pronounced like "bay-jing", **not** like "beige-ing".	0:00 / 0:01 叫 jiào, to call 0:00 / 0:00 家 jiā, home, family 0:00 / 0:01 近 jìn, close 0:00 / 0:01 尖 jiān, sharp
q	[tɕʰ]	like j above, but with strong aspiration. Similar to **ch**urch; pass it backwards along the tongue until it is free of the tongue tip	0:00 / 0:01 气 qì, air, gas 0:00 / 0:01 桥 qiáo, bridge
x	[ɕ]	like **sh**, but take the sound and pass it backwards along the tongue until it is clear of the tongue tip; very similar to the final sound in German i**ch**, Portuguese en**x**ada, lu**x**o, **x**ícara, pu**x**a, and to **h**uge or **H**ugh in some English dialects	0:00 / 0:01 小 xiǎo, little, small 0:00 / 0:00 心 xīn, heart 0:00 / 0:01 想 xiǎng, to think; to want

Pinyin	IPA	Explanation	Examples (audio files courtesy of Project Shtooka)
zh	[tʂ]	**ch** with no aspiration (take the sound halfway between **j**oke and **ch**urch and curl it upwards); very similar to mer**g**er in American English, but not voiced	0:00 / 0:00 长 zhǎng, to grow 0:00 / 0:00 中 zhōng, center, middle 0:00 / 0:00 重 zhòng, heavy
ch	[tʂʰ]	Like zh above, but with strong aspiration. Similar to **ch**in, but with the tongue curled upwards; very similar to nur**tu**re in American English, but strongly aspirated	0:00 / 0:00 吃 chī, to eat 0:00 / 0:01 茶 chá, tea
sh	[ʂ]	as in **sh**inbone, but with the tongue curled upwards; very similar to under**sh**irt in American English	0:00 / 0:01 沙 shā, sand 0:00 / 0:01 手 shǒu, hand 0:00 / 0:01 上 shàng, up, on

Pinyin	IPA	Explanation	Examples (audio files courtesy of Project Shtooka)
r	[ɻ]	similar to the English **r** in **r**ank, but with the lips spread and with the tongue curled upwards	0:00 / 0:00 日 rì, sun 0:00 / 0:00 热 rè, hot
z	[ts]	unaspirated **c** (halfway between be**ds** and be**ts**), (more common example is su**ds**)	0:00 / 0:01 紫 zǐ, purple
c	[tsʰ]	like **ts**, aspirated (more common example is ca**ts**)	0:00 / 0:01 草 cǎo, grass 0:00 / 0:01 次 cì, time(s)
s	[s]	as in **s**un	0:00 / 0:01 送 sòng, to send
y	[j], [ɥ]	as in English. If followed by a u, pronounce it with rounded lips	0:00 / 0:00 月 yuè, moon 0:00 / 0:00 音 yīn, tone
w	[w]	as in English	0:00 / 0:00 外 wài, outside

Pronunciation of Mandarin Finals

Pinyin		IPA	Final-only form	Description
Simple finals	**a**	[ɑː]	a	as in "f**a**ther"
	o	[ɔː]	o	as in "g**o**t"
	e	[ɤə]	e	a backward, unrounded vowel: first place the tongue between [ŋ] and [ə] to produce [ɤ], and then lower the tongue to slide to [ə] a bit like English "d**uh**", but not as "op**e**n"
	(ê)	[e]	ê	as in "g**e**t"
	i	[iː]	yi	as in "h**e**"
	(-i)	[ɿ], [ɻ]		*i* is a buzzed continuation of the consonant when it appears after these initials: *z-*, *c-*, *s-*, *zh-*, *ch-*, *sh-* and *r-*
	u	[uː]	wu	as in "wh**o**"
	ü	[yː]	yu	as in German "**ü**ben" or French "l**u**ne" (to get this sound, say "ee" with rounded lips)
Complex finals	**ai**	[ai̯]	ai	like "**eye**", but a bit lighter
	ei	[ei̯]	ei	as in "s**ay**"
	ui	[uei̯]	wei	like "**way**", but a bit lighter
	ao	[au̯]	ao	like "c**ow**", the *a* is much more audible than the *o*
	ou	[ou̯]	ou	as in "s**o**", "d**ough**"
	iu	[iəu̯]	you	as in "L**eo**"
	ie	[i̯e]	ye	like "**ye**t"
	üe	[y͡e]	yue	as pinyin *ü* + *ê*
	er	[ɑɚ]	er	as in "b**ar**" in Amerian English (the *r* is always pronounced) (this final doesn't combine with any initials)
	an	[an]	an	as in "st**un**", "f**un**"
	en	[ən]	en	as in "tak**en**"
	in	[in]	yin	as in "**in**"
	un	[u̯ən]	wen	as pinyin *u* + *en*
	ün	[yn]	yun	as pinyin *ü* + *n*

Pinyin		IPA	Final-only form	Description
	ang	[ɑŋ]	ang	as in "y**oung**", like "s**ong**" in American English
	eng	[əŋ]	eng	repalce the [n] in *en* with [ŋ]
	ing	[iŋ]	ying	as in "th**ing**"
	ong	[ɔŋ]		replace the [n] in "y**awn**" with [ŋ]

Rolled finals

Rolled finals (儿化音) are a phenomenon in spoken Mandarin. People from northern China like to roll their tongue when saying specific words, usually certain nouns and verbs, in daily speech. On the other hand, people from southern China rarely do so. Non-native learners of Chinese need not learn this pronunciation, as this is sometimes considered as a northern Chinese **accent** instead of standard Mandarin. This table's purpose is to enable learners to recognize and understand these types of finals when hearing somebody using them.

Pinyin	IPA	Explanation
e'r	[ɤ˞]	as **e** + **er** (not to be confused with the final *er* on its own, *e'r* only exists with an initial character before it)
ar, **air, anr** **air, anr**	[a͡ɚ˞]	as **ai** + **er**, **an** + **er**
aor	[a͡ʊ˞]	as **ao** + **er**
our	[o͡ʊ˞]	as **ou** + **er**
angr	[ɑ̃ɚ˞]	as **ang** + **er**
iar, ianr	[i͡aɚ˞]	as **ia** + **er**, **ian** + **er**
inr, ir	[i͡ɚ˞]	as **in** + **er**, **i** + **er**
ingr	[i͡ɚ˞]	as **ing** + **er**
ur	[u˞]	as **u** + **er**
uor	[u͡o˞]	as **uo** + **er**
uir	[u͡ɚ˞]	as **ui** + **er**
ongr	[ʊ˞]	as **ong** + **er**
ür	[y͡ɚ˞]	as **ü** + **er**

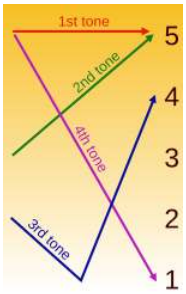
Mandarin Tones

Every syllable in Chinese has a clearly defined pitch of voice associated with it to distinguish characters with the same sound from each other. Unfortunately, there is no indication of the tone given when reading a character, so the tones for words must be individually memorized. To help with this, pinyin uses four easily-remembered diacritical marks to tell you what the tones of words are. The five tone marks are:

- **First tone (ˉ)**, high level.
- **Second tone (ˊ)**, middle rising.
- **Third tone (ˇ)**, low dipping.
- **Fourth tone (ˋ)**, high falling.

- **Neutral tone (without any marks)**, low level unstressed syllable.

The diagram below shows the pitch changes of the four tones on a five-bar scale going from lowest (1), to highest (5).

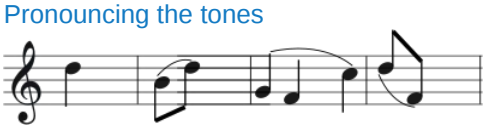


Relative pitch changes of the four tones

Tone marks are always placed over vowels, never consonants. If there is more than one vowel in the syllable, the mark placement is determined by three simple rules.

1. If there is an a or an e, the tone goes on the a or the e. No pinyin syllable contains both an a and an e.
2. In the ou combination, the o takes the tone mark.
3. In all other cases, the final vowel gets the tone mark.

Pronouncing the tones



Each bar of this musical staff represents the relative pitch changes when saying tones 1, 2, 3 and 4

Say the first tone as if you were singing a high note. The second tone is pronounced like a question in English, with your pitch rising at the end of the syllable. Third tones are low and extended, noticeably longer than the other tones because of the dip. The fourth tone is said abruptly and forcefully, like a curt command in English. The neutral tone's pitch depends on the tone that precedes it. It is described more fully below, but in general, they are pronounced quickly and softly. The classic example used to show the difference tones make is:

妈 (mā) 麻 (má) 马 (mǎ) 骂 (mà) 吗 (ma) (Being "mother", "hemp", "horse", "scold" and a question particle, respectively.)	mā má mǎ mà 0:00 / 0:00 A sound sample of the four tones

In many cases, several characters can have exactly the same syllable and tone. For example, along with 马, the characters 码 and 蚂 are also pronounced exactly the same (mǎ). 马 can be used alone to mean the animal "horse." It can also be combined with other characters for new meanings. 马上 (mǎshàng 'immediately'), 马球 (mǎqiú 'polo'), and 马路 (mǎlù 'street'). Other characters with the same pronunciation will be used differently as well. 数码相机 (shùmǎ xiàngjī 'digital camera'), 蚂蚁 (mǎyǐ 'ant), and others. Since these characters alone sound exactly the same in conversation, the only way to distinguish them is through context.

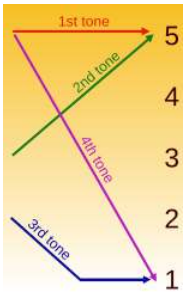
Tone changes

The third tone, with its dip-and-rebound, is hard to fit into a continuous sentence. This is why the third-tone *changes* depending on its environment. There are two rules:

1. If a third tone comes *before another third tone*, then it is pronounced as a second tone.

2. If a third tone comes *before any other tone*, then it only dips, and doesn't rebound and is called a half-third tone (see image).

Because of these broad rules, *the majority* of third tones you encounter will be spoken as second tones or half-third tones. Be mindful of this because the written tone marks remain unchanged despite the differences in actual pronunciation. The following diagram shows how the third tone changes:



The shape of the 3rd tone when before 1st, 2nd and 4th tones

Aside from 3rd tone, there are also a couple examples of specific characters that can also change tones:

- The high-frequency character 一 (yi, "one") can be pronounced in the first, the second or the fourth tone, depending on the tone following it. It is pronounced in the second tone if it is followed by a four tone or a neutral tone; e.g. yí jiàn; yí ge. It is pronounced in the fourth tone when it is followed by a first, second, or third tone; e.g. yì zhī; yì qún; yì zǔ It can also be pronounced in the first tone no matter what tone follows it; e.g. yī zhī; yī qún; yī zǔ; yī jiàn; yī ge

- The character 不 (bu) can be pronounced in either the second tone or the fourth tone depending on the tone following it. It is pronounced in the fourth tone when it is followed by the first, the second or the third tone; e.g. bù shuō, bù néng, bùgǎn. It is pronounced in the second tone when it is followed by a fourth tone; e.g. bú yào It is pronounced in the fourth tone when nothing follows it; e.g., nà kě bù

Neutral Tones

Some syllables don't have a tone and carry no tone mark. They are not stressed, and they take their tone from the syllable before them:

- If it follows a first- or second-tone syllable, then the toneless syllable is mid-range.
- If it follows a third-tone syllable, then the toneless syllable is high, as if the dip-and-rebound of the third-tone continues right into it.
- If it follows a fourth-tone syllable, then the toneless syllable is low, as if the fall of the fourth-tone continues right into it.

Writing in Pinyin

There are certain rules for how to write in pinyin. You don't really need to focus much on these rules for the purpose of this course, but it might be helpful for you to know that an apostrophe (’) is used to separate two syllables in a single word, where lack of the apostrophe would lead to ambiguity: e.g. *Xī'ān*, *nǚ'ér*. The first letter of a proper name should be capitalized, as in *Zhōngguó* (China), *Běijīng*, and *Shànghǎi*. Other than that, just learn the pinyin for vocabulary as presented over the course of this semester, and you'll be fine.

When typing or writing pinyin, you must always remember:

- **Always include tone marks. Pinyin without tone marks is not correct pinyin!**

There are two different ways to write tone marks in pinyin. The first is with diacritical marks, which are lines over certain vowels. This is how you will generally find pinyin presented in lessons for this course. For example:

- nǐ hǎo
- suǒyǐ
- yí jiàn
- yí ge
- yì zhī

- bù néng
- bú yào

Alternatively, you could instead use numeric tone marks, using numbers to represent the tones, as follows:

- ni3 hao3
- suo3yi3
- yi2 jian4
- yi2 ge or yi2 ge5
- yi4 zhi1
- bu4 neng2
- bu2 yao4

I recommend that you use numeric tone marks when completing the quizzes, tests and exams on Laulima for this course, as they will be easier to type. The numbers should go at the end of each syllable. Thus, ni3 hao3 is correct, but ni3 ha3o is not correct.

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1.2: Review Mandarin Tones on Memrise

To review what you've learned so far regarding the four basic tones of Chinese, I'd like you to create an account on a website called Memrise, which you can use in a browser or by installing the Memrise app on your phone or tablet. Memrise is an electronic flashcard service that will be extremely helpful for you to ensure that you learn essential concepts and vocabulary this semester. You may need to create an account, using either your Google or Facebook credentials, or creating a separate Memrise account using an email address, before you can access this Memrise lesson:

Memrise: Four Tones of Chinese

By the end of this week, I'd like you complete the lesson "Four Tones of Chinese" on Memrise. If you encounter any issues logging into Memrise or locating the "Four Tones of Chinese" lesson, please contact me as soon as possible at polley@hawaii.edu.

There is no need to upgrade to the Pro version of Memrise. The free version will work just fine for the purposes of this course. Of course, if you would like to try a Memrise Pro subscription, and the cost is not a burden for you, you can also feel free to try it out.

After finishing the Memrise lesson, you should also continue reviewing it during the rest of this semester. Develop a habit of using Memrise on a regular basis, every day or two, for at least 5 to 10 minutes a day. You might need to spend more time per day reviewing on Memrise later in the semester, after you've learned a larger number of vocabulary words.

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1.3: Practice and Review Sounds of Mandarin

The best way to learn pinyin is by reading, carefully listening, and repeating the sounds you hear while reading along.

Be sure to use headphones while reading and listening to the following "Pitch Perfect Pinyin" exercises.

Plan to spend ***at least 15 minutes for each*** of these 12 units sometime this week and next:

- Pinyin Exercises, Unit 1 *b, p, m, n, h* and *a, o, e, i, ao, en*
- Pinyin Exercises, Unit 2 *d, t, f* and *u, uo, ou, an, ang*
- Pinyin Exercises, Unit 3 *g, k, l* and *er, ai, ei, uei, uen*
- Pinyin Exercises, Unit 4 *j, q, x* and *ie, iao, in, ing*
- Pinyin Exercises, Unit 5 *uang, eng, iou*
- Pinyin Exercises, Unit 6 *ia, ian, ü*
- Pinyin Exercises, Unit 7 *zh, ch, sh* and *üe, ong*
- Pinyin Exercises, Unit 8 *r* and *iang, üan, üen*
- Pinyin Exercises, Unit 9 *z, c, s* and *uan, iong*
- Pinyin Exercises, Unit 10 *ua, uai, ueng*
- Pinyin Exercises, Unit 11 tones in disyllabic words
- Pinyin Exercises, Unit 12 review of challenging distinctions

If you do not have any prior experience with Mandarin, then plan to spend at least 15 minutes on each of the above exercise units, listening with headphones and repeating what you hear. The more time you can listen and repeat, the better! You can also revisit these exercises later in the semester.

Pinyin Tone Chart

Now that you've learned the pinyin sound system, you can refer to this full Mandarin Chinese pinyin chart with audio, available on a separate site called Yabla. This tool is so utterly amazing and useful that you might even want to bookmark this link, so you can refer back to it this semester. Again, you'll have the best results if you can use headphones to listen to the audio from this table while speaking along.

You might even find it helpful to open this Mandarin Chinese pinyin chart with audio on a separate device or in a separate window so you can use it side-by-side as a reference guide when reading other lesson pages.

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1.4: Self-Assess Your Understanding of Pinyin

In the sections above, you learned the different sounds of Chinese and practiced speaking them while listening, using the Pitch Perfect Pinyin (PPP) website. Optionally, this week you may like to self-assess your mastery of the sounds of Chinese. There are five different interactive exercises to complete during this brief self-assessment:

- Interactive Exercise #1: Match Pinyin to Sound
- Interactive Exercise #2: Match Sound to Pinyin
- Interactive Exercise #3: Identifying Tones
- Interactive Exercise #4: Pinyin Spelling
- Interactive Exercise #5: Tone Differences

Although these self-assessment exercises are not graded, I encourage you to complete one full attempt for all five of them by the end of the second week of class. The more time you spend on these, the easier it will be to learn vocabulary and example sentences later on in the semester.

You can also revisit and review these interactive exercises later in the semester, especially when preparing for the oral midterm and final exams.

Depending on your level of prior experience with Mandarin, you might find the PPP exercise pages either too difficult or too easy. My suggestion is that you should spend *just enough* time with PPP to have a general idea of how things work for pinyin, not necessarily to be scoring 100% (or even say 75%) on each of the various assessments above.

Remember that these PPP self-assessments are not graded. If you continue to find them difficult, even after reviewing them for an hour or two, just move on to review other aspects of the course.

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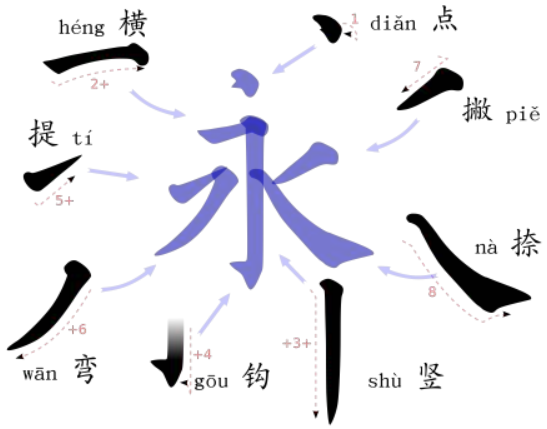
1.5: Basic Writing Strokes

There are 8 basic strokes used to write Chinese characters. These strokes can be combined into more complicated shapes. Here is an overview of the 8 strokes, which can be combined to write a single character, 永 (yǒng, "eternity"):



The character 永 (yǒng, "eternity") [source: Wikibooks]

Of these strokes, the most important to get right as a beginning learner of Chinese are #2 above, the horizontal stroke (which you'll notice is slightly angled up toward the right), and #3, the vertical stroke (which you'll notice is precisely vertical, without any angle to either side). Make sure that your horizontal strokes are clearly horizontal, and that your vertical strokes are exactly vertical.

Also worth noting is stroke #4, the hook. Be careful to note when this appears at the end of a stroke when you practice writing characters. Omitting the hook is like writing an English "i" without adding the dot. It's just wrong, don't do it.

Please also take a look at this supplementary video on the basic writing strokes of Chinese, from the ChineseFor.Us Youtube channel:

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1.6: Stroke Order

Now that you have learned about the basic strokes used when writing Chinese, let's go into a little more detail about how to combine strokes to form Chinese characters. In order to write characters that look correct, you must write each stroke in the correct order and direction. There are a number of principles that can be used as guides to stroke order. Here are seven rules of thumb.

Rule of Thumb #1: Top-to-Bottom

When a Chinese character is “stacked” vertically, like the character 立 *lì* or “to stand,” the rule is to write from top to bottom.

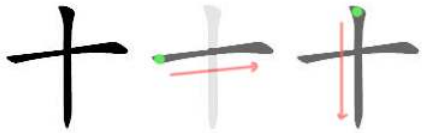
Rule of Thumb #2: Left-to-Right

When a Chinese character has a radical, the character is written left to right. The same rule applies to characters that are stacked horizontally. Take a look at the 吃 *chī* example above, which means “to eat.”

Rule of Thumb #3: Symmetry Counts

When you are writing a character that is centered and more or less symmetrical (but not stacked from top to bottom) the general rule is to write the center stroke first. Check out the character 小 *xiǎo* which means “small.”

Rule of Thumb #4: Horizontal First, Vertical Second



Horizontal strokes are always written before vertical strokes. Check out how to write the character 十 *shí* or “ten.”

Rule of Thumb #5: Enclosures before Content

You want to create the frame of the character before you fill it in. Check out how to write the character 日 *rì* or “sun.”

Rule fo Thumb #6: Close Frames Last

Remember this step as, "You want to fill the closet before you close the door.” After you write the middle strokes, close the frame, such as in the character 回 *huí* or “to return.”

Rule of Thumb #7: Character-spanning Strokes Last

For strokes that cut across many other strokes, they are often written last. For example, the character 半 *bàn*, which means “half.” The vertical line is written last.

However, there are always exceptions to everything. In order to truly master stroke order, you need to learn each radical and character individually and practice writing them.

Below is a table showing the stroke order for many radicals. Radicals are the building blocks of characters, and we'll discuss them next. Again, don't worry, you need not learn all of these right now! For reference only. You can also click on the image of each radical for a close-up view or on the number next to it for more detailed information.

1 stroke	1 儿 2 儿 3 儿 4 儿 5 儿 6 儿
2 strokes	7 儿 8 儿 9 儿 10 儿 11 入 12 八 13 冂 14 冖 15 冫 16 几 17 凵 18 刀 19 力 20 勹 21 匕 22 匚 23 匸 24 十 25 卜 26 卩 27 厂 28 厶-order.gif 29 又
3 strokes	30 口 31 囗 32 土 33 士 34 夂 35 夊 36 夕 37 大 38 女 39 子 40 宀 41 寸 42 小 43 尢 44 尸 45 屮 46 山 47 巛 48 工 49 己 50 巾 51 干 52 幺 53 广 54 廴 55 廾 56 弋 57 弓-order.gif 58 彐-order.gif 59 彡-order.gif 60 彳-order.gif
4 strokes	61 心-order.gif 62 戈-order.gif 63 戶-order.gif 64 手-order.gif 65 支 66 攴 67 文-order.gif 68 斗-order.gif 69 斤-order.gif 70 方-order.gif 71 无-order.gif 72 日-order.gif 73 曰-order.gif 74 月-order.gif 75 木-order.gif 76 欠-order.gif 77 止-order.gif 78 歹-order.gif 79 殳-order.gif 80 毋-order.gif 81 比-order.gif 82 毛-order.gif 83 氏-order.gif 84 气 85 水-order.gif 86 火-order.gif 87 爪 88 父 89 爻 90 爿 91 片 92 牙 93 牛 94 犬
5 strokes	95 玄-order.gif 96 玉-order.gif 97 瓜-order.gif 98 瓦-order.gif 99 甘-order.gif 100 生-order.gif 101 用-order.gif 102 田-order.gif 103 疋-order.gif 104 疒-order.gif 105 癶-order.gif 106 白-order.gif 107 皮-order.gif 108 皿-order.gif 109 目-order.gif 110 矛-order.gif 111 矢-order.gif 112 石-order.gif 113 示-order.gif 114 禸-order.gif 115 禾-order.gif 116 穴-order.gif 117 立-order.gif
6 strokes	118 竹-order.gif 119 米-order.gif 120 糸-order.gif 121 缶-order.gif 122 网-order.gif 123 羊-order.gif 124 羽-order.gif 125 老-order.gif 126 而-order.gif 127 耒-order.gif 128 耳-order.gif 129 聿-order.gif 130 肉-order.gif 131 臣-order.gif 132 自-order.gif 133 至 134 臼 135 舌-order.gif 136 舛-order.gif 137 舟-order.gif 138 艮-order.gif 139 色-order.gif 140 艸-order.gif 141 虍-order.gif 142 虫-order.gif 143 血-order.gif 144 行-order.gif 145 衣-order.gif 146 襾-order.gif
7 strokes	147 見-order.gif 148 角-order.gif 149 言-order.gif 150 谷 151 豆-order.gif 152 豕-order.gif 153 豸-order.gif 154 貝-order.gif 155 赤-order.gif 156 走-order.gif 157 足-order.gif 158 身-order.gif 159 車 160 辛 161 辰 162 辵 163 邑 164 酉 165 釆 166 里
8 strokes	167 金 168 長 169 門 170 阜 171 隶 172 隹 173 雨 174 青 175 非

9 strokes	176面 177革 178韋 179韭 180音 181頁 182風 183飛 184食 185首 186香
10 strokes	187馬 188骨 189高 190髟 191鬥 192鬯-order.gif 193鬲-order.gif 194鬼-order.gif
11 strokes	195魚 196鳥 197鹵 198鹿 199麥 200麻
12 strokes	201黃 202黍 203黑-order.gif 204黹-order.gif
13 strokes	205黽-order.gif 206鼎 207鼓-order.gif 208鼠-order.gif
14 strokes	209鼻-order.gif 210齊
15 strokes	211齒-order.gif
16 strokes	212龍-order.gif 213龜-order.gif
17 strokes	214龠-order.gif

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1.7: Radicals, the Building Blocks of Characters

Chinese characters are sometimes intimidating to new learners of the language, due to their visual complexity. But many characters are visual representations of what they represent, like for example 山 ("hill, mountain") or 三 ("three"). These characters do not represent sounds. Instead, they are pictographic, meaning that they are drawings of things, or ideographic meaning they represent ideas. The diagram below is a visual summary of how the Chinese character 山 ("hill, mountain") shifted from an abstract drawing to its current written form.

Diagram source: Wikimedia Commons (CC 3.0-SA license).

The example above is a character that contains a single image, representing a single thing. These single visual representations, sometimes called radicals, can also be combined to create more complex characters. Below is a relatively comprehensive list of Chinese radicals. Don't worry, you do not need to learn all of these! The list is provided only for your reference.

Pinyin	Radical	Variants	Core Meaning	Secondary Meanings	Strokes	Name of Radical in Chinese
yī	一		One	Individual, Horizontal	1	一横
gǔn	丨		Downstroke	One, Vertical	1	一竖
piě	丿		Slash	Left-falling stroke	1	一撇
zhǔ	丶		Dot	Point, Drop	1	一点
yǐ	乙	乚 乛	Bent	Second	1	
èr	二		Two	Two horizontal, Pair	2	两横
shí	十		Ten	Complete	2	十字
hǎn	厂		Cliff	Factory	2	厂字旁
fāng/xǐ	匚		Basket	Box	2	匠字框
dāo	刂	刀 勹	Knife	Sword, Katana	2	利刀旁
bǔ	卜		Divination		2	卜字旁
jiōng	冂		Borders	Upside-down box, Cave	2	同字框
rén	亻	人	Person	Man, Human	2	单人旁
bā	八	丷	Eight	Divide, Split	2	八字旁
ér	儿		Legs	Person, Going	2	儿座底
jī	几		Table		2	几字旁
bǐ	匕		Spoon	Upside-down person	2	匕字旁
bāo	勹		Wrap	Embrace	2	包字头
tóu	亠		Lid	Cover, Latch	2	点横头

bīng	冫		Ice	Freeze	2	两点水
mì	冖		Cover	Treasure chest	2	秃宝盖
yán	讠	言	Speech	Words	2	言字旁
kǎn	凵		Container	Receptacle, Open-mouth	2	山字底
jié	卩	巳	Seal	Kneel, Stamp	2	单耳朵
fù	阝		Mound	Dam, Terrain	2	左耳朵
yì	阝		Town	City	2	右耳朵
lì	力		Power	Strength, Force	2	力字旁
yòu	又		Right-hand	Again, Hand movement	2	又字旁
sī	厶		Privacy		2	私字
yǐn	廴		Stride	Build, Move on	2	建之旁
gān	干		Shield	Dry, Pestle	3	干字旁
tǔ	土		Earth	Dirt, Soil, Land	3	土堆
shì	士		Scholar	Official, Bachelor	3	士字旁
gōng	工		Work	Labour, Effort	3	工字旁
shǒu	扌	手 龵	Hand	Hold, Grip	3	提手旁
cǎo	艹		Grass	Herbs	3	草字头
cùn	寸		Thumb	Inch	3	寸字旁
gǒng	廾		Two-hands	Folded hands, Twenty	3	弄字底
dà	大		Big	Large, Great, Man-standing	3	大字头
wāng	尢		Lame		3	尤字旁
yì	弋		Shoot	Shoot a bow, Arrow	3	弋字旁
xiǎo	小	忄 灬	Small	Insignificant	3	小字旁
kǒu	口		Mouth	Opening	3	口字旁
wéi	囗		Enclosure	Surround, Limit, Scope	3	国字框
shān	山		Mountain	Hill	3	山字旁
jīn	巾		Scarf	Turban, Towel	3	大巾旁
chuān	川	巛	River	Stream, Flow	3	三拐川
chì	彳		Step		3	双人旁
shān	彡		Bristle	Feathers, Decoration	3	三撇
quǎn	犭	犬	Dog	Beast	3	反犬旁
zhǐ	夂		Go		3	
xī	夕		Evening	Sunset, Dusk	3	夕字旁

shí	饣	食	Food	Meal, Eat	3	食字旁
qiáng	丬		Splinter	Piece of wood	3	将字旁
yǎn	广		Shelter	House on a cliff, Vast	3	广字旁
mén	门		Gate	Door	3	门字框
shuǐ	氵	水 氺	Water	Flow	3	三点水
xīn	忄	心 忄	Heart	Mental, Soul	3	竖心旁
mián	宀		Roof	House, Room	3	宝盖
chuò	辶		Walk	Move foward, Path	3	走之旁
jì	彐		Snout	Sweep	3	横山
shī	尸		Corpse	Body	3	尸字头
jǐ	己	已 巳	Self	Oneself	3	己字旁
gōng	弓		Bow	Stretch	3	弓字旁
zǐ	子	子	Child	Seed, Son	3	子字旁
chè	屮		Sprout		3	右边草
nǚ	女		Woman	Female, Girl	3	女字旁
sī	纟	糸	Silk	Weave, Connect	3	绞丝旁
mǎ	马		Horse	Ride	3	马字旁
yāo	幺		Little	Thread, Little	3	幺字旁
wáng	王		King	Jade, Lord, Precious	4	王字旁
wéi	韦		Leather	Tanned leather	4	韦字旁
lǎo	耂	老	Old	Wise	4	老字头
mù	木		Tree	Wood	4	木字旁
dǎi	歹		Death	Bad, Decay	4	歹字旁
chē	车		Car	Vehicle	4	车字旁
yá	牙		Fang	Tooth	4	牙字旁
gē	戈		Halberd	Weapon, Trade, Arms	4	戈字旁
bǐ	比		Compare	Compete	4	比字旁
wǎ	瓦		Tile		4	瓦字旁
zhǐ	止		Stop	Foot	4	止字旁
pū	攵		Tap	Hand holding a stick	4	反文旁
pū	攴		Tap	Knock	4	旧反文旁
rì	日		Sun	Day	4	日字旁
yuē	曰		Say	Mouth	4	曰字旁

bèi	贝		Shell	Coin, Valuable, Currency	4	贝字旁
jiàn	见		See	Perceive	4	见字旁
niú	牛	牛 牜	Cow	Ox, Cattle	4	牛字旁
máo	毛		Fur	Hair, Plume	4	毛字旁
qì	气		Steam	Gas, Air	4	气字头
piàn	片		Slice	Strip, Wood chips	4	片字旁
jīn	斤		Axe	Catty, Pound, Weight, Chop	4	斤字旁
zhǎo	爪	爪	Claw	Talon, Nail	4	爪字头
hù	户	戶	Door	Household	4	戶字旁
fù	父		Father	Senior	4	父字头
yuè	月	月	Flesh	Moon	4	月字旁
qiàn	欠		Yawn	Owe, Lack, Blow, Exhale	4	欠字旁
fēng	风		Wind		4	风字旁
shū	殳		Lance	Pole-axe, Destroy	4	殳字旁
wén	文		Literature	Language, Written, Script	4	文字头
fāng	方		Square	Raft, Area	4	方字旁
huǒ	灬	火	Fire	Cook, Burn	4	四点火
dǒu	斗		Dipper	Spoon, Peck	4	斗字旁
shì	礻	示	Sign	Altar, Ceremony	4	半禮旁
yù	聿	聿 隶	Brush	Writing brush, Pen	4	毛筆
wú	毋		Do not		4	毋字旁
shí	石		Stone	Rock	5	石字旁
lóng	龙		Dragon		5	龙字旁
yè	业		Business		5	
mù	目		Eye		5	目字旁
tián	田		Field	Paddy, Farm, Work	5	田字旁
mǐn	皿		Dish	Pan	5	皿堆
wǎng	罒		Net	Eye	5	四字头
jīn	钅	金	Gold	Money, Metal	5	金字旁
shēng	生		Life	Give birth	5	生字旁
shǐ	矢		Arrow		5	矢字旁
hé	禾		Grain	Stalk, Growing crops	5	禾木旁
bái	白		White		5	白字旁

guā	瓜		Melon		5	瓜字旁
yòng	用		Use		5	用字底
niǎo	鸟		Bird		5	鸟字旁
nè	疒		Sickness	Disease	5	病字旁
lì	立		Stand	Erect	5	立字旁
xué	穴		Cavern	Hole	5	穴宝盖
yī	衤	衣	Clothes	Costume	5	衣字旁
pǐ	疋	疋	Cloth	Bolt of cloth	5	疏字旁
pí	皮		Skin		5	皮字旁
máo	矛		Spear	Lance, Pike	5	矛字旁
mǔ	母		Mother	Female	5	母字旁
lěi	耒		Plough		6	耒字旁
ěr	耳		Ear		6	耳字旁
chén	臣		Minister	Official	6	臣字旁
yà	覀		Cover		6	西字头
xī	西		West		6	西字
yè	页		Page	Leaf	6	页字旁
hū	虍		Tiger	Stripes	6	虎字头
chóng	虫		Insect	Bug, Worm, Reptile	6	虫字旁
fǒu	缶		Jar	Jug, Crock	6	缶字旁
shé	舌		Tongue		6	舌字旁
zhú	竺	竹	Bamboo	Basket	6	竹字头
jiù	臼		Mortar	Old	6	臼字旁
zì	自		Self	Nose	6	自字旁
xuè	血		Blood		6	血字旁
zhōu	舟		Boat	Ship, Ferry, Vessel	6	舟字旁
yáng	羊	羊	Sheep	Goat	6	羊字旁
mǐ	米		Rice	Uncooked rice	6	米字旁
gèn	艮		Limit	Still, Perverse	6	艮字旁
yǔ	羽		Feather	Wings	6	羽字旁
mài	麦		Wheat	Barley	7	麦字旁
zǒu	走		Walk	Run	7	走字旁
chì	赤		Red	Bare, Naked	7	赤字旁

dòu	豆		Bean		7	豆字旁
yǒu	酉		Wine	Alcohol	7	酉字旁
chén	辰		Morning		7	辰字旁
shǐ	豕		Swine	Pig	7	豕字旁
lǔ	卤		Salt		7	卤字旁
lǐ	里		Village	Area, Distance	7	里字旁
zú	□	足	Foot	Ankle, Sufficient	7	足字旁
shēn	身		Body	Oneself	7	身字旁
biàn	釆		Divide	Distinguish, Discern	7	釆字旁
gǔ	谷		Valley	Ravine	7	谷字旁
zhì	豸		Cat	Badger, Beast	7	豸字旁
jiǎo	角		Horn	Angle, Corner	7	角字旁
xīn	辛		Bitter	Suffering	7	辛字旁
qīng	青		Blue/green	Black	8	青字旁
qí	其		Clear		8	
yǔ	雨		Rain	Precipitation, Weather	8	雨字头
chǐ	齿		Tooth	Molar, Age	8	齿字旁
zhuī	隹		Small bird	Short-tailed bird	8	隹字旁
yú	鱼		Fish		8	鱼字旁
gé	革		Rawhide	Leather	9	革字旁
gǔ	骨		Bone		9	骨字旁
guǐ	鬼		Ghost	Spirit, Ghoul, Devil	9	鬼字旁
yīn	音		Sound		9	音字旁
biāo	髟		Hair	Long hair, Head hair	10	髟字旁
dòu	鬥		Fight	Struggle, Battle	10	鬥字框
má	麻		Hemp	Flax	10	麻字旁
lù	鹿		Deer		10	鹿字旁
hēi	黑		Black	Dark	10	黑字旁
shǔ	鼠		Rat	Mouse, Rodent	10	鼠字旁
bí	鼻		Nose		10	鼻字旁

Radicals may appear in any position in a character. For example, the radical 女 appears on the left side in the characters 姐, 媽, 她, 好 and 姓, but it appears at the bottom in 妾. Sometimes, the radical may be placed outside, as in 園 = 囗 "enclosure" + 袁, or 街

= 行 "go, movement" + 圭. More complicated combinations also exist, such as 勝 = 力 "strength" + 朕, where the radical is in the lower-right quadrant.

Alternate Forms for Frequent Radicals

Many character components (including those used as radicals) are distorted or changed in form in order to fit into a block with other components. They may be narrowed, shortened, or may have different shapes entirely. Changes in shape, rather than simple distortion, may result in a reduction in the number of strokes used to write a component. In some cases, these combining forms may have several variants. The actual shape of the component when it is used in a character can depend on its placement with respect to the other elements in the character.

Some of the most important variant forms of radicals are:

- 人 "man" → 亻 on the left:
  - 囚, 仄, 坐 ~ 他
  - counter-example: 从

- 心 "heart" → 忄 on the left:
  - 杺, 您, 恭* ~ 快

    (*) 心 occasionally becomes 灬 when written at the bottom of a character.

- 手 "hand" → 扌 on the left:
  - 杽, 拏, 掱 ~ 扡
  - counter-examples: 掰, 拜

- 水 "water" → 氵 on the left:
  - 汆, 呇, 尥 ~ 池
  - counter-example: 沝

- 火 "fire" → 灬 at the bottom:
  - 伙, 秋, 灱 ~ 黑
  - counter-example: 災

- 刀 "knife" → 刂 when placed to the right of other elements:
  - examples: 分, 召 ~ 刖
  - counter-example: 切

Associative Compound Characters

Many characters in Chinese are created by combining two or more radicals. Thus, learning the radicals of Chinese can be of immense help toward decoding the meanings of more complex characters. These combinations are called associative compounds (會意 *huì yì* "joined meaning") because they are combinations of pictographic or ideographic characters that suggest the meaning of the word to be represented. Some examples of associative compounds are as follows:

- 林 'grove' composed of two trees (木 + 木)
- 森 'forest' composed of three trees (木 + 木 + 木)
- 休 'shade, rest' depicting a man (人) by a tree (木)
- 采 'harvest' depicting a hand (爫 literally 'claw') on a bush (木)
- 看 'watch' depicting a hand (手) above an eye (目)
- 武 'military' depicting a dagger-axe (戈) and a foot (止)
- 信 'truthful' depicting a person (人, reduced to 亻) and speech (言)

Pictophonetic Compound Characters

Another type of complex character that can be decoded through radicals is called a pictophonetic (形聲 *xíng shēng* "form and sound") character. More than 90% of all Chinese characters are pictophonetic compounds. They are combinations of

two components:

- a semantic radical that supplies an element of meaning, and
- a phonetic character that suggests the correct pronunciation.

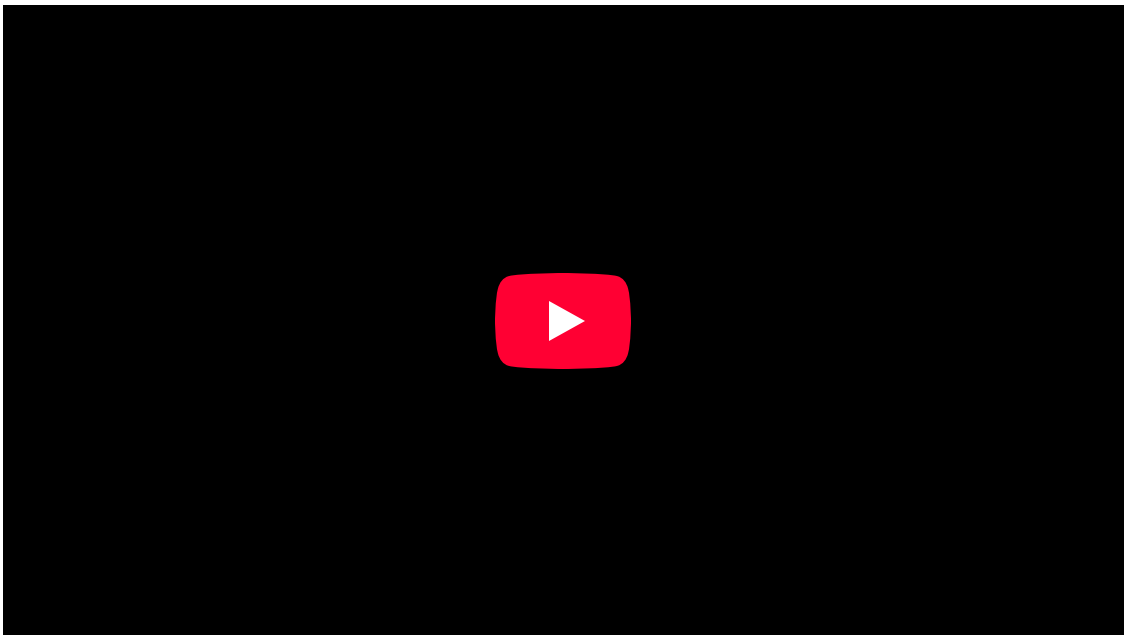
As an example, a verb meaning "to wash one's hair" is pronounced *mù*. This happens to sound the same as the word *mù* "tree" 木. The verb *mù* could simply have been written 木, like "tree", but to disambiguate, it was combined with the character for "water", giving some idea of the meaning. The resulting character eventually came to be written 沐; *mù*; 'to wash one's hair'. Similarly, the water determinative instead be combined with 林; *lín*; 'woods' to produce the water-related homophone 淋; *lín*; 'to pour'. The table below shows these two examples, as well as several other pictophonetic compound characters.

Semantic Radical	Phonetic Character	Pictophonetic Compound
氵 'water'	木 *mù*	沐 *mù* 'to wash oneself'
氵 'water'	林 *lín*	淋 *lín* 'to pour'
艹 'plant'	采 *cǎi* 'harvest'	菜 *cài* 'vegetable'
扌 'hand'	白 *bái*	拍 *pāi* 'to clap, to hit'
穴 'to dig into'	九 *jiǔ*	究 *jiū* 'to investigate'
日 'sun'	央 *yāng*	映 *yìng* 'reflection'

As you can see in this list of examples, the sound of the phonetic character is often similar but not exactly the same as that of the resulting pictophonetic compound. You can think of the semantic radical and phonetic character as hints to assist in learning compound forms.

Review Chinese Radicals with Shao Lan

A Taiwanese graphic designer named Shao Lan has developed a systematic visual guide to Chinese characters on the basis of understanding the meanings of individual radicals. Check out this video, introducing her system, called Chineasy!



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1.8: Learn Chinese Radicals on Memrise

Next, let's start learning some Chinese radicals. We'll use Memrise for this. Earlier this week, you got started with a Memrise lesson on Chinese tones. We'll add a second Memrise lesson to your account there covering radicals. You don't need to learn all of the 181 different radicals I introduced just now. Instead, I'd like you to focus on memorizing just the 50 most useful ones. By memorizing these basic radicals, you will be well prepared to learn other more complex characters this semester. Click on the link below to access the lesson on radicals.

Memrise: CHN101 Introduction to Radicals

Again, after finishing the Memrise lesson you should also continue reviewing it during the rest of this semester. Develop a habit of using Memrise on a regular basis, every day or two, for at least 5 to 10 minutes a day. You might need to spend more time per day reviewing on Memrise later in the semester, after you've learned a larger number of vocabulary words.

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1.9: Choose or Request a Chinese Name

You may have indicated in your class forum self-introduction that you already have a Chinese name. If so, congrats! You can skip this section.

For those of you who do not yet have a Chinese name, or who are thinking of choosing a new one, here are a few tips to consider.

Surnames (Family Names)

First, choose a surname or find the Chinese equivalent of your surname. Wikipedia has a list of common Chinese surnames. You should probably try to stick to this list. The vast majority of Chinese surnames have only one character. Nonetheless, some Chinese surnames do have more than one character. These are called compound Chinese surnames. If you choose a multi-character Chinese name, it will sound somewhat exotic to most native Chinese speakers.

If you are Korean, it is almost 100% likely that your surname will be a single Chinese character. If you are Japanese, it is quite likely that your surname in kanji is two Chinese characters. If you think your name has a direct Chinese equivalent, I recommend checking by searching on Google or Wikipedia. See this link, for example, for how I'd search for the Chinese equivalent of the Japanese surname Yamaguchi.

Given Names

Personal names in China are typically understood in terms of the meanings of their characters. Taking a name is interpreted in China as akin to setting one's destiny. Make a list of characteristics you might like your name to convey. These could be personality traits like “intelligent” or “brave” or physical traits like “beautiful” or “strong”. Many first names in China relate to elements of the natural world, like "fragrant" or "lotus". The most common boys’ name in China is 偉/伟 (wěi “great”), and for girls 芳 (fāng “fragrant”). Here’s a list of common Chinese given names and their translations.

Your name does not have to be deep and philosophical. It could merely be a phonetic transliteration of your English name. For example, David is *Dàwèi* (大衛 / 大卫), Lily becomes *Lìlì* (麗麗 / 丽丽), and Alice is *Àilìsī* (愛麗絲 / 爱丽丝). Here’s a a tool to search for a phonetic transliteration of your English first name.

Let the Computer Pick Your Name

If you like, you could use this Chinese naming tool to find some suggestions for a name. It asks you to enter your own name and birthday, but you don't necessarily have to enter your exact information. You can play around with it a bit and see some of the suggestions it makes for you. It will provide the Chinese characters as an image file, so be sure to take a screenshot and figure out how to type the suggested name you like by using the pinyin keyboard you've installed on your computer or device.

Let the Instructor Pick Your Name

Of course, you can also let me know if you'd like me to pick a name for you! If so, please let me know what types of characteristics you'd like your name to be related to, and whether you'd like a name that sounds similar to your English name.

If you have a Japanese or Korean name, it's likely that I will help you to find out the equivalent name in Chinese characters.

Complete the Chinese Name Assignment

Once you have an idea of what you'd like your name to be, or what preferences you'd like to share to help me pick a name for you, head over to the Homework & Tests section of our course site to complete the short essay assignment there.

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CHAPTER OVERVIEW

2: First Contact

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2.13: Lesson 1 Test

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2.1: Lesson 1 Overview - First Contact

Now that you've learned the basics of Chinese pronunciation and writing, this week you will learn some new words and practice communicating! Throughout this semester, we'll use a series of lessons called "Chinese Basic 1" which is published by the Language Centre of the University of Cambridge. The full materials include 7 different lessons. This week, we will study the first of these lessons, titled "First Contact". The lesson page follows below, and after the lesson page is a short guide with my suggestions on how you should study it this week.

Start with the Lesson Dialogues

First, you should read and listen to the three short example dialogues presented in this lesson:

- Greetings and goodbyes
- What is your name?
- Nice to meet you.

The first time you study each of these dialogues, be sure to click the "Show Translation" and "Show Pinyin" buttons, so that you can follow along easily. Then, press the play button and listen while reading. Do this several times for each dialogue. After listening and reading along for probably 2 to 5 times, you should have a good idea of what the speakers are saying, since the English translation has been displayed next to the transcript. Try to finish this step by Monday.

Once you have a good idea of the meaning of each phrase, you can press the button titled "Hide Translation". Now, press the play button again, read the pinyin, and speak along with the dialogue. Again, do this several times. After listening and speaking along about 5 to 10 times, you will be ready to press the "Hide Pinyin" button. You will probably be doing this step around the middle of this week.

Finally, after careful study and after listening and reading along, and eventually speaking along while reading the pinyin, you should review the dialogue by listening and reading only the Chinese characters, without viewing the pinyin or the English translation. Aim to reach this level of mastery by about Friday this week. Then, continue to review these dialogues next week and throughout the semester, displaying and reading only the Chinese characters if possible.

As part of your review of each of these dialogues, be sure to click the sections at the bottom titled "Vocabulary" and "Exercises" for reference and for self-assessment of your understanding.

Practice Reading & Learn Key Phrases

After you feel somewhat comfortable with at least one or two of the dialogues above, move along to the following sections of this lesson:

- Reading
- Key Language: Greetings and Goodbyes
- Key Language: Names

In these sections, you will learn about key vocabulary and phrases relating to greetings in Mandarin. Try speaking aloud the examples given in these sections.

Learn Key Grammar Points

This lesson covers some basic grammar points that you should know in order to use the vocabulary you're learning this week effectively. Toward the end of this week, study the following sections on grammar:

- Language Notes: Basic Pronouns
- Language Notes: Using 的 as an Attribute Marker
- Language Notes: Simple Questions

Refer to the other sections in this chapter of the textbook for more detailed introductions to these grammar points, with additional examples. Please use the Laulima forums to raise any questions that you have about the grammar in this lesson. Posting questions in the class forums is optional, and not required each week.

Review Pronunciation & Writing Tips

Over the past couple weeks, I've asked you to intensively study the sound system of Chinese, and have introduced basic writing strokes and radicals at some length. The sections of lesson 1 concerning pronunciation and writing should come as easy review for you at this point. Take some time to briefly read these sections, just to refresh your knowledge of pinyin and writing:

- Pronunciation: Syllables, initials, finals and tones
- Writing: Chinese characters

As with the section on dialogues, there is additional content on the pronunciation page. Be sure to click the links at the bottom titled "Initials", "Finals", "Tones" etc., so that you can view all of the content.

Self-Assessment Exercises for Lesson 1

Finally, after you have finished studying the content for lesson 1, try out each of these self-assessment exercises:

- Listening
- Reading
- Speaking
- Writing

You should aim to finish these exercises probably by Friday this week, or early next week. They are not graded. If you find any of these exercises difficult, please contact me with questions, or post your questions in the class forums, or go back to the relevant section of the lesson and review as necessary.

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2.2: Lesson 1 Writing Worksheets

Last week, you learned about the basics of how to write characters, using radicals. In lesson 1, you are learning a number of new vocabulary terms. Now, I'd like you to practice writing this new vocabulary. To do this, you should print out the following worksheets, available as a PDF file:

Lesson 1 Writing Worksheets

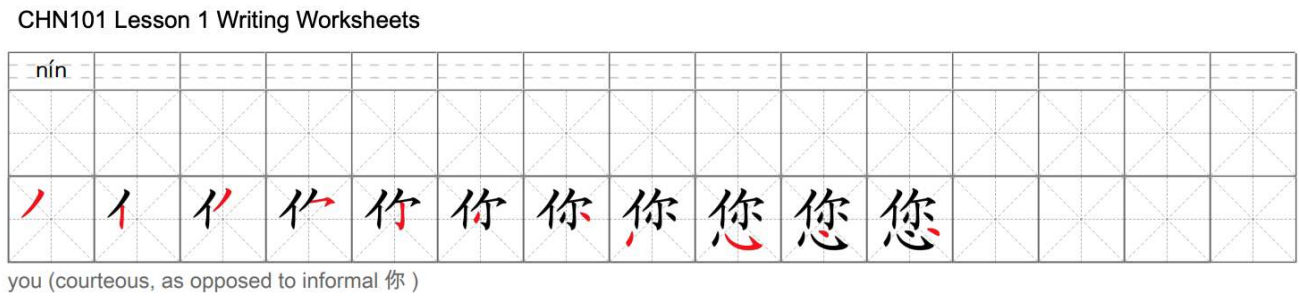
After printing these worksheets, simply trace the sample characters provided, and then continue to write the characters in the blank spaces. Be sure to follow the indicated stroke order carefully. It is essential that you pay attention to stroke order, and build good habits for writing Chinese characters from the very beginning. Remember to write strokes from left to right, and from top to bottom. Be sure that vertical strokes are written perfectly vertically, as shown in the example templates provided.

You can also continue to practice by writing on a separate sheet. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time.

For easy reference, you can also view a list of the characters included on these worksheets at the Lesson 1 Word List, including tools to listen to a recording of each word. This list is hosted by PurpleCulture.net.

Question: *For the writing worksheets, what are we supposed to write in the top blank column on the writing practice and the blank ones at the bottom?*

Answer: Here's a sample of the lesson 1 writing worksheet, to clarify:



In the row at the top, where you see the pinyin text *nín*, you should write that pinyin to review the pronunciation for the character. In the middle row of square-framed boxes, you should write the full character at least 5 times. You can write more if you'd like further review. In the bottom row, you should trace the red line, to practice writing the character with the correct stroke order.

I recommend completing it in the following order:

1. First, trace the red lines to learn the stroke order.
2. Then, write the full character (using the proper stroke order) in the first box of the middle row.
3. Last, alternate writing the pinyin above and the full character below, for each successive box.
4. If you'd like to review further, you can continue to write the same character in any empty boxes in the bottom row.

Once you have completed the worksheets by writing in characters by hand, you should submit them according to the instructions listed in the course syllabus and in the Homework & Tests tool. If you encounter any technical issues while submitting your work, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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2.3: Lesson 1 Vocabulary Review

The lessons we are studying this semester, together with the writing worksheets, are designed to teach you a large number of characters in a short period of time. To **remember** these characters, you must review them regularly using flashcards. You could write on index cards to create your own flashcards by hand, but I strongly recommend that you use the ready-made decks of Memrise flashcards that I've prepared for you. Continue to use Memrise on a daily basis throughout this entire semester. Ideally, you should plan to check briefly at least 3 different times each day, until Memrise tells you that you have no more items to review or learn. Memrise will ask you to review intensively when you are first learning a lesson, and the pace of review will taper off after a few days as you show Memrise that you are remembering the new vocabulary.

Here are the links to the Memrise flashcards for the first 4 lessons:

- Memrise: Lesson 1 "First Contact"
- Memrise: Lesson 2 "Origin and Languages"
- Memrise: Lesson 3 "Family"
- Memrise: Lesson 4 "Ordering Food and Drink"

Go to each of these Memrise flashcard decks, and work on them using either the web version of Memrise on your laptop or desktop computer, or using the app version of Memrise on your phone. Be sure to use the same login credentials on all devices, so that it keeps track of your progress on a single account.

You should complete each lesson first, before moving on to the next one. For example, lesson 1 on Memrise has 132 words. It should show "132/132 words learned" for lesson 1, before you move on to lesson 2. You could have words left to review in a previous lesson, as long as you have completed the learning.

You should plan spend a total of about 1 to 3 hours a day (yes, really that much time!) working through these Memrise lessons, especially at the beginning of each week while learning new lessons. Once you show Memrise that you have learned the vocabulary, your time spent reviewing is likely to taper off to 1 hour or less per day toward the end of the week.

As an added incentive to encourage you to use Memrise so extensively, I'd like to challenge you all to a contest! Each Memrise lesson has a separate leaderboard. You can filter the leaderboard scores by week, by month, or for all time. The challenges are as follows:

- If you reach 50,000 points on the all time leaderboard in each of the 4 lessons (at least 50k in lesson 1, and 50k in lesson 2, 50k in lesson 3, and 50k in lesson 4) by 8:30 am Hawaii time on the same day the Midterm Exam is due, you will earn a 5% extra credit bonus on the written midterm exam, which is equivalent to 0.75% of your overall grade at the end of the semester.

- If you reach 75,000 points on the all time leaderboard in each of the 4 lessons (at least 75k in lesson 1, and 75k in lesson 2, 75k in lesson 3, and 75k in lesson 4) by 8:30 am Hawaii time on the same day the Midterm Exam is due, you will instead earn a total 10% extra credit bonus on the written midterm exam, equivalent to 1.5% of your overall grade at the end of the semester.

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2.4: Lesson 1 Vocabulary Discussion

Question: *Is the character for "you" any different for an older person/one who should be respected/one in authority, as opposed to a friend?*

Answer: There are two different characters used as equivalents to English "you":

- 你 nǐ ("you")
- 您 nín ("you" in formal contexts)

The latter character, 您 nín, is used when referring to elders, people of authority, and strangers. It's used in Northern China when referring to one's parents, but not in all Chinese-speaking areas.

An interesting bit of trivia, by the way, is that the English word "you" itself also used to be used only in formal situations, as opposed to the more casual sounding "thou". Over time, "you" came to be used so frequently that English speakers stopped saying "thou" altogether. So English used to have honorifics, just like many Asian languages do today!

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2.5: Lesson 1 Vocabulary Quiz

Preparing for the Vocabulary Quiz

Before taking this quiz, I encourage you to spend some time learning and reviewing the vocabulary items in Memrise: Lesson 1 "First Contact".

Typing Chinese Characters for Quiz Responses

You will be expected to type responses using English, pinyin, and Chinese characters for quizzes and tests this semester. Before taking the quiz, you should set up your device to type in Chinese characters. You can use either simplified or traditional characters for your responses.

Here are some tips for how to set up your device to type Chinese characters using a pinyin input keyboard. If you do not see your device or operating system listed here, please check for instructions online, or feel free to contact me.

- Setting up a pinyin keyboard to type Chinese characters on a Mac laptop
- Setting up a pinyin keyboard to type Chinese characters on a Windows laptop or tablet
- Setting up a pinyin keyboard to type Chinese characters on a Chromebook computer
- Setting up a pinyin keyboard to type Chinese characters on an iPhone
- Setting up a pinyin keyboard to type Chinese characters on an Android phone

Once you have set up your pinyin keyboard, you'll use that to type responses on the quiz that require Chinese characters.

Typing Pinyin for Quiz Responses

For quiz questions requiring a response in pinyin, remember:

Always include tone marks. Pinyin without tone marks is not correct pinyin!

There are two different ways to write tone marks in pinyin. The first is with diacritical marks, which are lines over certain vowels. This is how you will generally find pinyin presented in lessons for this course. These are example of words in pinyin with diacritical marks:

- nǐ hǎo
- suǒyǐ
- yí jiàn
- yí ge
- yì zhī
- bù néng
- bú yào

Alternatively, you could instead use numeric tone marks, using numbers to represent the tones, as follows:

- ni3 hao3
- suo3yi3
- yi2 jian4
- yi2 ge or yi2 ge5
- yi4 zhi1
- bu4 neng2
- bu2 yao4

I recommend that you use numeric tone marks when completing the quizzes, tests and exams on Laulima for this course, as they will be easier to type. The numbers should go at the end of each syllable. Thus:

- ni3 hao3 is correct
- ni3 ha3o is not correct

You can take both the lesson 1 and lesson 2 vocabulary quizzes using the Homework & Tests tool. These vocab quizzes are graded, but they can be taken in an open-book format. If you have multiple devices, you might consider using two devices to avail yourself of the open-book format, using one device to refer to the lesson dialogues and vocabulary lists while taking the quiz on another device.

You should finish your first attempt for these quizzes by about 11:30 pm on Sunday.

Reattempt Each Quiz as Needed

You can also take each quiz multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking Each Quiz in Closed-book Format

All of the vocabulary quizzes and lesson tests this semester will be open-book and allow for multiple attempts. However, the midterm exam and final exam will each allow for only a single attempt.

Thus, even if you are satisfied with your scores on the vocab quizzes and lesson tests, in the event that those high scores were obtained only by relying heavily on reference materials or other assistance, you should still plan for additional closed-book attempts on the quizzes and tests. This way, you can continue to review while resting assured that you've already obtained the score you want. Quiz and lesson test retakes, forcing yourself to adopt a closed-book format, is an excellent way to prepare for the midterm and final exams.

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2.6: Lesson 1 Grammar - Connecting Nouns with the Verb 是 (shì)

The verb *to be* is not used in Chinese the same way as it is in English. In Chinese, 是 (shì) is for connecting nouns, and is generally not used together with stative verbs (or, to use the equivalent term as in our textbook, "adjectives") in a sentence.

Basic Usage

Structure

The structure for connecting nouns with 是 (shì) is:

Noun 1 + 是 + Noun 2

This is equivalent to "Noun 1 **is** Noun 2" in English.

Chinese does not conjugate verbs. That is, the form of the verb is the same no matter who is doing it. In this case, it is always 是 (shì) and never changes. As you can see, it's easy to form simple sentences expressing *to be* in Chinese. The only tricky thing about 是 (shì) in Chinese is that it's used to link *two nouns*, so you can't rely too much on translating directly from English when it comes to expressing the English verb "to be" in Chinese.

Examples

- 我是学生。
  Wǒ shì xuésheng.
  I am a student.

- 你是 John 吗？
  Nǐ shì John ma?
  Are you John?

- 他们是有钱人。
  Tāmen shì yǒuqián rén.
  They are rich people.

- 你是老板吗？
  Nǐ shì lǎobǎn ma?
  Are you the boss?

- 这是我男朋友。
  Zhè shì wǒ nánpéngyou.
  This is my boyfriend.

- 那是你们公司吗？
  Nà shì nǐmen gōngsī ma?
  Is that your company?

- 你妈妈是老师吗？
  Nǐ māma shì lǎoshī ma?
  Is your mother a teacher?

- 这都是你的钱。
  Zhè dōu shì nǐ de qián.
  All of this is your money.

- 那是什么菜？
  Nà shì shénme cài?

What food is that?

- 我也是他的朋友。
  Wǒ yě shì tā de péngyou.
  I am also his friend.

Other Uses of 是 (shì)

Be careful and take note. As you can see above, 是 (shì) is only used to link two nouns. It cannot be used to link a noun and a stative verb (or "adjective"). This is a very common mistake for people just beginning to learn Chinese. For that kind of sentence, you'll want to use a different structure with the linking word 很 (hěn).

In Chinese it is also possible to use the phrase "是不是 (shì bu shì)?" It can be used at the beginning or end of a sentence. It's meaning is quite similar to the English expressions "right" and "aren't you?" This is very useful if you want to express concern for a person, or if you want to mix up your sentence structure a bit and make it more interesting. The 是不是 (shì bu shì) pattern is also part of affirmative-negative questions, which we will learn more about later in the semester.

Another way to use 是 (shì) is to use it as a tag question. You can add “是吗?” (shì ma?) to the end of a question to mean the English equivalent of: "is it" or "yeah?" Using this in a question usually allows the speaker to get a confirmation answer.

Examples

- 他没听到，是不是？
  Tā méi tīngdào, shì bu shì?
  He didn't hear you, right?

- 你是不是还没吃饭？
  Nǐ shì bu shì hái méi chīfàn?
  Haven't you eaten yet?

- 你们是不是中国人？
  Nǐmen shì bu shì Zhōngguó rén?
  Are you Chinese?

- 你到了，是吗？
  Nǐ dào le, shì ma?
  You have arrived, yeah?

- 你有两个孩子，是吗？
  Nǐ yǒu liǎng gè háizi, shì ma?
  You have two kids, yeah?

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2.7: Lesson 1 Grammar - Expressing Belonging with 的 (de)

In Chinese, belonging is marked with the particle 的 (*de*), placed after the "owner" noun or noun phrase. This particle works in a similar way to apostrophe-"s" in English, but is used much more broadly in Chinese. Here I'll highlight just one of its simplest and most common usages.

Structure

Noun 1 + 的 + Noun 2

This means "Noun 1's Noun 2" (where Noun 2 belongs to Noun 1).

The structure is super simple. It will take a bit of time before you realize how truly universal this pattern is. It doesn't matter whether the "Noun 1" is a person, place, or thing, or even if it's a pronoun (like "he," "she," or "it"). The structure stays consistent.

Examples

- 我的老师
  wǒ de lǎoshī
  my teacher

- 你的手机
  nǐ de shǒujī
  your cell phone

- 我们的钱
  wǒmen de qián
  our money

- 他们的东西
  tāmen de dōngxi
  their stuff

- 爸爸的车
  bàba de chē
  dad's car

- 你们的菜
  nǐmen de cài
  your food

- 北京的空气
  Běijīng de kōngqì
  Beijing's air

- 公司的老板
  gōngsī de lǎobǎn
  the company's boss

- 上海的天气
  Shànghǎi de tiānqì
  Shanghai's weather

- 老师的朋友
  lǎoshī de péngyou

teacher's friend

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2.8: Lesson 1 Grammar - Questions Ending with 呢 (ne)

The particle 呢 (ne) can be used to ask reciprocal questions, also known as "bounce back" questions. 呢 (ne) can also be used to form simple questions asking "what about...?" or "how about...?"

Structure

Topic + 呢 ？

And it's as simple as that. Say what you want to ask about, then stick 呢 (ne) on the end. A very common way to use this is to return a question after being asked it. The classic example is this exchange:

- A: 你好吗？
  Nǐ hǎo ma?
  How are you?

  B: 我很好。你呢？
  Wǒ hěn hǎo. Nǐ ne?
  I'm good. And you?

- A: 我也很好。
  Wǒ yě hěn hǎo.
  I'm doing well too.

Examples

More 呢 (ne) examples (each of these can be translated as a "what about" question):

- 这个很好，那个呢？
  Zhège hěn hǎo, nàge ne?
  This one is good. What about that one?

- 这个用中文怎么说？那个呢？
  Zhège yòng Zhōngwén zěnme shuō? Nàge ne?
  How do I say this in Chinese? And that?

- 我在家，你呢？
  Wǒ zài jiā. Nǐ ne?
  I'm at home. What about you?

- 你爸爸是上海人，你妈妈呢？
  Nǐ bàba shì Shànghǎi rén, nǐ māma ne?
  Your father is Shanghainese. And your mom?

- 你哥哥有工作，弟弟呢？
  Nǐ gēge yǒu gōngzuò. Dìdi ne?
  Your big brother has a job. What about your little brother?

- 北京下雨了。上海呢？
  Běijīng xiàyǔ le. Shànghǎi ne?
  It's raining in Beijing. How about in Shanghai?

- 我现在要出去。你呢？
  Wǒ xiànzài yào chūqù. Nǐ ne?
  I'm going to go out now. How about you?

- 我知道你会说中文。你老公呢？
  Wǒ zhīdào nǐ huì shuō Zhōngwén. Nǐ lǎogōng ne?
  I know you can speak Chinese. What about your husband?

- 这个周末我想去酒吧。你们呢？
  Zhège zhōumò wǒ xiǎng qù jiǔbā. Nǐmen ne?
  I want to go to a bar this weekend. What about you all?

- 今天晚上没空？明天晚上呢？
  Jīntiān wǎnshang méi kòng? Míngtiān wǎnshang ne?
  You don't have time tonight? What about tomorrow evening?

Asking "Where" with 呢 (ne)

You'll occasionally hear someone seemingly using 呢 (ne) out of the blue. When this happens, they're usually asking *where* someone or something is, and they expect that you know what they're talking about and know where that person or thing is.

Structure

[Missing Person / Thing] + 呢 ？

Examples

This one is simple, so just a few examples are needed:

- 钱呢？
  Qián ne?
  Where's the money?

- 妈呢？
  Nǐ māma ne?
  Where's your mom?

- 我的手机呢？
  Wǒ de shǒujī ne?
  Where's my cell phone?

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2.9: Lesson 1 Grammar - Question Pronouns

Who, what, when, where, why, and how: these question words are all used when forming questions in Chinese. The important thing to remember is that word order is the same in Chinese for questions and statements.

Common Question Words List

In English, question words are also known as wh-words, as the majority of them begin with wh:

- 什么
  shénme
  what

- 哪里、哪儿
  nǎlǐ, nǎr
  where

- 哪个
  nǎge
  which

- 谁
  shéi
  who
  [Note: In Chinese, this can also be pronounced as "shuí".]

- 什么时候
  shénme shíhou
  when

- 为什么
  wèishénme
  why

- 怎么
  zěnme
  how

- 多少
  duōshao
  how many / how much

Rules

In English, question words have to be placed at the beginning of the sentence. This involves changing the word order to allow this rearrangement. In Chinese, using question words is a lot simpler. You simply place a question word in the place of the thing you want to ask about. Nothing needs to be rearranged.

So if the statement is

- 我是小李。
  Wǒ shì Xiǎo Lǐ.
  I am Xiao Li.

the question form - "who are you?" - has the same word order:

- 你是谁？
  Nǐ shì shéi?
  Who are you? (you are who?)

This works for whatever it is you want to ask about. The question form has the same word order as the statement form.

Expressing "What" with 什么 (*shénme*)

Structure

Subj. + Verb + 什么 + (Noun) ?

Examples

- A: 这是什么？
  Zhè shì shénme?
  What is this?

  B: 这是我的 iPad。
  Zhè shì wǒ de iPad.
  This is my iPad.

- A: 你喜欢吃什么菜？
  Nǐ xǐhuan chī shénme cài?
  What kind of food do you like?

  B :我喜欢吃中国菜。
  Wǒ xǐhuan chī Zhōngguó cài.
  I like Chinese food.

- A: 你用什么手机？
  Nǐ yòng shénme shǒujī?
  What kind of cell phone do you use?

  B: 我用 iPhone。
  Wǒ yòng iPhone.
  I use an iPhone.

- A: 你在看什么书？
  Nǐ zài kàn shénme shū?
  What kind of book are you reading?

  B: 我在看小说。
  Wǒ zài kàn xiǎoshuō.
  I am reading a novel.

- A: 他开什么车？
  Tā kāi shénme chē?
  What kind of car does he drive?

  B: 他开宝马。
  Tā kāi Bǎomǎ.
  He drives a BMW.

Expressing "Where" with 哪里 (nǎlǐ) / 哪儿 (nǎr)

The words 哪里 (*nǎ lǐ*) and 哪儿 (*nǎr*) mean the same thing. The difference is simply regional preference: 哪里 (*nǎ lǐ*) is preferred in the south such as in Shanghai and Taiwan, whereas 哪儿 (*nǎr*) is preferred in the north such as in Beijing and Xi'an.

Structure

Subj. + Verb + 哪里 / 哪儿 ?

Examples

- A: 你在哪里？
  Nǐ zài nǎlǐ?
  Where are you?

  B: 我在家。
  Wǒ zài jiā.
  I'm at home.

- A: 你要去哪儿？
  Nǐ yào qù nǎr?
  Where are you going now?

  B: 我要去洗手间。
  Wǒ yào qù xǐshǒujiān.
  I'm going to the bathroom.

- A: 我们在哪儿？
  Wǒmen zài nǎr?
  Where are we?

  B: 我们在南京西路。
  Wǒmen zài Nánjīng Xī Lù.
  We are at West Nanjing road.

- A: 这个周末你想去哪儿？
  Zhège zhōumò nǐ xiǎng qù nǎr?
  Where do you want to go this weekend?

  B: 我想去公园。
  Wǒ xiǎng qù gōngyuán.
  I want to go to the park.

- A: 你好，你要去哪儿？
  Nǐhǎo, nǐ yào qù nǎr?
  Hello, where do you want to go?

  B: 我要去外滩。
  Wǒ yào qù Wàitān.
  I want to go to the Bund.

Expressing "Which" with 哪个 (*nǎge*)

Structure

Subj. + Verb + 哪个 (+ Noun) ?

Examples

- A: 你要哪个？
  Nǐ yào nǎge?
  Which one do you want?

  B: 我要这个。
  Wǒ yào zhège.
  I want this one.

- A: 你喜欢哪个菜？
  Nǐ xǐhuan nǎge cài?
  Which dish do you like?

  B: 我喜欢这个菜。
  Wǒ xǐhuan zhège cài.
  I like this dish.

- A: 我们去哪个饭店？
  Wǒmen qù nǎge fàndiàn?
  Which restaurant are we going to?

  B: 我们去你妈妈的饭店。
  Wǒmen qù nǐ māma de fàndiàn.
  We are going to your mom's restaurant.

- A: 你在哪个房间？
  Nǐ zài nǎge fángjiān?
  Which room are you in?

  B: 我在你的房间。
  Wǒ zài nǐ de fángjiān.
  I'm in your room.

- A: 你住在哪个区？
  Nǐ zhù zài nǎge qū?
  Which district do you live in?

  B: 我住在静安区。
  Wǒ zhù zài Jìng'ān Qū .
  I live in Jing'an District.

Expressing "Who" with 谁 (*shéi*)

Structure

Subj. + 是 + 谁 ?

谁 + Verb ?

Examples

- A: 你是谁？
  Nǐ shì shéi?
  Who are you?

B: 我是他女朋友。
Wǒ shì tā nǚpéngyou.
I'm his girlfriend.

- A: 她是谁？
  Tā shì shéi?
  Who is she?

  B: 她是我的老师。
  Tā shì wǒ de lǎoshī.
  She's my teacher.

- A: 你不喜欢谁？
  Nǐ bù xǐhuan shéi?
  Who do you not like?

  B: 我不喜欢我的老板。
  Wǒ bù xǐhuan wǒ de lǎobǎn.
  I don't like my boss.

- A: 谁想去？
  Shéi xiǎng qù?
  Who wants to go?

  B: 我想去。
  Wǒ xiǎng qù.
  I want to go.

- A: 谁想喝咖啡？
  Shéi xiǎng hē kāfēi?
  Who wants to drink coffee?

  B: 我想喝咖啡。
  Wǒ xiǎng hē kāfēi.
  I want to drink coffee.

Expressing "When" with 什么时候 (*shénme shíhou*)

Structure

Subj. + 什么时候 + Predicate ?

Examples for asking and telling when follow below. To keep things simple, I've just included questions about the future. Asking questions about the past can be slightly more complicated and may involve the "*shi... de*" construction, which we' ll learn later.

Examples

- A: 你什么时候来？
  Nǐ shénme shíhou lái?
  When are you coming?

  B: 我明天来。
  Wǒ míngtiān lái.
  I'm coming tomorrow.

- A: 你们什么时候走？
  Nǐmen shénme shíhou zǒu?
  When are you guys leaving?

  B: 我们下个月走。
  Wǒmen xià gè yuè zǒu.
  We're leaving next month.

- A: 我们什么时候吃饭？
  Wǒmen shénme shíhou chīfàn?
  When are we eating?

  B: 我们 6 点吃饭。
  Wǒmen liù diǎn chīfàn.
  We're eating at 6:00.

- A: 爸爸什么时候回来？
  Bàba shénme shíhou huílái?
  When is dad coming back?

  B: 爸爸周末回来。
  Bàba zhōumò huílái.
  Dad is coming back this weekend.

- A: 你的飞机什么时候到上海？
  Nǐ de fēijī shénme shíhou dào Shànghǎi?
  When is your airplane arriving in Shanghai?

  B: 晚上八点。
  Wǎnshang bā diǎn.
  Eight o'clock this evening.

Expressing "Why" with 为什么 (wèishénme)

Structure

Subj. + 为什么 + Predicate ?

Examples

- A: 你为什么学中文？
  Nǐ wèishénme xué Zhōngwén?
  Why do you study Chinese?

  B: 因为我在中国工作。
  Yīnwèi wǒ zài Zhōngguó gōngzuò.
  Because I'm working in China.

- A: 他们为什么不喝咖啡？
  Tāmen wèishénme bù hē kāfēi?
  Why don't you drink coffee?

  B: 因为咖啡很苦。
  Yīnwèi kāfēi hěn kǔ.

Because coffee is bitter.

- A: 他为什么不来？
  Tā wèishénme bù lái?
  Why isn't he coming?

  B: 因为他很忙。
  Yīnwèi tā hěn máng.
  Because he is busy.

- A: 你早上为什么不在？
  Nǐ zǎoshang wèishénme bù zài?
  Why were you not here this morning?

  B: 因为我出去见朋友了。
  Yīnwèi wǒ chūqù jiàn péngyou le.
  Because I went out to meet some friends.

Expressing "How" with 怎么 (zěnme)

Structure

Subj. + 怎么 + Verb (+ Obj.) ?

Examples

- A: 你怎么学习中文？
  Nǐ zěnme xuéxí Zhōngwén?
  How do you study Chinese?

  B: 我上网学习中文 。
  Wǒ shàngwǎng xuéxí zhōngwén.
  I study Chinese online.

- A: 你怎么上网？
  Nǐ zěnme shàngwǎng?
  How do you go online?

  B: 我用手机上网。
  Wǒ yòng shǒujī shàngwǎng.
  I use my cell phone to go online.

- A: 你怎么去北京？
  Nǐ zěnme qù Běijīng?
  How do you go to Beijing?

  B: 我坐火车去。
  Wǒ zuò huǒchē qù.
  I take the train.

- A: 你们怎么回家？
  Nǐmen zěnme huíjiā?
  How are you guys going to get home?

  B: 我开车回家。

Wǒ kāichē huíjiā.
I‘m driving home.

- A: 你怎么买票？
  Nǐ zěnme mǎi piào?
  How do you buy tickets?

  B: 我上网买票。
  Wǒ shàngwǎng mǎi piào.
  I go online to buy tickets.

Word Order for Question Pronouns

How can you know whether to use a question noun, like 谁 shéi ('who'), in the beginning or ending of a question? It's quite easy: just use it in the same position where the answer would appear. Chinese is an SVO language, which means that subjects (S) generally come before verbs (V) and objects (O) usually come after verbs.

Therefore, if 谁 is asking the identity of someone who is the subject of the sentence, then it should go at the beginning. If it is asking about the identity of someone who is the object of a sentence, then it should go at the end. Note that 谁 can also be the object of a co-verb like 给.

Consider these examples, and look at how the answer to the question posed by 谁 appears in the same place grammatically as the word 谁 itself:

- 谁喜欢喝茶？
  我喜欢喝茶。

- 谁姓张？
  我姓张。

- 你常常给谁打电话？
  我常常给我妈妈打电话。

- 那个男孩子是谁？
  那个男孩子是我弟弟。

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2.10: Lesson 1 Grammar - The Adverb 也 (yě)

The English adverb "too" or "also" is expressed in Chinese as 也 (yě). In Chinese, it *always* needs to come before the verb (or right before the "adjective" which is in fact a stative verb). Indeed, all Chinese adverbs go immediately before the verb they modify.

也 (yě) with Verb Phrases

Structure

Since it is an adverb, 也 (yě) is inserted after the subject, before the verb or verb phrase.

Subj. + 也 + Verb / [Verb Phrase]

Examples

- 我也喜欢。
  Wǒ yě xǐhuan.
  I also like it.

- 我也是学生。
  Wǒ yě shì xuésheng.
  I am a student too.

- 她也有一个儿子。
  Tā yě yǒu yī gè érzi.
  She also has a son.

- 他们也是法国人吗？
  Tāmen yě shì Fǎguó rén ma?
  Are they also French?

- 我也想学中文。
  Wǒ yě xiǎng xué Zhōngwén.
  I also want to study Chinese.

- 他们也会去吗？
  Tāmen yě huì qù ma?
  Are they also going?

- 我妈妈也喜欢吃饺子。
  Wǒ māma yě xǐhuan chī jiǎozi.
  My mother likes to eat boiled dumplings too.

- 孩子也可以喝酒吗？
  Háizi yě kěyǐ hējiǔ ma?
  Can kids drink alcohol too?

- 你也想来我家吗？
  Nǐ yě xiǎng lái wǒ jiā ma?
  Do you want to come to my house too?

- 她也觉得这个老师不好。
  Tā yě juéde zhège lǎoshī bù hǎo.
  She also thinks this teacher isn't good.

Let's take one more look at two different English sentences which mean the same thing, but can result in bad Chinese if you translate word-for-word.

- 我也喜欢。 **<< GOOD EXAMPLE**
  Wǒ yě xǐhuan.
  I also like it. / I like it too.

- 我喜欢也。 **<< BAD EXAMPLE, DON'T SAY IT THIS WAY**
  Wǒ xǐhuan yě.
  I like it too.

Note that the first translation for the first sentence is "I also like it." The translation of the second sentence is "I like it too," which is equally correct in English but, if translated word-for-word into Chinese, and if putting the 也 (yě) after the verb, that is *100% wrong* in Chinese. Remember that, in Chinese, adverbs invariably go before the verbs they modify. And remember that 也 (yě) is an adverb.

A Note on the Negative Form

In English, we can replace the word "too" with "either" in negative sentences. For example:

- A: I like cats.
- B: I like cats *too*.

- A: I *don't* like cats.
- B: I don't like cats *either*.

In Chinese, regardless of whether the sentence is positive ("I like them **too**") or negative ("I **don't** like them **either**"), 也 (yě) is used the same way. Just make sure you put the 也 (yě) *before* the 不 (bù) or other negative part that comes before the verb.

- 我也不喜欢。
  Wǒ yě bù xǐhuan.
  I don't like it either.

- 我也不知道。
  Wǒ yě bù zhīdào.
  I don't know either.

- 他也没有。
  Tā yě méiyǒu.
  He doesn't have it either.

- 你也不想来我家吗？
  Nǐ yě bù xiǎng lái wǒ jiā ma?
  You don't want to come to my house either?

也 (yě) with Stative Verbs ("Adjectives")

Structure

也 (yě) can also be used with stative verbs (or "adjectives"). We'll learn later on how simple "noun + adjective" sentences normally need to include an adverb like 很 (hěn) before the adjective. In that case, just put the 也 (yě) before the adverb.

Subj. + 也 (+ Adv.) + Adj.

Examples

- 你也很高。
  Nǐ yě hěn gāo.
  You are also tall.

- 他也很胖。
  Tā yě hěn pàng.
  He is also fat.

- 我爸爸也很帅。
  Wǒ bàba yě hěn shuài.
  My dad is also handsome.

- 湖南菜也很辣。
  Húnán cài yě hěn là.
  Hunan food is very spicy too.

- 这种酒也很好喝。
  Zhè zhǒng jiǔ yě hěn hǎohē.
  This kind of alcohol is also good.

- 这个地方也很漂亮。
  Zhège dìfang yě hěn piàoliang.
  This place is also pretty.

- 昨天很冷，今天也很冷。
  Zuótiān hěn lěng, jīntiān yě hěn lěng.
  Yesterday was cold, and today is also cold.

- 他生气了？我也很生气！
  Tā shēngqì le? Wǒ yě hěn shēngqì!
  He got angry? I'm also angry!

- 这个问题也很麻烦。
  Zhège wèntí yě hěn máfan.
  This problem is also very troublesome.

- 我觉得这个餐厅也很好。
  Wǒ juéde zhège cāntīng yě hěn hǎo.
  I think that this restaurant is also good.

Expressing "Me Too" with 也 (yě)

It can be tricky to know how to say "me too" when you first study 也 (yě), as you can't say "wǒ yě" all by itself. That's not a complete sentence; you can't just leave 也 (yě) hanging there with nothing after it.

The all-purpose correct sentence is "wǒ yě shì," which literally means, "I am too," but can also stand in for "me too."

Structure

The correct structure uses the verb 是 (shì):

- 我也是。
  Wǒ yě shì.
  I am too. / Me too.
  [Note: The 是 fills in for whatever was just said.]

- 我也。 **<< BAD EXAMPLE, NEVER SAY IT THIS WAY!**
  Wǒ yě.
  [Note: Always put something after 也! It never ends a sentence.]

Examples

The "me too" structure works with other subjects, as well. But for these simple examples, we'll stick to the classic 我 (wǒ) subject.

- A: 我是美国人。
  Wǒ shì Měiguó rén.
  I am an American.

- B: 我也是。
  Wǒ yě shì.
  Me too. / I am too.

For this next one, you'll notice that the "me too" reply repeats the original verb 喜欢 (xǐhuan) instead of using 是 (shì). Both ways are possible.

- A: 我喜欢看书。
  Wǒ xǐhuan kàn shū.
  I like to read.

- B: 我也喜欢。
  Wǒ yě xǐhuan.
  Me too. / So do I.

You'll notice that some of those English translations use "so do I." The Chinese works exactly the same; they're just translated that way to produce more natural-sounding English.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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2.11: Lesson 1 Grammar - The Verb 叫 (jiào)

The verb 叫 (jiào) is used to indicate what someone or something is called, or what someone or something's name is. Its usage can seem a little weird to beginners, so it gets its own grammar point.

Structure

The verb 叫 (jiào) means both "to call" and "to be called." It's an easy way to give names, using the following structure:

Subj. + 叫 + [Name]

This can be used to give your full name or just your first name.

Examples

- 我叫 Tom。
  [Note: it even works if you don't have a Chinese name!]
  Wǒ jiào Tom.
  My name is Tom.

- 他叫李小龙。
  Tā jiào Lǐ Xiǎolóng.
  His name is Li Xiaolong.
  [Note: this is the real name of Bruce Lee.]

- 我哥哥叫老马 。
  Wǒ gēge jiào Lǎo Mǎ.
  My brother is called Lao Ma.
  [Note: this is probably a nickname, not a real name.]

- 那个叫什么？
  Nàge jiào shénme?
  What is that called?

- 这个美女叫 Alana。
  Zhège měinǚ jiào Alana.
  This pretty girl is named Alana.

- 我们的老板叫 John。
  Wǒmen de lǎobǎn jiào John.
  Our boss is named John.

- 我的狗叫 Max。
  Wǒ de gǒu jiào Max.
  My dog is called Max.

- 这种手机叫 iPhone。
  Zhè zhǒng shǒujī jiào iPhone.
  This kind of cell phone is called an iPhone.

- 你爸爸叫什么？
  Nǐ bàba jiào shénme?
  What is your dad's name?

- 这个地方叫外滩。
  Zhège dìfang jiào Wàitān.
  This place is called the Bund.
  [Note: The Bund is a famous street in Shanghai.]

You can also ask people their names using 叫 (jiào):

- 你叫什么名字？
  Nǐ jiào shénme míngzi?
  What's your name?

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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2.12: Lesson 1 Grammar - The verb 姓 (xìng)

The verb 姓 (xìng) literally means "to be surnamed" or "to have the surname." It may seem awkward at first that there's a verb just for this, but you'll find that it's used quite often in Chinese. 姓 (xìng) is used most often to tell someone your own surname ("family name" or "last name"), or to ask the surname of someone else.

Although 姓 (xìng) is equivalent to the English expression "last name" this can be misleading, since in Chinese the 姓 (xìng) comes before the given name. For this reason, it may be easier for you to think of 姓 (xìng) as meaning "family name" or "surname".

Structure

Subj. + 姓 + [Surname]

Examples

- 我姓王。
  Wǒ xìng Wáng.
  My family name is Wang.
- 你老板姓李吗？
  Nǐ lǎobǎn xìng Lǐ ma?
  Is your boss's last name Li?
- 那个帅哥姓张。
  Nàge shuàigē xìng Zhāng.
  That handsome guy's last name is Zhang.
- 我爸爸姓周，我妈妈姓林 。
  Wǒ bàba xìng Zhōu, wǒ māma xìng Lín.
  My father's family name is Zhou. My mother's family name is Lin.
- 他女朋友姓钱。
  Tā nǚpéngyou xìng Qián.
  His girlfriend's last name is Qian.
- 你好，我姓毛。
  Nǐ hǎo, wǒ xìng Máo.
  Hello. My last name is Mao.
- 我姓赵，我太太也姓赵。
  Wǒ xìng Zhào, wǒ tàitai yě xìng Zhào.
  My last name is Zhao. My wife's last name is also Zhao.
- 我的中文老师姓陈。
  Wǒ de Zhōngwén lǎoshī xìng Chén.
  My Chinese teacher's surname is Chen.
- 你奶奶也姓陈吗 ？
  Nǐ nǎinai yě xìng Chén ma?
  Is your grandma's family name also Chen?
- 他们都姓李。
  Tāmen dōu xìng Lǐ.
  They all have Li as their family name.

Asking Someone's Surname

You can also use 姓 (xìng) to ask people their surnames. You could do this quite directly by saying:

- 你姓什么?
  Nǐ xìng shénme?
  What is your last name?

However, the formal way to ask has a set form, and this is almost invariably the way people ask:

- 您贵姓？
  Nín guì xìng?
  What is your honorable surname?

Literally this means "What is your honorable surname?" Use this form whenever you ask someone their surname in Chinese.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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2.13: Lesson 1 Test

Take the lesson 1 test using the Homework & Tests tool. This lesson test is graded, but can be taken in an open-book format. You should finish your first attempt for each lesson test by about 11:30 pm on Sunday.

Reattempt the Lesson Test as Needed

You can also take each lesson test multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Lesson Test in Closed-book Format

Later in the semester, forcing yourself to adopt a closed-book format while retaking this test will be an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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CHAPTER OVERVIEW

3: Origin and Languages

3.1: Lesson 2 Overview - Origin and Languages
3.2: Lesson 2 Writing Worksheets
3.3: Lesson 2 Vocabulary Review
3.4: Lesson 2 Vocabulary Quiz
3.5: Lesson 2 Grammar - Basic sentence order
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3.9: Lesson 2 Homework Exercises
3.10: Lesson 2 Supplementary Videos
3.11: Lesson 2 Test

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3.1: Lesson 2 Overview - Origin and Languages

In lesson 1, you learned how to greet someone and ask their name. This week, we'll learn more basics for introductory conversations, such as how to ask which country someone comes from and what languages they speak. Here is a link to the Lesson 2 "Origin and Languages" page, and below is a short guide with suggestions on how to study it this week.

Start with the Lesson Dialogues

Start out by reading and listening to the three short example dialogues presented in this lesson:

- Are you a student?
- Where are you from?
- What languages do you speak?

Just like you did for Lesson 1, you should study these dialogues in three stages:

1. First, be sure to click the "Show Translation" and "Show Pinyin" buttons, so that you can follow along easily. Then, press the play button and listen while reading. Do this several times. After listening and reading along for probably 2 to 5 times, you should have a good idea of what the speakers are saying, since the English translation has been displayed next to the transcript. Try to finish this first step by Monday.

2. Once you have a good idea of the meaning, press the button titled "Hide Translation". Then, listen while reading the pinyin, and speak along with the dialogue. Again, do this several times. After listening and speaking along about 5 to 10 times, you will be ready to press the "Hide Pinyin" button. You will probably be doing this step around the middle of this week.

3. Finally, after listening and reading along, and eventually reading while speaking along, you should review the dialogue by listening and reading only the Chinese characters. At this final stage, you will read only the Chinese characters and hide both the pinyin and English translation. Aim to reach this level of mastery by about Friday this week.

After you've finished all three of these stages of study, you can continue to review these dialogues over the next several weeks, displaying and reading only the Chinese characters if possible. You should go back to lesson 1 and review the dialogues there while listening and reading the characters, to refresh your memory.

As part of your review of each of these dialogues, be sure to click the sections at the bottom titled "Vocabulary" and "Exercises" for reference and for self-assessment of your understanding.

Practice Reading & Learn Key Phrases

After you feel somewhat comfortable with at least one or two of the dialogues above, move along to the following sections of this lesson:

- Reading: Arrival Card
- Key Language: Origins
- Key Language: Languages
- Key Language: Education

Try speaking aloud the examples given in these sections.

Learn Key Grammar Points

This lesson covers some basic grammar points that you should know in order to use the vocabulary you're learning this week effectively. Toward the end of this week, study the following sections on grammar:

- Language Notes: The Use of 是
- Language Notes: Location 在 and 从
- Language Notes: Negation - 不

Refer to the other sections in this chapter of the textbook for more detailed introductions to these grammar points, with additional examples. Please use the Laulima forums to raise any questions that you have about the grammar in this lesson. Posting questions in the class forums is optional, and not required each week.

Review Pronunciation & Writing Tips

Review the sections on pronunciation of a- finals and basic writing strokes in lesson 2. If you don't find this content to be an easy review, please email me polley@hawaii.edu to let me know what parts you are having difficulties with.

Self-Assessment Exercises

Finally, after you have finished studying the content for this lesson, try out each of these self-assessment exercises:

- Listening
- Reading
- Speaking
- Writing

You should aim to finish these exercises probably by Friday this week, or early next week. They are not graded. If you find any of these exercises difficult, please contact me with questions, or post your questions in the class forums, or go back to the relevant section of the lesson and review as necessary.

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3.2: Lesson 2 Writing Worksheets

You should print out the following worksheets, available as a PDF file:

Lesson 2 Writing Worksheets

After printing these worksheets, simply trace the sample characters provided, and then continue to write the characters in the blank spaces. Be sure to follow the indicated stroke order carefully. It is essential that you pay attention to stroke order, and build good habits for writing Chinese characters from the very beginning. Remember to write strokes from left to right, and from top to bottom. Be sure that vertical strokes are written perfectly vertically, as shown in the example templates provided.

You should write the full character at least 5 times. You can write more if you'd like further review.

You can also continue to practice by writing on a separate sheet. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time.

For easy reference, you can also view a list of the characters included on these worksheets at the Lesson 2 Word List, including tools to listen to a recording of each word. This list is hosted by PurpleCulture.net.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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3.3: Lesson 2 Vocabulary Review

The lessons we are studying this semester, together with the homework assignments, are designed to teach you a large number of characters in a short period of time. But to **remember** these characters, you must review them regularly using flashcards. You could write on index cards to create your own flashcards by hand, but I strongly recommend that you use the ready-made decks of Memrise flashcards that I've prepared for you.

Continue to use Memrise on a daily basis throughout this entire semester. Ideally, you should plan to check briefly at least 3 different times each day, until Memrise tells you that you have no more items to review or learn. Memrise will ask you to review intensively when you are first learning a lesson, and the pace of review will taper off after a few days as you show Memrise that you are remembering the new vocabulary.

Here are the links to the Memrise flashcards for the first 4 lessons:

- Memrise: Lesson 1 "First Contact"
- Memrise: Lesson 2 "Origin and Languages"
- Memrise: Lesson 3 "Family"
- Memrise: Lesson 4 "Ordering Food and Drink"

Go to each of these Memrise flashcard decks, and work on them using either the web version of Memrise on your laptop or desktop computer, or using the app version of Memrise on your phone. Be sure to use the same login credentials on all devices, so that it keeps track of your progress on a single account.

You should complete each lesson first, before moving on to the next one. For example, lesson 1 on Memrise has 132 words. It should show "132/132 words learned" for lesson 1, before you move on to lesson 2. You could have words left to review in a previous lesson, as long as you have completed the learning.

You should plan spend a total of about 1 to 3 hours a day (yes, really that much time!) working through these Memrise lessons, especially at the beginning of each week while learning new lessons. Once you show Memrise that you have learned the vocabulary, your time spent reviewing is likely to taper off to 1 hour or less per day toward the end of the week.

As an added incentive to encourage you to use Memrise so extensively, I'd like to challenge you all to a contest! Each Memrise lesson has a separate leaderboard. You can filter the leaderboard scores by week, by month, or for all time. The challenges are as follows:

- If you reach 50,000 points on the all time leaderboard in each of the 4 lessons (at least 50k in lesson 1, and 50k in lesson 2, 50k in lesson 3, and 50k in lesson 4) by 8:30 am Hawai'i time on the same day the Midterm Exam is due, you will earn a 5% extra credit bonus on the written midterm exam, which is equivalent to 0.75% of your overall grade at the end of the semester.

- If you reach 75,000 points on the all time leaderboard in each of the 4 lessons (at least 75k in lesson 1, and 75k in lesson 2, 75k in lesson 3, and 75k in lesson 4) by 8:30 am Hawai'i time on the same day the Midterm Exam is due, you will instead earn a total 10% extra credit bonus on the written midterm exam, equivalent to 1.5% of your overall grade at the end of the semester.

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3.4: Lesson 2 Vocabulary Quiz

Before taking this quiz, I encourage you to spend some time learning and reviewing the vocabulary items in Memrise: Lesson 2 "Origin and Languages".

Taking the Quiz

You can take this quiz using the Homework & Tests tool on our course website. This vocab quiz is graded, but it can be taken in an open-book format. If you have multiple devices, you might consider using two devices to avail yourself of the open-book format, using one device to refer to the lesson dialogues and vocabulary lists while taking the quiz on another device.

You should finish your first attempt for this quiz by about 11:30 pm on Sunday.

Reattempt Each Quiz as Needed

You can also take each quiz multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking Each Quiz in Closed-book Format

All of the vocabulary quizzes and lesson tests this semester will be open-book and allow for multiple attempts. However, the midterm exam and final exam will each allow for only a single attempt.

Thus, even if you are satisfied with your scores on the vocab quizzes and lesson tests, in the event that those high scores were obtained only by relying heavily on reference materials or other assistance, you should still plan for additional closed-book attempts on the quizzes and tests. This way, you can continue to review while resting assured that you've already obtained the score you want. Quiz and lesson test retakes, forcing yourself to adopt a closed-book format, is an excellent way to prepare for the midterm and final exams.

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3.5: Lesson 2 Grammar - Basic sentence order

In its most basic form, Chinese word order is very similar to English word order. These similarities definitely have their limits, though; don't expect the two languages' word orders to stay consistent much beyond the very basic sentence orders outlined below.

Subject-Predicate

A simple predicate can be just a verb. The most basic word order in Chinese is:

Subj. + Verb

You can form very simple sentences with just two words.

Examples

- 你们吃。
  Nǐmen chī.
  You eat.

- 他笑。
  Tā xiào.
  He is laughing.

- 我读。
  Wǒ dú.
  I will read it.

- 你去。
  Nǐ qù.
  You go.

- 你们看。
  Nǐmen kàn.
  Look.

- 你来。
  Nǐ lái.
  You come here!

- 我说。
  Wǒ shuō.
  I'll say it.

- 孩子哭。
  Háizi kū.
  The children are crying.

- 谁要学？
  Shéi yào xué?
  Who wants to study?

- 谁想玩？
  Shéi xiǎng wán?
  Who wants to play?

Subject-Verb-Object

A slightly longer predicate might be a verb with an object. A sentence with both a verb and an object is formed with this structure:

Subj. + Verb + Obj.

This is the same as in English, and is commonly referred to as SVO word order. You can express a huge variety of things with this simple structure.

Examples

- 他们吃肉。
  Tāmen chī ròu.
  They eat meat.

- 你喝茶吗？
  Nǐ hē chá ma?
  Do you drink tea?

- 我去学校。
  Wǒ qù xuéxiào.
  I go to school.

- 他说中文。
  Tā shuō Zhōngwén.
  He speaks Chinese.

- 你喜欢孩子吗？
  Nǐ xǐhuan háizi ma?
  Do you like kids?

- 我们要买电脑。
  Wǒmen yào mǎi diànnǎo.
  We want to buy a computer.

- 你们想吃中国菜吗？
  Nǐmen xiǎng chī Zhōngguó cài ma?
  Do you want to eat Chinese food?

- 我爱你和爸爸。
  Wǒ ài nǐ hé bàba.
  I love you and dad.

- 他们要做什么？
  Tāmen yào zuò shénme?
  What do they want to do?

- 你想去什么地方？
  Nǐ xiǎng qù shénme dìfang?
  What place do you want to go to?

When Things Get Tricky

Despite the convenient word order similarities highlighted above, things start to break down as soon as you start adding in such simple sentence elements as the "also" adverb 也 (yě), a time word, or a location where something happened. A good general rule of thumb to keep in mind is that adverbs, as well as phrases that modify verbs, go right before the verbs they modify.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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3.6: Lesson 2 Grammar - Indicating location with 在 (zài) before verbs

If you need to include the place where an action takes place, you can use 在 (zài). Just pay close attention to word order, as this is one case in which Chinese word order is quite different from English.

Structure

To indicate the location that a verb takes place in, 在 (zài), followed by a location, comes before the verb.

Subj. + 在 + Place + Verb + Obj.

Notice that the location is placed before the verb in Chinese, whereas in English it appears afterwards.

Examples

- 我在上海上大学。
  Wǒ zài Shànghǎi shàng dàxué.
  I went to college in Shanghai.

- 你一直在这家公司工作吗？
  Nǐ yīzhí zài zhè jiā gōngsī gōngzuò ma?
  Have you always been working in this company?

- 我周末想在家睡觉。
  Wǒ zhōumò xiǎng zài jiā shuìjiào.
  On the weekend, I want to sleep at home.

- 不要在床上吃东西。
  Bù yào zài chuáng shàng chī dōngxi.
  Don't eat food on the bed.
  [Special note: In addition to "在" you need a "上" to indicate the location "on the bed."]

- 你想在哪儿开生日派对？
  Nǐ xiǎng zài nǎr kāi shēngrì pàiduì?
  Where do you want to have the birthday party?

- 他喜欢在厕所里抽烟。
  Tā xǐhuan zài cèsuǒ lǐ chōuyān.
  He likes to smoke in the bathroom.
  [Special note: In addition to "在" you need a "里" to indicate the location "in the bathroom."]

- 很多人在地铁上吃早饭。
  Hěn duō rén zài dìtiě shàng chī zǎofàn.
  Many people eat breakfast on the subway.
  [Special note: In addition to "在" you need a "上" to indicate the location "in the subway."]

- 现在我们在 KTV 唱歌。
  Xiànzài wǒmen zài KTV chànggē.
  Now we're singing songs at karaoke.

- 老板在会议室见客户。
  Lǎobǎn zài huìyìshì jiàn kèhù.
  The boss is seeing the client in the meeting room.

- 你在外面吃过晚饭了吗？
  Nǐ zài wàimiàn chī guo wǎnfàn le ma?

Did you eat dinner outside?

Remember: in English we usually put the location at the end of a sentence. In Chinese, we put the location after the subject but before the verb. The location before the verb in the sentence is what I will call the “adverbial phrase” location. Adverbs, and adverbial phrases, always go right before verbs in Chinese. Locations are a type of adverbial phrase, since they provide more specific information about the circumstances in which the action denoted by the verb happened.

Getting More Specific with Locations

Rather than just using 在 (zài) to mean "at" a location, you might want to use it to mean "in," "on," or "under" a specific location. To do this, you'll need to add an extra word after the location. We’ll learn more about these types of characters later on. For now, you can refer to the examples shown above that have notes on which characters need to be added in certain situations.

Use of Special Characters with 在 (zài)

Sometimes, a special character, 里 ('inside'), follows the noun associated with 在 (zài). Whether or not to use this character depends on how much the speaker wishes to emphasize the spatial relationship being described.

Consider the following two phrases in English:

- "in this company"
- "in the bathroom"

For these two examples, one phrase literally means "inside" the bathroom, while the other means only "within the group or place considered the company" and not literally inside a spatial location. In English, the relationship between worker and company is likewise a little more figurative and less spatially specific, when we say "work *at* a company" or "work *for* a company."

The phrase that requires more specificity about the spatial relationship contains the character 里 ('inside') while the other does not.

Here is another way to analyze these same two examples:

- 在这家公司工作 ('work at this company' or 'work for this company')
  at-this-MW-company-work
  [Note: MW = measure word]

- 在厕所里 ('in the bathroom')
  at-bathroom-inside

Using 在 (zài) to Talk About Where You Study

Question: *I'm having trouble figuring out how to say, "I study at the University of Hawaii at Hilo". Can I just say 我学习夏威夷大学？According to Google Translate, it says I'm supposed to say 我在夏威夷大学学习。Are any of these correct?*

Answer: You do need a term equivalent to "at" when saying this in Chinese, which in this case is 在 ("at"). The sentence that Google Translate has given you is acceptable. Here's a word-by-word analysis of that sentence:

- 我在夏威夷大学学习。
  Wǒ zài Xiàwēiyí dàxué xuéxí.
  I at Hawaii University study
  "I am a student at the University of Hawai'i."

You could also specify that you study at UH Hilo. To do this, it's helpful to understand that 夏威夷大学 (University of Hawai'i) can be abbreviated as 夏大 ("UH"). Thus, "University of Hawai'i at Hilo" is 夏威夷大學希洛分校, and "UH-Hilo" is 夏大希洛分校 (literally, "UH Hilo branch school") or, if you've already established 夏大希洛分校 in the context of a conversation, then later on you could refer to it as just 夏大希洛 ("UH-Hilo").

Therefore, you could say:

- 我在夏大希洛分校学习。
  Wǒ zài Xiàdà Xīluò fēnxiào xuéxí.
  I at UH Hilo branch-school study
  "I am a student at UH-Hilo."

Alternatively, let's say you were responding to someone who doesn't necessarily understand that Hilo is on the Big Island. In that case, in your response you could further specify that you go to college on the Big Island, as follows:

- 我在夏威夷大岛的夏大希洛分校学习。
  Wǒ zài Xiàwēiyí dà dǎo de Xiàdà Xīluò fēnxiào xuéxí.
  I at Hawai'i Big Island DE.belonging UH Hilo branch-school study
  "I am a student at UH-Hilo."

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* * *

Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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3.7: Lesson 2 Grammar - Standard negation with 不 (bù)

不 (bù) is generally used to negate a verb in the present or future, or to talk about what you do not do, as a habit. So expressing things like "I don't want to go" or "I'm not going" or "I don't eat meat" would be typical uses of 不 (bù).

Structure

The standard way to negate verbs in Chinese is with 不 (bù). To negate a verb, simply place 不 (bù) before it:

Subj. + 不 + Verb + Obj.

Examples

- 他们不是坏孩子。
  Tāmen bù shì huài háizi.
  They are not bad kids.

- 我们不喝酒。
  Wǒmen bù hē jiǔ.
  We don't drink alcohol.

- 我今天不想工作。
  Wǒ jīntiān bù xiǎng gōngzuò.
  I don't want to work today.

- 你不喜欢我吗？
  Nǐ bù xǐhuan wǒ ma?
  Do you not like me?

- 为什么你不喜欢喝咖啡？
  Wèishénme nǐ bù xǐhuan hē kāfēi?
  Why don't you like to drink coffee?

Almost all verbs can be negated with 不 (bù), unless you are referring to a past event. We will learn later on how to use 没 (méi) as a negation particle when talking about the past. The only verb that can never be negated with 不 (bù) is 有 (yǒu).

- 我不有时间。 **<< BAD EXAMPLE, NEVER SAY IT THIS WAY**
  Wǒ bù yǒu shíjiān.

- 我没有时间。**<< GOOD EXAMPLE**
  Wǒ méiyǒu shíjiān.
  I don't have time.

Negating Stative Verbs ("Adjectives")

As it turns out, the structure with a stative verb (or "adjective") is basically the same as the one with an action verb.

Structure

Subj. + 不 + Adj.

Examples

- 我不饿。
  Wǒ bù è.
  I'm not hungry.

- 这个不贵。
  Zhège bù guì.

This is not expensive.

- 公司不大。
  Gōngsī bù dà.
  The company is not big.

- 老板今天很不高兴。
  Lǎobǎn jīntiān hěn bù gāoxìng.
  The boss is very unhappy today.

- 我哥哥不高，但是很帅。
  Wǒ gēge bù gāo, dànshì hěn shuài.
  My older brother is not tall, but he is very handsome.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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3.8: Lesson 2 Grammar - Yes-no questions with 吗 (ma)

The question particle 吗 (ma) is a simple way to form questions in Chinese. The tone of this character is a neutral tone, which can be written in pinyin as *ma* or *ma0* or *ma5*. By placing 吗 (ma) on the end of a statement, you convert it into a *yes/no question* (questions that could be answered with "yes" or "no" in English).

Structure

Any statement can be converted into a yes/no question with 吗 (ma). You could think of 吗 (ma) as being like a question mark you say out loud. So the basic structure is:

[Statement] + 吗？

Examples

- 你喜欢咖啡。
  Nǐ xǐhuan kāfēi.
  You like coffee.

The above statement "You like coffee" can easily be converted into the question "Do you like coffee?" by adding 吗 (ma):

- 你喜欢咖啡吗？
  Nǐ xǐhuan kāfēi ma?
  Do you like coffee?

More examples of yes/no questions that revert to statements when you remove the 吗 (ma):

- 你是大学生吗？
  Nǐ shì dàxuéshēng ma?
  Are you a college student?

- 他是老板吗？
  Tā shì lǎobǎn ma?
  Is he the boss?

- 你喜欢她吗？
  Nǐ xǐhuan tā ma?
  Do you like her?

- 你想家吗？
  Nǐ xiǎng jiā ma?
  Do you miss home?

- 你们明天见面吗？
  Nǐmen míngtiān jiànmiàn ma?
  Are you going to meet tomorrow?

- 你们也去吗？
  Nǐmen yě qù ma?
  Are you also going?

- 他在你们学校学中文吗？
  Tā zài nǐmen xuéxiào xué Zhōngwén ma?
  Does he study Chinese in your school?

- 妈妈会做饭吗？
  Māma huì zuòfàn ma?
  Does mom know how to cook?

It's important to remember that you do not normally add 吗 (ma) to a sentence that's *already a question*. For example:

- 你是谁吗？**<< BAD EXAMPLE, DO NOT SAY IT THIS WAY!**
  Nǐ shì shéi ma?
  [Note: 谁 (shéi) is already a question word.]

- 这是不是书吗？**<< BAD EXAMPLE, DO NOT SAY IT THIS WAY!**
  Zhè shì bu shì shū ma?
  [Note: 是不是 (shì bu shì) is already a question pattern.]

These would be something like "Are you who are you?" and "Is this is a book?" in English, both obviously ungrammatical. Still, if you're not careful, you may find yourself throwing a 吗 (ma) onto the end of a question that doesn't need it. Many learners make this mistake, so don't worry if it happens every once in a while, just catch it and remember it the next time.

How to Answer Questions with 吗 (ma)

You can answer a Chinese yes-no question in one of two ways:

1. Answer with 对 (duì "correct") or the more casual 嗯 (ǹg, like English "mm-hmm" as an affirmative) to affirm what was asked.

2. Answer a clearer "yes" by simply repeating the positive form of the verb, or "no" by using the negative form of the verb.

Here's the slightly tricky part: if you answer with 对 (duì) and the question is in the positive, then you're saying "yes" (and affirming the positive verb in the question). If you answer with 对 (duì) and the question is in the *negative*, then you're saying "**no**" (and affirming the *negative* verb in the question). Let's take a look at some examples of this sort.

- A: 你是大学生吗？
  Nǐ shì dàxuéshēng ma?
  Are you a college student?
  [Note: Positive verb in the question.]

- B: 对。
  Duì.
  Yes, I am. / That's correct, I am.
  [Note: 對 (duì) affirms the positive verb.]

- A: 你**没有**工作吗？
  *Nǐ **méiyǒu** gōngzuò ma?*
  Do you not have a job?
  [Note: Negative verb in the question.]

- B: 对。
  Duì.
  No, I don't. / That's correct, I don't.
  [Note: 對 (duì) affirms the negative verb.]

Now let's try some answers that reuse the verb for a super-clear "yes" or "no," which works the same way regardless of whether it's a positive or a negative verb in the question.

- A: 你明天**不来**吗？
  *Nǐ míngtiān **bù lái** ma?*
  You're not coming tomorrow?
  [Note: Negative verb in the question.]

- B: 来。
  Lái.
  Yes, I'll come.
  [Note: Repeat the verb when responding.]

- A: 你明天**不来**吗？
  *Nǐ míngtiān **bù lái** ma?*
  You're not coming tomorrow?
  [Note: Negative verb in the question.]

- B: 不来。
  Bù lái.
  No, I won't come.
  [Note: The negative verb means "no."]

Finally, a mix of the two ways to answer, where one person is asking questions of two different people.

- A: 你喜欢中国菜吗？
  Nǐ xǐhuan Zhōngguó cài ma?
  Do you like Chinese food?
  [Note: Positive verb in the question.]

- B: 喜欢。
  Xǐhuan.
  Yes, I do.
  [Note: Repeat the verb in the response.]

- A: 你**不喜欢**中国菜吗？
  *Nǐ **bù xǐhuan** Zhōngguó cài ma?*
  Don't you like Chinese food?
  [Note: The negative verb is in the question.]

- C: 对。
  Duì.
  No, I don't. / That's correct, I don't.
  [Note: 对 (duì) affirms the negative verb.]

You may sometimes imagine that "yes" in Chinese is 是 (shì) and "no" is 不是 (bù shì). This can be true, but only when the main verb in the question is also 是 (shì). If the verb in the question is something else, like 喜欢 (xǐhuan), then whatever is the main verb becomes the word for "yes." It's been said that Chinese has hundreds of ways to say "yes," and this is why: *every verb can be used to mean "yes" as a response to a question.*

More Advanced Usage

However, this doesn't mean that a sentence *can't ever* have a question word and 吗 (ma). If a sentence contains verbs of understanding such as 知道 (zhīdào),了解 (liǎojiě), 明白 (míngbai), 认识 (rènshi), etc., then 吗 (ma) can still be added at the end of the question. You will learn later on more about such advanced yes-no questions involving "ma".

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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3.9: Lesson 2 Homework Exercises

The writing worksheets introduced above focus just on individual characters. You practiced writing each character with the proper stroke order and correct proportions and alignment for each stroke. In the homework exercises, starting from Lesson 2, you will combine what you've learned about characters together with what you know about vocabulary and grammar from the lessons. You will practice completing sentences and writing your own sentences, both using Chinese characters and using pinyin with tone marks. You should print out the following worksheets, available as a PDF file:

Lesson 2 Homework Exercises

After printing these worksheets, read the instructions carefully and complete each question by writing the appropriate responses in Chinese characters or pinyin as indicated. Be sure to write your name at the top of each sheet. I recommend that you print out these sheets and write your responses by hand. If you'd rather write your responses directly on the PDF, you may do so if you have an app and device that uses an Apple Pencil or other stylus for writing. Please do not complete these exercises by using an app to write directly with your finger.

You can also use any blank sheet of paper to complete these exercises. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time. If you use a blank sheet of paper, instead of writing only the items that fill in blanks, you should write out the whole sentence including any characters provided on the worksheet.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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3.10: Lesson 2 Supplementary Videos

Below are some videos that supplement the content we've covered so far. Take a look and speak along to practice your Chinese pronunciation! Reviewing with these videos is an optional component of this course.

Take your time with these videos, and revisit them every once in a while to review, both this week and later in the semester. These videos are from various Youtube channels, which you can visit by clicking the Youtube icon in each video.

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3.11: Lesson 2 Test

Take the lesson 2 test using the Homework & Tests tool. This lesson test is graded, but can be taken in an open-book format. You should finish your first attempt for each lesson test by about 11:30 pm on Sunday.

Reattempt the Lesson Test as Needed

You can also take each lesson test multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Lesson Test in Closed-book Format

Later in the semester, forcing yourself to adopt a closed-book format while retaking this test will be an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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CHAPTER OVERVIEW

4: Family

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4.3: Lesson 3 Vocabulary Quiz
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4.1: Lesson 3 Overview - Family

The lesson page can be found at this link: Lesson 3 "Family". Below is short guide with suggestions on how to study this lesson.

Start with the Lesson Dialogues

Start out by reading and listening to the three short example dialogues:

- Names and Places
- Brothers and Sisters
- Age and Occupation

Just as with the first couple lessons, you should study these dialogues in three stages.

1. First, be sure to click the "Show Translation" and "Show Pinyin" buttons, so that you can follow along easily. Then, press the play button and listen while reading. Do this several times. After listening and reading along for probably 2 to 5 times, you should have a good idea of what the speakers are saying, since the English translation has been displayed next to the transcript. Try to finish this first step by Tuesday.

2. Once you have a good idea of the meaning, press the button titled "Hide Translation". Then, listen while reading the pinyin, and speak along with the dialogue. Again, do this several times. After listening and speaking along about 5 to 10 times, you will be ready to press the "Hide Pinyin" button. You will probably be doing this step around Thursday.

3. Finally, after listening and reading along, and eventually reading while speaking along, you should review the dialogue by listening and reading only the Chinese characters. At this final stage, you will read only the Chinese characters and hide both the pinyin and English translation. Aim to reach this level of mastery by about Friday this week.

After you've finished all three of these stages of study, you can continue to review these dialogues next week and throughout the semester, displaying and reading only the Chinese characters if possible. You should go back to lesson 1 and lesson 2 and review the dialogues there while listening and reading the characters, to refresh your memory.

As part of your review of each of these dialogues, be sure to click the sections at the bottom titled "Vocabulary" and "Exercises" for reference and for self-assessment of your understanding.

Practice Reading & Learn Key Phrases

After you feel somewhat comfortable with at least one or two of the dialogues above, move along to the following sections of this lesson:

- Reading: Business Cards
- Key Language: Explaining How a Name is Written
- Key Language: Asking About Somebody's Age
- Key Language: Asking Where Somebody is From

Try speaking aloud the examples given in these sections.

Learn Key Grammar Points

This lesson covers some basic grammar points that you should know in order to use the vocabulary you're learning this week effectively. Toward the end of this week, study the following sections on grammar:

- Language Notes: The use of 这 and 那
- Language Notes: Measure words
- Language Note: Using 几 and 都

Refer to the other sections in this chapter of the textbook for more detailed introductions to these grammar points, with additional examples. Please use the Laulima forums to raise any questions that you have about the grammar in this lesson. Posting questions in the class forums is optional, and not required each week.

Review Pronunciation & Writing Tips

Review the sections on pronunciation of o- finals and categories of Chinese characters in lesson 3. If you don't find this content to be an easy review, please email me polley@hawaii.edu to let me know what parts you are having difficulties with.

Self-Assessment Exercises for Lesson 1

Finally, after you have finished studying the content for this lesson, try out each of these self-assessment exercises:

- Listening
- Reading
- Speaking
- Writing

You should aim to finish these exercises probably by Friday this week, or early next week. They are not graded. If you find any of these exercises difficult, please contact me with questions, or post your questions in the class forums, or go back to the relevant section of the lesson and review as necessary.

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4.2: Lesson 3 Writing Worksheets

First, print out the following worksheets, available as a PDF file:

Lesson 3 Writing Worksheets

After printing these worksheets, write the characters in the blank spaces, using the stroke order guides provided. Be sure to follow the indicated stroke order carefully. Remember to write strokes from left to right, and from top to bottom. Be sure that vertical strokes are written perfectly vertically.

You can also continue to practice by writing on a separate sheet. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time.

For easy reference, you can also view a list of the characters included on these worksheets at the Lesson 3 Word List, including tools to listen to a recording of each word. This list is hosted by PurpleCulture.net.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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4.3: Lesson 3 Vocabulary Quiz

Before taking this quiz, I encourage you to spend some time learning and reviewing the vocabulary items in Memrise: Lesson 3 "Family".

Taking the Quiz

You can take the lesson 3 quiz using the Homework & Tests tool. This vocab quiz is graded, but it can be taken in an open-book format. You should finish your first attempt for this quiz by 11:30 pm on Sunday.

Reattempt the Quiz as Needed

You can also take this quiz multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Quiz in Closed-book Format

Quiz and lesson test retakes, forcing yourself to adopt a closed-book format, is an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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4.4: Lesson 3 Flipgrid Self-Introduction

We will use an online tool called Flipgrid for speaking practice and assessment this semester. The oral section of the midterm and final exams will be conducted via Flipgrid.

First, make a single Flipgrid video post introducing yourself. You can speak either English or Chinese, or a mix of both languages, for this initial Flipgrid post.

To make your post for this week, login to Flipgrid using the instructions provided in the syllabus and in class announcements.

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4.5: Lesson 3 Speaking Practice and Review

As part of the oral section of the Midterm Exam, you will be asked to respond in Chinese to several questions that are asked in Chinese. In order to get ready for this task, this week I'd like you to practice speaking by reading aloud the questions below, and translating them.

1. Nín guì xìng? Nǐ guì xìng? Nǐ xìng shénme?
   您贵姓？你贵姓？你姓什么？

2. Nǐ jiào shénme míngzi?
   你叫什么名字？

3. Nǐ shì xuéshēng ma?
   你是学生吗？

4. Nǐ shì nǎguó rén?
   你是哪国人？

5. Wǒ shì Zhōngguó rén, nǐ ne?
   我是中国人，你呢？

6. Wǒ shì Měiguó rén, nǐ ne?
   我是美国人，你呢？

7. Nǐ jiā yǒu jǐkǒu rén?
   你家有几口人？

8. Nǐ yǒuméiyǒu xiōngdì jiěmèi?
   你有没有兄弟姐妹？

9. Nǐ bàba zuò shénme gōngzuò?
   你爸爸做什么工作？

10. Nǐ māma zuò shénme gōng zuò?
    你妈妈做什么工作？

11. Nǐ bàba zài nǎr gōngzuò?
    你爸爸在哪儿工作？

12. Nǐ jīnnián duō dà?
    你今年多大？

First, practice speaking aloud the questions above on your own time. Repeat as necessary until you feel you're able to read them with acceptable speed, fluency and pronunciation. If you are not yet in the habit of referring to it regularly, now might a good time to refer to this Mandarin Chinese pinyin chart with audio by opening it on a separate device or in a separate window so you can use it side-by-side as a reference guide when reading the words and sentences above.

At this stage you are just doing self-assessment and practice for these sentences. Once you feel comfortable reading the sentences aloud, then go to the Homework & Tests section of our Laulima site and complete the corresponding assignment there.

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4.6: Lesson 3 Grammar - Expressing "and also" with 还 (hái)

In English we use "and also" when we want to connect separate and different thoughts. We can do the same thing in Chinese by using 还 (hái). The adverb 还 (hái) can be used to link two phrases together. In this case, 還 (hái) begins a new phrase or clause.

Subj. + Verb + Obj. 1， 还 + Verb + Obj. 2

Examples

- 她有一个弟弟，还有一个妹妹。
  Tā yǒu yī gè dìdi, hái yǒu yī gè mèimei.
  She has a younger brother and also has a younger sister.

- 我老板会说法语，还会说日语。
  Wǒ lǎobǎn huì shuō Fǎyǔ, hái huì shuō Rìyǔ.
  My boss can speak French and can also speak Japanese.

- 你要一杯咖啡，还要什么？
  Nǐ yào yī bēi kāfēi, hái yào shénme?
  You want a cup of coffee, and what else do you want?

- 我想吃冰淇淋，还想吃汉堡。
  Wǒ xiǎng chī bīngqílín, hái xiǎng chī hànbǎo.
  I want to eat ice cream and I also want to eat a hamburger.

- 爸爸有一个小米手机，还有一个 iPhone。
  Bàba yǒu yī gè Xiǎomǐ shǒujī, hái yǒu yī gè iPhone.
  Dad has a Xiaomi phone and also has an iPhone.

- 你晚上在家做了作业，还做了什么？
  Nǐ wǎnshang zài jiā zuò le zuòyè, hái zuò le shénme?
  You did your homework at home tonight, and what else did you do?

- 他结婚的时候，请了同事，还请了谁？
  Tā jiéhūn de shíhou, qǐng le tóngshì, hái qǐng le shéi?
  When he got married, he invited his co-workers. Who else did he invite?

- 生日的时候，我们会吃蛋糕，还要送礼物。
  Shēngrì de shíhou, wǒmen huì chī dàngāo, hái yào sòng lǐwù.
  During a birthday, we eat cake and also give presents.

- 去美国要带钱、护照，还要带 什么？
  Qù Měiguó yào dài qián, hùzhào, hái yào dài shénme?
  To go to the USA, you need to take money and a passport. What else do you need to take with you?

The Difference Between 还 (hái) and 也 (yě)

It should be noted that another common way to express "also" is with the word 也 (yě). What's the difference? With 还 (hái), ONE subject is doing TWO different things, whereas when 也 (yě) is used, TWO subjects are doing ONE thing.

It's the difference between these two English sentences:

- He fixed dinner and also washed the dishes.
- She washed the dishes too.

If you translated these into Chinese, the first one (one subject, two actions) would use 还 (hái), and the second one (second subject, no new actions) would use 也 (yě). Let's do that!

- 他做了饭，还洗了碗。
  Tā zuò le fàn, hái xǐ le wǎn.
  He fixed dinner and also washed the dishes.

- 她也洗了碗。
  Tā yě xǐ le wǎn.
  She washed the dishes too.

How about a few more similar examples?

- 我洗了澡，还洗了衣服。
  Wǒ xǐ le zǎo, hái xǐ le yīfu.
  I took a shower and also did my laundry.

- 她也洗了衣服。
  Tā yě xǐ le yīfu.
  She did her laundry too.

- 我们今天晚上出去吃饭了，还看了电影。
  Wǒmen jīntiān wǎnshang chūqù chīfàn le, hái kàn le diànyǐng.
  We went out for dinner tonight and also watched a movie.

- 他们今天晚上也看了电影。
  Tāmen jīntiān wǎnshang yě kàn le diànyǐng.
  They watched a movie tonight too.

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4.7: Lesson 3 Grammar - Expressing close possession without 的 (de)

Expressing possession in Chinese is accomplished with the particle 的 (de, “belonging”). But sometimes when certain relationships are involved, especially close relationships, it's more natural to drop the 的 (de).

Here are a couple cases where you can omit 的 (de):

- When a close personal relationship is involved (family, close friends, boyfriends or girlfriends)
- When an institutional or organizational relationship is involved (school, work)

In these cases 的 (de) should be omitted. It doesn't sound as natural if you leave it in.

Examples

- 我家很大。
  Wǒ jiā hěn dà.
  My house is very big.

- 你哥哥很高。
  Nǐ gēge hěn gāo.
  Your big brother is very tall.

- 这是我女朋友。
  Zhè shì wǒ nǚpéngyou.
  This is my girlfriend.

- 她妈妈很漂亮。
  Tā māma hěn piàoliang.
  Her mom is very pretty.

- 我们学校很大。
  Wǒmen xuéxiào hěn dà.
  Our school is big.

- 他们公司在北京。
  Tāmen gōngsī zài Běijīng.
  Their company is in Bejing.

- 你男朋友很帅。
  Nǐ nánpéngyou hěn shuài.
  Your boyfriend is very handsome.

- 他儿子很有名。
  Tā érzi hěn yǒumíng.
  His son is really famous.

- 我女儿会说英语。
  Wǒ nǚ'ér huì shuō Yīngyǔ.
  My daughter can speak English.

- 他爸爸是我们公司的老板。
  Tā bàba shì wǒmen gōngsī de lǎobǎn.
  His dad is the boss of our company.

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4.8: Lesson 3 Grammar - Expressing existence with 有 (yǒu)

The verb 有 (*yǒu*), which means "to have," can also be used to express existence. This is similar to saying "there is" or "there are" in English.

Structure

Literally, this structure expresses that a place "has" a thing, which is to say, that thing is in the place.

Place + 有 + Obj.

Examples

- 我家有很多小狗。
  Wǒ jiā yǒu hěn duō xiǎo gǒu.
  There are a lot of puppies in my home.

- 我們學校有很多帥哥 。
  Wǒmen xuéxiào yǒu hěn duō shuàigē.
  There are a lot of cute guys in our school.

- 日本有很多中國人。
  Rìběn yǒu hěn duō Zhōngguó rén.
  There are many Chinese people in Japan.

- 你家有牛奶嗎？
  Nǐ jiā yǒu niúnǎi ma?
  Is there milk in your house?

- 這裡有一個問題。
  Zhèlǐ yǒu yī gè wèntí.
  There is a problem here.

- 房間裡有人嗎？
  Fángjiān lǐ yǒu rén ma?
  Is there anyone in the room?

- 杯子裡有水嗎？
  Bēizi lǐ yǒu shuǐ ma?
  Is there any water in the cup?

- 我的手機裡有你的號碼。
  Wǒ de shǒujī lǐ yǒu nǐ de hàomǎ.
  Your number is in my cell phone.

- 現在辦公室裡有人嗎？
  Xiànzài bàngōngshì lǐ yǒu rén ma?
  Is there anyone in the office now?

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4.9: Lesson 3 Grammar - Expressing possession with 有 (yǒu)

有 (*yǒu*) can be used in various ways, but the most basic meaning of this verb you need to know is "to have."

Structure

Subj. + 有 + Obj.

Examples

- 我有钱。
  Wǒ yǒu qián.
  I have money.

- 你有房子吗？
  Nǐ yǒu fángzi ma?
  Do you have a house?

- 她没有车。
  Tā méi yǒu chē.
  She doesn't have a car.

- 他有女朋友吗？
  Tā yǒu nǚpéngyou ma?
  Does he have a girlfriend?

- 我们有三个女儿。
  Wǒmen yǒu sān gè nǚ'ér.
  We have three daughters.

- 我们家有两个公司。
  Wǒmen jiā yǒu liǎng gè gōngsī.
  Our family has two companies.

- 你有一百块钱吗？
  Nǐ yǒu yī bǎi kuài qián ma?
  Do you have 100 kuài RMB?

- 你的老师有 iPad 吗？
  Nǐ de lǎoshī yǒu iPad ma?
  Does your teacher have an iPad?

- 我爸爸没有工作。
  Wǒ bàba méi yǒu gōngzuò.
  My dad doesn't have a job.

- 今天你有课吗？
  Jīntiān nǐ yǒu kè ma?
  Do you have classes today?

Negating 有 (yǒu)

The verb 有 (*yǒu*) is negated in a special way. Rather than placing 不 (*bù*) before it as with other verbs, you must use 没 (*méi*) to negate the verb 有 (*yǒu*). The negative form of 有 (*yǒu*) then, is 没有 (*méiyǒu*).

Structure

没 + 有 (+ Obj.)

Note: because of the special relationship between 没 (*méi*) and 有 (*yǒu*), the pinyin for 没有 is normally written without a space: "*méiyǒu*."

Examples

- 我没有问题。
  Wǒ méiyǒu wèntí.
  I don't have any questions.

- 我们现在没有钱。
  Wǒmen xiànzài méiyǒu qián.
  We don't have money now.

- 他没有工作吗？
  Tā méiyǒu gōngzuò ma?
  Does he not have a job?

- 他们没有爸爸妈妈 。
  Tāmen méiyǒu bàba māma.
  They don't have parents.

- 我们在北京没有房子。
  Wǒmen zài Běijīng méiyǒu fángzi.
  We don't have a house in Beijing.

- 你爸爸没有手机吗？
  Nǐ bàba méiyǒu shǒujī ma?
  Does your dad not have a cell phone?

- 你们在上海没有朋友吗？
  Nǐmen zài Shànghǎi méiyǒu péngyou ma?
  Do you not have friends in Shanghai?

- 我的老师现在没有男朋友。
  Wǒ de lǎoshī xiànzài méiyǒu nánpéngyou.
  My teacher doesn't have a boyfriend now.

- 他们都没有电脑吗？
  Tāmen dōu méiyǒu diànnǎo ma?
  Do they all not have computers?

- 这个周末你们都没有时间吗？
  Zhège zhōumò nǐmen dōu méiyǒu shíjiān ma?
  Do you all not have time this weekend?

Remember that trying to negate 有 (*yǒu*) with 不 (*bù*) is a classic mistake that many people make in the early stages of studying Chinese:

- 我不有车。 **<< BAD EXAMPLE, NEVER SAY IT THIS WAY!**
  Wǒ bù yǒu chē.
  [Note: Never use 不 with 有!]

- 我没有车。 **<< GOOD EXAMPLE**
  Wǒ méiyǒu chē.
  I don't have a car.
  [Note: Always use 没 with 有.]

Never use 不 (*bù*) with 有 (*yǒu*).

The Short Form of 没有 (*méiyǒu*) Is 没 (*méi*)

没有 (*méiyǒu*) can be shortened to 没 (*méi*) without altering its meaning.

- 我没钱。
  Wǒ méi qián.
  I don't have money.

- 你没男朋友吗？
  Nǐ méi nánpéngyou ma?
  Do you not have a boyfriend?

- 你们没车吗？
  Nǐmen méi chē ma?
  You don't have a car?

- 老板现在没时间。
  Lǎobǎn xiànzài méi shíjiān.
  The boss doesn't have time right now.

- 我没工作，我老公也没工作。
  Wǒ méi gōngzuò, wǒ lǎogōng yě méi gōngzuò.
  I don't have a job. My husband doesn't have a job either.

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4.10: Lesson 3 Grammar - Measure Word 个 (ge)

个 (*gè*) is the most commonly used measure word. It can be used in a pinch for any noun if you can't think of a more precise measure word. (Although you might not sound quite as smart, you'll still get your point across). Also, for many nouns, 个 (*gè*) is the only correct measure word.

Structure

The general structure for 个 (*gè*) and measure words in general is:

Number + 个 + Noun

Any time you want to state how many of a noun in Chinese, you probably need a measure word. First get used to how they are used with 个 (*gè*).

Examples

- 一个人
  yī gè rén
  one person

- 四个朋友
  sì gè péngyou
  four friends

- 三个苹果手机
  sān gè Píngguǒ shǒujī
  three iPhones (lit. “three Apple cellphones”)

- 五个星期
  wǔ gè xīngqī
  five weeks

- 六个月
  liù gè yuè
  six months

- 两个老婆
  liǎng gè lǎopo
  two wives

- 十个男人，七个傻，八个坏。
  Shí gè nánrén, qī gè shǎ, bā gè huài.
  Ten men: seven are fools, and eight are bad.
  [Note: This is a a line from a song.]

Omitting the Number

Structure

Verb + 个 + Noun

If the number is one (1), you can omit it and use 个 (*gè*) by itself. This is similar to "a" or "an" in English, for example in "a person" or "an idiot." (The tone on 个 (*gè*) is normally somewhat de-emphasized in this usage, but still written as fourth tone. You don't need to stress about it, though.)

Examples

- 他是个老外。
  Tā shì gè lǎowài.
  He is a foreigner.

- 我有个儿子。
  Wǒ yǒu gè érzi.
  I have a son.

- 她是个好老师。
  Tā shì gè hǎo lǎoshī.
  She is a good teacher.

- 你想吃个包子吗？
  Nǐ xiǎng chī gè bāozi ma?
  Would you like to eat a stuffed steamed bun?

- 老师，我有个问题。
  Lǎoshī, wǒ yǒu gè wèntí.
  Teacher, I have a question.

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4.11: Lesson 3 Grammar - Structure of numbers in Chinese

Chinese handles numbers in a very consistent and logical way. Once you've mastered just a few tricky parts, you will know how to read out any number in Chinese.

Structure for the First Ten

You just have to memorize these ten; nothing tricky there.

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

Phone Numbers

Like in American English, Chinese phone numbers are given as a string of individual numbers, using the digits 0-9. The only trick is that the number 1 is often pronounced "yāo" instead of "yī" to avoid confusion with number 7, which is pronounced "qī."

- 110
  yāo yāo líng
  [Note: This is the phone number for the police in the PRC.]

- 120
  yāo èr líng
  [Note: This is the phone number for an ambulance in the PRC.]

- 119
  yāo yāo jiǔ
  [Note: This is the phone number to report a fire in the PRC.]

- 13501200120
  yāo sān wǔ, líng yāo èr líng, líng yāo èr líng
  [Note: This is a sample mobile number. Cell phone numbers are 11 digits in the PRC.]

Structure for Teens

十 + x

Eleven, twelve and the teens are handled very logically. They're formed with 十 (shí) followed by a digit 一 (yī) to 九 (jiǔ). So eleven is 十一 (shíyī), twelve is 十二 (shí'èr), thirteen is 十三 (shísān), and so on up to nineteen, which is 十九 (shíjiǔ).

- 11 十一 shíyī
- 12 十二 shí'èr
- 13 十三 shísān
- 14 十四 shísì
- 15 十五 shíwǔ
- 16 十六 shíliù
- 17 十七 shíqī
- 18 十八 shíbā
- 19 十九 shíjiǔ

Structure for Tens

All the tens are also formed very logically. Twenty is 二十 (èrshí), thirty is 三十 (sānshí), and so on. Units in the tens are simply added on the end. So twenty one is 二十一 (èrshí-yī), thirty four is 三十四 (sānshí-sì), and ninety-nine is 九十九 (jiǔshí-jiǔ). All very logical and consistent.

x + 十

x + 十 + y

Examples

- 20 二十 èrshí
- 23 二十三 èrshí-sān
- 30 三十 sānshí
- 39 三十九 sānshí-jiǔ
- 40 四十 sìshí
- 44 四十四 sìshí-sì
- 50 五十 wǔshí
- 73 七十三 qīshí-sān
- 82 八十二 bāshí-èr
- 97 九十七 jiǔshí-qī

And one hundred is simply 一百 (yībǎi), as in English. So you now know how to count to one hundred in Chinese!

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4.12: Lesson 3 Grammar - The adverb 都 (dōu) for "all" and "both"

The adverb 都 (*dōu*) is used to express "all" in Chinese. It's common to use 都 (*dōu*) in a variety of sentences where it would seem unnecessary in English.

都 (*dōu*) for "All"

Structure

Subj. + 都 + [Verb Phrase]

Remember that 都 (*dōu*) appears after the subject. A common mistake that English-speaking learners make is to put 都 (*dōu*) at the beginning of the sentence, since "all" often appears there in English. This isn't good Chinese, so make sure you put 都 (*dōu*) after the subject and before the verb.

Examples

- 你们都认识 John 吗？
  Nǐmen dōu rènshi John ma?
  Do you all know John?

- 他们都在上海。
  Tāmen dōu zài Shànghǎi.
  They are all in Shanghai.

- 明天我们都可以去。
  Míngtiān wǒmen dōu kěyǐ qù.
  Tomorrow we all can go.

- 我们都要冰水。
  Wǒmen dōu yào bīngshuǐ.
  We all want ice water.

都 (*dōu*) for "Both"

Chinese doesn't normally use a special word for "both" like English does. It just uses 都 (*dōu*) as if it were any other number greater than one. Chinese also doesn't have a special pattern like "neither / nor" for the negative case. Just use 都 (*dōu*) and make the sentence negative.

Structure

Subj. + 都 + [Verb Phrase]

This pattern should look familiar.

Examples

These examples follow exactly the same form in Chinese as the ones above. The only difference is that here we don't translate 都 (dōu) as "all" in English; we translate it as "both," and for negative cases, we translate it as "neither."

- 我们两个都爱你。
  Wǒmen liǎng gè dōu ài nǐ.
  The two of us both love you.

- 你爸爸和你妈妈都是美国人吗？
  Nǐ bàba hé nǐ māma dōu shì Měiguó rén ma?
  Are your father and your mother both Americans?

- 我和我太太都不吃肉。
  Wǒ hé wǒ tàitai dōu bù chī ròu.

Neither my wife nor I eat meat.

- 你们两个都喜欢中国菜吗？
  Nǐmen liǎng gè dōu xǐhuan Zhōngguó cài ma?
  Do you both like Chinese food?

- 她和她老公都没有工作。
  Tā hé tā lǎogōng dōu méiyǒu gōngzuò.
  Neither she nor her husband has a job.

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4.13: Lesson 3 Homework Exercises

Practice completing sentences and writing your own sentences relating to the content from lesson 3 "family" both using Chinese characters and using pinyin with tone marks. You should print out the following worksheets, available as a PDF file:

Lesson 3 Homework Exercises

After printing these worksheets, read the instructions carefully and complete each question by writing the appropriate responses in Chinese characters or pinyin as indicated. Be sure to write your name at the top of each sheet. I recommend that you print out these sheets and write your responses by hand. If you'd rather write your responses directly on the PDF, you may do so if you have an app and device that uses an Apple Pencil or other stylus for writing. Please do not complete these exercises by using an app to write directly with your finger.

You can also use any blank sheet of paper to complete these exercises. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time. If you use a blank sheet of paper, instead of writing only the items that fill in blanks, you should write out the whole sentence including any characters provided on the worksheet.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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4.14: Lesson 3 Test

This week, you should take the lesson 3 test using the Homework & Tests tool. This lesson test is graded, but it can be taken in an open-book format. You should finish your first attempt for this lesson test by 11:30 pm on Sunday.

Reattempt the Lesson Test as Needed

You can also take this lesson test multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Lesson Test in Closed-book Format

Later in the semester, forcing yourself to adopt a closed-book format while retaking this test will be an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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CHAPTER OVERVIEW

5: Ordering Food and Drink

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5.1: Lesson 4 Overview - Ordering Food and Drink

The lesson page can be found at this link: Lesson 4 "Ordering Food and Drink". Below is short guide with suggestions on how to study it this week.

Start with the Lesson Dialogues

Start out by reading and listening to the three short example dialogues presented in this lesson:

- What would you like to drink?
- Ordering wine
- Specifying what you want

Just as with the first couple lessons, you should study these dialogues in three stages:

1. First, be sure to click the "Show Translation" and "Show Pinyin" buttons, so that you can follow along easily. Then, press the play button and listen while reading. Do this several times. After listening and reading along for probably 2 to 5 times, you should have a good idea of what the speakers are saying, since the English translation has been displayed next to the transcript. Try to finish this first step by Tuesday.

2. Once you have a good idea of the meaning, press the button titled "Hide Translation". Then, listen while reading the pinyin, and speak along with the dialogue. Again, do this several times. After listening and speaking along about 5 to 10 times, you will be ready to press the "Hide Pinyin" button. You will probably be doing this step around Thursday.

3. Finally, after listening and reading along, and eventually reading while speaking along, you should review the dialogue by listening and reading only the Chinese characters. At this final stage, you will read only the Chinese characters and hide both the pinyin and English translation. Aim to reach this level of mastery by about Friday this week.

After you've finished all three of these stages of study, you can continue to review these dialogues next week and throughout the semester, displaying and reading only the Chinese characters if possible. You should go back to the other lessons and review the dialogues there while listening and reading the characters, to refresh your memory.

As part of your review of each of these dialogues, be sure to click the sections at the bottom titled "Vocabulary" and "Exercises" for reference and for self-assessment of your understanding.

Practice Reading & Learn Key Phrases

After you feel somewhat comfortable with at least one or two of the dialogues above, move along to the following sections of this lesson:

- Reading: Drinks menu
- Key Language: Saying what you want
- Key Language: Being polite

Try speaking aloud the examples given in these sections.

Learn Key Grammar Points

This lesson covers some basic grammar points that you should know in order to use the vocabulary you're learning this week effectively. Toward the end of this week, study the following sections on grammar:

- Language Notes: Measure words
- Language Notes: Using 还
- Language Note: Using 有
- Language Note: Dropping the noun after 的

Refer to the other sections in this chapter of the textbook for more detailed introductions to these grammar points, with additional examples. Please use the Laulima forums to raise any questions that you have about the grammar in this lesson. Posting questions in the class forums is optional, and not required each week.

Review Pronunciation & Writing Tips

Review the sections on pronunciation of e- finals and pictograms in lesson 4. If you don't find this content to be an easy review, please email me polley@hawaii.edu to let me know what parts you are having difficulties with.

Self-Assessment Exercises for Lesson 1

Finally, after you have finished studying the content for this lesson, try out each of these self-assessment exercises:

- Listening
- Reading
- Speaking
- Writing

You should aim to finish these exercises probably by Friday this week, or early next week. They are not graded. If you find any of these exercises difficult, please contact me with questions, or post your questions in the class forums, or go back to the relevant section of the lesson and review as necessary.

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5.2: Lesson 4 Writing Worksheets

First, print out the following worksheets, available as a PDF file:

Lesson 4 Writing Worksheets

After printing these worksheets, write the characters in the blank spaces, using the stroke order guides provided. Be sure to follow the indicated stroke order carefully. Remember to write strokes from left to right, and from top to bottom. Be sure that vertical strokes are written perfectly vertically.

You can also continue to practice by writing on a separate sheet. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time.

For easy reference, you can also view a list of the characters included on these worksheets at the Lesson 4 Word List, including tools to listen to a recording of each word. This list is hosted by PurpleCulture.net.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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5.3: Lesson 4 Vocabulary Review

This week, I'd like you to focus on the vocabulary items for lessons 1 through 4. To do this, similar to the Memrise sprint you did a few weeks ago, again you will use Memrise more intensively than you have in previous weeks.

Here are the links to the Memrise lessons:

- Memrise: Lesson 1 "First Contact"
- Memrise: Lesson 2 "Origin and Languages"
- Memrise: Lesson 3 "Family"
- Memrise: Lesson 4 "Ordering Food and Drink"

Go to each of these Memrise flashcard decks, and work on them using either the web version of Memrise on your laptop or desktop computer, or using the app version of Memrise on your phone. Be sure to use the same login credentials on all devices, so that it keeps track of your progress on a single account.

You should complete each lesson first, before moving on to the next one. For example, lesson 1 on Memrise has 132 words. It should show "132/132 words learned" for lesson 1, before you move on to lesson 2. You could have words left to review in a previous lesson, as long as you have completed the learning.

You should plan spend a total of about 1 to 3 hours a day (yes, really that much time!) working through these Memrise lessons, especially at the beginning of the week. Once you show Memrise that you have learned the vocabulary, your time spent reviewing is likely to taper off to 1 hour or less per day toward the end of the week.

As an added incentive to encourage you to use Memrise so extensively, I'd like to challenge you all to a contest! Each Memrise lesson has a separate leaderboard. You can filter the leaderboard scores by week, by month, or for all time. The challenges are as follows:

- If you reach 50,000 points on the all time leaderboard in each of the 4 lessons (at least 50k in lesson 1, and 50k in lesson 2, 50k in lesson 3, and 50k in lesson 4) by 8:30 am Hawaii time on the same day the Midterm Exam is due, you will earn a 5% extra credit bonus on the written and oral midterm exams, which is equivalent to 0.75% of your overall grade at the end of the semester.

- If you reach 75,000 points on the all time leaderboard in each of the 4 lessons (at least 75k in lesson 1, and 75k in lesson 2, 75k in lesson 3, and 75k in lesson 4) by 8:30 am Hawaii time on the same day the Midterm Exam is due, you will instead earn a total 10% extra credit bonus on the written and oral midterm exams, equivalent to 1.5% of your overall grade at the end of the semester.

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5.4: Lesson 4 Vocabulary Quiz

Before taking this quiz, I encourage you to spend some time learning and reviewing the vocabulary items in Memrise: Lesson 4 "Ordering Food and Drink".

Taking the Quiz

You can take the lesson 4 quiz using the Homework & Tests tool. This vocab quiz is graded, but it can be taken in an open-book format. You should finish your first attempt for this quiz by 11:30 pm on Sunday.

Reattempt the Quiz as Needed

You can also take this quiz multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Quiz in Closed-book Format

Quiz and lesson test retakes, forcing yourself to adopt a closed-book format, is an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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5.5: Lesson 4 Grammar - Auxiliary verb 要 (yào) and its multiple meanings

You probably already know the basic meaning of 要 (yào) as "to want." It is actually a quite versatile word, though, and can also take on the meanings of "to need" as well as "will (do something)." In every case, context is crucial for figuring out which meaning someone is trying to express.

要 (yào) as "Want"

This structure could be used when ordering food at a restaurant or a shop. Here, it's being used for saying that you want something.

Structure

Subj. + 要 + Noun

Examples

- 你要什么？
  Nǐ yào shénme?
  What do you want?

- 我要一杯水。
  Wǒ yào yī bēi shuǐ.
  I want a cup of water.

- 你们都要冰可乐吗？
  Nǐmen dōu yào bīng kělè ma?
  Do you all want coke with ice?

- 你要茶还是咖啡？
  Nǐ yào chá háishì kāfēi?
  Do you want tea or coffee?

- 我们要三碗米饭。
  Wǒmen yào sān wǎn mǐfàn.
  We want three bowls of rice.

要 (yào) as "Want to"

In Chinese, 要 (yào) can mean "want to" (similar to 想 (xiǎng)), but its tone is quite firm. So it's used for saying that you want to do something.

Structure

Subj. + 要 + Verb

Examples

- 你要喝什么酒？
  Nǐ yào hē shénme jiǔ?
  What kind of wine do you want to drink?

- 爸爸要买一个新手机。
  Bàba yào mǎi yī gè xīn shǒujī.
  Dad wants to buy a new cell phone.

- 我要跟你一起去。
  Wǒ yào gēn nǐ yīqǐ qù.
  I want to go with you.

- 她要去大城市找工作。
  Tā yào qù dà chéngshì zhǎo gōngzuò.
  She wants to go to a big city to find a job.

- 周末你们要一起看电影吗？
  Zhōumò nǐmen yào yīqǐ kàn diànyǐng ma?
  Do you want to go see a movie together this weekend?

要 (yào) as "Need to"

If you crank the urgency of "to want" up a few notches, you get "to need." The two meanings overlap, creating a fuzzy, "needy" gray area.

Structure

Subj. + 要 + Verb

Examples

- 你要早点睡觉。
  Nǐ yào zǎo diǎn shuìjiào.
  You need to go to bed earlier.

- 我明天要上班。
  Wǒmen míngtiān yào shàngbān.
  We need to work tomorrow.

- 老板今天要见一个新客户。
  Lǎobǎn jīntiān yào jiàn yī gè xīn kèhù.
  Today the boss needs to see a new client.

- 老师太累了，要好好休息。
  Lǎoshī tài lèi le, yào hǎohǎo xiūxi.
  The teacher is too tired. She needs to rest well.

- 明天下雨，你要带伞。
  Míngtiān xiàyǔ, nǐ yào dài sǎn.
  It's going to rain tomorrow; you need to bring an umbrella.

要 (yào) as "Going to"

This use of 要 (yào) is like "going to" (similar to 会 (huì)).

Structure

Again, no change to the structure here, but it often includes a mention of a time when something is going to happen.

Subj. + 要 + Verb

Examples

- 星期五我们要开会。
  Xīngqīwǔ wǒmen yào kāihuì.
  We are going to have a meeting on Friday.

- 12点我要去吃饭。
  Shí'èr diǎn wǒ yào qù chīfàn.
  I am going to go eat at 12 o'clock.

- 老板下周要出差吗？
  Lǎobǎn xià zhōu yào chūchāi ma?
  Is the boss going on a business trip next week?

- 他们明年要结婚了。
  Tāmen míngnián yào jiéhūn le.
  They are going to get married next year.

- 今年你要回家过年吗？
  Jīnnián nǐ yào huíjiā guònián ma?
  Are you going to return home this year to celebrate the Chinese New Year?

Context, Context, Context

You may have noticed that the meanings can easily overlap. To figure out what is intended, you need to use context. How urgent is the situation? Is it likely to be something the speaker really wants to do? Is it something that's totally going to happen, regardless of anyone's preference? Most often, a little background knowledge and some common sense are all you need to figure it out.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.6: Lesson 4 Grammar - Chinese word order with time, place, and attributives

You may have heard that word order in Chinese is similar to that of English and, compared to a language like Japanese, it is. Fairly quickly, though, you'll realize there are quite a few ways that the word order of even relatively simple sentences simply don't match in Chinese and English.

The Basic SVO Sentence

On the most basic level of how subjects precede verbs, and objects follow verbs, Chinese word order very closely matches English word order. "SVO" stands for "Subject-Verb-Object", and both Chinese and English use SVO word order. For extremely simple sentences like "I like pandas" or "he drinks tea," the word order of Chinese matches that of English, literally, word for word. Keep in mind that "SVO" doesn't include little details like articles (a, the, etc.) or prepositions (to, for, etc.).

Subject + Verb + Object

SVO word order examples

- Subject > Verb > Object

- 我 爱 你 。
  S V O
  I love you.

- 你 吃 饭 。
  S V O
  You eat food.

- 他 踢 足球 。
  S V O
  He plays soccer.

This concept shouldn't take long at all to master, but you can see more examples in our basic sentence order article. For the most part, this word order makes sense "by default" for English speakers.

Adding extra information to a sentence

More details can be added to the basic sentence structure. How to do this is demonstrated below.

Placement of time words in a sentence

Time words, the WHEN part of a sentence, have a special place in Chinese. They usually come at the beginning of a sentence, right after the subject. Occasionally you'll see them before the subject, but the place you won't be seeing them is at the end of the sentence where they frequently appear in English.

Placement of Time Words

- Subject > Time when (TW) > Verb phrase

- 我 今天 工作 。
  S TW V
  I-today-work
  I am working today.

- 你们 每天 洗澡 。
  S TW V
  I-every day-shower
  I shower every day.

- 他 星期二 来 。
  S TW V
  He-Tuesday-come
  He is coming on Tuesday.

Placement of place words in a sentence

When you want to tell WHERE something happened in Chinese (at school, at work, in Vegas, on the bus, etc.), you're most often going to use a phrase beginning with 在. This phrase needs to come after the time word (see above) and before the verb. Pay attention to this last part: before the verb. In English, this information naturally comes after the verb, so it's going to be difficult at first to get used to saying WHERE something happened before saying the verb.

Placement of place words

- Subject > Time when (TW) > Place word (PW) > Verb phrase

- 我 在上海 工作 。
  S PW V
  I-at Shanghai-work
  I work in Shanghai.

- 你们 星期六 在家 看 电影 。
  S TW PW V O
  I-Saturday-at home-watch-movie
  I watch movies at home on Saturdays.

- 她 1980年 在美国 出生 。
  S TW PW V
  She-1980-in the USA-born
  She was born in the United States in 1980.

For some common exceptions to this word order, please see the following section.

Exceptions to the normal placement of place words

There are some special verbs which seem to be allowed to break the rules (see also location complements). For these special verbs, the WHERE information comes after the verb rather than before. Generally, this is when the post-verbal place word denotes a destination or place someone or someone could or did move to in order to do the action denoted by the verb.

It's important to remember that these verbs are exceptions. If you're not sure where the place phrase should go, it's usually safer to put it before the verb. This is the normal way to modify a verb in Chinese.

Exception to place word location in sentences

- Subject > Time when (TW) > Place word (PW) > Verb phrase > Place word (PW)

- 我们 住 在中国 。
  S V PW
  We-live-in China
  We live in China.

- 他 走 到外面 。
  S V PW
  We-walk-to outside
  We walked outside.

- 他 刚才 坐 在房间里 。
  S TW V PW

He-just now-sit-at the room in
He sat in the room just now.

Placement of duration in a sentence

Whenever you talk about FOR HOW LONG, you're getting into duration. It's not the same as a regular time word; it has its own rules.

Placement of duration

- Subject > Time when > Place word > Verb phrase > Place word > Time duration (Dur)

- 我 住 在中国 三年 了。
  S V PW Dur LE
  I-live-in China-three years-LE
  I have lived in China for three years.

- 我 去年 在北京 学习 了 三个月。
  S TW PW V LE Dur
  I-last year-in Beijing-study-LE-three months
  Last year I studied in Beijing for three months.

- 他 上个星期 在家里 看 电视 看 了 二十个小时。
  S TW PW V O V LE Dur
  He-last week-at home-watch-TV-watch-LE-twenty hours
  Last week he watched television at home for twenty hours.

Order of attributives

Sometimes, a noun will have more than one detail that you want to express. When this is the case, Chinese has a specific order for the attributives that describe the noun. It's important to keep this order in mind as you are describing something.

Order:

1. Possessives such as "my," "his," or "Sarah's."
2. Demonstrative pronouns (这 'this' or 那 'that'), number, and measure word.
3. Any adjectives that you want to use to describe the noun.
4. The noun or noun phrase

Remember, it isn't necessary to include every single one of these attributes, but when they are all present , this is the order that they should come in. If some are missing, just jump over that section and move onto the next. The examples below will help make this clearer.

Examples

- 我的 这 三个孩子 都 很听话。
  my-these-three kids-all-very obedient
  These three kids of mine are all very obedient.

- 这个 红色的 小 盒子 里面 有 什么？
  this-red-little-box-inside-have-what
  What is inside this little red box?

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* * *

Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.7: Lesson 4 Grammar - Expressing "would like to" with 想 (xiǎng)

If you want to express something that you "would like to do," 想 (xiǎng) will be a very helpful auxiliary verb to know. Although similar to 要 (yào), 想 (xiǎng) will give you another more tactful option when you want to articulate a desire.

The verb 想 (xiǎng) can be used to express "would like to." In this case it's an auxiliary verb.

Structure

Subj. + 想 + Verb (+ Obj.)

Examples

- 你想去吗？
  Nǐ xiǎng qù ma?
  Would you like to go?

- 我想吃面。
  Wǒ xiǎng chī miàn.
  I would like to eat noodles.

- 你想喝水吗？
  Nǐ xiǎng hē shuǐ ma?
  Would you like to drink some water?

- 我们想看电视。
  Wǒmen xiǎng kàn diànshì.
  We would like to watch TV.

- 他想买一个大房子。
  Tā xiǎng mǎi yī gè dà fángzi.
  He would like to buy a big apartment.

Negate 想 (xiǎng) with 不 (bù)

No surprises here: use 不 (bù) to negate 想 (xiǎng).

Structure

Subj. + 不 + 想 + Verb + Obj.

Examples

- 他们不想去酒吧。
  Tāmen bù xiǎng qù jiǔbā.
  They wouldn't like to go to the bar.

- 你不想认识这个美女吗？
  Nǐ bù xiǎng rènshi zhège měinǚ ma?
  Would you not like to know this beautiful lady?

- 我不想回家。
  Wǒ bù xiǎng huíjiā.
  I wouldn't like to return home.

- 那个地方很近，我不想开车。
  Nàge dìfang hěn jìn, wǒ bù xiǎng kāichē.

That place is so close. I would not like to drive.

- 他不想花父母的钱。
  Tā bù xiǎng huā fùmǔ de qián.
  He would not like to spend his parents' money.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.8: Lesson 4 Grammar - Measure words for counting

Chinese uses measure words, a type of word called classifiers in linguistics which are common in East Asian languages. Measure words have a number of important uses, but one of the first ways you'll need to use them is for counting. Chinese learners should master them, starting with the measure word 个 (gè).

Whenever you talk about the quantity of something in Chinese, you need a measure word.

Number + Measure Word + Noun

English does actually have measure words, it's just that most nouns usually don't need them. In English, most nouns are count nouns - they specify one instance of something. "An apple," for example. Some nouns are mass nouns and refer to something without specifying how much of it there is. Examples are "furniture," "paper," "water," etc. You can't say "a furniture"; you need a measure word: "a piece of furniture," "two sheets of paper," "three glasses of water," and so on.

In Chinese, all nouns are mass nouns so they all need measure words. Just as in English, different nouns are associated with different measure words (e.g. it wouldn't make sense to talk about "a glass of furniture" unless something went horribly wrong in the factory).

Examples

- 一个人
  yī gè rén
  a person

- 两只猫
  liǎng zhī māo
  two cats

- 三条鱼
  sān tiáo yú
  three fish

- 四杯牛奶
  sì bēi niúnǎi
  four glasses of milk

- 五瓶水
  wǔ píng shuǐ
  five bottles of water

- 六块巧克力
  liù kuài qiǎokèlì
  six pieces of chocolate

- 七盒茶叶
  qī hé cháyè
  seven boxes of tea leaves

- 八台电脑
  bā tái diànnǎo
  eight computers

- 九支玫瑰
  jiǔ zhī méiguī

nine roses

- 十个美女
  shí gè měinǚ
  ten beautiful women

Also remember that there isn't a one-to-one relationship between nouns and measure words. One measure word can be used with several different nouns:

- 一条狗
  yī tiáo gǒu
  a dog

- 一条河
  yī tiáo hé
  a river

- 一条路
  yī tiáo lù
  a road

- 一条龙
  yī tiáo lóng
  a dragon

- 一条鱼
  yī tiáo yú
  a fish

- 一条短信
  yī tiáo duǎnxìn
  a text (message)

And one noun can take different measure words in different situations:

- 一块巧克力
  yī kuài qiǎokèlì
  a piece of chocolate

- 一盒巧克力
  yī hé qiǎokèlì
  a box of chocolate

- 一颗巧克力
  yī kē qiǎokèlì
  a small piece of chocolate

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.9: Lesson 4 Grammar - Structure of dates

Dates in Chinese follow the order "year, month, day." This is in keeping with the "from big to small" trend which pervades many facets of Chinese culture.

Structure

Dates are arranged from largest unit to smallest: year, month, day.

x 年 + y 月 + z 日

So April 1st, 2019 is 2019年4月1日 (èr-líng-yī-jiǔ nián Sìyuè yī rì).

Note that 号 (hào) is commonly used in spoken Mandarin as an alternative for 日 (rì):

x 年 + y 月 + z 号

The above example becomes: 2019年4月1号 (èr-líng-yī-jiǔ nián Sìyuè yī hào). In written Chinese, however, you will see 日 (rì) rather than 号 (hào).

Examples

- 1868 年 1 月 18 号
  Yī-bā-liù-bā nián Yīyuè shíbā hào
  January 18, 1868

- 1910 年 8 月 9 号
  Yī-jiǔ-yī-líng nián Bāyuè jiǔ hào
  August 9, 1910

- 2001 年 7 月 20 日
  èr-líng-líng-yī nián Qīyuè èrshí rì
  July 20th, 2001

- 1 月 1 日 是新年。
  Yīyuè yī rì shì Xīnnián.
  January 1st is New Year's Day.

- 12 月 24 日是平安夜。
  Shí-èryuè èrshí-sì rì shì Píng'ān Yè.
  December 24th is Christmas Eve.

- 10 月 1 号我们去上海。
  Shíyuè yī hào wǒmen qù Shànghǎi.
  We will go to Shanghai on October 1st.

- 我 1990 年 7 月出生。
  Wǒ Yī-jiǔ-jiǔ-líng nián Qīyuè chūshēng.
  I was born in July 1990.

- 你的生日是 11 月 11 号吗？
  Nǐ de shēngrì shì Shíyīyuè shíyī hào ma?
  Is your birthday November 11th?

- 我 2006 年 4 月 17 号认识了他。
  Wǒ èr-líng-líng-liù nián Sìyuè shíqī hào rènshi le tā.

I met him on April 17, 2006.

- 1980 年 9 月 4 号我们结婚了。
  Yī-jiǔ-bā-líng nián Jiǔyuè sì hào wǒmen jiéhūn le.
  We got married on September 4th, 1980.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.10: Lesson 4 Grammar - Structure of times

Time in Chinese, just like in English, is expressed by stating the hour first, and then the minute (big to small).

On the Hour

The time of day in Chinese is formed with a number 1 to 12 (一 (yī) to 十二 (shí'èr)) followed by 点 (diǎn). This 点 (diǎn) is equivalent to o'clock in English. In China, people generally use a twelve-hour clock, preceded by 上午 (shàngwǔ) for "a.m." or 下午 (xiàwǔ) for "p.m." when necessary.

Structure

(Date and/or time of day +) x 点

Sometimes people use the longer 点钟 (diǎnzhōng) instead of just 点 (diǎn), but you're fine using the short form.

Examples

If you want to include more specific information, start with the day or date, followed by the general time of day, with the exact clock time last. (This is the big-to-small pattern.) This is how Chinese gets around the need for "a.m." or "p.m.": use 上午 (shàngwǔ) for times in the morning, and 下午 (xiàwǔ) for times in the afternoon.

- 九点
  jiǔ diǎn
  9 o'clock

- 上午七点
  shàngwǔ qī diǎn
  7 o'clock a.m.

- 下午四点
  xiàwǔ sì diǎn
  4 o'clock p.m.

- 中午十二点
  zhōngwǔ shí'èr diǎn
  12 o'clock noon

- 明天晚七点
  míngtiān wǎnshang qī diǎn
  7 o'clock p.m. tomorrow evening

- 9 月 9 号早上六点
  jiǔ yuè jiǔ hào zǎoshang liù diǎn
  September 9th, 6 o'clock a.m.

- 星期三上午九点
  Xīngqīsān shàngwǔ jiǔ diǎn
  Wednesday at 9 o'clock a.m.

Note that two o'clock is 两点 (liǎng diǎn), not 二点 (èr diǎn). (For more information on when to use 两 (liǎng) vs. 二 (èr), see our article on comparing "er" and "liang").

"Twelve o'clock," however, is still 十二点 (shí'èr diǎn).

Half Hours

Half hours are added after 点 (diǎn) and are indicated with 半 (bàn).

Structure

x 点 + 半

Examples

- 五点半
  wǔ diǎn bàn
  5:30

- 下午两点半
  xiàwǔ liǎng diǎn bàn
  2:30 p.m.

- 星期天上午十点半
  Xīngqītiān shàngwǔ shí diǎn bàn
  Sunday at 10:30 a.m.

- 昨天晚上七点半
  zuótiān wǎnshang qī diǎn bàn
  7:30 yesterday evening

- 今天下午四点半
  jīntiān xiàwǔ sì diǎn bàn
  4:30 p.m. this afternoon.

More Advanced Time Phrases

Once you already know the basics of how to tell time in Chinese, you may want to get a little more specific or sophisticated, using words like 分 (fēn) and 刻 (kè).

Minutes Past the Hour

Minutes are marked with 分 (fēn) (short for 分钟 (fēnzhōng)). The way to include them in the time depends on whether they're minutes past or to the hour.

Minutes past the hour are expressed after 点 (diǎn) in the same way as half and quarter hours.

Minutes Less Than 10

Structure

In Chinese, when the minute is under 10, the word 零 (líng) is often used after 点 (diǎn). For example, 2:07 would be said as “两点零七分” (liǎng diǎn líng qī fēn). However, note that when speaking, it is very common for most Chinese people take out the “分 (fēn)” at the end of the time.

x 点零 y 分

Examples

- 两点零九分
  liǎng diǎn líng jiǔ fēn
  2:09

- 三点零八分
  sān diǎn líng bā fēn
  3:08

- 五点零三分
  wǔ diǎn líng sān fēn

5:03

- 七点零一分
  qī diǎn líng yī fēn
  7:01

- 八点零五分
  bā diǎn líng wǔ fēn
  8:05

Minutes Greater Than 10

There's nothing tricky about this, since there's no 零 (líng). Just remember that in casual speech, the 分 (fēn) at the end is sometimes dropped.

Structure

x 点 y 分

Examples

- 一点四十分
  yī diǎn sìshí fēn
  1:40

- 两点十分
  liǎng diǎn shí fēn
  2:10

- 三点二十分
  sān diǎn èrshí fēn
  3:20

- 七点十五分
  qī diǎn shíwǔ fēn
  7:15

- 九点五十分
  jiǔ diǎn wǔshí fēn
  9:50

Quarter Hours

In Chinese, quarter hours are only expressed on the 1st quarter x:15, and the third quarter x:45. Like half hours, they also come after the word 点 (diǎn). We use the word 刻 (kè) to express "quarter hour."

Structure

x 点 y 刻

Examples

- 九点一刻
  jiǔ diǎn yī kè
  9:15

- 十二点一刻
  shí'èr diǎn yī kè

12:15

- 六点三刻
  liù diǎn sān kè
  6:45

You can just use 十五分 (shíwǔ fēn) for "15 minutes (past)" or 四十五分 (sìshí-wǔ fēn) for "45 minutes (past)" too, of course. It also works!

Minutes to the Hour

When expressing how many minutes it will be till the next full hour, you put 差 (chā, “lacking”) in front of the time expression.

Structure

Minutes to the hour use this structure:

差 + Minutes + 分 + Hour + 点

or

Hour + 点 + 差 + Minutes + 分

Examples

- 差五分三点
  chā wǔ fēn sān diǎn
  five minutes til 3 o'clock

- 十二点差三分
  shí'èr diǎn chā sān fēn
  three minutes til 12 o'clock

- 差五分八点半
  chā wǔ fēn bā diǎn bàn
  five minutes til 8:30

- 十点差两分
  shí diǎn chā liǎng fēn
  two minutes til 10:00

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.11: Lesson 4 Grammar - Suggestions with 吧 (ba)

The particle 吧 (ba) has a number of different uses. Here we'll talk about the simplest way to use 吧 (ba): making suggestions.

Structure

Command + 吧

Note that in Chinese, whenever you have a command with the subject "we," you're basically just saying, "let's (do something)." 吧 (ba) just makes the suggestion sound more tentative and more polite.

Examples

- 我们走吧。
  Wǒmen zǒu ba.
  Let's go.

- 你说吧。
  Nǐ shuō ba.
  You say it.

- 快点吃吧。
  Kuài diǎn chī ba.
  Hurry up and eat.

- 给我两个吧。
  Gěi wǒ liǎng gè ba.
  Give me two.

- 喝水吧。
  Hē shuǐ ba.
  Have some water.

- 我们去香港吧。
  Wǒmen qù Xiānggǎng ba.
  Let's go to Hong Kong.

- 我们六点去吧？
  Wǒmen liù diǎn qù ba?
  We're going at 6 o'clock (right)?

- 休息一下吧。
  Xiūxi yīxià ba.
  Take a break.

- 我们结婚吧。
  Wǒmen jiéhūn ba.
  Let's get married.

- 老板，便宜一点吧。
  Lǎobǎn, piányi yīdiǎn ba.
  Boss, can you make it cheaper?
  [Note: Here, “boss” refers to a shopkeeper.]

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.12: Lesson 4 Grammar - Verbs preceded by 给 (gěi)

The word 给 (gěi) literally means "to give" but is frequently used in Chinese to indicate the target of a verb. The target is who or what the verb is aimed or directed at.

Structure

Subj. + 给 + Target + [Verb Phrase]

Examples

- 现在不要给他打电话。
  Xiànzài bùyào gěi tā dǎ diànhuà.
  Don't give him a phone call now.

- 请快点给我回邮件。
  Qǐng kuàidiǎn gěi wǒ huí yóujiàn.
  Please hurry up and reply to my email.

- 他说他会给我写信的。
  Tā shuō tā huì gěi wǒ xiě xìn de.
  He said he would write letters to me.

- 你可以给大家读一下吗？
  Nǐ kěyǐ gěi dàjiā dú yīxià ma?
  Could you please read it for everybody?

- 我给你发短信了，你怎么不回？
  Wǒ gěi nǐ fā duǎnxìn le. Nǐ zěnme bù huí?
  I sent you a text. Why didn't you reply?

- 她的粉丝常常给她寄礼物。
  Tā de fěnsī chángcháng gěi tā jì lǐwù.
  Her fans often send her gifts.

- 小时候，妈妈每天都给我讲故事。
  Xiǎo shíhou, māma měi tiān dōu gěi wǒ jiǎng gùshi.
  When I was young, my mother would tell me stories every day.

- 爸爸应该给儿子道歉。
  Bàba yīnggāi gěi érzi dàoqiàn.
  The father should apologize to his son.

- 谁能给我解释一下？
  Shéi néng gěi wǒ jiěshì yīxià?
  Who can explain this to me?

- 老板让我明天给客户介绍我们的新产品。
  Lǎobǎn ràng wǒ míngtiān gěi kèhù jièshào wǒmen de xīn chǎnpǐn.
  My boss asked to present our new product to the client tomorrow.

Chinese speakers use 给 in some interesting ways, similar to how English speakers use "to give," as in "to give someone a phone call" or "to give someone a reply."

Alternative Structure

Although the structure above is the best one to learn first, some verbs frequently use 给 but have the 给 coming after the verb, rather than before. It's best to think of these as exceptions to the rule above. You will learn more about these exceptional verbs later on.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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5.13: Lesson 4 Homework Exercises

You should print out the following worksheets, available as a PDF file:

Lesson 4 Homework Exercises

After printing these worksheets, read the instructions carefully and complete each question by writing the appropriate responses in Chinese characters or pinyin as indicated. Be sure to write your name at the top of each sheet. I recommend that you print out these sheets and write your responses by hand. If you'd rather write your responses directly on the PDF, you may do so if you have an app and device that uses an Apple Pencil or other stylus for writing. Please do not complete these exercises by using an app to write directly with your finger.

You can also use any blank sheet of paper to complete these exercises. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time. If you use a blank sheet of paper, instead of writing only the items that fill in blanks, you should write out the whole sentence including any characters provided on the worksheet.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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5.14: Midterm Exam Review

The midterm exam will be administered in two different parts, the Written Midterm and the Oral Midterm.

The first part is the Written Midterm, which you will take via the Homework & Tests tool on Laulima, just like all of your quizzes and tests so far. It will include the listening, reading and writing sections of the exam.

The second part is the Oral Midterm, which you will take via Flipgrid. It will cover the speaking section of the exam.

Prepare Your Essay for the Written Midterm Exam

There is a written essay for the exam. The written response will be submitted together with the other writing sections of the exam. To help you prepare, here are the instructions for this essay question:

"Write in Chinese about yourself: What is your name? How old are you? When is your birthday? How many people are there in your family and who are they? Are you a student? Where and what do you study? (Write no fewer than 50 Chinese characters. Use pinyin with tones, or write characters for extra credit.)"

You may wish to prepare your response for this essay ahead of time so as to make the midterm exam easier. If you would like personalized feedback on your draft, you should *both* (1) e-mail me at polley@hawaii.edu with your draft essay included in the main body of your message, and (2) text me at the phone number provided in our syllabus and class overview page to let me know you've sent the your e-mail. I will then provide feedback as soon as possible. In order to provide such feedback in a timely manner, I'd be grateful if you could please do both steps 1 and 2 above at least 72 hours before the deadline for the midterm exam -- though even earlier is of course better.

Prepare your Responses for the Oral Midterm Exam

In the speaking section of the Midterm Exam, you will be asked to answer several different questions, which will be selected from the sample items listed below. To prepare, first you should write out a response for each of these questions. Then, practice speaking your responses aloud.

1. Nín guì xìng? Nǐ guì xìng? Nǐ xìng shénme?
   您贵姓？你贵姓？你姓什么？

2. Nǐ jiào shénme míngzi?
   你叫什么名字？

3. Nǐ shì xuéshēng ma?
   你是学生吗？

4. Nǐ shì nǎguó rén?
   你是哪国人？

5. Wǒ shì Zhōngguó rén, nǐ ne?
   我是中国人，你呢？

6. Wǒ shì Měiguó rén, nǐ ne?
   我是美国人，你呢？

7. Nǐ jiā yǒu jǐkǒu rén?
   你家有几口人？

8. Nǐ yǒuméiyǒu xiōngdì jiěmèi?
   你有没有兄弟姐妹？

9. Nǐ bàba zuò shénme gōngzuò?
   你爸爸做什么工作？

10. Nǐ māma zuò shénme gōng zuò?
    你妈妈做什么工作？

11. Nǐ bàba zài nǎr gōngzuò?
    你爸爸在哪儿工作？

12. Nǐ jīnnián duō dà?
    你今年多大？

13. Nǐ de zhōngwén lǎoshī jiào shénme míngzì?
    你的中文老师叫什么名字？

14. Nǐ shì cóng shénme dìfāng lái de?
    你是从什么地方来的？

15. Nǐ huì shuō diǎn hànyǔ, hái huì shuō shénme yǔyán ne?
    你会说点汉语，还会说什么语言呢？

16. Nǐ de bàba māmā shì zhōngguó rén ma?
    你的爸爸妈妈是中国人吗？

17. Nǐ yǒu gēgē ma?
    你有哥哥吗？

18. Nǐ hē shuǐ, yào fáng bīng ma?
    你喝水，要防冰吗？

19. Hē kāfēi, nǐ yào hē rè kāfēi háishì yào hē bīng kāfēi?
    喝咖啡，你要喝热咖啡还是要喝冰咖啡？

20. Hē jiǔ, nǐ yào hē báijiǔ háishì yào hē píjiǔ?
    喝酒，你要喝白酒还是要喝啤酒？

If you haven't yet familiarized yourself with Flipgrid, you should be sure to go back to the previous week's guide and follow the instructions there to learn how it works. For the Oral Midterm Exam, you'll likewise use Flipgrid. I will be posting a question in Chinese, and you'll need to post a video of yourself responding to the question in Chinese.

Practice for the Speaking Section of the Midterm Exam!

You can practice making spoken responses to each of the above questions on Flipgrid. Use the login credentials for Flipgrid provided in the syllabus and sent via class announcements. You should be able to use Flipgrid on any camera-enabled device; my recommendation is to download the Flipgrid app to your Apple or Android phone.

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5.15: Oral Midterm Exam

For the oral midterm exam, use the Oral Midterm Exam topic on Flipgrid. Login to Flipgrid using the instructions provided in the syllabus and sent via class announcements. This grid has several individual videos, and each one is a question for the Oral Midterm Exam. For each one, you should reply to my question with a video response of your own. Flipgrid will allow you to re-record your response as many times as you like before you post it. Please be sure to post only one response per question.

The oral midterm exam is not timed. Complete the spoken exam responses by the deadline listed at the top of this weekly guide. You will be graded on pronunciation, tones, fluency, and poise.

You will find that the Oral Midterm Exam is in an "open classroom" format. This means that students can see each other's responses. This is done by design, so that you can also learn from other student's responses, just like if you were being assessed in a classroom. For the Final Exam, you will use an individualized Flipgrid such that only you and your instructor will be able to see your responses.

After you have completed the oral midterm on Flipgrid, then complete the corresponding short survey in the Homework & Tests section of our course site.

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5.16: Written Midterm Exam

For the written midterm exam, use the Laulima Homework & Tests tool, then click on item titled "Written Midterm Exam".

You will have 90 minutes to complete this section of the exam. Unlike the vocab quizzes and lesson tests, there are no retakes on the Midterm or Final exams. You will have only one chance to complete it.

If your internet connection is unstable, you may end up locked out of the exam after the 90-minute limit has passed. Thus, make sure you find a stable connection before starting. You can also go to the Testing Center at KCC Lama Library if you'd like to take the exam on a school computer. Check the Lama Library Testing Center website for information on its current schedule and availability, and for contact information.

I recommend calling in advance to make sure the testing center will be available when you plan to come to campus. When using the Testing Center, be certain to bring along your government-issued identification card!

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CHAPTER OVERVIEW

6: At the Restaurant

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6.1: Lesson 5 Overview - At the Restaurant

The lesson page can be found at this link: Lesson 5 "At the Restaurant". Below is short guide with suggestions on how to study it this week.

Start with the Lesson Dialogues

Start out by reading and listening to the three short example dialogues presented in this lesson:

- Booking a table
- Ordering food
- Paying the bill

Just as with the first couple lessons, you should study these dialogues in three stages:

1. First, be sure to click the "Show Translation" and "Show Pinyin" buttons, so that you can follow along easily. Then, press the play button and listen while reading. Do this several times. After listening and reading along for probably 2 to 5 times, you should have a good idea of what the speakers are saying, since the English translation has been displayed next to the transcript. Try to finish this first step by Tuesday.

2. Once you have a good idea of the meaning, press the button titled "Hide Translation". Then, listen while reading the pinyin, and speak along with the dialogue. Again, do this several times. After listening and speaking along about 5 to 10 times, you will be ready to press the "Hide Pinyin" button. You will probably be doing this step around Thursday.

3. Finally, after listening and reading along, and eventually reading while speaking along, you should review the dialogue by listening and reading only the Chinese characters. At this final stage, you will read only the Chinese characters and hide both the pinyin and English translation. Aim to reach this level of mastery by about Friday this week.

After you've finished all three of these stages of study, you can continue to review these dialogues next week and throughout the semester, displaying and reading only the Chinese characters if possible. You should go back to the other lessons and review the dialogues there while listening and reading the characters, to refresh your memory.

As part of your review of each of these dialogues, be sure to click the sections at the bottom titled "Vocabulary" and "Exercises" for reference and for self-assessment of your understanding.

Practice Reading & Learn Key Phrases

After you feel somewhat comfortable with at least one or two of the dialogues above, move along to the following sections of this lesson:

- Reading: Food menu
- Key Language: Booking, ordering and paying

Try speaking aloud the examples given in these sections.

Learn Key Grammar Points

This lesson covers some basic grammar points that you should know in order to use the vocabulary you're learning this week effectively. Toward the end of this week, study the following sections on grammar:

- Language Notes: Measure words for people
- Language Notes: 好 as a complement

Refer to the other sections in this chapter of the textbook for more detailed introductions to these grammar points, with additional examples. Please use the Laulima forums to raise any questions that you have about the grammar in this lesson. Posting questions in the class forums is optional, and not required each week.

Review Pronunciation & Writing Tips

Review the sections on pronunciation of i- finals and ideograms in lesson 5. If you don't find this content to be an easy review, please email me polley@hawaii.edu to let me know what parts you are having difficulties with.

Self-Assessment Exercises

Finally, after you have finished studying the content for this lesson, try out each of these self-assessment exercises:

- Listening
- Reading
- Speaking
- Writing

You should aim to finish these exercises probably by Friday this week, or early next week. They are not graded. If you find any of these exercises difficult, please contact me with questions, or post your questions in the class forums, or go back to the relevant section of the lesson and review as necessary.

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6.2: Lesson 5 Writing Worksheets

First, print out the following worksheets, available as a PDF file:

Lesson 5 Writing Worksheets

After printing these worksheets, write the characters in the blank spaces, using the stroke order guides provided. Be sure to follow the indicated stroke order carefully. Remember to write strokes from left to right, and from top to bottom. Be sure that vertical strokes are written perfectly vertically.

You can also continue to practice by writing on a separate sheet. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time.

For easy reference, you can also view a list of the characters included on these worksheets at the Lesson 5 Word List, including tools to listen to a recording of each word. This list is hosted by PurpleCulture.net.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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6.3: Lesson 5 Vocabulary Quiz

Before taking this quiz, I encourage you to spend some time learning and reviewing the vocabulary items in Memrise: Lesson 5 "At the Restaurant".

Taking the Quiz

You can take this quiz using the Homework & Tests tool. This vocab quiz is graded, but it can be taken in an open-book format. If you have multiple devices, you might consider using two devices to avail yourself of the open-book format, using one device to refer to the lesson dialogues and vocabulary lists while taking the quiz on another device.

You should finish your first attempt for this quiz by 11:30 pm on Sunday.

Reattempt the Quiz as Needed

You can also take this quiz multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Quiz in Closed-book Format

Quiz and lesson test retakes, forcing yourself to adopt a closed-book format, is an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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6.4: Lesson 5 Grammar - Expressing "or" in statements

In English, "or" can be used to connect words when offering or considering choices ("do you want chicken or beef?"). It can also be used as an "or" statement ("it doesn't matter if we eat chicken or beef"), in Chinese, this is what 或者 (huòzhě) is used for.

Structure

While 还是 (háishì) is used for "or" in questions, 或者 (huòzhě) is used for "or" in statements.

Possibility 1 + 或者 + Possibility 2

Examples

- 我喝咖啡或者茶，都行。
  Wǒ hē kāfēi huòzhě chá, dōu xíng.
  I drink coffee or tea. Either is OK.

- 星期六或者星期天，都可以。
  Xīngqīliù huòzhě Xīngqītiān, dōu kěyǐ.
  Saturday or Sunday are both OK.

- 今天晚上我想吃披萨或者寿司。
  Jīntiān wǎnshang wǒ xiǎng chī pīsà huòzhě shòusī.
  Tonight I would like to eat pizza or sushi.

- 周末的时候，我喜欢在家做饭或者看电影。
  Zhōumò de shíhou, wǒ xǐhuan zài jiā zuòfàn huòzhě kàn diànyǐng.
  During the weekend, I like to cook or watch movies at home.

- 你去或者她去，都可以。
  Nǐ qù huòzhě tā qù, dōu kěyǐ.
  You go or she goes, either way is fine.

- 下班以后我去你家或者你来我家，都可以。
  Xiàbān yǐhòu wǒ qù nǐ jiā huòzhě nǐ lái wǒ jiā, dōu kěyǐ.
  After work I will go to your house, or you can come to my house, either way is fine.

- 下个月我打算去杭州或者苏州旅行。
  Xià gè yuè wǒ dǎsuàn qù Hángzhōu huòzhě Sūzhōu lǚxíng.
  Next month I plan to go to Hangzhou or Suzhou to travel.

- 我们可以坐飞机或者坐高铁去。
  Wǒmen kěyǐ zuò fēijī huòzhě zuò gāotiě qù.
  We can go by plane or by high-speed train.

- 晚饭以后我和家人聊天或者看电视。
  Wǎnfàn yǐhòu wǒ hé jiārén liáotiān huòzhě kàn diànshì.
  After dinner I chat with or watch TV with my family.

- 你可以用手机或者电脑上网。
  Nǐ kěyǐ yòng shǒujī huòzhě diànnǎo shàngwǎng.
  You can use either a cell phone or computer to go online.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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6.5: Lesson 5 Grammar - Offering choices with 还是 (háishì)

还是 (háishì) is used in Chinese to provide options in a question. This is equivalent to one of our uses of "or" in English.

Structure

Option A + 还是 + Option B ?

When you're asked a question of this form, there are two ways you're expected to answer: either Option A or Option B. (Pick one, but not both.) It's not that no other answers are possible, it's that usually when you're asked a question this way, the person asking expects you to just choose one. For example, if asked if you'd like to drink coffee or tea, most people are going to choose one or the other, not ask for both. 还是 (háishì) is used to ask people to make that choice between the two.

Examples

- 我还是他？
  Wǒ háishì tā?
  Me or him?

- 一个还是两个？
  Yī gè háishì liǎng gè?
  One or two?

- 辣的还是不辣的？
  Là de háishì bù là de?
  Spicy or non-spicy?

- 冰的还是热的？
  Bīng de háishì rè de?
  Cold or hot?

- 上海还是北京？
  Shànghǎi háishì Běijīng?
  Shanghai or Beijing?

Full Sentence Form

Structure

You can take the structure above, add a subject and a verb, and create all kinds of questions with the following structure:

Subj. + Verb + Option A + 还是 + Option B ?

Examples

- 这是水还是酒？
  Zhè shì shuǐ háishì jiǔ?
  Is this water or alcohol?

- 他是美国人还是英国人？
  Tā shì Měiguó rén háishì Yīngguó rén?
  Is he American or British?

- 你喜欢我还是我的钱？
  Nǐ xǐhuan wǒ háishì wǒ de qián?
  Do you like me or my money?

- 你要喝茶还是咖啡？
  Nǐ yào hē chá háishì kāfēi?

Do you want to drink tea or coffee?

- 你们想吃中国菜还是法国菜？
  Nǐmen xiǎng chī Zhōngguó cài háishì Fǎguó cài?
  Do you want to eat Chinese food or French food?

Please note that 还是 (háishì) is for offering options in a question. It should not be used for "or" in statements.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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6.6: Lesson 5 Grammar - Separable verbs

Separable verbs get their name from their ability to "separate" into two parts (a verb part and an object part), with other words in between. In fact, you could also simply call separable verbs "verb-object phrases." In Chinese, these are called 离合词 (líhécí), and sometimes they are also referred to as verb-object phrases.

What Are Separable Verbs?

Separable verbs consist of two characters: the first is the verb, and the second is the object. Very often, these two will appear together, seemingly acting as a single verb, as in 吃饭, "to eat," 见面, "to meet," or 睡觉, "to sleep." But the two can also separate, and the verb can also be used without the object.

Structure

Verb + Object
or
Verb... [Other Stuff]... Object

Typical Learner Mistake

Let's look at a typical example in Chinese, using the verb 见面, meaning "to meet." 见 is the verb; 面 is the object, which literally means "face," but is never translated as such. The mistake everyone makes is to put an object after 见面. You can't do this, though, because 见面 already has its own object.

- 我没有时间见面。
  Wǒ méiyǒu shíjiān jiànmiàn.
  I don't have time to meet.
  [Note: It may seem like it has no object, but 面 is the object.]

- 我没有时间见你。
  Wǒ méiyǒu shíjiān jiàn nǐ.
  I don't have time to meet you.
  [Note: Here, 见 is the verb and 你 is the object.]

- 我没有时间见面你。**<<< BAD EXAMPLE, Never say it this way!**
  Wǒ méiyǒu shíjiān jiànmiàn nǐ.
  I don't have time to meet you.
  [Note: 面 is the object, so adding 你 after it is wrong.]

Key Features of Separable Verbs

Many separable verbs can't be easily translated into other languages in a way that makes both the verb and the object part clear. For instance, 见面 ("to meet"), 睡觉 ("to sleep"), and 游泳 ("to swim") are such examples. In these examples, it's just not easy to think of the objects as a separate word.

The relationship between the verb and the object in a separable verb pair is very close; adding the object to the verb is sort of the "default form" of the verb, even if the verb part can be used without the object.

Separable verbs are a source of frequent errors from learners of Chinese because you can't add an object after a separable verb. Many learners don't know if a verb is a regular two-character verb like 工作 or a verb-object construct like 开会. If you don't know, you're sure to use it wrong.

The key to using separable verbs correctly is to remember that they are "Verb + Object" constructs. The verb alone must be treated as a verb, and the object cannot be treated as part of the verb.

How to Use Separable Verbs

The first step in mastering separable verbs is knowing which verbs are actually separable verbs.

Some of the more common separable verbs are as follows:

- 吃饭
  chīfàn
  eat food
  "to eat a meal"

- 出差
  chūchāi
  exit business
  "to go on a business trip"

- 读书
  dúshū
  recite book
  "to read a book"

- 过年
  guònián
  pass year
  "to celebrate the new year"

- 见面
  jiànmiàn
  see face
  "to meet"

- 讲话
  jiǎnghuà
  speak speech
  "to talk"

- 开车
  kāichē
  drive vehicle
  "to drive a car"

- 开会
  kāihuì
  open meeting
  "to have a meeting"

- 看病
  kànbìng
  see illness
  "to see the doctor"

- 聊天
  liáotiān
  chat day
  "to chat"

- 生气
  shēngqì

birth anger
"to get angry"

- 谈话
  tánhuà
  discuss speech
  "to have a discussion"

- 洗澡
  xǐzǎo
  wash bath
  "to have a bath"

- 游泳
  yóuyǒng
  swim swim
  "to have a swim"

Slightly less common separable verbs that are still useful for intermediate learners include:

- 帮忙
  bāngmáng
  help busy
  "to help out"

- 分手
  fēnshǒu
  divide hands
  "to split up"

- 结婚
  jiéhūn
  marry wedding
  "to get married"

- 请假
  qǐngjià
  please vacation
  "to take a vacation"

- 离婚
  líhūn
  separate wedding
  "to get a divorce"

- 跑步
  pǎobù
  run step
  "to go for a run"

- 报名
  bàomíng
  announce name

"to register"

- 道歉
  dàoqiàn
  way apology
  "to apologize"

- 散步
  sànbù
  stroll step
  "to talk a walk"

- 排队
  páiduì
  line team
  "to line up"

Perhaps the most common examples of separable verbs that beginners first struggle with are 见面 and 睡觉. What makes them especially hard is that the "object" part of each word have no obvious translation equivalent counterpart in English. "Meet face?" "Sleep a sleep?" It all feels very odd.

Below are introductions for a few separable verbs in more detail, with more examples, and also more specific cases which can trip up learners.

Using 跟 with Separable Verbs

A few verbs allow you to effectively add an additional object by using a 跟 (“with”) or 和 (“and”) phrase before the verb.

Structure

跟 + Person + Verb + Object

In this pattern, the verb-object construct remains unseparated.

Examples

- 我明天跟他见面。
  Wǒ míngtiān gēn tā jiànmiàn.
  I'll meet him tomorrow.

- 我不要跟她结婚。
  Wǒ bùyào gēn tā jiéhūn.
  I don't want to marry her.

- 你还没有跟我道歉。
  Nǐ hái méiyǒu 跟 wǒ dàoqiàn.
  You still haven't apologized to me.

You'll have to learn which separable verbs allow this pattern on a case-by-case basis.

Where to put 了, 过, 着 with Separable Verbs

Hint: they go after the verb, not the object.

Structure

Verb + 了 / 过 / 着 + Object

Examples

吃饭 (chīfàn)

- 他昨天来我家了，还吃了饭。
  Tā zuótiān lái wǒ jiā le, hái chī le fàn.
  He came to my house yesterday and he ate a meal with us.

- 他吃过饭了吗？
  Tā chī guo fàn le ma?
  Has he eaten yet?

- 他正吃着饭呢。
  Tā zhèng chī zhe fàn ne.
  He's eating a meal right now.

见面 (jiànmiàn)

- 我们昨天见了面。
  Wǒmen zuótiān jiàn le miàn.
  We met yesterday.
  [Note: Here, the verb and object are separated, and 了 is inserted.]

- 我们见过面。
  Wǒmen jiàn guo miàn.
  We've met.
  [Note: Here, the verb and object are separated, and 过 is inserted.]

开会 (kāihuì)

- 我们早上开了会。
  Wǒmen zǎoshang kāi le huì.
  We had a meeting in the morning.

- 你们开过会了吗？
  Nǐmen kāi guo huì le ma?
  Have you had the meeting yet?

- 我们正开着会呢。
  Wǒmen zhèng kāi zhe huì ne.
  We're having a meeting right now.

Unlike the particles 过 and 着, the particle 了 is especially tricky, and it can also appear after the object. So it can be correct in multiple places.

Where to Put Measure Words with Separable Verbs

You guessed it: they go after the verb, not the object.

Structure

Verb + [Measure Word Phrase] + Object

Examples

吃饭 (chīfàn)

- 我们一起吃过几次饭。
  Wǒmen yīqǐ chī guo jǐ cì fàn.
  We've had several meals together.

- 老板请大家吃了一顿饭。
  Lǎobǎn qǐng dàjiā chī le yī dùn fàn.

The boss treated everyone to dinner.

见面 (jiànmiàn)

- 我们见个面吧。
  Wǒmen jiàn gè miàn ba.
  Let's meet.

- 我们见过几次面。
  Wǒmen jiàn guo jǐ cì miàn.
  We've met a few times.

睡觉 (shuìjiào)

- 晚安！睡个好觉。
  Wǎn'ān! Shuì gè hǎo jiào.
  Good night! I hope you have a good sleep.

- 昨晚我只睡了两个小时觉。
  Zuówǎn wǒ zhǐ shuì le liǎng gè xiǎoshí jiào.
  I only slept two hours last night.

How to Reduplicate Separable Verbs

Reduplication is a way to express the casual nature of a verb or that it happens only briefly. When it comes to separable verbs, only the verb part reduplicates.

Structure

Verb + Verb + Object

Examples

- 见见面
  jiànjian miàn

- 吃吃饭
  chīchi fàn

- 聊聊天
  liáoliao tiān

Note that you can't put 一下 after separable verbs to express that it happened briefly.

- 见面一下 **<<< BAD EXAMPLE, never say it this way!**
  jiànmiàn yīxià

Common Examples and Common Mistakes with Separable Verbs

帮忙 (bāngmáng) to help; to do a favor. 帮 is the verb; 忙 is the object, meaning "a favor."

- 我们可以帮忙你。 **<<< BAD EXAMPLE, never say it this way!**
  Wǒmen kěyǐ bāngmáng nǐ.

- 我们可以帮你。**<<< GOOD EXAMPLE**
  Wǒmen kěyǐ bāng nǐ.
  We can help you.

- 我们可以帮忙。**<<< GOOD EXAMPLE**
  Wǒmen kěyǐ bāngmáng.
  We can do (you) this favor.

If you want to ask someone to do you a favor, check this out:

- 你可以帮我一个忙吗？
  Nǐ kěyǐ bāng wǒ yī gè máng ma?
  Can you do me a favor?

结婚 (jiéhūn) to get married. 结 is the verb; 婚 acts as the object, meaning "marriage." However, 婚 cannot typically be used as a noun by itself.

- 我想结婚她。**<<< BAD EXAMPLE, never say it this way!**
  Wǒ xiǎng jiéhūn tā.

- 我想跟她结婚。
  Wǒ xiǎng gēn tā jiéhūn.
  I want to get married to her.
  [Note: The prepositional phrase, literally "with her," comes before the verb.]

聊天 (liáotiān) to chat; to talk (about things in general). 聊 is the verb; 天 acts as the object.

- 他很喜欢聊天女生。**<<< BAD EXAMPLE, never say it this way!**
  Tā hěn xǐhuan liáotiān nǚshēng.

- 他很喜欢聊女生。
  Tā hěn xǐhuan liáotiān nǚshēng.
  He loves talking about girls.

- 他很喜欢跟女生聊天。
  Tā hěn xǐhuan gēn nǚshēng liáotiān.
  He loves talking with girls.
  [Note: The prepositional phrase, literally "with you," comes before the verb.]

Literally, 天 means something like “all day long”. The object needs to be something specific if you mean to be clear.

- 爸爸不喜欢聊天他的工作。**<<< BAD EXAMPLE, never say it this way!**
  Bàba bù xǐhuan liáotiān tā de gōngzuò.

- 爸爸不喜欢聊他的工作。
  Bàba bù xǐhuan liáo tā de gōngzuò.
  My father doesn't like to talk about his work.

Why Use Them

If separable verbs are simply verb-object phrases, then why the special name? It's because there are some special features of Chinese verb-object phrases worth special attention, and the name "separable verbs" helps call attention to this. Mastering separable verbs can be a little tricky and is an essential objective of the intermediate level learner of Chinese. You don't really need to master this point until second- or third-semester Chinese, so don't worry about it too much in CHN101.

Separable verbs are just one of those things you can't avoid. Many extremely common verbs, such as "to sleep" (睡觉) or "to meet" (见面) are separable verbs, and until you understand which verbs are separable verbs and how they work, you'll forever be making mistakes with these words, even in very basic sentences. In addition, you will continue to encounter new separable verbs, and being already familiar with the concept makes mastering new words much easier.

Academic debate

There is some debate as to how useful the concept of separable verbs really is. For our purposes, we're only concerned with whether or not separable verbs are a useful concept for the student of Mandarin Chinese. Many learners do, in fact, find the concept to be quite useful in helping them speak more natural Chinese.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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6.7: Lesson 5 Grammar - Simple "noun + stative verb" sentences

In English, nouns can be "linked" to stative verbs and other nouns with the verb "to be." In Chinese, nouns are linked to other nouns in one way, but linked to stative verbs in a completely different way. Nouns are linked to other nouns with 是 (shì). Nouns are linked to stative verbs with 很 (hěn).

The noun in this structure is the subject of the sentence. Sometimes the 很 (hěn) in this structure is translated as "very," but often it is just a way to link a noun to a stative verb.

Examples

In the following examples, 很 (hěn) is just a link (you could think of it as a substitute for the verb "to be"), and the sentences could be translated as "(Noun) is (Stative Verb)."

- 我很好。
  Wǒ hěn hǎo.
  I'm good.

- 你很漂亮。
  Nǐ hěn piàoliang.
  You are pretty.

- 他很高兴。
  Tā hěn gāoxìng.
  He is happy.

- 中文很难。
  Zhōngwén hěn nán.
  Chinese is difficult.

- 老板很生气。
  Lǎobǎn hěn shēngqì.
  The boss is angry.

- 我们很累。
  Wǒmen hěn lèi.
  We're tired.

- 我哥哥也很高。
  Wǒ gēge yě hěn gāo.
  My older brother is also tall.

- 你家也很远吗？
  Nǐ jiā yě hěn yuǎn ma?
  Is your house also far away?

- 爸爸很忙，妈妈也很忙。
  Bàba hěn máng, māma yě hěn máng.
  Dad is busy, and mom is also busy.

- 他和他弟弟都很帅。
  Tā hé tā dìdi dōu hěn shuài.
  He and his younger brother are both handsome.

Remember that 是 (shì) is not used to link stative verbs to nouns. This is a classic mistake that almost everyone makes when learning Chinese. Make sure you use 很 (hěn) and not 是 (shì) to link stative verbs to nouns, as shown below:

- 他是高。**<<< BAD EXAMPLE, never say it this way!**
  Tā shì gāo.

- 他很高。
  Tā hěn gāo.
  He is tall.

What 很 (hěn) Really Means

If you're like most learners, when you first learn this pattern, you're thinking, "How can 很 (hěn) mean "very" one minute, but then nothing but a "link" the next? How do I know if anything means anything in this language?" That's a reasonable response. But in the case of these "Noun + Stative Verb" sentences, you just have to think of this usage of 很 (hěn) as an exception. It's just part of the structure.

If you actually want to add the meaning of "very" into the sentence, you could use another adverb instead of 很 (hěn). One good choice is 非常 (fēicháng).

- 他非常高。
  Tā fēicháng gāo.
  He is very tall.

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* * *

Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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6.8: Lesson 5 Grammar - Tag questions with 吗 (ma)

As well as yes/no questions, you can also form tag questions with 吗 (ma). Tag questions are quick questions that are tagged on the end of a sentence to ask for confirmation. In English, this is often done with "right?" or negatively with "isn't it?"

The easiest way to do this in Chinese is to add some kind of confirmation word and 吗 (ma) on the end of the sentence.

Structure

As you can see below, the pattern typically involves words like 好 (hǎo), 对 (duì), 是 (shì), or 可以 (kěyǐ), followed by 吗 (ma).

……， 好 / 对 / 是 / 可以 + 吗？

By placing these on the end of a sentence, you can soften a suggestion or request confirmation.

Examples

- 这样做，对吗？
  Zhèyàng zuò, duì ma?
  Do it like this, right?

- 你们见过，对吗？
  Nǐmen jiàn guo, duì ma?
  You’ve met, right?

- 他们昨天都没去，是吗？
  Tāmen zuótiān dōu méi qù, shì ma?
  They didn't go yesterday, right?

- 你没来过，是吗？
  Nǐ méi lái guo, shì ma?
  You haven't been here, right?

- 你喜欢我妹妹，是吗？
  Nǐ xǐhuan wǒ mèimei, shì ma?
  You like my younger sister, huh?

- 我们去你家，好吗？
  Wǒmen qù nǐ jiā, hǎo ma?
  Let's go to your place, OK?

- 不要告诉他，好吗？
  Bùyào gàosu tā, hǎo ma?
  Don't tell him, OK?

- 今天我们都不喝酒，好吗？
  Jīntiān wǒmen dōu bù hējiǔ, hǎo ma?
  Let's all not drink alcohol today, OK?

- 我现在想去洗手间，可以吗？
  Wǒ xiànzài xiǎng qù xǐshǒujiān, kěyǐ ma?
  I want to go to the bathroom now. Is that OK?

- 妈妈，我要吃巧克力，可以吗？
  Māma, wǒ yào chī qiǎokèlì, kěyǐ ma?
  Mom, I want to eat chocolate. May I?

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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6.9: Lesson 5 Grammar - Wanting to do something with 要 (yào)

The auxiliary verb 要 (yào) has several different meanings, and here we'll tackle the "want to" meaning. To express "wanting to do" something, use 要 (yào) before the verb.

Structure

The verb 要 (yào) can be used as an auxiliary verb to indicate wanting to do something.

Subj. + 要 + Verb + Obj.

Examples

- 他要学中文。
  Tā yào xué Zhōngwén.
  He wants to study Chinese.

- 宝宝要睡觉。
  Bǎobao yào shuìjiào.
  The baby wants to sleep.

- 早饭我要吃肉。
  Zǎofàn wǒ yào chī ròu.
  For breakfast I want to eat meat.

- 今天很累，我要休息。
  Jīntiān hěn lèi, wǒ yào xiūxi.
  Today I'm very tired. I want to rest.

- 这个周末你们要做什么？
  Zhège zhōumò nǐmen yào zuò shénme?
  This weekend what do you want to do?

要 (yào) and 想 (xiǎng)

Instead of using 要 (yào), it is also possible to use the word 想 (xiǎng). These two words are largely interchangeable, and both can mean "to want." The small difference is that 要 (yào) is often used for something you want to or need to do, and plan to take action on. It can sound a bit more demanding (and less polite). 想 (xiǎng) on the other hand, often conveys an idea on one's mind, that one may or may not take action on. You can think of it as meaning "would like to."

Examples

- 我要喝咖啡。
  Wǒ yào hē kāfēi.
  I want to drink coffee.
  [I am going to get my hands on some coffee.]

- 我想喝咖啡。
  Wǒ xiǎng hē kāfēi.
  I'd like to drink coffee.
  [I want to drink a cup of coffee, but may or may not act on that.]

- 你要吃什么？
  Nǐ yào chī shénme?
  What do you want to eat?

- 你想吃什么？
  Nǐ xiǎng chī shénme?

What would you like to eat?

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* * *

Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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6.10: Lesson 5 Homework Exercises

First, print out the following worksheets, available as a PDF file:

Lesson 5 Homework Exercises

After printing these worksheets, read the instructions carefully and complete each question by writing the appropriate responses in Chinese characters or pinyin as indicated. Be sure to write your name at the top of each sheet. I recommend that you print out these sheets and write your responses by hand.

If you'd rather write your responses directly on the PDF, you may do so if you have an app and device that uses an Apple Pencil or other stylus for writing. Please do not complete these exercises by using an app to write directly with your finger.

If you do not have access to a printer, you can also use any blank sheet of paper to complete these exercises. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time. If you use a blank sheet of paper, instead of writing only the items that fill in blanks, you should write out the whole sentence including any characters provided on the worksheet.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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6.11: Lesson 5 Speaking Practice

This week, I'd like you to use the Flipgrid topic "Lesson 5 Speaking Practice: 吃饭". Login to Flipgrid using the instructions provided in the syllabus and shared via class announcements.

Each of my questions in this Flipgrid topic relates to content from lesson 5.

These speaking practice questions use the following supplemental vocabulary:

- 今天
  jin1 tian1
  today

- 晚饭
  wan3 fan4
  dinner

- 时候
  shi2 hou4
  point in time (when something happens)

- 饭馆
  fan4 guan3
  restaurant

Questions on the oral final exam are likely to resemble the practice questions in this Flipgrid topic. Answer any or all of these questions with a response of your own!

Tip: Prepare and memorize a response, don't read from notes!

Completion of responses on this Flipgrid speaking practice section is optional. After you have completed as many of the responses as you like, complete the short survey on the Homework & Tests tool.

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6.12: Lesson 5 Supplementary Videos

For your video enjoyment this week, rather than just reviewing what we've already covered, I'd like to introduce some fun content related to learning Chinese, and some practical ideas for what to say in Chinese that aren't in our lesson texts this semester. Take your time with these videos, and revisit them every once in a while to review, both this week and later on.

A great song for beginning learners of Chinese. This was written and sung by a band of musicians while they were starting to learn Chinese themselves! From the official Transitions YouTube channel.

Did you know that candy making is an art? Here's a glimpse of a sugar blowing artist at work on the streets of China, from the Aden Films YouTube channel.

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6.13: Lesson 5 Test

This week, you should take the lesson 5 test using the Homework & Tests tool. This lesson test is graded, but it can be taken in an open-book format. You should finish your first attempt for this lesson test by 11:30 pm on Sunday.

Reattempt the Lesson Test as Needed

You can also take this lesson test multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Lesson Test in Closed-book Format

Later in the semester, forcing yourself to adopt a closed-book format while retaking this test will be an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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CHAPTER OVERVIEW

7: At the Hotel

7.1: Lesson 6 Overview - At the Hotel
7.2: Lesson 6 Writing Worksheets
7.3: Lesson 6 Vocabulary Quiz
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7.1: Lesson 6 Overview - At the Hotel

The lesson page can be found at this link: Lesson 6 "At the Hotel". Below is short guide with suggestions on how to study it this week.

Start with the Lesson Dialogues

Start out by reading and listening to the three short example dialogues presented in this lesson:

- Getting a room
- Making a reservation
- Checking in
- Making a complaint
- Checking out
- Leaving luggage

Just as with the previous lessons, you should study these dialogues in three stages:

1. First, be sure to click the "Show Translation" and "Show Pinyin" buttons, so that you can follow along easily. Then, press the play button and listen while reading. Do this several times. After listening and reading along for probably 2 to 5 times, you should have a good idea of what the speakers are saying, since the English translation has been displayed next to the transcript. Try to finish this first step by Tuesday.

2. Once you have a good idea of the meaning, press the button titled "Hide Translation". Then, listen while reading the pinyin, and speak along with the dialogue. Again, do this several times. After listening and speaking along about 5 to 10 times, you will be ready to press the "Hide Pinyin" button. You will probably be doing this step around Thursday.

3. Finally, after listening and reading along, and eventually reading while speaking along, you should review the dialogue by listening and reading only the Chinese characters. At this final stage, you will read only the Chinese characters and hide both the pinyin and English translation. Aim to reach this level of mastery by about Friday this week.

After you've finished all three of these stages of study, you can continue to review these dialogues next week and throughout the semester, displaying and reading only the Chinese characters if possible. You should go back to the other lessons and review the dialogues there while listening and reading the characters, to refresh your memory.

As part of your review of each of these dialogues, be sure to click the sections at the bottom titled "Vocabulary" and "Exercises" for reference and for self-assessment of your understanding.

Practice Reading & Learn Key Phrases

After you feel somewhat comfortable with at least one or two of the dialogues above, move along to the following sections of this lesson:

- Reading: Hotel prices
- Key Language: Types of rooms
- Key Language: Hotel related activities

Try speaking aloud the examples given in these sections.

Learn Key Grammar Points

This lesson covers some basic grammar points that you should know in order to use the vocabulary you're learning this week effectively. Toward the end of this week, study the following sections on grammar:

- Language Notes: Using 还是
- Language Notes: Using 可以
- Language Notes: 从 ... 到

Refer to the other sections in this chapter of the textbook for more detailed introductions to these grammar points, with additional examples. Please use the Laulima forums to raise any questions that you have about the grammar in this lesson. Posting questions in the class forums is optional, and not required each week.

Review Pronunciation & Writing Tips

Review the sections on pronunciation of u- finals and phonetic and semantic components of Chinese characters in lesson 5. If you don't find this content to be an easy review, please email me polley@hawaii.edu to let me know what parts you are having difficulties with.

Self-Assessment Exercises

Finally, after you have finished studying the content for this lesson, try out each of these self-assessment exercises:

- Listening
- Reading
- Speaking
- Writing

You should aim to finish these exercises probably by Friday this week, or early next week. They are not graded. If you find any of these exercises difficult, please contact me with questions, or post your questions in the class forums, or go back to the relevant section of the lesson and review as necessary.

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7.2: Lesson 6 Writing Worksheets

First, print out the following worksheets, available as a PDF file:

Lesson 6 Writing Worksheets

After printing these worksheets, write the characters in the blank spaces, using the stroke order guides provided. Be sure to follow the indicated stroke order carefully. Remember to write strokes from left to right, and from top to bottom. Be sure that vertical strokes are written perfectly vertically.

You can also continue to practice by writing on a separate sheet. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time.

For easy reference, you can also view a list of the characters included on these worksheets at the Lesson 6 Word List, including tools to listen to a recording of each word. This list is hosted by PurpleCulture.net.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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7.3: Lesson 6 Vocabulary Quiz

Before taking this quiz, I encourage you to spend some time learning and reviewing the vocabulary items in Memrise: Lesson 6 "At the Hotel".

Taking the Quiz

You can take this quiz using the Homework & Tests tool. This vocab quiz is graded, but it can be taken in an open-book format. If you have multiple devices, you might consider using two devices to avail yourself of the open-book format, using one device to refer to the lesson dialogues and vocabulary lists while taking the quiz on another device.

You should finish your first attempt for this quiz by 11:30 pm on Sunday.

Reattempt the Quiz as Needed

You can also take this quiz multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Quiz in Closed-book Format

Quiz and lesson test retakes, forcing yourself to adopt a closed-book format, is an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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7.4: Lesson 6 Grammar - Directional complements

A directional complement is a complement used to describe the direction of a verb. In Chinese, these are known as 趋向补语 (qūxiàng bǔyǔ lit. "directional complement").

Verbs often already have some inherent movement implied, but by adding a directional complement, it becomes clearer where, exactly, that action is going.

Simple Directional Complement

The most basic (and common) form of directional complement is formed by a verb and 来 or 去.

Structure

Verb + 来 / 去

The most important thing to consider with directional complements is the position of the speaker. If the action moves towards the speaker or comes closer in any way, use 来. If the action moves away from the speaker or becomes more distant in any way, use 去.

Verb + Complement Explanation

- 下来
  xiàlái
  The movement is down and towards the speaker: "come down"

- 下去
  xiàqù
  The movement is down and away from the speaker: "go down"

- 上来
  shànglái
  The movement is up and towards the speaker: "come up"

- 上去
  shàngqù
  The movement is up and away from the speaker: "go up"

- 出来
  chūlái
  The movement is out and towards the speaker: "come out"

- 出去
  chūqù
  The movement is out and away from the speaker: "go out"

- 进来
  jìnlái
  The movement is in and towards the speaker: "come in"

- 进去
  jìnqù
  The movement is in and away from the speaker: "go in"

- 回来
  huílái
  The movement is towards the speaker: "come back"

- 回去
  huíqù
  The movement is away from the speaker: "go back"

You might be wondering how the directional distinction between 来 and 去 works when you're talking about yourself moving. You can't move away from or towards yourself, so should it be 来 or 去? The answer is to look at the context of the movement you're talking about. Are you telling someone you'll see them tomorrow? Similar to English, in Chinese you'd say something like "I'll come and see you tomorrow."

Examples

You can use these simple compounds in a huge variety of situations. Here are some example dialogs to provide a little more context:

- A: 我在楼上，你上来。
  Wǒ zài lóushàng, nǐ shànglái.
  I'm on the upper floor. Come up to me.

  B: 你在楼上等我一下。我一会儿就上去。
  Nǐ zài lóushàng děng wǒ yīxià. Wǒ yīhuìr jiù shàngqù.
  Please wait a moment on the upper floor. I'll come up in a few minutes.

- A: 出来玩吧，我们在酒吧等你。
  Chūlái wán ba, wǒmen zài jiǔbā děng nǐ.
  Come and hang out with us. We'll be waiting in the bar.

  B: 我妈不让我出去。
  Wǒ mā bù ràng wǒ chūqù.
  My mother won't let me go out.

- A: 这是我家，进来吧，随便坐。
  Zhè shì wǒ jiā, jìnlái ba, suíbiàn zuò.
  This is my house. Please come inside. Feel free to take a seat.

  B: 那是你的卧室吗？我能进去吗？
  Nà shì nǐ de wòshì ma? Wǒ néng jìnqù ma?
  Is that your bedroom? Can I go in?

- A: 你下班了吗？几点回来吃饭？
  Nǐ xiàbān le ma? Jǐ diǎn huílái chīfàn?
  Are you off work now? When are you coming back for dinner?

  B: 我今天不回去吃饭。
  Wǒ jīntiān bù huíqù chīfàn.
  I'm not going back home for dinner today.

Compound Directional Complements

Directional complements can be more complex than just 来 or 去.

Forming Compound Directional Complements

You can form compound directional complements in the following way:

1. 来

- 上来 “come up"
- 下来 “come down”

- 进来 “come in”
- 出来 “come out”
- 回来 “come back”
- 过来 “come over”
- 起来 “get up”

2. 去

- 上去 “go up”
- 下去 “go down”
- 进去 “go in”
- 出去 “go out”
- 回去 “go back”
- 过去 “go over”

These compounds can then be used in much the same way as 来 and 去. Attach them to verbs to give detail about the direction of the action.

Structure

Verb + [Compound Directional Complement]

Examples

- 请站起来。
  Qǐng zhàn qǐlái.
  Please stand up.

- 不要让它跑出去。
  Bùyào ràng tā pǎo chūqù.
  Don't let it run out.

- 从我家走过来要半个小时。
  Cóng wǒ jiā zǒu guòlái yào bàn gè xiǎoshí.
  It took me half an hour to walk here from my place.

- 你包里的东西都拿出来了吗？
  Nǐ bāo lǐ de dōngxi dōu ná chūlái le ma?
  Did you take all your stuff out of your bag?

Directional Complements with Objects

Directional complements are not only used to describe the movement of people. Moving objects can also be described with direction complements. Again, the direction of the movement relative to the speaker (or at least to the context of the conversation) is important when deciding what complement to use.

The verbs that commonly appear in this construction include 拿, 送, and 带.

Structure

Verb + Object + Complement

Examples

- 服务员，请再拿几个碗来。
  Fúwùyuán, qǐng zài ná jǐ gè wǎn lái.
  Waiter, please bring a few more bowls.

- 快点送孩子去吧，别迟到了。
  Kuàidiǎn sòng háizi qù ba, bié chídào le.

Hurry up, send the kids off. Don't be late.

- 师傅，送两桶水来。
  Shīfu, sòng liǎng tǒng shuǐ lái.
  Shifu, please deliver two buckets of water.

- 可以带朋友过来吗？
  Kěyǐ dài péngyou guòlái ma?
  Can I bring some friends over?

- 他们带了一些礼物回去。
  Tāmen dài le yīxiē lǐwù huíqù.
  They took some presents back with them.

Common Mistakes

Although 回来 and 回去 can be compound complements, they can each also just be the verb 回 with a simple directional complement. Many Chinese learners make the following mistakes:

- 回来中国 **<<< BAD EXAMPLE, never say it this way!**
  huílai Zhōngguó

- 回中国来 **<<< GOOD EXAMPLE**
  huí Zhōngguó lái
  come back to China

- 回去美国 **<<< BAD EXAMPLE, never say it this way!**
  huíqu Měiguó

- 回美国去 **<<< GOOD EXAMPLE**
  huí Měiguó qù
  go back to the USA

You can't say 回来中国 because 回 is the verb, 来 is the complement, and 中国 is the object. You can't put both a complement and an object after a single verb, but it's OK to put just a 来 or 去 after the object. In spoken language, if the context is clear, people often omit 来 or 去 and only say 回美国 or 回中国.

Directional Complements with 把

Directional complements work very well in 把 sentences, as they can be used to describe the disposal of an object (what happened to it in the end). Because of this, it's very common to see directional complements and 把 appearing together.

Structure

Subj. + 把 + Obj. + Verb + [Direction Complement]

Examples

- 把书拿出来。
  Bǎ shū ná chūlái.
  Take out your book.

- 把手举起来。
  Bǎ shǒu jǔ qǐlái.
  Raise your hands.

- 帮我把这个箱子搬过去。
  Bāng wǒ bǎ zhège xiāngzi bān guòqù.

Help me move this suitcase over there.

Converting to Potential Complement

Adding 得 to directional complements makes the phrase an affirmative potential complement. Adding 不 makes the phrase a negative potential complement.

1. 回去 “go back”

- 回得去 “able to go back”
- 回不去 “can’t go back”

2. 过来 “come over”

- 过得来 “able to come over”
- 过不来 “can’t come over”

3. 站起来 “stand up”

- 站得起来 “able to stand up”
- 站不起来 “can’t stand up”

4. 走上去 “walk up [away from the speaker]”

- 走得上去 “able to walk up”
- 走不上去 “can’t walk up”

5. 开进去 “drive in [away from the speaker]”

- 开得进去 “able to drive in”
- 开不进去 “can’t drive in”

6. 拿出来 “take out [something from a container]”

- 拿得出来 “able to take out [something]”
- 拿不出来 “can’t take out [something]”

Additional Meanings

A lot of directional complements, particularly compound directional complements, have additional idiomatic meanings beyond literally describing the direction of an action. The most common of these are:

- 起来 ”to start [doing something]” (lit. rise-come)
- 出来 “to come up [with a result]” (lit. exit-come)
- 下去 “to continue [doing something]” (lit. down-go)

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7.5: Lesson 6 Grammar - Expressing "must" with 得 (děi)

The auxiliary verb 得 (děi) means "must." Yes, it's annoying that the same character can also be pronounced "de," but at least when you use 得 (děi), there's no ambiguity like with the word 要 (yào).

Structure

Normally, when you see 得, it's a particle and is pronounced "de." However, it can also be an auxiliary verb. In this case it's pronounced "děi" and means "must."

Subj. + 得 + [Verb Phrase]

Examples

- 我们得走了。
  Wǒmen děi zǒu le.
  We have to leave now.

- 时间不早了，我得回家了。
  Shíjiān bù zǎo le, wǒ děi huíjiā le.
  It's getting late. I have to go home.

- 他是你弟弟，你得帮他。
  Tā shì nǐ dìdi, nǐ děi bāng tā.
  He is your younger brother. You must help him.

- 不好意思，你得马上离开。
  Bù hǎoyìsi, nǐ děi mǎshàng líkāi.
  Excuse me, but you have to leave here right now.

- 在学校就得听老师的话。
  Zài xuéxiào jiù děi tīng lǎoshī de huà.
  You have to listen to the teacher at school.

- 你得先付钱再进去。
  Nǐ děi xiān fù qián zài jìnqù.
  You need to pay before you go in.

- 是你的错，你得道歉。
  Shì nǐ de cuò, nǐ děi dàoqiàn.
  It's your fault. You must apologize.

- 他没有经验，你得教教他。
  Tā méiyǒu jīngyàn, nǐ děi jiāojiao tā.
  He doesn't have experience. You must teach him.

- 明天去面试，你得穿得正式一点。
  Míngtiān qù miànshì, nǐ děi chuān de zhèngshì yīdiǎn.
  You must wear something more formal for tomorrow's job interview.

- 你病得太厉害了，得去看医生。
  Nǐ bìng de tài lìhai le, děi qù kàn yīshēng.
  You are really sick. You must go see a doctor.

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7.6: Lesson 6 Grammar - Negative commands with 别 (bié)

Instead of saying "do not" with 不要 (bùyào), we can say "don't" a little more quickly and forcefully by using 别 (bié).

Structure

Besides using 不要 (bùyào), negative commands can also be formed with 别 (bié). You could think of 别 (bié) as a contraction of 不要 (bùyào), as the structure is the same for both:

别 + Verb (+ Obj.)

Examples

- 别走。
  Bié zǒu.
  Don't leave.

- 别说话！
  Bié shuōhuà!
  Don't speak!

- 别笑！
  Bié xiào!
  Don't laugh!

- 别动！
  Bié dòng!
  Don't move!

- 别过来！
  Bié guòlái!
  Don't come over here!

- 别打孩子！
  Bié dǎ háizi!
  Don't hit the child!

- 别喝太多。
  Bié hē tài duō.
  Don't drink too much.

- 喝酒以后别开车。
  Hējiǔ yǐhòu bié kāichē.
  After drinking alcohol, don't drive.

- 吃饭的时候别玩手机。
  Chīfàn de shíhou bié wán shǒujī.
  When eating, don't play with your cell phone.

- 上课的时候别说英文。
  Shàngkè de shíhou bié shuō Yīngwén.
  Don't speak English in class.

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7.7: Lesson 6 Grammar - Using the verb 去 (qù)

You can use 去 (qù) whenever you have somewhere to go. It's pretty easy to get a handle on this verb; the only trick is getting used to not needing a word for "to" before the destination.

去 (qù) with Just a Place

The verb 去 (qù) means "to go," and is an easy way to talk about going to places.

Structure

Subj. + 去 + [Place]

Notice that you don't need a word to express "to."

Examples

- 我去公司。
  Wǒ qù gōngsī.
  I'm going to the office.
  [公司 literally means "company" but is often used to mean "office.”]

- 你去洗手间吗？
  Nǐ qù xǐshǒujiān ma?
  Are you going to the restroom?

- 下午我会去超市。
  Xiàwǔ wǒ huì qù chāoshì.
  In the afternoon, I'll go to the supermarket.

- 我们现在去公园。
  Wǒmen xiànzài qù gōngyuán.
  We're going to the park now.

- 晚上我们去酒吧。你去吗？
  Wǎnshang wǒmen qù jiǔbā. Nǐ qù ma?
  Tonight we're going to the bar. Are you going?

You can also use 去 (qù) for asking questions. (Note the use of question words and question particles.)

- A: 你去哪儿？
  Nǐ qù nǎr ?
  Where are you going?

  B: 我去学校。
  Wǒ qù xuéxiào .
  I am going to school.

- A: 你去我家吗？
  Nǐ qù wǒ jiā ma ?
  Are you going to my place?

  B: 我去。
  Wǒ qù.
  Yes. [literally, "I'm going.”]

When answering a yes-no question that uses 去 (qù) you don't need anything following it. However, it's important to note that you cannot just use 去 (qù) when there is no context.

去 (qù) with a Verb

Instead of a place, 去 (qù) can also be followed by some sort of action. The structure then means "go to do (something)," and "go and do (something)."

Structure

Subj. + 去 + Verb

Examples

- 我去工作。
  Wǒ qù gōngzuò.
  I'm going to work.

- 他去上课。
  Tā qù shàngkè.
  He's going to class.

- 你想去旅行吗？
  Nǐ xiǎng qù lǚxíng ma?
  Would you like to go travel?

- 我们去吃饭吧。
  Wǒmen qù chīfàn ba.
  Let's go eat.

- 九点我们去买。
  Jiǔ diǎn wǒmen qù mǎi.
  At 9 o'clock, we'll go buy it.

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7.8: Lesson 6 Homework Exercises

Print out the following worksheets, available as a PDF file:

Lesson 6 homework exercises

After printing these worksheets, read the instructions carefully and complete each question by writing the appropriate responses in Chinese characters or pinyin as indicated. Be sure to write your name at the top of each sheet. I recommend that you print out these sheets and write your responses by hand.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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CHAPTER OVERVIEW

8: Shopping

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8.1: Lesson 7 Overview - Shopping

The lesson page can be found at this link: Lesson 7 "Shopping". Below is short guide with suggestions on how to study it this week.

Start with the Lesson Dialogues

Start out by reading and listening to the three short example dialogues presented in this lesson:

- At the supermarket
- Buying fruit and vegetables
- Buying a present

Just as with the previous lessons, you should study these dialogues in three stages:

1. First, be sure to click the "Show Translation" and "Show Pinyin" buttons, so that you can follow along easily. Then, press the play button and listen while reading. Do this several times. After listening and reading along for probably 2 to 5 times, you should have a good idea of what the speakers are saying, since the English translation has been displayed next to the transcript. Try to finish this first step by Tuesday.

2. Once you have a good idea of the meaning, press the button titled "Hide Translation". Then, listen while reading the pinyin, and speak along with the dialogue. Again, do this several times. After listening and speaking along about 5 to 10 times, you will be ready to press the "Hide Pinyin" button. You will probably be doing this step around Thursday.

3. Finally, after listening and reading along, and eventually reading while speaking along, you should review the dialogue by listening and reading only the Chinese characters. At this final stage, you will read only the Chinese characters and hide both the pinyin and English translation. Aim to reach this level of mastery by about Friday this week.

After you've finished all three of these stages of study, you can continue to review these dialogues next week and throughout the semester, displaying and reading only the Chinese characters if possible. You should go back to the other lessons and review the dialogues there while listening and reading the characters, to refresh your memory.

As part of your review of each of these dialogues, be sure to click the sections at the bottom titled "Vocabulary" and "Exercises" for reference and for self-assessment of your understanding.

Practice Reading & Learn Key Phrases

After you feel somewhat comfortable with at least one or two of the dialogues above, move along to the following sections of this lesson:

- Reading: Shopping lists
- Key Language: Buying/Selling
- Key Language: The language of shopping

Try speaking aloud the examples given in these sections.

Learn Key Grammar Points

This lesson covers some basic grammar points that you should know in order to use the vocabulary you're learning this week effectively. Toward the end of this week, study the following sections on grammar:

- Language Notes: Yes/no questions
- Language Notes: Wishes and needs
- Language Notes: The verb 来

Refer to the other sections in this chapter of the textbook for more detailed introductions to these grammar points, with additional examples. Please use the Laulima forums to raise any questions that you have about the grammar in this lesson. Posting questions in the class forums is optional, and not required each week.

Review Pronunciation & Writing Tips

Review the sections on pronunciation of ü- finals and Chinese characters with borrowed forms in this lesson. If you don't find this content to be an easy review, please email me polley@hawaii.edu to let me know what parts you are having difficulties with.

Self-Assessment Exercises

Finally, after you have finished studying the content for this lesson, try out each of these self-assessment exercises:

- Listening
- Reading
- Speaking
- Writing

You should aim to finish these exercises probably by Friday this week, or early next week. They are not graded. If you find any of these exercises difficult, please contact me with questions, or post your questions in the class forums, or go back to the relevant section of the lesson and review as necessary.

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8.2: Lesson 7 Writing Worksheets

First, print out the following worksheets, available as a PDF file:

Lesson 7 writing worksheets

After printing these worksheets, write the characters in the blank spaces, using the stroke order guides provided. Be sure to follow the indicated stroke order carefully. Remember to write strokes from left to right, and from top to bottom. Be sure that vertical strokes are written perfectly vertically.

You can also continue to practice by writing on a separate sheet. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time.

For easy reference, you can also view a list of the characters included on these worksheets at the Lesson 7 Word List, including tools to listen to a recording of each word. This list is hosted by PurpleCulture.net.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

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8.3: Lesson 7 Vocabulary Quiz

Before taking this quiz, I encourage you to spend some time learning and reviewing the vocabulary items in Memrise: Lesson 7 "Shopping".

Taking the Quiz

You can take the vocabulary quiz using the Homework & Tests tool. This vocab quiz is graded, but it can be taken in an open-book format. You should finish your first attempt for this quiz by 11:30 pm on Sunday.

Reattempt the Quiz as Needed

You can also take this quiz multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Quiz in Closed-book Format

Quiz and lesson test retakes, forcing yourself to adopt a closed-book format, is an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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8.4: Lesson 7 Grammar- Asking why with 怎么 (zěnme)

Aside from just meaning "how," 怎么 (zěnme) can also be used to ask "why" or "how come."

Basic Usage

Structure

Similar to the question word 为什么 (wèishénme), questions can also be asked with 怎么 (zěnme).

Subj. + 怎么 + Verb + Obj. ?

This has similar connotations to saying "how come" in English. It not only asks why, but expresses some surprise at the situation, and in some cases even disagreement with it.

Examples

- 他怎么还没来？
  Tā zěnme hái méi lái?
  How come he's not here yet?

- 你们怎么打人？
  Nǐmen zěnme dǎ rén?
  How can you hit people?

- 他帮了你，你怎么不说“谢谢”？
  Tā bāng le nǐ, nǐ zěnme bù shuō "xièxie"?
  He helped you. How come you didn't say thank you?

- 你结婚的时候怎么不告诉我？
  Nǐ jiéhūn de shíhou zěnme bù gàosu wǒ?
  How come you didn't tell me when you got married?

- 我们还没开始吃，他怎么已经吃完了？
  Wǒmen hái méi kāishǐ chī, tā zěnme yǐjīng chī wán le?
  We haven't started eating yet. How come he has already finished eating?

- 今天是星期一，你怎么不去上班？
  Jīntiān shì Xīngqīyī, nǐ zěnme bù qù shàngbān?
  Today is Monday. Why aren't you going to work?

With a Stative Verb

Structure

When a stative verb (or "adjective") follows the 怎么 (zěnme), it's common that the stative verb will be negated.

Subj. + 怎么 (+ 不) + Adj.

Examples

- 水怎么不热？
  Shuǐ zěnme bù rè?
  Why is the water not hot?

- 这里的川菜怎么不辣？
  Zhèlǐ de chuāncài zěnme bù là?
  Why is the Sichuan food here not spicy?

- 他亲了你，你怎么不高兴？
  Tā qīn le nǐ, nǐ zěnme bù gāoxìng?
  He kissed you. How come you're not happy?

- 她的小猫死了，她怎么不难过？
  Tā de xiǎomāo sǐ le, tā zěnme bù nánguò?
  Her kitten died. Why isn't she sad?

- 每天工作十二个小时，你怎么不累？
  Měi tiān gōngzuò shí'èr gè xiǎoshí, nǐ zěnme bù lèi?
  Every day you work 12 hours. Why are you not tired?

"Why So..." Usage

Structure

One pattern this use of 怎么 (zěnme) frequently appears in is with 这么 (zhème) or 那么 (nàme). (For more on 这么 (zhème) and 那么 (nàme), see adjectives with "name" and "zheme.")

Subj. + 怎么 + 这么 / 那么 + Adj.

This use of 怎么 (zěnme) could be translated as either "how" or "why"; the actual meaning sort of falls in the fuzzy region between the two. In any case, it's used to express disbelief: how can (something) be so (adjective)?!

Examples

- 他怎么那么懒？
  Tā zěnme nàme lǎn?
  How can he be this lazy?

- 昨天怎么那么冷？
  Zuótiān zěnme nàme lěng?
  How could it be so cold yesterday?

- 这些人怎么这么吵？
  Zhèxiē rén zěnme zhème chǎo?
  How can these people so loud?

- 北京的空气怎么那么差？
  Běijīng de kōngqì zěnme nàme chà?
  How can the air in Beijing be so bad?

- 你的汉语怎么这么好？
  Nǐ de Hànyǔ zěnme zhème hǎo?
  How is your Mandarin so good?

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8.5: Lesson 7 Grammar- Descriptive complements

In this section, I will discuss how to use 得 (de) to help describe an action. It is one of the characters that often gets confused with 的 and 地, since they could be pronounced as a neutral tone "de." In Chinese, this usage of 得 (de) is called 描写性补语 (miáoxiě-xìng bǔyǔ) or 描述性补语 (miáoshù-xìng bǔyǔ).

Structure

Descriptive complements are used to describe the action of a verb. This would be done with an adverb in English.

Verb / Adj. + 得 + Descriptive complement

Examples

- 你说得很好。
  Nǐ shuō de hěn hǎo.
  You speak very well.

- 他做得马马虎虎。
  Tā zuò dé mǎmǎhǔhǔ.
  He did it poorly.

- 他们玩得很开心。
  Tāmen wán de hěn kāixīn.
  They had a lot of fun.

- 她的文章写得还不错。
  Tā de wénzhāng xiě de hái bùcuò.
  She writes good essays.

- 孩子们听得很认真。
  Háizi men tīng de hěn rènzhēn.
  The kids are listening very attentively.

Sound familiar?

Chinese complements are not an exact science. You may notice that the above uses of descriptive complements overlap a bit with degree complements. Yes, they do. The main difference is that descriptive complements can get way more... descriptive, whereas degree complements are much more concerned with degree. The overlap tends to happen when the complements are extremely simple.

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8.6: Lesson 7 Grammar- Expressing "a little too" with 有点 (yǒudiǎn)

At times you may want to politely diss something using the phrase "a little too." For example, if you are getting lunch with a friend who wants to be seated outside, you might say, "It is a little too hot" to suggest you sit inside. In a case like this, you can use 有一点 (yǒuyīdiǎn) or 有点 (yǒudiǎn). The two are interchangeable.

Structure

To say that something is "a little too..." or "a bit too...," 有一点 (yǒuyīdiǎn) is often used. Its northern Chinese version is 有一点儿 (yǒuyīdiǎnr).

Subj. + 有一点(儿) + Adj.

In spoken Chinese, the 一 (yī) in 有一点 (yǒuyīdiǎn) is often dropped, leaving 有点 (yǒudiǎn). In northern China, that's usually pronounced 有点儿 (yǒudiǎnr).

Subj. + 有点(儿) + Adj.

Examples

- 我有点饿。
  Wǒ yǒudiǎn è.
  I'm a little hungry.

- 这个菜有点辣。
  Zhège cài yǒudiǎn là.
  This dish is a little too spicy.

- 昨天有一点热。
  Zuótiān yǒuyīdiǎn rè.
  Yesterday it was a little too hot.

- 上海的冬天有一点冷。
  Shànghǎi de dōngtiān yǒuyīdiǎn lěng.
  Winter in Shanghai is a bit too cold.

- 我弟弟有点胖。
  Wǒ dìdi yǒudiǎn pàng.
  My younger brother is a bit fat.

- 今天有点累。
  Jīntiān yǒudiǎn lèi.
  Today I am a little bit tired.

- 这个月公司有点忙。
  Zhège yuè gōngsī yǒudiǎn máng.
  This month the company is a little bit busy.

- 这个地方有点吵，我们走吧。
  Zhège dìfang yǒudiǎn chǎo, wǒmen zǒu ba.
  This place is a little too noisy. Let's go.

- 爸爸回来有点晚，妈妈有点不高兴。
  Bàba huílái yǒudiǎn wǎn, māma yǒudiǎn bù gāoxìng.
  Dad came back home a bit too late, so mom was a little unhappy.

- 老师今天有点不舒服，所以没来上课。
  Lǎoshī jīntiān yǒudiǎn bù shūfu, suǒyǐ méi lái shàngkè.
  Today, the teacher felt a little unwell, so she didn't come to class.

Negative Connotation

Note that for the speaker, the adjective after 有点 (yǒudiǎn) expresses an unpleasant or undesirable meaning, so you won't hear things like 有点高兴 (yǒudiǎn gāoxìng), 有点舒服 (yǒudiǎn shūfu), 有点好玩儿 (yǒudiǎn hǎowánr), etc., because "happy," "comfortable," and "fun" are all adjectives with positive connotations.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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8.7: Lesson 7 Grammar- Expressing earliness with 就 (jiù)

Just as 才 (cái) can express lateness, 就 (jiù) can be used to indicate that something happened earlier or sooner than expected. It can also be used in the near future to indicate something will happen very soon.

Used as "Right Away" (in the Future)

When something happens "right away," you're talking about "very soon" in the future.

Structure

The pattern is as follows:

Subj. + Time + 就 + Verb

Examples

- 我马上就来。
  Wǒ mǎshàng jiù lái.
  I'll be there in a second.

- 米饭二十分钟就好。
  Mǐfàn èrshí fēnzhōng jiù hǎo.
  The rice will be ready in 20 minutes.

- 你们现在就出门吗？
  Nǐmen xiànzài jiù chūmén ma?
  Are you leaving the house right now?

- 他们一会儿就到。
  Tāmen yīhuìr jiù dào.
  They will be here in a few minutes.

- 老板明天就回来。
  Lǎobǎn míngtiān jiù huílái.
  The boss will be back tomorrow.

Note that it can sometimes be hard to translate the feeling of "soonness" into English, but in every one of these examples, the time given in the sentences feels "soon" to the speaker.

Used as "Early" (in the Past)

Structure

This use of 就 might be translated "as early as," but usually the earliness is not specifically marked in English.

Subj. + [Point in Time] + 就 + Verb + 了

Examples

- 我们九点上课，他八点就来了。
  Wǒmen jiǔ diǎn shàngkè, tā bā diǎn jiù lái le.
  We have class at nine, but he came in at eight.

- 飞机十点起飞，他六点就到机场了。
  Fēijī shí diǎn qǐfēi, tā liù diǎn jiù dào jīchǎng le.
  The plane takes off at ten o'clock, but he arrived at the airport at six.

- 我昨晚八点半就睡觉了。
  Wǒ zuówǎn bā diǎn bàn jiù shuìjiào le.

I went to bed at eight thirty last night.

- 她十八岁就大学毕业了。
  Tā shíbā suì jiù dàxué bìyè le.
  She graduated from college when she was only 18 years old.

Not only can 就 emphasize a "point in time," but it can also emphasize a "time period," indicating that something happened very quickly.

Subj. + Time Period + 就 + Verb + 了

A few examples:

- 你一个晚上就看完了？
  Nǐ yī gè wǎnshang jiù kàn wán le?
  It only took you just one night to finish reading it?

- 他十分钟就做完了。
  Tā shí fēnzhōng jiù zuò wán le.
  It only took him ten minutes to finish doing it.

From the example sentences it is clear that 了 naturally occurs with a verb used after 就. This is because verbs following 就 generally have the feeling of being completed.

Colloquial Saying 早就

早就 means "long ago," and is usually used to express a kind of impatience or surprise on the part of the speaker. It comes before the verb.

- 我早就知道了！
  Wǒ zǎo jiù zhīdào le!
  I knew that long ago!

- 她早就结婚了。
  Tā zǎo jiù jiéhūn le.
  She got married a long time ago.

- 他们早就分手了。
  Tāmen zǎo jiù fēnshǒu le.
  They broke up a long time ago.

- 我们早就毕业了。
  Wǒmen zǎo jiù bìyè le.
  We graduated a long time ago!

- 我早就跟你说过，他不是好人。
  Wǒ zǎo jiù gēn nǐ shuō guo, tā bù shì hǎo rén.
  I told you a long time ago that he's not a good guy.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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8.8: Lesson 7 Grammar- Expressing lateness with 才 (cái)

To express that something happened later than expected, you can use 才 (cái). In English, this might be expressed with "as late as" or "not until." This form is often used with a time of some sort, like a specific time of day, age, etc. This pattern is essentially the opposite of using 就 (jiù) to express earliness.

Structure

Subj. + Time + 才 + Verb

Examples

- 我昨天晚上十一点才到家。
  Wǒ zuótiān wǎnshang shíyī diǎn cái dào jiā.
  I didn't arrive at home until eleven o'clock last night.

- 他二十五岁才上大学。
  Tā èrshí-wǔ suì cái shàng dàxué.
  He didn't go to college until he was 25.

- 她四十岁才结婚。
  Tā sìshí suì cái jiéhūn.
  She didn't get married until she was forty.

- 我女儿昨天十二点才睡觉，作业太多了。
  Wǒ nǚ'ér zuótiān shí'èr diǎn cái shuìjiào, zuòyè tài duō le.
  My daughter didn't go to bed until 12 o'clock yesterday. Too much homework.

- 你九点上班，八点半才起床？
  Nǐ jiǔ diǎn shàngbān, bā diǎn bàn cái qǐchuáng?
  You start work at nine o'clock, but don't get up until 8:30?

- 飞机刚刚才起飞，晚点了两个小时。
  Fēijī gānggāng cái qǐfēi, wǎndiǎn le liǎng gè xiǎoshí.
  The airplane just took off. It was delayed for two hours.

- 电影七点半开始，可是因为堵车，我们八点才到。
  Diànyǐng qī diǎn bàn kāishǐ, kěshì yīnwèi dǔchē, wǒmen bā diǎn cái dào.
  The movie began at 7:30, but we didn't arrive until eight because of traffic.

You can use 才 alone with the verb to indicate the lateness when the context is clear:

- 你怎么才吃晚饭？已经十点了。
  Nǐ zěnme cái chī wǎnfàn? Yǐjīng shí diǎn le.
  How come you are eating dinner now? It's 10 pm.

- 你怎么才来？我们等了半个多小时。
  Nǐ zěnme cái lái? Wǒmen děng le bàn gè duō xiǎoshí.
  How come you came here so late? We've waited for more than half an hour.

Note that verbs following 才 should not take 了.

- 我昨天晚上十一点才到家了。 **<<< BAD EXAMPLE, never say it this way!**
  Wǒ zuótiān wǎnshang shíyī diǎn cái dào jiā le.

- 她四十岁才结婚了。 **<<< BAD EXAMPLE, never say it this way!**
  Tā sìshí suì cái jiéhūn le.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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8.9: Lesson 7 Grammar- Ordinal numbers with 第 (dì)

We use ordinal numbers to express things like "number one" or "second," so mastering them in Chinese is important. Fortunately, they are also very easy to learn by just adding the prefix 第 (dì).

Basic Usage

In English, there are four different suffixes for ordinal numbers: -st, -nd, -rd and -th. Chinese makes things a lot simpler by using one prefix for all ordinal numbers: 第 (dì). This character is simply placed in front of the number:

Structure

第 + Number

Examples

- 第一
  dì-yī
  The first

- 第二
  dì-èr
  The second

- 第三
  dì-sān
  The third

Full Pattern with Measure Words

Typically, this pattern is used together with a measure word to make a complete noun phrase.

Structure

第 + Number + Measure Word + Noun

Examples

- 我是第一个到公司的人。
  Wǒ shì dì-yī gè dào gōngsī de rén.
  I'm the first person that came to the office.

- 他要坐早上第一班地铁去上班。
  Tāyào zuò zǎoshang dì-yī bān dìtiě qù shàngbān.
  He needs to take the first train in the morning to go to work.

- 小李是她的第三个男朋友。
  Xiǎo Lǐ shì tā de dì-sān gè nánpéngyou.
  Little Li is her third boyfriend.

- 我的第一个中文老师是美国人。
  Wǒ de dì-yī gè Zhōngwén lǎoshī shì Měiguó rén.
  My first Chinese teacher was American.

- 爸爸的第一个手机是NOKIA。
  Bàba de dì-yī gè shǒujī shì NOKIA.
  Dad‘s first cell phone was a Nokia.

- 你的第一个工作是什么？
  Nǐ de dì-yī gè gōngzuò shì shénme?
  What was your first job?

- 到美国的第二个月，我找到了工作。
  Dào Měiguó de dì-èr gè yuè, wǒ zhǎodào le gōngzuò .
  I found a job the second month I was in the USA.

- 第二行第五个汉字怎么读？
  Dì-èr háng dì-wǔ gè Hànzì zěnme dú?
  How do you read the fifth character from the second line?

- 这次考试，我是我们班第一。
  Zhè cì kǎoshì, wǒ shì wǒmen bān dì-yī.
  On this test, I was first in our class.

- 这次比赛，我们班第一，他们班第二。
  Zhè cì bǐsài, wǒmen bān dì-yī, tāmen bān dì-èr.
  In this contest, our class is the first, their class is the second.

Note that there are some words that don't use measure words because they themselves are already measure words. For example: 天 (tiān), 年 (nián), 周 (zhōu), 次 (cì), etc.

- 第一天，我们在宾馆里。
  Dì-yī tiān, wǒmen zài bīnguǎn lǐ.
  On the first day [of our trip], we will be in the hotel.

- 来上海以后的第二年，他开了这家公司。
  Lái Shànghǎi yǐhòu de dì-èr nián, tā kāi le zhè jiā gōngsī.
  He started this company his second year after coming to Shanghai.

- 下个月的第一周老板要出差。
  Xià gè yuè de dì-yī zhōu , lǎobǎn yào chūchāi.
  The boss needs to go on a business trip the first week of next month.

- 这是我第一次去北京。
  Zhè shì wǒ dì-yī cì qù Běijīng.
  This is my first time going to Beijing.

Exceptions

Note that some nouns can form ordinals without 第 (dì). With these, the number can be used directly. For example, 七楼 (qī lóu) is "the seventh floor," even though there is no 第 (dì).

1. 楼 lóu floor (of a building)

- 七楼 qī lóu “floor seven; seventh floor”

2. 层 céng level (of a building)

- 一层 yī céng “level one; first floor”

[adapted from [AllSet Learning Chinese Grammar Wiki](), Creative Commons License BY-NC-SA 3.0]

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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8.10: Lesson 7 Grammar- Verbs that take double objects

There are some common verbs in Chinese that can take two objects. Let's take a look at how they are used.

Structure

As in English, some verbs in Chinese take two objects. A typical example for English is "to bake someone a cake," and there are countless more. The structure in Chinese is:

Subj. + Verb + [Indirect Obj.] + [Direct Obj.]

If you don't know what direct and indirect objects are, don't worry; the terms can be thought of as "object 1" and "object 2." The main point is that there are two of them, and the first one is the recipient (e.g. the person the cake is given to), while the second one is the thing that the action happens to (e.g. the cake that gets baked).

Examples

- 老师，我可以问你一个问题吗？
  Lǎoshī, wǒ kěyǐ wèn nǐ yī gè wèntí ma?
  Teacher, may I ask you a question?

- 大家都叫他“怪叔叔”。
  Dàjiā dōu jiào tā "guài shūshu."
  Everyone calls him "Uncle Weirdo."

- 我想告诉你一个好消息。
  Wǒ xiǎng gàosu nǐ yī gè hǎo xiāoxi.
  I want to tell you the good news.

- 他们给了你多少钱？
  Tāmen gěi le nǐ duōshao qián?
  How much money did they give you?

- 他送了女朋友很多花。
  Tā sòng le nǚpéngyou hěn duō huā.
  He gave his girlfriend lots of flowers.

- 我想送给你一本书。
  Wǒ xiǎng sòng gěi nǐ yī běn shū.
  I want to give you a book.

- 爸爸要送给我一个很贵的生日礼物。
  Bàba yào sòng gěi wǒ yī gè hěn guì de shēngrì lǐwù.
  My dad is going to give me a very expensive birthday gift.

- 你可以借我两千块钱吗？
  Nǐ kěyǐ jiè wǒ liǎng qiān kuài qián ma?
  Can you lend me 2000 kuai?

- 老板刚发给我上个月的工资。
  Lǎobǎn gāng fā gěi wǒ shàng gè yuè de gōngzī.
  The boss just gave me my pay for last month.

- 这个人骗了我很多钱。
  Zhège rén piàn le wǒ hěn duō qián.
  This person cheated me out of a lot of money.

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Any Questions?

If you have any questions about this grammar point, please ask in the class forums!

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8.11: Lesson 7 Homework Exercises

First, print out the following worksheets, available as a PDF file:

Lesson 7 Homework Exercises

After printing these worksheets, read the instructions carefully and complete each question by writing the appropriate responses in Chinese characters or pinyin as indicated. Be sure to write your name at the top of each sheet. I recommend that you print out these sheets and write your responses by hand.

If you'd rather write your responses directly on the PDF, you may do so if you have an app and device that uses an Apple Pencil or other stylus for writing. Please do not complete these exercises by using an app to write directly with your finger.

If you do not have access to a printer, you can also use any blank sheet of paper to complete these exercises. If you use lined paper, you might consider writing your characters large enough that they take up 2 or 3 lines at a time. If you use a blank sheet of paper, instead of writing only the items that fill in blanks, you should write out the whole sentence including any characters provided on the worksheet.

Once you have completed the worksheets by writing in characters by hand, you should submit them via the Laulima Homework Uploads tool. There are two ways you can do this. I recommend trying method #1 first and, if that doesn't work for you, try method #2.

1. Use the camera app on your mobile phone or other camera-enabled device to scan the QR code for Homework Uploads. You can find this code in the syllabus, in class announcements, and in our class overview page. This QR code should take you directly to the Homework Uploads tool. There, you should choose the option to upload files, and then choose the option to take a photo to upload. Take a picture of the worksheet you have completed by hand. Do this multiple times, taking a photo of each page you have completed.

2. Alternatively, if the QR code does not work for you, or if you prefer to upload using a desktop computer or other device without a camera, you can use this direct link to the Homework Uploads tool. If you choose this method, it would be helpful to have all your pages scanned together into one PDF file. Nonetheless, you can still upload separate files for each page, if you like.

If you encounter any technical issues while uploading your work to the Homework Uploads tool, please don't hesitate to ask me questions via email at polley@hawaii.edu, or ask by posting in the Class Forums.

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8.12: Lesson 7 Speaking Practice

For speaking practice this week, I'd like you to use the Flipgrid topic titled "Lesson 7 Speaking Practice". Login to Flipgrid using the instructions provided in the syllabus and shared via class announcements. Each of my questions in this Flipgrid topic relates to content from lesson 7.

These speaking practice questions use the following supplemental vocabulary:

- 时候
  shi2 hou4
  point in time (when something happens)

- 冰箱
  bing1 xiang1
  fridge

- 朋友
  peng2 you5
  friend

- 喜欢
  xi3 huan1
  to like, to enjoy

Questions on the oral final exam are likely to resemble the practice questions in this Flipgrid topic. Answer any or all of these questions with a response of your own!

Tip: Prepare and memorize a response, don't read from notes!

Completion of responses on this Flipgrid speaking practice section is optional. After you have completed as many of the responses as you like, complete the short survey on the Homework & Tests tool.

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8.13: Lessons 6-7 Test

This week, you should take the combined lesson 6-7 test using the Homework & Tests tool.

Special Note: Different from previous lesson tests, this one will present all of the Chinese characters as image files, and all questions will be in multiple-choice or true/false format. The same test design will be used for the final exam.

Because the Chinese characters will be shown as image files, you will not be able to use Google translate or other online tools to look up characters. If you have been relying on such tools as a crutch while taking quizzes and tests this semester, you must wean yourself off them now, before you take the final exam. The very best way to do this is to hit the vocabulary flashcards hard, using Memrise, as described in the "Vocabulary Review" guides throughout the semester.

There is no way that you can learn and memorize all the characters for the semester in a one- or two-night cram session. You need to start using the flashcards now, so that you will be ready for the final exam.

This lesson test is graded, but it can be taken in an open-book format. You should finish your first attempt for this lesson test by 11:30 pm on Sunday.

Reattempt the Lesson Test as Needed

You can also take this lesson test multiple times. If you are unsatisfied with your score, review the items that were incorrect, and then try again. I will count only the highest score among your multiple attempts. Subsequent attempts can be taken at any time up to the last day of instruction this semester.

Review by Taking the Lesson Test in Closed-book Format

Later in the semester, forcing yourself to adopt a closed-book format while retaking this test will be an excellent way to prepare for the midterm and final exams. Remember that the midterm and final exams will allow you to take them only once, without any retakes.

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CHAPTER OVERVIEW

9: Review and Conclusion

9.1: Vocabulary Review for All Lessons
9.2: Oral Final Speaking Practice
9.3: Oral Final Exam
9.4: Written Final Exam

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9.1: Vocabulary Review for All Lessons

This week, you should review all of the vocabulary items from lessons 1 through 7. Just as you've done throughout the semester, you'll be working on Memrise for this. Here are the links to each of the flashcard lessons on Memrise:

- Memrise: Lesson 1 "First Contact"
- Memrise: Lesson 2 "Origin and Languages"
- Memrise: Lesson 3 "Family"
- Memrise: Lesson 4 "Ordering Food and Drink"
- Memrise: Lesson 5 "At the Restaurant"
- Memrise: Lesson 6 "At the Hotel"
- Memrise: Lesson 7 "Shopping"

Each day this coming week, and at least until the day before you take the written final exam, you should check in with Memrise at least 3 times a day to review any items that it shows as requiring attention.

By Thursday of this week, please take some time to complete the corresponding short survey on the Homework & Tests tool.

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9.2: Oral Final Speaking Practice

For speaking practice this week, use the Flipgrid topic titled "Oral Exam Practice Questions". Login to Flipgrid using the instructions provided in the syllabus and sent via class announcements. Each of my questions on this Flipgrid topic was previously presented in the midterm exam review, and in the speaking practice for lessons 5 and 7.

The oral final exam will consist of five questions selected from among those in this list of practice questions. Practice be answering any or all of these questions with a response of your own.

Tip: Prepare and memorize a response, don't read from notes!

Completion of responses on this Flipgrid speaking practice section is optional. After you have completed as many of the responses as you like, complete the corresponding short survey on the Homework & Tests tool.

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9.3: Oral Final Exam

To access the oral final exam, you should use the link that for your Flipgrid Oral Final Exam that was emailed to you individually by the instructor, together with the Student ID code shown on the individual access badge attached to that email.

First, complete the oral final exam by recording a response to each of the instructor's questions posted on Flipgrid. There are five questions total. You may revise and re-record any of your responses as many times as you wish before the oral final exam closes.

After completing your responses on Flipgrid, complete the corresponding short survey on the Homework & Tests tool.

The deadline for the oral final exam is listed in the course syllabus and sent via class announcements. Your grade will be assessed on the basis of the responses you have posted at that time.

If you have any questions whatsoever regarding the final exam, please do not hesitate to contact the instructor at polley@hawaii.edu or text the instructor at the phone number provided in the syllabus and on our course site.

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9.4: Written Final Exam

The written final exam is administered via the Homework & Tests tool on Laulima.

This exam should be taken in closed-book format. The written final exam does not need to be taken in a proctored environment. You must however check the honor pledge located at the Homework & Tests tool, indicating that you have not given or received help on the exam, before starting.

This exam will allow only one attempt. No retakes will be allowed.

You will have two hours to complete the written final exam.

The exam opens and is due by the deadlines listed in the syllabus and sent via class announcements. In order to ensure adequate time while taking the written final exam, you should be sure to start this exam no later than two hours before the exam window closes.

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