**Lesson Seven  Studying Chinese**

**第七課 學中文**

**Dialogue I: Asking about an Examination**

**Vocabulary**

1. 跟  
   gēn  
   Conj  
   and

2. 說話  
   shuō huà  
   VO  
   to talk

3. 上個星期  
   shàngge xīngqī  
   NP  
   last week

4. 得  
   de  
   P  
   (a particle used after a verb and before a descriptive complement)

5. 幫助  
   bāngzhù  
   V  
   to help

6. 復習  
   fùxí  
   V  
   to review

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<table>
<thead>
<tr>
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<th>Chinese</th>
<th>Pinyin</th>
<th>Part of Speech</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>7.</td>
<td>字</td>
<td>zì</td>
<td>N</td>
<td>word; character</td>
</tr>
<tr>
<td>8.</td>
<td>写</td>
<td>xiě</td>
<td>V</td>
<td>to write</td>
</tr>
<tr>
<td>9.</td>
<td>慢</td>
<td>màn</td>
<td>Adj</td>
<td>slow</td>
</tr>
<tr>
<td>10.</td>
<td>教</td>
<td>jiāo</td>
<td>V</td>
<td>to teach</td>
</tr>
<tr>
<td>11.</td>
<td>怎么</td>
<td>zěnme</td>
<td>QPr</td>
<td>how; in what way (used to inquire about how to do things)</td>
</tr>
<tr>
<td>12.</td>
<td>就</td>
<td>jiù</td>
<td>Adv</td>
<td>(indicates that something takes place sooner than expected)</td>
</tr>
<tr>
<td>13.</td>
<td>学</td>
<td>xué</td>
<td>V</td>
<td>to study</td>
</tr>
<tr>
<td>14.</td>
<td>筆</td>
<td>bǐ</td>
<td>N</td>
<td>pen</td>
</tr>
<tr>
<td>15.</td>
<td>難</td>
<td>nán</td>
<td>Adj</td>
<td>difficult</td>
</tr>
<tr>
<td>16.</td>
<td>快</td>
<td>kuài</td>
<td>Adj</td>
<td>quick; fast</td>
</tr>
<tr>
<td>17.</td>
<td>哪裏</td>
<td>nǎlǐ</td>
<td>CE</td>
<td>You flatter me (a polite reply to a compliment); not at all. Also see Note 2 for the Dialogue in L.5</td>
</tr>
<tr>
<td>18.</td>
<td>第</td>
<td>dì</td>
<td>prefix</td>
<td>(prefix for ordinal numbers)</td>
</tr>
<tr>
<td>19.</td>
<td>預習</td>
<td>yùxí</td>
<td>V</td>
<td>to preview</td>
</tr>
<tr>
<td>20.</td>
<td>語法</td>
<td>yúfǎ</td>
<td>N</td>
<td>grammar</td>
</tr>
<tr>
<td>21.</td>
<td>容易</td>
<td>róngyì</td>
<td>Adj</td>
<td>easy</td>
</tr>
<tr>
<td>22.</td>
<td>多</td>
<td>duō</td>
<td>Adj</td>
<td>many; much</td>
</tr>
<tr>
<td>23.</td>
<td>悟</td>
<td>dòng</td>
<td>V</td>
<td>to understand</td>
</tr>
<tr>
<td>24.</td>
<td>生詞</td>
<td>shēngcí</td>
<td>N</td>
<td>new words</td>
</tr>
<tr>
<td>25.</td>
<td>漢字</td>
<td>Hànzì</td>
<td>N</td>
<td>Chinese characters</td>
</tr>
</tbody>
</table>
26. **有一點兒**  yǒu yìdiǎnr  CE  a little; somewhat  
[Also see G5]

27. **不謝**  bú xiè  CE  don’t mention it; not at all

**Dialogue I: Pinyin**

(Wáng Péng gěn Lǐ Yǒu shuōhuà.)

Wáng Péng: Lǐ Yǒu, nǐ shàngge xīngqī kǎoshì kào de (G₁) zěnmeyàng?

Lǐ Yǒu: Kǎo de búcūō, yīnwèi nǐ bāngzhù (¹) wǒ fǔxī, suǒyì kào de búcūō. Dānshì lǎoshī shuō wǒ Zhōngguózǐ xiě de tài (G₂) mān!

Wáng Péng: Shì ma? Yǐhòu wǒ gèn nǐ yīqǐ liànxiě zì, jiào nǐ zěnmé xiě, hǎo bu hào?

Lǐ Yǒu: Nà tài hǎo le! Wǒmen xiànzài jiù (G₃) xiě, gěi nǐ bǐ.

Wáng Péng: Hǎo, wǒ jiào nǐ xiě "nán" zì.

Lǐ Yǒu: Nǐ xiě zì xiě de hěn hǎo, yě hěn kuài.

Wáng Péng: Nǎli, nǎli. Nǐ míngtiān yǒu Zhōngwén kè ma?

Lǐ Yǒu: Yǒu, míngtiān wǒmen xué dì-qí (G₄) kē.

Wáng Péng: Nǐ yǔxí le ma?

Lǐ Yǒu: Yǔxí le. Dì-qí kē de yǔtǎ hěn róngyì, wǒ dōu dòng, kěshì shēngcí tài duō, hànzi yě yǒu yìdiǎnr (G₅) nán.

Wáng Péng: Jīntiān wǎnshāng wǒ gèn nǐ yīqǐ liànxiě ba.

Lǐ Yǒu: Hǎo, xièxiè nǐ.

Wáng Péng: Bú xiè, wǎnshāng jiàn.

What is the woman saying to the man?

You can find the answer in Dialogue I.
Dialogue I: Chinese

(王朋跟李友說話)
王朋：李友，你上個星期考試考得怎麼樣？
李友：考得不錯，因為你幫助(1)我復習，所以考得不錯。但是老師說我中國字寫得太(2)慢！
王朋：是嗎？以後我跟你一起練習寫字，教你怎麼寫，好不好？
李友：那太好了！我們現在就(3)寫，給你筆。
王朋：好，我教你寫“難”字。
李友：你寫字寫得很好，也很快。
王朋：哪裏，哪裏。你明天有中文課嗎？
李友：有，明天我們學第七(4)課。
王朋：你預習了嗎？
李友：預習了。第七課的語法很容易，我都懂，
可是生詞太多，漢字也有一點兒(5)難。
王朋：今天晚上我跟你一起練習吧。
李友：好，謝謝你。
王朋：不謝，晚上見。

(1) The verb 帮助, like 帮, takes an object, while the other verb 幫忙 does not. Therefore, while we can say “他帮我練習中文” or “他幫助我練習中文,” we should never say “他幫忙我練習中文.”
### DIALOGUE II: PREPARING FOR A CHINESE CLASS

**Vocabulary**

<table>
<thead>
<tr>
<th>No.</th>
<th>Pinyin</th>
<th>Part of Speech</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>píngcháng</td>
<td>T</td>
<td>usually</td>
</tr>
<tr>
<td>2.</td>
<td>zǎo</td>
<td>Adj</td>
<td>early</td>
</tr>
<tr>
<td>3.</td>
<td>zěnme</td>
<td>QPr</td>
<td>how come (used to inquire about the cause of something, implying a degree of surprise or disapproval)</td>
</tr>
<tr>
<td>4.</td>
<td>zhème</td>
<td>Pr</td>
<td>so; such</td>
</tr>
<tr>
<td>5.</td>
<td>bànyè</td>
<td>T</td>
<td>midnight; small hours</td>
</tr>
<tr>
<td>6.</td>
<td>gōngkè</td>
<td>N</td>
<td>schoolwork; homework</td>
</tr>
<tr>
<td>7.</td>
<td>péngyou</td>
<td>N</td>
<td>friend</td>
</tr>
<tr>
<td>8.</td>
<td>zhēn**</td>
<td>Adv</td>
<td>really</td>
</tr>
<tr>
<td>9.</td>
<td>dàjiā</td>
<td>Pr</td>
<td>everybody</td>
</tr>
<tr>
<td>10.</td>
<td>zǎo</td>
<td></td>
<td>Good morning!</td>
</tr>
<tr>
<td>11.</td>
<td>kāishǐ</td>
<td>V</td>
<td>to start</td>
</tr>
<tr>
<td>12.</td>
<td>shàng kē</td>
<td>VO</td>
<td>to go to class; to start a class</td>
</tr>
<tr>
<td>13.</td>
<td>niàn</td>
<td>V</td>
<td>to read aloud</td>
</tr>
<tr>
<td>14.</td>
<td>kèwén</td>
<td>N</td>
<td>text of a lesson</td>
</tr>
<tr>
<td>15.</td>
<td>lùyín</td>
<td>N</td>
<td>sound recording</td>
</tr>
<tr>
<td>16.</td>
<td>nán de</td>
<td></td>
<td>male</td>
</tr>
<tr>
<td>17.</td>
<td>shuài</td>
<td>Adj</td>
<td>handsome</td>
</tr>
</tbody>
</table>

**Note:** Please note that the character zhēn (really) appears in two forms. "真" is the printing form, and "真" is the hand-written form.
Dialogue II: Pinyin

(Lǐ Yōu gēn Xiǎo Bái shuōhuà.)

Lǐ Yōu: Xiǎo Bái, nǐ píngcháng lái de hěn zào, jīntiān zěnme lái de zhème wǎn?

Xiǎo Bái: Wǒ zuòtiān yǔxí Zhōngwén, bānyè yī diǎn cǎi shuí jiào, nǐ yě shuí de hěn wǎn ma?

Lǐ Yōu: Wǒ zuòtiān shí diǎn jiǔ shuí le. Yīnwèi Wáng Péng bāng wǒ liǎnxí Zhōngwén, suǒyǐ wǒ gōngkè zuò de hěn kuài.

Xiǎo Bái: Ťōu ge Zhōngguó péngyou zhēn hǎo.

(Shàng Zhōngwén kè)

Lǎoshī: Dàjiā zǎo (1), xiānzài wǒmen kāishǐ shàng kè. Dí-qī kě nǐmen dōu yǔxí le ma?

Xuéshēng: Yǔxí le.

Lǎoshī: Lǐ Yōu, qǐng nǐ nián kéwén. ....... Nǐ nián de hěn hǎo. Nǐ zuòtiān wǎnshang tíng lùyín le bā?

Lǐ Yōu: Wǒ méi tíng.

Xiǎo Bái: Dānshì tā de péngyou chángcháng bāngzhū tā.

Lǎoshī: Nǐ de péngyou shì Zhōngguórén ma?

Lǐ Yōu: Shì de.

Xiǎo Bái: Tā shì yì ge nán de, hěn shuài (2), jiào Wáng Péng.

Complex vs. Simplified: Examples

问学几号话写难笔电听

同学几号话写难笔电听
Dialogue II: Chinese

（李友跟小白說話）
李友：小白，你平常來得很早，今天怎麼六點來得這麼晚？
小白：我昨天預習中文，半夜一點才睡覺，你也睡得很晚嗎？
李友：我昨天十點就睡了。因為王朋幫我練習中文，所以我功課做得很快。
小白：有個中國朋友真好。

（上中文課）
老師：大家早上課。第七課你們都預習了嗎？
學生：預習了。
老師：李友，請你念課文。...你念得很好。你昨天晚上聽錄音了吧？
李友：我沒聽。
小白：但是他的朋友常常幫助她。
老師：你的朋友是中國人嗎？
李友：是的。
小白：他是一個男的，很帥，叫王朋。
Notes:

(1) 早 (Zǎo, Good morning!), 早安 (Zǎo ān, Good morning!), and 你好 (Nǐ hǎo, How do you do?), may strike many Chinese speakers as rather formal and western, but they are gradually gaining acceptance among young and educated people.

(2) 帅 (shuài) is used to describe a handsome, usually young, man. To describe a pretty girl one uses the word 漂亮 (piàoliang, beautiful). The term 好看 (hǎokàn, good looking), is gender neutral. It can be used for both sexes.

On Chinese Characters

There are now two Chinese scripts in use, the so-called 繁體字 (fántǐzì, the complex or traditional script) and 簡體字 (jiǎntǐzì, the simplified script). In Taiwan, instead of 繁體字 (fántǐzì) the term 正體字 (zhèntǐzì, the orthodox script) is used. In traditional China, one wrote vertically from the top to the bottom and from right to left. In Taiwan this practice is still alive, but one can also see articles or books that are printed horizontally from left to right. In mainland China everyone writes horizontally from left to right for practical purposes, and will write from the top to the bottom only to achieve some special aesthetic calligraphical effect.

Supplementary Vocabulary

1. 鉛筆 qǐānbǐ N pencil
2. 鋼筆 gāngbǐ N fountain pen
3. 毛筆 máobǐ N writing brush
4. 紙 zhǐ N paper
5. 本子 běnzi N notebook
6. 午覺 wǔjiào N nap
GRAMMAR

1. Descriptive Complements (I)

The word 得 (de) can be used after a verb or an adjective. This lesson mainly deals with a verb followed by 得 (de). The part which comes after 得 (de) is called a descriptive complement, which can be an adjective, an adverb, or a verb phrase. In this lesson, the words that function as descriptive complements are all adjectives. These complements serve as comments on the actions.

(1) 他寫字寫得很好。

Tā xiě zì xiě de hěn hǎo.

(He writes characters well.)

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

(2) 他昨天睡覺睡得很晚。

Tā zuótiān shuì jiào shuì de hěn wǎn.

(He went to bed late last night.)

[ 很晚 (hěn wǎn, very late) is a comment on the action 睡覺 (shuǐjiào, to sleep). ]

(3) 妹妹歌唱得很好。

Mèimei gē chàng de hěn hǎo.

(My younger sister sings beautifully.)

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

If what serves as a complement is an adjective, the adjective is usually preceded by 很 (hěn, very), as in the case of an adjective used as a predicate. If the verb is followed by an object, the verb has to be repeated before it can be followed by the “得 (de) + Complement” structure, e.g., 写字写得 (xiě zì xiě de) in (1). By repeating the verb, the “verb + object” combination preceding it becomes a “topic” and the complement that follows serves as a comment on it. When both the listener and the speaker understand the context, the first verb can be omitted, as seen in (3).

2. 太 (tài, too) and 真 (zhēn, really)

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

(1) A: 他寫字寫得怎麼樣？
Tā xiě zì xiě de zěnmeyāng?
(How well does he write characters?)

One would normally answer:

B: 他寫字寫得很好。
Tā xiě zì xiě de hěn hǎo.
(He writes characters very well.)

Rather than:

B1. Incorrect: 他寫字寫得真好。
Tā xiě zì xiě de zhēn hǎo.

Compare “B1” with “C” below:

C: 小張，小李，你寫字寫得真好！你可以幫助我嗎？
Xiao Zhang: Xiao Li, nǐ xiě zì xiě de zhēn hǎo! Nǐ kěyǐ bāngzhù wǒ ma?
(Xiao Zhang: Xiao Li, you write characters really well! Will you help me?)

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

(2) 這本書太有意思了！
Zhè běn shū tài yǒu yìsi le!
(This book is really interesting!)  

(3) 我的語法太不好了！我得多練習。
Wǒ de yǔfǎ tài bù hǎo le! Wǒ děi duō liànxi.  
(My grammar is indeed awful! I have to practice more.)

(4) 你跳舞跳得太好了。
Nǐ tiào wǔ tiào de tài hǎo le!  
(You really dance beautifully!)
3. The Adverb 就 (jiù) (I)

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

(1) 他明天早上八點就上課。

Tā míngtiān zǎoshang bā diǎn jiù děi shàng kè.

(He has to go to class [as early as] at 8 o’clock tomorrow morning.)

(2) 他昨天就來了。

Tā zuòtiān jiù lái le.

(He came [as early as] yesterday.)

就 (jiù) and 才 (cái) compared [See also L. 5 G6]

The adverb 就 (jiù) suggests the earliness or promptness of an action in the speaker’s judgment, while the adverb 才 (cái) suggests tardiness or lateness of the action as perceived by the speaker.

(1) A: 八點上課，他七點就來了。

Bā diǎn shàng kè, tā qī diǎn jiù lái le.

(Class starts at eight, but he came [as early as] seven.)

B: 八點上課，他八點半才來。

Bā diǎn shàng kè, tā bā diǎn bàn cái lái.

(Class started at eight, but he didn’t come until 8:30.)

(2) A: 我昨天五點鐘就回家了。

Wǒ zuòtiān wǔ diǎnzhōng jiù huí jiā le.

(Yesterday I went home when it was only five.)

B: 我昨天五點才回家。

Wǒ zuòtiān wǔ diǎn cái huí jiā.

(Yesterday I didn’t go home until five o’clock.)

Note: When commenting on a past action, 就 (jiù) is always used with 了 (le) to indicate promptness, but not 才 (cái).
4. Ordinal Numbers

Ordinal numbers in Chinese are formed by placing 第 (dì) before the cardinal numbers, e.g., 第一 (dì-yī, the first)、第二杯茶 (dì-èr bēi chá, the second cup of tea)、第三个月 (dì-sān ge yuè, the third month) . . . However, 第 is not used in names of months: 一月、二月、三月 . . . Neither is it used to indicate the seniority of brothers and sisters: 大哥、二哥、三哥 . . . 大姐、二姐、三姐 . . .

5. 有一点儿 (yǒu yī diǎnr, somewhat; a little bit; kind of)

The phrase 有一点儿 (yǒu yī diǎnr) precedes adjectives or verbs, indicating a slight degree. It often carries a negative or complaining tone. The 一 in the phrase can be optional.

(1) 我觉得中文有点儿难。

Wǒ juéde Zhōngwén yǒu yī diǎnr nán.
(I think Chinese is a little bit difficult.)

(2) 我有点儿不喜欢他。

Wǒ yǒu yī diǎnr bù xǐhuān tā.
(I sort of don’t like him.)

(3) 我觉得这一课生词有点儿多。

Wǒ juéde zhè yī kè shēngcí yǒu yī diǎnr duō.
(I think there are a bit too many new words in this lesson.)

Please do not confuse 有一点儿 (yǒu yī diǎnr, a little), which is an adverbial modifying an adjective, with 一点儿 (yī diǎnr, a little), which usually modifies a noun. In the above sentences, 有一点儿 (yǒu yī diǎnr) cannot be replaced by 一点儿 (yī diǎnr). Compare:

(4) 给我一点儿咖啡。

Gěi wǒ yī diǎnr kāfēi.
(Give me a little coffee.)

(5) 给我一点儿时间。

Gěi wǒ yī diǎnr shíjiān.
(Give me a little time.)
(6) 我有一點兒忙。
Wǒ yǒu yī diǎnr máng.
(I am kind of busy.)

(7) 她有一點兒不高興。
Tā yǒu yī diǎnr bù gāo×īng..
(She is a little bit unhappy.)

6. 怎麼 (zěnme, how come) in Questions

怎麼 (zěnme, how come) is an interrogative adverb, which is often used in a question to ask about the manner, but sometimes it is used to ask about the reason or the cause as well.

(1) 你怎麼才來？已經下課了。
Nǐ zěnme cái lái? Yǐjīng xià kè le.
(How come you’ve just arrived? The class is over.)

(2) 你怎麼沒去看電影？
Nǐ zěnme méi qù kàn diànyīng?
(Why didn’t you go to the movie?)

(3) 怎麼，你不認識他？他不是你的老師嗎？
Zěnme, nǐ bù rěnshi tā? Tā bù shì nǐ de lǎoshī ma?
(What? You don’t know him? Isn’t he your teacher?)

When 怎麼 (zěnme, how come) is used to ask about the cause or reason for something, it implies a surprise on the part of the speaker, while 為什麼 (wèishénme, why), which is more commonly used to ask about the cause or reason, does not.

怎麼 (zěnme, how come) can stand alone as a clause, as in (3).