LEARNING OBJECTIVES

In this lesson, you will learn to use Chinese to
- Describe the routine of a student’s life on campus;
- Write a simple diary entry;
- Write a brief letter in the proper format;
- Express your modesty in terms of your foreign language ability;
- Invite friends to go on an outing.

RELATE AND GET READY

In your own culture/community—
1. Is there a fixed format for diary entries?
2. Do people follow a certain format in writing a letter?
3. Are expressions of modesty considered culturally appropriate?
An Entry from Li You’s Diary

十一月三日 星期二

今天我很忙，很累。早上
七点半起床①，洗了澡以后就②吃
早饭。我一边吃饭，一边③听录
音。九点到教室去上课④。

第一节是中文，老师教我
们发音、生词和语法，也教我们
写字，还给了⑤。我们一篇新课
文⑥，这篇课文很有意思。第二节是电脑①课，很难。

LANGUAGE NOTE

(1) The usual colloquial term for a computer is 电脑 (diànnǎo), literally, “electric brain.” A more formal term, especially in mainland China, is 电子计算机 (diànzǐ jìsuànjī) or “electronic computing machine,” or simply 计算机 (jìsuànjī). But in Taiwan, 计算机 (jìsuànjǐ) means a calculator. In mainland China, a calculator is called 计算器 (jìsuànqì).
中午我和同学们一起来到餐厅去吃午饭。我们一边吃，一边练习说中文。下午我到图书馆去上网。四点王朋来找我打球。五点三刻吃晚饭。七点半我去白英爱的宿舍跟她聊天(儿)。到那儿的时候，她正在做功课。我八点半回家。睡觉以前，高文中给我打了一个电话，告诉我明天要考试，我说我已经知道了。

Li Yōu de yī piān rìjì


Dì yī jié kē shì Zhōngwén, làoshí jiào wōmen fāyín, shēngcí hé yōfá, yě jiāo wōmen xiě zì, hǎi gēi le⑤ wōmen yī piān xīn kěwén⑥, zhě piān kěwén hěn yōu yìsì. Dì èr jié shì diànnǎo⑦ kē, hěn nán.


VOCABULARY

1. 篇 piān m (measure word for essays, articles, etc.)
2. 日记 rìjì n diary
3. 累 lèi adj tired
4. 起床 qǐ chuáng vo to get up
   床 chuáng n bed
<table>
<thead>
<tr>
<th>No.</th>
<th>Chinese</th>
<th>Pinyin</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>洗澡</td>
<td>xǐ zǎo</td>
<td>to take a bath/shower</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>早饭</td>
<td>zǎofàn</td>
<td>breakfast</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>一边</td>
<td>yībiān</td>
<td>simultaneously; at the same time [See Grammar 3.]</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>教室</td>
<td>jiàoshì</td>
<td>classroom</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>发音</td>
<td>fāyīn</td>
<td>pronunciation</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>新</td>
<td>xīn</td>
<td>new</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>电脑</td>
<td>diànnǎo</td>
<td>computer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>脑</td>
<td>nǎo</td>
<td>brain</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>中午</td>
<td>zhōngwǔ</td>
<td>noon</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>餐厅</td>
<td>cāntīng</td>
<td>dining room, cafeteria</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>午饭</td>
<td>wǔfàn</td>
<td>lunch, midday meal</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>上网</td>
<td>shǎng wǎng</td>
<td>to go online; to surf the internet</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>宿舍</td>
<td>sùshè</td>
<td>dormitory</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>那儿</td>
<td>nàr</td>
<td>there</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>正在</td>
<td>zhèngzài</td>
<td>in the middle of (doing something) [See Grammar 7.]</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>以前</td>
<td>yǐqián</td>
<td>before</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>告诉</td>
<td>gào su</td>
<td>to tell</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>已经</td>
<td>yǐjīng</td>
<td>already</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>知道</td>
<td>zhīdào</td>
<td>to know</td>
<td></td>
</tr>
</tbody>
</table>
同学们在餐厅吃午饭。
Tónghuá men zài cāntīng chī wǔfàn.

学生已经起床去上课了。
Xuéshēng yǐjīng qǐ chuáng qù shāng kè le.

Grammar

1. The Position of Time-When Expressions

Time-when expressions come before the verb. They often appear after the subject. However, they sometimes precede the subject under certain discourse conditions. In this lesson, we focus on practicing the ones positioned after the subject.

1. 我们十点上课。
   Wǒmen shí diǎn shàng kè.
   (We start the class at ten.)

2. 我们几点去？
   Wǒmen jǐ diǎn qù?
   (What time are we going?)

3. 你什么时候睡觉？
   Ni shénme shíhòu shuǐjiào?
   (What time do you go to bed?)

4. 他明天上午八点来。
   Tā míngtiān shàngwǔ bā diǎn lái.
   (He will come at eight tomorrow morning.)
2. The Adverb 就 (jiù) (III)

[See also Grammar 3 in Lesson 7.]

The adverb 就 (jiù) connecting two verbs or verb phrases indicates that the second action happens as soon as the first one is completed.

1. 他今天早上起床以后就听中文录音了。
   Tā jīntiān zāoshang qǐ chuáng yǐhòu jiù tīng Zhōngwén lùyīn le.
   (He listened to the Chinese recordings right after he got up this morning.)

2. 王朋写了信以后就去睡觉了。
   Wáng Péng xiě le xìn yǐhòu jiù qù shuì jiào le.
   (Wang Peng went to bed right after he had finished writing the letter.)
3. 一边…一边… (yìbiān…yìbiān…)

This structure denotes the simultaneity of two ongoing actions. In general, the word or phrase for the action that started earlier follows the first 一边 (yìbiān), while that for the action that started later follows the second 一边 (yìbiān).

1. 我们一边吃饭，一边练习说中文。
   Wǒmen yìbiān chī fàn, yìbiān liànxi shuō Zhōngwén.
   (We practiced speaking Chinese while having dinner.)

2. 他常常一边吃饭一边看电视。
   Tā chángcháng yìbiān chī fàn yìbiān kàn diànsī.
   (He often eats and watches TV at the same time.)

   Generally, the verb that follows the first 一边 (yìbiān) indicates the principal action for the moment, while the one that follows the second 一边 (yìbiān) denotes an accompanying action.

3. 我一边洗澡一边唱歌。
   Wǒ yìbiān xiǎo zǎo, yìbiān chàng gē.
   (I sang while taking a shower.)

4. 我妹妹喜欢一边看书一边听音乐。
   Wǒ méimei xǐhuān yìbiān kàn shū, yìbiān tīng yǐnyuè.
   (My younger sister loves listening to music while she reads.)

4. Series of Verbs/Verb Phrases

A number of verbs or verb phrases can be used in succession to represent a series of actions. The sequential order of these verbs or verb phrases usually coincides with the temporal order of the actions.
1. 他常常去高小音家吃饭。
Ta chángcháng qù Gāo Xiàoyīn jiā chī fàn.
(He often goes to eat at Gāo Xiàoyīn’s place.)

2. 下午我要到图书馆去看书。
Xiàwǔ wǒ yào dào tūshūguǎn qù kàn shū.
(This afternoon I will go to the library to read.)

3. 我明天想找同学去打球。
Wǒ míngtiān xiǎng zháo tóngxué qù dǎ qiú.
(I’d like to find some classmates to play ball with me tomorrow.)

4. 你明天来我家吃晚饭吧。
Nǐ míngtiān lái wǒ jiā chī wǎnfán ba.
(Come and have dinner at my house tomorrow.)

5. The Particle 了 (le) (II)

[See also Lesson 5 Grammar 5 and Lesson 11 Grammar 2.]

If a statement enumerates a series of realized actions or events, 了 (le) usually appears at the end of the series, rather than after each of the verbs.

昨天第一节课是中文。老师教我们发音、生词和语法，也教我们写字，还给了我们一篇新课文。那篇课文很有意思。
Zuòtiān dì yī jié kè shì Zhōngwén. Lǎoshī jiāo wǒmen fāyīn, shēngcí hé yǔfǎ, yě jiāo wǒmen xiě zì, hái gěi le wǒmen yī piān xīn kèwén. Na piān kèwén hěn yǒu yìsi.
(Yesterday the first class was Chinese. Our teacher taught us pronunciation, vocabulary, and grammar, taught us how to write characters, and gave us a new text. That text was very interesting.)
6. The Particle 的 (III)

When a disyllabic or polysyllabic adjective modifies a noun, the particle 的 (de) is usually inserted between the adjective and the noun, e.g. 漂亮的学校 (piāoliàng de xuéxiào, beautiful schools), 容易的汉字 (róngyì de Hànzì, easy characters), 有意思的电影 (yǒu yìsi de diànyǐng, interesting movies). However, with monosyllabic adjectives, 的 (de) is often omitted, e.g. 新课文 (xīn kèwén, new lesson texts), 新电脑 (xīn diànnǎo, new computers), 大教室 (dà jiàoshì, big classrooms), 好老师 (hǎo lǎoshī, good teachers). If the adjective is preceded by 很 (hěn), however, 的 (de) cannot be dropped, e.g. 很新的电脑 (hěn xīn de diànnǎo, very new computers); 很大的教室 (hěn dà de jiàoshì, very big classrooms); 很好的老师 (hěn hǎo de lǎoshī, very good teachers).

7. The Adverb 正在 (zhèngzài, be doing...)

The adverb 正在 (zhèngzài) denotes an ongoing or progressive action at a certain point of time. It is more emphatic than 在 (zài) when it serves the same function.

1. A: 李友，你在做什么？
   Li You, nǐ zài zuò shénme?
   [Li You, what are you doing?]

2. B: 我在练习写汉字。
   Wǒ zài liàn xí xiě Hànzì.
   [I'm practicing writing Chinese characters.]

2. 我们现在正在上课，你别打电话。
   Wǒmen xiànzài zhèngzài shàng kè, nǐ bié dà diànhuà.
   [We are having a class right now. Don't make phone calls.]
3. 我昨天到他宿舍的时候，他正在练习发音。

Wǒ zuótiān dào tā sùshè de shíhou, tā zhèngzài liànxi fāyín.
(When I got to his dorm yesterday, he was in the middle of practicing pronunciation.)

4. A: 你知道不知道王老师在哪儿？

Nǐ zhīdào bù zhīdào Wáng lǎoshī zài nǎr?
(Do you know where Teacher Wang is?)

B: 他正在办公室开会。

Tā zhèngzài bàngōngshì kāi huì.
(He is having a meeting in his office.)
Language Practice

A. Time Expression + V

The following is a record of what Little Gao did yesterday. Practice how to recap what happened using the appropriate time expressions.

Example: 小高早上八点起床。Xiao Gao zǎoshang bā diǎn qǐ chuáng.

1. 8:00am

2. 8:30am

3. 9:15am

4. 12:00pm

5.
B. 一边...一边... (yìbiān...yìbiān...)

Look at the pictures given, and practice how to describe two simultaneous actions.

EXAMPLE: 他们 (tāmen)

→ 他们一边聊天儿，一边喝茶。(tāmen yìbiān liáotānr, yìbiān hē chá.)

1. 王小姐 (wáng xiǎojīā)
2. 高先生 (gāo xiàoshēng)
3. 小李 (xiǎo lǐ)
4. 小白 (xiǎo bái)

C. Subject + Verb 1 + Verb 2

Turn the following words into sentences.

EXAMPLE: 王朋◎小高家◎吃饭 (wáng péng ◎ xiǎo gāo jiā ◎ chī fàn)

→ 王朋到小高家去吃饭。(wáng péng dào xiǎo gāo jiā qù chī fàn.)

or 王朋去小高家吃饭。(wáng péng qù xiǎo gāo jiā chī fàn.)

1. 我弟弟◎图书馆◎看书 (wǒ dìdi ◎ túshūguǎn ◎ kàn shū)
2. 他◎教室◎练习发音 (tā ◎ jiàoshì ◎ liànxi 练习发音)
3. 李友◎同学的宿舍◎聊天儿 (lǐ yǒu ◎ tóng xué de shèshè ◎ liáotānr)
4. 小白◎学校◎听录音 (xiǎo bái ◎ xuéxiào ◎ tīng yùyīn)
5. Xiaowang Лаoshī de bàngōngshì 问问题

D. Verb + Object 1 + Object 2

D1: What does your teacher teach you in your Chinese class?

Example: 学生 生词 → 老师 教学生 生词 → 老师教学生生词。

1. 学生 汉字
2. 大家 语法
3. 我们 中文发音
4. 大家 课文

D2: What kinds of questions do the students often ask their teachers in a language classroom?

Example: 发音 → 学生 常常 问老师 发音的问题。

1. 生词
2. 语法
3. 课文
4. 汉字

E. 正在 ...(zhèngzài ...)  

Practice with your partner how to ask and describe what they are doing based on the pictures provided.

Example: 🛌

→ A: 他正在做什么？
A: Tā zhèngzài zuò shénme?
B: 他正在睡觉。
B: Tā zhèngzài shuì jiào.
F. Pair Activity

Find out your partner’s daily routine:

你平常几点起床？
Nǐ píngcháng jǐ diǎn qǐ chuáng?

你平常几点吃早饭？
Nǐ píngcháng jǐ diǎn chī zǎofàn?

你平常几点去上课？
Nǐ píngcháng jǐ diǎn qù shàng kè?

你平常几点吃午饭？
Nǐ píngcháng jǐ diǎn chī wǔfàn?

你平常几点吃晚饭？
Nǐ píngcháng jǐ diǎn chī wǎn fàn?

你平常什么时候洗澡？
Nǐ píngcháng shénme shíhou xǐ zǎo?

起床以后洗还是睡觉以前洗？
Qǐchuáng yǐhòu xǐ háishì shuìjiào yǐqián xǐ？

G. Pair Activity

Take a look at Tom’s daily schedule and ask each other the following questions:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30</td>
<td>have lunch</td>
</tr>
<tr>
<td>1:30</td>
<td>go online</td>
</tr>
<tr>
<td>2:00</td>
<td>study Chinese</td>
</tr>
<tr>
<td>3:00</td>
<td>go to the library</td>
</tr>
<tr>
<td>4:00</td>
<td>play basketball with friends</td>
</tr>
<tr>
<td>5:00</td>
<td>shower</td>
</tr>
<tr>
<td>6:30</td>
<td>have dinner</td>
</tr>
</tbody>
</table>

Tom 吃了午饭以后就做什么？
Tom chī le wǔfàn yǐhòu jìu zuò shénme?

Tom 学了中文以后就做什么？
Tom xué le Zhōngwén yǐhòu jìu zuò shénme?

Tom 跟朋友打了球以后就做什么？
Tom gèn péngyou dà le qiú yǐhòu jìu zuò shénme?
A Letter: Talking about Studying Chinese

(A letter)

一封信

(The teacher asked the students to write their friends a letter in Chinese as a homework assignment. Here’s what Li You wrote to Gao Xiaoyin.)

小音:

你好！好久不见，最近怎么样？

这个学期我很忙，除了专业课以外，还得学中文。我们的中文课很有意思。因为我们的中文老师只会说中文，不会说英文，所以上课的时候我们只说中文，不说英文。开始我觉得很难，后来王朋常常帮我练习中文，就觉得不难了。
你喜欢听音乐吗？下个星期六，我们学校有一个音乐会，希望你能来。我用中文写信写得很不好，请别笑我。祝

好

你的朋友
李友
十一月十八日

Yi fēng xīn

(The teacher asked the students to write their friends a letter in Chinese as a homework assignment. Here's what Li You wrote to Gao Xiaoyin.)

Xiaoyin:

Nǐ hào! Hào jiù bù jiàn, zuìjīn zěnmeyàng?


Nǐ xīhuan tíng yǐnyuè ma? Xià ge xīngqīlì, wǒmen xuéxiào yǒu yī ge yǐnyuèhuì, xīwàng nǐ néng lái. Wǒ yòng Zhōngwén xiě xīn xiě de hěn bù hào, qǐng bié xià wǒ. Zhū

Hào

Nǐ de péngyou
LT Yōu
Shíyīyuè shíbā rì
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>封</td>
<td>fēng</td>
<td>m</td>
</tr>
<tr>
<td>2.</td>
<td>信</td>
<td>xìn</td>
<td>n</td>
</tr>
<tr>
<td>3.</td>
<td>最近</td>
<td>zuìjìn</td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>最近</td>
<td>zuí</td>
<td>adv</td>
</tr>
<tr>
<td></td>
<td>最近</td>
<td>jìn</td>
<td>adj</td>
</tr>
<tr>
<td>4.</td>
<td>学期</td>
<td>xuéqī</td>
<td>n</td>
</tr>
<tr>
<td>5.</td>
<td>除了…以外</td>
<td>chúle…yīwài</td>
<td>conj</td>
</tr>
<tr>
<td>6.</td>
<td>专业</td>
<td>zhuānyè</td>
<td>n</td>
</tr>
<tr>
<td>7.</td>
<td>会</td>
<td>huì</td>
<td>av</td>
</tr>
<tr>
<td>8.</td>
<td>后来</td>
<td>hòulái</td>
<td>t</td>
</tr>
<tr>
<td>9.</td>
<td>音乐会</td>
<td>yín yüèhuì</td>
<td>n</td>
</tr>
<tr>
<td>10.</td>
<td>希望</td>
<td>xǐwàng</td>
<td>v/n</td>
</tr>
<tr>
<td>11.</td>
<td>能</td>
<td>néng</td>
<td>av</td>
</tr>
<tr>
<td>12.</td>
<td>用</td>
<td>yòng</td>
<td>v</td>
</tr>
<tr>
<td>13.</td>
<td>笑</td>
<td>xiào</td>
<td>v</td>
</tr>
<tr>
<td>14.</td>
<td>祝</td>
<td>zhù</td>
<td>v</td>
</tr>
</tbody>
</table>
This is a floor plan of a performing arts facility. Circle the concert hall.

**Grammar**

8. 除了…以外，还… (chú le... yī wèi, hái... in addition to..., also...)

1. 我除了学中文以外，还学专业课。
   Wǒ chú le xué Zhōngwén yī wèi, hái xué zhhuānyè kè.
   (Besides Chinese, I also take courses in my major.)

2. 上个周末我们除了看电影以外，还听音乐了。
   Shàng ge zhōumò wǒmen chú le kàn diànyǐng yī wèi, hái tíng yǐnyuè le.
   (Last weekend, besides seeing a movie, we also listened to music.)
3 他除了喜欢听音乐以外，还喜欢打球。
Tā chū le xǐhuān tīng yǐnyuè yǐwài, hái xǐhuān dǎ qiú.
(In addition to listening to music, he also likes to play ball.)

The activities in each of the three sentences above are performed by the same subject. But if activities are done by different subjects, the adverb 也 has to be used.

4 除了小王以外，小李也喜欢唱歌、跳舞。
Chū le Xiǎo Wáng yǐwài, Xiǎo Lǐ yě xǐhuān chàng gē, tiào wǔ.
(In addition to Little Wang, Little Li also likes singing and dancing.)

9. 能 (néng) and 会 (huì) (I) Compared

Both 能 (néng) and 会 (huì) have several meanings. The basic meaning of 能 (néng) is “to be capable of (the action named by the following verb).” It can also be an indication of whether one’s own abilities or circumstances allow the execution of an action. Additional meanings will be introduced in later lessons.

1 我能喝十杯咖啡。
Wǒ néng hē shí bēi kāfēi.
(I can drink ten cups of coffee.)

2 今天下午我要开会，不能去听音乐会。
Jīntiān xiàwǔ wǒ yào kāi huì, bù néng qù tīng yǐnyuèhuì.
(I have a meeting this afternoon. I cannot go to the concert.)

3 我们不能在图书馆聊天儿。
Wǒmen bù néng zài tǔshūguǎn liào tiānr.
(We cannot chat in the library.)

会 (huì), as used in this lesson, means having the skill to do something through learning or instruction.

4 李友会说中文。
Lǐ Yǒu huì shuō Zhōngwén.
(Li You can speak Chinese.)
5. \(\) 小白会唱很多美国歌。
Xiao Bai hui chàng hěn duō Měiguó gē.
(Little Bai can sing many American songs.)

6. 我不会上网，请你教我。
Wǒ bù huì shàng wǎng. Qǐng nǐ jiāo wǒ.
(I don't know how to use the Internet. Please teach me how.)

10. The Adverb 就 (jiù) (III)

The adverb 就 (jiù) can heighten the close relationship between two actions or situations. In this usage, the action or situation indicated by the verb or adjective that follows 就 (jiù) is usually contingent upon the action or situation denoted by the verb or adjective in a preceding clause. The relationship is often causal, as seen in (1) and (2), or conditional, as (3) and (4).

1. （因为）小高喜欢吃中国菜，（所以）我们就吃中国菜。
(Yīnwèi) Xiao Gāo xiǎohào chī Zhōngguó cài, (suǒyǐ) wǒmen jiù chī Zhōngguó cài.
(Little Gao preferred Chinese food, so we went for Chinese food.)

2. （因为）小王的专业是电脑，（所以）我就请他教我怎么上网。
(Yīnwèi) Xiao Wáng de zhhuányè shì diànhuà, (suǒyǐ) wǒ jiù qǐng tā jiāo wǒ zěnmé shàng wǎng.
(Little Wang’s major is computer science, so I asked him to teach me how to use the Internet.)

3. 要是同学帮我复习，我考试就考得很好。
Yào shì tóngxué bāng wǒ fùxí, wǒ kǎoshì jiù kǎo de hěn hǎo.
(If my classmates help me review, I will do well on my test.)

4. 要是你不能来，我就去你那儿。
Yào shì nǐ bù néng lái, wǒ jiù qù nǐ nàr.
(If you can’t come over, I will go to your place.)
写汉字，开始觉得难，常常练习，就觉得容易。

 Xiě Hànzì, kāi shǐ jué de nán, cháng cháng liàn xí, jiù jué de róng yì.

 (When [you] first learn to write Chinese characters, [you] would find it difficult. If [you] practice often, [you] would find it easy.)

Language Practice

H. 除了…以外，还…（chú le … yì wài, hái …）

Use the words given to describe what Mr. Bai does.

EXAMPLE: 上音乐课 ◦ 上电脑课

→ 白先生除了上音乐课 以外，还上电脑课。

1. 学英文 ◦ 学中文
   xué Yīngwén ◦ xué Zhōngwén

2. 会说中文 ◦ 会用中文写信
   huì shuō Zhōngwén ◦
   huì yòng Zhōngwén xiě xìn

3. 喜欢唱歌 ◦ 喜欢跳舞
   xǐ huān chàng gē ◦ xǐ huān tiào wǔ

4. 能喝茶 ◦ 能喝咖啡
   néng hé chá ◦ néng hé kā fēi

I. 用 + tool/method/means + V(O)

Describe the use of the means in the action.

EXAMPLE: 写日记 ◦ 中文

→ 我们用中文写日记。

1. 写信 ◦ 英文
   xiě xìn ◦ Yīngwén

2. 做功课 ◦ 笔
   zuò gōngkè ◦ bǐ
3. 练习发音 电脑
4. 喝茶 咖啡杯

J. Pair Activity

Work with a partner, and take turns asking each other:

你写信吗？
你常常给谁写信？
你会用电脑写信吗？
你写日记吗？
你用中文写日记还是用英文写日记？

Nǐ xiě xìn ma?
Nǐ chángcháng gěi shéi xiě xìn?
Nǐ huì yòng diànnǎo xiě xìn ma?
Nǐ xiě rì jí ma?
Nǐ yòng Zhōngwén xiě rì jí háishi yòng Yīngwén xiě rìjí?

HOW ABOUT YOU?

What is your major?

1. 历史  n  history
   lǐshǐ
2. 经济  n  economics
   jīngjì
3. 化学  n  chemistry
   huàxué
4. 数学  n  mathematics
   shùxué
5. 物理  n  physics
   wùlǐ
6. 语言学  n  linguistics
   yǔyánxué
7. 工商管理  n  business management
   gōngshāng guǎnlǐ
8. 亚洲研究  n  Asian studies
   Yāzhōu yànjū

If your major is not listed above, please ask your teacher and make a note here:

我的专业是

Wǒ de zhuānyè shì
The most common form of closing at the end of a letter in Chinese is 祝好 (zhù hào, I wish you well), with the character 祝 (zhù, to wish) following the final sentence of the letter and the character 好 (hǎo) at the very beginning of the next line.

However, it is not an uncommon practice, especially among younger people, to keep the two characters 祝好 unseparated.

Colleges and universities in both mainland China and Taiwan are on the semester system. Typically, the fall semester starts in late August or early September, and ends in mid-January. The winter break lasts about a month. Since the Chinese New Year usually falls in late January or early February, college students can take advantage of the break to go home and celebrate the most important holiday of the year with their families. The spring semester starts around mid-February and lasts until early July. A semester at a Chinese college is about three weeks longer than that of a typical American college semester.
English Text

An Entry from Li You's Diary

November 3, Tuesday

I was very busy and tired today. I got up at seven-thirty this morning. After taking a shower, I had breakfast. While I was eating, I listened to the sound recording. I went to the classroom at nine o'clock.

The first period was Chinese. The teacher taught us pronunciation, new vocabulary, and grammar. The teacher also taught us how to write Chinese characters, and gave us a new text. The text was very interesting. The second period was Computer Science. It was very difficult.

At noon I went to the cafeteria with my classmates for lunch. While we were eating, we practiced speaking Chinese. In the afternoon I went to the library to go online. At four o'clock, Wang Peng came looking for me to play ball. I had dinner at a quarter to six. At seven-thirty, I went to Bai Ying'ai's dorm for a chat. When I got there, she was doing her homework. I got home at eight-thirty. Before I went to bed, Gao Wenzhong called. He told me there'd be an exam tomorrow. I said I already knew that.

A Letter

(The teacher asked the students to write a letter in Chinese as an assignment. Here's what Li You wrote to Gao Xiaoyin.)

November 18

Dear Xiaoyin,

How are you? Long time no see. How are things recently?

This semester I've been busy. Besides the classes required for my major, I also need to study Chinese. Our Chinese class is really interesting. Because our Chinese teacher can only speak Chinese and does not know how to speak English, in the class we speak only Chinese, no English. At the beginning I felt it was very difficult. Later, Wang Peng often helped me practice Chinese, and I don't feel it is hard anymore.

Do you like to listen to music? Next Saturday there will be a concert at our school. I hope you can come. I do not write well in Chinese. Please don't make fun of me.

Best wishes,
Your friend,

Li You

PROGRESS CHECKLIST

Before proceeding to Lesson 9, be sure you can complete the following tasks in Chinese:

I am able to—

☑ Describe my daily routine at school;
☑ Write a simple diary entry in the proper format;
☑ Write a simple letter in the proper format;
☑ Express my modesty about my language abilities.

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