

Reading Into a New China

Integrated Skills for Advanced Chinese

变化中的中国

by Duanduan Li and Irene Liu

*A new edition of the book formerly known as
A New Text for a Modern China*

**THIS IS A SAMPLE COPY FOR PREVIEW AND EVALUATION, AND
IS NOT TO BE
REPRODUCED OR SOLD.**

© 2010 Cheng & Tsui Company. All rights reserved.

ISBN 978-0-88727-627-9

To purchase a copy of this book, please visit www.cheng-tsui.com.

To request an exam copy of this book, please write service@cheng-tsui.com.

Cheng & Tsui Company www.cheng-tsui.com Tel: 617-988-2400 Fax: 617-426-3669

Copyright © 2010, 1998, 1992 Cheng & Tsui Company, Inc.

Previous editions: *A New Text for a Modern China* (1998), *A Chinese Text for a Changing China* (1992)

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

All trademarks mentioned in this book are the property of their respective owners.

16 15 14 13 12 11 10 09 1 2 3 4 5 6 7 8 9 10

Published by

Cheng & Tsui Company, Inc.

25 West Street

Boston, MA 02111-1213 USA

Fax (617) 426-3669

www.cheng-tsui.com

“Bringing Asia to the World”™

ISBN: 978-088727-627-9

Library of Congress Cataloging-in-Publication Data

Liu, Ruinian.

[New text for a modern China]

Reading into a new China : integrated skills for advanced Chinese = [Bian hua zhong de Zhongguo] /

Irene Liu, Duanduan Li.

p. cm.

Originally published: *A new text for a modern China*, 1998.

Parallel title in Chinese characters.

Includes index.

Chinese and English.

ISBN 978-0-88727-627-9 (v.1 pbk.) -- ISBN 978-0-88727-693-4 (v.2 pbk.)

1. Chinese language--Textbooks for foreign speakers--English. I. Li, Duanduan. II. Title. III. Title: Bian hua zhong de Zhongguo.

PL1129.E5L585 2009

495.1'82421--dc22

2009075154

Cover design: Joyce Weston

Cover photographs: Subway © Robert Churchill/iStockphoto; Roof © Hsing-Wen Hsu/iStockphoto

Interior design: Linda M. Robertson

Interior photographs: Duanduan Li

All trademarks and references mentioned in this textbook are used for identification purposes only and are the property of their respective owners.

Printed in the United States of America.

Reading Into a New China

Integrated Skills for Advanced Chinese

变化中的中国

目 录 (上册)

Audio Download Information		VIII		
Preface		IX		
Note to Students: Some Basics of Written Chinese		XVII		
Abbreviations		XX		
课文	阅读前活动	阅读技巧	词汇与句型用法	页
第一课 人口大爆炸	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	<ul style="list-style-type: none"> ■ 略读 ■ 扫描 / 寻读 ■ 书面语—报刊阅读 	<ul style="list-style-type: none"> ■ 分别、而 ■ 在……内、内 vs. 里 ■ PW V满了N、好不容易、 ■ 好像……(似的)、如 N 般(地)V 	1
第二课 中国第13亿个小公民	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	<ul style="list-style-type: none"> ■ 说明文的特点 ■ 篇章关联词—比较和对比 ■ 怎样读长句 	<ul style="list-style-type: none"> ■ 随着 ■ 然而 ■ 此外 ■ 与……相比 ■ 由于 	29
第三课 住房	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	<ul style="list-style-type: none"> ■ 段落的主题 ■ 篇章关联词—原因和结果 	<ul style="list-style-type: none"> ■ A跟B有关(系) ■ 由 ■ A归B所有 ■ ……(来)说…… ■ 改成 vs. 变成 ■ 于是 vs. 所以 	51
第四课 教育	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	<ul style="list-style-type: none"> ■ 说明文的结构 	<ul style="list-style-type: none"> ■ ……，其中 ■ V1来/去V2 ■ ……热 ■ ……族 ■ 逐…… 	79
第五课 一个初三毕业生的星期天	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	<ul style="list-style-type: none"> ■ 叙述文的结构 	<ul style="list-style-type: none"> ■ 据说+ clause ■ 由此而来 ■ 总算 ■ 一口气+ Verb ■ 不由得 	103

语法介绍	练习与活动	阅读短文
<ul style="list-style-type: none"> ■ 多音字 ■ 话题说明句 ■ 中文的正式语体与非正式语体 ■ 修辞—比喻 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 中国需要实行计划生育 ■ 中国人口太多了吗?
<ul style="list-style-type: none"> ■ 形容词重叠 ■ 说数字 ■ 多、少、早、晚 ■ 半…… 半…… ■ ……化 ……ize 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 不该出生的女婴 ■ 新闻一则
<ul style="list-style-type: none"> ■ 使役动词“使”和“让” ■ 在……上 ■ 在……下 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 买房与中国人的消费观 ■ 买房与中国人的家庭观
<ul style="list-style-type: none"> ■ 复习动词补语 ■ 复习“为”的用法 ■ 标点符号的比喻用法 ■ 双关语 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 中国的私立学校 ■ 大学的改变 ■ 希望工程
<ul style="list-style-type: none"> ■ 话题链 ■ 复习存现句 ■ 量词 ■ 反问句：怎么能……呢？ 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 职业高中 ■ 儿童教育

课文	阅读前活动	阅读技巧	词汇与句型用法	页
第六课 大学生就业全新变化	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	推论 (文章暗含意思)	<ul style="list-style-type: none"> ■ 如下、先后、听从、流行、(将)近、日益 ■ 无所谓 ■ 几乎 ■ 只有……才能 ■ 不是……而是 	131
第七课 大学生与快餐中转站	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	文章的时间顺序	<ul style="list-style-type: none"> ■ 优惠、知名度、突破 ■ 没想到、果然、因此、从此 ■ 从中vs.其中 	159
第八课 恋爱婚姻	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	分辨段落的主旨与有关细节	<ul style="list-style-type: none"> ■ 大+adj.、讲究、追求、凑合 ■ 以往 vs. 以前 ■ 表白 vs. 表达 ■ 看来, 看起来, 看样子, 看上去 ■ 即使……也…… 	189
第九课 一则征婚启事和应征者	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	篇章关联词	<ul style="list-style-type: none"> ■ 应、登、冒、恋 ■ 吸引、痛快、具有、一连串 ■ V道、 ■ 接着 ■ 不是…吗? ■ 正在……中 	221
第十课 家庭 妇女	<ul style="list-style-type: none"> ■ 课文提要 ■ 阅读前讨论题 ■ 自学生词 ■ 生词 	中文论说文的结构	<ul style="list-style-type: none"> ■ 掌管、统管、推行、群体、模式、经营、顶、甚至 ■ 反问句: 哪……? ■ 不就……了? 	253
Vocabulary Index: Chinese-English				281
Vocabulary Index: English-Chinese				299
Appendix: Main Readings in Traditional Characters				317

语法介绍	练习与活动	阅读短文
<ul style="list-style-type: none"> ■ 中文构词法简介(一): 合成词、简缩词 ■ 疑问词的非疑问用法 ■ 词汇的比喻用法 ■ 能用在句首的介词短语 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 就业: 我自己的选择 ■ 老板, 要招小工吗? ■ 讲个笑话吧!
<ul style="list-style-type: none"> ■ 中文构词法简介(二): 词汇合成方式 ■ 时序关联词 ■ 反问句 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 我朋友的择业观 ■ 求职难, 女生求职难上加难
<ul style="list-style-type: none"> ■ 方位补语的引申义 ■ “受 / 受到”的用法 ■ 介词“于”的用法 ■ 不可…… in word formation 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 中国情人节—七夕 ■ “三高”、“三低”和“三手” ■ 爱情和婚姻
<ul style="list-style-type: none"> ■ 广告语言中的书面词语: 本、未、者、某、余、欲、为 ■ The nominalization function of 所 ■ 中文标点符号 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 中国人征婚启事20年变化 ■ 相亲 ■ 北京的“电话红娘” ■ 上海的电视征婚
<ul style="list-style-type: none"> ■ 书面语“之” ■ 书面语“以” ■ 表示强调的方法 ■ 修辞手法—排比 	语音 词汇与句型 语法 阅读 口语 写作	<ul style="list-style-type: none"> ■ 丁克家庭 ■ 独身女性 ■ 从人口普查数据看中国家庭的变化

Preface

It has been a decade since the publication of the advanced reading textbook *A New Text for a Modern China*. Since then, many things related to the book have changed. First, the social and economic situation in China has undergone a tremendous transformation. Second, in recent years, research in the field of second language reading pedagogy has produced a rich pool of findings on how people process texts when reading. This knowledge has enabled teachers to develop approaches to teach reading more effectively. Third, the linguistic theory of Chinese discourse grammar is now more developed. A functional, discourse-based grammar, according to many experts, is more suitable than a less contextualized sentence-based grammar to explain how the Chinese language works. All this new information has continuously reshaped our teaching philosophy over the years. We felt it was time to revise and re-envision *A New Text for a Modern China*, transforming it into a timely, updated textbook that takes into account all of these developments, reflecting new conditions and contemporary issues in the “New China.”

Before revising this textbook, we went about a series of tasks to ensure that the new edition would meet the needs of students and teachers. We first carefully re-examined *A New Text for a Modern China* in order to understand the areas that needed changes. Next, we reflected on our own teaching experiences and studied the most current research findings in reading pedagogy and discourse grammar. We also asked our students who were using that textbook for comments and suggestions. Based on that review process and the information that emerged, we developed a group of guiding principles that we have used to write the new textbook, now titled *Reading Into a New China: Integrated Skills for Advanced Chinese* 《变化中的中国》. Apart from the many improvements in content, this book also features a completely new design, tailored for maximum ease of use for students and teachers. The textbook is now divided into two volumes, with each volume including practice exercises as well as instructional material.

■ The Target Learners

Reading Into a New China: Integrated Skills for Advanced Chinese is designed mainly for students of Chinese as a foreign language at a high intermediate or beginning advanced level of proficiency, as designated by ACTFL standards (or third-year Chinese language courses at most North American universities and colleges). Heritage students at the intermediate level can also take the advantage of the many new features of this textbook to advance their language and especially literacy skills.

■ Our Guiding Philosophy: Skill Integration with a Special Focus on Reading

Reading Into a New China: Integrated Skills for Advanced Chinese aims to develop both fluency and accuracy in Chinese through a topic-based syllabus. The topics are of high interest to students and provide maximum opportunities for thinking and discussion, promoting the development of both linguistic and communication skills. While we have adopted an integrated approach to teach all language skills coherently, it is on reading and building reading skills that we place our special focus.

The reason for this focus is that in beginning and intermediate levels of Chinese study, oral communication skills are usually stressed in order to build a strong foundation in spoken Chinese. However, at the advanced level, it is not enough to be proficient only in oral communication skills. Students must also have well-developed written communication skills to meet the challenges of potential employment and increased engagement in Chinese-speaking communities. Third-year students, with their sound foundation of first- and second-year Chinese, are at the ideal stage to begin to learn formal written Chinese.

One of the unique features of this reading textbook is that the reading is supported by other skills. Students are encouraged and facilitated to further advance their oral proficiency while developing reading and writing skills. Third-year students should learn to expand their speaking repertoire from topics of everyday routines and interests to more intellectually and linguistically challenging topics, such as social issues and current events. The combination of writing exercises and discussion questions in this book provides ample opportunities for students to go beyond the reading text and put all their integrated skills to work.

■ Some Pedagogical Considerations on the Use of English in Instructions

In language teaching, we take the position that an effective language classroom should be one where active student participation in Chinese is the norm. It should not be a place where the instructor lectures and students passively listen. The instructor's role in the class is to create an environment in which students can actively discuss the content of the lessons; to reinforce and build upon previous learning; and to clarify specific difficult or confusing points in the lessons. This ideal situation cannot happen unless the students are well prepared before class. In order to help students prepare effectively, we have written all explanations about grammar, reading skills, and general instructions in both Chinese and English for easy comprehension. Chinese sentences used as examples are provided with English translations. However, simple instructions (especially repeated ones) will only be given in Chinese to increase the target language input and reduce over-reliance on English for learners.

About the Lessons

One of the keys to teaching a language effectively is to present high-interest, provocative material that will engage the readers. The readings of this book have been carefully chosen to include a variety of viewpoints on current issues of population, education, family, gender, environment, business, and technology in the rapidly changing China. Vocabulary and concepts related to these issues are recycled throughout the text, building up a basic core of knowledge.

The transition from dealing with spoken-style materials to written-style materials can be a demanding but gratifying process for learners. Well-chosen materials at an appropriately challenging level can maintain learners' interest and inspire them to continue to develop their language and literacy skills, as well as their knowledge of Chinese culture and current social issues and events. Texts that are well beyond the students' linguistic competence might cause anxiety and frustration. For this reason, we have chosen to use mostly modified materials written specifically to suit the literacy level and linguistic needs of third-year students, rather than purely "authentic" materials taken directly from magazines or newspapers, which might be too difficult for learners at this level.

The genres of writing presented and developed in this book are of three kinds: narrative, expository and news features. These lessons can help students build up their knowledge and skills concerning general literary styles normally used in Chinese works of literature, official documents, essays, and news, and thus are a good source for understanding twenty-first-century Chinese society. This serves as good preparation for learners' future reading of unmodified authentic written materials in real life.

Features

1. Pre-reading Activities

Each chapter starts with a brief overview in English to introduce the thematic content of the lesson. Visual stimuli (photos or illustrations) related to the theme, followed by discussion questions, are also provided. The intention is to help activating students' prior knowledge and prepare them mentally for the main text. In addition, the overview also provides information about the text organization and genre of the main reading. The information in this section can benefit students in three major ways:

- by enhancing students' opportunities to make sense of the information they will encounter in the text;
- by increasing students' interest and confidence in the topic and thus motivating them to read the text; and
- by establishing realistic reading expectations about the lesson and the skills required to read the material effectively.

2. Vocabulary

The vocabulary learning in each lesson is divided into two parts. The first part is a new feature called “Vocabulary Building Skills.” Designed for self-study, this part presents ten to fifteen new words composed of characters known to the students. Students are asked to guess the meaning of the compound words based on the meaning of the known characters. This activity encourages students to make intelligent guesses and helps build students’ knowledge of Chinese morphology in order to increase their speed and effectiveness in vocabulary acquisition. Another advantage of this practice is to let students get used to seeing new words without anxiety. Students in the habit of reading from word to word tend to stop at every unfamiliar word to look up the meaning in a dictionary. If the pauses are long and frequent, comprehension will suffer because the train of thought is interrupted. The ability to make intelligent guesses from context can help students take the risk of tolerating some ambiguity or uncertainty while reading, and thus improve their reading fluency.

The second part is the new vocabulary of the lesson. In addition to the common practice of providing parts of speech and English meanings of words in the vocabulary list, each entry also includes the Vocabulary Level of HSK¹ to indicate the frequency (or difficulty) level of the words we are learning. The words listed in the official *Outlines for Chinese Proficiency Words and Characters in HSK* are categorized into four levels:

- Level A (甲), the basic level, includes 1033 words which can satisfy the minimum language requirements for staying and traveling independently in China.
- Level B (乙), the intermediate level, includes 2018 words. Mastery of Level A and Level B (3051 words and phrases altogether) will enable the learner to understand 85% of the words used in newspapers and popular magazines.
- Level C (丙), the advanced level, includes 2202 words and phrases. Level A, B, and C cover 90% of the words in general use.
- Level D (丁), the higher advanced level, includes 3569 words and phrases to enable learners to understand 95% of the words in articles of general topics.

This information lets students know the level of the words they are learning and also directly benefits those students who are preparing to take the HSK test.

1 *Hanyu Shuiping Kaoshi* 汉语水平考试

There are a few words in each lesson that are not included in the HSK list so no level can be indicated. They are:

1. set phrases (e.g., 成语)
2. newly emerged words (e.g., 上网)
3. proper names
4. some specific terms (e.g., 本科、大专)
5. some compounds (e.g., 餐饮, although HSK has 餐 and 饮 separately)

3. Approaches to Teaching Reading

The most common method of teaching reading in Chinese at present typically involves decoding, “bottom-up” information processing through word-by-word translation of the text for comprehension. This is not efficient and often leads to slow, inaccurate reading. Our position is that both top-down (activating readers’ background and expectations for comprehension) and bottom-up (decoding words, phrases, sentences for comprehension) processes are important to tackle the complexity of reading. Thus, in *Reading Into a New China*, we emphasize both strategies by asking students to use their prior knowledge to understand the main idea of the text, and relate it to their own worldview and opinion. At the same time, they should also pay close attention to detailed information and deeper meaning by decoding important vocabulary, phrases and sentences. Skill-focused activities that highlight the thinking process of proficient Chinese readers are carefully designed. For example:

1. *First Reading: Skimming for the Main Idea*

This activity requires students to read the whole text without stopping and then select the main idea of the text from three provided statements. This is the goal of the first read-through of each chapter.

2. *Second Reading: Details and Comprehension*

This activity requires students to look for specific information in each text. Typically, students respond to true/false and multiple-choice questions, link specific solutions to problems, and locate technical terms and definitions.

Other specific skills of the reading process are articulated for the students in each lesson. They include the skills of *guessing meaning from context, understanding written structures, identifying text organization, making inferences, distinguishing main ideas from supporting facts, distinguishing facts from speculation*, and many others. The objective is to gradually build up students’ abilities to read Chinese independently in the future.

4. Word Usage and Sentence Patterns

This section uses contexts provided by the text to focus students’ attention on the usage/function of 10–15 target items of vocabulary and sentence patterns. These target items have been selected for their usefulness in communication, especially in formal and written styles. Extra examples are provided to illustrate varied usages and functions in different contexts beyond the text.

5. Grammar

To reach the goal of developing integrated language skills, *Reading Into a New China* gives systematic attention to grammar for both fluency and accuracy in Chinese. Each chapter not only introduces new grammar features or rules (e.g., word formation rules, idiomatic expressions, topic chains, rhetorical devices, formal and informal styles, etc.), but also reviews and summarizes previously

learned fragmentary grammatical items in a more systematic and functional way (e.g., categorizing functions of connectives for cohesion and coherence in reading and writing in discourse-level communication). Grammar is explained in clear and plain language, from a pedagogical perspective, without using unnecessary technical terms or jargon.

6. Contextualized and Communicative Exercises for Integrated Language Skills

Reading Into a New China provides students with ample exercises for learning and practicing the integrated skills of reading, speaking, and writing, in addition to vocabulary and grammar. We have significantly increased the number and variety of exercises in the textbook, eliminating the need for a separate workbook. These contextualized exercises offer students opportunities to carry out communicative tasks that require exchanging information and negotiating meaning. For example, vocabulary exercises are always provided at an extended discourse level so that students can use the newly acquired language for comprehension and communication. Grammar exercises provide both controlled practice and communicative activities. Reading skills covered in the text are practiced in interesting and relevant supplementary reading tasks to reinforce the training. In the speaking activity, students are given a chance to make connections between the readings and their own lives and opinions, to recycle newly learned vocabulary and structures, to develop their oral communication skills, to approach the readings more critically, and to share their opinions with their classmates. The final exercise is always writing, which provides another chance for vocabulary recycling, writing skill practice, and closure for each chapter.

7. Audio Recordings

Audio recordings include the new words and main text of every chapter. Each copy of this book includes a passcode on page iv that enables the user to download free MP3 audio recordings from <http://www.cheng-tsui.com/downloads>. These recordings can be played on a computer or portable MP3 player, or burned onto a CD. We hope that these supplementary audio recordings will be especially useful for auditory learners and students seeking extra practice in fluent and natural pronunciation. The downloadable audio recordings are also available for separate purchase from www.cheng-tsui.com.

Organization

This textbook (Volume One) contains ten lessons, with each lesson including the following sections.

Section		Objective (s)
1	Overview	To provide background (cultural, social, historical) information and text-feature knowledge
2	Photo or Illustration	To provide visual clues about the lesson and stimulate discussion
3	Pre-Reading Questions	To activate students' background knowledge about the theme
4	Main Text	To present high-interest topics that can develop students' reading skills and stimulate discussion
5	Vocabulary Building Skills	To develop students' vocabulary-building skills so as to increase speed and effectiveness in vocabulary acquisition
6	Vocabulary	To broaden students' knowledge and use of vocabulary words, idioms and phrases
7	Reading Skills	To introduce various important skills used in the reading process
8	Word Usage and Sentence Patterns	To present and explain model language use of new words and sentence patterns
9	Grammar	To introduce new structures and grammar items To summarize previously learned structures and grammar items To illustrate how previously learned structures and grammar items can be used in more complex ways
10	Exercises	To provide contextualized exercises for integrated language skills development: <ul style="list-style-type: none"> ■ pronunciation ■ words and sentence patterns ■ grammar ■ comprehensive exercises ■ reading ■ speaking ■ writing

Acknowledgments

Writing this book has been a wonderful experience. During this period of time we have received great deal of help, encouragement and support from our dear friends and colleagues, for which we are grateful. We wish to acknowledge their contributions to this book project and express our appreciation and gratitude to them.

First of all, we would like to thank John Meskill and Patricia Duff who offered us their professional advice, scholarly feedback on second language learning, particularly for Chinese language learning, and expert help in English editing throughout the writing process. This book would not have been possible without their sustained support and encouragement.

In addition, we would like to thank the following graduate and undergraduate students at the University of British Columbia who contributed in various ways to the creation of this book, from technical help to content editing, proofreading and audio recording. They are: Pan Luo, Jingchan Liu, Rachel Wang, Hui Yu, Elliot Yates, and Wanhui Qing. We also acknowledge, with thanks, practical and financial support received from the University of British Columbia Centre for Research in Chinese Language and Literacy Education and from the Social Sciences and Humanities Research Council of Canada that enabled us to remunerate these assistants.

The preparation and completion of this book were greatly facilitated by the editors and staff at Cheng and Tsui Company, whose assistance and professional work on the manuscript was superb. We are particularly grateful to Jill Cheng, for her great confidence and support in this project, and our excellent editor, Laurel Damashek, for her sharp mind, keen eye and guiding hand in helping to bring this project to closure.

Finally, we thank the Chinese language learners in the United States, Canada, and elsewhere who have provided so much inspiration to us over the years and who have been the impetus for this new textbook. We hope you will enjoy it!

We hope this new textbook can help our students develop language proficiency that can live up to the name of “advanced Chinese”. We are also aware of the fact that, despite our best efforts, it will have its shortcomings. We welcome your ideas and hope that teachers and students who use it will provide us with any feedback or suggestions for improvement by contacting the publisher at editor@cheng-tsui.com.

The Authors
June, 2009

人口大爆炸



SAMPLE

课文提要

Population density is a topic of great concern to people in modern China. It is a subject constantly reported on in newspapers. The reading in this lesson is a news feature describing the effects of overpopulation on three different Chinese cities. The stories touch upon different aspects of people's daily lives, from a packed shopping mall to a crowded railway station to traffic congestion. The style of each story is somewhat different. The first two stories take place in Beijing and Chongqing, and illustrate the population problem using factual data; in the third story, which takes place in Guangzhou, the style is more literary. It draws the readers' attention to the population problem through the eyes and emotions of a Japanese businessman. Metaphor and simile are used in these stories to evoke mental pictures of the immense size of the population.

阅读前讨论：

1. 这张照片大概是什么时候，在什么地方照的？你从这张照片里看到了什么？
2. 你对中国的人口问题有些什么了解？
3. 如果你去过中国，请介绍一下你看到过的中国人口情况。
4. 你知道哪些跟“人口”有关的词汇？

自学生词

Most (more than 85% of) Chinese words are composed of two or more characters. The etymology of these words is often quite straightforward and highly regular, in that the meaning of a compound word is often derived from the meanings of its individual characters. For example: 中文 is “Chinese language”; 高级 is “high level,” or “advanced.” A limited number of characters can form thousands of words. If you learn how to understand new words by “decoding” the characters’ meanings, you can expand your Chinese vocabulary in a very fast and effective way.

Every lesson of this book presents at least 10 new words for you to practice your vocabulary decoding skills. These words are all composed of characters you have learned before. **Match each new word in the left column with its English translation in the right column by guessing the word’s meaning from the characters that it is composed of. (The first one is done for you.)**

	生词	繁体	序号	英文
(14)	气温	氣溫	1.	lobby, hall
()	热气	熱氣	2.	street scene
()	热浪	熱	3.	scarcely, finally, very difficult
()	火车站	車	4.	Japanese businessman
()	旅客		5.	steam, heat
()	大厅	廳	6.	person-time
()	人数	數	7.	result
()	好不容易		8.	heat wave
()	人次		9.	passenger, traveler
()	电视台	電視臺	10.	number of people
()	结果	結	11.	TV station
()	人群		12.	train station
()	街景		13.	crowd
()	日商		14.	air temperature

生词

Note: HSK is the abbreviation for 汉语水平考试, “Hanyu Shuiping Kaoshi” (Chinese Proficiency Test). 甲、乙、丙、丁 (jiǎ, yǐ, bǐng, dīng) are four characters often used to indicate order or classification like “A, B, C, D” in English. In HSK vocabulary, 甲 is the basic level and 丁 is the most advanced level. (Please see details in the Preface.)

简体	繁体	拼音	词性	英文	HSK 等级
1. 爆炸		bàozhà	<i>v.</i>	explode, blast	丙
2. 摄氏	攝	shèshì	<i>n.</i>	Celsius, centigrade	丙
3. 度		dù	<i>n.</i>	degree	乙
4. 分别		fēnbié	<i>adv.</i>	separately, differently, respectively	乙
5. 统计	統計	tǒngjì	<i>n./v.</i>	statistics, census, gather statistics	丙
6. 流量		liúliàng	<i>n.</i>	rate of flow	丁
7. 厉害	厲	lìhai	<i>adj.</i>	terrible, powerful	乙
8. 难以	難	nányǐ	<i>adv.</i>	hard to, difficult to	丙
9. 忍受		rěnrshòu	<i>v.</i>	bear, stand, endure	丙
10. 汗		hàn	<i>n.</i>	sweat	乙
11. 超市		chāoshì	<i>n.</i>	supermarket	乙
12. 质量	質	zhìliàng	<i>n.</i>	quality	乙
13. 二氧化碳		èryǎnghuàtàn	<i>n.</i>	carbon dioxide	丁
14. 超过	過	chāoguò	<i>v.</i>	surpass, exceed	乙
15. 规定	規	guīdìng	<i>v./n.</i>	regulate, regulation	乙
16. 标准	標準	biāozhǔn	<i>n.</i>	standard	乙
17. 期间	間	qījiān	<i>n.</i>	period, duration	乙
18. 高峰		gāofēng	<i>n.</i>	peak, height	丙
19. 将近	將	jiāngjìn	<i>adv.</i>	close to, almost	丁

(continued on next page)

简体	繁体	拼音	词性	英文	HSK 等级
20. 聚集		jùjí	<i>v.</i>	gather, get together	丁
21. 最终	終	zuìzhōng	<i>adv.</i>	finally, last	丙
22. 挤	擠	jǐ	<i>v./adj.</i>	shove, push, crowded	乙
23. 提前		tíqián	<i>v.</i>	shift to an earlier time	乙
24. 排队	隊	páiduì	<i>v.o.</i>	line up	乙
25. 检票	檢	jiǎnpiào	<i>v.o.</i>	check tickets	乙
26. 改成		gǎichéng	<i>v.c.</i>	change to/into	乙
27. 临时	臨時	línshí	<i>adj.</i>	temporary	乙
28. 广场	廣場	guǎngchǎng	<i>n.</i>	square	乙
29. 车厢	車廂	chēxiāng	<i>n.</i>	carriage, compartment	丙
30. 走道		zǒudào	<i>n.</i>	aisle	乙
31. 厕所	廁	cèsuǒ	<i>n.</i>	washroom, restroom	乙
32. 拥挤	擁擠	yōngjǐ	<i>adj.</i>	crowded, packed	丙
33. 不堪		bùkān	<i>v.</i>	cannot bear, cannot stand	丁
34. 春季		chūnjì	<i>n.</i>	spring	丙
35. 批		pī	<i>m.</i>	batch	乙
36. 似的		shìde	<i>part.</i>	seem to be, like, as	丙
37. 惊	驚	jīng	<i>v.</i>	amaze, shock, startle	丙
38. 呼		hū	<i>v.</i>	exhale, shout, cry out	乙
39. 蚂蚁	螞蟻	mǎyǐ	<i>n.</i>	ant	丁
40. 汇	匯	huì	<i>v.</i>	converge, gather together	丙
41. 密		mì	<i>adj.</i>	thick, dense	乙
42. 评价	評價	píngjià	<i>v./n.</i>	appraise, comment	丙
43. 简直	簡	jiǎnzhí	<i>adv.</i>	simply	丙
44. 奇观	觀	qíguān	<i>n.</i>	wonder, spectacle	

专有名词 (Proper Nouns)

45. 重庆	慶	Chóngqìng	a large city in Sichuan Province
46. 广州	廣	Guǎngzhōu	Guangzhou, formerly known as Canton
47. 新大陆	陸	Xīn Dàlù	New Continent; New World
48. 海珠桥	橋	Hǎizhū Qiáo	a famous bridge in Guangzhou
49. 北京日报	報	Běijīng Rìbào	Beijing Daily Newspaper
50. 广交会	廣會	Guǎng jiāohuì	short for 广州出口商品交易会, Guangzhou Export Commodities Fair

成语和惯用语 (Idioms and Set Phrases)

成语 / 惯用语	繁体	单字解释	意思
难上加难 nán shàng jiā nán	難	加：增加	make a difficult situation even more difficult 例：现在找工作非常不容易。要找好工作那更是难上加难了。
南来北往 nán lái běi wǎng	來	往：去	coming and going 例：新年快到了，火车站里南来北往的客人越来越多。

第一读：掌握课文大意 · First Reading: Skimming for Main Ideas

Read the text without stopping and choose from the following options the one that best captures the main idea of the text:

- a. 北京、重庆、广州的人口报道
- b. 商场和车站客流量统计
- c. 从不同城市看人口问题对中国人生活的影响

人口大爆炸

在北京

7月27日，这一天的最高气温是35摄氏度。

从中午12点到下午1点，《北京日报》的一名记者与几名工作人员分别站在市内最大的商场的四个大门口，统计顾客流量。门外气温非常高，而商场内的热气也厉害得使人难以忍受。统计结果显示，在这一小时内有8240人带着热浪进来，9680人带着汗气出去。

7月30日，北京电视台报道，市内4家超市空气质量有问题。主要原因是店内顾客过多，使空气中的二氧化碳超过了国家规定标准。

在重庆

春节期间，重庆火车站旅客流量再上高峰。昨天，将近20万人聚集在车站周围，最终有4.5万人挤上火车。从大年初二开始，售票厅提前从早上7点开始售票，42个售票窗口外都排满了长长的队，所有的检票厅都改成了临时候车室，而车站大厅前的广场上仍然是人山人海。等到人们好不容易挤上火车，却发现车厢里也是拥挤不堪，不但座位上坐满了人，走道上挤满了人，连厕所里都站满了人，上厕所比上火车还难！

在过去10年内，春节期间旅客流量每年增加近1亿人次。火车站平时就十分拥挤，春节期间坐火车就更是难上加难了。

在广州

春季广交会期间，一批日商住在广州宾馆。一天黄昏时分，一位日商站在窗前看街景，忽然，他好像发现了新大陆似的，指着窗外惊呼：“Hayaku, mite kudasai（日语：快来看）！”另外四五位日商也跑到窗前，向海珠桥方向望去。只见桥上的自行车如蚂蚁大军般南来北往，过桥后又汇入两岸密密的车流中，就像永远也走不完似的。

这些日商评价说：“简直是一大奇观！”

第二读：细节和理解 • Second Reading: Details and Comprehension

Read the text again carefully and answer the following questions according to the information you find in the text.

1. 《北京日报》记者和工作人员在商场门口做什么？结果如何？

2. 北京4家超市的空气质量有什么问题？产生问题的原因是什么？

3. 重庆火车站怎么解决旅客太多的问题？他们的方法有没有效果？

4. 为什么春节期间坐火车“难上加难”？

5. 请说说火车上“拥挤不堪”的情况。

6. 这批日本商人看到的“一大奇观”是什么？

7. “人口大爆炸”里的“爆炸”是什么意思？

阅读技巧

1. Skimming and Scanning 略读与寻读

Skimming and scanning are two important reading skills. *Skimming* means reading quickly in order to absorb the overall theme, tone, or general meaning of a text. It is often used as a precursor to a more detailed search for specific information. When you skim, you read across each line of text rapidly, ignoring punctuation and small words, but take in the larger words and phrases that are related to the theme of the text.

Skimming a text is an excellent reading skill. When you do a close reading of the text after skimming it, you will find that you read more fluently and accurately. In this book, you will practice skimming as the *first* reading for *every* lesson.

Scanning involves looking quickly through a text to find a specific detail such as a key word, date, name, or time, the same as when you are trying to find a specific departure time in a train timetable, or locate a particular name in a phone book.

In this book, you will practice scanning as the *second* reading for *every* lesson. When you practice “scanning”, you first read the questions listed after the text, then you go over the text quickly, with a pen in hand and the questions in mind. Write down the information as soon as you find it for the scanning questions.

There are more reading comprehension questions after the text. You may need to read the text more carefully to answer these questions.

2. Learning the Style of Formal Writing — Newspaper Reading

This lesson introduces a news feature article. Generally speaking, news articles in Chinese have three characteristics. First, the language is more formal than casual speech, and classical or literary words are often used. The following table compares formal and colloquial expressions used in this chapter. (For more detailed information concerning formal vs. informal Chinese language, see the Grammar section in this lesson.)

Formal (正式语)	内	与	售	而	(将)近	仍然	最终	如…一般
Informal (非正式语)	里	跟、和	卖	而且、 可是	差不多	还是	最后	像…一样

Second, news articles customarily use abbreviated terms, e.g. 文革 for 文化大革命 (the Cultural Revolution), 广交会 for 广州中国出口商品交易会 (Guangzhou Chinese Export Commodities Fair), 日商 for 日本商人 (Japanese businessmen), and 超市 for 超级市场 (supermarket).

Finally, the style of news features is different from that of hard news. Hard news articles normally start with a full summary, which should incorporate as many as possible of the five “W questions”: “Who, What, When, Where, and Why?” Although feature articles also attempt to include the five W questions, they are more literary. Moreover, news features are typically less time-sensitive than hard news, though no less newsworthy. They can be good tools for discussing complex issues that are too extensive for the terse style of hard news items. The body of a news feature may include the author’s opinions and provide visual details to bring the story to life.

词汇与句型

1. 分别 • separately, differently, respectively

1. 他们分别站在四个大门口，统计顾客流量。
They stood at the four entrances separately, counting the rate of flow of customers.
2. 他们的情况不同，应该分别对待。
Their cases are different, so they should be treated differently.
3. 暑假期间我和弟弟分别去了上海和北京。
During the summer vacation, my brother and I went to Beijing and Shanghai, respectively.

Syntactically, when 分别 is used as an adverb, it must precede the verb (or the prepositional phrase of the verb). However, semantically, it does not modify the verb. It qualifies the noun (or noun phrase) that is plural in number, no matter whether the noun is the subject or the object. This could result in ambiguity if both subject and object are plural nouns.

4. 你分别跟他们谈谈吧。（=你跟他们分别谈谈吧。）
Why don't you talk to each of them separately?
5. 你们分别跟他谈谈吧。
Why don't you each talk to him separately?
6. 你们分别跟他们谈谈吧。(ambiguous)
Why don't you (guys) talk to them separately? (This could be interpreted as “Why don't each of you talk to them separately?” or “Why don't you talk to each of them separately?”)

2. 而 • and, but

而 is basically a connective that links two adjectives/verb phrases/clauses together. Having no intrinsic meaning itself, 而 derives its meaning from the elements it links. 而 may be interpreted as “and” when the two elements complement each other, or as “but” when they contrast with each other.

A. 而 connects two complementing elements.

1. 中国的人口问题是一个严重而复杂的问题。
China's population problem is a serious and complicated issue.
2. 门外气温非常高，而商场内的热气也使人难以忍受。
The temperature outside was very high, and the heat inside the shopping mall was also unbearable.

B. 而 connects two contrasting elements (can be used with 却).

1. 我过着忙碌而快乐的日子。
I live a busy but happy life.
2. 她自己已经当妈妈了，而她妈妈还是把她当作一个孩子。
She is a mother herself now, but her mother still treats her as a child.

3. 在……内 • within a duration of time

The duration of time can be minutes, days, months or years. The focus is “within,” which means “no more than this interval of time.” (在 can be omitted.)

例：

1. 在这一小时内有 8240 人带着热浪进来，9680 人带着汗气出去。
Within an hour, 8240 people came in bringing waves of body heat, and 9680 people left smelling of sweat.
2. 他三年内就学完了四年的课程。
He finished four years of courses in three years.
3. 这本新书很受欢迎，我们书店在几个小时内就卖了 500 册。
This newly published book is very popular. Our bookstore sold 500 copies within hours.

4. 在 X 期间 • during a specific period of time

This pattern indicates that a specific event took place or will take place during a specific period of time. “X” (i.e., the period of time) may take the form of a noun phrase or a verb + object construction. The preposition 在 must be included when the time phrase follows the subject, but may be dropped when the time phrase precedes the subject.

1. 我在读研究生期间认识了许多学者。
During my graduate study, I got acquainted with many scholars.
2. 春季交易会期间，广州市接待了不少外国商人。
Guangzhou accommodated a great number of foreign businesspeople during the Spring Trade Fair.
3. 他在上海开会期间去看了几位老同学。
During the time he was attending the conference in Shanghai, he visited several of his old classmates.

5. PW V 满了 N. • a place is/was filled with or full of something/people

This can be regarded as a kind of “topic-comment” sentence (see Grammar note 1). The verb in the verb phrase V+ 满 explains what exact action (e.g., 放、坐、挤、开) has been involved in filling the place (with things/people).

1. 不但座位上坐满了人，走道上挤满了人，连厕所里都站满了人。
Not only are the seats jam-packed with people (sitting), the aisles are congested with people (squeezing), even the restrooms are crammed full of people (standing).
2. 抽屉里放满了文具。
The drawer is filled with stationery (by putting).
3. 留学生宿舍已经住满了。
The dorms for foreign students are full (by occupying).
4. 树上开满了花。
The tree is in full blossom (by blooming).

6. 好不容易 (= 好容易) • it was after great difficulty/trouble...

Interestingly, 好不容易 and 好容易 mean the same thing. Functioning as an adverb, 好 (不)容易 is used to express something that someone has achieved only after great difficulty. 好 (不)容易 is often used with 才, which indicates the delayed, and difficult, attainment of the result.

1. 回家的人太多，他们好（不）容易才挤上火車。
There were too many people trying to return home. They had to really push their way onto the train.
2. 我们好（不）容易才找到了这个机会。一定会尽力而为！
It was with great effort that we got this opportunity. We'll definitely try our best!
3. 我好不容易才说服他陪你去晚会，你为什么又不要他去了？
It was with great difficulty that I convinced him to go to the party with you. Why don't you want him to go now?

7. 好像……（似的） • looks, seems like, as if...

As an adverb, 好像 can precede or follow the subject of the sentence. 似的 is optional, but when included it must be placed at the end of the sentence.

1. 他好像有点儿不舒服（似的）。
It seemed that he was a little sick.
2. 他好像只告诉了小王一个人。（=好像他只告诉了小王一个人。）
It seems that he only told it to Xiao Wang.
3. 我好像以前见过这个人（似的）。
It seems that I have seen this person before.

8. 如 N 般（地） V/adj. • to V like N (as adj. as N)

如 N 般 introduces a simile as a description of the action indicated by the verb or adjective. The adverbial maker 地 is optional. This expression is more often used in descriptive and literary writing, rather than daily speech.

1. 她的微笑如阳光般灿烂。
Her smile is as brilliant as the sunshine.
2. 成千上万的自行车如蚂蚁大军般涌动。
Hundreds and thousands of bicycles are moving, like an army of ants.

9. 比较“内”与“里”

- 9.1. 内 is more formal, and tends to be used in written language and fixed phrases such as 成语, while 里 is much more colloquial and more widely used.

内外有别 (differentiate between the insiders and outsiders)

请勿入内 (Please do not enter.)

9.2. 内 is generally used after monosyllabic words, while 里 can be used with either monosyllabic or polysyllabic words.

校内	室内	国内	门内
学校里	教室里	联合国里	大门里
(* 校里)	* 室里	* 国里	* 门里)

9.3. When expressing “within a period of time,” use 内, not 里.

年内	本周内	一小时内
* 年里	* 本周里	* 一小时里

9.4. Different collocations when forming complex place words:

里 + 边、面、头			以、之 + 内	
~边	~面	~头	以~	之~
教室里边	车站里面	屋子里头	长城以内	十年之内

语法

1. 多音字 • Characters with Multiple Pronunciations

In English, some words have different pronunciations due to differences in meaning or part of speech. For example, “lead” is pronounced differently depending on its usage as a noun (a kind of metal) or a verb (to guide or direct). The stress pattern of words like “import” and “record” varies according to their part of speech such as a verb or noun.

In a similar way, some Chinese characters also have more than one pronunciation representing differences in meaning and/or grammatical category (e.g., noun or verb). Most of them involve only a change in tone, but some of them change both tone and pronunciation. The table below shows the type of changes:

语音变化	字例	语音	语义变化	词例
声调 Tone only	数	shǔ	count (v.)	数一数
		shù	number (n.)	数学

语音变化	字例	语音	语义变化	词例
声母 Initial only	校	xiào jiào	school (<i>n.</i>) proofread (<i>v.</i>)	学校 校对
韵母 Final only	还	hái huán	still (<i>adv.</i>) return (<i>v.</i>)	还要 还书
声调与声母 Tone & initial	长	zhǎng cháng	grow (<i>v.</i>) long (<i>adj.</i>)	长高 很长
声调与韵母 Tone & final	得	dé děi de	obtain (<i>v.</i>) must (<i>v.</i>) (particle)	得到 得用功 学得好
声母与韵母 Initial & final	行	xíng háng	go, walk, do (<i>v.</i>) line, trade (<i>n.</i>)	行动 银行

More than half of these multi-pronunciation characters belong to the first group (tone change only). For example: 好 (hǎo, hào), 为 (wéi, wèi), 教 (jiāo, jiào), 量 (liàng, liáng), 少 (shǎo, shào), 兴 (xīng, xìng), 难 (nán, nàn), 看 (kàn, kān).

The correct pronunciation is normally evident from the context and the characters it is in combination with. Therefore, when you learn a character's different pronunciations, you must remember their difference in meaning, function, the combination of other characters and the context in which the character is used.

Exercises for such characters will be provided in each chapter to reinforce the mastery of these “tricky” pronunciations.

2. 话题说明句 • Topic-Comment Sentences

One of the distinctive features of Chinese is the existence of topic-comment sentences. In English, almost every sentence requires a subject and a predicate; this is not necessarily the case in Chinese, however. Chinese grammar relies more on “idea-joining” than “form agreement” (e.g., subject-verb agreement), due to its *topic-prominent* features. Therefore, in addition to subject-predicate sentences that follow a format familiar to English speakers, Chinese also has sentences based on a topic and a comment. There is a semantic or logical relationship between the topic and the comment, but usually only a relatively loose grammatical connection between the two.

2.1. Subject-Predicate Sentences

A *subject* refers to the doer of an action or the entity in a state of being, and a predicate describes the action the subject engages in or the state the subject is in.

For example (Subject underlined):

1. 一批日商住在广州宾馆。(Subject as the doer of the action “to stay”)
A group of Japanese businesspeople stayed in Guangzhou Hotel.
2. 这一天的最高气温是 35 摄氏度。(Subject as the entity in a state of “being”)
The highest temperature that day was 35 degrees Celsius.

2.2. Topic-Comment Sentences

A *topic* is what the sentence is about, and a comment is what is said about the topic. The topic can optionally be followed by a pause in speech or a comma in writing. Unlike the direct semantic relationship between the subject and the predicate, the relationship between the topic and the comment can be rather loose, as demonstrated in the following sentences (Topic underlined):

3. 这四家超市，空气质量都有问题。
Regarding these four supermarkets, they all have problems with their air quality.
4. 重庆火车站旅客流量再上高峰。
As for Chongqing Train Station, its passenger flow rate has hit another peak.
5. 这个计划，大家都不喜欢。
(As for) this plan, nobody likes it.
6. 所有的检票厅都改成了临时候车室。
All the ticket-checking halls were converted to temporary waiting rooms.
7. 春节期间坐火车就更是难上加难了。
It is even more difficult to travel by train during the Spring Festival Holidays.
8. 火车上挤满了人。
There were many people crowded in the train.

You can see from the above examples that all the topics do not have direct semantic relationships with the verb phrases (i.e., they are not the “actors” of the “actions.”)

2.3. The Function of Topic-Comment Sentences

The topic-comment sentence is a very productive structure in Chinese. It enables the speaker to focus on the topic of the conversation and communicate effectively and coherently in discourse, with great flexibility. Any structure — words, phrases, and sentences — can be used as a comment in a topic-comment sentence.

Recognizing the function that topics play in Chinese sentences (and discourse) can also help learners better understand some distinctive grammar structures of the language. For example, you may have noticed that Chinese doesn't mark *passive voice* as strictly as in English. Why? Since the main function of passivization is to turn an object into a subject, it is not necessary in a "topic-prominent" language to explicitly mark it. In fact, many passive sentences in English are realized as topic-comment sentences in Chinese, like Example 6 above.

For the same reason, Chinese does not use "dummy subjects" like the English *it* in "*It* is exciting that our team won the last game" or *there* in "*There* is a big tree in front of the house." In Chinese, the topic is the most important part of the sentence, so it doesn't matter if there is no apparent subject. (See Examples 7 and 8.)

3. 中文的正式语体与非正式语体 • Formal vs. Informal Chinese

As in any language, Chinese uses different styles of expression, ranging from the formal to the informal (or the written/literary to the spoken/colloquial), in different situations. The formal style is usually used in official or serious situations, while the informal style is used in ordinary or relaxed situations. Although there are informal forms of written Chinese (notably in fiction and in the popular press), and formal styles of spoken Chinese (particularly in professional discourse, or prepared public speech), written Chinese is usually more formal than spoken Chinese.

Formal Chinese is signaled by complex, complete sentences, impersonality, avoidance of colloquial or slang vocabulary, and a consistent preference for learned words, often derived from classical Chinese. Just as in English, where one can use *but*, *however*, *nevertheless*, or *nonetheless* to express the same meaning in different situations, one can also use 可是、但是、然而、而 in Chinese in accordance with such factors as the type of occasion (private vs. public), the size of the audience, the relationship of the speaker/writer with the audience, and so on. The ability to use the formal language style, especially the ability to vary one's style according to the situation, is often considered a mark of higher mastery of the language.

The text of this lesson features the style of an expository article, commonly found in journalistic writing. A feature that indicates the formality of this article is the use of certain words from classical Chinese such as 及、与、则、而、之、据、达、为、此 and some other formal expressions such as 将近、仍然、如…一般 used in literary style writing. These expressions are usually not used in everyday spoken language, except in idiomatic expressions. The table below provides a simple comparison of these formal words and their informal counterparts which you have learned before:

Nouns	
Formal	Informal
本	这\我
此	这个
当前/目前	现在
何	什么
内	里
春季	春天
许多	很多
父亲	爸爸

Verbs	
Formal	Informal
为	是
将	要
达	达到
饮	喝
禁止	不准
认为	觉得
允许	准
指出	说

Conjunctions	
Formal	Informal
及	和
与	和、跟
则	却
而	而且/可是
却	可是
据	根据
由于	因为
因此	所以

Others	
Formal	Informal
之	的
为	为了
于	在
仍然	还是
如果…就	要是…就
即使…也	就是…也
立刻	马上
比如	比方说

4. Understanding Rhetorical Devices — Metaphor and Simile

Both metaphor 隐喻 and simile 明喻 are literary devices by which language can be made more vivid. Metaphor and simile compare seemingly unrelated things to show readers the likeness between them. Their function is to describe the appearance, characteristics, or behavior of certain things. Simile is easier to detect than metaphor because it uses explicit signals, such as 像…… 一样 and 如…… 般. This lesson includes one metaphor and two similes. They are used to evoke mental images so as to engage the readers more closely with the subjects. Note that although both of the following expressions are associated with huge crowds of people, they bring out different feelings.

人山人海 “oceans of people, huge crowds of people”: a *metaphor*

This figure of speech impresses people with the immensity of size.

如蚂蚁大军般 “like an army of ants”: a *simile*

Ants are known for their large population, sociability, mobility, and highly organized colonies, which can consist of millions of individuals.

These two images can also create different conceptual effects in the readers' minds. While 人山人海 emphasizes the size of a mass which is static, 蚂蚁大军 suggests movement.

好像发现了新大陆似的 “as if discovering a new continent”: a *simile*

This saying is used to express the surprise of discovering something new and impressive.

练习

1. 语音

Write pinyin for the following underlined Chinese characters. Pay special attention to their different pronunciations in different contexts.

流量() 好不容易() 重要() 延长()

测量() 喜好() 重庆() 增长()

自行车() 难以忍受() 看见() 为了()

银行() 困难() 看家() 认为()

2. 词汇与句型

2.1. 词语搭配 There are two groups of words below. In each group, match the words in the left column with those in the right column to form meaningful phrases by considering their appropriate collocations. (Each word can be used only once.)

Group One (Verb + Object)	Group Two (Noun + Noun)
1. 超过 _____ 时间	1. 工作 _____ 质量
2. 延长 _____ 队	2. 空气 _____ 流量
3. 统计 _____ 人数	3. 电视台 _____ 期间
4. 增加 _____ 标准	4. 顾客 _____ 记者
5. 排 _____ 车次	5. 春节 _____ 人员

2.2. 用括号内的词语或句型改写句子 Rewrite the following sentences with the expressions provided in parentheses:

1. 2005 年全国乘客流量增长了 9.5 亿，2006 年增长了 11 亿。(分别)

2. 昨天重庆火车站从 10 点到 12 点就卖出了 2000 张票。(在……内)

3. 他在法国工作的时候参观了不少博物馆。(在……期间)

4. 飞往南京的飞机上每个座位都坐着乘客。(坐满)

5. 去上海的火车票真难买，我花了好几天功夫才买到一张。(好不容易)

6. 北京市政府采取了一系列环保措施，现在空气质量有明显改善。(使)

2.3. 选择填空 Choose the most appropriate words from the list to fill in the blanks. (Note: Not every word will be used.)

a. 质量	b. 气温	c. 人员	d. 空气	e. 超过
f. 提前	g. 拥挤不堪	h. 商品	i. 标准	j. 摄氏
k. 排队	l. 临时	m. 增加到	n. 难以忍受	

1. 我们公司上个月业务大量增加，只好 _____ 雇用了 30 个工作 _____。
2. 昨天是假日，街上到处都是人，电影院和商店也都 _____。
3. 没有人愿意跟他做朋友，他脾气坏得实在让人 _____。
4. 飞往香港的旅客请注意，请准备好登机牌，_____ 登机。
5. 今天老师有事，_____ 一个钟头下课，学生们兴高采烈地跑出教室。
6. 他看起来很高兴，原来是老板把他的年薪从 4 万元 _____ 了 5 万元。
7. 那家商店的 _____ 很便宜，但是 _____ 不太好，我们去别的地方看看吧。
8. 这家工厂的产品没达到规定的 _____，出厂之后又被退回来了。
9. 要学好外语，每个班的人数最好不 _____ 15 名。
10. 重庆夏天很热，七月份平均每天 _____ 都在 _____ 35 度以上。

3. 语法练习

3.1. Topic-Comment Sentences

Find in the right column the item that can most appropriately be a comment on the topic in the left column. (Each item can be used only once.)

Topic	Comment
1. 这次考试, _____	a. 我们都没钱买。
2. 这件事, _____	b. 挂着一幅画。
3. 我那辆旧车, _____	c. 能力很强, 脾气不太好。
4. 这个人, _____	d. 幸亏我昨天晚上复习了。
5. 这些东西, _____	e. 那是个美丽的城市。
6. 墙上 _____	f. 写完了吗?
7. 门外 _____	g. 恐怕你们都想不到是谁。
8. 王先生, _____	h. 你想清楚了没有?
9. 北京, _____	i. 人口太多。
10. 第二篇文章 _____	j. 很不容易。
11. 中国 _____	k. 站着一个人。
12. 中国要把人口减下来 _____	l. 前天卖了。

3.2. 用话题说明句回答问题 : Answer the questions with topic-comment sentences:

1. A: 你觉得昨天的考试怎么样?

B: 昨天的考试, _____。

2. A: 你觉得学中文难吗?

B: 学中文, _____。

3. A: 你的假期过得怎么样?

B: 这个假期, _____。

4. A: 怎样才能解决中国的人口问题?

B: 解决中国的人口问题, _____。

3.3. 用“内”和“里”填空: Fill in the blanks with 内 or 里:

1. 教室 _____ 禁止吸烟。
2. 我喜欢在教室 _____ 看书。
3. 在过去的三个星期 _____ 他一直在忙着写这篇论文。
4. 你们一定要在三个星期 _____ 把这篇论文写好。
5. 这种商品国 _____ 也能买到。
6. 今天开学, 学校 _____ 一下子热闹起来了。
7. 车厢 _____ 面拥挤不堪, 到处都站满了人。
8. 政府计划将每年增长人口控制在 1000 万之 _____。

3.4. 下面的句子用口语怎么说?

How would you restate the following sentences in informal style, as if you were talking about them in a conversation? Make sure to pay special attention to the underlined parts.

例: 主要原因是店内顾客过多, 使空气中的二氧化碳超过了国家规定标准。

口语: 主要的原因是商店里面顾客太多了, 让空气里面的二氧化碳超过了国家规定的标准。

1. 昨天, 重庆火车站旅客流量再上高峰。
-

2. 将近 20 万人聚集在车站周围，最终有 4.5 万人挤上火车。

3. 夜深了，街上行人稀少，而车站大厅前的广场上仍然是人山人海。

4. 等到人们好不容易挤上火车，却发现车厢里也是拥挤不堪。

5. 商场外气温高达 38 度，而商场内的热气也厉害得使人难以忍受。

6. 只见桥上的自行车如蚂蚁大军般南来北往，过桥后又汇入两岸的车流中。

3.5. 英译汉 Translate the following sentences into Chinese:

1. A Beijing TV station and a Shanghai TV station separately reported the statistical results.

2. She completed all her university courses within 3 years. Everybody thinks that she is very intelligent.

3. There are too many books in his room. His bookshelf is full of books, his desk is laden with books, and even his bed is piled up with books. (Use verbs 放、摆、堆)

4. There were many people waiting for that bus. It was with great difficulty that I finally squeezed myself in.

5. It seems that the air quality in the city is getting worse and worse.

6. My salary is too low for me to afford a car. To buy a house is even more difficult.

7. Before Christmas, so many people went shopping that a lot of stores extended their opening hours.

4. 综合练习 · Comprehensive Exercises

4.1. 选词填空 Choose the most appropriate words from the list below to fill in the blanks in the passage.

a. 难以忍受	b. 提前	c. 奇观	d. 人山人海	e. 分别	f. 期间
g. 拥挤不堪	h. 速度	i. 批	j. 自行车	k. 满	l. 高峰

去年春季，大卫跟一 _____ 美国商人去中国参加广交会。因为他们从来没去过广州，所以特地 _____ 一个星期到了那里，想先去了解一下当地的风土人情。在这一个星期里，他们参观了不少地方。广州城市建设发展得很快，到处都是餐馆、商店和购物中心，东西便宜，菜也特别好吃。只有一件事让大卫有点 _____，那就是广州人太多，城里到处都挤 _____ 了人，简直是 _____。马路上 _____ 和汽车来来去去，汇成一条条密密的车流，特别是在交通 _____ 期，经常 _____。这种 _____ 大卫在美国从来没见过。在广交会 _____，大卫不但有机会看到不同的商品，也 _____ 跟中国和其他国家的商人洽谈了业务。他觉得参加广交会不但让他体验到中国经济发展的 _____，也让他明白了为什么中国要努力控制人口。

4.2. 按照上面这篇文章的意思，下面的说法对不对？（T/F）

(Decide whether the following statements are true or false, based on the above passage.)

- _____ a. 大卫是一个人到广州去的。
- _____ b. 在开广交会的一个星期里，大卫他们参观了不少地方。
- _____ c. 大卫不喜欢人太多的地方。
- _____ d. 广州马路上车不多，但是人很多。
- _____ e. 大卫只跟中国商人谈了业务。
- _____ f. 大卫觉得中国控制人口的做法是有道理的。

5. 阅读练习

Scanning for specific information 扫描/寻读

When you practice “scanning” with the following readings, you don’t need to read every sentence, and you don’t need to know every word. Instead, you first read the 3 questions listed before the passages, then you go over the passages quickly, with a pen in hand and the three questions in mind. Write down the information as soon as you find it for the scanning questions.

There are more reading comprehension questions (multiple choice) after the passages. You may need to read the passages more carefully to answer these questions.

English is provided for a few difficult words. There may be some other words that you do not know. Don’t look them up in a dictionary. Try to guess their meanings from the context, or ignore them if they are not related to the information you are looking for.

阅读短文（一）中国需要实行计划生育 (*birth control*)

5.1. 带着问题扫描 Scanning with questions

1. 什么是计划生育政策? _____
2. 1990 年中国总人口是多少? _____
3. 中国的土地总面积是不是世界上最大的? _____



70年代末，中国开始实行计划生育政策：一个家庭只能生一个孩子。从那时起，中国大约少生了2亿多人。这个数字说明中国的计划生育工作使人口增长得到了一定控制。但是据中国第四次人口调查，到1990年7月1日，中国总人口仍然高达11.6亿，并且每年增长超过1500万人，这个数字等于加拿大总人口的一半。

中国的土地总面积 (*mianji*, *surface area*) 位于世界第三，但是人均 (*rénjūn*, *per person*) 土地面积还不到世界人均值的三分之一。中国有无数的河流湖泊，而人均水量却是世界第88位。虽然近年来经济发展很快，但是因为人口太多，坐车难、看病难、住房难等问题还是解决不了。专家们说，中国需要继续实行计划生育。

5.2. 回答问题

1. 如果中国没有实行计划生育政策，到1990年7月1日，中国总人口可能是
 - a. 13 亿
 - b. 9 亿
 - c. 14 亿
 - d. 11.6 亿
2. 加拿大总人口大约是
 - a. 3000 万
 - b. 1500 万
 - c. 750 万
 - d. 1000 万

3. 中国的人均土地面积是
 - a. 世界第三位
 - b. 世界第 88 位
 - c. 世界人均土地的三分之一
 - d. 比世界人均土地的三分之一还少

4. 根据这位作者的看法，中国人坐车难、看病难、住房难等问题的原因是
 - a. 经济发展不够快
 - b. 人口太多
 - c. 人均土地面积太少
 - d. 人均水量太低

阅读短文（二）：中国人口太多了吗？

5.3. 带着问题扫描 Scanning with questions

1. 中国跟日本，哪个国家人口密度更大？ _____
2. 西欧跟非洲，哪个地区人口密度更大？ _____
3. 非洲的自然资源怎么样？ _____

常常有人把“中国人口太多”作为中国贫穷落后的原因。真的是这样吗？

首先，从人口密度 (*mìdù, density*) 来看，中国为每平方 (*square*) 公里 134 人，日本为每平方公里 336 人，德国为平方公里 232 人，英国为平方公里 245 人。为什么很少有人说“日本、德国、英国的人口太多了”？

再说，人口越少就越有利于经济的发展吗？西欧是世界上人口密度最高的地区之一，同时又是经济最发达的地区之一；非洲的人口密度比西欧低多了，自然资源又非常丰富，而非洲却是世界上经济最落后的地区。

可见，把“中国人口太多”作为中国贫穷落后的原因是没有什么道理的。

5.4. 回答问题

1. 根据这篇短文，哪个国家的人口密度比中国的高？
 - a. 英国
 - b. 日本
 - c. 德国
 - d. 英国、日本、德国

2. 非洲_____
 - a. 人口密度比西欧高
 - b. 人口密度比西欧低
 - c. 自然资源比西欧丰富
 - d. 自然资源不如西欧丰富

3. 根据这位作者的看法，
 - a. 中国人口太多是没有什么道理的
 - b. 人口越少就越有利于经济的发展
 - c. 人口密度高不应该是一个国家贫穷落后的原因
 - d. 日本、德国、英国的人口太多了

6. 口语练习

- 6.1. 本课阅读练习的两篇短文表达了两种很不同的看法。他们都用数据与事实来支持自己的观点。你同意哪种观点？为什么？

The two reading passages express two different opinions. They both use statistics and examples to support their ideas. Which opinion do you agree with? Why?

- 6.2. 请你在网上或图书馆查找有关中国人口的最新资讯，再看看你是否会改变或坚持你原来的观点。

Do some research on the internet or in the library to find the most up-to-date information on the issue of population in China, and then see if you would change or maintain your original opinion.

7. 写作练习

作文题：我对中国人口问题的看法（250-350字）

- 7.1. Use the information from your research to write an essay on the issue of population in China. Cite at least two facts or statistics to support your arguments.

Use at least five of the following words and expressions from this lesson:

PW V 满了 N	好不容易	影响	在……期间	而
好像……似的	在……内	增长	分别	使