

Lesson 3

第三课

第三課

在饭馆儿

在飯館兒

AT A RESTAURANT

Learning Objectives

In this lesson, you will learn to:

- Name four principal regional Chinese cuisines
- Order food and drinks
- Talk about what tastes you like and dislike
- Describe your dietary restrictions and preferences

Relate & Get Ready

In your own culture/community:

- Are there different regional cuisines?
- How do people season their food?
- Do people prefer to steam, stir-fry, grill, or bake?

课文

Text



Audio

Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 你爱吃辣的、酸的还是甜的？
- 2 你平常吃青菜吃得多还是吃肉吃得多？

When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.

- 1 柯林觉得这个餐馆儿什么菜做得特别好？
- 2 柯林告诉服务员在菜里少放什么？别放什么？
- 3 林雪梅喜欢吃中国什么地方的菜？柯林呢？


今天是周末，**功课也做完了**¹，张天明就给柯林发微信，说他和他的女朋友丽莎想吃中国饭，问他想不想去。柯林说**正好**他也想吃中国饭，就让张天明和丽莎在宿舍门口等着，他开车来接他们。

半个钟头以后，柯林的汽车到了。张天明和丽莎上车**一看**²，车里还有一个女孩儿，柯林介绍说，她是从中国来的留学生，叫林雪梅。几分钟以后，他们四个人到了那家中国饭馆儿。

 这是菜单。


 谢谢。丽莎，天明，你们想吃点儿什么？

 这儿什么菜好吃？

 这儿鸡做得不错，鱼也很好，**特别是**清蒸鱼，味道好极了。

 芥兰牛肉也挺好，**又嫩又香**³。

 可以**点**^a一个汤吗？

 当然可以，这儿的菠菜豆腐汤做得很好，叫一个吧。

 再来一个青菜吧。

課文


Text




今天是週末，**功課也做完了**¹，張天明就給柯林發微信，說他和他的女朋友麗莎想吃中國飯，問他想不想去。柯林說**正好**他也想吃中國飯，就讓張天明和麗莎在宿舍門口等著，他開車來接他們。

半個鐘頭以後，柯林的汽車到了。張天明和麗莎上車**一看**²，車裡還有一個女孩兒，柯林介紹說，她是從中國來的留學生，叫林雪梅。幾分鐘以後，他們四個人到了那家中國飯館兒。


 這是菜單。


 謝謝。麗莎，天明，你們想吃點兒什麼？

 這兒什麼菜好吃？

 這兒雞做得不錯，魚也很好，**特別是**清蒸魚，味道好極了。

 芥蘭牛肉也挺好，**又嫩又香**³。

 可以**點**^a一個湯嗎？

 當然可以，這兒的菠菜豆腐湯做得很好，叫一個吧。

 再來一個青菜吧。

Before You Study

Answer the following questions in Chinese to prepare for the reading.

- 1 你愛吃辣的、酸的還是甜的？
- 2 你平常吃青菜吃得還是吃肉吃得更多？

When You Study

Listen to the audio recording and skim the text; then answer the following questions in Chinese.

- 1 柯林覺得這個餐館兒什麼菜做得特別好？
- 2 柯林告訴服務員在菜裡少放什麼？別放什麼？
- 3 林雪梅喜歡吃中國什麼地方的菜？柯林呢？

现在可以点菜了吗?

可以。一个清蒸鱼，一个芥兰牛肉，一个菠菜豆腐汤。今天你们有什么新鲜的青菜?

小白菜怎么样?

是有机的吗?

是。

好。服务员，菜要清淡一点儿，别太咸，少放油，别放味精。

麻烦你先来四杯冰水，给我们四双筷子，再多给我们一些餐巾纸。

好，没问题。对了，您要饭吗?

我们不“要饭”^b，我们要四碗米饭。

对，对，对，要四碗米饭。

对不起，和你开玩笑。

林雪梅，柯林说这儿中国菜很地道，是真的吗?

这个饭馆儿的菜是⁴不错，但是没有我们杭州的饭馆儿好。

我听我父母^e说中国各个地方的菜不一样，哪儿的菜最好吃?



Top to bottom:
Stir-fried baby bok choy;
dim sum, including shrimp
dumplings and shaomai; and
boiled chicken and rice porridge

現在可以點菜了嗎？

可以。一個清蒸魚，一個芥蘭牛肉，一個菠菜豆腐湯。今天你們有什麼新鮮的青菜？

小白菜怎麼樣？

是有機的嗎？

是。

好。服務員，菜要清淡一點兒，別太鹹，少放油，別放味精。

麻煩你先來四杯冰水，給我們四雙筷子，再多給我們一些餐巾紙。

好，沒問題。對了，您要飯嗎？

我們不“要飯”^b，我們要四碗米飯。

對，對，對，要四碗米飯。

對不起，和你開玩笑。

林雪梅，柯林說這兒中國菜很地道，是真的嗎？

這個飯館兒的菜是⁴不錯，但是沒有我們杭州的飯館兒好。

我聽我父母⁵說中國各個地方的菜不一樣，哪兒的菜最好吃？




Top to bottom:
Roast pork and duck; steamed
fish with ginger and scallions;
and oolong tea

After You Study

Answer the following questions in Chinese.

- 1 柯林他们点了些什么吃的、喝的?
- 2 中国各个地方的菜不一样, 如果吃得清淡, 点什么地方的菜好?

 这就要看你的口味了。比方说我爱吃甜的, 就喜欢上海菜; 柯林爱吃辣的, 就喜欢四川菜、湖南菜。要是喜欢比较清淡的, 就吃广东菜……

 雪梅, 我们寒假去中国吧。


 去中国旅行, 吃中国菜? 可以考虑。

 这个主意^d不错, 我也可以考虑。

 有吃有玩儿? 我当然可以考虑。

 真的? 那太好了! 大家都去!

 要是能去中国学中文就更好了。

 哎, 我们的菜来了。

Language Notes

a 点/點

点/點 (lit. to point) means “to order,” i.e., from a menu.
More casually, 要, 叫, or 来/來 can also be used.

b 要饭/要飯


Beggars are colloquially known as 要饭的/要飯的,
and 要饭/要飯 means “to beg.” This is why Lin
Xuemei corrects the waiter, who meant to ask, “Do you
want any rice?”

c 父母

In contrast with 爸爸妈妈/爸爸媽媽, the word
父母 has a literary flavor and is used as a collective
noun meaning “parents.”


d 主意

In this word, 主 changes from the third to the second
tone and 意 is in the neutral tone.


 這就要看你的口味了。比方說我愛吃甜的，就喜歡上海菜；柯林愛吃辣的，就喜歡四川菜、湖南菜。要是喜歡比較清淡的，就吃廣東菜……

 雪梅，我們寒假去中國吧。


 去中國旅行，吃中國菜？可以考慮。

 這個主意^d不錯，我也可以考慮。

 有吃有玩兒？我當然可以考慮。

 真的？那太好了！大家都去！

 要是能去中國學中文就更好了。

 哎，我們的菜來了。

After You Study

Answer the following questions in Chinese.

- 1 柯林他們點了些什麼吃的、喝的？
- 2 中國各個地方的菜不一樣，如果吃得清淡，點什麼地方的菜好？

View & Explore

For deeper language immersion and more cultural information, watch “At a Restaurant,” a short, supplemental video clip by Cheng & Tsui on this lesson’s theme.



Vocabulary



Audio



Flashcards

No.	Simplified	Traditional	Pinyin	Part of Speech	Definition
1	正好	正好	zhènghǎo	adv	coincidentally
2	门口	門口	ménkǒu	n	doorway, entrance
3	留学生	留學生	liúxuéshēng	n	study-abroad student
4	菜单	菜單	càidān	n	menu
5	鸡	雞	jī	n	chicken
6	清蒸	清蒸	qīngzhēng	v	to steam (food without heavy sauce)
7	味道	味道	wèidao	n	taste, flavor (of food)
8	芥兰	芥蘭	jièlán	n	Chinese broccoli
9	嫩	嫩	nèn	adj	tender
10	香	香	xiāng	adj	fragrant, pleasant-smelling
11	菠菜	菠菜	bōcài	n	spinach
12	叫 (菜)	叫 (菜)	jiào (cài)	v (o)	to order (food)
13	新鲜	新鮮	xīnxiān	adj	fresh
14	有机	有機	yǒujī	adj	organic
15	清淡	清淡	qīngdàn	adj	light in flavor
16	咸	鹹	xián	adj	salty
17	油	油	yóu	n/adj	oil; oily

No.	Simplified	Traditional	Pinyin	Part of Speech	Definition
18	餐巾	餐巾	cānjīn	n	napkin
19	筷子	筷子	kuàizi	n	chopsticks
20	开玩笑	開玩笑	kāi wánxiào	vo	to crack a joke, to joke
21	各	各	gè	pr	each, every
22	口味	口味	kǒuwèi	n	(personal) taste
23	比方说	比方說	bǐfāng shuō		for example
24	辣	辣	là	adj	spicy
25	考虑	考慮	kǎolǜ	v	to consider
26	主意	主意	zhúyi	n	idea

柯林学校附近的中餐馆儿的菜很地道，清蒸鱼的味道好极了。你们学校附近有没有中餐馆儿？哪些菜做得地道？

柯林學校附近的中餐館兒的菜很地道，清蒸魚的味道好極了。你們學校附近有沒有中餐館兒？哪些菜做得地道？



How About You?

No.	Simplified	Traditional	Pinyin	Part of Speech	Definition
27	微信	微信	Wēixìn	pn	WeChat
28	丽莎	麗莎	Lìshā	pn	(a personal name)
29	林雪梅	林雪梅	Lín Xuěméi	pn	(a personal name)
30	杭州	杭州	Hángzhōu	pn	Hangzhou
31	四川	四川	Sìchuān	pn	Sichuan
32	湖南	湖南	Húnán	pn	Hunan
33	广东	廣東	Guǎngdōng	pn	Guangdong

波士顿-浦东B套

正餐菜单

开胃前菜

海鲜卷配海白菜沙拉

主菜

川酱狮子头配米饭鲜蔬

或

香煎豉汁鱼柳鲜蔬面

或

泰式扒鸡胸配香草土豆、蘑菇、西兰花及胡萝卜

芝士与饼干

甜点

黄桃芝士蛋糕

面包与黄油

轻食菜单

开胃前菜

凉拌鸡丝莲藕沙拉

主菜

蚝油牛肉茼蒿笋炒面

或

香煎鱼排佐柠檬菠萝奶油汁配红粉土豆、四季豆及樱桃番茄

时令水果

果汁

橙汁

椰子汁

葡萄汁

特色果汁

碳酸饮料

可乐

低糖可乐

雪碧

芬达

其他饮料

热巧克力及各种茶和咖啡

GET
Real
WITH CHINESE

You're on a long-distance flight to Shanghai and it's time for dinner. Choose what you want to eat from this menu. Thinking ahead to your return flight to Boston in a few months, what Chinese dishes would you like to see on the menu (including appetizers, main dishes, and desserts)?

Grammar

1

Topic-comment sentence structure

When someone, something, or some event is already known—in other words, if it is no longer new information to the speaker and the listener—this information typically appears at the beginning of a sentence. The positioning of known information at the beginning of a sentence is an important characteristic of Chinese and is an essential part of the way conversations in Chinese flow. Sentences with this structure are referred to as topic-comment sentences: the “topic” is mentioned in the first part of the sentence and commented on in the latter part of the sentence. Known information can also include information that has already been mentioned or activities that are taken for granted, such as eating and sleeping; for students, activities taken for granted can include going to classes, doing homework, etc.

A

今天是周末，**功课**也做完了……

今天是週末，**功課**也做完了……

Today is a weekend. Besides, (I've) already finished (my) homework...

[This is about a student. Everyone knows that students are supposed to have homework, so the fact that the student has homework is not new information.]

B

这儿的菠菜豆腐汤做得很好。

這兒的菠菜豆腐湯做得很好。

The spinach tofu soup here is very good.

C

Q: 你知道附近那个鞋店明天要打折吗?

你知道附近那個鞋店明天要打折嗎?

Did you know that there's a sale tomorrow at that shoe store nearby?

A: **这件事**我早就知道了。

這件事我早就知道了。

I already knew about this.

["This" refers to the sale, mentioned in the previous statement, that the shoe store is putting on tomorrow.]

D

你去台北的飞机票买好了吗？

你去台北的飛機票買好了嗎？

The ticket for your flight to Taipei—have you booked it?

[The speaker knows that the listener is going to Taipei and that he/she needs a plane ticket.]

E

我们昨天在“小香港”吃了清蒸鱼，那个餐馆儿的清蒸鱼做得很好。

我們昨天在“小香港”吃了清蒸魚，那個餐館兒的清蒸魚做得很好。

Yesterday we had steamed fish at Little Hong Kong. That restaurant's steamed fish is really good.

["Steamed fish" appears in the first clause. Therefore, it's treated as a topic in the second clause.]

Sentences with the topic-comment structure differ from sentences with the basic Chinese word order of "subject + verb + object."

F

这本书你看完了吗？

這本書你看完了嗎？

Have you finished reading this book?

G

功课你做完了吗？

功課你做完了嗎？

Have you finished your homework?

H

饭要慢慢吃，吃得太快对身体不好。

飯要慢慢吃，吃得太快對身體不好。

Eat your food (more) slowly. Eating too fast is not good for your health.

I Q: 听说学校商店的东西外面的人不能买了，是真的吗？
聽說學校商店的東西外面的人不能買了，是真的嗎？
I hear that non-affiliates can no longer buy stuff at the school store. Is that true?

A: 谁说的？不可能吧。
誰說的？不可能吧。
Who said that? That can't be.

While many Chinese sentences follow a basic word order that is similar to that in English—i.e., “subject + verb + object”—the topic-comment structure should be used in certain circumstances.

2

一 + verb and 一…就…

一 before a verb (usually monosyllabic) expresses a brief action. It must be followed by a second clause:

A 外面有人叫我，我开门一看，是送信的。
外面有人叫我，我開門一看，是送信的。
Someone outside was calling my name. I opened the door and took a look, and it was the letter carrier.

一…就…, on the other hand, connects two consecutive actions. [See Grammar 8, Lesson 13, IC2.]

In this structure, 就 is required in some cases and optional in others. If the first action is closely followed by the second action, and if there isn't a pause in the sentence, 就 is usually required before the second verb:

B 老师刚才说的话，我一听就懂了。
老師剛才說的話，我一聽就懂了。
What the teacher just said—I understood it immediately.

C 我同屋每天一回宿舍就做功课。
我同屋每天一回宿舍就做功課。
Every day, my roommate does his homework as soon as he gets back to the dorm.

D

我一收到你发的短信就跑来了。

我一收到你發的短信就跑來了。

I came as soon as I got your text message.

If there is a pause in the sentence and there is an adverbial before the second verb, 就 is optional, as in (E) and (F).

E

他把毯子往床上一放，（就）很快地跑了出去。

他把毯子往床上一放，（就）很快地跑了出去。

He put the blanket down on the bed and quickly ran out.

In (E), 跑了出去 happened immediately after the previous action, 放.

F

回家以后，我把包往桌子上一放，（就）马上给小李打了一个电话。

回家以後，我把包往桌子上一放，（就）馬上給小李打了一個電話。

After I got back home, I put down my bag on the desk and gave Little Li a call right away.

If the subjects are different, 就 is usually required before the second action:

G

Q: 我们什么时候走?

我們什麼時候走?

When are we leaving?

A: 他一到，我们就走。

他一到，我們就走。

We'll leave as soon as he gets here.

H

下午我的朋友一来，我们就一起去滑冰了。

下午我的朋友一來，我們就一起去滑冰了。

This afternoon, as soon as my friend came, we went skating together.

The two actions in the 一...就... pattern can be identical:

I

那个餐馆儿很容易找，我们一找就找到了。

那個餐館兒很容易找，我們一找就找到了。

That restaurant was really easy to find. As soon as we started looking, we found it.

Sometimes, the first action expresses a condition. If the condition is met, then 就 is needed before the second verb:

J

他病了。一看书头就疼。

他病了。一看書頭就疼。

He's sick. As soon as he tries to read, he gets a headache.

K

我一吃味精就得喝很多水。

我一吃味精就得喝很多水。

I have to drink a lot of water whenever I eat MSG.

3

又...又... (both ... and ...) revisited

We learned in IC2 that the 又...又... pattern can be used with adjectives to indicate two simultaneous qualities. [See Grammar 6, Lesson 14, IC2.]

A

妈妈做的清蒸鱼又嫩又香。

媽媽做的清蒸魚又嫩又香。

The steamed fish that my mother makes is tender and it smells delicious.

B

那个衣柜又旧又小。

那個衣櫃又舊又小。

That wardrobe is old and small.

Verbs can also be used with this pattern to indicate two concurrent actions.

- C** 孩子们又跑又跳，玩儿得非常高兴。
孩子們又跑又跳，玩兒得非常高興。
The kids ran and jumped. They had a great time.

- D** 那个小孩又哭又吵，我们一点办法也没有。
那個小孩又哭又吵，我們一點辦法也沒有。
That child cried and fussed. We didn't know what to do.

Remember that when two adjectives are used in this way, they must be both positive or both negative in meaning. For instance, when describing people, we often say, “clever and pretty”; the weather can be “hot and stuffy” or “cold and humid.” When two verbs are involved, the actions denoted must be concurrent—for example, “talk and laugh” and “cry and yell.”

4

The reaffirmative 是

Used before adjectives and verbs, 是 reaffirms the validity of a prior statement.

Note that when an adjective is used as a predicate, it generally cannot be preceded by 是. However, in speech, this special use of 是 for emphasis before an adjective requires that 是 be stressed, and the adjective should have already been mentioned, as seen in (A) and (B).

- A** **Person A** 住在这个宿舍很方便。
住在這個宿舍很方便。
This dorm is really convenient.

- Person B** 住在这个宿舍是很方便，去上课，去医院，去餐厅都不远。
住在這個宿舍是很方便，去上課，去醫院，去餐廳都不遠。
This dorm is indeed very convenient. It's not far from school, the hospital, and restaurants.

B

Person A

这个餐馆儿的上海菜很地道，我很喜欢。
這個餐館兒的上海菜很地道，我很喜歡。

The Shanghainese cuisine at this restaurant is quite authentic. I like it very much.

Person B

他们的上海菜是很地道，可是太贵了。
他們的上海菜是很地道，可是太貴了。

Their Shanghainese dishes are quite authentic, but too expensive.

C

Person A

听说你的同屋搬走了，不回来了。
聽說你的同屋搬走了，不回來了。

I hear that your roommate moved out and isn't coming back.

Person B

没错，他是搬走了，他去了一个更有名的大学。
沒錯，他是搬走了，他去了一個更有名的大學。

That's right. He did move out, and went to another university with an even better reputation.

A WAY WITH WORDS		
餐巾		餐巾
这张餐桌太小了，坐不下八个人。	Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.	這張餐桌太小了，坐不下八個人。
服务员，我们少一套餐具。		服務員，我們少一套餐具。

Words & Phrases

A

正好 (coincidentally)

正好 is an adverb.

1

我今天**正好**有时间，我跟你去买衣服吧。

我今天**正好**有時間，我跟你去買衣服吧。

I happen to have some free time today. Let me go with you to buy some clothes.

2

我去找他的时候，他**正好**要出门。

我去找他的時候，他**正好**要出門。

When I went to look for him, he happened to be about to go out.

3

我姐姐冬天**正好**要回中国，你跟她一起走吧。

我姐姐冬天**正好**要回中國，你跟她一起走吧。

Coincidentally, my older sister is going back to China this winter. You can go with her.

4

你找她跟你一起去买衣服吧，她今天**正好**没有课。

你找她跟你一起去買衣服吧，她今天**正好**沒有課。

Why don't you ask her to shop for clothes with you? As it happens, she doesn't have class today.

B

特别是/特别是 (especially)

特别/特别 is often used together with 是.

1

这儿鱼做得很好，**特别是**清蒸鱼，味道好极了。

這兒魚做得很好，**特别是**清蒸魚，味道好極了。

The fish here is really good, especially the steamed fish. The flavor is just awesome.

2

王小姐喜欢买东西，特别是碗盘。

王小姐喜歡買東西，特別是碗盤。

Miss Wang likes to go shopping, especially for bowls and plates.

3

小柯不喜欢运动，特别是游泳。

小柯不喜歡運動，特別是游泳。

Little Ke dislikes sports, especially swimming.

4

李先生觉得中国菜很难做，特别是糖醋鱼。

李先生覺得中國菜很難做，特別是糖醋魚。

Mr. Li thinks Chinese food is difficult to prepare, especially sweet-and-sour fish.

C

有机/有機 (organic)

有机/有機 is an adjective, but it can only be placed in front of a noun as an attributive.

1

有机水果比一般水果贵。

有機水果比一般水果貴。

Organic fruit is more expensive.

2

校内新开了一家咖啡馆，卖有机咖啡。

校內新開了一家咖啡館，賣有機咖啡。

There's a new coffee shop on campus. It sells organic coffee.

3

这几年，越来越多人买菜只买有机的（菜）。

這幾年，越來越多人買菜只買有機的（菜）。

In recent years, more and more people are only buying organic vegetables.

When it is used as a predicate, it must be embedded in a 是...的 construction.

4

我们饭馆儿的小白菜是有机的。

我們飯館兒的小白菜是有機的。

Our restaurant's baby bok choy is organic.

D

麻烦/麻煩 (to trouble; troublesome)

It's polite to preface a request or favor with 麻烦 (你) / 麻煩 (你) ([May I] trouble [you]). Used in this way, 麻烦/麻煩 is a verb meaning "to trouble."

1

小张，如果有人来电话，麻烦你告诉他我去飞机场了。

小張，如果有人來電話，麻煩你告訴他我去飛機場了。

Little Zhang, if someone calls, could you please tell him that I went to the airport? [verb]

2

服务员，麻烦你给我一些餐巾纸。

服務員，麻煩你給我一些餐巾紙。

Waiter, could you please give me some napkins? [verb]

3

麻烦你告诉老师我病了，不能去上课了。

麻煩你告訴老師我病了，不能去上課了。

Could you please tell the teacher that I'm sick and can't go to class? [verb]

4

Person A 先生，这件行李我帮你拿进房间吧。

先生，這件行李我幫你拿進房間吧。

Sir, let me help you carry this luggage to your room.

Person B 不用，不麻烦你了。

不用，不麻煩你了。

That won't be necessary. I won't trouble you. [verb]

麻烦/麻煩 is also an adjective meaning "troublesome." It is often used as a predicate.

5

做中国菜很麻烦。

做中國菜很麻煩。

Making Chinese food is a lot of trouble. [adjective]

6

出国得办护照、办签证，很麻烦。

出國得辦護照、辦簽證，很麻煩。

To go abroad you have to get your passport and visa ready; it's quite a hassle.

[adjective]

7

他这个人很麻烦，常常问一些很难的问题。

他這個人很麻煩，常常問一些很難的問題。

He can be quite a pain. He often asks questions that are very difficult. [adjective]

E

这（就）要看…（了）/這（就）要看…（了）
(It depends on...)

这（就）要看…（了）/這（就）要看…（了） can be used to give a flexible or indirect response to a question.

1

什么菜好吃？这就要看你的口味了。

什麼菜好吃？這就要看你的口味了。

What dishes are delicious? That depends on your taste.

2

Q: 明天的考试难不难？

明天的考試難不難？

Will tomorrow's test be hard?

A: 这就要看你准备得怎么样了。

這就要看你準備得怎麼樣了。

That depends on how well you prepare.

3

Q: 快放假了，寒假你打算去中国玩吗？

快放假了，寒假你打算去中國玩嗎？

It's almost vacation time. Do you plan on going to China this winter break?

A: 这就要看买得到买不到便宜的机票了。

這就要看買得到買不到便宜的機票了。

It all depends on whether I can buy a cheap plane ticket.

E

比方说/比方說 (for example)

比方说/比方說 is used before citing examples.

1

他去过很多国家，比方说英国、日本、中国……

他去過很多國家，比方說英國、日本、中國……

He's been to many countries, for instance, the U.K., Japan, China...

2

我们班的同学很多人唱歌唱得很好，比方说王朋，唱得棒极了。

我們班的同學很多人唱歌唱得很好，比方說王朋，唱得棒極了。

Many of our classmates sing really well. Take Wang Peng, for example. He's a great singer.

3

这里的饭馆儿很多，比方说东边的“好吃饭馆”，西边的“请再来”，南边的“最便宜”，北边的“大家喜欢来餐厅”。

這裡的飯館兒很多，比方說東邊的“好吃飯館”，西邊的“請再來”，南邊的“最便宜”，北邊的“大家喜歡來餐廳”。

There are many restaurants here, for example “Delicious” on the east side, “Come Again” on the west side, “Good Bargains” on the south side, and “Everybody's Favorite” on the north side.

Characterize it!



More characters



Identify the common radical.

How does the radical relate to the overall meaning of the characters?



Language Practice

A

Flavor profile

PRESENTATIONAL

Look at the foods and drinks listed and take turns with your partner to talk about how they usually taste, e.g.:

可乐/可樂→可乐/可樂一般很甜。

- | | |
|-----------|-----------|
| 1 西瓜 | 5 糖醋鱼/糖醋魚 |
| 2 苹果/蘋果 | 6 清蒸鱼/清蒸魚 |
| 3 蛋糕 | 7 四川菜/四川菜 |
| 4 酸辣汤/酸辣湯 | |

B

INTERPERSONAL

To each his/her own taste

PRESENTATIONAL

Ke Lin likes his food spicy and Lin Xuemei likes hers sweet. How about you and your classmates? Ask your classmates if they like their food spicy, sweet, salty, and/or sour, e.g.:

Q: 你爱吃辣的、甜的、咸的，还是酸的？

你愛吃辣的、甜的、鹹的，還是酸的？

A: 我爱吃____的。

我愛吃____的。

Then report back to the class:

Kevin、Tamara，……跟我一样，都爱吃____的。(same)

Kevin、Tamara，……跟我一樣，都愛吃____的。

Diego 跟我不一样，他爱吃____的。(different)

Diego 跟我不一樣，他愛吃____的。

C

Everyone's a critic

PRESENTATIONAL

Imagine that you're a judge at a food-and-drink competition and you don't like to mince words.
Use the information provided to evaluate the competition entries frankly, e.g.:

酸辣汤/酸辣湯 + 醋 - 盐/鹽 × 糖

这碗酸辣汤不怎么样。应该多放点儿醋，少放点儿盐，别放糖。

這碗酸辣湯不怎麼樣。應該多放點兒醋，少放點兒鹽，別放糖。

- | | | | |
|---------------|---------|-------|------|
| 1 糖醋鱼/糖醋魚 | + 醋 | + 糖 | × 味精 |
| 2 芥兰牛肉/芥蘭牛肉 | + 油 | - 盐/鹽 | × 味精 |
| 3 菠菜豆腐汤/菠菜豆腐湯 | - 油 | - 盐/鹽 | × 醋 |
| 4 素饺子/素餃子 | + 青菜/青菜 | - 盐/鹽 | × 醋 |
| 5 冰茶/冰茶 | + 冰 | - 糖 | |

A WAY WITH WORDS

门口

去北京的汽车票在那个窗口卖。

我已经到了机场，在机场五号出口等你。

Using the word/phrase in orange as a clue, try to figure out the meaning of the words/phrases in blue; consult a dictionary if necessary. Consider how the literal and extended senses are related in each case.

門口

去北京的汽車票在那個窗口賣。

我已經到了機場，在機場五號出口等你。

D

Sales pitch

PRESENTATIONAL

Write ad copy to help the following businesses promote their merchandise, e.g.:

bookstore numerous new Chinese books

我们的书又多又新，特别是中文书。
我們的書又多又新，特別是中文書。

- | | | | | |
|---|--------------------|-------------------|-------------|--------------|
| 1 | clothing store | pretty | inexpensive | shirts |
| 2 | furniture store | new | inexpensive | wardrobes |
| 3 | grocery store | fresh | inexpensive | spinach |
| 4 | fruit stand | big | fresh | apples |
| 5 | Chinese restaurant | pleasant-smelling | delicious | steamed fish |
| 6 | tea house | healthy | delicious | green tea |

E

Model pupil

PRESENTATIONAL

Alex is a model Chinese language student. By making use of various strategies—listening to audio recordings, practicing speaking with friends, studying new vocab, reviewing grammar, reading the textbook, writing characters, etc.—he wastes no time and takes every opportunity to improve his Chinese. State what he does as soon as he completes the following activities, e.g.:

上课/上課

Alex 一上课就说中文。
Alex 一上課就說中文。

- 1 起床/起床
- 2 下课/下課
- 3 回家
- 4 吃完晚饭/吃完晚飯
- 5 放假




E





































INTERPRETIVE

Special meal

INTERPERSONAL

PRESENTATIONAL

Mr. Li is throwing a dinner party, and has engaged the catering company owned by you and your partner to provide the food. Mr. Li has provided a chart of his guests' likes , dislikes , and dietary restrictions . Compare the chart with the list of dishes that your company specializes in. Discuss with your partner and choose dishes that will work for all guests. Give reasons. Next, list the dishes that shouldn't be served and explain why using 恐怕/恐怕. Finally, recommend a dish or two outside the menu that you and your partner think all guests would appreciate. Give reasons using 又...又....

				
牛肉				
鸡/雞				
鱼/魚				
豆腐				
菠菜/菠菜				
中国芥兰/中國芥蘭				
辣的菜/辣的菜				
味精				

Here are your catering company's specialties:

- 红烧牛肉/紅燒牛肉
- 芥兰牛肉/芥蘭牛肉
- 清蒸鱼/清蒸魚
- 家常豆腐
- 凉拌黄瓜/涼拌黃瓜
- 小白菜/小白菜
- 素饺子/素餃子
- 菠菜汤/菠菜湯
- 酸辣汤/酸辣湯
- 鸡汤/雞湯

G

Comfort food

PRESENTATIONAL

Using the adjectives you have learned in this lesson, list four reasons why you love your mom's or dad's cooking. Is it because it's not oily but flavorful, free of charge, etc.?

Then present to your class the reasons you love your mom's or dad's cooking. Include 第一..., 第二..., 除了...以外, 还/還 ..., or other connectors to explain your reasons.

Chinese Chat

A friend is using iMessage to text you about plans tonight. How would you reply?

< Messages

Contact

你想不想去学校旁边那家中餐馆儿吃晚饭?

...

我也喜欢吃四川菜。那家餐馆儿的四川菜做得很地道。我们几点去?

...

Send

Friend:

你想不想去學校旁邊那家中餐館兒吃晚飯?

You:

...

Friend:

我也喜歡吃四川菜。那家餐館兒的四川菜做得很地道。我們幾點去?

You:

...

CULTURAL LITERACY

ENVIRONMENTAL INFLUENCES ON REGIONAL COOKING

The so-called “Four Great Culinary Schools” (四大菜系/四大菜系) (sì dà cài xì) are identified by the abbreviated or historic names of the four provinces from which the cuisines originate. 川 (Chuān), 粤/粤 (Yuè), 鲁/鲁 (Lǔ), and 苏/苏 (Sū) refer to Sichuan, Guangdong, Shandong, and Jiangsu, respectively. The telltale fiery and tingling taste of Sichuanese cooking (川菜/川菜) (Chuān cài) comes from its two main seasonings: chili pepper and Sichuan peppercorn. Hot bean paste is another common ingredient. Best known outside China is far milder Cantonese cooking (粤菜/粤菜) (Yuè cài) from Guangdong (广东/广东) (Guǎngdōng), which takes advantage of the region’s bountiful fresh seasonal produce and seafood. Shandong (山东/山东), with its coastline in the east and mountains in the west, has a varied cooking tradition, 鲁菜/鲁菜 (Lǔ cài), emphasizing broths, seafood, and poultry. Because of the region’s proximity to the imperial court, Shandong cooking became the favorite of the Manchu aristocracy during the Qing dynasty (1644–1911). The long prosperity and cultural prominence of the lower Yangtze region also made its cuisine influential. 苏菜/苏菜 (Sū cài) or 淮扬菜/淮扬菜 (Huái[yáng] cài) makes abundant use of the region’s various types of tofu products and freshwater fish. Both 上海菜/上海菜 (Shànghǎi cài) and 杭州菜/杭州菜 (Hángzhōu cài) are considered subcategories of 苏菜/苏菜 (Sū cài).

RESTAURANTS

Although restaurants in China come in all shapes and sizes, many of the more popular establishments tend to be raucous and lavishly decorated multistoried affairs. They almost always include private banquet rooms, which may or may not include a ten- to fifteen-percent service charge or a minimum consumption charge. During Chinese New Year customers can also expect to pay a service fee at some restaurants because of high demand.

Many large restaurants have a membership system. Membership is free or automatic once a customer spends a minimum, usually very modest, amount and leaves a cellphone number. Some restaurants charge a small fee. Members receive a discount. At some restaurants customers can put money into their accounts and receive a bonus. The more money they put into their accounts, the bigger the bonuses.

To settle a restaurant bill is 结账/结账 (jié zhàng) or more colloquially 买单/买单 (mǎi dān). Some write it as 埋单/埋单 (mái dān). No tips are expected. Some upscale restaurants include a cover charge, typically around fifteen percent.

DINING CONVENTIONS

Today, Chinese people typically eat family style, by sharing dishes. However, this wasn't always the case. The Chinese used to sit on floor mats as the Japanese and Koreans still do today; hence the set phrase "place a mat on the floor and sit on it" (席地而坐) (xí dì ér zuò). Food was served individually on small, low tables. Chairs were introduced to China from Central Asia through trade during the latter part of the Han dynasty (202 BCE–220 CE). Historians believe that Buddhism also played a role in the spread of chairs. Along with this new sitting position, tables also became elevated. Many scholars believe that the change from being served individually (分餐) (fēn cān) to being served together (合餐) (hé cān) was in part the result of the gradual adoption of chairs over several centuries. Nowadays when dining out with friends, for hygienic reasons many Chinese expect or ask for an extra pair of serving chopsticks called 公筷 for each dish.



COOKING ESSENTIALS

The most basic and best-known technique in Chinese cooking is stir-frying (炒) (chǎo), traditionally done with a heavy cast-iron wok. Other common techniques include 红烧/紅燒 (hóngshāo) (braising in soy sauce) and 清蒸/清蒸 (qīngzhēng) (steaming with light seasoning). The three must-haves for Chinese cooking are green onion (葱/葱) (cōng), ginger (姜/薑) (jiāng), and garlic (蒜/蒜) (suàn).

COMPARE & CONTRAST

- 1 How have dining conventions in your culture changed over time? What is the etiquette for using eating utensils? Have you ever felt intimidated by the elaborate table setting at a formal dinner?
- 2 Search online for a menu from a Chinese restaurant in your community. How do you think chop suey, crab rangoons, egg foo young, and fortune cookies ended up as part of the dining experience in certain Chinese restaurants in North America?

CHOPSTICK

Do's & Don't's

Hold chopsticks about a third of an inch from the thicker ends. Place the top stick between your thumb and index and third fingers and rest the bottom one on your fourth finger. Make sure that the chopsticks are even. Press the thinner ends on a plate if necessary to line them up. Apply a little pressure to the top stick with your thumb and pivot it with your index and middle fingers. The bottom stick remains stationary.

Do not eat from the thick ends of the chopsticks. Do not lick or suck them. Do not gesture with them. Do not stick them vertically into a bowl of rice and leave them there as one would when offering food to the spirit of a deceased person.



Lesson Wrap-Up

Project



The owner of Great Wall, a small local Chinese restaurant, has asked you, a business major, to recommend an improvement plan in exchange for free meals. Research three Chinese restaurants in town and designate one of them Great Wall. The owner has requested that you complete the following tasks. Today is your meeting with the owner. Role-play the conversation with a partner, who will use the bullet points below to inquire about your research results. Make sure to:

- identify two competitors' locations—how they compare with Great Wall in terms of convenience and target customers, e.g., whether they are near colleges or businesses; if so, what kinds of businesses; and so on.
- research customer reviews—are there online reviews? How does Great Wall do in terms of general customer satisfaction compared with its competitors?
- note how customers rate the restaurant's level of hygiene and décor.
- pay attention to what customers say about the restaurants' prices, menu choices, and service.
- evaluate if Great Wall is on trend in terms of its offerings.
- come up with a business improvement plan for Great Wall with three to five points.

Keep It Flowing

Study the following description; pay particular attention to how the highlighted parts help the sentences flow smoothly from one to the next. Notice how:

- pronouns (他们/他們) replace corresponding nouns when the subject remains unchanged (张天明/張天明, 丽莎/麗莎, 柯林和柯林的女朋友林雪梅)
- definite references (那个/那個) replace indefinite references (一家)
- time (周末/週末) and place words (那儿/那兒) can serve as connective devices
- certain conjunctions (所以) introduce causal relationships
- certain phrases (特别是/特別是) single out specific items for emphasis
- certain adverbs (也, 还/還) indicate similarity or addition

在中国饭馆儿吃饭

周末，张天明、丽莎、柯林和柯林的女朋友林雪梅一起在一家中国饭馆儿吃饭。那个饭馆儿鸡做得不错，鱼也做得很好，特别是清蒸鱼，味道好极了。那儿的芥蓝牛肉也挺好，又嫩又香，菠菜豆腐汤做得也很好，那儿还有有机的小白菜。所以他们点了一个清蒸鱼，一个芥蓝牛肉，一个菠菜豆腐汤和一个小白菜。柯林告诉服务员，菜要清淡一点儿，别太咸，少放油，别放味精。他们的菜很快就来了。

在中國飯館兒吃飯

週末，張天明、麗莎、柯林和柯林的女朋友林雪梅一起在一家中國飯館兒吃飯。那個飯館兒雞做得不錯，魚也做得很好，特別是清蒸魚，味道好極了。那兒的芥蘭牛肉也挺好，又嫩又香，菠菜豆腐湯做得也很好，那兒還有有機的小白菜。所以他們點了一個清蒸魚，一個芥蘭牛肉，一個菠菜豆腐湯和一個小白菜。柯林告訴服務員，菜要清淡一點兒，別太鹹，少放油，別放味精。他們的菜很快就來了。

Describe a dining experience at a restaurant. Use as many of the cohesive devices highlighted in the examples as possible to string together your answers to the questions:

- 你是什么时候，跟谁一起在饭馆儿吃饭的？
你什麼時候，跟誰一起在飯館兒吃飯的？
- 你听说或者知道那个饭馆儿的哪些菜做得比较好？
你聽說或者知道那個飯館兒的哪些菜做得比較好？
- 你们是大家一起吃点的菜还是自己吃自己点的菜？
你們是大家一起吃點的菜還是自己吃自己點的菜？
- 你们都点了些什么菜？
你們都點了些什麼菜？
- 你们为什么点这些菜？
你們為什麼點這些菜？
- 你们跟服务员说菜要怎么样，不要怎么样了吗？
你們跟服務員說菜要怎麼樣，不要怎麼樣了嗎？

Can-Do Check List



I can


Before proceeding to Lesson 4, make sure you can complete the following tasks in Chinese:


- ▣ Describe the characteristics of Shanghainese, Sichuanese, Hunanese, and Cantonese cuisine
- ▣ Name several popular Chinese dishes
- ▣ Order my favorite Chinese dishes
- ▣ Specify the seasonings I do and don't want in my food
- ▣ Talk about the flavors I prefer

Pinyin Text


Jīntiān shì zhōumò, **gōngkè yě zuò wán le¹**, Zhāng Tiānmíng jiù gěi Kē Lín fā Wēixin, shuō tā hé tā de nǚpéngyou Lìshā xiǎng chī Zhōngguó fàn, wèn tā xiǎng bù xiǎng qù. Kē Lín shuō **zhèng hǎo** tā yě xiǎng chī Zhōngguó fàn, jiù ràng Zhāng Tiānmíng hé Lìshā zài sùshè ménkǒu děng zhe, tā kāi chē lái jiē tāmen.

Bàn ge zhōngtóu yǐhòu, Kē Lín de qìchē dào le. Zhāng Tiānmíng hé Lìshā shàng chē **yí kàn²**, chē li hái yǒu yí ge nǚhái, Kē Lín jièshào shuō, tā shì cóng Zhōngguó lái de liúxuéshēng, jiào Lín Xuěméi. Jǐ fēnzhōng yǐhòu, tāmen sì ge rén dào le nà jiā Zhōngguó fāngguǎnr.

 Zhè shì càidān.


 Xièxie. Lìshā, Tiānmíng, nǐmen xiǎng chī diǎnr shénme?


 Zhèr shénme cài hǎochī?

 Zhèr jǐ zuò de búcuò, yú yě hěn hǎo, **tèbié shì** qīngzhēng yú, wèidào hǎo jí le.


 Jièlán niúròu yě tǐng hǎo, **yòu nèn yòu xiāng³**.


 Kěyǐ **diǎn^a** yí ge tāng ma?

 Dāngrán kěyǐ, zhèr de bōcài dòufu tāng zuò de hěn hǎo, jiào yí ge ba.

 Zài lái yí ge qīngcài ba.


 Xiànzài kěyǐ diǎn cài le ma?


 Kěyǐ. Yí ge qīngzhēng yú, yí ge jièlán niúròu, yí ge bōcài dòufu tāng. Jīntiān nǐmen yǒu shénme xīnxian de qīngcài?

 Xiǎo báicài zěnmeyàng?


 Shì **yǒujī** de ma?


 Shì.


 Hǎo. Fúwùyuán, cài yào qīngdàn yì diǎnr, bié tài xián, shǎo fàng yóu, bié fàng wèijīng.


 **Máfan** nǐ xiān lái sì bēi bīngshuǐ, gěi wǒmen sì shuāng kuàizi, zài duō gěi wǒmen yì xiē cānjīn zhǐ.


 Hǎo, méi wèntí. Duì le, nín yào fàn ma?


 Wǒmen bú **“yào fàn,”^b** wǒmen yào sì wǎn mǐfàn.


 Duì, duì, duì, yào sì wǎn mǐfàn.

 Duì bu qǐ, hé nǐ kāi wǎnxiào.


 Lín Xuěméi, Kē Lín shuō zhèr Zhōngguó cài hěn didào, shì zhēn de ma?

 Zhè ge fāngguǎnr de cài **shì⁴** búcuò, dànshì méiyǒu wǒmen Hángzhōu de fāngguǎnr hǎo.


 Wǒ tīng wǒ **fùmǔ^c** shuō Zhōngguó gè ge dìfang de cài bù yíyàng, nǎr de cài zuì hǎochī?

 Zhè jiù yào **kàn** nǐ de kǒuwèi le. **Bǐfāng shuō** wǒ ài chī tián de, jiù xǐhuan Shànghǎi cài; Kē Lín ài chī là de, jiù xǐhuan Sìchuān cài, Húnán cài. Yàoshi xǐhuan bǐjiào qīngdàn de, jiù chī Guǎngdōng cài . . .

 Xuěméi, wǒmen hánjià qù Zhōngguó ba.

 Qù Zhōngguó lǚxíng, chī Zhōngguó cài? Kěyǐ kǎolǚ.

 Zhè ge **zhúyǐ^d** búcuò, wǒ yě kěyǐ kǎolǚ.

 Yǒu chī yǒu wánr? Wǒ dāngrán kěyǐ kǎolǚ.

 Zhēn de? Nà tài hǎo le! Dàjiā dōu qù!

 Yàoshi néng qù Zhōngguó xué Zhōngwén jiù gèng hǎo le.

 Āi, wǒmen de cài lái le.