ANSWER KEYS

Introducing Chinese Linguistics
A Handbook for Chinese Language Teachers and Learners
Hang Zhang and Lan Zhang

CHAPTER 1

[Page 21]
1. 1. 3
    2. 4
    3. 5
    4. 2
    5. 1
    6. 9
    7. 10
    8. 6
    9. 8
    10. 7

2. 1. Phonology: the study of patterns of speech sounds and how these sounds are systematically organized to encode meaning in a language.
    2. Morphology: the study of the formation of words.
    3. Semantics: the study of meaning.
    4. Syntax: the study of the formation of sentences from words.
    5. Pragmatics: the study of language use and the context in which it is used.
    6. Sociolinguistics: the study of language and society.
    7. Applied Linguistics: the application of linguistics to language teaching.
    8. Interlanguage: the changing grammatical system that an adult learner is using at a particular period in their L2 acquisition as they move toward proficiency in the target language.
    9. Lingua Franca: refers to a language that is adopted as a common language between speakers whose native languages are different but desire social or commercial communication in a society or community.
    10. Putonghua: the standard form of Modern Chinese with the Beijing phonological system as its norm of pronunciation, and Northern dialects as its base dialects, and looking to exemplary modern works in *Báihuà* "vernacular literary language" for its grammatical norms.

3. 1. F
    2. T
    3. T
    4. F

[Page 22]
    5. T

1

6. F
7. F
8. T
9. F
10. T
11. F
12. T

4. 1. Ungrammatical. 我常常在公园看书。
   2. Ungrammatical. 新手机比老手机贵得多/贵多了/贵很多。
   3. Ungrammatical. 马克昨天买的书很有意思。
   4. Ungrammatical. 我不知道这个用中文怎么说。
   5. Ungrammatical. 我不知道明天会不会下雨。

[Page 23]
5. See page 14.

6. 1. Xi'an: Northern/Northwestern
   2. Chengdu: Northern/Southwestern
   3. Shanghai: Wu
   4. Guangzhou: Yue (Cantonese)
   5. Beijing: Northern/Proper
   6. Nanjing: Northern/River
   7. Changsha: Xiang
   8. Fuzhou: Min
   9. Nanchang: Gan

7. 1. Generally mutually intelligible to varying degrees: Northern/Northwestern vs. Northern/Proper
   2. No (or, very difficult, with unidirectional intelligibility): Northern/Northwestern vs. Yue
   3. No. Wu vs. Yue
   4. Generally mutually intelligible to varying degrees. Northern/River vs. Northern/Southwest
   5. No. Min vs. Xiang
   6. No. Min vs. Yue
   7. No (or, very difficult, with unidirectional intelligibility): Gan vs. Northern/Proper
   8. No (or, very difficult, with unidirectional intelligibility): Wu vs. Northern/Northwest

CHAPTER 2

[Page 48]
   1. (See page 30)
   2. (See page 32)
   3. (See page 30):
      1. b: labial, stops (unaspirated)
      2. j: palatal, affricate (unaspirated)

      3. l: alveolar, lateral
      4. ng: velar, nasal
      5. f: labial-dental, fricative
      6. g: velar, stop (unaspirated)
      7. z: dental, affricate (unaspirated)
      8. ch: retroflex, affricate (aspirated)

4. (See page 30)
      1. k [k^h] (or [k'])
      2. b [p]
      3. f [f]
      4. z [ts]
      5. ng [ŋ]
      6. zh [tʂ]
      7. x [ɕ]
      8. p [p^h] (or [p'])

5. 1. Yes; [t^hu] vs.[tu], both Tone 2; the two syllables differ only in the aspiration feature of their consonants, which is distinctive in Chinese.
    2. Yes; [ts^h ai] (Tone 4) vs. [ts^h ai] (Tone 2); they differ only in the tone type and tone is a distinctive feature in Chinese
    3. Yes; [nu] vs.[ny], both Tone 3; the two syllables differ only in their vowels; while [u] is a back vowel, [y] is front vowel.
    4. Yes; [tɕi] vs. [tɕ^{h}i], both Tone 1; they differ only in the aspiration feature of their consonants, which is distinctive in Chinese.
    (5) No; [iɛn] vs. [iɛn], both Tone 2; they represent the same sound in Chinese.

6.

	Initial	Final			Tone
		Medial	Main vowel	Ending	
ma	m		a		1
dong	d		o	ng	3
ya		i	a		1
tian	t	i	a	n	1
mao	m		a	o	2
nie	n	i	e		4
jiang	j	i	a	ng	1
yue		ü	e		4
wo		u	o		3
gun	g	u	e	n	4

7. 1. Williamsburg (3 syllables); wei.lian.mu.si.bo.ge (6 syllables)
    2. Chomsky (2 syllables); qiao.mu.si.ji (4 syllables)

3. Blake (1 syllable); bu.lai.ke (3 syllables)
4. Springfield (2 syllables); si.pu.lin.fei.er.de (6 syllables)
5. Texas (2 syllables); de.ke.sa.si (4 syllables)

8. Trump: CCVCC; one syllable with consonant clusters on both sides of the single vowel
   Te.lang.pu: CV.CVC.CV; 3 syllables, inserted vowels to form new syllables
   Chuan.pu: CVVC.CV; 2 syllables; revised the initial consonant clusters into a retroflex
consonant

9. (1) Consonants are not deleted in Japanese;
   (2) In this data set, there are no diphthongs in Japanese;
   (3) Different strategies in sound revisions: fricatives such as "f" 'v' remain fricative in
Chinese but are adapted to the bilabial sound 'b' in Japanese; apical vowels remain the same in
Chinese but are adapted into 'u' in Japanese.

10. 1. gé
    2. kǎn
    3. hǔ
    4. xīn
    5. fú
    6. lián
    7. mào

[Page 51]
11. 1. Ssuma Ch'ien: Sima Qian (司马迁)
    2. K'ung Fu-Tsu: Kong Fuzi (孔夫子)
    3. Chu Hsi: Zhu Xi (朱熹)
    4. Chou En-lai: Zhou Enlai (周恩来)
    5. Mao Tse-tung: Mao Zedong (毛泽东)
    6. Teng Hsiao-p'ing: Deng Xiaoping (邓小平)
    7. Lu hsün: Lu Xun (鲁迅)
    8. Soong Ching-ling (or, Sung Ch'ing-ling): Song Qingling (宋庆龄)
    9. Ts'ai Ing-wen (or, Tasi Ing-wen): Cai Yingwen (蔡英文)
    10. Ts'ai Ch'in (or, Tsai Chin): Cai Qin (蔡琴)
    11. Ts'ao hsüeh-ch'in (or, Tsao Hsueh-chin): Cao Xueqin (曹雪芹)
    12. Taichung: Taizhong (台中)
    13. Chung Hua: Zhong Hua (中华)
    14. Tai chi: Tai Ji (太极)
    15. Kung fu: Gong fu (功夫)
    16. I ching: Yi Jing (易经)
    17. Hsiao Ching: Xiao Jing (孝经)
    18. Mu T'ien Tzǔ: Mu Tian Zi (穆天子)
    19. Lü Shih Ch'un Ch'iu: Lü Shi Chun Qiu (吕氏春秋)
    20. Shih Ching Hsin Shang Yü Yen Chiu: Shi Jing Xin Shang Yu Yan Jiu (诗经欣赏与研究)

12. (See details in pages 40-43 for the last two columns. For item #4 which is not mentioned in the book, students need to do some research about 'postal romanization')
    1. Beijing: Hanyu *Pinyin*
    2. ㄅㄟ ㄐㄧㄥ: Zhuyinfuhao 注音符号 (bopomofo)
    3. pei-ching: Wade Giles
    4. Peking: Postal Romanization
    5. Beei-jing: *Guóyǔ Luómǎzì*

13. (See details in pages 40-43)

14. (See details in pages 45-46)
    English palatals: [dʒ], [tʃ], and [ʃ] (the English onset consonants of *job*, *chip*, and *ship*)
    Chinese retroflexes: [tʂ, tʂʰ, ʂ] (*zh, ch, sh* in *Pinyin*)
    Chinese palatals: [tɕ, tɕʰ, ɕ] (*j, q, x* in *Pinyin*)
      The difference between the similar English consonants and the Mandarin retroflex and palatal consonants lies in the relative height of the front of the tongue: against the palate for Mandarin palatals, concave to the palate for Mandarin retroflexes, and towards the front of the tongue for English consonants.
      A side note: while English palatals and *r* are pronounced with the lips slightly protruded or rounded, there is no lip action in pronouncing Chinese retroflexes and palatals. When pronouncing Chinese consonants, the lips should be spread out if the vowel does not have the rounded sound 'u' (following retroflexes) or 'ü' (following palatals).
      The answers for the last question may vary.

15. Hints：
    1. "ri" has an empty nuclear (see "syllabic consonant" in page 35)
    2. The two sounds differ in lip rounding (see page 31)
    3. ü [y] is a single vowel and the vowel quality should remain same (see page 34)
    4. o [ɔ] is a single vowel and the vowel quality should remain same (see page 34)
    5. The two sounds differ in aspiration (see page 31, page 46)
    6. The actual pronunciations of letter 'a' in 'ian' and 'iang' are different (see "discrepancies between Pinyin spelling and pronunciation" in page 37)

    7. The diphthongs 'ou' (main vowel + ending) and 'uo' (medial + main vowel) should be differentiated
    8. In addition to the position differences (velar vs. alveolar), the velar nasal "ng" should be pronounced with the mouth opening wider than the alveolar nasal "n".
    9. The palatals (j, q, x) are always followed by front vowel "ü" sound (although is it written as 'u') and the retroflexes (zh, ch, sh) are only followed by back vowel "u" sound. (see page 37)
    10. The sounds differ mainly in their initials/consonants (see page 45-46).

16. Answers may vary.

CHAPTER 3

[Page 81]
1. No. Lexical tones are phonological/phonemic tone types. No matter how varied the phonetic realization is, the underlying phonological tone targets remain constant. For example, the first tone is always produced somewhere near the high end of each individual Mandarin speaker's pitch range. (See pages 58-59)

2. (see 63-65)

(1) [21] [55]	(2) [21] [35]
(3) [35] [21] or [35] [214]	(4) [21] [51]
(5) [21] [55]	(6) [35] [21] or [35] [214]
(7) [21] [51]	(8) [35] [21] or [35] [214]
(9) [21] [55]	(10) [21] [35]
(11) [35] [21] or [35] [214]	(12) [21] [51]
(13) [35] [21] or [35] [214]	(14) [35] [21] or [35] [214]
(15) [51] [55]	(16) [51] [35]
(17) [51] [21] or [51] [214]	(18) [35] [51]
(19) [51] [55]	(20) [51] [35]
(21) [51] [21] or [51] [214]	(21) [35] [51]

3. (see 63-65)

(1) a. Short-T3	b. Sandhi-T3 (the next syllable is a T3)
(2) a. Short-T3;	b. Short-T3

(3) a. Short-T3 (at normal speed, T3 sandhi rule is applied within the disyllabic word "chan-pin" first and the syllable "chan" became a Tone 2)   b. Short-T3

(4) a. Sandhi-T3	b. Short-T3
(5) a. Short-T3	b. Sandhi-T3
(6) a. Short-T3	b. Sandhi-T3
(7) a. Sandhi-T3	b. Short-T3
(8) a. Sandhi-T3	b. Short-T3
(9) a. Short-T3	b. Sandhi-T3
(10) a. Sandhi-T3	b. Short-T3

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4. (see 65-67) Normal speed:

(1) [[2 2] 3]	(2) [S3 [2 3]]
(3) [[2 2] 3]	(4) [[2 2] 3]
(5) [S3 [2 3]]	(6) [S3 [2 3]]
(7) [S3 [2 3]]	(8) [[2 2] 3]
(9) [2 S3] [2 3]	(10) [S3 [2 S3]] [2 3]

(11) [S3 [2 S3]] (short pause) [S3 [2 3], or, [S3 [2 2]] [S3 [2 3]

(12) [S3 [23]]	(13) [[2 2] 3]

(14) [S3 [2 S3]] [[2 2] [S3 [23]]]

5. (see page 70)
1. a. wo SHUI guo le.
   b. wo shui GUO le.
2. a. ni bushi YIGE ren.
   b. ni bushi yige REN.
3. a. neng CHUAN duoshao CHUAN duoshao.
   b. neng chuan duo SHAO chuan duo SHAO.

[Page 83]
6. (see page 71)
   Answers may vary due to different contexts. Here is one of the commonly used stress patterns:
   (1) · ● ·
   (2) · ● · ●●
   (3) · · ● · · ● ·
   (4) · · ● · · ● ·
   (5) · · · · ● ·
   (6) · · · ● ·
   (7) ● · · · ● · ●
   (8) ● · · ● · · ● ·

7. For questions (1) (2), please see page 77, section 3.5.2.4.
    For questions (3) (4), see page 75-76, section 3.5.2.2.
    For question (5), see page 76-77, section 3.5.2.3.

8. Answers may vary.

9. 1. The "Echo method" is used to teach listening (Chao, 1948; Chung, 2017). See page 78-79.
     "For the clear focusing as well as initial exposure of an extended text, the method of 'echoing' will be found very helpful. After the student reads aloud a phrase or sentence, he should immediately repeat it as an echo without looking at the book. Then he may check the echo by the text, and finally repeat the corrected echo. This may be tried with short phrases first, then with larger units up to complete sentences extending over two or three lines ……" (*Mandarin Primer*, Chao, 1948/1967:74, also mentioned in p.117 of this book)
   2. "Humming method" is for teaching tones (Chao, 1948). See page 74 of this book.

[Page 84-85]
10. Answers may vary. The main difference in introducing Chinese tone inventory is whether the Short-T3 is introduced as one of the basic tone types. The Short-T3 (half-third-tone) is the most widely used form of the third tone in spoken Chinese (connected speech) which is linguistically important. (See page 75)

CHAPTER 4

[Page 122]
1. 1. work (free); er (bound, derivational); s (bound, inflectional)

2. re (bound, derivational); arrange (free); ment (bound derivational); s (bound, inflectional)
3. free
4. ke 可 (bound, derivational); ai 爱(free)
5. ai 爱 (free); guo 过 (bound, inflectional)
6. hou 厚 (free); du 度 (bound, derivational)
7. ren 人 (free); men 们 (bound, inflectional)

2. (1) A
   (2) A

3. 1. F
   2. F
   3. T
   4. F
   5. F
   6. T
   7. F
   8. T

4. 1. peng-you 朋友: parallel compound
   2. chuang-dan 床单: modifier-head compound
   3. yao-dian 药店: modifier-head compound
   4. song-lai 送来: resultative verb compound
   5. liu-bing 溜冰: verb-object compound
   6. fang-qi 放弃: parallel compound
   7. li-fa 理发: verb-object compound
   8. zi-nü 子女: parallel compound
   9. shou-jin 手紧: subject-predicate compound
   10. sheng-qi 生气: verb-object compound
   11. yu-yi 雨衣: modifier-head compound
   12. xiao-fei 小费: modifier-head compound
   13. kuai-man 快慢: parallel compound
   14. shuo-chu 说出: resultative verb compound
   15. ti-qi 提起: resultative verb compound
   16. tao-lun 讨论: parallel compound
   17. yan-jiu 研究: parallel compound
   18. zui-ying 嘴硬: subject-predicate compound

5. 1. gao-gao-da-da (de); da-da (de); xue-bai-xue-bai (de)
   2. gao-gao-xing-xing (de)
   3. qing-song-qing-song; gao-xing-gao-xing
   4. chang-chang-ge; tiao-tiao-wu; pao-pao-bu; lian-xi-lian-xi

8

Monosyllabic Adjectives: AA (de)； Disyllabic Adjectives: AABB (de)
Non-gradable Adjectives: ABAB (de)； Regular verbs: ABAB ； V-O compounds: AAB

6. (See page 111) The following words can usually be reduplicated:
   (Note: Formal, or non-colloquial, words usually cannot undergo reduplication.)
   1. "san-bu": san-san-bu
   2. "you-yu": you-you-yu-yu (de)
   3. "chao-nao": chao-chao-nao-nao (de)
      "re-nao": re-re-nao-nao (adj.) or re-nao-re-nao (verb)
   4. only "kai-xin", "gao-xing", "kuai-le": AABB (adj.) or ABAB (verb) patterns
   5. "gan-jing", "qing-chu": AABB pattern

7. "bang-zhu" is a parallel compound verb whereas "bang-mang" is a verb-object compound.
Verb-object compounds usually (1) cannot take direct objects, (2) can be reduplicated as AAB;
(3) the verbs and their objects are separatable. See details in pages 96-101.

[Page 125]
8. All the underlined verbs are verb-object compounds. See pages 96-101
Correct forms:
   1. 从……毕业
   2. 给……投票
   3. 跟/和……约会
   4. 给/为……理发
   5. 向/给……道歉
   6. 跟/和……结婚
   7. 跳了一下舞
   8. 考口语

9. (see pages 103-104)
   1. 做不完
   2. A: 做不下来   B: 不能坐下来
   3. 听不懂
   4. 不能拿走
   5. A: 搬不进去   B: 不能搬进去

[Page 126]
10. Zuo-you (左右) covers all contexts listed in the chart. Shang-xia (上下) usually follows an amount of items (length, height, money, distance, age, etc.) but 前后 usually follows a specific point of time.

11. written style vocabulary vs. spoken vocabulary
   1. 勿 vs.不要
   2. 本人 vs. 我；美术 vs. 画画; 与 vs. 和; 舞蹈 vs. 跳舞

[Page 127]
   3. 望 vs. 希望；贵校 vs. 你们学校；早日 vs.早一点；予以 vs. 给(予)，提供
   4. 此 vs. 这（个）；屡次 vs. 好几次；求职 vs. 找工作；均 vs. 都；遭拒 vs. 遭到拒绝
   5. 倘若 vs. 如果，要是；稍 vs. 一点；慎 vs. 小心；不堪 vs.不能

CHAPTER 5

[page 173-174]

1. 1.打扫
    2.干净
    3.打扫干净

    打扫 is a verb whereas 干净 is an adjective.

    Adjectives like 干净 can be modified by a degree adverb such as 很, and can be complements for verbs. Verbs like 打扫 can take objects, and adjectives cannot.

[page 174]

2. 1. [NP 我] [VP 昨天买了一件红色的衣服]。
    2. [NP 树上的小鸟] [VP 在唱歌]。
    3. [NP 我的朋友] [VP 在电影院高兴地看电影]。
    4. [NP 那个小孩儿] [VP 坐在椅子上]。
    5. [NP 同学] [VP 送给我一件礼物]。
    6. [NP 穿红衣服的人] [VP 在打电话]。
    7. [NP 三年级的学生] [VP 做了老师留的功课]。
    8. [NP 去中国的飞机] [VP 已经起飞了]。

3. 1. 我 (head in the NP) 买 (head in the VP)
    2. 小鸟 (head in the NP) 唱歌 (or 唱 if 歌 is analyzed as its object) (head in the VP)
    3. 朋友 (head in the NP) 看 (head in the VP)
    4. 小孩儿 (head in the NP) 坐 (head in the VP)
    5. 同学 (head in the NP) 送 (head in the VP)
    6. 人 (head in the NP) 打 (head in the VP)
    7. 学生 (head in the NP) 做 (head in the VP)
    8. 飞机 (head in the NP) 起飞 (head in the VP)

4. "NP→ Num N" cannot generate a correct noun phrase because a classifier/measure word is needed in between. For instance, "一书" is not correct. "一本书" is. The correct phrase structure rule is "NP → Num + Classifier/Measure word + N".

5. Chinese expresses definiteness through the usage of numeral and demonstratives, as well as syntactic positions.
    1. indefinite
    2. definite
    3. definite
    4. indefinite
    5. definite
    6. definite
    7. definite
    8. indefinite

6. 1. 功课
    2. 同学
    3. 那个人
    4. 人
    5. 菜
    6. 语法

[page 175]
    7. 商店
    8. 猫

7. 1. ditransitive
    2. transitive
    3. transitive
    4. intransitive
    5. transitive
    6. transitive
    7. intransitive
    8. ditransitive
    9. intransitive
    10. intransitive
    11. intransitive
    12. transitive

8. The verbs are used wrongly in terms of their transitivity.
    1. 同意 "to agree" is transitive in Chinese, not intransitive. 我同意你的意见。
    2. 上升 "to rise" is intransitive in Chinese, not transitive. 他升高了教室的温度。
    3. 旅行 "to travel" is intransitive in Chinese, not transitive. 我在北京旅行。
    4. 考试 "to test" is a verb-object compound that is intransitive in Chinese, not transitive. 考 "to test", on the other hand, is transitive. 我们明天考中文。

9. Group activity. Answers vary.

[page 176]

10. 1. A. I am not overweight.
    B. I didn't gain weight.
    2. A. I am not going.
    B. I didn't go.
    3. A. I don't eat dinner.
    B. I didn't eat tonight.

The contrast in meaning in each pair is because 不 and 没(有) differ in their functions of negation. 不 provides a neutral negation. 没(有) denies the completion of the event denoted by the verb phrase.

11. 1. 不
    2. 不
    3. 不
    4. 没(有), 没(有)
    5. 不
    6. 不
    7. 没(有)
    8. 不, 别

12. 1. A. I am hanging some clothes up. (It states the action.)
    B. There are some clothes hanging in the wardrobe. (It states the existence.)
    2. A. I am writing characters. (It states the action.)
    B. There are some characters written on the paper. (It states the existence.)

[page 177]

13. 1. 恐怕你不能在学校的图书馆吃东西。
    2. 他看得很高兴。
    3. 学生问了老师两个很难的问题。
    4. 我跟朋友坐在沙发上。
    5. 我没有看见喜欢运动的那个学生。 Or 我没有看见那个喜欢运动的学生。
    6. 他们在图书馆安静地看书。Or 他们安静地在图书馆看书。

14. 1. No
    2. No
    3. 了
    4. No
    5. No

6. No
7. 了
8. No
9. No
10. 了
11. No
12. No
13. 了
14. No, No
15. No
16. 了

[page 178]
15. Group activity. Answers vary.

16. 1. 在 X
    2. 在 X
    3. X 着
    4. X 着
    5. 在 X; 在 X
    6. X 着
    7. 在 X
    8. 在 X

CHAPTER 6

[page 213]
1. 1. declarative; complex; subordinated clause: 他不喜欢吃鱼
    2. imperative; compound; two conjoined clauses: 你不想去，别去了
    3. declarative; compound; two conjoined clauses: （他）吃饭，看电视
    4. declarative; complex; subordinated clause: 你不让他去
    5. declarative; simple
    6. imperative; simple
    7. interrogative; simple
    8. declarative; compound; two conjoined clauses: （他）到教室，开始看书

2. Group activity. Answers vary.

3. 1. 去教室看书
    2. 接朋友去机场 to pick up a friend to go to the airport

去机场接朋友 to go to the airport to pick up a friend

3. 用筷子吃饭 to eat meals using chopsticks

4. 去上海坐飞机 to go to Shanghai in order to take an airplane

坐飞机去上海 to fly to Shanghai

5. 开车去上学 to drive to attend school

6. 生病住院 to become ill and be hospitalized

7. 躺在床上休息 to lie in bed to rest

8. 下楼跑步 to go downstairs to jog

跑步下楼 to run downstairs

4. See 3 above.

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5. 1. No. 问 "to ask" is a ditransitive verb taking both a direct object and an indirect object.
2. Yes. 请 "to ask, to invite" is a causative verb, and the sentence is a causative construction.
3. No. 希望 "to hope" takes a sentential embedded clause as its object.
4. No. 学中文 "studying Chinese" is the object for 喜欢 "to enjoy".
5. Yes. 坐飞机 "to take an airplane" and 去纽约 "to go to New York" are two consecutive actions.

6. #2 The object of the first verb 老师 "the teacher" is the agent of the second verb 帮忙 "to help".
#5 signals consecutive actions.

7. 1. Yes. 我学中文学得很好。
2. Yes. 我游泳游了三个小时。
3. No.
4. Yes. 他一个星期打球打三次。
5. Yes. 我看书看得忘了时间。
6. No.
7. Yes. 我追他追得喘不过气来。

8. 1. X, X, 了
2. X, X, 了
3. X, X, 了
4. X, X, 了
5. X, X, 了

9. As shown in 8, only the second verb in the verb copying structure can take an aspect marker such as 了. This suggests that the second verb is the main verb of the sentence.

10. 1. 把书拿出来
    2. 把礼物寄给朋友
    3. 把花搬进房间里来
    4. 把朋友送到学校去
    5. 把椅子搬到楼下来
    6. 把晚饭放在桌子上
    7. 把衣服扔到床下去

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11. 1. Not acceptable. 看 "to read" is bare. One way to correct it is: 我把书看了两页。"I read two pages of the book."
    2. Not acceptable. 在饭馆里 "at the restaurant" does not denote the result of the action 吃 "to eat". Instead, it is the location of the action. Therefore, one way to correct it is not to use the 把 structure: 我在饭馆里吃饺子。"I eat dumplings in the restaurant."
    3. Acceptable.
    4. Not acceptable. The main verb is missing. One way to correct it is: 请把字写大一点儿。"Please write the characters a little larger."
    5. Not acceptable. 喝 "to drink" is bare. One way to correct it is: 我想把咖啡喝完。"I would like to finish the coffee."
    6. Not acceptable. 认识 "to know" does not cause an effect on 他 "him". One way to correct the sentence is not to use the 把 structure: 我认识了他。"I got to know him."
    7. Not acceptable. 知道 "to know" does not cause an effect on 这件事. One way to correct the sentence is not use the 把 structure: 我知道了这件事。"I found out about this thing."

12. Discussion. Answers vary.

13. They don't entail the same meaning. The passive structures in #2, #4, and #6 entail undesirable situations and they are associated with adversity. Scenarios: answers vary.
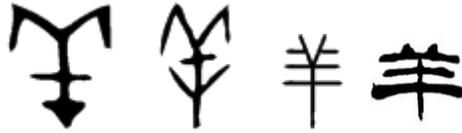

CHAPTER 7

[page 233]

1. 1. scripts for 鱼（魚）"fish":

scripts for 鸟 (鳥) "bird":

scripts for 羊 "sheep or goat":

2. ancient scripts:

clerical script:

2. 木: pictographic
   末: indicative
   口: pictographic
   甘: indicative
   网: pictographic
   男: compound indicative
   远: semantic-phonetic compound
   弓: pictographic
   囚: compound indicative

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   记: semantic-phonetic compound
   坐: compound indicative
   组: semantic-phonetic compound
   目: pictographic
   看: compound indicative

3. 1. simple characters: 中，小，非，斤
   compound characters: 饭，国，姐，明，李，思
   2. Answers may vary. Some examples are 种，钟，忠；少，尘；菲，诽，匪；听，所，近
   3. 饭: left-right; 国: surrounding; 姐: left-right; 明: left-right; 李: top-bottom; 思: top-bottom

4. Please consult the rules for stroke order in Table 7.4 on page 224.

4. 洪烘拱供
    理鲤
    旺汪枉
    棋期
    棺管馆
    姓笙胜性

5. Answers vary.

6. Answers vary.

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7. 尖 is composed of 小 on the top and 大 on the bottom.
    全, adding two dots, becomes 金.
    晶 is composed of three 日.
    明 is composed of one 日 and one 月.
    主, when the dot on the top is moved to the bottom right, becomes 玉.
    江, when the water radical on the left is removed, becomes 工.

8. 吗，妈，冯，骂，驰，驶
    饭，饱，饺，馆，饿，饥
    计，记，词，语，谁，说

9. Discussion. Answers vary.

10. Discussion. Answers vary.

CHAPTER 8

[page 261]

1. 1. T
    2. F
    3. F
    4. F
    5. F
    6. F
    7. F

        8. F

        9. T

        10. T

        11. T

        12. T

2. 1. using language, expressing gratitude, making requests, making apologies

    2. 对不起 (other answers: 不好意思，抱歉)

    3. gratitude

    4. socio-economic status, gender, age

    5. covert

    6. 父母，夫妻

    7. semantic translation, 超市 (the example can vary), phonetic transliteration, 沙发 (the example can vary)

3. Answers may vary. An example is like the following:

    <u>我忘了带书</u>，可以<u>麻烦</u>你借给我看<u>一下</u>你的吗？<u>我很快就还给你</u>。

    external   internal   internal   external

    When the social distance becomes smaller (such as between good friends), a more direct strategy will be adopted. For instance,

    借给我看一下你的书。

4. Discussion. Answers vary.

5. 1. Chinese, onomatopoeia; numbers (and near homophonization)

    2. English, transliteration

    3. English, translation

    4. Chinese, near homophonization

    5. Chinese, blending

    6. Chinese, near homophonization

    7. Chinese, semantic shift or extension of an existing word

    8. Chinese, *Pinyin* initials

    9. Chinese, numbers (and near homophonization)

    10. English, English letter initials

    11. Chinese, semantic shift or extension of an existing word

    12. Chinese, semantic shift or extension of an existing word

6. See 5 above.

7. 1. phonetic transliteration

2. semantic translation
3. semantic translation
4. phonetic transliteration
5. phonetic transliteration and semantic translation
6. semantic translation
7. phonetic transliteration and semantic translation
8. semantic translation

[page 264]
9. phonetic transliteration
10. phonetic transliteration
11. phonetic transliteration and semantic translation
12. phonetic transliteration

8. Research question

9. Research question

10. Group activity. Answers may vary.