

Preface

Paint Feet on a Snake is intended for students of Mandarin with a command of about 850 characters and 1000-1200 vocabulary items: Chinese Studies majors, China-focused students in other fields, heritage learners, and professionals. It will help improve vocabulary and grammar competence, and foster reading strategies and writing and translation skills, for use in academic and professional settings. Our attention to reading and writing is motivated by the considerable differences between spoken and written registers in Mandarin, but the material is presented in more dynamic fashion than is the case in traditional grammar-and-translation approaches.

We have drawn on scholarship on teaching Chinese as a foreign language (TCFL), and on grammar outlines and other benchmarks; and on a systematic survey of internationally available TCFL material conducted at Leiden University since 2000. *Paint Feet on a Snake* can be used in reading and translation courses that build on Yao Tao-Chung et al's widely used *Integrated Chinese: Level 1, part 1-2* or comparable material (1997 and later editions). It leads up to the level required for Irene Liu & Li Xiaoqi's *A New Text for a Modern China* or comparable material (1998 and later). By using English as our interface language, and offering both full-form (繁體) and simplified (简体) character editions, we hope to reach a broad, international audience. The material has been tested and optimized through several years of piloting in the Chinese Studies program at Leiden University, incorporating feedback from students and teachers.

Paint Feet on a Snake contains twelve lessons, each named after an idiomatic proverb (成語). As reflected in several textbooks from the preceding decades (Wang Yu-chuan 1967, NICT 1977, Lin 1982, BLCU 1989, Zhu Jian 1998, Ma Sheng Jing-heng 2002), proverbs and popular tales are inspiring points of entry for language learning. Proverbs occur frequently in written and spoken discourse, convey cultural information, and are suitable for multi-purpose language acquisition. The popular stories associated with each proverb will acquaint learners with important aspects of Chinese culture in the original language.

Vocabulary, syntactic structures, and sentence patterns are introduced with systematic reference to TCFL grammar outlines, especially NOCFL 2001. The exercises foster skills in writing, collocation, reading comprehension, and translation, with due regard for the need to consolidate knowledge acquired to date. More information is found in the user's guide.

In light of growing interest in learning Chinese worldwide, it is ever more important that new material be developed to ensure that TCFL continues to cater for levels of language acquisition that go beyond the China hype. There is a crucial role for university educators here, especially at the intermediate level. This prompted us to start the project that has now come to fruition.

We are grateful to the many individuals and institutions that have contributed to the making of this book. Over the years, we've been the happy recipients of feedback from students and teachers at Leiden University who worked with earlier, pilot editions. Anne Sytske Keijser, Jeroen Wiedenhof, Rint Sybesma, and Henning Klöter kindly shared their ideas on issues ranging from overall aims and composition to terminology and sentence-level words and phrasings. Lloyd Haft, Mathilda Banfield, and Anna Yeadell helped check the English-language parts of the material. We benefited a great deal from the many valuable comments made by the two scholars who peer-reviewed the manuscript. The illustrations for each of the proverbs, the first of which also features on the front cover, are by Chen Ting-yun, and the book's cover design and lay-out are by Pao Choi. Generous financial support was provided by the Foundation for the Study of China at Leiden University, the LUF Rombouts Fund for Chinese Studies, and the Leiden University Chinese Studies Program.

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User's guide

Each lesson has the following components:

Warm-up

This will strengthen students' ability to link their character knowledge with new words and expressions. In class, teachers can help students reflect on guessing strategies, while reviewing previously studied characters.

Proverb and main text

Literal translations, extended meanings, and example sentences are provided for each proverb, to indicate the context in which it is used. The main text presents the popular story behind the proverb. To familiarize students with stylistic conventions of written Mandarin, the texts gradually grow longer, and move from a colloquial to a more formal style. Words listed to the right of the main text present background information. They need not be memorized, and are not included in the vocabulary list that follows the text.

Vocabulary

In addition to transcription, word class, and translation, each word or expression comes with one or more example sentences.

Transcription is in Hanyu pinyin, without tone sandhi, and including 'mld'= mainland-Chinese and 'Tw'= Taiwanese variants.

This component organically includes a fill-in-the-blanks exercise, with the blanks occurring in both languages, to be done as homework and/or reviewed in class. In translating example sentences, here and elsewhere, we have tried to avoid overly literal renditions where there is no direct equivalence in terms of idiom, phrasing, punctuation, and so on. We encourage teachers to help their students to negotiate this issue – and to enjoy it.

Grammar

This component offers explanations of grammar points that are systematically positioned in the main text. In addition to syntactic function and notes on usage, bilingual example sentences are provided.

Writing

These exercises are suitable for in-class oral Q & A, followed by after-class writing practice.

Collocation

Depending on course structure and learning objectives, collocation exercises can be used in various ways, e.g. distinguishing homonyms and (near-)synonyms, familiarization with measure words, sentence completion, and association with other vocabulary items.

Reading

Reading comprehension exercises are offered at the sentence level (close reading) and the discourse level (extensive reading). In class, for extensive reading, students should engage with the questions that precede the narrative before reading the story itself, in a guided discussion that also involves guessing what the story is about. Next, they speed-read the story a first time, bearing in mind the questions they have discussed. At this point, they do not write out the answers, but only mark places in the text where the answers can be found. This will help the teacher assess their actual reading speed. A second read-through can involve answering the questions and discussing the answers, and will equip the students to guess the meaning of the words and expressions listed after the story.

Translation

Each lesson ends with an English-Chinese translation exercise, with key vocabulary provided, but without assuming that there are single correct translations for any or all of the passages in question. Teachers and students are encouraged to explore multiple translations where possible, and to explicitly compare them. This exercise may be put to many uses, including discussion of the notion of translation in various contexts: aims, strategies, evaluations, etc.

Originals

These are the Classical Chinese source texts associated with each of the proverbs. Students and teachers can engage with these as they see fit, depending on the local curriculum and individual interest.

Appendices

The book concludes with a Chinese-English vocabulary index and a grammar index. In this edition, the vocabulary index includes conversion to simplified characters. In the simplified character edition, it includes conversion to full-form characters.

Abbreviations of grammatical terms

ADJ	adjective
ADV	adverb
ATTR	attributive
AUX	auxiliary verb
CONJ	conjunction
DET	determiner
M	measure word
N	noun
NEG	negation
NUM	numeral
O	object
PH	phrase
PN	proper noun
PREP	preposition
PRO	pronoun
QW	question word
SUF	suffix
V	verb
VC	verb-complement
VO	verb-object
VP	verb phrase



畫蛇添足

Paint feet on a snake

1

1

畫蛇添足 | Paint feet on a snake

課前準備：根據漢字猜測詞意 | Warm-up: decoding new words

Below are five new vocabulary items that appear in this lesson's text. Using your knowledge of the individual characters, match each item with the right translation. Do not use a dictionary. Check your answers against the vocabulary list.

	生詞 new words	拼音 transcription	翻譯 translation
()	同時	tóngshí	1 cannot think of anything to say, have nothing to say, be at a loss for words
()	客人	kèren, kèrén	2 laugh heartily, burst into hearty laughter
()	無話可說	wú huà kě shuō	3 force a smile, laugh bitterly
()	哈哈大笑	hāhā dà xiào	4 visitor, guest
()	苦笑	kǔxiào	5 at the same time, concurrently, meanwhile

本課成語 | Proverb

畫蛇添足 huà shé tiān zú

畫 V draw, paint | 蛇 N snake | 添 V add | 足 N foot

Translation: paint feet on a snake

Literally: add feet to the painting of a snake

Meaning: gild the lily

老師剛才要我們寫一個「幾」字。小李本來已經寫對了。可是他寫完以後，又在「幾」字的左邊加了一個「木」字，成了「機」字。真是畫蛇添足啊！

Just now the teacher asked us to write the character *jǐ*. Little Li originally wrote it correctly, but after he finished, he added a *mù* component to the left, turning it into *jī*. Now, that's really painting feet on a snake.

戰國時代¹，楚國²有個人請幾位客人喝一壺酒。這些客人看了看這壺酒，想：「壺裏的酒這麼少，怎麼夠我們大家喝呢？」其中有一個人，叫李大，他這個人有點兒自大，但是很聰明。他馬上就想到了一個主意。他對其他人說：「我們來比賽吧。只要贏了就能得到這壺酒，怎麼樣？」有人說：「你的主意好是好，不過我們該比什麼呢？」李大說：「就比畫蛇吧。誰先畫完，誰就可以把酒喝掉。」其他的人商量了一下，覺得這個辦法大概還不錯，就同意了他的辦法，決定這麼做。

於是他們每個人各自選好一塊地方，同時開始畫蛇。李大畫得又快又好，一下子就把蛇畫好了。他看看其他人，有的還在畫蛇頭，有的還在畫蛇身，沒有人比他畫得快。他哈哈大笑，拿起酒說：「現在這壺酒是我的了！」他心裏非常得意，一隻手拿着酒壺，又給蛇畫上了四隻腳。這時候，另外一個人也畫完了，看到李大的畫，馬上把他手裏的酒壺搶過去，然後一口就把壺裏的酒全都喝光了。李大很不高興，對那個人說：「大家不是明明商量好，誰先畫好誰就能喝酒嗎？你這個人怎麼不守信用呢？」那個人笑著說：「本來的確是你先畫好的，但是你看看，現在你的畫根本不像一條蛇了，蛇怎麼可能長出腳來呢？」

李大看了看自己畫的蛇，不得不承認是自己太不小心了。儘管心裏後悔，一時也無話可說，只好苦笑。

現在，要是一個人已經把一件事情做好，但是後來又多做了其他本來沒有必要做的事，使一件可能成功的事情失敗。這個時候，我們就可以說他「畫蛇添足」。

1 戰國時代

Zhànguó shídài | PN
Warring States Era
(403-221 BCE)

時代

shídài | N
era

2 楚國

Chǔguó | PN
the State of Chǔ

生詞 | Vocabulary

1. 客人 N kèrén visitor, guest

爸爸五十歲生日那一天，請了不少客人到家裡來慶祝。

My father invited quite a few guests to celebrate at our house on the day he turned fifty.

2. 壺 M hú pot

在中國飯館吃飯，服務員會先上一壺茶。

When you eat in a Chinese restaurant, the waiters will first bring you a pot of tea.

這個茶壺真特別，你是在哪兒買的？

_____ . Where did you buy it?

3. 其中 N qízhōng among them; one of them

Note: always refers back to a noun that has just been mentioned.

我們班一共有三十多個人。其中三個是日本人。

In all, there are over thirty people in our class. Three of them are Japanese.

我的法文老師有很多書，_____ 是法文書，一半是中文書。

My grammar teacher has a lot of books. Half of them are in French, the other half are in Chinese.

這本書我已經看過，不過其中幾個地方我還不懂。

I've already read this book, but there are a few parts I still don't understand.

4. 自大 ADJ zìdà full of oneself, arrogant

那個男孩子又帥又聰明，不過他_____。

That boy is both handsome and clever, but not arrogant at all.

5. 主意 N zhǔyi idea

白先生常想出一些很有意思的主意。

Mr. Bái often thinks up very interesting ideas.

6. 喝掉 VC hē diào drink up, finish

see Grammar

7. 商量 V *shāngliáng* consult; discuss

這件事很重要，你應該先跟我商量一下。

This matter is very important. You should have consulted me first.

我準備參加網球比賽，可是不知道應該_____。

I am planning to join a tennis competition, but I don't know who to discuss this with.

8. 大概 ADV *dàgài* probably, most likely; approximately

小金今天沒來上課，他大概生病了吧？

Little Jin did not turn up to class today. He's probably ill, right?

教室裏大概有八十個人，有的坐著，有的站著。

There were about eighty people in the lecture room. Some were sitting, some were standing.

9. 同意 V *tóngyi* agree

媽媽同意暑假的時候讓我一個人去中國旅行。

My mother has agreed to allow us to go traveling in China in the summer vacation.

你的辦法好是好，但我不同意。

Your way of doing things may be OK, but I don't agree.

10. 決定 V / N *juéding* decide; decision

我們決定明年夏天回台灣探親。

We've decided to visit our relatives in the summer next year.

大家都同意爸爸_____。

Everyone agrees with the decision father just made.

11. 於是 CONJ *yúshì* then, thereupon, hence, consequently

see Grammar

12. 各自 ADV *gèzì* each, by oneself

我跟我的女朋友一起聽完音樂會以後，就各自回家了。

After my girlfriend and I had listened to the concert together, _____.

下午小李和我在圖書館各自準備考試，然後一起去吃晚飯。
 In the afternoon little Lǐ and I both prepared for the test by ourselves.
 Later, we went to eat dinner together.

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|-----|---|---|------|----------------|
| 13. | 選 | V | xuǎn | choose, select |
|-----|---|---|------|----------------|

這兩門課都在星期一上午，你只能選一門。
 These two classes are both on Monday morning, so I can only pick one.

這些點心好像都很好吃，我不知道該選哪一種。
 These snacks all look very nice. _____

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|-----|---|---|------|--------------------|
| 14. | 塊 | M | kuài | piece, lump, chunk |
|-----|---|---|------|--------------------|

那塊地是王先生的。
 That piece of land belongs to Mr. Wáng.

你昨天買的那塊豆腐已經過期了。最好別吃。
 That piece of tofu you bought yesterday is past its expiration date. You'd better not eat it.

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|-----|----|-----|---------|---|
| 15. | 同時 | ADV | tóngshí | at the same time, concurrently, meanwhile |
|-----|----|-----|---------|---|

你們倆別_____！我一個字也聽不清楚。
 Stop talking at the same time, you two! I can't understand a word of what you're saying.

你昨天看到的那個人是我的好朋友，同時也是我的老師。
 The person you saw yesterday is a good friend of mine. At the same time, she is also my teacher.

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|-----|-----|-----|---------|----------------------------|
| 16. | 一下子 | ADV | yīxiàzi | a short while; all at once |
|-----|-----|-----|---------|----------------------------|

哥哥吃飯吃得很快，一下子就把碗裏的飯吃光了。
 My brother eats very quickly. He ate all the rice in the bowl in an instant.

他們倆剛認識，一下子就成了好朋友。
 Those two have just met, but they have instantly become good friends.

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|-----|------|---|---------------|--|
| 17. | 哈哈大笑 | V | hā hā dà xiào | laugh heartily, burst into hearty laughter |
|-----|------|---|---------------|--|

表弟說的笑話真有意思！大家聽了都哈哈大笑。
 The joke my cousin told was so funny! Everyone burst out laughing after they heard it.

18.	得意	ADJ	déyì	proud of oneself, pleased with oneself
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這次考試小錢考得最好，他心裏很得意。

Little Qián had the best results for this test, so he felt very pleased with himself.

19.	隻	M	zhī	measure word for small animals (鳥 niǎo 'bird', 羊 yáng 'goat'), and things that are one of a pair (手 shǒu 'hand', 腳 jiǎo 'foot')
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表妹養了兩隻狗。一隻是白的，一隻是黑的。

My cousin has two dogs. One is white and one is black.

老李一隻手拿著杯子，另一隻手拿著酒瓶。

Old Lǐ was holding a glass in one hand, and a wine bottle in the other.

20.	搶	V	qiǎng	snatch, grab; rob, loot; vie for
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那個小男孩老是喜歡把別人正在看的書搶走。

That child likes to snatch books from people right when they're reading.

我聽說昨天那家銀行被搶了三百萬，有沒有人受傷？

I heard that bank _____ . Was anyone wounded?

21.	口	M	kǒu	mouthful, bite
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你點的糖醋魚看起來好吃得很，讓我吃一口好不好？

The sweet and sour fish that you ordered looks delicious. Will you let me have a bite?

弟弟吃飯的時候，喜歡先喝一口湯，再吃一口米飯。

When my little brother is eating, he'll first have a mouthful of soup and then a bite of rice.

22.	全	ADV	quán	all, entirely
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這些漢字我全都不懂。

I don't understand any of these Chinese characters.

他寫的小說我_____，我很喜歡。

I've read all the novels he has written. I really like them.

23.	喝光	VC	hē guāng	drink up, finish
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see Grammar

24.	明明	ADV	<i>míngmíng</i>	obviously, plainly
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see Grammar

25.	守信用	VO	<i>shǒu xìnyòng</i>	keep one's word, be trustworthy
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黃先生明明說今天早上要來幫我搬東西，可是沒來。真不守信用。
Mr. Huáng clearly said he would come and help me move my things this morning, but he didn't come. He really doesn't keep his word.

26.	本來	ADV	<i>běnlái</i>	originally, at first
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本來小李對足球一點兒興趣也沒有。看了世界杯足球賽以後，
他現在一有球賽，就連飯也不吃了。

Originally, little Lǐ had no interest in football at all. But ever since watching the World Cup, he won't even eat dinner when there is a match.

王老師本來住在英國，去年搬到日本來。

Teacher Wáng _____, and came to live in Japan last year.

27.	的確	ADV	<i>díquè</i>	indeed, really, certainly
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多學幾種語言的確非常有用，可以認識不同的文化。

Learning some other languages is certainly very useful. You can get to know different cultures.

28.	根本	ADV	<i>gēnběn</i>	utterly, completely, entirely (<i>often used before negations, meaning 'not at all'</i>)
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這一課的生詞太多了，我根本記不得啊！

There are too many new words in this lesson. _____!

29.	不得不	ADV	<i>bù dé bù</i>	cannot but, can't help but, simply have to
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see Grammar

30.	承認	V	<i>chéngrèn</i>	admit, recognize
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我承認這次考試我沒有好好兒準備，所以考得不夠好。

I admit that I didn't prepare very well for this test, so I didn't do well at all.

沒有人願意承認這件事是自己的錯。

Nobody is willing to admit that this matter is their fault.

31. 小心 ADJ / PH *xiǎoxīn* careful; 'Watch out!'

老王做事_____，讓人擔心。
Old Wáng is very careless. This makes people worry.

圖書館員把書小心地放回書架上。
The librarian carefully put the books on the shelves.

小心！前面有位老先生正在過馬路，別開得太快。
Watch out! There's an old man crossing the road up ahead. Don't drive too fast.

32. 儘管 CONJ *jǐnguǎn* even though; despite

see Grammar

33. 後悔 V *hòuhuǐ* regret

爸爸告訴我他很後悔以前沒把法文學好。
My dad told me he regrets that he never learnt French.

你已經做錯了事，現在才後悔有什麼用？
So you've done something wrong. What's the use of regretting it now?

34. 一時 ADV *yīshí* temporarily, momentarily, for a short while

這個人我很久沒見了，他的名字一時想不起來。
I hadn't seen this person for a long time, and _____.

表哥昨天打網球的時候一時不小心，受了傷。
My cousin wasn't careful for a moment when he was playing tennis yesterday, and hurt himself.

那個漢字我一時忘了怎麼寫，你能告訴我嗎？
Right now, I can't recall how to write that Chinese character. Can you tell me?

35. 無話可說 PH *wú huà kě shuō* cannot think of anything to say, have nothing to say, be at a loss for words

小高忘了把書還給圖書館，儘管得罰錢也無話可說。
Little Gāo forgot to bring the book back to the library. So even if he has to pay a fine there's nothing he can say.

36. 只好 ADV *zhǐhǎo* can only, have no alternative but

我昨天到了教室才想到忘了帶書，只好跑回宿舍拿。

Yesterday I didn't think of bringing my books until I got to the classroom. So I had no choice but to run back to the dorm and get them.

37. 苦笑 V *kǔxiào* force a smile, laugh bitterly

我問爸爸為什麼最近老是很晚才回家。他苦笑著說：「沒辦法，工作太多了！」

I asked my dad why he's been getting back so late recently. He forced a smile and said: 'That's just how it is. Too much work!'

38. 件 M *jiàn* *measure word for articles and items such as 衣服 yīfu 'clothes', 事情 shìqing 'event, matter'*

我有件事想請你幫忙，不知道你有沒有空？

I want to ask you to help me with something. I wonder if you have a minute?

你看看，這兩件衣服哪一件適合我？

Look, _____?

39. 事情 N *shìqing (mld), shìqing (Tw)* event, matter

你怎麼可能連這麼簡單的事情都做不好？

How can it be that you can't even do such a simple thing right?

40. 後來 ADV *hòulái* then, afterwards, later on

Note: links a sequence of actions in the past.

去年我本來要去法國旅行，後來我媽媽生了病，我就決定不去了。
Originally, I was going to go to France to travel. Then my mother became ill, so I decided not to go.

我姐姐先在美國學了兩年中文，_____。

My older sister first studied Chinese in America for two years. Afterwards she went to Beijing to study for another year.

41.	必要	N	bìyào	need, necessity
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寒假的時候機票不好買，有必要先把票訂好。

Plane tickets are difficult to buy in the winter vacation. It's necessary to order them ahead of time.

42.	使	V	shǐ	make, let
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你得說得大聲一點兒才能使每個人都聽清楚你說的話。

You have to speak up a bit. Only then can everyone hear what you are saying.

43.	成功	V / ADJ	chénggōng	succeed; successful
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你的計劃真棒，一定能成功。

Your plan is very good, and it will surely succeed.

昨天的晚會非常成功，大家都玩得高興極了。

_____ . Everyone had lots of fun.

44.	失敗	V / ADJ	shībài	fail; be defeated
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小金做事從來沒失敗過，所以他越來越自大。

Little Jin has never failed at anything, so he is getting more and more arrogant.

那是一個失敗的計劃，別再談了。

That plan fell through. Don't bring it up again.

1. 只要 X, 就 Y as long as X then Y, if (only) X then Y
| X is a minimal condition. Y is the result.

只要你喜歡那件衣服，我就給你買。
If you like those clothes, I will buy them for you.

只要每天練習，就能把日語學好。
If only you practice every day, you will be able to learn Japanese.

2. VERB + 掉 finish by VERB-ing
| Signals that an action has led to the disappearance of its object. (See note 4.)

小李：我上星期在書店看到一本中文字典，我想去買。

小高：來不及了，我剛才去了書店，已經賣掉了。

Little Lǐ: I saw a Chinese dictionary in the bookshop last week. I want to go and buy it.

Little Gāo: You're too late. I just went to the bookshop, and it's already been sold.

雖然他已經喝掉了一大瓶可樂，但是他還是覺得渴。
Even though he had already finished a big bottle of coke, he still felt thirsty.

3. 於是 then, thereupon; so, hence, consequently

Marks both causality and consecutiveness. Different from 所以, which marks only causality. So: 所以 in 天氣很好, 所以我們到公園去走走 cannot be replaced by 於是. It is not as if first, the weather was nice, and then, we went to the park; rather, the weather was nice, so we went to the park. Conversely, 於是 can usually be replaced with 所以, as in the first example sentence:

我昨天想到學校旁邊的那家餐廳吃飯，可是他們沒開門，於是我就回家了。

Yesterday I wanted to eat at the restaurant next to the school. But it was closed, so I went home.

考完了試，大家想慶祝慶祝，於是我們把昨天買的啤酒都喝光了。
After we finished the exam everyone wanted to celebrate, so we drank all the beers we bought yesterday.

4. VERB + 光

finish by VERB-ing

Signals that an action has led to the disappearance of its object. Compared with VERB + 掉 (note 2), VERB + 光 puts more emphasis on the fact that the object has been physically exhausted or used up.

小李：我上星期在書店看到一些新的中文字典，我想去買。

小高：來不及了，我剛才去了書店，已經都賣光了。

Little Lǐ: I saw some Chinese dictionaries in the bookshop last week. I want to go and buy one.

Little Gāo: You're too late. I just went to the bookshop, and they're already sold out.

我昨天買的汽水弟弟已經喝光了，今天得再去買。

My little brother has finished the soda I bought yesterday. I have to go and buy some more.

5. 又...又

both... and

Links two adjectives, or two verbs, without modifiers such as 很, 真, or a 得 -phrase
So: *又很便宜又很好吃 and *又唱得好又跳得高 are incorrect.

現在的水果又便宜又好吃，你多吃點。

Right now, the fruit is cheap and delicious. You should have lots of it.

上星期我跟朋友去德國玩，在火車上大家又說又笑，非常快樂。

Last week I went to Germany with my friends. On the train everyone was talking and laughing. We were very happy.

那個小孩剛才又唱又跳，可愛極了。

Just now that child was singing and jumping up and down. Very cute.

6. 明明

obviously, plainly

Presents information as self-evident or plain for all to see, even if it seems unlikely or its accuracy has been questioned. Often comes with a contrary statement, explicit or implied.

你明明知道爸爸不喜歡動物，為什麼要把這隻狗帶回家呢？

You obviously know that dad doesn't like animals. Why do you still want to take this dog home?

張老師：你說小王來了，我怎麼沒看到他？

白老師：我剛才明明看見他站在教室外面啊！

Teacher Zhāng: You said that little Wáng showed up. So why didn't I see him?

Teacher Bái: Just now, I clearly saw him standing outside the classroom!

7. 不得不 + VERB

cannot but, can't help but

The double 'no' constitutes an emphatic 'yes'. Points to compelling circumstances or inevitable developments.

他很不喜歡去醫院。但是今天他肚子疼極了，不得不去看醫生。
He really doesn't like going to hospital. But today his stomach hurts a lot, so he cannot but go to the doctor.

因為女朋友要來，所以小王不得不打掃房間。
His girlfriend is coming, so little Wáng simply has to clean his room.

8. 儘管

even though; despite

Occurs in sentence-initial position or after the subject. The clause containing 儘管 is often followed by one containing 可是/但是/不過 'but', 也 'yet', or 還是 'still'.

儘管小李沒有請我去參加他的生日會，我也要去。
Even though little Lǐ didn't invite me to his birthday party, I went anyway.

儘管已經下起雨來了，我還是得出門。
Even though it has started raining, I still have to go out.

他儘管很早就知道這件事了，但是不願意告訴我。
Even though he had known about this thing for a long time, he didn't want to tell me.

Also occurs as an adverb meaning 'by all means'. Translates well as 'feel free to'.

你想吃什麼儘管點。今天我請客。
If you want to eat something, feel free to order. Today it's on me.

要是你想找人商量，儘管給我打電話。別客氣。
If you want to find someone to talk things through, feel free to phone me. Don't hesitate.

你儘管笑吧！雖然我這次的計劃失敗了，下次一定會成功。
Laugh all you want! Even though my plan failed this time, I will succeed next time.

短句寫作練習 | Writing

Answer the questions below. Use the parenthesized words where these are provided.

1. 這是什麼時候的事? (時代)
2. 這壺酒為什麼不夠大家喝?
3. 這些客人怎麼決定誰能喝這壺酒? (畫)
4. 誰畫蛇畫得最快? 他畫得怎麼樣?
5. 李大把蛇畫完以後, 又做了什麼?
6. 為什麼另外一個人把李大的酒壺搶走, 還一口把酒喝光? (根本)
7. 你同意那個人說的話嗎? 為什麼?

詞彙搭配練習 | Collocation

Fill in the blanks with the vocabulary provided. Use each item only once.

1. 清楚 | 的確 | 明明 | 只好
小李: 你昨天_____告訴過我, 你不喜歡喝啤酒。為什麼你把我買的那些啤酒都喝光了?
小王: 我_____不喜歡喝啤酒。但是我剛才太渴了, 找不到別的東西喝。所以_____把你的啤酒喝掉。真不好意思! 我再給你買一些吧。
2. 同意 | 商量 | 承認
要是你先跟我_____一下, 我就可以幫你忙。現在已經來不及了。
3. 必要 | 根本 | 只好
那個男人說他認識我, 可是我_____不認識他啊!

4. 畫蛇添足 | 自大 | 無話可說

他明明做錯了事，還說自己一點兒也不後悔。我對他已經_____了。

5. 各自 | 其中 | 其他

那些字典_____幾本是我的，還有幾本是小王的。

6. 一時 | 各自 | 後悔

弟弟考試以前沒好好準備，現在考得不好，很_____。

7. 一下子 | 本來 | 各自

小王跟我打算下午先_____回家做功課，晚上再一起去聽音樂會。

8. 守信用 | 無話可說 | 畫蛇添足

他做的那些事根本沒有必要，只是_____。

Pick A, B, C, or D to replace the highlighted words.

1. 那本小說妹妹一下子就看完了。

- A. 花了很長時間 B. 一個鐘頭 C. 只花了很短的時間 D. 一天

2. 這些衣服我全都喜歡。

- A. 沒有一件 B. 每一件都 C. 不得不 D. 其中一件

3. 旅行的確是一種認識世界的好方法。

- A. 可能是 B. 真的是 C. 大概是 D. 必須是

4. 那個人的名字我一時想不起來。

- A. 能馬上想起 B. 根本想不起來 C. 沒辦法馬上想起來 D. 大概想不起來

5. 這件事情有必要讓你知道。

- A. 一定 B. 於是 C. 只好 D. 必須

閱讀理解 | Reading

Sentence level: of A, B, and C, which is closest in meaning to the example sentence?

1. 小李：「小張明明不喜歡吃魚，為什麼剛才他把那盤魚吃掉了？」
 - A. 小李以為小張喜歡吃魚。
 - B. 小李覺得小張不喜歡吃魚。
 - C. 小李知道小張喜歡吃魚。

2. 媽媽不得不讓弟弟一個人到中國去旅行。
 - A. 媽媽不願意讓弟弟一個人到中國去旅行。
 - B. 媽媽沒辦法讓弟弟一個人到中國去旅行。
 - C. 媽媽本來不想讓弟弟一個人去中國，可是後來沒辦法不同意。

3. 儘管你不會跳舞，你也應該參加那個舞會。
 - A. 要是你不會跳舞，你就不應該參加那個舞會。
 - B. 只要你會跳舞，你就應該參加那個舞會。
 - C. 雖然你不會跳舞，但是你還是應該參加那個舞會。

4. 那些女孩子其中三個是我的同班同學。
 - A. 那些女孩子都是我的同班同學。
 - B. 只有三個女孩子不是我的同班同學。
 - C. 那些女孩子裏有三個是我的同班同學。

5. 杯子裏的可樂已經被他喝光了。
 - A. 現在杯子裏還有一點可樂。
 - B. 現在杯子裏已經沒有可樂了。
 - C. 現在杯子裏還有不少可樂。

Narrative level:

1. Read the questions first, before moving on to the story.
2. Read the story. Guess the meaning of new words and expressions from context.
3. Go back and answer the questions.
4. Match the words provided after the story with the right translation.
5. Discuss the results.
6. Translate the story.

Questions

1. 這個人養的羊為什麼少了？
2. 他的朋友聽說了這件事以後，有什麼主意？
3. 這個人覺得朋友的主意怎麼樣？你怎麼知道？
4. 後來，他為什麼還是找人來把門修 *xiū* 'repair' 好？
5. 把門修好有沒有用？你怎麼知道？
6. 「亡羊補牢」 *wáng yáng bǔ láo* 的意思是什麼？

Story

在一個小鎮上，有個人養了十多隻羊。他把羊養在他家後邊的院子裏，每天早上都去看看他的羊。有一天，他的羊少了一隻。他找了很久，沒找到他的羊。不過，他看到院子的門上有個洞，他想，一定是前一天晚上有隻狼從這個洞進他的院子來，把羊吃掉了。

他的朋友知道了這件事，就跟他說：「你已經知道門上有個洞，就應該快把門修理好啊！要不然，羊一定會被狼吃光。」他苦笑著說：「現在我的羊已經被狼吃了，把門修理好有什麼用呢？這件事沒有必要吧？」

第二天早上，他的羊又被吃了一隻。他很後悔，才趕快請人來把門修好。後來，他的羊就沒再被狼吃掉過了。

今天中國人常說「亡羊補牢」，意思是：出問題的時候，只要馬上想辦法，就還不晚。

Match each word with the right translation.

()	院子	N	yuànzǐ	1 hole
()	洞	N	dòng	2 repair, mend, fix
()	狼	N	láng	3 courtyard
()	修理	V	xiūlǐ	4 mend the pen after the sheep have been lost
()	亡羊補牢	PH	wáng yáng bǔ láo	5 wolf

翻譯練習 | Translation

Translate the following sentences into Chinese. Use the vocabulary provided.

Translation is not a mechanical, word-to-word literal transfer from one language to another. Where English needs personal pronouns and conjunctions, for instance, Chinese often does not. There are also differences in punctuation. English sentences separated by full stops can often be rendered in Chinese as successive clauses separated by commas. On a general note: especially as you move on to richer and more complicated texts, several different translations may be valid, on the word level, the sentence level, and the discourse level. Discussing various translations of one original will improve your Chinese.

1. 口、VERB + 掉

Mr. Tián: If you can down this big glass of beer all in one go, I will buy you another.
Mr. Wáng: Okay, but you must keep your word. It's a deal!

2. VERB + 光、只好

I've already spent all the money my mom gave me last week. Now I don't even have a single dollar. All I can do is borrow from the student sitting next to me.

3. 又...又、儘管...也

Just now that five-year-old child was singing and dancing. Even though there were a lot of people, he wasn't the slightest bit afraid.

4. 明明、承認

My little sister obviously regrets what she's done, but she still isn't willing to admit she was wrong. [*Literally*: My little sister obviously already regrets...]

5. 一下子、政治

Every official hopes to improve their [own] position in government within a short period of time.

6. 只要…就

As long as you have discussed it with your parents, I will allow you to take part in this tennis competition.

7. 根本、一時

Mr. Jīn wants me to return the book I borrowed from him three years ago right away. But right now I just can't find it.

8. 本來、於是

Those boys were playing football earlier. Just now one of them was injured, and sent to the hospital.

9. 不得不、主意

Although I don't agree with Mr. Lín's idea, I can't help but admit that there is no better way of doing it.

10. 哈哈大笑、得意

That tall girl is really very arrogant. As soon as she had finished the exam, she let out a big laugh and said, very complacently: 'It was too easy!'

者，終亡其酒。之足。」遂飲其酒。為蛇足曰：「蛇固無足，子安能為未成，一人之蛇成，奪其厄曰：「吾能為之足。」乃左手持厄，右手畫蛇，一人蛇先成，引酒且飲之，為蛇，先成者飲酒。」足，一人飲之有餘。請畫地舍人相謂曰：「數人飲之不楚有祠者，賜其舍人厄酒。舍人相謂曰：「數人飲之不

《戰國策·齊策二》



Original