

**CHINESE
BASIC COURSE**

STUDENT TEXTBOOK

**Module 3
Lessons 13-18**

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PREFACE

Abbreviations used in the glossary of this module:

A: Adverb	PT: Pattern
ADJ: Adjective	PW: Place Word
AV: Auxiliary Verb	QW: Question Word
BF: Bound Form	RVE: Resultative Verb Ending
C/CONJ: Conjunction	S/SUB: Subject
CV: Co-Verb	SP: Specifier
EV: Equative Verb	SV: Stative Verb
IE: Idiomatic Expression	Tt: Tàitai
M: Measure	TW: Time Word
MA: Moveable Adverb	Tz: Tóngzhì
N: Noun	V: Verb
NU: Number	VE: Verb Ending
O: Object	VO: Verb Object
P: Particle	Xj: Xiǎojiě
PN: Pronoun	Xs: Xiānsheng
PH: Phrase	

FUNCTIONAL OBJECTIVES

At the end of the module you will be able to use appropriately Chinese to:

1. Ask and answer questions about the condition of something (mechanical and non-mechanical), such as whether it is good or bad, new or broken.

2. Ask and answer questions about school classes (such as: What time or how long is a class? How many classes in a day? Do you like them, OR Are they easy or hard?)

3. Ask or answer questions about time, whether a specific time or a period of time.

4. Ask someone to check or exchange something (mechanical or non-mechanical).

5. Ask someone to do something for you.

6. Discuss TV programs (news or sports) and the times that you like to watch them.

7. Further define when something happens: before, after or during some other event or time.

8. Have someone do something together with you or someone else.

9. In a limited fashion, discuss your life here at DLI.

10. Make statements that show motion and direction relative to the speaker.

11. State conditions for accomplishing or not accomplishing some actions.

12. State specifically whether something has happened for the first time, for the second time, or how many times it has happened or will happen.

13. State that everyone or no one can do something.

14. State that not even a little can be done.

15. State that some action or situation has been concluded.

16. State that some action or situation will soon take place.

17. State that someone can or is willing to help somebody.

18. State that something happened just now or a short while ago.

19. State that something is easy or difficult.

20. State that up to now so much of a job has been done and is continuing to be done.

22. State that you are willing or unwilling to do something.
23. State that you can do or did do something or a number of things within a certain length of time.
24. State that you can greet, entertain, get together with, or represent someone.
25. State that you will do something for someone.
26. State the manner in which something is done.
27. Suggest rather than command that you or someone do something.
28. Tell someone the operating hours for facilities on post.

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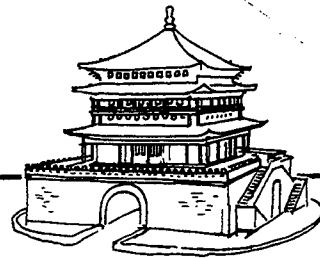
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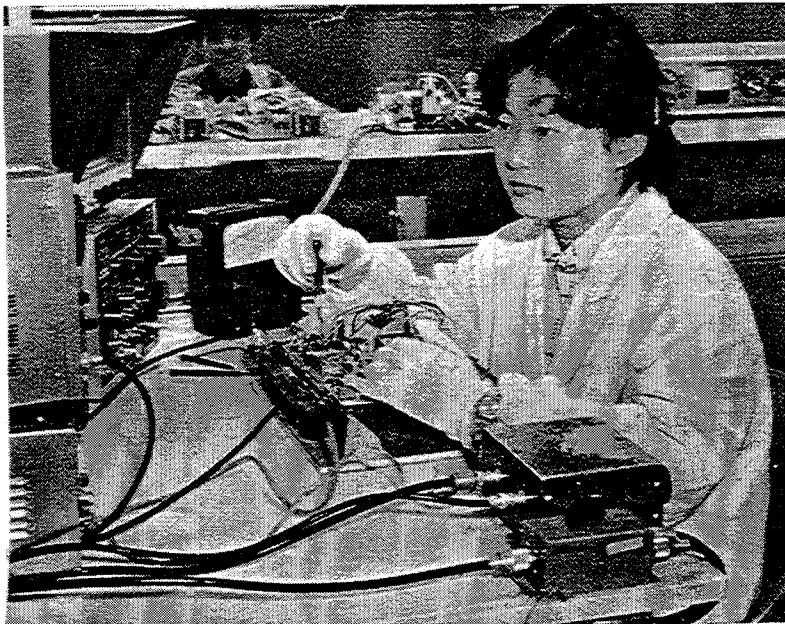
LESSON 13

INTRODUCTION



This lesson deals with:

- Change of status with le.
- The Co-Verbs: gěi, tī, yòng, gēn, and duì.
- Use of ràng, jiào and qǐng in the pivotal construction.
- Introduction to compound verbs. (V + lái or qù)
- Use of the terms of familiarity: lǎo and xiǎo
- Use of the conditional expression yàoshi... (jiù)...
- Use of emphatic question marker nè.
- Comparing kàn yíxià with kànyikàn.
- Reduplicating compound verbs such as jiǎnchá.
- Comparing bié with bù and méi.
- Use of wèishénme.



Tā děi jiǎnchá yíxià.

Upon completion of this lesson you will be able to:

- a. Ask and answer questions about the condition of something (mechanical or non-mechanical), such as whether it is good or bad, new or broken.
- b. Ask someone to check or exchange something (mechanical or non-mechanical).
- c. State that you will do something for someone.
- d. Ask someone to do something for you.
- e. Have someone do something together with you or someone else.
- f. State that you are willing or unwilling to do something.
- g. State conditions for accomplishing or not accomplishing some actions.

GLOSSARY



1. bànfǎ	办法	N: method, way, means
2. bié	别	AV: don't
Bié shuōhuà!		(Don't talk!)
3. -bù	一部	M: (for machines, instruments, automobiles, etc.)
Zhèibù shōuyīnjī bùhǎo.		(This receiver is no good.)
4. diǎnr	点儿	NU: a little bit
a. yīdiǎnr	一点儿	NU: a little bit
5. diàn	电	N: electricity
a. diànr chí	电池	N: battery
b. diàndēng	电灯	N: electric light (M: <u>zhǎn</u> 盏)
c. diànxiàn	电线	N: electric wire
6. duì	对	CV: to, towards
Tā duì wǒmen hěn hǎo.		(He is very good to us.)
Tā duì wǒ shuō "Fāng Xiān-sheng hěn yǒuqián."		(He said to me, "Mr. Fang is very rich.")
7. huài	坏	SV: to be out of order, broken, broken, to be spoiled, to be bad (opposite of <u>hǎo</u>)
8. huàn	换	V: to change, to exchange
Zhèizhǎn diàndēng huàile, qǐng nín huàn yīzhǎn.		(This electric lamp is broken; please exchange it.)
9. huílái	回来	V: to return (toward the speaker)
Nǐ shénme shíhòu huílái?		(What time will you come back?)
a. huíjiā	回家	VO: to return home
Wǒ xiàgèyuè huíjiā.		(I'll return home next month.)
b. huíqu	回去	V: to return (away from the speaker)

10. jiǎnchá 检查 V: to inspect, to check up
 Fēijīchǎng yǒu shíge rén
 jiǎnchá fēijī. (There are ten persons at
 the airport to inspect the
 airplane.)
11. kěnéng 可能 SV: to be possible
 Tā yǒu sānbù qìchē, hěn
 kěnéng. (It's very possible that he
 has three automobiles.)
- a. bùkěnéng 不可能 SV: to be impossible
 Nǐ yǒu sānshíbù qìchē,
 bùkěnéng. (It's impossible that you
 have thirty automobiles.)
12. kěn 肯 AV: to be willing to
 Nǐ kěn bùkěn gěi wǒ wǔwàn-
 kuài qián? (Are you willing to give me
 \$50,000?)
13. lǎo 老 SV/IE: to be old (used to address
 another person)
 Tā fùqin bùlǎo. (His father is not old.)
 Lǎo Wáng, Lǎo Lǐ (Old Wáng, Old Lǐ, a casual
 usage between close friends.)
 Lǎo Dà, Lǎo Èr (The number one child, the
 number two child, etc.)
 Zhào Lǎo, Zhāng Lǎo (Senior Zhào, Senior Zhāng,
 to show due respect to their
 age, social standing, etc.)
14. méishénme 没什么 IE: It's nothing.
15. qǐng 请 V: to ask (someone to do some-
 thing)
 Wǒ qǐng tā kànkàn zhèige
 ǎ ànchí. (I'll ask him to take a look
 at the battery.)
16. ràng 让 V: to let (someone do some-
 thing)
 Bié ràng tā kàn wǒde shū. (Don't let him read my book.)
17. shīfu 师父 N: master of a trade
18. shōuyīnjī 收音机 N: radio (M: -bù 部, -jià 架)
19. tì 替 CV: for (in one's place), on
 behalf of
 Wǒ tì nǐ mǎi yíge diànchí. (I'll buy a battery for you.)

20. tiānxiàn 天线 N: antenna
21. tóngshì 同事 N: co-worker, colleague
22. wèn 问 V: to ask (a question)
23. wèntí 问题 N: question, problem
- a. yǒu wèntí 有问题 IE/SV: There's a problem./to have a problem
- b. méi wèntí 没问题 IE/SV: No problem. No trouble./to have no problem
24. xíng 行 SV: to be O.K., to be fine
25. yàoshi ... jiù 要是...就 PT: if ... then
- Yàoshi nǐ qù, wǒ jiù qù. (If you go, then I'll go.)
- a. yàoshi 要是 MA: if
26. yíqì 仪器 N: instrument/device (science, engineering, etc. not musical) (M: -bù 部 OR -jiàn 件)
- Zhèijiàn yíqì hěn guǐ. (This instrument is very expensive.)
27. yíxià 一下 NU-M: for a while, once, one time
- Qǐng nǐn kàn yíxià. (Please take a look.)
28. zāogāo 糟糕 IE: What a mess! Too bad!
- Zāogāo! wǒde qián méiyǒule. (What a mess! My money is gone.)
29. zhànqǐlai 站起来 V: to stand up
- a. zhàn 站 V: to stand
- Tāmen dōu zhànqǐlaile, wǒmen yě yǐngdāng zhànqǐlai.
30. zuòxia 坐下 V: to sit down
- a. zuò 坐 V: to sit

OLD WORDS WITH NEW USAGE

31. gěi 给
 Wǒ gěi nǐ kàn yíxià.
 CV: for, to (for the benefit of)
 (Let me take a look for you.)
32. gēn 跟
 Wǒ gēn tā shuōshuō.
 CV: to, with
 (I'll talk it over with him.)
33. huì 会
 Tāmen huì gěi tā yíge hǎode.
 AV: would, may, will (indicating probability)
 (They may give him a good one.)
34. jiào 叫
 V: to ask (someone to do something) or let (someone do something)
35. Jiù zhème bàn. 就这么办 IE: Do it this way.
 a. Jiù nème bàn. 就那么办 IE: Do it that way.
36. -le 了
 Tā máng le.
 Tā shì Lǐ Tàitai le.
 Wǒ búyàole.
 P: (marker of change of status usually signified by "now" in English translation; "no longer" or "not any more" in negative sentences.)
 (He is busy now.)
 (She is Mrs. Lǐ now.)
 (I don't want [it] any more.)
37. Xiǎo (plus a surname) 小 N: (a casual term used to address an acquaintance who is of the same generation but younger or smaller than most persons)
38. yòng 用
 Tā yòng kuàizi chīfàn.
 Tā yòng Zhōngguó huà shuō.
 CV: with, using
 (He eats with chopsticks.)
 (He speaks in Chinese.)
39. zhèijitiān 这几天 TW: these several days
 a. nèijitiān 那几天 TW: those several days

COMMUNICATIVE EXCHANGES



Zhào Shifu Gěi Xiǎo Lǐ Jiǎnchá Shōuyīnjī
(Master Worker Zhào Examines a Radio for Xiǎo Lǐ)

Xiǎo Lǐ's radio is out of order. He asks his friend Lǎo Chén to help him. Lǎo Chén takes it to Master Worker Zhào.

Frame 1

1	Lǐ: <u>Zāogāo!</u> Lǎo Chén, wǒde <u>shōuyīnjī huài le.</u>	Oh! What bad luck! Lǎo Chén, my radio is broken.
2	Chén: Wǒ gěi nǐ kànkàn. Shì búshì <u>diànchí</u> méi diàn le?	I'll look at it for you. Is it that the batteries are dead? (literally: have not electricity.)
3	Lǐ: Bù kěnéng. Nèixiē shì xīn diànchí, zài Shànghǎi Diànqì Shāngdiàn mǎi de.	Impossible. Those are new batteries, purchased at the Shanghai Electrical Equipment Shop.
4	Chén: Nàme, kěnéng shì lǐtóu de <u>tiānxiàn</u> huài le.	In that case, it's possible that the inside antenna is broken.
5	Lǐ: Wǒ zhèijítian hěn máng. Nǐ tì wǒ qǐng Zhào Shifu <u>jiǎnchá, xíng bùxíng?</u>	I've been very busy these last few days. Could you ask Master Zhào to check it out for me?
6	Chén: Méi wèntí. Wǒ tì nǐ <u>gēn tā shuōshuo. Qǐng tā xiǎngxiang bànfǎ.</u>	No problem. I'll go talk to him for you, and ask him to think of a way to handle it.

Notes:

1 Familiarity with Lǎo and Xiǎo. The Chinese expression for familiarity or intimacy (with a close acquaintance who belongs to the same generation) is a combination of Lǎo "to be old" or Xiǎo "to be small" plus the surname. Example: Lǎo Lǐ, Lǎo Chén, Xiǎo Lǐ, Xiǎo Chén.

Respect with Lǎo. Lǎo, when used after a surname or given name, is an expression of respect for older people. For example, seventy-year-old Mr. Ma Mingli may be called "Mǎ Lǎo" or "Míng Lǎo" by others to show their respect to/for him.

1&2 Change of status with le. The particle le indicates a change in the status of a condition or action:

(a) SV: le with positive or negative statement or question.

SV le (Note the inference of "now" even without xiànzài.)

Zhèibù shōuyīnjī huài le. This radio is out of order (now).
Nèixiē diànchí jiù le. Those batteries are old (now).
Tā xiànzài hěn máng le. He is very busy now.

(b) EV: le with positive or negative statement or question.

EV N le (Again, note the inference of now.)

Tā shì Lǐ Tàitai le. She is Mrs. Lǐ (now).
Tā búxìng Wáng le. Her surname is no longer Wáng.

(c) V: le with positive or negative statement or question.

Tā tàitai lái le. His wife has come.

Note that le in the above sentence is used to indicate two things: completion and change of status. We may call it "combined le," which can be thought of as a telescoping of the completion le followed by the change-of-status le: le le becomes le.

Neg V le (Note the inference of having had, but not anymore.)

Tā búyào le. He doesn't want it anymore.
Tā búzài zhèr zhù le. He is no longer living here.

Comparison of CVs of interest: gěi, tì, gēn, duì and yòng.
All of these CVs and their objects stand before the main verb.

N	CV-O	V (O)
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Gěi "for the benefit of," "for" (Dialogue sentences 2, 10, 13, and 15)

Wǒ gěi nǐ mǎi zìdiǎn. I'll buy the dictionary for you.
Wǒ gěi nǐ zuòfàn. I'll cook for you.

Tì "for," "substituting for," "in place of" (Dialogue sentences 5, 6, and 16)

Lǐ Xiānsheng tì Zhào Xiānsheng jiāoshū. Mr. Lǐ will teach in place of Mr. Zhào.
Nǐ yào zìdiǎn, wǒ kéyì tì nǐ mǎi. (If) you want a dictionary, I can buy it for you (as a favor).

Gēn "with," "together with" (Dialogue sentence 6)

Wǒ gēn tā shuōhuà.	I am talking with him.
Wǒ míngtiān yào gēn tā yīkuàir chīfàn.	I will have a meal with him tomorrow.

Duì "to," "towards" (Dialogue sentence 7)

Tā duì wǒ shuōhuà.	He is speaking to me.
Xuéshēng duì xiānshēng hěn kèqì.	Students are very polite to the teachers.

Yòng "with," "using" (Dialogue sentence 10)

Nǐ huì búhuì yòng kuàizi chīfàn?	Can you eat with chopsticks?
Qǐng nǐ yòng Zhōngguó huà shuō.	Please speak in Chinese.

5 Reduplicated compound verbs. As with the single verb, some compound verbs (as of this lesson only jiǎnchá qualifies) can also be reduplicated for the purpose of adding a sense of casualness to the sentence.

Wǒ yào jiǎnchá jiǎnchá nǐde shōuyīnjī, qǐng nǐ gěi wǒ.	I want to check your receiver; please give it to me.
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Pivotal Sentence using qǐng, jiào & ràng. In the sentence Nǐ tī wǒ qǐng Zhào Shīfu jiǎnchá, xíng bùxíng?, Zhào Shīfu is both the object of the verb qǐng and the subject of another verb jiǎnchá, so that the action pivots around it. It can also be said that the first verb qǐng, jiào or ràng "ask (request)," "tell," "allow (let)" someone to do something is a mild imperative.

(Nǐ) qǐng tā zuò wǎnfàn.	Ask him to cook supper.
Wǒ jiào tā zuò zhèige.	I'm telling (I told) him to do this.
Ràng tā jiǎnchá yíxià,	Let him check it out.

Frame 2

Chén, sitting in Zhào's office waiting for him, gets up as Zhào enters.

7 Chén: Zhào Shīfu, nín huí-láile. Nínde tóngshì duì wǒ shuō, nín huíjiā le.	Master Worker Zhào, you've come back. Your colleague said to me that you had gone home.
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Frame 2 (Continued)

8	Zhào: <u>Bié zhànqǐlai.</u> <u>Zuò-xia, zuòxia.</u> <u>Wǒ huíqù bàn diǎnr yàojǐnde shì qùle.</u>	Don't stand up. Sit down, sit down. I went back to handle some important matters.
9	Chén: <u>Xiǎo Lǐ de shōuyīnjī huài le.</u> <u>Ta jiào wǒ qǐng nín jiǎnchá yíxià.</u>	Xiǎo Lǐ's radio is broken. He asked me to ask you to check it out.
10	Zhào: <u>Ràng wǒ yòng zhèibù yíqǐ gěi tā jiǎnchá.</u> (after a while) <u>Shōuyīnjī méi wèntí, búguò diànchí méi diàn le.</u>	Let me use this instrument to check it for him. (after a while) The radio has no problem, but the batteries are dead.
11	Chén: <u>Kěshì diànchí shì Xiǎo Lǐ xīn mǎi de.</u>	But the batteries were newly purchased by Xiǎo Lǐ.
12	Zhào: <u>Nàme, tā yīnggāi qù huàn qù.</u> <u>Zài nǎr mǎi de?</u>	In that case, he should go and exchange them. Where did he buy them?

8 Negative Imperative: bié. The auxiliary verb bié is used to indicate the negative imperative.

Bié zǒu!

Don't go!

Bié shuōhuà!

Don't talk!

Double qù and lái. Occasionally the verbs qù and lái will appear twice in a sentence, both before and after the purpose for which someone is coming or going, to emphasize the purpose. (See the notes in Lesson 11.)

... V	purpose	V
qù/lái		qù/lái

Tā dào jiēshang lái mǎi dōngxī lái.

She is coming downtown to buy something.

Wǒ qù bàn diǎnr shì qù.

I am going to do some business (to run some errands).

9 Use of yíxia. Like the reduplicated verb with -yi-, e.g., kànyìkan, the general measure of action yíxia is used to extend the action or to specify "once," "one time," "briefly," "for a moment."

Qǐng nín zuò yíxià (zuò-yìzuò).

Please sit down for a moment.

Qǐng nín kàn yíxià (kàn-yìkàn).

Please take a look.

11 SV used as an Adverb. Stative Verbs are sometimes used to modify verbs.

Tāde qìchē shì xīn mǎi de.
Nímende xiǎo háizi zhēn
hǎokàn.

His car is newly bought.
Your child is really pretty.

Frame 3

13	Chén: Nǐ xiǎng Shànghǎi Diàn-qì Shāngdiàn huì gěi tā huàn ma?	Do you think that the Shànghǎi Electrical Equipment Shop will exchange them for him?
14	Zhào: Huìde.	They will.
15	Chén: Yàoshi tāmen bùkěn gěi Xiǎo Lǐ huàn ne?	What if they are not willing to exchange them for Xiǎo Lǐ?
16	Zhào: Yàoshi tāmen bùkěn huàn, wǒ jiù zìjǐ qù tī tā huàn.	If they are not willing to exchange them, then I will go myself and exchange them for him.
17	Chén: Hǎo, jiù zhème bàn. Máfān nín le.	Fine. Then we'll do it this way. I've put you to too much trouble.
18	Zhào: Méishénme.	Not at all.

Notes:

16 Supposition with (yàoshi) ..., jiù ... The suppositional phrase, with or without yàoshi, sets up the following sentence introduced by jiù "then."

Yàoshi Xiǎo Lǐ zài nàr,
jiù gěi tā zhèizhāng
dìtú.

If Xiǎo Lǐ is there, then
give him this map.

(Yàoshi) nǐ bùgěi wǒ
qián, wǒ jiù bùgěi nǐ
fàn chī.

If you don't give me the
money, I won't give you the
food to eat.

(Yàoshi) tā qù, wǒ jiù
búqù.

If he goes, then I'll not go.

17&18 Common Expressions. Jiù zhème bàn "Then we'll do it like this" and jiù nème bàn "Then we'll do it like that" are common expressions of agreement after a particular course of action has been proposed. Máfan nín le "I've put you to too much trouble" is a common expression used to show appreciation for someone's efforts on your behalf. Méishénme "Not at all" is the answer to the above expression of appreciation.

对话

Frame 1

- | | | |
|---|-----------------------------|---|
| 1 | Lǐ: 糟糕! 老陈, 我的收音机坏了。 | Oh! What bad luck! Lǎo Chén, My radio is broken. |
| 2 | Chén: 我给你看看。是不是电池没电了。 | I'll look at it for you. Is it that the batteries are dead? (Lit: have not electricity.) |
| 3 | Lǐ: 不可能。那些是新电池, 在上海电器商店买的。 | Impossible. Those are new batteries, purchased at the Shanghai Electrical Equipment Shop. |
| 4 | Chén: 那么, 可能是里头的天线坏了。 | In that case, it's possible that the inside antenna is broken. |
| 5 | Lǐ: 我这几天很忙, 你替我请赵师傅检查, 行不行? | I've been busy these last few days. Could you ask Master Zhào to check it out for me? |
| 6 | Chén: 没问题。我替你跟他说说, 请他想想办法。 | No problem. I'll go talk to him for you, and ask him to think of a way to handle it. |

Frame 2

- | | | |
|----|------------------------------------|---|
| 7 | Chén: 赵师傅, 您回来了。您的同事对我说, 您回家了。 | Master Worker Zhào, you've come back. Your colleague said to me that you had gone home. |
| 8 | Zhào: 别站起来。坐下, 坐下, 我回去办点儿要紧的事去了。 | Don't stand up. Sit down, sit down. I went back to handle some important matters. |
| 9 | Chén: 小李的收音机坏了。他叫我请您检查一下。 | Xiǎo Lǐ's radio is broken. He asked me to ask you to check it out. |
| 10 | Zhào: 让我用这部仪器给他检查。收音机没问题, 不过电池没电了。 | Let me use this instrument to check it for him. (after a while) The radio has no problem, but the batteries are dead. |

Frame 2 (Continued)

- | | | |
|----|-----------------------------|--|
| 11 | Chén: 可是电池是小李新买的。 | But the batteries were newly purchased by Xiǎo Lǐ. |
| 12 | Zhào: 那么, 他应该去换去。
在哪儿买的? | In that case, he should go and exchange them. Where did he buy them? |

Frame 3

- | | | |
|----|--------------------------|--|
| 13 | Chén: 你想上海电器商店会给他换吗? | Do you think that the Shànghǎi Electrical Equipment Shop will exchange them for him? |
| 14 | Zhào: 会的。 | They will. |
| 15 | Chén: 要是他们不肯给小李换呢? | What if they are not willing to exchange them for Xiǎo Lǐ? |
| 16 | Zhào: 要是他们不肯换, 我就自己去替他换。 | If they are not willing to exchange them, then I will go myself and exchange them for him. |
| 17 | Chén: 好, 就这么办。麻烦您了。 | Fine. Then we'll do it this way. I've put you to too much trouble. |
| 18 | Zhào: 没什么。 | Not at all. |

SUMMARY



Frame 1

a. The particle le, whether as a verb suffix or as a sentence final is used to indicate a change in the status of a condition or action.

1. SV le (Note the inference of "now" even without xiànzài.)

Zhèige diànrú huài le. This battery is now bad.

2. EV N le

Tā búxǐng Lǐ le. Her name is no longer Lǐ.

3. V(O) le (Note the inference of "now".)

Tā huì shuō Zhōngguó huà le. He can speak Chinese now.

Tā lái le. He has come. (Completion and change of status)

(Neg) V le (Note the inference of having had, but not anymore.)

Tā búyòng le. He doesn't use it any more.

b. The CVs of interest:

1. gěi "for the benefit of, for"

Wǒ gěi nǐ jiǎnchá. I'll check it for you.

2. tì "for, substituting for, in place of"

Lǐ Xiānsheng tì Zhào Xiānsheng jiāoshū. Mr. Lǐ will teach in place of Mr. Zhào.

3. gēn "with, together with"

Wǒ gēn tā qù. I'll go with him.

4. duì "to, toward"

Tā duì wǒ shuō ... He said to me ...

5. yòng "with, using"

Tā yòng máobǐ xiězì. He uses a brush-pen to write characters./He writes with a brush-pen.

c. Just as single verbs are reduplicated, so are compound verbs for the same reason--to add a casual tone to the action.

d. Sentences are pivotal when the object of one verb (qǐng, ràng or jiào) is also the subject of another verb. As in:

Qǐng tā zuò zhèige. Ask him to do this.

Wǒ jiào tā zuò wǎnfàn. I told him to cook supper.

Ràng tā huíjiā. Let him return home.

Frame 2

a. Occasionally the verbs qù and lái will appear twice in a sentence, both before and after the purpose, to emphasize the purpose for going or coming.

Tā dào fànguǎnr qù chī- He is going to the restaurant
fàn qù. to eat.

Míngnián tā dào Zhōngguó He is going to China next year
qù xuéxí Zhōngwén qù. to study Chinese.

b. Sometimes stative verbs are used to modify verbs.

Tā shì xīn lái de He is a newly arrived teacher.
xiānsheng.

c. The auxiliary verb bié "don't" is used to indicate the negative imperative.

Bié hē píjiǔ! Don't drink beer!

Frame 3

The suppositional phrase, with or without yàoshi "if," sets up the following sentence introduced by jiù "then."

(Yàoshi) nǐ qù, wǒ jiù If you go, then I won't go.
búqù.

DRILLS I



A. Response Drill: Answer the question according to the cues.

(T) Shénme huài le? OR
Shénme dōngxi huài le?
(What is broken? OR
What [thing] is broken?)
cue: radio receiver

(S) Shōuyīnjī huài le.
(The radio receiver is
broken.)

B. Response Drill: Give two short answers to each question, one positive and one negative.

(T) Diànchí hái yǒu diàn ma?
OR Diànchí hái yǒu diàn méiyǒu?
(Is the battery dead?)

(S) Méi diàn le.
(It is dead.)
OR Hái yǒu diàn.
(It's not dead.)

C. Transformation Drill: Change the statements into questions.

(T) Diànchí méi(you) diàn le.
(The battery is dead.)

(S) Diànchí hái yǒu diàn ma?
OR Diànchí méi(you) diàn le
ma?
OR Diànchí hái yǒu diàn méi-
you?
(Is the battery still
good?)

D. Response Drill: Answer the question according to the cues.

(T) Nǐ mǎi shénme le?
(What did you buy?)
cue: a lamp

(S) Wǒ mǎile yīzhǎn dēng.
(I bought a lamp.)

E. Transformation Drill: Change the teacher's statement into a question by adding wèishénme.

(T) Tā yào qù huàn diànchí.
(He wants to go and exchange the battery.)

(S) Tā wèishénme yào qù huàn diànchí?
(Why does he want to exchange the battery?)

F. Expansion Drill: Add the phrase zài nèijiā shāngdiàn "at that store" and also a number plus the proper measure for the item bought.

(T) Wǒ mǎile yìzhǎn dēng.
(I bought a lamp.)

(S) Wǒ zài nèijiā shāngdiàn mǎile yìzhǎn dēng.
(I bought a lamp at that store.)

G. Response and Expansion Drill: Respond to the teacher's question in the negative and expand the statement according to the cue.

(T) Zhào Shīfu huīlaile méiyǒu?
(Has Master Worker Zhao come back?)
cue: tomorrow

(S) Tā hái méi huīlai; míngtiān huīlai.
(He hasn't come back yet; he'll be back tomorrow.)

H. Combination Drill: Combine each pair of short sentences by using either búguò "but" or yīnwèi "because," whichever is appropriate.

(T) Wǒ hěn xiǎng mǎi zhèishuāng píxié. Wǒ méidài qián.
(I want very much to buy this pair of leather shoes. I don't have any money with me.)

(S) Wǒ hěn xiǎng mǎi zhèishuāng píxié, búguò wǒ méidài qián.
(I want very much to buy this pair of leather shoes, but I don't have any money with me.)

I. Expansion Drill: Add the given phrases to the corresponding sentences.

(T) Zuótiān tā mǎi cài le.
(He bought groceries
yesterday.)
cue: for me

(S) Zuótiān tā tì wǒ mǎi cài
le. (I paid)
OR Zuótiān tā gěi wǒ mǎi cài
le. (He paid)
(He bought groceries for
me yesterday.)

J. Expansion Drill: Complete the sentences according to the cues.

(T) Yàoshi Zhào Shīfu hái
méihuǎi, ...
(If Master Worker Zhao
hasn't come back yet, ...)
cue: then I'll check the
radio receiver for you.

(S) Yàoshi Zhào Shīfu hái méi-
huǎi, wǒ jiù gěi nǐ jiǎnchá
yíxià nège shōuyīnjī.
(If Master Worker Zhao
hasn't come back yet, then I
will check the radio receiver
for you.)

K. Substitution Drill: Replace the transposed object with the noun phrases given below.

(T) Zhèibù yíqì, nǐ ràng wǒ
yòng yíxià, xíng bùxíng?
(May I use this instru-
ment?)
cue: this radio receiver

(S) Zhèige shōuyīnjī, ràng wǒ
yòng yíxià, xíng bùxíng?
(May I use this radio re-
ceiver?)

L. Expansion Drill: Add the cued phrases to the corresponding sentences.

(T) Zhào Shīfu jiǎnchá shōuyīnjī.
(Master Worker Zhao is
checking the radio receiver.)
cue: with a measuring device

(S) Zhào Shīfu yòng yíqì
jiǎnchá shōuyīnjī.
(Master Worker Zhao is
using a measuring device to
check the radio receiver.)

M. Combination Drill: Combine each pair of the short sentences by using either suóyì "so" or kěshì "but," whichever is appropriate.

(T) Tā xǐhuān chī Xīcān. Tā
búhuì yòng dāozi hé chāzi.
(He likes to eat Western-
style food. He doesn't know
how to use a knife and fork.

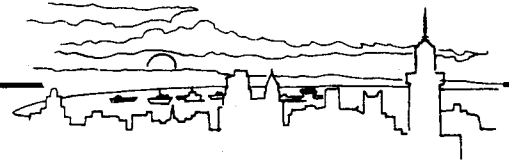
(S) Tā xǐhuān chī Xīcān, kěshì
tā búhuì yòng dāozi hé chāzi.
(He likes to eat Western-
style food, but he doesn't know
how to use a knife and fork.

N. Response Drill: Respond to the teacher's statement using kěnéng "possible" or bùkěnéng "impossible," whichever is appropriate to the cue.

(T) Zhèige diànchí méi diàn le
ba.
(This battery is dead, I
suppose.)
cue: It's a new one.

(S) Bùkěnéng, zhèige shì xīnde.
(Impossible, it's a new
one.)

DRILLS II



A. Say that someone's possession is broken. Ask if it is caused by a particular malfunction.

EX: Tāde qìchē huài le, shì búshì méishuǐ le.

Nde SUB huài le, shì búshì méidiàn le?

Wǒde			
Xiǎo Wángde	dēng		
Wǒ tàitai de	qìchē	huài le, shì búshì méidiàn le?	
Lǎo Zhàode	shōuyīnjī		
Xiǎo Fāngde			
Mǎ Mínglǐde			

B. Say that someone has been busy recently and wants somebody else to ask a third person to do something for him.

EX: Xiàxīngqī Wáng Dànián yǒushì, zhèizhǎn dēng nǐ tī tā qīng Qián Xiānsheng jiǎnchá yíxià.

TW SUB yǒushì, SP M N

Zhèijitiān	Zhào Shīfu		
Jīntiān	tāde tóngshì		
Xiànzài	wǒ fùqīn	zhèishuang	bùxié
Wǎnshang	Zhōu Xiānsheng yǒushì,	nèipíng	jiǔ
Xiàgeyuē	Lín Tàitai	zhèige	diànchí
Xīngqièr	Sun Xiǎojie		

SUB CV O V O V yíxià

	Huáng Tóngzhì		
	Lǎo Chén		
nǐ tī tā qīng	Zhāng Xiǎojie	huàn	yíxià.
	Xiǎo Lǐ	jiǎnchá	
	Zhào Shīfu		
	Wǔ Xiānsheng		

C. Say that since you were busy, something was done by someone else for a third person.

EX: Nèitiān wǒ hěn máng, nèijiàn shìqǐng shì Lǎo Liú gěi Xiǎo Wáng bàn de.

TW wǒ hěn máng SP-M N shì O

Nèijitiān		Wáng Shīfu
Zuótiān		Fāng Lǎoshī
Shàngxīngqīyī wǒ hěn máng,	zhèiběn shū shì	Wǔ Xiānsheng
Qiántiān	nèizhāng huà	Lǎo Zhāng
Dàqiántiān		Xiǎo Lǐ
Erhào		Sòng Tàitai

CV O Vde

	Liú Xiānsheng	
	Yáng Xiáojie	
gěi	Sīmǎ Tàitai	xiě de.
tī	Hú Lǎoshī	huà
	Lǎo Mǎ	
	Xiǎo Gāo	

OR

TW wǒ hěn máng SP-M N shì O

Nèitiān		Wáng Shīfu
Zuótiān		Fāng Lǎoshī
Shàngxīngqīyī wǒ hěn máng,	zhèijiàn shìqǐng shì	Wǔ Xiānsheng
Qiántiān	nèijiàn	Lǎo Zhāng
Dàqiántiān		Xiǎo Lǐ
Erhào		Sòng Tàitai

CV O V de.

	Liú Xiānsheng	
	Yáng Xiáojie	
gēn	Sīmǎ Tàitai	shuō de.
	Hú Lǎoshī	
	Lǎo Mǎ	
	Xiǎo Gāo	

D. Say something is newly bought but is broken, or something is wrong. You should go there and exchange it.

EX: Daozī shì xīn mǎi de, kěshì huài le. Nǐ yīnggāi qù huàn qù.

Topic shì xīn mǎi de, kěshì ADV SV Nǐ yīnggāi qù huàn qù.

Qìchē	tài lǎo.	
Bĭ	tài guǐ.	
Zhuōzi shì xīn mǎi de, kěshì	tài jiù.	Nǐ yīnggāi qù huàn qù.
Yīzi	tài xiǎo.	
Chuáng	bùpiányi.	
Chāzi	huài le.	

E. Ask someone what to do if he/she is not willing to exchange something.

EX: Yàoshi tāmen bùkěn huàn shōuyīnjī ne? Nǐ zuò shénme?

Yàoshi N bùkěn huàn N ne?

Yàoshi	shāngdiàn yínháng háizimen nàjiā shāngdiàn shūdiàn jiājù diàn	bùkěn	huàn	máobī qián yīfu diànchí zìdiǎn zhuōzi	ne?
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PN QW V?

Nǐ zénme bàn?

F. Fill in the blanks with gěi, tī, geñ, duì, yòng or le.

1. Wǒ gěi nǐ wǔkuài qián, qǐng nǐ _____ wǒ mǎi yìběn shū.
2. Xiǎo Wáng yǒu wǔkuài qián _____.
3. Lǎo Zhōu _____ tā mǔqīn mǎile yìběn zìdiǎn.
4. Tā _____ wǒ shuō, tāde shōuyīnjī huài le.
5. Tā _____ wǔkuài qián mǎile yìběn shū.

G. Use the verbs that are listed on the right side to fill out the blanks.

- | | |
|--|-----------|
| 1. Tā xiǎng tā mǔqin, tā yào _____. | zhànqīlai |
| 2. Tā cóng shānshang _____. | xiàlai |
| 3. Yǒu wèntíde qǐng _____. | hufjiā |
| 4. Xuéshengmen dōu _____ xuéxiào qùle. | zuòxia |
| 5. Dàjiā _____, wǒmen yīkuàir chīfàn ba. | huídao |

H. Where blanks appear in the following sentences, decide whether le is necessary or not to complete the sentence.

1. Wǒ mǎi _____ yíge diànrǎo, kěshì dào jiā jiù huài le.
2. Zhào Shīfu zuótiān jiǎnchá _____ wǒde shōuyīnjī.
3. Xiǎo Wáng yào mǎi _____ yìběn xīn shū.
4. Shànghǎi Diànrǎo Shāngdiàn mǎi _____ de shōuyīnjī néng huàn ma?
5. Tā xiǎng mǎi _____ yìběn Zhōngwén zìdiǎn.

I. Fill in the blanks with xiǎng or bùxiǎng.

1. Wǒ _____ wǒde shōuyīnjī méihuài, jiǎnchále yíxià, shì lítōu méiyǒu tiānxiàn.
2. Wǒ _____ hufjiā, yě _____ qù xuéxiào.
3. Wǒ _____ nǐ bùnéng zài zhèr huàn, děi dào shāngdiàn qù huàn.
4. Wǒ _____ chī zhōngfàn. Xiànzài cái shíyidiǎn.
5. Nàzhāng zhuōzi tài dà, wǒ _____ yào.

J. Fill in the blanks with búbì or bìdèi.

1. Nǐ yào xué Zhōngwén, nǐ _____ xiān xiě Zhōngguó zì.
2. Zài Měiguó dà fàndiànli chīfàn _____ xiān gěi qián.
3. Xiān _____ mǎi jiājù, wǒ yǒu jiùde.
4. Yào zhīdao shōuyīnjī shì búshì huài le, _____ xiān yòng yíqǐ jiǎnchá yíxià.
5. _____ zǒu, wǒmen zuòxiàlai tántan.

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Wǒde qìchē lītou yǒu yībù shōuyīnjī. Shōuyīnjī zài (qì)chē lītou; tiānxiàn zài (qì)chē wàitou. Qìchē hěn jiù, kěshi nèibù shōuyīnjī hěn xīn. 我的汽车里头有一部收音机。收音机在(汽)车里头；天线在(汽)车外头。(汽)车很旧，可是那部收音机很新。
2. Zuótiān wǒde qìchē huài le. Wǒ qǐng Lǎo Chén gěi wǒ jiǎnchá jiǎnchá. Tā kànle yíxià, gàosong wǒ qìchē méihuài, kěshì diànchí méidiàn le. 昨天我的汽车坏了。我请老陈给我检查检查。他看了一下，告诉我汽车没坏，可是电池没电了。
3. Tā shuō nèibù shōuyīnjī yòng hěnduō diàn, qìchē qiántoude dēng yě yòng bùshǎo diàn. Yàoshi diànchí méiyǒu diàn, nǐ jiù méi bànfǎ kāichē. 他说那部收音机用很多电，汽车前头的灯也用不少电。要是电池没有电，你就没办法开车。
4. Zhège diànchí de wèntí bú-tài máfan; wǒ zìjǐ kěyǐ xiǎng bànfǎ. Yàoshi wèntí hěn máfan, wǒ děi qǐng wǒde péngyou tī wǒ xiǎng bànfǎ. 这个电池的问题不太麻烦；我自己可以想办法。要是问题很麻烦，我得请我的朋友替我想办法。
5. Jīntiān xiàwǔ wǒ yào dào fēijīchǎng qù jiē yíge péngyou. Zhèiwèi péngyou, Wú Xiānsheng, cóngqián gēn wǒ gēge zài yíge xuéxiào shàngxué. 今天下午我要到飞机场去接一个朋友。这位朋友，吴先生，从前跟我哥哥在一个学校上学。
6. Wǒ gēge yào qù kāihuì, yǒu yào jǐn de shì, suǒyǐ bùnéng qù fēijīchǎng. Tā jiào wǒ tī tā qù jiē zhèiwèi péngyou. 我哥哥要去开会，有要紧的事，所以不能去飞机场。他叫我替他去接这位朋友。
7. Yījiǔqīlíng nián Wú Xiānsheng dào wǒmen jiā lái kàn wǒ gēge. Nèi shíhou wǒ hái shì xiǎo hái zi, hái méi shàngxué ne. Xiànzài wǒ yǐjīng kěyǐ zìjǐ kāichē qù fēijīchǎng. 1970年吴先生到我们家来看我哥哥。那时候我还是小孩子，还没上学呢。现在我已经可以自己开车去飞机场了。

COMMUNICATION EXERCISES

Exercise 1

Goal: To practice tì, gěi and huàn in conversation.

Procedure: The teacher will divide students into three groups. Group A (buyer), Group B (friends of Group A), and group C (masters of the trade).

Student A-1 found out that something is broken, or a recently bought article has defects, but doesn't have time to change it for another one by himself. So he just asks his friend B-1 to take it to student C-1 to see if he can check it out or exchange it for a new one. Students will use their Chinese surnames instead of A-1, B-1, etc.

Perhaps the conversation would proceed like this:

A-1: I found out that this (something) is broken. I am busy right now. Would you please go to C-1 and let him check it for me?

B-1: No problem! I will do it for you. But what if C-1 rejects your request?

A-1: Then I will send it to an electrical equipment shop for a checkup.

.

B-1: A-1 is busy right now. Could you do him a favor by checking this out for him?

C-1: I will do my best to check it out for him in a few days. If I don't have the instruments, I will send it to an electrical equipment shop. Is that all right? (bc)

B-1: Good! I will tell him. Sorry to bother you.

.

B-1: I handed over the article to C-1 already. He said he will check it in a few days. In case he doesn't have the instruments, he will send it to an electrical equipment shop. (b)

Exercise 2

Role Playing

Situation: During the break, students A, B, and C are talking about the visit of B's mother. B's mother is here, but some important business kept his father from coming. Create a dialog based on the following material and expand on it.

- A: Ask whether B's parents are here or not. Suggest inviting his mother to dinner tomorrow. Ask C to join the gathering.
- B: Answer A's questions according to the situation. Accept the invitation for your mother. Thank A for the invitation.
- C: State that several days ago you went to an exhibition of Chinese landscape paintings. Those paintings were really good (or beautiful.) Suggest that B could take his/her mother to the exhibition.

Exercise 3

What Do You Say?

1. My radio is out of order. Please give me an (measuring) instrument to check it. Please give me a good one. I don't want to come back and exchange it.
2. Say that your car is broken. You don't have the instrument to check it, so you just don't know what the trouble is.
3. Ask Xiǎo Wáng to check the instrument you just bought. Say to him that, if the instrument is not working, then take it back to the Shànghǎi Diànlì Shāngdiàn and exchange it for a new one.
4. Student A asks student B if his/her father is here right now. If he is here, what is B's plan? Does the plan include a visit to the Electrical Equipment Exhibition? If B is too busy, A will be glad to take B's father to the Exhibition.
5. Say to your friend that your parents will be here on the 8:30 p.m. flight. You still have some very important business to attend to. Ask him/her to meet them at the airport for you.
6. Your friend and you are going to Texas tomorrow. Ask if he/she would like to check your car for you today (to see if everything is Ok).
7. Using a polite refusal, express that you are unwilling to exchange the car for him/her. You think the car is all right.
8. You are willing to check your friend's car because for several days you have nothing to do, and you have a lot of instruments for checking cars.
9. Say that if he/she is not coming, then you have to go to his/her place to plan the work. The plan is very important to the two of you.
10. Say that your friend will come here tomorrow morning, and you will invite him/her to supper at a restaurant. In case he/she doesn't show up you will eat at home by yourself.
11. Say that if the furniture store has any furniture for rent, then you will not buy new furniture because it is too expensive.
12. Say that your younger brother lives in Shanghai. If Mr. Zhōu is going there, you will tell your younger brother to meet him at the airport.

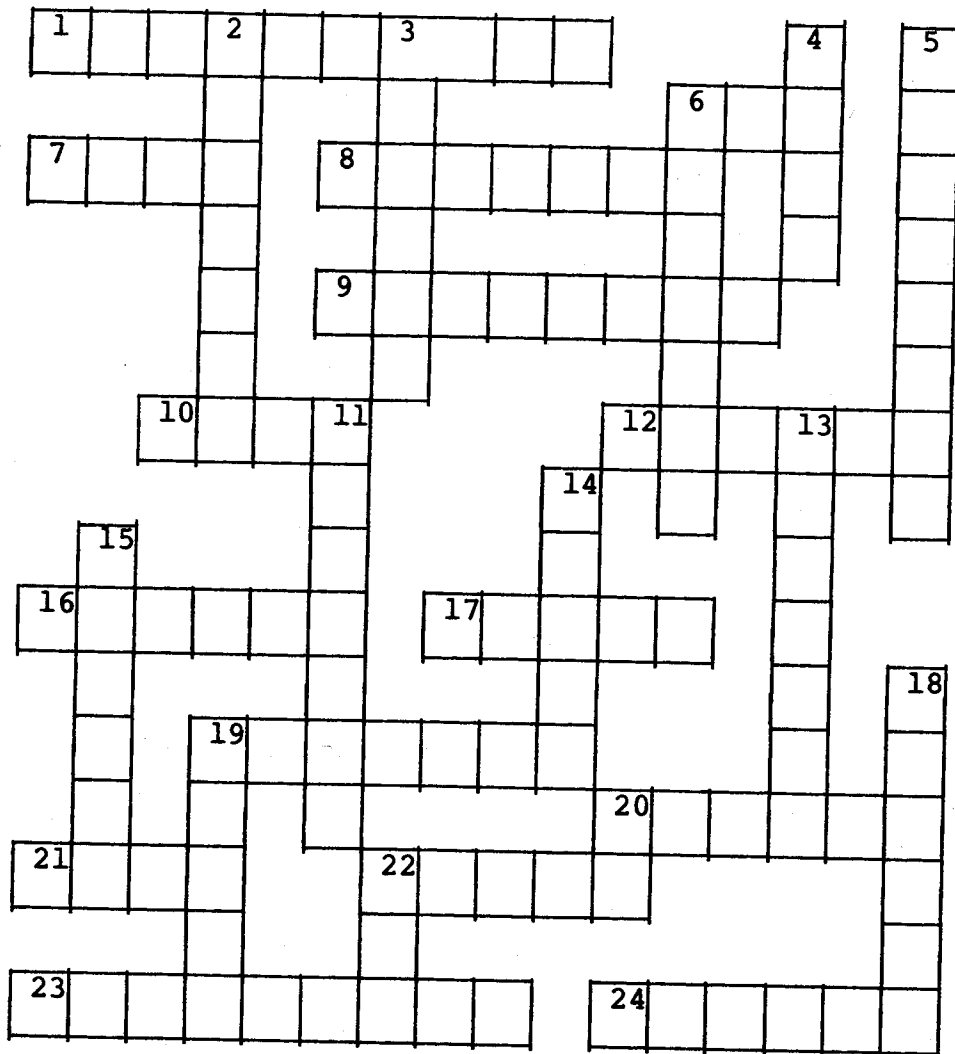
TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. Xiǎo Zhāng qǐng Lǎo Wáng gěi tā jiǎnchá shōuyīnjī. Lǎo Wáng shuō, "Nǐde shōuyīnjī tài jiù le, búbì jiǎnchá le. Nǐ yīngdāng mǎi yíge xīnde."
2. Xiǎo Zhāng shuō, "Wǒ yǒu yíge xīnde, kěshì wǒ xīhuan zhèige jiùde. Yàoshi nǐ yǒushì, wǒ jiù bù máfan nǐ le."
3. Xiǎo Wáng shuō, "Wǒ méi(you) shì. Ràng wǒ xiān kànkàn shōuyīnjī de diànchí hé tiānxiàn." Tā kànle yíxià. Diànchí hé tiānxiàn dōu méihuài.
4. Lǐtōu yǒu yìtiáo diànxiàn huài le. Lǎo Wáng huànle yìtiáo diànxiàn, shōuyīnjī jiù hǎo le. Xiǎo Zhāng shuō, "Wǒ yīngdāng zěnmé xièxie nǐ ne?"
5. Lǎo Wáng shuō, "Bié kèqì, búbì xiè le. Wǒde qìchē huài le. Qǐng nǐ gěi wǒ jiǎnchá jiǎnchá ba."
6. Xiǎo Zhāng shuō, "Jiǎnchá qìchē tài máfan le. Nǐde (qì)chē tài jiù le. Nǐ yīngdāng mǎi yí bù xīn(qì)chē le." Lǎo Wáng shuō, "wǒ méiyǒu nàme duō qián."
7. Xiǎo Zhāng kànle yíxià. Tā shuō, "Nǐde (qì)chē méihuài, kěshì méiyǒu qìyóu (gasoline) le." Tāmen liǎngge rén jiù yīkuàir qù mǎi qìyóu le.
8. Wǒ tīngshuō Wáng Tàitai shànggeyuè dào Zhōngguó qùle, (wǒ) bùzhīdào tā xiànzài huílái le méiyóu. Nǐ zhīdao ma?
9. Wǒ yě bùzhīdào. Qiántiān wǒ gēn Wáng Xiānsheng yīkuàir chí wǔfàn, wǒ méiwèn tā Wáng Tàitai shénme shíhòu huílai. Nǐ yǒu shénme shì ma?
10. Méiyóu yào jǐn de shìqíng; búguò wǒ tàitai xiǎng zhīdao. Wǒ tàitai hé Wáng Tàitai shì hǎo péngyou. Tāmen liǎngge rén xīhuan yīkuàir qù mǎi dōngxi.
11. "Wǒ méiyóu tàitai, shǎo (save) hěn duō máfan; búbì gēn tàitai yīkuàir dào shāngdiàn qù mǎi dōngxi."
12. "Wǒ tàitai xīhuan mǎi dōngxi, kěshì tā bù máfan wǒ. Tā gēn biéde tàitaimen yīkuàir qù. Tā yě búyòng wǒde qián. Tā měigeyuè de xīnshuǐ (salary) hěn duō."
13. "O, suǒyì nǐ tàitai de qìchē shì xīnde; nǐde shì jiùde."
14. "Duìle. Nǐ kàn, mǎi qìyóude jiù zài qiántou."

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. If you are not busy now, I would like to ask you something. Do you know the small electrical equipment shop on 32nd Street?
2. Yes, I pass through that street every morning on my way to school; I know all the stores there. Why do you ask me?
3. I bought a radio receiver and six batteries at that store last week, but now I want to go back (to the store) to exchange (what I bought).
4. Why? You told me several times that you need a radio receiver. Is the one you bought broken?
5. No, it is not broken; it is very good. However, I don't need such a large one. I need a small one which I can take to school.
6. Then why did you buy it? You should buy a small one.
7. It was the only one in the store the day I went there. The cashier told me they would have small radio receivers this week.
8. Why don't you take the large one back (to the store) and ask them to give you a small one. I think they'll be willing to exchange it for you.
9. May I ask you to go with me? My car is broken, so I have to bother you. We don't have to go today.
10. Let me see. I am very busy today, and I cannot let you drive my car. How about tomorrow afternoon? I'll go with you tomorrow.
11. Fine. Let us have lunch together tomorrow; be my guest. I'll take you to a new Chinese restaurant; the Sichuan dishes there are very famous.
12. All right. I like (to eat) Sichuan dishes very much. You said your car is broken; then how are you going back now?
13. I am going to walk home, so I haven't taken many books with me.
14. You can ride in my car. I'll pass by your place when I go home. I can pick you up tomorrow morning when I come to school.
15. I'll go back in your car now, but it won't be necessary for you to pick me up tomorrow morning. My father will drive me to school in the morning on his way to work.



ACROSS

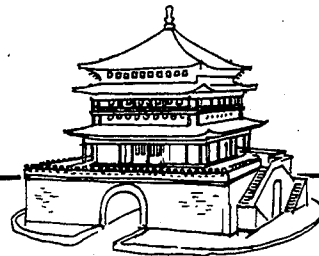
DOWN

- | | |
|--|---|
| 1. where planes gather | 2. He went _____ Chicago. |
| 6. Tā méiyǒu qián bùkěnéng huí _____. | 3. chīfàn yǐhòu, tā _____ |
| 7. Qǐng _____ zhèibù shōuyīnjī. | 4. to let |
| 8. Wǒde _____ huàile. | 5. unlikely |
| 9. electric lamp | 6. Qǐng _____ zhèibù shōuyīnjī. |
| 10&12. Wǒmen huì _____ 10 kuàizi _____ 12. | 11. Wǒ búti tā _____. |
| 16. not impossible | 13. where you can go to eat. |
| 17. Méi _____! | 14. Xiànzài méi _____ zuò. |
| 19. Tā tài xiǎo, búhuì _____. | 15. _____ things |
| 20. How terrible! | 18. _____ wishes were horses, beggars would ride. |
| 21. Nǐ _____ qù. | 19. Wáng _____ hěn huì gōngzuò. |
| 22. Zhèiwèi _____ hěn hǎokàn. | 20. word |
| 23. Zhèibù _____ méiyǒu tiānxiàn. | 22. you (pol.) |
| 24. Return to the speaker. | |

Key on Page

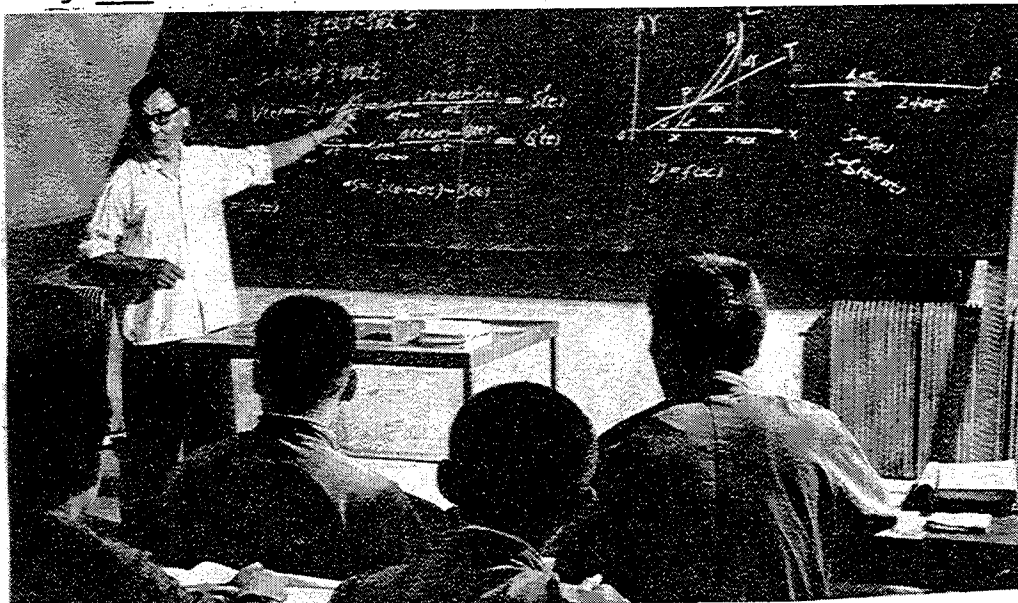
LESSON 14

INTRODUCTION



This lesson deals with:

- Specific relative time with the patterns ... yǐqián, ... yǐhòu, and -de shíhou.
- General relative time with the MA yǐqián "previously" and yǐhòu "afterwards."
- Time measure words: diǎn(zhong) "hour," kě "quarter-hour," and fēn "minute."
- Using verbs chà "fall short of" and guò "past" in time statements.
- More uses of -dào as a verb suffix, such as zǒudào, xiědào.
- Using hǎo-, nán- and róngyi- as verbal prefixes.
- Using dōu when referring to multiple objects.



Shàngkède shíhou, xiānsheng jiāoshū.

OBJECTIVES



Upon completion of this lesson, you will be able to:

- Ask or answer questions about time, whether a specific time or a period of time.
- Further define when something happens before, after or during some other event or time.
- Ask and answer questions about school classes (such as What time or how long is a class? How many classes in a day? Do you like them, OR Are they easy or hard?).
- State that something is easy or difficult.

GLOSSARY



1. biǎo/shǒubiǎo 表/手表 N: wristwatch (M: -ge 一个)
2. cèyàn 测验 V/N: to quiz, to test/quiz, test
 míngtiān wǒ yào cèyàn
 nǐmèn xiě Zhōngguó zì.
 Nèige cèyàn wǒmen dōu
 bùxǐhuan. (I will test your writing of
 Chinese characters tomorrow.)
 (None of us like that test.)
3. chà 差 V: to differ from, to lack, to
 fall short of
- a. guò 过 V: to pass, to exceed, to cross
 over, to pass (clock time)
4. -diǎn(zhōng) 点(钟) M: (for hours on the clock)
- a. liǎngdiǎn(zhōng) 两点(钟) TW: two o'clock
- b. sāndiǎnbàn(zhōng) 三点半(钟) TW: three thirty
5. fāyīn 发音 V/N: to pronounce/pronunciation
 Zhèige zì zěnmē fāyīn?
 Nǐde fāyīn hěn hǎo. (How do you pronounce this
 word [character]?)
 (Your pronunciation is very
 good.)
6. -fēn 一分 M: minute (1/60 of an hour)
 Xiànzài chà wǔfēn sāndiǎn.
 Wǒde biǎo, sāndiǎn guò
 liùfēn le. (It is five minutes to three
 now.)
 (By my watch, it is six min-
 utes past three.)
7. fǔdǎo 辅导 V: to give guidance (in study or
 training), to assist, to aid,
 to tutor, to coach
 Lǐ Lǎoshī huì fǔdǎo xué-
 sheng, kěshì tā búti
 xuésheng zuò. (Teacher Lǐ knows how to as-
 sist students, but he won't
 do the work for them.)
8. Hànzì 汉字 N: Chinese characters
9. huídá 回答 V/N: to reply, to answer/reply,
 answer
10. huìhuà 会话 N: conversation (as in a lan-
 guage course)

11. jiǎngjiě 讲解
Lǐ Lǎoshī yào jiǎngjiě
Dìshísìkè. V: to explain
(Teacher Li will explain
Lesson 14.)
12. jiàoshì 教室
N: classroom (M: -jiān 间)
13. -jié 一节
M: (for a class period)
Wǒmen shàngwǔ yǒu sānjié kè. (We have three class periods
in the morning.)
14. juéde 觉得
V: to feel (that) ..., to think
(that) ...
Wǒ juéde tā xiě de hànzi
hěn hǎokàn. (I feel that the Chinese
characters he wrote are very
beautiful.)
Wǒ juéde hěn hǎo. (I feel very good.)
15. kǎoshì 考试
N: test, examination
- a. kǎo 考
V: to test, to give or take an
examination, to quiz
Míngtiān de lǎoshī yào
kǎo wǒmen Dìshísìkè. (In tomorrow's examination
we are to be tested on Les-
son 14.)
- b. dàkǎo 大考
N: end of term or final exami-
nation
- c. xiǎokǎo 小考
N: midterm examination, quiz
16. -kè 一刻
M: (for a quarter of an hour)
- a. sāndiǎn yíkè 三点一刻 TW: a quarter after three
- b. chà yíkè wūdiǎn 差一刻五点 TW: a quarter to five
- c. liùdiǎn guò yíkè 六点过一刻 TW: a quarter past six
17. kèwén 课文
N: text of a lesson
- a. kè 课
N: subject, course, lesson,
class period (M: jié 节)
Zhèjié kè shì cóng chà wūfēn
bādiǎn dào bādiǎn sìshíwǔ.
Zhèiběn shū yǒu shíèrkè. (This class period is from
7:55 to 8:45.)
(This book has 12 lessons.)
- b. kèshì 课室
N: classroom (M: -jiān 间)

18. liànxí 练习
Zhèikè de liànxí hěn duō.
Wǒmen děi liànxí fāyīn.
V/N: to practice/exercise, drill
(There are a lot of drills in this lesson.)
(We must practice pronunciation.)
19. nán 难
a. nánkàn 难看
b. nánchī 难吃
c. nánxiě 难写
d. nánhuà 难画
e. nánshuō 难说
SV: to be difficult, to be hard to do, to be troublesome
SV: to be ugly, to be unsightly (hard to look at)
SV: to be difficult to eat, to be bad tasting
SV: to be hard to write
SV: to be difficult to paint
PH/SV: It's hard to say. You never can tell/to be hard to say
20. niànshū 念书
niàn 念
VO: to study, to attend school
V: to study, to read (aloud)
21. qǐchuáng 起床
Wǒmen dōu liùdiǎnbàn qǐchuáng.
V: to get up (from bed)
(We all get up at 6:30.)
- a. qǐ 起
b. qǐlai 起来
Nǐ zǎoshang jǐdiǎnzhong qǐlai?
V: to rise, to get up, to stand up, to begin, to start
V: to stand up, to sit up, to rise to one's feet
(What time do you get up in the morning?)
22. róngyi 容易
a. róngyi kàn 容易看
b. róngyi bàn 容易办
c. róngyi xiě 容易写
d. róngyi liànxí 容易练习
e. róngyi shuō 容易说
SV: to be easy
PH: easy to read
PH: easy to handle
PH: easy to write
PH: easy to practice
PH: easy to say

23. shàngkè 上课 VO: to go to class
 Shàngwǔ shàng jǐjié kè? (How many classes are there in the morning?)
- a. xiàkè 下课 VO: to get out of class
 Shàngwǔ bādiǎn shàngkè, (In the morning [we] go to shíyidiǎn xiàkè. class at 8:00 and get out of class at 11:00.)
24. shēngcí 生词 N: new word, new vocabulary
 a. shēngzì 生字 N: new word, new character
25. tóngxué 同学 N: schoolmate (M: -ge 个, -wèi 位)
 a. tóngbān 同班 N: classmate (M: -ge 个, -wèi 位)
26. yǐhòu 以后 MA: later on, afterwards, later
 a. ... yǐhòu ...以后 PH: after ...
 Qǐchuáng yǐhòu wǒ xiān (After getting up I eat, chīfàn zài shàngkè. then go to class.)
27. yǐqián 以前 MA: formerly, previously, before
 a. ... yǐqián ...以前 PH: ... ago, before ...
28. yìqǐ 一起 A: together (in the same place)
 Wǒmen dōu zhùzài yìqǐ. (We all live together in the same place.)
29. yǔfǎ 语法 N: grammar
30. zhōng 钟 N: clock

OLD VOCABULARY WITH NEW USAGE:

31. ... de shíhou ...的时候 PH: when ...
32. -dào 一到 Verbal Suffix: to
 a. zǒudào 走到 PH: walk to ...
 b. xiědào 写到 PH: write (lessons, text, etc.) up to ...

33. yǒu(de) shíhou

MA: sometimes

a. yǒude 有(的) 时候
有 的

A: some

b. yǒu(de) rén 有(的)人

N: some people

COMMUNICATIVE EXCHANGES



Shàngkè (Going to Class)

Lǎo Zhào (LZ) asks Xiǎo Lǐ (XL) about his class schedules.

Frame 1

- | | | |
|---|--|--|
| 1 | LZ: Měitiān zǎoshang <u>shàngkè yǐqián</u> nǐ dōu zuò xiē shénme? | What (all) do you do every morning before going to class? |
| 2 | XL: Wǒ liùdiǎn yíkè <u>qǐchuáng</u> . <u>Qǐchuáng yǐhòu niànshū</u> . Wǒ xiān niàn <u>shēngcí</u> zài niàn <u>kèwén</u> . | I get up at 6:15. After getting up, I study. I first study the vocabulary, then study the lesson. |
| 3 | LZ: Nǐmen jǐdiǎn shàngkè, jǐdiǎn <u>xiàkè</u> ? | What time do you go to class, (and) what time do you get out of class? |
| 4 | XL: Zǎoshang bādiǎn shàngkè, xiàwǔ sān diǎnbàn xiàkè. Wǒ chà shífēn bādiǎn gēn wǒ-de <u>tóngxué yìqǐ zǒudao jiàoshì qù</u> . | I go to class at eight o'clock in the morning, (and) get out of class at 3:30 in the afternoon. At ten minutes before eight I walk to the classroom together with my classmate(s). |

Notes:

1. Měitiān zǎoshang shàngkè yǐqián, "every morning before going to class," is a Time When expression including three elements: (1) měitiān "every day," (2) zǎoshang "morning," and (3) shàngkè yǐqián "before going to class."

Shàngkè yǐqián "before going to class" is a new grammatical feature in this lesson. It is called Specific Relative Time and is usually joined with another action. Other examples:

chīfàn yǐqián
mǎishū yǐqián
hējiǔ yǐqián

before eating a meal
before buying a book
before drinking

If there is a Time Word before the word yǐqián, then the meaning becomes "... ago." Examples:

sānnián yǐqián
liǎnggèyuè yǐqián
wūtiān yǐqián

three years ago
two months ago
five days ago

Nǐ dōu zuò xiē shénme? "What all do you do?" The adverb dōu "all" refers to the things (plural) you do every morning. Xiē "several" indicates plurality in nature, and it does not need a measure to follow it.

2. Time When by the clock. Liùdiǎn yíkè "at 6:15" is a pattern which can be used as an MA. Examples:

Wǒ liùdiǎn yíkè qǐchuáng. I get up at 6:15.
Liùdiǎn yíkè wǒ qǐchuáng. I get up at 6:15.

Qǐchuáng yǐhòu niànshū "After getting up, I study." This is another example of specific relative time with another action (see yǐqián "before," Note 1). Examples:

chīfàn yǐhòu hējiǔ	drink after eating
hējiǔ yǐhòu kànbào	read the newspaper after drinking

3. Nǐmen jǐdiǎn shàngkè?, "What time do you go to class?" This is a typical way to ask a Time When by the Clock question.

4. Telling Time. Sāndiǎnbàn, "3:30" and chà shífēn bādiǎn "ten minutes before eight" are used for telling time. Also guò "past" is often used in telling time as in sīdiǎn guò wǔfēn, "five minutes past four." Examples:

qīdiǎn guò yíkè OR qīdiǎn guò shíwǔfēn zhōng	a quarter after seven
qīdiǎnbàn (zhōng) OR qīdiǎn (guò) sānshífēn (zhōng)	seven thirty
jiǔdiǎn (guò) sìshíèr- fēn (zhōng)	forty-two minutes past nine
chà yíkè shíyidiǎn OR shídiǎn sānkè OR shídiǎn sìshíwǔfēn	a quarter to eleven
shíyidiǎn (guò) bāfēn	eight minutes past eleven

Wǒ chà shífēn bādiǎn gēn wǒde tóngxué yìqǐ zǒudào jiàoshì "At ten minutes before eight I walk to the classroom together with my classmate(s)." There are two usages here of old vocabulary:

(1) ... gēn ... yìqǐ "together with." Examples:

Wǒ <u>gēn</u> tā <u>yìqǐ</u> chīfàn.	I eat together with her.
Tā <u>gēn</u> Wáng Dànián <u>yì-</u> <u>qǐ</u> niànshū.	He studies together with Daniel Wang.

(2) ... zǒudào ... Dào here is a verbal suffix. Examples:

Wǒmen niàndào Dìshísì- We have studied to Lesson 14.
kè le.
Tāmen zǒudào chénglǐ- They (have) walked into the
tōu qūle. city.

Frame 2

5	LZ: Nǐmen měige jiàoshì dōu yǒu <u>zhōng</u> ba?	Each of your classrooms has a clock, I presume.
6	XL: Dōu yǒu. Měige xuésheng yě dōu yǒu <u>biǎo</u> .	They all do. Each student also has a watch.
7	LZ: Lǎoshī zěnmē jiāo nǐmen xīn kè?	How does the teacher introduce (Lit: teach) the new lesson to you?
8	XL: Tā dìyītiān xiàwǔ xiān gěi wǒmen <u>jiǎng(jiě) yǔfǎ</u> , dìèrtiān gēn dìsāntiān wǒmen <u>liànxí huìhuà</u> gēn <u>fāyīn</u> .	On the afternoon of the first day he first explains the grammar to us. Then, on the second and third days we practice conversation and pronunciation.
9	LZ: Lǎoshī shénme shíhòu gěi nǐmen <u>kǎoshì</u> ?	When does the teacher give you a test?
10	XL: Měitiān dìyījié kè yǒu <u>cèyàn</u> ; kǎoshì shì zài dìsāntiān dìsìjié.	In the first period of every day there is a quiz; tests are given during the fourth period of the third day.

Notes:

7 Lǎoshī zěnmē jiāo nǐmen xīn kè? "How does the teacher introduce the new lesson to you?" This question contains an old VO pattern with jiāo "to teach" (a contraction of jiāoshū) and kè "lesson." Kè is modified by xīn "new".

8 Dìyītiān xiàwǔ "the afternoon of the first day" dìèrtiān gēn dìsāntiān "on the second and third days." In these two expressions, dì- means "the."

10 Dìyījié "the first period" and dìsìjié "the fourth period" are also Time When patterns with dì- "the." Examples:

dìyītiān shàngwǔ dìèrjié

the second period in the morning of the first day

dìsāntiān xiàwǔ dìyījié the first period in the afternoon of the third day

Frame 3

- | | | |
|----|---|---|
| 11 | LZ: Xiàwǔ dìyījié shì jǐdiǎn dào jǐdiǎn? | The first period in the afternoon is from what time to what time? |
| 12 | XL: Shìèrdiǎnbàn dào yīdiǎn èrshífēn. Zài zhè yījié, wǒmen xué xiě Hànzì. | (From) 12:30 to 1:20. During this first period we practice (Lit: study) writing Chinese characters. |
| 13 | LZ: Hànzì hěn nánxué ba. | I suppose Chinese characters are very hard to learn. |
| 14 | XL: Yīqián wǒ juéde hěn nán, xiànzài bútài nán le. | Previously I thought it was very hard; now it is not too hard. |
| 15 | LZ: Yǐhòu nǐ jiù huì juéde hěn róngyì le. Wǎnshàng nǐmen yě yǒu kè ma? | Later on you will think that it is very easy. Do you also have classes in the evening? |
| 16 | XL: Méiyǒu. Yǒu(de) shíhou Lǎoshī lái fǔdǎo wǒmen. | No. Sometimes the teacher comes to coach (tutor) us. |
| 17 | LZ: Lǎoshī zěnmé fǔdǎo nǐmen? | How does the teacher tutor you? |
| 18 | XL: Wǒmen yǒu wèntí de shíhou tā huídá wǒmende wèntí. | When we have questions, the teacher answers our questions. |

Notes:

11 Xiàwǔ dìyījié shì jǐdiǎn dào jǐdiǎn? "The first period in the afternoon is from what time to what time?" In this question the Chinese word cóng "from" is omitted. It is optional. Example:

(cóng) bādiǎn dào jiǔdiǎn from eight to nine o'clock

12 Xué xiě Hànzì is a VO within a VO:

<u>xué</u>	<u>xiě Hànzì</u>
V	O
	<u>xiě Hànzì</u>
	V O

13 Hànzi hěn nánxué ba? "I suppose Chinese characters are very hard to learn." Here nán "hard (difficult)" is used as an adverb to modify the verb. There are three such very common adverbs, hǎo "good," "easy," nán "hard (difficult)," and róngyi "easy." Examples of these adverbs with the verbs they modify:

<u>hǎokàn</u>	pretty, handsome, good-looking beautiful
<u>nánkàn</u>	ugly, bad looking, hard to read
<u>róngyi kàn</u>	easy to read, easy to look at
<u>hǎochī</u>	delicious, good, easy to eat
<u>nánchī</u>	tastes bad, unpalatable, hard to eat
<u>róngyi chī</u>	easy to eat
<u>hǎozuò</u>	easy to make, easy to do
<u>nánzuò</u>	hard to make, hard to do
<u>róngyi zuò</u>	easy to make, easy to do

14/15 General Relative Time. Yǐqián "formerly (previously)" and yǐhòu "later on," "afterwards" refer to General Relative Time. Yǐqián is the same as cóngqián "formerly." Examples:

Yǐqián (cóngqián) wǒ zài Dézhōu.	Formerly I was in Texas.
Xiànzài wǒ zài Jiāzhōu. Yǐhòu dào nǎr qù, wǒ bùzhīdào.	At present I am in California. Later on, where I will go I don't know.

16 Yǒu(de) shíhou "sometimes." This extremely useful expression behaves like an MA. Examples:

Yǒude shíhou wǒ méiyǒu qián.	Sometimes I have no money.
Dōngxi yǒude shíhou piányi, yǒude shíhou guì.	Things are sometimes inexpen- sive, sometimes expensive.

18 Wǒmen yǒu wèntí de shíhou.... "When we have questions...." Here ...de shíhou is used to complete the Specific Relative Time with an action. Examples:

<u>chīfàn de shíhou</u>	when eating
<u>shuōhuà de shíhou</u>	when talking

In summary: Relative Time

(1) General Relative Time:

Yǐqián/Cóngqián ...	formerly, previously ...
Xiànzài ...	now, at present ...
Yǐhòu ...	later on, afterwards ...

(2) Specific Relative Time:

... yǐqián	before ... (... ago)
... de shíhòu	when ...
... yǐhòu	after ...

对话

Frame 1

- | | | |
|---|---|--|
| 1 | LZ: 每天早上上课以前你都做些什么? | What (all) do you do every morning before going to class? |
| 2 | XL: 我六点一刻起床。起床以后念书。我先念生词再念课文。 | I get up at 6:15. After getting up, I study. I first study the vocabulary, then study the lesson. |
| 3 | LZ: 你们几点上课? 几点下课? | What time do you go to class, (and) what time do you get out of class? |
| 4 | XL: 早上八点上课, 下午三点半下课。我差十分八点跟我的同学一起走到教室去。 | I go to class at eight o'clock in the morning, (and) get out of class at 3:30 in the afternoon. At ten minutes before eight I walk to the classroom together with my classmate(s). |

Frame 2

- | | | |
|---|---------------------------------------|---|
| 5 | LZ: 你们每个教室都有钟吗? | Each of your classrooms has a clock, I presume? |
| 6 | XL: 都有。每个学生也都有表。 | They all do. Each student also has a watch. |
| 7 | LZ: 老师怎么教你们新课? | How does the teacher introduce (Lit: teach) the new lesson to you? |
| 8 | XL: 他第一天下午先给我们讲解语法, 第二天跟第三天我们练习会话跟发音。 | On the afternoon of the first day he first explains the grammar to us. Then, on the second and third days we practice conversation and pronunciation. |

Frame 2 (Continued)

- | | | |
|----|----------------------------|--|
| 9 | LZ: 老师什么时候给你们考试? | When does the teacher give you a test? |
| 10 | XL: 每天第一节课有测验; 考试是在第三天第四节。 | In the first period of every day there is a quiz; tests are given during the fourth period on the third day. |

Frame 3

- | | | |
|----|------------------------------|---|
| 11 | LZ: 下午第一节是几点到几点? | The first period in the afternoon is from what time to what time? |
| 12 | XL: 十二点半到一点二十分。在这一节, 我们学些汉字。 | (From) 12:30 to 1:20. During this first period we practice (Lit: study) writing Chinese characters. |
| 13 | LZ: 汉字很难学吧? | I suppose Chinese characters are very hard to learn. |
| 14 | XL: 以前我觉得很难, 现在不太难了。 | Previously I thought it was very hard; now it is not too hard. |
| 15 | LZ: 以后你就会觉得很容易了。晚上你们也有课吗? | Later on you will think that it is very easy. Do you also have classes in the evening? |
| 16 | XL: 没有。有(的)时候老师来辅导我们。 | No. Sometimes the teacher comes to coach (tutor) us. |
| 17 | LZ: 老师怎么辅导你们? | How does the teacher tutor you? |
| 18 | XL: 我们有问题的时候, 他回答我们的问题。 | When we have questions, the teacher answers our questions. |

SUMMARY



Frame 1

a. Specific Relative Time: Time When is expressed by using the pattern: V, VO or TW followed by yǐqián "before," yǐhòu "after" or -de shíhou, as shown in the sentences below:

Shàngkè yǐqián, wǒ chī zǎofàn.	Before going to class, I eat breakfast.
Sānnián yǐqián, wǒ zhùzai Shànghǎi.	Three years ago, I was living in Shanghai.
Měitiān xiàwǔ xiàkè yǐhòu, děi huíjiā.	Every afternoon after school is over, (I) must return home.
Wǒ dào Běijīng qù de shíhou, xīhuan zuò fēijī qù.	When I go to Beijing, I like to go by plane.

b. Dōu can be used to refer to all the things that can be done as in the question Nǐ dōu zuò xiē shénme? "What all do you do?"

c. Time by the Clock Measure Words: -diǎn(zhōng) "clock" -kè "quarter of an hour" and fēn "minute," and verbs used in telling time: chà "to lack," and guò "to surpass." A number plus one or more of these measures or one of the verbs plus number-measure can define a particular time. As in:

liùdiǎn (guò) sānkè	6:45
liùdiǎn sānshífēn / liùdiǎnbàn	6:30
chà yíkè qīdiǎn	6:45 (a quarter to seven)

d. Dào as a verb suffix means to arrive somewhere by means of the action of the verb:

Wǒmen fēidào Shànghǎi qù.	We are flying to Shanghai.
Nǐmen zǒudào shūpù qù ma?	Are you walking to the bookstore?

Frame 2

The particle + number + measure pattern is used to determine when or which time in a sequence something has happened or will happen. As in

Dìyītiān zǎoshang tā kě-
néng huíjiā.

He might return home on the
morning of the first day.

Shàngwǔ dìèrjié yǒu kǎoshì.

The second period in the
morning there is a test.

Frame 3

a. The pattern (cóng) ... dào ... can be used, as in (cóng) bā-diǎn dào jiǔdiǎn "from 8 to 9 o'clock," to establish limits within which an action or event took place. As in:

Cóng zǎoshang bādiǎn dào
xiàwǔ sāndiǎn tā zài
xuéxiàoli.

He is in school from 8:00 in
the morning to 3:00 in the
afternoon.

b. Some SVs can be used like adverbs to modify Verbs. One you have already been exposed to is hǎokàn (literally: good to look at) "pretty, handsome." Hǎo, as well as nán and róngyì can modify many verbs. Examples:

Zhèizhǒng zhuōzi hěn
nánzuò.

This kind of table is very
hard to make.

Nèixiē cài hěn róngyì zuò. Those dishes are very easy to
cook.

c. General Relative Time is expressed by using the MAs yǐqián "formerly, previously" and yǐhòu "later on, afterwards" showing that some action or activity occurred at a non-specific (general) time before or after the present time.

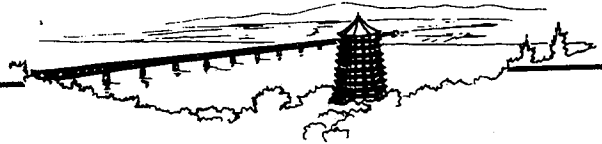
Wǒ yǐqián yǒu qián.

Previously I had money.

Yǐhòu wǒ yào mǎi yīliàng
qìchē.

Later on, I want to buy a car.

DRILLS I



A. Response Drills: Answer the questions according to the cues. Please answer all questions in complete sentences.

(T) Tā měitiān zǎoshang shénme
shíhou qǐchuáng?
(What time does he get up
every morning?)
cue: before 6:00

(S) Tā měitiān zǎoshang liùdiǎn
yīqián qǐchuáng.
(He gets up before 6:00
every morning.)

B. Conversation Drills: Answer the questions as if they occurred in a real life situation.

(T) Měitiān dìyījié kè jǐdiǎn
kāishǐ?
(What time does the first
class period begin every day?)

(S) Měitiān dìyījié kè bādiǎn
kāishǐ.
(The first class begins
at 8:00 every day.)

C. Expansion Drill: Add the cue to the corresponding sentence.

(T) Wǒmen liànxí tánhuà.
(We practice conversing/
conversation.)
cue: in Chinese

(S) Wǒmen liànxí yòng Zhōngwén
tánhuà.
(We practice conversing/
conversation in Chinese.)

D. Transformation Drill: Convert the teacher's sentences from yīqián "before" to yǐhòu "after" without changing the sequence of actions.

(T) Tā chīfàn yīqián hējiǔ.
(He drinks before eating.)

(S) Tā hējiǔ yǐhòu chīfàn.
(He eats after drinking.)

E. Transformation Drill: Change the sentences below into another pattern using yǐhòu "after."

(T) Měitiān wǎnshang wǒ xiān
chī wǎnfàn zài niànshū.
(Every evening I have
supper; then I study.)

(S) Měitiān wǎnshang wǒ chī
wǎnfàn yǐhòu niànshū.
(Every evening I study
after I have supper.)

F. Transformation Drill: Change the sentences above into another pattern using yǐqián "before."

(T) Měitiān wǎnshang wǒ xiān
chī wǎnfàn zài niànshū.
(Every evening I have
supper; then I study.)

(S) Měitiān wǎnshang wǒ niàn
shū yǐqián (xiān) chīfàn.
(Every evening I have
supper before studying.)

G. Construction Drill: Construct a question for each statement. Use the choice question with háishi.

(T) Tā huì shuō Déwén, búhuì
shuō Fàwén.
(He can speak German, not
French.)

(S) Tā huì shuō Déwén háishi
huì shuō Fàwén?
(Can he speak German or
French?)

H. Construction Drill: Construct a question for each statement. Use the choice question with háishi.

(T) Yīngwén bùróngyi xué;
Zhōngwén yě bùróngyi xué.
(English is not easy to
learn; neither is Chinese.)

(S) Yīngwén róngyi xué háishi
Zhōngwén róngyi xué?
(Is English or Chinese
easier to learn?)

I. Response Drill: Give a complete answer to each question according to the cues.

(T) Jīntiān zǎoshang nǐ zǒudào nǎr qùle?

(Where did you walk this morning?)

cue: school

(S) Jīntiān zǎoshang wǒ zǒudào xuéxiào qùle.

(I walked to school this morning.)

J. Response Drill: Give a complete answer to each question according to the cues.

(T) Zhèige biǎo shì shéi sònggei nǐ de?

(Who gave this watch to you [as a gift]?)

(S) Zhèige biǎo shì wǒ gēge sònggei wǒ de.

(My older brother gave the watch to me.)

K. Conversation Drill: Answer the questions as if they occurred in real life situations.

(T) Nǐ dào zhèige xuéxiào lái zuò shénme?

(What did you come to this school for?)

(S) Wǒ dào zhèige xuéxiào lái xué Zhōngwén.

(I came to this school to learn Chinese.)

L. Response Drill: Respond to each of the teacher's questions twice to show yǐqián "before" or yǐhòu "later on" as Movable Adverbs.

(T) Nǐ yǐqián huì xiě Hànzì ma?
(Could you write Chinese characters before?)

(S) Wǒ yǐqián búhuì xiě Hànzì.
(I couldn't write Chinese characters before.)

OR

Yǐqián wǒ búhuì xiě Hànzì.
(I couldn't write Chinese characters before.)

M. Completion Drill: Fill each blank with an appropriate word chosen from the following list: fūdǎo, juéde, tóngxué, yìqǐ.

DRILLS II



A. Tell your classmates that you need to rent an apartment and want to find out just how much it would cost to rent one.

EX: Wǒ xūyào zū yige yǒu yige fángjiān de gōngyù, nǐ xiǎng dēi duōshao zūqián?

PN V V NU-M V NP Modifier Measure N

Wǒ	xūyào	zū	yige	yǒu	yige	fángjiān	de	gōngyù,
			liǎngge	sānge				
			sìge					
			etc.					

PN V NU-M N AV V QW N

nǐ	xiǎng	yige	yuè	dēi	gěi	duōshao	zūqián?
----	-------	------	-----	-----	-----	---------	---------

B. Ask your classmates if the monthly rental charge will include some of the other, miscellaneous expenditures.

EX: Měige yuè de shuǐqián shì búshì yě suànzai zūqián lītou?

TW-de N QW A V-SUFFIX N N

Měige	yuè	de	diànfèi	shì	búshì	yě	suànzai	zūqián	lītou?
			fànqián						

C. Ask your teacher where you can rent some household goods for a four-room apartment and how much money you will have to pay.

EX: Lǎoshī, (zài) zhèli yǒu méiyǒu chūzū jiājù de shāngdiàn?
Nín xiǎng zū sìge fángjiān yòng de jiājù měige yuè dēi duōshao qián?

N (CV) PW QW V N de N

Lǎoshī, (zài) zhèli yǒu méiyǒu chūzū chuáng
 dēng zhuōzi de shāngdiàn?
 yǐzi pùzi?
 shūzhuō
 shūjiàzi

PN V V NU-M N V de N

Nín xiǎng zū sīge fángjiān yòng de dōngxī

TW AV V QW N

měige yuè dēi gěi duōshao qián?

D. Say that the apartment buildings where you are renting have different types of rooms for rent.

EX: Wǒ zhù de nàdòng gōngyùli, yǒu yìjiān wòfáng hé yìjiān zǎofángde, yǒu liǎngjiān wòfáng hé liǎngjiān zǎofángde, hái yǒu, méiyǒu wòfáng hé kètīngde, jiù shì yìjiān dà fángjiān.

PN V-de SP M N V NU-M N-de C OU-M

Wǒ zhù de nàdòng gōngyùli, yǒu yìjiān liǎngjiān wòfángde hé yìjiān sānjiān etc.

N-de A V N C N-de A

kètīngde, chūfángde, hái yǒu, méiyǒu wòfáng hé kètīngde, jiù shì zǎofángde

NU-M SV N

yì jiān dà fángjiān.

E. Say that there are many people who would like to have many new things, but they don't have the money to buy them right now.

EX: Xūyào xīn jiājù de rén hěn duō, kěshì tāmen xiànzài méiqián mǎi.

N SV N-de N SV MA PN MA VN V

chúfáng
gōngyù
Xūyào xīn diànrì de rén hěn duō, kěshì tāmen xiànzài méiqián mǎi.
qì chē
yíqì
etc.

F. Say that there are people from all walks of life who like to buy things in that food store.

EX: Xīhuan zài nàge cài pùzi mǎi dōngxī de rén hěn duō. Yǒu zuò mǎimaide, yǒu huàhuàde, yǒu ...

AV CV SP-M N V N de N SV

Xīhuan zài nàge cài pùzi mǎi dōngxī de rén hěn duō.

V V N-de V V N-de V

	shǒu	qián	de,		
					fànde,
					mǎimaide,
					jiājùde,
Yǒu mǎi	bàode,		yǒu zuò	yífude,	yǒu ...
	shūde,			píxiéde,	
	jiūde,			bùxiéde,	
	huàde,			yīzide,	
	yífude,				
	jiājùde,				

G. Say that you would like to buy something for someone if you had the money.

EX: Yàoshi wǒ yǒu qián, wǒ jiù gěi tā mǎi yībù (or yīliàng) xīn qìchē.

PT PN V N PN PT CV PN V NU-M SV N

Yàoshi	wǒ	yǒu	qián,	wǒ	jiù	gěi	tā	mǎi	yībù	xīn	qìchē.
									yíge		shǒubiǎo.
									yìzhǎn		diàndēng.
									yítào	xīn	dāochā.
									yítào		jiājù.
									yíjià		fēiji.
									yìdòng		gōngyù.

H. Say that you want to do something together with someone.

EX: Wǒ yào gēn tā yīkuàir chīfàn.

PN AV CV PN A V/VO

Wǒ	yào	gēn	tā	yīkuàir	chīfàn.
					xiězi.
					zǒu.
					huíjiā.
					huíguó.
					huílai.
					huíqu.
					qù.

I. Say that you have decided not to do a certain thing anymore, and give the reason why.

EX: Wǒ búzài zhèli jiē le, yīnwei méiyǒu huǒchē le.

PN NEG-CV PW V-P MA V N P

Wǒ	búzài	zhèli	chī	le,	yīnwei	méiyǒu	xīcān	le.
			zhù				qìchē	
			hē				qián	
			xué				lǎoshī	

J. Tell your classmates that something you have is broken, and you would like to have them think of a way to help you out.

EX: Zāogāo! Wǒde chuáng huài le. Qǐng nǐmen tī wǒ xiǎng yíge bànfǎ.

IE PN-de N SV-P V PN CV PN V NU-M N

<p>qì chē diànxiàn dēng Zāogāo! Wǒde diànchí huài le. Qǐng nǐmen tī wǒ xiǎng yíge bànfǎ. yíqì yízi shōuyīnjī</p>
--

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Hú Měilíng shì yíge Zhōngguó nǚxuésheng. Sìge yuè yǐqián tā cóng Táiwān dào Měiguó lái niàn Yīngwén.

胡美玲是一个中国女学生。四个月以前，她从台湾到美国来念英文。

2. Tā zhùzài chénglǐtóu, kěshì xuéxiào zài chéngwàitóu. Měitiān tā zǒudào xuéxiào qù, suóyì (tā) zǎoshang bìděi zài liùdiǎn yīqián qǐchuáng.

她住在城里头，可是学校在城外头。每天她走到学校去，所以(她)早上必得在六点以前起床。

3. Měitiān zǎoshang liùdiǎnbàn tā kāishǐ cóng jiālǐ zǒu. (Tā) jīngguo yóuzhèngjú de shíhòu shì chà wǔfēn qīdiǎn; jīngguo Měiguó Yínháng de shíhòu shì qīdiǎn yíkè.

每天早上六点半她开始从家里走。(她)经过邮政局的时候是差五分七点；经过美国银行的时候是七点一刻。

4. Zài qīdiǎnbàn yīqián tā jiù kéyì zǒudào xuéxiào. Shàngwǔ dìyījié kě bādiǎn kāishǐ. Shàngkè yīqián tā kéyì chī zǎofàn, yě kéyì kànkàn shū.

在七点半以前她就可以走到学校。上午第一节课八点开始。上课以前她可以吃早饭，也可以看看书。

5. Hú Měilíng méiyǒu shǒubiǎo; tā yě bùxiǎng mǎi. Tāde gōngyù yǒu liǎngge zhōng; xuéxiàoli yě yǒu hěn duō zhōng. Suóyì tā juéde méiyǒu biǎo búyào jǐn.

胡美玲没有手表；她也不想买。她的公寓有两个钟；学校里也有很多钟。所以她觉得没有表不要紧。

6. Tāmen měitiān shàngwǔ yǒu sānjié kè, xiàwǔ yǒu liǎngjié kè; yìtiān yìgòng yǒu wǔjié kè.

他们每天上午有三节课，下午有两节课；一天一共有五节课。

7. Zhōngwǔ, cóng shíyīdiǎnbàn dào shíèrdiǎnbàn, dàjiā chī wǔfàn. Yǒude xuésheng huíjiā qù chī; yǒude dài wǔfàn dào xuéxiào lái.

中午，从十一点半到十二点半，大家吃午饭。有的学生回家去吃；有的带午饭到学校来。

COMMUNICATION EXERCISES

Activity 1

Finding Facts

Choose a partner; then ask each other the following questions concerning the daily class schedule:

1. How many class periods are there per day?
2. How long does each period last?
3. How many classes are there in the morning; how many in the afternoon?
4. At what time does the first class period begin, and at what time is it over?
5. When does the second period start, and when is it over?
6. When does the third period start, and when is it over?
7. At what time do you go to lunch, and at what time do you get back for afternoon classes?
8. Find out from your partner about the afternoon classes (you may use questions 4, 5, and 6 for reference).

Activity 2

Sharing Likes and Dislikes

Discuss with your partner:

1. The 12-hour cycle (from the introduction of the new lesson to the lesson test).
2. Find out which class (subject) you and your partner especially like.
3. Find out which class (subject) you and your partner especially dislike.
4. Give reasons to support your choice.
5. Pick out some activity you do before, during or after class, such as getting up in the morning or taking a test, and discuss whether you like or dislike it.

Activity 3

Ranking

Determine, with the class, which classes (within a 12-hour cycle) are the most useful, and give the reasons why you have chosen them. Please don't get into personalities.

Activity 4

Survey the entire class, one by one, and find out:

1. Which one of the following characters is the easiest to write?

Zhèi wǔge Hànzì, něige zì róngyi xiě?

- (1) 钱
- (2) 饭
- (3) 卖
- (4) 姓
- (5) 好

2. Which one is the hardest to write?

Něige zì nánxiě?

3. Which one of the following items is the easiest to pronounce?

Něige shēngcí róngyi fāyīn?

- (1) yǔfǎ
- (2) shǒubiǎo
- (3) fǔdǎo
- (4) sāndiǎnbàn
- (5) chàyíkè wǔdiǎn

4. Which one is the hardest to pronounce?

Něige shēngcí nán fāyīn?

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

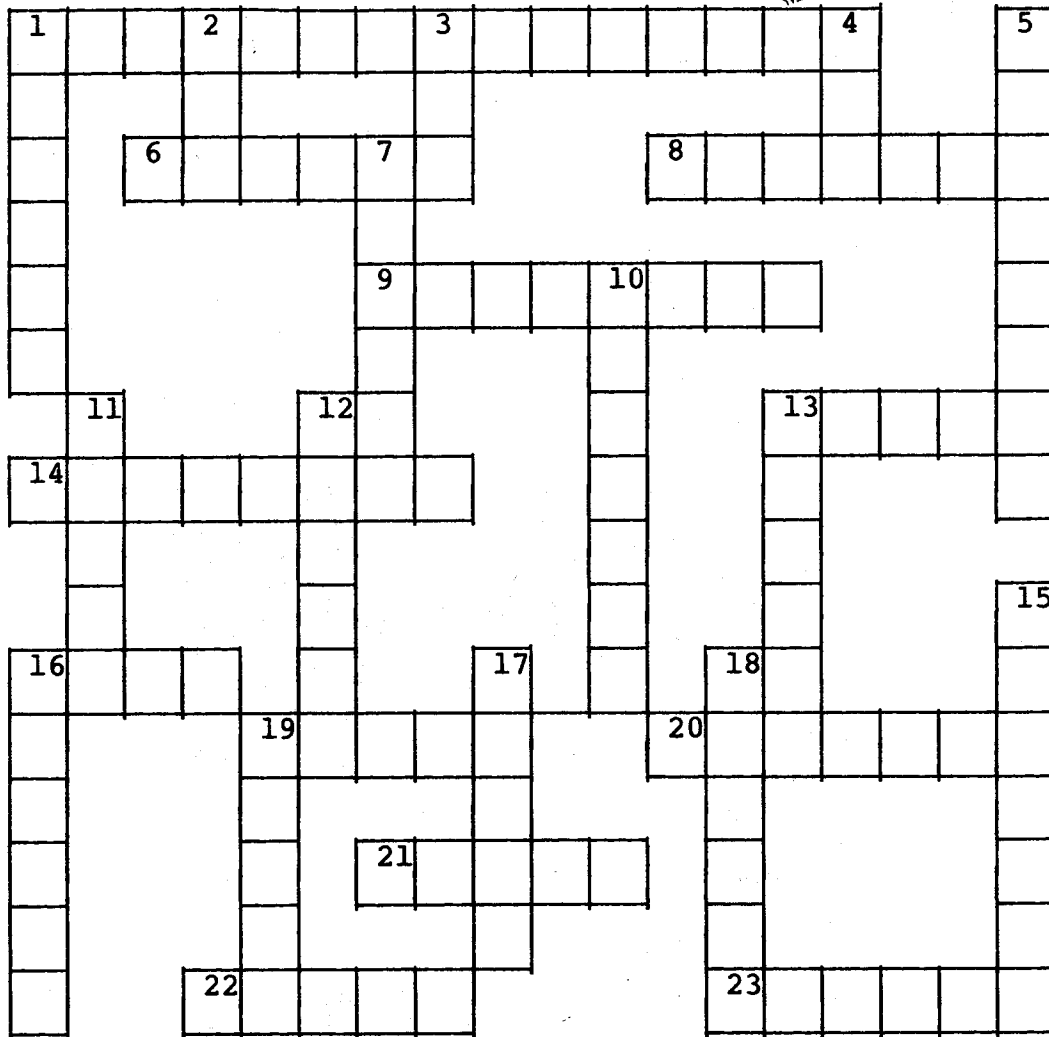
1. Xiǎo Sòng zài Táiběi shàngxué. Tā bùxǐhuan niàn Yīngwén. Tā gēn tā gēge shuō, "wǒ juéde xué Yīngwén tài máfan. Wǒ zhēn bùxiǎng xuéle."
2. Tā gēge shuō, "nǐ bùyīngdāng nàme xiǎng. Kāishǐ de shíhou, dàjiā dōu juéde máfan. (Nǐ) xuédao néng kànbào de shíhou, nǐ jiù xǐhuān xuéle."
3. Xiǎo Sòng shuō tā bùxǐhuān tāde Yīngwén lǎoshī. Nèiwèi Wáng Lǎoshī shàngkè de shíhou búràng xuésheng cǐ dōngxī, yě búràng xuésheng shuōhuà.
4. Xiǎo Sòng de gēge shuō, "yàoshi shàngkè de shíhou xuéshengmen dōu chí dōngxī, dōu shuōhuà, nimen zěnme néng tīng lǎoshī jiǎngjiě kèwén ne?"
5. Xiǎo Sòng shuō, "Lǎoshī jiǎngjiě de yǔfǎ tài dūo, dōu méi(you) yòng. Wǒmende shū yě bùhǎo; xuéxiào yīngdāng huàn xīn shū."
6. Tā gēge shuō, "nǐ zěnme zhīdao yǔfǎ méi(you)yòng ne? Nǐ zěnme zhīdao shū bùhǎo ne?" Xiǎo Sòng shuō, "hěn duō bùzhīdao yīngwén yǔfǎ de rén dōu huì shuō Yīngwén."
7. Tā gēge shuō, "Yàoshi nǐ xiǎng shuō hěn hǎo de Yīngwén, nǐ jiù bìděi niàn yǔfǎ." Xiǎo Sòng méihuǐdá, kěshì tā xiǎng, "xué Yīngwén yǒu shénme yòng?"
8. Sīnián yǐhòu Xiǎo Sòng dào Měiguó lái niànshū le. Zhè shíhou tā yǐjīng hěn xǐhuān niànshū le. Tā kàn Yīngwén shū hé Yīngwén bào, dōu bùjuéde nán le.
9. Tā měitiān hé tóngbān de tóngxuémen yīkuàir tánhuà, dàjiā dōu shuō Yīngwén. Xiǎo Sòng juéde yòng Yīngwén tánhuà hěn róngyì.
10. Yǒu yītiān wǎnshang, tā gěi tā gēge xiě xìn (letter). Xīnshang shuō: "Yīqián yàoshi méiyǒu Wáng Lǎoshī yòng nèizhōng bànfǎ jiāo wǒmen, xiànzài wǒ bùkěnéng huì shuō Yīngwén."

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. A: Xiǎo Zhāng, you are Chinese, aren't you? Why are you learning the Chinese language in this American school?
B: No, I am not Chinese; I am a Korean ancestry, born in the Unites States. I learned (heard) that this is a very famous school, so I came here to learn Chinese.
2. A: I know "Zhang" is a Chinese surname, but I didn't know it is also a Korean surname.
B: Also "Lǐ", "Jīn", and "Bái"; these are surnames for both Koreans and Chinese.
3. A: Do you think the Chinese language is difficult?
B: Sometimes I do and sometimes I don't. I don't like to learn the pronunciation and the sentence structure.
4. A: When I started to learn Chinese two years ago, I felt the same way. However, after half a year I felt pronunciation and sentence structure were not very difficult.
B: Really? (Zhēnde?) In which class are you now?
5. A: I am in the third class, in Classroom number 12.
B: The students in that class have already learned Chinese for two years. Is that right?
6. A: That's right. Now we are starting to read the third year books, which are all in Chinese characters, not in Pinyin any more.
B: Wonderful! I suppose you all speak Chinese in class.
7. A: We should speak only Chinese in class, but we are not able to do so yet. We cannot use all the words we have learned.
B: I think practice is very important. Do you practice speaking after class?
8. A: Yes, we do a little, but not much. Hereafter we should practice a lot.
B: Oh, it's 4:00 now. I have a question to ask my teacher. Do you think the teachers are still in school?

9. A: I think they are. They go home after 4:45 every afternoon.

B: I am going to see my teacher. See you tomorrow.



ACROSS

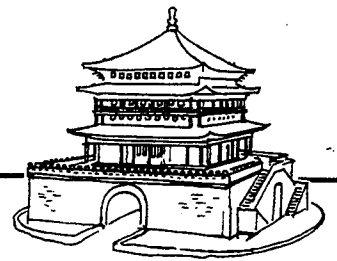
1. 6:30
 6. Zhèijian shì hěn _____ bàn.
 8. _____ róngyi, dākǎo hěn nán.
 9. TW
 12. QW
 13. Lǎoshī wèn nǐ wèntí, nǐ děi _____.
 14. _____ yīhòu, yào chī zǎofàn.
 - 16&19. Jiǎnchá _____ 19, tā shuō wǒde qìchē _____ 16 le.
 18. NU
 19. See 16 above.
 20. Tā yào _____ wǒ tiānxiàn.
 21. Lǎoshī yòng liànxí _____ wǒmen.
 22. _____, yǔfǎ wǒmen xuésheng děi liànxí.
 23. Zhèige cài hěn _____.
- Key on Page _____.

DOWN

1. Nǐ děi _____ shuōhuà.
2. Tā zǒu _____ Dìsānjiē.
3. He wants to go to _____ Korea.
4. Sāndiǎn _____ yìkè.
5. Tāde _____ huài le.
- 7&11. Wǒ _____ 7 zhùzai Dézhou, _____ 11 děi dào zhèr lái.
10. comrades
11. See 7 above.
12. Wǒ yào _____ tā wǒde qìchē.
13. _____ yīqián, yào mǎi cài.
15. Wǒ xuéxiàode _____ hěn dà.
16. _____ yīqián wǒmen liànxí fāyīn.
17. I _____ that he is angry.
18. Liànxí huìhuà _____ děi niàn kèwén.
19. Qǐng liànxí _____.

LESSON 15

INTRODUCTION



This lesson deals with:

- Imminent action with A(V) le
- Patterns for description of manner of action
- Use of Náli as an Idiomatic Expression
- Use of the Question Word zěnmeyàng
- Use of the Adverbs zǎo jiù, lǐkè jiù, lǐkè, and jiù
- Comparison of the mild imperative ba "let's" with an order or command.



Tāmen zuòfān, zuòde hěn hǎo.

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. State that some action or situation will soon take place.
- b. State that some action or situation has been concluded.
- c. In a limited fashion, discuss your life here at DLI.
- d. Tell someone the operating hours for facilities on post.
- e. State the manner in which something is done.
- c. Suggest rather than command that you or someone do something.

GLOSSARY



1. cháng(cháng) 常(常) A: often, frequently, usually, generally
Tā cháng xiě Hànzì. (He often writes Chinese characters.)
Tā chángcháng búqù gōngzuò. (He frequently does not work.)
2. chànggē 唱歌儿 VO: to sing songs
a. chàng 唱 V: to sing
b. gē 歌儿 N: song(s)
Wǒ huì chàng Zhōngguó gē. (I know how to sing Chinese songs.)
3. -de -得 P: (a verbal suffix used to link the manner of action to the verb)
xiěde hǎokàn (writes beautifully)
shuōde kèqǐ (says [it] politely)
4. diànzǐ-jìsuànjī 电子计算机 N: electronic computer
a. diànnǎo 电脑 N: computer (Lit. electronic brain)
b. jìsuànjī 计算机 N: calculator
5. guānmén 关门 VO: to close a door, to close up (shop)
Xuéxiào wǔdiǎn yìkè guānmén. (The school closes at 5:15.)
a. guān 关 V: to close, to shut
b. mén 门 N: door (M: -ge 个)
c. chuānghu 窗户 N: window (M: -ge 个)
6. Guófáng Yǔyán Xuéyuàn 国防语言学院 N: Defense Language Institute
a. guófáng 国防 N: national defense
b. Guófángbù 国防部 N: Department/Ministry of (National) Defense
c. yǔyán 语言 N: language
d. xuéyuàn 学院 N: institute, college, academy

7. hǎojiǐ- 好几- NU: a good many (followed by measure), several
Tā yǒu hǎojiǐge péngyou. (He has a good many friends.)
- hǎoxiē 好些 NU-M: a good many (measure can be omitted), quite a few
Yǒu hǎoxiē rén huì chàng (There are a good many people who can sing Chinese songs.)
Zhōngguó gē.
8. jǐnzhāng 紧张 SV: to be tense, to be nervous, to be keyed up
Kǎoshì yǐqián xuésheng dōu (Before tests, students are all very nervous.)
hěn jǐnzhāng.
9. jūnrén 军人 N: military personnel, serviceman
10. kāi mén 开门 VO: to open the door
kāi chuānghu 开窗户 VO: to open the window
11. kuài 快 SV/A: to be fast, to be quick/about to, almost, soon
Tā xiězì xiěde hěn kuài. (He writes characters very fast.)
Wǒmen kuài xiàkè le. (We are about to get out of class.)
12. kuàiyào 快要 A: to be about to (imminent)
13. lìkè (jiù) 立刻(就) A: immediately, at once
Tāmen lìkè lái. (They'll come immediately.)
Tāmen lìkè jiù yào lái. (They are about to come./ They are coming right away.)
14. màn 慢 SV: to be slow
Háizi chīde hěn màn. (The children eat very slowly.)
15. shēnghuó 生活 N: life
16. shēng(yīn) 声(音) N: sound, voice, noise
a. dàshēng 大声 PH: loud voice, loud noise
b. xiǎoshēng 小声 PH: low voice, soft voice, whisper
17. shíjiān 时间 N: time

18. shítáng 食堂 N: dining hall
19. shuǐjiào 睡觉 VO: to sleep (Lit. sleep sleep)
 Wǒ zhōngwǔ děi shuǐjiào. (I must take a nap at noon-time.)
- a. shuǐ 睡 V: to sleep
 Nǐ zài nǎr shuǐ? (Where do you sleep?)
- b. jiào 觉 BF: sleep
20. wǎn 晚 SV: to be late
 Tā lái wǎn le. (He came late.)
21. xì 系 N: department (in an academic institution)
22. yīdìng yào 一定要 A: certainly will, definitely will, insist on
- a. yīdìng 一定 A: certainly, definitely, necessarily, surely
- b. bù yīdìng 不一定 A: won't necessarily, not definitely
- c. yīdìng bú ... 一定不... A: definitely won't ..., certainly won't ...
23. yǔwén 语文 N: Chinese (as a subject of study or means of communication)
24. zǎo 早 SV: to be early
- a. zǎo guòle PH: had passed (by) quite some time ago
- b. zǎojiù 早就 A: long since
 Xiàkè de shíhou zǎojiù (Time for dismissing the class has long since arrived.)
 dào le.
25. zěnmeyàng 怎么样 QW: what about it? What do you think?
 Nǐ jīntiān zěnmeyàng?" (How are you today?)

OLD WORDS WITH NEW USAGE

26. náli 哪里

IE: not at all (This expression has different meanings in different situations; i.e., in this lesson, it means "You flatter me." [How can you draw such a conclusion?].)

COMMUNICATIVE EXCHANGES



Guófáng Yǔyán Xuéyuàn de Shēnghuó (Life at DLI)

David (D), a DLI graduate meets with a schoolmate, Lánsī (L), in a university and tells her about his school life at DLI.

Frame 1

1	L: Kuài wǔdiǎn le. Chīfàn de shíhou dào le.	It will soon be five o'clock. It is time to eat.
2	D: Shítáng jiù yào kāi mén le. wǒmen yìqǐ qù, hǎo bùhǎo?	The dining hall is just about to open. How about our going together?
3	L: Hǎo a. Wǒmen lìkè zǒu ba.	OK. Let's go right away.

Notes:

1 The time is up (now). In the sentence Chīfàn de shíhou dào le, the main clause shíhou dào le, "the time is up, the time has arrived" is further specified by the subordinate clause chīfàn de, "to eat." Other examples:

Xiàkè de shíhou dào le.	It's time for class to be dismissed.
Xiězì de shíhou dào le.	It's time for writing characters.
Huíjiā de shíhou dào le.	It's time to go home.

1 & 2 Pattern of Imminent Action. In the sentence Kuài(dào) wǔdiǎn le, "It will soon be five o'clock," the key word of the pattern is the adverb kuài, "soon." There are a limited number of adverbs that can be used in this pattern. The adverbs in our vocabulary to date are:

kuài	soon
yào	is about to ...
jiù	right away
jiù yào	soon (just about to ...)
kuàiyào	soon (just about to ...)

Examples:

Tā kuài lái le.
 Tā yào lái le.
 Wǒmen jiù chīfàn le.
 Huǒchē jiùyào kāi le.

Wǒmen kuàiyào chīfàn
 le.

He will come soon.
 He is about to come.
 We'll eat right away.
 The train is just about to
 start.
 We'll soon be eating.

Imminent Action compared with an Action-whose-Time-is-Up pattern:

(1) Imminent Action (with an adverb)

Shàngkè de shíhou kuài
 dào le.

It's almost time to go to
 class.

(2) Action-Time is Up (without an adverb)

Shàngkè de shíhou dào le.

It's time to go to class.

Frame 2

(At a table in the dining hall)

- | | | |
|---|---|---|
| 4 | L: Nǐde Zhōngwén zài nǎr xué de? Nǐ shuō Zhōngguó huà shuōde hěn hǎo. | Where did you study (your) Chinese? You speak Chinese very well. |
| 5 | D: <u>Náli</u> , náli. Wǒ shì zài <u>Měiguó Guófáng Yǔyán Xuéyuàn</u> niǎn de Zhōngwén. | Not at all, not at all. I studied Chinese at the United States Defense Language Institute. |
| 6 | L: Nǐ zài Yǔyán Xuéyuàn de <u>shēnghuó zěnmeyàng?</u> | How was (your) life at the Language Institute? |
| 7 | D: Wǒ yǐqián shì <u>jūnrén</u> , shēnghuó hěn <u>jǐnzhāng</u> . Wǒ qǐde hěn <u>zǎo</u> , (shuìjiào) shuìde hěn wǎn. | Previously, when I was a serviceman, my life was very tense. I got up very early and went to sleep very late. |

Notes:

4 Pattern of Description of Manner of Action (See the second sentence 4.) This first pattern of description has three elements: An action, the particle de, and a description.

<u>Action (Verb)</u>	<u>de</u>	<u>Description (SV)</u>	
Nǐ shuō	de	hǎo.	You speak well.
Wǒ zǒu	de	kuài.	I walk fast.
Tā xiě	de	màn.	She writes slowly.
Tā chī	de	duō.	He eats a lot.

In addition to the basic description, another adverb can be added to further clarify the description:

shuōde <u>hěn</u> hǎo	speaks very well
zǒude <u>bù</u> kuài	doesn't walk fast
xiěde <u>zhēn</u> màn	writes really slowly
chīde <u>tài</u> duō	eats too much

The second pattern of description is VO, Vde (description,) as in:

Tā shuō Fàwén shuōde <u>hěn</u> hǎo.	He speaks French very well.
Nǐmen xiě Hànzì xiěde <u>zhēn</u> màn.	You write Chinese characters really slowly.
Nèige hái'zi chīfàn chīde <u>tài</u> duō.	That child eats too much.

It is not correct to have a VO-de plus a description construction:

(INCORRECT) Tā shuō Zhōngguó huàde hěn hǎo. (INCORRECT)

The correct construction is

Tā shuō Zhōngguó huà shuōde hěn hǎo.	He speaks Chinese very well.
--------------------------------------	------------------------------

5 Náli, náli "not at all, not at all." Literally, náli means "where." In this usage as an Idiomatic Expression it may be construed as an abbreviation of nálide huà (nǎrde huà). This is a very common polite remark. However, it does have different meanings under different circumstances.

- (1) In response to a compliment, it means "You flatter me."
- (2) In response to thanks, it means "Don't mention it."
- (3) In response to someone offering an apology, it means "Don't mention it; don't worry about it."

7 More examples of Description of Manner of Action.

Tā qǐde zǎo.	He gets up early.
Tā suǐde wǎn.	She goes to sleep late.

Further modified by adverbs:

Wǒ qǐde hěn zǎo.
Wǒ shuǐde tài wǎn.

I get up very early.
I go to sleep much too late.

Additional VO compounds added to the sentence:

Wǒ qǐchuáng, qǐde hěn zǎo.
Ta shuǐjiào, shuǐde hěn
wǎn.

I get up very early.
He goes to sleep very late.

Additionally, time elements may be added:

Wǒ zǎoshang qǐchuáng,
qǐde hěn zǎo.
Wǒ wǎnshang shuǐjiào,
shuǐde hěn wǎn.

In the morning, I get up very
early.
In the evening, I go to sleep
very late.

Frame 3

8 L: Nèige xuéxiào hěn yǒumíng, wǒ <u>zǎojiù</u> tīngshuōle. Wǒ yào wèn nǐ, nǐ zài nàli de shíhou yòng méiyong <u>diànzǐ</u> <u>jìsuànjī</u> xué Zhōngwén?	That school is very famous; I heard about it a long time ago. I want to ask you, when you were there, did you use the computer to learn Chinese?
9 D: Méiyòng. Tīngshuō xiànzài zhèli yǒu <u>hǎojǐ</u> <u>xī</u> xiǎng lìkè jiù yòng.	No, I didn't. I heard that now there are many departments that want to use it right away.
10 L: Yòng diànzǐ jìsuànjī xué xiě Hànzì kěnéng xuéde hěn kuài.	If they use the computer to study writing Chinese char- acters, it is possible they'll learn very quickly.
11 D: Kěnéng. Wǒ xiě Hànzì, xiěde hěn màn.	Possibly. I write Chinese characters very slowly.
12 L: Nǐmen dōu xiěde hěn hǎo ba.	All of you write very well, I presume.

Notes:

8&9 Time When as an Adverb (not a Movable Adverb), with zǎojiù, "long ago," lìkè jiù, "immediately," lìkè, "immediately," and jiù, "right away." Examples:

Tāmen zǎojiù lái.

They came a long time ago./They
have been here for a long time.

Tāmen lìkè jiù lái.
 Tāmen lìkè lái
 Tāmen jiù lái.

They'll be coming right away.
 " " "
 " " "

Frame 4

- | | | |
|----|---|---|
| 13 | D: <u>Hǎoxiē</u> xuésheng <u>cháng</u> (<u>cháng</u>) liànxí, tāmen xiěde hěn hǎo. Wǒ hěn shǎo liànxí xiě Zhōngguó zì, kěshì cháng liànxí <u>chàng</u> Zhōngguó <u>gē</u> . | A good many students often practice (and) write very well. I very seldom practice writing Chinese characters, but I often practice singing Chinese songs. |
| 14 | L: Nème, nǐ <u>yídìng</u> chàngde hěn hǎo. Xiànzài jiù <u>xiǎo shēng</u> (r) chàng yíge ba. | In that case, you certainly (must) sing very well. Sing one softly now. |
| 15 | D: Ài chànggē(r)de bù yídìng chàngde hěn hǎo. Búguò yào-shì nǐ <u>yídìng yào</u> wǒ chàng, wǒmen jiù <u>yìqǐ</u> chàng, zěnme-yàng? | Those who love to sing don't necessarily sing very well. However, if you insist on my singing, how about our singing together? |
| 16 | L: Ò! Wǒde biǎo mànle. Nǐ kàn shítáng de zhōng. (Pointing at the clock) Chifàn de shíjiān <u>zǎo guò</u> le. Wǒmen zǒu ba. | Oh! My watch is slow. Look at the clock of the dining hall. (Pointing at the clock) Meal time passed long ago. Let's go. |
| 17 | D: Hǎo. Shítáng lìkè jiù-yào <u>guānmén</u> le. | OK. The dining hall will close right away. |

Notes:

13&16 Changing the subject of conversation with kěshì "but, however", and Ō "Oh." Kěshì was used to change the subject of conversation from writing Chinese characters to singing Chinese songs. Ō changed the subject from singing to eating.

14 A request or suggestion with the particle ba. Without the particle ba, a suggestion could become an order or a command. Of course, the situation, intonation (stress), and gestures can make a difference. Compare the following:

Suggestion or Request

Qǐlai ba.
 (How about getting up.)
 Qǐng qǐlai ba.
 (How about getting up.)
 Gěi wǒ ba.
 (How about giving it to me.)

Order or Command

Qǐlai!
 (Get up!)
 Kuài qǐlai!
 (Hurry and get up!)
 Gěi wǒ!
 (Give [it] to me!)

对话

Frame 1

- | | | |
|---|----------------------|--|
| 1 | L: 快五点了。吃饭的时候了。 | It will soon be five o'clock. It is time to eat. |
| 2 | D: 食堂就要开门了。我们一起去好不好? | The dining hall is just about to open. How about our going together? |
| 3 | L: 好啊。我们立刻走吧。 | OK. Let's go right away. |

Frame 2

- | | | |
|---|----------------------------------|---|
| 4 | L: 你的中文在哪儿学的? 你说中文说得很好。 | Where did you study your Chinese? You speak Chinese very well. |
| 5 | D: 那里, 那里。我是在美国国防语言学院念的中文。 | Not at all, not at all. I studied Chinese at the United States Defense Language Institute. |
| 6 | L: 你在语言学院的生活怎么样? | How was your life at the Language Institute? |
| 7 | D: 我以前是军人, 生活很紧张。我起得很早, 睡(觉)得很晚。 | Previously, when I was a serviceman, my life was very tense. I got up very early and went to sleep very late. |

Frame 3

- | | | |
|---|--|--|
| 8 | L: 那个学校很有名, 我早就听说了。我要问你, 你在那里的时候用没用电子计算机学中文? | That school is very famous; I heard about it a long time ago. I want to ask you, when you were there, did you use the computer to learn Chinese? |
| 9 | D: 没用。听说现在这里有好几系想立刻就用。 | No, I didn't. I heard that now there are many departments that want to use it right away. |

Frame 3 (Continued)

- | | | |
|----|----------------------|--|
| 10 | L: 用电子计算机学写汉字可能学得很快。 | If they use the computer to study writing Chinese characters, it is possible they'll learn very quickly. |
| 11 | D: 可能。我写汉字写得很慢。 | Possibly. I write Chinese characters very slowly. |
| 12 | L: 你们都写得很好吧。 | All of you write very well, I presume. |

Frame 4

- | | | |
|----|--|---|
| 13 | D: 好些学生常(常)练习, 他们写得很好。我很少练习写中国字, 可是常练习唱中国歌儿。 | A good many students often practice (and) write very well. I very seldom practice writing Chinese characters, but I often practice singing Chinese songs. |
| 14 | L: 那么, 你一定唱得很好。现在就小声儿唱一个吧。 | In that case, you certainly (must) sing very well. Sing one softly now. |
| 15 | D: 爱唱歌儿的不一定唱得很好。不过要是你一定要我唱, 我们就一起唱, 怎么样? | Those who love to sing don't necessarily sing very well. However, if you insist on my singing, how about our singing together? |
| 16 | L: 哦! 我的表慢了。你看食堂的钟, 吃饭的时间早过了。我们走吧。 | Oh! My watch is slow. Look at the clock. (Pointing at the clock) Meal time passed long ago. Let's go. |
| 17 | D: 好。食堂立刻就要关门了。 | OK. The dining hall will close right away. |

SUMMARY



Frame 1

a. The pattern of imminent action is characterized by the use of such adverbs as: kuài, "soon," kuàiyào, "soon (just about to)," yào "will (in the near future)," jiù, "right away," and jiùyào "soon (just about to)." In a sentence with this pattern the particle le shows that an action or event is about to happen.

Chuán jiùyào kāile.
Tā kuài zǒule.

The boat is just about to start. He will leave soon.

b. The verb phrase dàole, "has arrived," is placed after a sentence or phrase depicting a situation or circumstance to show that it is about to happen.

Shàngkè de shíhou kuài
dàole.
Tā qù de shíhou dàole.

It'll soon be time for class to begin.
It's time for him to go.

Frame 2

a. Patterns describing manner of action:

1. V -de SV

Tā xiěde kuài.
Tā shuōde hěn màn.

He writes fast.
He talks very slowly.

2. VO Vde SV

Tā xiězì xiěde hěn hǎo.
Nǐ chīfàn chīde tài kuài.

He writes characters very well.
You eat too fast.

b. Náli, náli, "not at all, not at all," as an Idiomatic Expression is a very polite remark meant to put someone at ease. As a response to a compliment, it means "You flatter me," or in response to a thank you or to some one making an excuse, it means "Don't mention it."

Frame 3

A Time When phrase consists of a (fixed) adverb, appearing between the subject and the verb. Examples: zǎojiù, "long ago," lǐkè jiù, "immediately," jiù, "right away," and lǐkè, "immediately."

Tāmen zǎojiù qùle.

They left a long time ago./They have been gone for a long time.

Tāmen lìkè jiù qù.
 Tāmen lìkè qù.
 Tāmen jiù qù.

They'll be going right away.
 "
 "

Frame 4

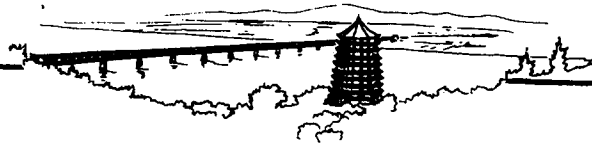
a. Kěshì, "but, however," and Ò, "Oh," can be used to change the topic of a conversation.

Wǒ hěn xǐhuan kàn Zhōngguó
 bào, kěshì wǒ zhēn bùxǐ-
 huan xiě Zhōngguó zì.

I like to read Chinese news-
 papers very much; however, I
 really don't like to write
 Chinese characters.

b. Adding the particle ba to a command like qǐlai! "Get up!" changes it to a request or suggestion such as qǐlai ba, "Let's get up."

DRILLS I



A. Response Drill: In response to each statement, tell what's wrong with the time, and give the correct time according to the cues.

(T) Wǒde biǎo xiànzài bādiǎn.
(According to my watch, it
is 8:00 now.)

cue: a. 7:50

b. 8:07

(S) a. Nǐde biǎo kuài le; xiàn-
zài chà shífēn bādiǎn.

(Your watch is fast;
it's ten to eight now.)

b. Nǐde biǎo màn le; xiàn-
zài bādiǎn guò qīfēn le.)

(Your watch is slow;
it's seven past eight now.)

B. Response Drill: In response to the given sentence, express your opinion according to the cue and use zǎo jiù guòle, hái chà, hái, zǎo, tài zǎo, or tài wǎn in your response.

(T) Wǒ xiǎng qù yóu(zhèng)jú.
(I want to go to the post
office.)

cue: a. 5.10 p.m. now
(closes at 5:00 p.m.)

b. 7:30 a.m. now
(opens at 8:30 a.m.)

(S) a. Yóu(zhèng)jú zǎojiù
guānmén le; xiànzài wǔdiǎn
shífēn le.)

(The post office has
been closed for quite a while;
it's 5:10 now.)

b. Tài zǎo le. Xiànzài
qīdiǎnbàn; yóujú bādiǎnbàn
kāimén.)

(It's too early. The
post office doesn't open until
8:30, and it's 7:30 now.)

C. Expansion Drill: Add a clause to each sentence according to the cues.

(T) Tā chīfàn chīde hěn kuài.

(He eats fast.)

cue: but he doesn't eat
much

(S) Tā chīfàn chīde hěn kuài,

kěshì (tā) chīde bùduō.

(He eats fast, but he
doesn't eat much.)

D. Expansion Drill: Expand each sentence according to the given information using hái chà, duō le.

(T) Zhèi shíge xuésheng jiù yǒu
bāzhāng zhuōzi, ...

(These ten students have
only eight desks; ...)
(short two)

(S) Zhèi shíge xuésheng jiù yǒu
bāzhāng zhuōzi, hái chà liǎng-
zhāng.

(These ten students have
only eight desks; they are
short two desks.)

E. Response Drill: Answer the questions in complete sentences as you would in a real-life situation using wǒ xiǎng.

(T) Yóuzhèngjú jǐdiǎn kāimén?
jǐdiǎn guānmén?

(What time does the post
office open, and what time does
it close?)

(S) Wǒ xiǎng yóuzhèngjú zǎo-
shang bādiǎnbàn kāimén, xiàwǔ
sìdiǎnbàn guānmén.

(I think the post office
opens at 8:30 in the morning
and closes at 4:30 in the
afternoon.)

F. Completion Drill: Read aloud and complete the sentences with words chosen from this list: shēnghuó, jūnrén, jǐnzhāng, náli, zěnmeyàng.

G. Completion Drill: Read aloud and complete the sentences with yíding or bùyíding, whichever is appropriate.

H. Response Drill: Answer the questions in complete sentences according to the cues.

(T) Nǐde Zhōngwén shì zài nǎ
xué de?

(Where did you learn your
Chinese?)

cue: DLI

(S) Wǒde Zhōngwén shì zài Guó-
fǎng Yǔyán Xuéyuàn xué de.

(I learned it at DLI.)

I. Conversation Drill: Answer the questions as if they were real life situations, and give some explanation if you can.

(T) Nǐ cháng qù fànguǎnr chī-
fàn ma?

(Do you go to restaurants
often?)

(S) Wǒ bùcháng qù, yīnwei qù
fànguǎnr chīfàn tài guǐ.

(No, because it's too ex-
pensive to eat at restaurants.)

J. Response Drill: In your answers use hǎojǐ "several" instead of numbers before the measure words.

(T) Nǐ yǒu duōshao qián?
(How much money do you
have?)

(S) Wǒ yǒu hǎojībǎikuài qián.
(I have several hundred
dollars.)

DRILLS II



A. State that you have relative(s) and that he/she/they live(s) or doesn't/don't live here.

EX: Wǒ yǒu yíge jiějie, tā búzhùzai zhèli.

PN V NU-M N PN (NEG)-V-SUFFIX PW

		yíge				
		liǎngge				
		sānge				
		sìge	gēge			
Wǒ	yǒu	wǔge	dìdi,	tā(men)	(bú)zhùzai	zhèli.
		liùge	jiějie,			
		qīge	mèimei,			
		bāge				
		etc.				

B. Answer the following question by listing how many people are in your family.

Q: Nǐ jiāli yǒu shénme rén?

EX: A: Yǒu wǒ fùmǔ gēn yíge dìdi.

V PN N C NU-M N

		àiren			yíge	gēge
		tàitai			liǎngge	dìdi
Yǒu	wǒ	xiānsheng	gēn		sānge	jiějie.
		fùqin			sìge	mèimei.
		mǔqin			wǔge	nánháizi.
		zhàngfu*			etc.	nǚháizi

* husband

Note: New words and phrases will sometimes appear in Drills I and II, Translation Exercises, and Communication Exercises to increase your oral proficiency and production. You'll not be held accountable for these in lesson tests.

C. Answer the following two questions by stating just one thing that you do in the evening, and with whom you accomplish that activity.

- Q: (1) Nǐ cóng xiàkè yǐhòu dào shuǐjiào yǐqián dōu zuòxiē shénme shì?
 (2) Nǐ gēn shéi zài yìqǐ zuò nàxiē shì (qīng)?

EX: A: (Wǒ) gēn wǒ(de) péngyou yìqǐ dào jiēshàng qù zǒuzou.

(PN) C PN-de N yìqǐ PT N PT VO

	lǎoshī	kèshì	kànshū.
	tàitai	shāngdiàn	mǎixié.
(Wǒ) gēn wǒ(de)	xiānsheng (zhàngfu)	yìqǐ dào fànguǎnr qù	chīfàn.
	nǎnpéngyou	jiǔguǎnr	hējiǔ.
	nǚpéngyou	càipù	mǎicài.
	tóngxué	shūpù	mǎishū.

D. Ask someone if he/she did a certain thing before coming to DLIFLC and where he/she will likely be a year or two from now.

EX: Nǐ yìnián yǐqián zài nǎli shàngxué? Yìnián yǐhòu nǐ kěnéng zài Déguó ma?

PN NU-M PT CV QW VO

	yìnián	niànshū?
	liǎngnián	jiāoshū?
Nǐ	sānnián	zài nǎli
	sìnián	zuò mǎimai?
	etc.	zuòshì?
		etc.

NU-M PT PN SV CV N QW

	yìnián	Rì běn	
	liǎngnián	Hánguó	
	sānnián	yǐhòu nǐ kěnéng zài Chōngshéng(dǎo)*	ma?
	sìnián	Xiàwēiyí**	
	etc.	etc.	

* Okinawa ** Hawaii

E. Say that you feel a certain classroom activity is very easy and a certain other activity is very difficult.

EX. Wǒ juéde liànxí fāyīn hěn róngyi, búguò huídá lǎoshī de wèntí hěn nán.

PN V V VO ADV SV C N ADV SV

	shuōhuà		fānyì *	
	xiě Hànzì		yǔfǎ	
Wǒ juéde liànxí xiě shēngzì hěn róngyi, búguò cèyàn hěn nán.	chànggē		huì huà	
	niàn Hànzì		kǎoshì	

* translation

F. Ask one of your classmates if he/she wants to come back here again, and if so, which of the following languages would he/she be interested in learning.

EX: Nǐ yào zài hūi(dào zhèli) lái ma? Yàoshi nǐ huílai, nǐ xǐhuan xué Rìwén ma?

PN V A V PT PW PT QW

Nǐ yào zài hūi(dào zhèli) lái ma?

C PN V PN ADV V N QW

	Fàwén		
	Hánwén		
Yàoshi nǐ huílai, nǐ xǐhuan xué	Èwén	ma?	
	Déwén		
	Zhōngwén		
	Àlābówén*		

* Arabic

G. Ask one of your classmates if he/she would like (want) to visit to certain state while he/she is in California.

EX. Nǐ zài Jiāzhōu de shíhou, nǐ yào dào Dézhōu qù kànkān ma?

PN CV N PH PN V PT N

Nǐ	zài	Jiāzhōu	de	shíhou,	nǐ	yào	dào	Élègāng*
								Huáshèngdùn*
								Nèihuádá*
								Xīn Mòxīgē*
								Yàlísāngnà*

N PT V-V QW

Zhōu qù kànkān ma?

* Oregon, Washington, Nevada, New Mexico, Arizona

H. Say that you prefer to do a certain thing before doing something else.

EX: Wǒ xǐhuan xiān shuì yīhuīr jiào zài chīfàn.

PN AV PT VO PT VO

Wǒ	xǐhuan	xiān	hētāng	zài	chīfàn.
			kànshū		xiězì.
			shàngxué		huíjiā.
			guānmén		kāi chuānghu.
			shàngkè		shuìjiào.
			shōuqián		mǎi dōngxi.

I. Ask one of your classmates if there is public transportation (or conveyance) to get from one place to another.

EX: Cóng zhèli yǒu huōchē dào Jiùjīnshān qù ma?

PT	PN/N	V	N	PT	N	PT QW
	zhèli Jiùjīnshān		chuán		Niūyuēshì	
Cóng	Měiguó Zhōngguó	yǒu	huōchē	dào	Jiānádà Èguó	qù ma?
	Zhèli Jiùjīnshān		fēijī		Zhījiāgē*	

* Chicago

J. Say that when you were on your way to California you didn't come by way of a certain state.

EX: Wǒ dào Jiāzhōu lái de shíhòu, wǒ méi jīngguò Yàlìsāngnà Zhōu.

PN PT N PT PH PN NEG CV N N

Wǒ dào Jiāzhōu lái de shíhòu, wǒ méi jīngguò	Élègāng Huáshéngdùn Nèihuádà Xīn Mòxīgē	Zhōu.
--	--	-------

K. Ask a classmate when he/she plans to leave this area permanently and by what means (car, airplane, train, or boat).

EX: Nǐ jìhuà shénme shíhòu líkāi zhèli? Nǐ yào zuò qìchē zǒu ma?

PN V QW N V PW PN V CV N V QW

Nǐ jìhuà shénme shíhòu líkāi zhèli? Nǐ yào zuò	huōchē qìchē chuán fēijī	zǒu ma?
--	-----------------------------------	---------

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Xiǎo Wáng de biǎo tài jiù le, chángcháng búduì, yǒu(de) shíhou tài kuài, yǒu(de) shíhou tài màn, yě yǒu(de) shíhou bùzǒu.

小王的表太旧了，常常不对；有(的)时候太快、有(的)时候太慢，也有(的)时候不走。

2. Měitiān zǎoshang wǒmen dìyī jié bādiǎnzhōng shàngkè. Shàng xīngqīèr zǎoshang Xiǎo Wáng shì bādiǎn yīkè lái de. Tā shuō tāde biǎo tài màn le.

每天早上我们第一节八点钟上课。上星期二早上小王是八点一刻来的。他说他的表太慢了。

3. Shàng xīngqīsān shàngwǔ dīsān jié tā méiyǒu kè, tā shídiǎnbàn jiù dào shítáng qù chī wǔfàn; shítáng hái méi(yǒu) kāi mén ne. Tā shuō tāde biǎo tài kuài le.

上星期三上午第三节他没有课，他十点半就到食堂去吃午饭；食堂还没(有)开门呢。他说他的表太快了。

4. Wǒmen kèshìli yǒu yíge diàn zhōng, méiyǒu diàn de shíhou jiù bùzǒu; suǒyì zhèige zhōng yě chángcháng búduì.

我们课室里有一个电钟，没有电的时候就不走；所以这个钟也常常不对。

5. Shàng xīngqīwǔ kǎoshì de shíhou Xiǎo Wáng bùzhīdào kèshìli de zhōng duì búduì, yě bùzhīdào tā zìjǐde shǒubiǎo duì búduì, suǒyì tā hěn jǐnzhāng.

上星期五考试的时候小王不知道课室里的钟对不对，也不知道他自己的手表对不对，所以他很紧张。

6. Lǎo Chén zài Xiǎo Wáng hòutou. Xiǎo Wáng xiǎoshēng wèn Lǎo Chén jǐdiǎnzhōng le. Lǎoshī shuō, "Kǎoshì de shíhou bié shuōhuà."

老陈在小王后头。小王小声问老陈几点钟了。老师说，“考试的时候别说话。”

7. Xiǎo Wáng gàosòng Lǎoshī tā zhǐshì wènwen shíjiān. Nèitiān xiàkè yǐhòu Xiǎo Wáng lìkè dào zhōngbiǎodiàn qù mǎi biǎo le.

小王告诉老师他只是问问时间。那天下课以后小王立刻到钟表店去买表了。

COMMUNICATION EXERCISES

Activity 1

Role Playing

1. Act out situations suggested by the original dialogue such as:
 - a. You're about to take a trip somewhere, the time to leave approaches, and then it's time to go.
 - b. You want to buy a certain object, but there is none here presently. New ones are coming soon, and then they arrive.
 - c. It's almost time for class; then class starts.
2. Give a command to another student; then soften it by using ba.

Activity 2

Descriptions

1. Describe your life at DLIFLC.
2. Describe one aspect of your studies (listening, speaking, reading, or writing) that you feel you have done very well. Give reason(s) to support your claim.
3. Describe one aspect of your studies that you feel you have not been doing too well. Give reason(s) to support your deficiency.
4. Explain the operating hours of your mess (dining) hall.
5. Describe your mess hall yesterday noon. For example, did it open early or late, and was the food well cooked?

Activity 3

Discussing Ideas

Each student asks the rest of the class the following four questions until someone guesses the answer.

1. Last Saturday, what time did I get up in the morning?
2. Last Saturday, what time did I go to bed in the evening?
3. In my opinion, in this class who writes Chinese characters the best? (e)
4. In my opinion, in this class who writes Chinese characters the fastest? (e)

The instructor will ask one or two students to classify the guesses and report the results to the class.

TRANSLATION EXERCISES

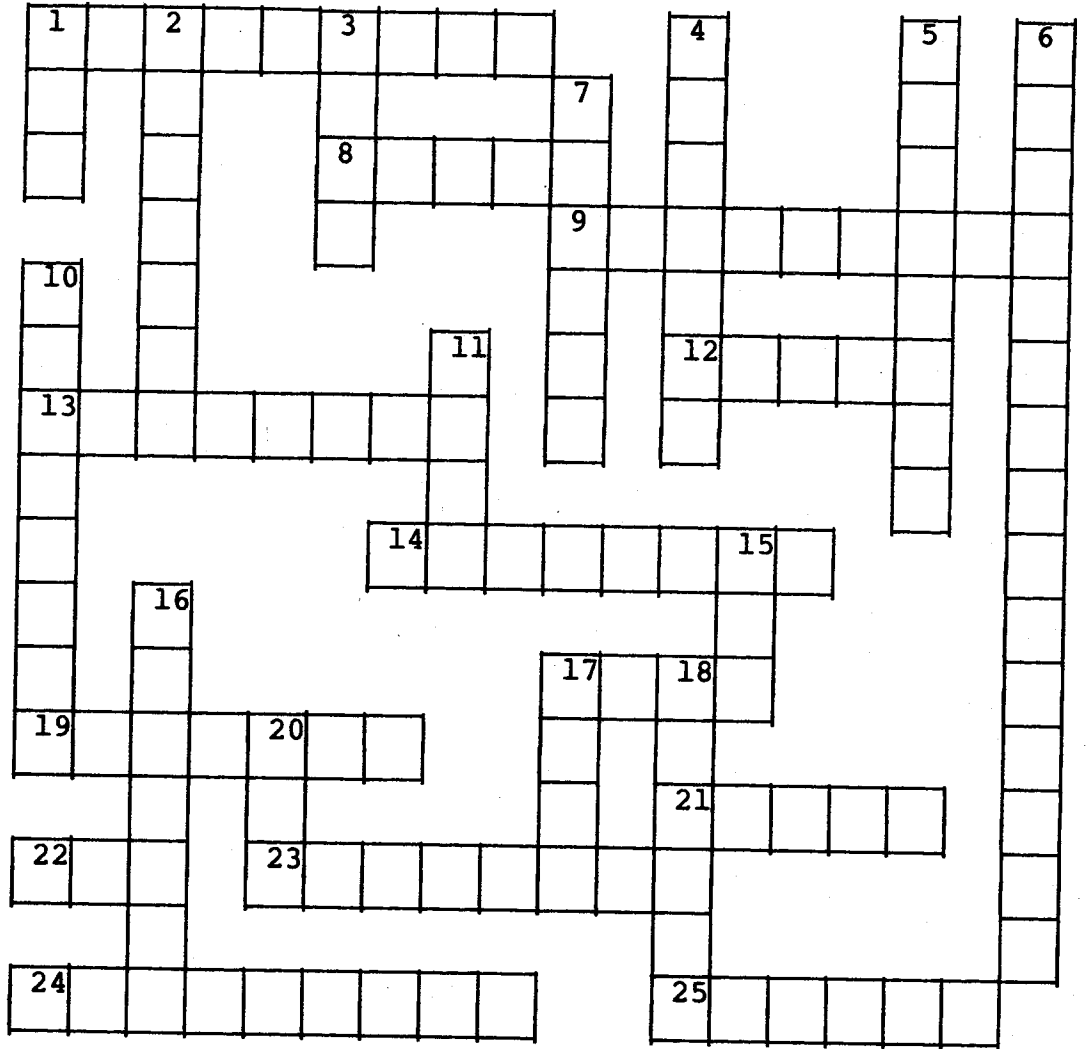
A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. A: Liú Zhīyuǎn, nǐ gēn wǒ yīkuàir liànxí huìhuà hǎo buhǎo?
B: Bùxíng, wǒ děi dào yínháng qù.
2. A: Yínháng jǐdiǎn guānmén? Sìdiǎn hái shì wǔdiǎn?
B: Sìdiǎnbàn ba. Búguò wǒde qīchē huài le, wǒ děi zǒu dào nàlǐ qù. Xiànzài yǐjīng sāndiǎnbàn le, wǒ děi líkè jiù zǒu.
3. A: Cóng kèshì dào yínháng yào zǒu duōshao shíjiān?
B: Yàoshi zǒude kuài, shífēn zhōng jiù xíng. Nǐ gēn wǒ yīkuàir qù hǎo buhǎo?
4. A: Hǎo, wǒ yào qù yóu(zhèng)jú. Gēn nǐ yīkuàir zǒu, wǒmen kéyǐ liànxí huìhuà.
B: Nà(me) jiù zǒu ba. Yóu(zhèng)jú jǐdiǎn guānmén?
5. A: Sìdiǎnbàn guānmén. Wǒ cháng(cháng) qù yóu(zhèng)jú, kěshì bùcháng qù yínháng.
B: Wǒ yě bùcháng qù yínháng. Míngtiān wǒ dìdì lái, suǒyǐ jīntiān wǒ bǐdèi dào yínháng qù yíci.
6. A: Nǐ dìdì cóng nǎr lái? Tā zěnmeyàng lái?
B: Tā cóng Jiùjīnshān kāichē lái. Tā zài Jiùjīnshān Dàxué (University) Zhōngwénxì niànshū.
7. A: Cóng Jiùjīnshān kāichē lái (xū)yào duōshao shíjiān?
B: Bùyídìng. Yàoshi kāide kuài, liǎngge zhōngtóu (hour) jiù kéyǐ kāidào zhèr. Búguò wǒ gào song tā búyào kāide tài kuài.
8. A: Míngtiān yàoshi tā zhōngwǔ yǐqián dào zhèr, wǒ qǐng nǐmen liǎngge rén chí wǔfàn, zěnmeyàng?
B: Búbì le. Wǒ bùzhīdào tā shénme shíhou kéyǐ dào zhèr. Míngtiān wǎnshang nǐ gēn wǒmen yīkuàir chīfàn ba, wǒ qǐng nǐ.

9. A: Bùxíng. Wǎnshang wǒ yào dào wǒ nǚpéngyou jiāli qù; tā fù-
mǔ jiào wǒ qù chí wǎnfàn.
- B: Ò, nà shì hěn yào jǐnde shì. Hòutiān xīngqīrì, wǒ xiǎng
dài wǒ dìdi qù kànkàn zhèr yǒumíng de fēngjǐng (scenery).
Nǐ yàoshi méi(you) shì, gēn wǒmen yíkuàir qù, hǎo bùhǎo?
10. A: Hǎo. Hòutiān zǎoshang bādiǎnbàn wǒ dào nǐ jiāli qù.
- B: Nǐ kàn, wǒmen jiù yào dào yínháng le. Zhēn kuài. Wǒmen
zǒule hái bú dào yí kè zhōng.

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. Peter Zhao is a serviceman in the U.S. Army (lùjūn) and is now learning the Chinese language at the Defense Language Institute.
2. His parents came from Shāndōng, China, but Peter was born in America and went to school in Texas. He can neither speak nor read Chinese.
3. He knew, long before he came to DLI, that people here have a very busy life because his older brother is a serviceman in the navy (hǎijūn) and was at DLI in 1979, learning Korean.
4. However, Peter wanted to come. He thought, "Being busy or not busy is not important. To know how to use your time is important."
5. Peter lives in the school with his schoolmates. Two of his classmates share the same bedroom with him; one is named David (Dàwèi) and the other Paul (Bǎoluó).
6. They all get up very early in the morning and go to bed very late at night. They review (fùxí) the lessons (texts) and the new words together.
7. They also eat at the students' dining hall together. On Saturdays and Sundays they like to go out to eat, sometimes at Chinese restaurants.
8. Every Tuesday and Thursday after class all three go to learn how to use a computer for language learning. They know they may not necessarily be able to learn how to use it very fast, but they still like to learn.
9. In the evenings after (their) studying and working, Peter likes to sing loudly. When he sings, he feels that life is not so tense anymore.
10. However, David and Paul do not think that way. They used to go out of the bedroom when Peter sang, but they did not want to stay out every evening. One night they told Peter, "Your singing makes you (feel) relaxed (not tense), but it makes us feel very nervous."



ACROSS

1. QW
8. Qīng zhàn _____.
9. TW
12. _____ Smith is a student.
13. Qīng kāikāi _____.
14. Kǎoshì yīqián tā hěn _____.
17. Nǐ _____ bu _____ yòng diànnǎo.
19. Zhèjiā shāngdiàn liùdiǎn _____.
21. He has no _____ on him to do it.
22. Tā shuǐjiào shuǐde hěn _____.
23. Tā shì yíge hěn hǎode _____.
24. Tā zài _____ gōngzuò.
25. Tā zūde nàge _____ hěn guì.

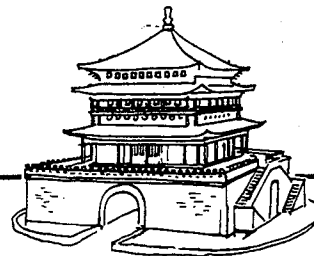
DOWN

1. Tā qǐchuáng qǐde hěn _____.
2. Tā _____ niànde hěn wǎn.
3. Wǒ gēn tā _____ chànggē.
4. He talks very _____.
5. Jīntiān zǎoshang wǒ _____ hěn wǎn.
6. Gōngzuò de shíhou, tā dǎi yòng _____.
7. Wǒ _____ yào shuǐjiào.
10. Hěn wǎn, wǒ kuài yào _____.
11. Tā kāi qìchē kāide tài _____.
15. QW
16. Zhège _____ zuòde hěn kuài.
17. Wǒmen _____ shàngkè le.
18. Tā _____ zǒule.
20. Tā shuōhuà shuōde hěn _____.

Key see

LESSON 16

INTRODUCTION



This lesson deals with:

- Completed action: single -le with measured object
- Completed action: single -le with Time-Spent pattern
- Continuance of action: double -le with Time Spent pattern
- Continuance of action: double -le with measured object
- Time When patterns: cóng ... qǐ "from ... on," cóng ... dào "from ... to ... "
- Current or future events or actions in sequence
- Completed past events or actions in sequence



Tāmen yǐjīng zuòle hěn duō chǐde dōngxi.

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. State that you can do or did do something or a number of things within a certain length of time.
- b. State that up to now so much of a job has been done and is continuing to be done.
- c. State that you can greet, entertain, get together with, or represent someone.
- d. State that you are going to practice some activity.

GLOSSARY



1. cānguān 参观
Míngtiān wǒmen qù cānguān
nèige zhǎnlǎnguǎn.
V/N: to visit (for a purpose)/
visit
(We will visit that exhibi-
tion hall tomorrow.)
2. chàbuduō 差不多
Wǒmen chàbuduō niànle shí-
liù kè.
MA: almost, nearly
(We have studied almost 16
lessons.)
- a. chàyidiǎnr 差一点儿
Tā chàyidiǎnr zǒule.
MA: almost, nearly
(He almost left.)
- b. chà yīdiǎnr 差一点儿
Zhèige hǎo, nèige chà yī-
diǎnr.
MA: to be not good enough, not
quite up to the mark
(This one is good; that one
is not quite good enough.)
3. chūfā 出发
Tāmen míngtiān chūfā.
V: to set out, to start off
(They'll set out tomorrow.)
4. cóng ... qǐ 从...起
Cóng míngtiān qǐ wǒ bùkāi
chē le.
PT: from ... on
(From tomorrow on I will
quit driving.)
5. dàibiǎo 代表
Tāmen sānge rén shì wǒmende
dàibiǎo.
Nǐ néng dàibiǎo tāmen ma?
V/N: to represent/representative,
delegate
(The three of them are our
representatives.)
(Can you represent them?)
6. diànlìchǎng 电器厂
N: electrical equipment factory
7. dǒng 懂
Wǒ dǒng Zhōngwén, bùdǒng
Yīngwén.
V: to understand, to know
(I understand Chinese; I
don't understand English.)
8. fēicháng 非常
Jīntiān wǒ fēicháng máng.
A: unusually, extraordinarily,
exceptionally
(I am unusually busy today.)
9. fùzé 负责
V: to be responsible for

- Nèi liǎngwèi fùzé-tóngzhì
zhànzài gōngchǎng qiánbiān
huānyíng wǒmen.
Wǒ fùzé mǎi dōngxì, wǒ tàitai
fùzé zuòfàn.
- (Those two responsible comrades were standing in front of the factory to welcome us.)
(I am responsible for shopping; my wife is responsible for cooking.)
10. gāoxīng 高兴 SV: to be happy, to be glad, to be cheerful
11. gōngchǎng 工厂 N: factory
12. gōngrén 工人 N: worker, laborer
13. hòulái 后来 MA: afterwards, later on
14. huānyíng 欢迎 V: to welcome
15. huó dòng 活动 V/N: to move about, to exercise/ activity
Měitiān yīngdāng huódòng
huódòng. (One should [have] some exercise every day.)
16. jíhé 集合 V: to assemble, to gather together
Wǒmen zài nǎr jíhé? (Where do we assemble?)
17. jiàoxuélóu 教学楼 N: classroom building, lecture hall
- a. lóu 楼 N: storied building, story, floor
- b. lóufáng 楼房 N: building with two or more stories
Wǒmen jiàoshī zài jiàoxué-
lóu èrlóu. (Our classroom is on the second floor of the lecture hall.)
18. jièshào 介绍 V: to introduce
Wǒ gěi nimen liǎngwèi jiè-
shào yíxià.
Qǐng nín gěi wǒ jièshào yíge
gōngrén. (Let me introduce the two of you.)
(Please introduce a worker to me.)
19. kaixué 开学 VO: school starts, term begins
- kāi yùndònghuì 开运动会 VO: to hold an athletic meet
Wǒmen xuéxiào měinián kāi
liǎngcì yùndònghuì. (Our school holds two athletic meets each year.)

20. píngjūn 平均 MA: On the average
 Píngjūn tā měitiān yòng
 shíkuài qián. (On the average he spends
 ten dollars a day.)
21. qiánbiān 前边 N: in front, ahead, preceding
22. qíngkuàng 情况 N: circumstances, situation,
 condition, state of affairs
23. ránhòu 然后 CONJ: afterwards, after that, then
 Xiān chàngē, ránhòu
 chífàn. (First sing songs; then
 eat.)
24. shàngchē 上车 VO: to get into (on) a car,
 train, bus, etc.
- a. xiàchē 下车 VO: to get off (out of) a car,
 tram, bus, etc.
- b. shàngchuán 上船 VO: to board a boat or ship
- c. xiàchuán 下船 VO: to get off a boat or ship
- d. shàng fēijī 上飞机 VO: to board an airplane
- e. xià fēijī 下飞机 VO: to get off an airplane
25. shíxí 实习 V/N: to practice/practice
 shíxí huódòng 实习活动 N: practical activity, field
 trip
- *27. tīngdǒngle 听懂了 V: to have understood (through
 listening)
- a. tīng 听 V: to listen, to hear
- b. tīng bùdǒng 听不懂 V: can't understand
28. wán 完 V: to complete, to be finished,
 to end
29. xiàochē 校车 N: school bus, school vehicle
 (M: -liàng 辆, -bù 部)
30. yùndònghuì 运动会 N: athletic meet
31. zhànzai 站在 V: to stand at, in, on, etc.
 Tā zhànzai zhuōzi hòutou. (He is standing behind the
 table.)

*See notes on the next page

32. zhāodài 招待 V: to entertain, to receive, to serve (guests)
- a. zhāodàihuì 招待会 N: reception
33. zhǐ 只 A: merely, only

*Notes:

27. a. b. Resultative Verb compounds, (RV). The Potential Situation is characterized by two infixes, de and bu. A RV indicating Actual Situation is characterized by one prefix méi, or one suffix -le. Examples:

<u>Potential:</u>	kànd <u>ed</u> ǒng	can read (see) and be able to understand
	kànb <u>u</u> ǒng	can read (see) but not be able to understand
<u>Actual:</u>	kàndǒng <u>le</u>	have read (seen) and understood
	<u>méi</u> kàndǒng	have read (seen) but didn't understand

For more explanations, see notes in Module 4 in Lesson 24 on RVE.

COMMUNICATIVE EXCHANGES



Shíxí Huódòng - A Field Trip

Frame 1

1	Wǒmen píngjūn měigeyuè niàn bákè shū. Kěshì shànggeyuè zhǐ niànle wǔkè, yīnwei xuéxiào kāi yùndònghuì le.	On the average, we have (lit: study) eight lessons a month. However, last month we only had (lit: studied) five lessons because the school held an athletic meet.
2	Cóng kāishǐ dào xiànzài wǒmen yíngòng niànle chàbuduō sìshíkè le.	From the beginning until now, we have had almost a total of forty lessons altogether.

Notes:

1&2 Contrast of Verb plus measured numbered object without le, with single le, and with double le.

a. Without le (current or future event or action)

měigeyuè niàn bákè shū. study eight lessons per month

b. With single le (completed action)

Shànggeyuè (wǒmen) zhǐ niànle wǔkè. Last month we only studied five lessons.

c. With double le (continued action)

Dào xiànzài wǒmen niàn-le wǔkè le. So far we have studied five lessons.

Frame 2

3	Wǒmen xuéxí Zhōngwén děi xuéxí jiǔgeyuè. Wǒmen shǐ shíyiyuè kāixué de, suǒyì qùnián wǒmen zhǐ xuéxile liǎnggeyuè. Cóng kāishǐ dào jīntiān wǒmen yí-gòng xuéxile wǔgeyuè le.	We must study Chinese for nine months. Our class started in November, so we only met (lit: studied) two months last year. From the beginning up to today, we have met a total of five months so far.
---	---	--

Notes:

3 Time Spent pattern with Time Words. In this pattern the Time Word follows the verb. Note the following contrasts:

a. Without le (current or future event or action)

Wǒmen děi xuéxí jiǔ-
gèyuè.

We have to study for nine
months.

b. With single le (completed action)

Qùnián wǒmen xuéxíle
liǎnggèyuè.

Last year we studied for two
months.

c. With double le (continued action)

Dào xiànzài wǒmen xué-
xíle yīnián le.

Up to the present, we have
studied for one year.

Frame 3

4 Shàngge xīngqī lǎoshī duì wǒ-
men shuō, "nǐmen yìgòng xué-
xíle wǔgèyuè de Zhōngwén le.
Cóng xià xīngqīwǔ qǐ, wǒmen
huì cháng dào xuéxiào wàitōu
qù shíxí. Dìyíci shíxí-
huódòng shì cānguān Běijīng
Dìèr Diàndìchǎng. Xià xīng-
qīwǔ nǐmen xiàle dīsānjié kè
jiù chīfàn. Wǒmen yìdiǎn-
zhōng xiān zài zhèige jiào-
xuélóu qiánbiān jīhé, ránhòu
zuò xiàochē chūfā." Dàjiā
tīngle dōu gāoxīngjīle.

Last week the teacher said to
us, "You've had a total of five
months of Chinese.
From next Friday on we'll fre-
quently go outside the school
to practice. The first field
trip will be to visit the Pe-
king Second Electrical Equip-
ment Factory. (So) next Fri-
day after the third period,
eat right away. We'll assemble
first in front of this class-
room building at one o'clock;
we'll (then) leave by school
bus." Everyone hearing this
was extremely happy.

Notes:

4 (a) Time When pattern with cóng ... qǐ "from ... on."

Example:

Cóng xià xīngqīwǔ qǐ, wǒ-
men huì cháng dào xuéxiào
wàitōu qù shíxí.

From next Friday on, we will
frequently go outside the
school to practice.

(b) Current or Future Events or Actions in Sequence. Note the following patterns:

... le ... jiù ...

Xiàle kè jiù chīfàn.

After class (I'll) eat right away.

Kànle bào jiù xiězì.

After reading the newspaper (I'll) write characters.

... le ... ránhòu ...

Chīle fàn ránhòu kànbào.

After eating, (I'll) read the newspaper.

... le ... zài

Xiěle zì zài shuǐjiào.

After writing characters (I'll) go to sleep.

The above can be incorporated in one sentence:

Xiàle kè, chīle fàn, kàn-
le bào, xiěle zì jiù
shuǐjiào.

After attending class, eating, reading the newspaper, and writing characters, I'll go to bed.

The above sentences have an imperative element included in their meaning, in the sense that, after doing something, they WILL do something else. In the following sentences the mood is more relaxed, the follow-up situation is not imperative (right away). They will do something first, then another action later. The sentences in the two sections are not at all times interchangeable. In the first group the second action should follow immediately while in the second group the second action would be more leisurely.

... xiān ... ránhòu ...

Wǒmen xiān jíhé ránhòu
zuò xiàochē chūfā.

We'll assemble first, then set out by school bus.

... xiān ... ránhòu ...

Tāmen xiān xuéxí shēngcí
ránhòu xuéxí kèwén.

They study vocabulary first, then study the text later.

... xiān ... zài

Nǐmen xiān liànxí fāyīn
zài liànxí huìhuà.

Practice pronunciation first, then practice conversation.

Frame 4

- | | | |
|---|---|---|
| 5 | Jīntiān xiàwǔ shì shíxí huódòng de shíjiān. Yīdiǎnzhōng wǒmen dōu shàngle chē, chē jiù kāile. Dàole nèige gōngchǎng, wǒmen xiàle chē jiù kànjian nàlìde fùzé-tóngzhī zhànzai gōngchǎng qiánbian huānyíng wǒmen. | This afternoon was the time for the field trip. At one o'clock we all got aboard the bus; the bus left. Having arrived at the factory, we got off the bus, and (then) saw the responsible comrade standing in front of the factory to welcome us. |
|---|---|---|

Notes:

5 Completed Past Events or Actions in sequence with the "le ... jiù ... le" pattern. Examples:

Ta kànle bào jiù shuǐjiào le. After reading the paper, he went to sleep.

Frame 5

- | | | |
|---|--|--|
| 6 | Tā xiān gěi wǒmen jièshàole jǐwèi gōngrén dài biǎo, hòulái jiù gěi wǒmen jiǎngle gōngchǎng de qíngkuàng. | He first introduced us to several worker representatives, then he explained (briefed us on) the factory's situation. |
| 7 | Cānguān wánle yǐhòu, Lǐ Gāng dài biǎo wǒmen xièxie tāmen de zhāodài. Jīntiān wǒ fēicháng gāoxìng, yīnwei nàde gōngrén shuō de huà wǒ dōu tīngdǒngle. | After we had finished the visit, Lǐ Gāng thanked them on our behalf for their hospitality. I was very happy today because I understood everything that the workers there said. |

Notes:

6 Completed Past Events or Actions in sequence. Examples with the following patterns:

... le ... hòulái jiù ... le

Tā xiān gěi wǒmen jièshào le xiàozhǎng, hòulái jiù gěi wǒmen jiǎngle zhège xuéyuàn de qíngkuàng. He first introduced us to the commandant; then he briefed us on the situation of this Institute.

... le ... ránhòu jiù ... le

Wǒ xiěle wǔshíge zì, rán- I wrote fifty characters; then
hòu jiù chàngle sìge I sang four Chinese songs.
Zhōngguó gē.

对话

Frame 1

1 我们平均每个月念八课书，可是上个月只念了五课，因为学校开运动会了。

On the average, we have (lit: study) eight lessons a month. However, last month we only had (lit: studied) five lessons because the school held an athletic meet.

2 从开始到现在，我们一共念了差不多四十课了。

From the beginning until now, we have had almost a total of forty lessons altogether.

Frame 2

3 我们学习中文得学习九个月。我们是十一月开学的，所以去年我们只学习了两个月。从开始到今天我们一共学习了五个月了。

We must study Chinese for nine months. Our class started in November, so we only met (lit: studied) two months last year. From the beginning up to today, we have met a total of five months so far.

Frame 3

4 上个星期老师对我们说，“你们一共学习了五个月的中文了。从下星期五起，我们会常到学校外头去实习。第一次实习活动是参观北京第二电器厂。下星期五你们下了第三节课就吃饭。我们一点钟先在这楼前边集合，然后坐校车出发。”大家都高兴极了。

Last week the teacher said to us, "You've had a total of five months of Chinese. From next Friday on we'll frequently go outside the school to practice. The first field trip will be to visit the Peking Second Electrical Equipment Factory. (So) next Friday after the third period, eat right away. We'll assemble first in front of this classroom building at one o'clock; we'll (then) leave by school bus." Everyone hearing this was extremely happy.

Frame 4

5 今天下午是实习活动的时间。一点钟我们都上了车，车就开了。到了那个工厂，我们下了车就看见那里的负责同志站在工厂前边欢迎我们。

This afternoon was the time for the field trip. At one o'clock we all got aboard the bus; the bus left. Having arrived at the factory, we got off the bus, and (then) saw the responsible comrade standing in front of the factory to welcome us.

Frame 5

6 他先给我们介绍了几位工人代表，后来就给我们讲了工厂情况。

He first introduced us to several worker representatives; then he explained (briefed us on) the factory's situation.

7 参观完了以后，李刚代表我们谢谢他们的招待。今天我非常高兴，因为那儿的工人说的话我都听懂了。

After we had finished the visit, Li Gang thanked them on our behalf for their hospitality. I was very happy today because I understood everything that the workers there said.

b. The ... le ... jiù (ránhòu, zài) pattern is used to show current or future events or actions in sequence.

Wǒ xiěle zì jiù kànshū.

After writing characters I'll
read a book.

Wǒ xuéile kèwén ránhòu
shuǐjiào.

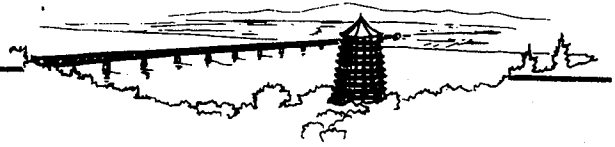
After studying the lesson I'll
sleep.

Frame 4

The le ... jiù ... le pattern is used to describe completed past events or actions in sequence.

Tā huíle jiā jiù chīfàn le. After returning home he ate.

DRILLS I



Note: Prepare the drills before coming to class, especially the last three.

A. Response Drill: Answer the questions as you would in a real-life situation.

(T) Nǐmen xiànzài niànle duōshao kè le? (S) Wǒmen niànle shíliùkè le.
(How many lessons have you [had] studied now?) (We have [had] studied 16 lessons.)

B. Substitution Drill: Substitute the underlined words of the teacher's sentence with the elements given in the cues.

(T) Shànggēyuè yǒu shíge Zhōngguó xuésheng dào wǒmen xuéxiào lái cānguān.
(Ten Chinese students visited our school last month.)
cue: wǔge xuésheng dài biǎo

(S) Shànggēyuè yǒu wǔge xuésheng dài biǎo dào wǒmen xuéxiào lái cānguān.
(Five student representatives visited our school last month.)

C. Substitution Drill: Substitute the underlined part of the teacher's sentence with the elements given in the cues.

(T) Qiántiān nèi wǔge xuésheng dài biǎo lái de shíhou, wǒmen bān dào fēijīchǎng qù jiē tāmen.
(The day before yesterday when the five student representatives came, our class went to the airport to meet them.)
cue: dài tāmen cānguān xuéxiào

(S) Qiántiān nèi wǔge xuésheng dài biǎo lái de shíhou, wǒmen bān dài tāmen cānguān xuéxiào.
(The day before yesterday when the five student representatives came, our class took them to see the school.)

D. Response Drill: Answer the questions in complete sentences according to the cues.

(T) Zhèijiàn shìqíng shì shéi fùzé bàn de?

(Who was in charge of handling this matter?)

cue: Comrade Wáng

(S) Zhèijiàn shìqíng shì Wáng Tóngzhǐ fùzé bàn de.

(Comrade Wáng was in charge of handling this matter.)

E. Response Drill: Answer the questions in complete sentences according to the cues.

(T) Nǐmen píngjūn měitiān xiě duōshao Zhōngguó zì?

(On the average, how many Chinese characters do you write every day?)

cue: 100

(S) Wǒmen píngjūn měitiān xiě yībǎige Zhōngguó zì.

(On the average, we write 100 Chinese characters every day.)

F. Response Drill: Answer the questions in complete sentences according to the cues.

(T) Nǐde kèshì zài nǎr?
(Where is your classroom?)

cue: in that classroom

building over there

(S) Wǒde kèshì zài nèibiānr nèige jiàoxuéli.

(My classroom is in that classroom building over there.)

G. Completion Drill: Complete the sentences according to the cues.

(T) Zuótiān wǒmen xiān cānguānle gōngchǎng, hòulái

(Yesterday we first went to visit the factory; then ...)

cue: went to see the exhibition.

(S) Zuótiān wǒmen xiān cānguānle gōngchǎng, hòulái jiù qù kàn zhǎnlǎn le.

(Yesterday we first went to visit the factory; then we went to see the exhibition.)

H. Completion Drill: Complete each sentence according to the cue.

(T) Měitiān zǎoshang dào le
liùdiǎn ...
(Every morning when it's
six o'clock, ...)
cue: I get up immediately

(S) Měitiān zǎoshang dào le
liùdiǎn, wǒ lìkè jiù qǐchuáng.
(Every morning when it's
six o'clock, I get up immedi-
ately.)

I. Transformation Drill: Using zài, reorganize the following sentences into command/request or future action in sequence patterns.

(T) Míngtiān nǐ zǒu yǐqián děi
xiān chī zǎofàn.
(Tomorrow before you leave,
you must have breakfast.)

(S) Míngtiān nǐ chīle zǎofàn
zài zǒu ba.
(Tomorrow have your break-
fast, and then leave.)

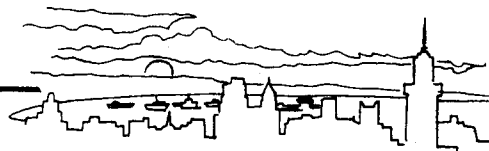
J. Inference Drill: Each sentence contains three numbers. Give the average number in a complete sentence.

(T) Wǒ yǒu qīkuài qián; nǐ yǒu
bākuài; tā yǒu jiǔkuài.
(I have \$7.00; you have
\$8.00, and he has \$9.00.)

(S) Píngjūn yíge rén yǒu bā-
kuài qián.
(On the average, each
person has \$8.00.)

K. Completion Drill: Complete each sentence with the appropriate words from those in parentheses, and read each loud.

DRILLS II



A. Say that someone you know was born on such and such a date and that he/she came here on such and such a date.

EX: Tā shì yījiǔliùlíngnián sìyuè èrshiwǔhào shēng de. Tā shì jīnnián yīyuè qīhào (dào zhèr) lái de.

PN PT N N NU-M V-de

	yī	jiǔ	liù	líng	nián	sì	yuè	èr	shí	wǔ	hào	shēng	de.
Tā	shì												
	yī	jiǔ	liù	nián	sì	yuè	sì	hào	shēng	de.			
	yī	jiǔ	liù	sān	nián	sì	yuè	sì	hào	shēng	de.		
	yī	jiǔ	liù	sān	nián	sì	yuè	sì	hào	shēng	de.		
	yī	jiǔ	liù	sān	nián	sì	yuè	sì	hào	shēng	de.		
	yī	jiǔ	liù	sān	nián	sì	yuè	sì	hào	shēng	de.		

PN PT TW N NU-M (CV N) PT/V de

	qián	nián	èr	yuè	èr	hào	(dào)	zhèr	lái	de.	
Tā	shì	qù	nián	èr	yuè	èr	hào	(dào)	zhèr	lái	de.
	qīn	nián	sān	yuè	sān	hào	(dào)	zhèr	lái	de.	
	qīn	nián	sān	yuè	sān	hào	(dào)	zhèr	lái	de.	

B. Say that you used to live at a certain place, but you don't live there anymore.

EX: Cóngqián wǒ zhùzài yíge xuéxiào hòutou. Xiànzài wǒ búzhùzài nàli le.

MA PN V-SUFFIX NU-M N POS-N

				xuéxiào		
				yóujú		
Cóng	qián	wǒ	zhùzài	yíge	gōngyuán	qiántou.
				yíjiā	yínháng	hòutou.
					shāngdiàn	shàngtou.
					fàndiàn	
					càipù	

MA PN NEG-V-SUFFIX PW-P

Xiànzài	wǒ	búzhùzài	nàli	le.
---------	----	----------	------	-----

C. Say that you used to work in a certain office/place, and the address of that office/place is in a certain city and on a certain street.

EX: Wǒ cóngqián zài yìjiā yínháng gōngzuò. Nàjiā yínháng de dìzhǐ shì (zài) Niūyuēshì, Bǎilǎohuī¹ Jiē, yìqiānhào.

PN MA CV NU-M N N SP-M N-de(P)

	yige	xuéxiào		Nèige	xuéxiào			
		yóujú			yóujú			
		jiāyóuzhàn ²			jiāyóuzhàn			
Wǒ	cóngqián	zài	yìjiā	shūpù	gōngzuò.	Nèijiā	shūpù	de
				càipù			càipù	
				fàndiàn			fàndiàn	
				shāngdiàn			shāngdiàn	
				fànguǎnr			fànguǎnr	
				jiǔpù			jiǔpù	

N V V N POSN N N NU-M

		Bōshìdùn ³				
		Zhìjiāge				
		Jiùjīnshān	chénglǐtòu,	Dìsān	Jiē	liùhào.
dìzhǐ	shì (zài)	Luòshānjiǐ ⁴	chéngwàitòu,	Bǎilǎohuī	Jiē	shíhào.
		Xīn'Àoèrliáng ⁵				
		Fèichéng ⁶				
		Huáshèngdùn ⁷				
		Bōtèlán ⁸				
		Xìyǎtú ⁹				

1. Broadway
2. gas station
3. Boston
4. Los Angeles
5. New Orleans
6. Philadelphia
7. Washington
8. Portland
9. Seattle

D. State that you do certain things in a certain way or manner.

EX: Wǒ shuō Zhōngguó huà shuōde hěn kuài.

PN	VO	V-de(P)	ADV	SV
Wǒ	qǐchuáng shuǐ jiào chǐfàn hētāng chànggē xiě Hànzì xué yǔyán	qǐde shuǐde chǐde hēde chàngde xiěde xuéde	hěn	zǎo. wǎn. kuài. màn. hǎo. kuài. màn.

E. Make a statement regarding the operating hours of one of the businesses on post (weekdays only.)

EX: Xiǎochībù¹ shì jiǔdiǎn kāimén, sāndiǎnbàn guānmén.

N	V	NU-M-NU	VO	MU-M-NU	VO
Kāfēidiàn ² Jiāyóuzhàn Jiǔpù Shūpù Yínháng Yóujú	shì	qǐdiǎn qǐdiǎnbàn bādiǎn bādiǎnbàn jiǔdiǎn bādiǎnbàn	kāimén,	liǎngdiǎn liǎngdiǎnbàn sāndiǎn sāndiǎnbàn sīdiǎn wǔdiǎn	guānmén.

1. snack shop
2. coffee shop

F. Say that you have several personal effects and you want to give them to somebody.

EX: Wǒ yǒu hǎojībù/liàng jiù qīchē, wǒ yào sònggěi wǒ dìdi.

PN	V	NU-M	N	PN	AV	V	PN	N
Wǒ yǒu hǎojī	bù	zhāng běn píng	jiùsuànjī, diànnǎo, diànzǐ jiùsuànjī, huà, shípǔ, zìdiǎn, jiǔ	wǒ yào sònggěi wǒ			fùmǔ. tàitai. gēge. dìdi. mèimei. péngyou. lǎoshi.	

G. Say that someone you know is coming here very soon and that you must meet him/her/them at a certain place.

EX: Wǒ dìdi kuài lái le, wǒ děi dào fēijīchǎng qù jiē tā.

PN N A V-P PN AV PT N PT V PN

fùmǔ									
zhàngfu ¹									
gēge	yào					huǒchēzhàn ²			
Wǒ dìdi	jiù	lái le,	wǒ děi dào	fēijīchǎng	qù	jiē tā(men).			
jiějie	jiùyào					qìchēzhàn ³			
mèimei	kuàiyào					etc.			
lǎoshī									

1. husband
2. train station
3. bus station

H. Say that you have a friend who is studying in a certain language department and you often have meals with him/her in the mess hall.

EX: Wǒ yǒu yige péngyou tā xiànzài zài Èwénxì xuéxí Èwén.
Wǒmen cháng zài shítáng yìqǐ chī zǎofàn.

PN V NU-M N PN MA CV N V N

				Zhōngwénxì		Zhōngwén.
				Rìwénxì		Rìwén.
Wǒ yǒu yige péngyou tā xiànzài zài				Hánwénxì	xuéxí	Hánwén.
				Déwénxì		Déwén.
				Yìwénxì		Yìwén*.
				Fàwénxì		Fàwén.

* Italian

I. Ask one of your classmates if he/she did anything in the last few days while in town.

EX: Zuótiān zǎoshang nǐ kāichē qù chénglǐ mǎi dōngxi le ma?

TW TW PN V-O V PW VO P QW

Zuótiān	zǎoshang						kàn péngyou	
Qíantiān	zhōngwǔ	nǐ	kāi chē	qù chénglǐ	bànshì		chífàn	le ma?
Dàqiántian	wǎnshang		zuò		mǎi cài			

J. State that there was another reason why someone came to see you.

EX: Tā shì lái kǎihuì de, bùzhǐ shì lái kàn wǒ de.

PN PT V VO PT CONJ PT V V PN PT

		niànshū						
		jiāoshū						
Tā shì lái		bànshì						
		huàhuàr	de,	bùzhǐ shì	lái	kàn	wǒ	de.
		shōuqián						
		chànggēr						
		zuò mǎimai						

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Xiàyuè sìhào yǒu bāge Zhōngguó xuésheng dàibiǎo cóng Běijīng lái. Tāmen yào dào wǒmen xuéxiào de Zhōngwénxì lái cānguān liǎngtiān.

下月四号有八个中国学生代表从北京来。他们要到我们学校的中文系来参观两天。

2. Xiàozhǎng jiào wǒmen bān fùzé zhāodài, yīnwèi wǒmen yǐjīng niànle yīnián Zhōngwén le. Zhèi zhēn máfan.

校长叫我们班负责招待，因为我们已经念了一年中文了。这真麻烦。

3. Wǒmen bān de tóngxué jīntiān zǎoshang kāile yíci huì, tántan zěnmé zhāodài (de shìqing).

我们班的同学今天早上开了一次会，谈谈怎么招待（的事情）。

4. Tāmen lái de nàitiān, Dàwèi (David) hé Bǐdé (Peter) liǎnggè rén yíge rén kāi yíbu qìchē qù fēijīchǎng jiē tāmen. Huílái de shíhòu, yíbu chē zuò wǔgè rén.

他们来的那天，大卫和彼得两个人一个人开一部汽车去飞机场接他们。回来的时候，一部车坐五个人。

5. Dào le xuéxiào yǐhòu, wǒmen bānzhǎng yào xiān dài tāmen qù jiàn xiàozhǎng, ránhòu zài cānguān Zhōngwénxì jǐge kèshìlǐ shàngkè de qíngkuàng.

到了学校以后，我们班长要先带他们去见校长，然后再参观中文系几个课室里上课的情况。

6. Zhōngwǔ wǒmen qǐng tāmen zài xuésheng shítáng chī wǔfàn. Chīfàn de shíhòu tāmen kěyǐ kànkān wǒmende shēnghuó qíngkuàng.

中午我们请他们在学生食堂吃午饭。吃饭的时候他们可以看看我们的生活情况。

7. Xiàwǔ (wǒmen) xiān dài tāmen qù kàn shíxí de kèshì, kànkān xuéshengmen zěnmé liànxí tīng Zhōngwén hé shuō Zhōngguó Huà. Ránhòu zài qù kàn diànzǐ jìsuànjī zěnmé jiāo yǔyán.

下午（我们）先带他们去看实习的课室，看看学生们怎么练习听中文和说中国话。然后再去看电子计算机怎么教语言。

COMMUNICATION EXERCISES

Activity 1

Personalized Questions Based on Dialog (From Frame 1 to Frame 5.)

1. Píngjūn nǐ měigeyuè niàn jǐkè shū?
2. Shàngge xīngqī nǐ niànle jǐkè shū?
3. Cóng kāixué dào xiànzài, nǐ yǐjīng niànle duōshao kè le?
4. Nǐ zài zhèr xuéxí Zhōngwén děi xuéxí duōshǎoge yuè?
5. Dào jīntiān, nǐ yǐjīng xuéle jǐge yuè de Zhōngwén le?
6. Nǐ cháng dào xuéxiào wàitou qù shíxí ma? Duōshao cì le?
7. Yàoshi nǐ cháng qù shíxí, nǐ cháng gēn shéi yíkuàir qù shíxí?
8. Zài zhèige chénglǐtōu yǒuxiē shénme dìfāng (place) kéyì cháng qù shíxí?
9. Nǐmen zhèibān yǒu shíxí huódòng ma? Duōshao cì? Shénme shíhou?
10. Zhōngguó zì nǐ yǐjīng xiě dào dìjǐkè le? Nǐ děi xiě dào dìjǐkè?
11. Shàngge xīngqī nǐ yíòng xuéle duōshǎo Zhōngguó zì? Zuótiān ne?
12. Píngjūn nǐmen měigeyuè néng dào zhèige chénglǐtōu qù jǐcì? Měicì zài chénglǐtōu de shíhou, nǐ dōu zuò xiē shénme shì?
13. Zhèige xuéxiào shì shéi jièshào nǐ lái de?
14. Nǐ lái yǐqián, zhèige Guófáng Yǔyán Xuéyuàn de qíngkuàng nǐ zhīdào ma?
15. Nǐ dìyitiān dào zhèige xuéxiào lái de shíhou, yǒu méiyǒu xuéxiào de dàibiǎo qù huānyíng nǐ? qù zhāodài nǐ?
16. Nǐmen cháng zài nǐmen zhù de dàlóu qiánbiān jǐhé ma?
17. Nǐmen měigeyuè jǐhé duōshao cì? Shàngge yuè jǐhéle duōshao cì?
18. Shéi fùzé jǐhé nǐmen? (Jūnshìzhǎng "First Sergesnt")
19. Jǐhé yǐhou nǐmen dōu zuò xiē shénme shì?
20. Nǐ zài zhèrde shēnghuó zěnmeyàng? Nǐ gāoxìng ma?

Activity 2

Making A Survey

Your teacher will give each of you a piece of paper containing a question. Move around the classroom and ask each other your questions in Chinese.

Sample Questions:

1. Do you cook? How long have you cooked? Are you still learning?
2. What's your favorite sport*? How often do you practice?
3. How much time do you spend preparing your assignments each evening?
4. Do you have a favorite drink? How long have you been drinking it? Is it still your favorite drink?
5. Do you prefer to go to bed early or late?
6. When is your birthday? How long have you been your present age? (answer in months)
7. Which would you rather do, go to a movie** or read a good book?
8. How do you prefer to travel, by train, bus, boat or plane?

* sports (yùndòng): football (zúqiú), basketball (lánqiú), baseball (bàngqiú), softball (lěiqiú), ice hockey (bīngqiú), golf (gāoěrfūqiú), tennis (wǎngqiú), volleyball (páiqiú), bowling (gǔnmùqiú).

** movie (diànyǐng)

Activity 3

After the survey in Activity 2 has been completed, take your seats and report your findings to the class.

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. A: Wǒ tīngshuō nǐmen xiàxíngqī yào qù Jiùjīnshān cānguān; shì bushì?
B: Shì. Wǒmen yào qù kàn yige Zhōngguó huàzhǎn.
2. A: Yígòng yǒu duōshao rén qù? Nǐmen shì zuò xiàochē qù ne, hái shì zìjǐ kāichē qù?
B: Yígòng yǒu chàbuduō sishíge rén yào zuò xiàochē qù, búguò wǒ xiǎng zìjǐ kāichē qù, yīnwei cānguān yǐhòu wǒ yào qù mǎi dōngxi.
3. A: Nèige zhǎnlǎn zài nǎr? Qù kàn de rén yào búyào gěi qián?
B: Zài Jiùjīnshān de nèige dà gōngyuánli. Yào gěi yìdiǎnr qián, bùduō.
4. A: Wǒ xiǎng gēn nǐmen yīkuàir qù. Nǐ kàn xíng bùxíng?
B: Wǒ xiǎng méi(you) wèntí. Wǒmen xiān gēn bānzhǎng shuō yíxià. Nǐ kéyì zuò wǒde chē qù.
5. A: Nǐmen jǐdiǎnzhōng cóng xuéxiào chūfā? Zài nǎr jǐhé?
B: Zǎoshang bādiǎnzhōng yìqián wǒmen dōu yào dào jiàoxuélóu qiánbiānr jǐhé.
6. A: Zhōngguó huàr wǒ bùdǒng, búguò wǒ hěn xiǎng kànkàn.
B: Wáng Lǎoshī shuō Zhōngguó de máobǐzi hé huàr chángcháng yīkuàir zhǎnlǎn; jiào "huàzhǎn", yě jiào "shūhuàzhǎn".
7. A: "Shū" zhèige zì shì bushì "niànshū" de nèige "shū"?
B: Jiùshì nèige zì. Búguò "shūhuà" zài yīkuàir de shíhou, zhèige "shū" zì shì shuō "máobǐzi".
8. A: Zhōngguó zì zhēn máfan. Ò, Nǐmende kèwài (outside of class, extra-curricular) huódòng zhēn duō. Píngjūn měige-yuè dōu yǒu yíci ba.
B: Wǒ bùyídìng měicì dōu qù. Shànggeyuè wǒ méi(you) qù cānguān diànr zhǎnlǎn.

9. A: Nǐmen xué Zhōngwén wèishénme yào qù kàn diànrì zhǎnlǎn ne?

B: Yīnwei nèixie diànrì shì cóng Zhōngguó lái de.

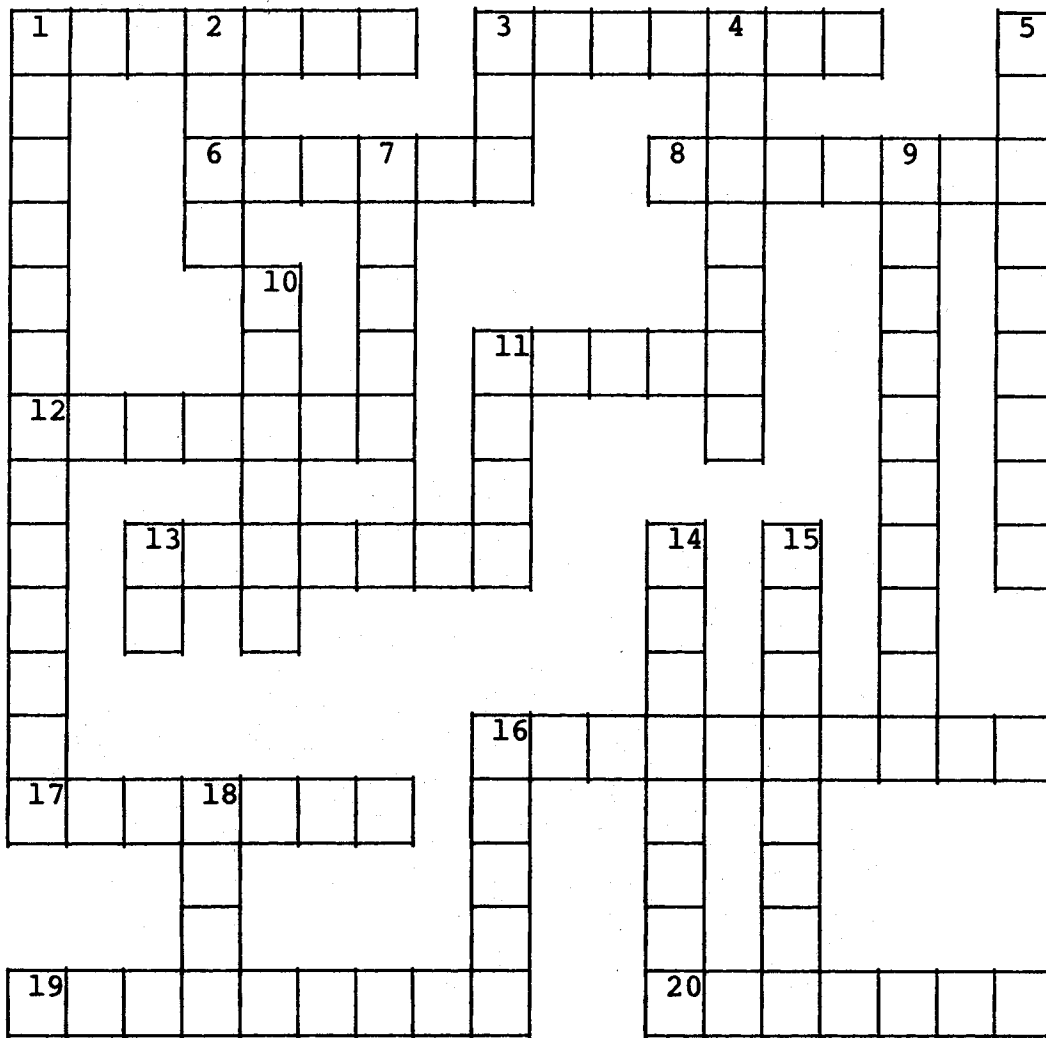
10. A: Nǐ xǐhuan shénme huódòng?

B: Wǒ xǐhuan dào Zhōngguó fànguǎnr qù chī Sìchuān cài.

* Calligraphy and painting exhibition: zhǎn is short for zhǎnlǎn.

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. A: Paul, I would like to ask you and your wife to come to my place for dinner tomorrow. Can you come?
B: Yes, I can come, but I have to ask my wife after class to see whether she can. What's the occasion (Yǒu shénme shì)?
2. A: I want to introduce three Chinese friends to you. They came last week. We met in China last year when I went there to see the electrical equipment exhibition.
B: I will be very glad to meet them. Did they come here to work or to study?
3. A: Neither to work nor to study. They came to visit a few computer factories and schools. They will visit DLI too.
B: I suppose they will come to see how the students here learn the Chinese language.
4. A: Yes, but they will also visit a few departments where they use computers.
B: How long will they stay here at our Institute? Who is going to take care of (zhāodài) them?
5. A: They are going to stay here for two days. A few students in the Chinese Department will take care of them.
B: I don't know whether I still can speak Chinese. I learned the language several years ago and have not used it since I came back from Taiwan the year before last (year).
6. A: Do you use the Chinese language in your work at DLI?
B: No, I don't have to use Chinese in my present work.
7. A: Your wife speaks Chinese very well. Look at that person standing in front of my car; his name is Peter. He works at the computer factory which the three Chinese are going to visit.
B: I suppose he speaks Chinese too.
8. A: That's right. He is going to visit our Institute with the three Chinese, so I also asked him and his wife to my house tomorrow evening.
B: I think my wife will be very glad to meet so many Chinese-speaking people.



ACROSS

1. Tā hái yǒu _____ kényi niànshū.
- 3&6. Zuótiān zǎoshang tāmen _____
le wǒmen, _____ 6 _____
wǒmen qīngle
tāmen chí zhōngfàn.
8. _____ wǒmen měi liǎngtiān
niàn yíkè shū.
11. _____ de shíhou, wǒmen yǐjīng
niànle wǔkè.
12. That's great.
13. Zài xuéxiào qiánbiān yǒu yíge
dà _____.
- 16&17. Tā _____ yǐhòu hěn _____ 17 _____.
19. Wǒ xiǎng zhèige _____ kěnéng
gěi nǐ máfan.
20. Zhèiwèi _____ zài nàr zuòle
sāngèyuè le.

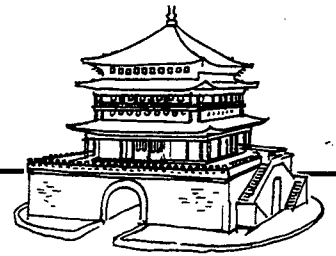
Key on page

DOWN

1. Tāmen yǒu ge _____ - _____
dào gōngchǎng qù.
2. Wǒmen shénme shíhou _____.
3. Tā _____ yǒu yíge máobī.
- 4&5. Zài yùndònghuì tā _____ 4
wǒmende _____ 5 _____.
7. Dào jīnnián wǒmen zài zhèr
zhù _____ wūnián _____.
9. _____ hǒutou yǒu huǒchēzhàn.
- 10&14. _____ 10 _____ de shíhou, lǎoshī
gěi wǒmen _____ 14 _____ 14 _____.
- 11&13. _____ 11 _____ qùnián qǐ tāmen niàn
_____ 13 _____ shíkè.
15. Tā lái de tài wǎn, tāde
péngyou yǐjīng _____.
16. _____ le fēijī ránhòu chīfàn.
18. Shànggèyuè tāmen zhǐ niànle
liǎngkè, nà bù _____.

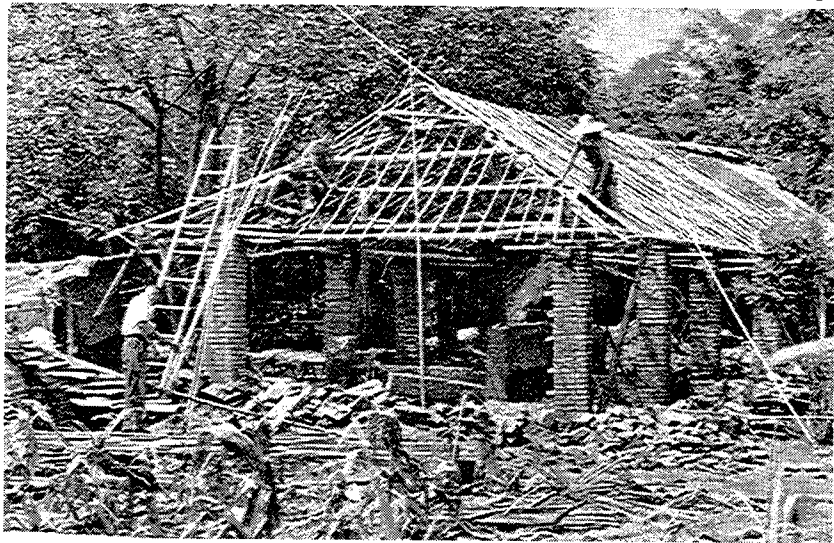
LESSON 17

INTRODUCTION



This lesson deals with:

- The adverbs gāng(gang) and gāngcái.
- The measure words -cǐ and -huí.
- The prefix tóu-, "the first ..."
- Contrast between the adverbs jiù, "sooner than expected" and cái, "later than expected."
- Use of the question word shénme as an indefinite in a statement.
- A review of the Time When patterns with -le.



Tāmen gāngcái kāishǐ gōngzuò.

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. State that something happened just now or a short while ago.
- b. State specifically whether something has happened for the first time, for the second time, or how many times it has happened or will happen.
- c. Make statements that show motion and direction relative to the speaker.
- d. Discuss TV programs (news or sports) and the times that you like to watch them.

9. guǎngbō 广播 V: to broadcast, to telecast
 Wǎnshàng liùdiǎn, yǒu sānge diàntái guǎngbō xīnwén. (At six o'clock in the evening there are three stations broadcasting the news.)
10. guǎngbōyuán 播音员 N: announcer (radio/television)
11. Guòjiǎng! 过奖 IE: You flatter me!
12. guòlai 过来 V: to come over (toward the speaker)
 Qǐng nǐ guòlai kāihuì. (Please come over to have a meeting.)
- guòqu 过去 V/IE: to go over/to die, pass away
 Zuótiān Xiè Xiānsheng guòqule. (Mr. Xiè died yesterday.)
13. -huí 一回 M: (for occasions, times, etc.)
 a. zhèihuí/zhèicì 这回/这次 SP-M: this time, this occasion
 b. shànghuí/shàngcì 上回/上次 SP-M: last time
 c. xiàhuí/xiàcì 下回/下次 SP-M: next time
 d. měihuí/měicì 每回/每次 SP-M: each time
 e. Shì zěnmé huí shì? 是怎么回事? IE: What's it all about?
14. jiǎnghuà 讲话 VO: to speak, to talk, to address
 Tā jiǎnghuà jiǎngde hěn hǎo. (He speaks very well.)
 jiǎng 讲 V: to speak, to talk (interchangeable with shuō)
15. jìngù 进去 V: to go in
 Wǒ bújìngù le. Zài zhèr tántan ba. (I won't go in. Let's chat here.)
 jìnlái 进来 V: to come in
16. láodòng 劳动 V/N: to work physically/manual labor
 Wǒmen dōu yīngdāng tiāntiān láodòng. (We all ought to work every day.)

- Láodòngjié 劳动节 N: Labor Day
- Láodòngjié wǒmen búshàngkè. (We don't go to class on Labor Day.)
17. Màndiǎnr zǒu! 慢点儿走 IE: Don't go yet! Stay! Wait a minute! Take your time! Good-bye! Take care!
18. rénmín 人民 N: the people
- Zhōnghuá Rénmín Gònghéguó. N: The People's Republic of China (PRC)
中华人民共和国
19. shàngbān 上班 VO: to go to work (a shift)
- a. xiàbān 下班 VO: to get out of class, to leave work (a shift)
Nèige gōngrén sāndiǎn shàngbān, shíyidiǎn xiàbān. (That worker goes to work at three o'clock and gets off work at eleven o'clock.)
- b. bān 班 N: a shift (of work)
20. shàngqu 上去 V: to go up
- Wǒ bú shàngqu! (I'm not going up!)
- a. shànglai 上来 V: to come up (toward the speaker)
- b. xiàlai 下来 V: to come down (toward the speaker)
Qǐng nǐ xiàlai, wǒ yào wèn nǐ yige wèntí. (Please come down; I want to ask you a question.)
- c. xiàqu 下去 V: to go down
- Wǒ búxiàqu. Qǐng nǐ shànglai. (I'm not going down. Please come up.)
21. sòngbàode 送报的 N: newspaper carrier
- Nèige sòngbàode tiāntiān zǎoshang sòng bào. (That newspaper carrier delivers the paper every morning.)
- sòng 送 V: to deliver, to carry
- Qǐng nǐ sòngdao tā jiā qù. (Please deliver it to his home.)

22. tīngjiàn 听见 V: to hear
Wǒ méi tīngjiàn shénme. (I didn't hear anything.)
23. tóu- 头一 SP: the first
tóuliǎngcì / tóuliǎnghuī N: the first two times
头两次 / 头两回
24. wúxiàndiàn 无线电 N: radio, wireless
25. xiāoxi 消息 N: news, information
26. Xīnhuá Xīnwénshè 新华新闻社 N: New China News Agency (NCNA)
a. Xīnhuá 新华 N: New China
b. xīnwénshè 新闻社 N: news agency
27. yìwù 义务 N: duty, obligation
a. yìwù jiàoyù 义务教育 N: compulsory education
b. yìwù láodòng 义务劳动 N: voluntary labor
28. yòu 又 A: still (beyond comprehension),
again (in the past)
Nǐ méiyǒu qián gěi fángqián,
zěnmē yòu néng mǎi sìwàn-
kuài qián de xīn qìchē ne?
(You don't have the money to
pay the rent; how come you
can still buy a \$40,000 new
car?)
Nǐ yòu lái le? (You've come again?)
29. yuànzhǎng 院长 N: head of an institute, com-
mandant (military)
30. zhǎo 找 V: to search, to hunt for, to
find, to look for
Nín zhǎo shéi? (Whom are you looking for?)
Wǒ zhǎodào le! (I've found it!)
31. zhèng(zài) 正(在) A: in the midst of ...
Wǒmen zhèng(zài) chīfàn
ne. (We are in the middle of
eating.)
zhèng(yào) 正(要) A: just about to
32. zhōngtóu 钟头 N: an hour (M: -ge 个)
Wǒmen chīle sānge zhōngtóu
le. (We have been eating for
three hours.)

33. zuì 最

Zhèige zuì hǎo

Tā zuì yǒuqián.

A: the most, -est

(This is the best [the finest].)

(He is the richest.)

OLD VOCABULARY IN NEW USAGE

34. cái 才

Tā yīngdāng bādiǎn lái, kěshì
tā jiǔdiǎn cái lái.Nǐ gěi wǒ qián, wǒ cái gěi nǐ
biǎo.

Tā shuō xíng cái xíng.

A: not until then (later than
expected), then and only
then(He should have come at
eight, but he didn't come
until nine.)(I will not give you the
watch until you give me the
money.)(It won't be Ok until he
says its Ok./When he says
it is all right, only then
will it be all right.)

COMMUNICATIVE EXCHANGES



Tīng Xīnwén Guǎngbō (Listening to News Broadcasts)

David (D) and a German friend, Hans (H), converse in Chinese, which is their only common language. They then listen to a Chinese news broadcast.

Frame 1

1	H: Qǐng jìnlái. Nǐ shuō shí diǎn jiù guòlai, zěnmé shí-diǎnbàn cái dào? Wǒ zhèng yào guòqu zhǎo nǐ ne.	Please come in. You said you would come over at ten o'clock. How come you didn't arrive until after ten thirty? I was just about to go to look for you.
2	D: Wǒ gāng(gang) yào chūqu, tīngjiàn sòngbàode zài lóushang shōu qián. Wǒ shànggu gěi tā qián, suóyǐ lái wǎn le.	I was just about to go out (when) I heard the newsboy collecting money upstairs. I went up to give him money, so I came late (was delayed).
3	H: Nǐ tiāntiān shàng liùge zhōngtóu de kè, wǎnshang hái shàngbān. Zěnmé nǐde Zhōngwén yòu zhème hǎo?	You go to six hours of class every day and also go to work in the evening. How is it that your Chinese is still so good?
4	D: Guòjiǎng, guòjiǎng. Wǒ měitiān dōu tīng xīnwén guǎngbō. Jīntiān wǒ shàngbān yīqián tingle yíkè zhōng. Xiàbān yǐhòu yòu tingle bānge zhōngtóu.	You flatter me. I listen to news broadcasts every day. Today I listened for a quarter of an hour before going to work. After leaving work, I again listened for half an hour.

Notes:

1 Comparison of the two adverbs jiù and cái. In the Time When pattern jiù is sooner than expected and cái is later than expected. Examples:

Tā yīngdāng liùdiǎn lái,
kěshì tā wǔdiǎn jiù
lái le.

He ought to have come at six
o'clock, but he came at five.

Tā yīngdāng liùdiǎn lái,
kěshì tā qīdiǎn cái lái.

He should have come at six
o'clock, but he didn't show
up until seven.

1&2 More verbs with -lái and -qù. In lesson 13, huílái "to come back" and húiqù "to go back" were introduced. In this lesson the following compounds appear:

<u>guòlái</u>	come over (toward the speaker)
<u>guòqu</u>	go over (there)
<u>chūlái</u>	come out (toward the speaker)
<u>chūqu</u>	go out
<u>shànglái</u>	come up (toward the speaker)
<u>shàngqu</u>	go up
<u>xiàlái</u>	come down (toward the speaker)
<u>xiàqu</u>	go down

This group of lái and qù compounds is characterized by the following:

- (1) They show motion and direction relative to the speaker.
- (2) Zhèr or zhèli "here" is not needed with the lái compound.

EX:

Qǐng nín guòlái. Please come over (here).

- (3) Nèr or nàli "there" is not needed with the qù compound.

EX:

Wǒ zhèng yào guòqu zhǎo nǐ ne. I was just about to go over (there) to look for you.

- (4) Either lái or qù can be further compounded with another verb, such as:

<u>zǒuchūqu</u>	walk out (away from the speaker)
<u>zǒujìnlái</u>	walk in (toward the speaker)
<u>zǒuchūlái</u>	walk out (toward the speaker)

- (5) If needed, a Place Word can be inserted in the compound just before lái or qù.

EX:

Qǐng nín cóng zhège fángjiān zǒuchūlái. Please walk out of this room.

Qǐng nín cóng zhège lóu zǒuchūqu. Please walk out of this building.

2 Time When Gāng(gang) "just this minute, just about," as a Movable Adverb. Examples:

Wǒ gāng(gang) yào chūqu ... I was just about to go out ...
Tā gāng(gang) zǒu. He left just a minute ago.

3&4 Time Spent with Clock Time follows the same principles as the Time Spent patterns:

- (1) current or future event or action, without le

Nǐ tiāntiān shàng liùge zhōngtóu de kè. You go to class six hours each day.

- (2) completed event or action, with single le

Jīntiān wǒ shàngbān yǐ- Today, before going to work, I
qián tīngle yíkè zhōng- listened to news for a quarter
de xīnwén. of an hour.

Xiàbān yǐhòu, yòu tīng- After leaving work, I again
le bànge zhōngtóu de listened to news for half an
xīnwén. hour.

Amount of time by the clock:

shíèrfēn zhōng	12 minutes
yíkè zhōng	a quarter of an hour
bànge zhōngtóu	half an hour
bàndiǎn zhōng	half an hour
yíge zhōngtóu	one hour
yìdiǎn zhōng	one hour/one o'clock (The text or situation will clarify which one is meant. One hour is a Time Spent situation and one o'clock is a Time When situation.)

3 Adverb yòu "still" indicating "beyond comprehension."

Example:

Nǐ tiāntiān shàng liùge zhōngtóu de kè, wǎnshàng hái shàngbān ... You go to class six hours every day and also go to work in the evening ...

Under such circumstances, no one can expect more from such a busy person; however, he continues, Zěnmē nǐde Zhōngwén yòu zhème hǎo? "How come (with all that you are doing) your Chinese is still so good?" The adverb yòu "still" indicates that it is beyond anyone's comprehension that so much could be achieved under these circumstances.

Frame 2

5	H: Yǒu yíci wǒ tīng guǎngbō, <u>quǎngboyuán jiǎngde tài kuài</u> , wǒ zhǐ tīngdǒngle yìdiǎnr.	Once when I was listening to a broadcast, the announcer spoke too fast [and] I only understood a small part of it.
6	D: Wǒ <u>tóuyì-liǎnghuí</u> yě yǒu wèntí, hòulai jiù méi shénme wèntí le.	The first one or two times I also had problems. Later I had no problems.
7	H: <u>Láodòngjié</u> kuài dào le. Zhèiliǎngtiān yídīng yǒu Láodòngjié de xīnwén.	Labor Day will soon be here. During these few days there will surely be news about Labor Day.
8	D: Kuài kāikai shōuyīnjī. Qīdiǎnbàn de nèiwèi guǎngbōyuán jiǎngde <u>zuì hǎo</u> . Nǐ tīng, tā zài <u>bàogào yìxiē xiǎo chéng rénmin yìwù láodòng de xiǎoxi</u> ne.	Turn on the radio right away. The 7:30 announcer is the very best speaker. Listen, he is reporting news right now of voluntary labor by the people in several small towns.

Notes:

5&6 Specific Measures for the number of times or occasions with cì or huí. Examples:

yǒu yíci ...	there was one occasion ... (one time, once upon a time)
yǒu yìhuí ...	there was one occasion ... (one time)

6 The Specifier tóu "the first" in connection with cì or huí.
Examples:

<u>tóuyì-liǎnghuí</u>	the first one or two times
<u>tóuyì-liǎngcì</u>	the first one or two times
<u>tóujǐcì/huí</u>	the first few (several) times

Time When patterns with cì or huí.

<u>Dìyíci/huí</u> wǒ gěi tā wūshíkuài qián.	The first time I gave him \$50.
<u>Dìèrcì/huí</u> wǒ gěi tā liùshíkuài qián.	The second time I gave him \$60.

Dì sāncì/huī wǒ gěi tā qīshíkuài qián.	The third time I gave him \$70.
Zhèicì/huī wǒ gěi tā bāshíkuài qián.	This time I gave (will give) him \$80.
Xiàcì/huī wǒ gěi tā jiǔshíkuài qián.	Next time I'll give him \$90.
Tóu liǎngcì(huī) wǒ yíngòng gěi tā yíbǎi- yíshíkuài qián.	The first two times I gave him \$110 altogether.

Time Spent pattern with cì or huī. Examples:

- (1) current or future event or action without le
- Nèiběn shū wǒ yào kàn sāncì. I am going to read that book three times.
- (2) completed action with a single le
- Shàngxīngqiwǔ wǒ kànle yíci/huī. Last Friday I read it once.
- (3) Continuing action with double le
- Nèiběn shū wǒ kànle liǎnghuī le. I've read that book twice (so far).

6 Question Word shénme "any" as an indefinite. Example:

Hòulái (wǒ) jiù méi shénme wèntí le.	Later on, I didn't have <u>any</u> (particular) problems at all.
--------------------------------------	--

The Question Word shénme may mean "any, anything" or "any particular" problem. However, the speaker is not ruling out the fact that there might be "some problems." Compare the following:

- (1) Wǒ méiyǒu qián. I don't have money. (Specific)
- (2) Wǒ méiyǒu shénme qián. I don't have any money to speak of (i.e. I have some, but not much money).

Watch for this indefinite aspect of shénme in a given sentence.

Frame 3

9	H: <u>Shuōdao xiāoxi, nǐ yǒu Bǎoluóde xiāoxi ma?</u>	Speaking of news, do you have any news from Paul?
10	D: <u>Tā zài Xīnhuá Xīnwénshè gōngzuò, nǐ tīng, shéi zài diàntáishang jiǎnghuà ne?</u>	He's working at the New China News Agency (NCNA). Listen, who is that speaking at the radio station (on the radio)?
11	H: <u>Gāngcái guǎngbōyuán shuō tā shì Zhōngwén Yǔyán Xuéyuàn de Yuànzhang.</u>	Just a moment ago the announcer said that he was the director of the Chinese Language Institute.
12	D: <u>Nǐ tīngdǒngle, hěn hǎo. Wǒmen tīng le kuài yígebàn zhōngtóu de xīnwén le. Guānshang shōuyīnjī, zǎo diǎnr shuǐjiào ba.</u>	It is very good you understood it. We've been listening to the news for almost an hour and a half. Turn off the radio and go to sleep a little earlier.
13	H: <u>Hǎo. Mǎn diǎnr zǒu.</u>	Ok. Take it easy.
14	D: <u>Zàijiàn.</u>	Good-bye. (See you again.)

Notes:

9 Another usage of the Verbal Suffix -dao in shuōdao "speaking of." Examples:

shuōdao xiāoxi ...	speaking of the news ...
shuōdao tīng guǎngbō	speaking of listening to broadcasts ...

Transliteration of names in The Bible

Paul	(Bǎoluó)	John	(Yuēhàn)
Joseph	(Yuēsè)	Mark	(Mǎkě)

10 New China News Agency (NCNA). This is the official news agency of the PRC. Its abbreviated name is "Xīnhuáshè."

11 Time When gāngcái "just a moment ago, just now" as a Movable Adverb. Examples:

<u>gāngcái guǎngbōyuán shuō tā ...</u>	just a moment ago the announcer said he ...
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guǎngbōyuán gāngcái
shuō tā ...

just a moment ago the announcer
said he ...

Gāng(gang) "just this minute, just now" and gāngcái "just now, a short while ago." In comparison, as far as timing is concerned, these two terms are virtually interchangeable. Both refer to the immediate past, but gāng(gang) is a little more immediate or more recent. In addition, gāng(gang) means "just, exactly, just right." Note the examples in the glossary.

13 (Nín) màn diǎnr zǒu. "Take it easy. (Lit. Walk Slowly.)" This idiomatic expression is commonly used when a guest is departing or about to depart and carries the meanings "What's your hurry," "What's the rush," "Take your time," "Take it easy," "Go carefully," "Don't go yet," "Stay a while," "Take care," "Watch your step," etc.

Frame 1

- | | |
|---|---|
| 1 H: 请进来, 你说十点就过来, 怎么十点半才到? 我正要过去找你呢? | Please come in. You said you would come over at ten o'clock. How come you didn't arrive until after ten thirty? I was just about to go to look for you. |
| 2 D: 我刚(刚)要出去, 听见送报的在楼上收钱, 我上去给他钱, 所以来晚了。 | I was just about to go out (when) I heard the newsboy collecting money upstairs. I went up to give him money, so I came late (was delayed). |
| 3 H: 你天天上六个钟头的课, 晚上还上班。怎么你的中文又这么好? | You go to six hours of class every day and also go to work in the evening. How is it that your Chinese is still so good? |
| 4 D: 过奖, 过奖。我每天都听新闻广播。今天我上班以前听了一刻钟。下班以后又听了半个钟头。 | You flatter me. I listen to news broadcasts every day. Today I listened for a quarter of an hour before going to work. After leaving work, I again listened for half an hour. |

Frame 2

- | | |
|----------------------------------|--|
| 5 H: 有一次我听广播, 广播员讲得太快, 我只听懂了一点儿。 | Once when I was listening to a broadcast, the announcer spoke too fast [and] I only understood a small part of it. |
| 6 D: 我头一两回也有问题, 后来就没什么问题了。 | The first one or two times I also had problems. Later I had no problems. |
| 7 H: 劳动节快到了。这两天一定有劳动节的新闻。 | Labor Day will soon be here. During these few days there will surely be news about Labor Day. |

Frame 2 (Continued)

- | | |
|---|--|
| 8 D: 快开收音机。七点半的那位广播员讲得最好。你听，他在报告一些小城人民义务劳动的消息呢。 | Turn on the radio right away. The 7:30 announcer is the very best speaker. Listen, he is reporting news right now of voluntary labor by the people in several small towns. |
|---|--|

Frame 3

- | | |
|--|---|
| 9 H: 说到消息，你有保罗的消息吗？ | Speaking of news, do you have any news from Paul? |
| 10 D: 他在新华新闻社工作。你听，谁在电台上讲话呢？ | He's working at the New China News Agency (NCNA). Listen, who is that speaking at the radio station (on the radio)? |
| 11 H: 刚才广播员说他是中文语言学院的院长。 | Just a moment ago the announcer said that he was the director of the Chinese Language Institute. |
| 12 D: 你听懂了，很好。我们听了快一个半钟头的新闻了。关上收音机，早点儿睡觉吧。 | It is very good you understood it. We've been listening to the news for almost an hour and a half. Turn off the radio and go to sleep a little earlier. |
| 13 H: 好。慢点儿走。 | Ok. Take it easy. |
| 14 D: 再见。 | Good bye. (See you again.) |

SUMMARY



Frame 1

a. When using the adverbs jiù and cái, remember that jiù implies something happened sooner than expected, whereas cái implies that something happened later than expected.

Nǐmen dōu wǔdiǎnbàn dào
huǒchēzhàn qù, kěshì tā
wǔdiǎn jiù qùle.

You went to the train sta-
tion at 5:30, but he went
at 5:00.

Nǐmen dōu wǔdiǎnbàn dào
huǒchēzhàn qù, kěshì tā
qīdiǎn cái qù de.

You went to the train station
at 5:30, but he didn't go
until 7:00.

b. The verb suffixes -lái, and qù imply "coming here" and "going there" so it is not necessary to use the specifiers zhèr and nèr.

Qǐng jìngqù.
Nǐmen kéyǐ jìnlai.

Please go in (there).
You can come in (here).

c. The adverbs gāng(gang) and gāngcái are used to highlight a recent happening.

Wǒ gāngcái tīngshuō tā shì
yǒuqiándè rén.
Tā gāng(gang) chūqu.

I just heard that he is a rich
man.
He just now went out.

Frame 2

a. The measures -cì and -huí in combination with a number are used to designate the number of times something has happened.

Wǒ kànjian tā liǎngcì le.
Tā zhèi jǐhuí lái shì kàn
wǒ de.

I have seen him two times.
Those few times he came, it was
to see me.

b. When the prefix tóu- is added to the above NU-M combination, it refers to a specific group of things or period of time.

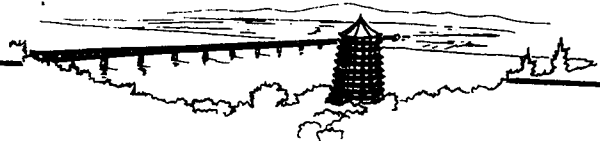
Tóuliǎngge yuè wǒ kànle
liǎngběn shū.
Tóusānběn shū hěn róngyi.

The first two months I read two
books.
The first three books are very
easy to read.

Frame 3

Màn diàn zǒu is a useful and polite expression for seeing a guest off. In this case, it takes the meaning of "What's your hurry," "What's the rush," "Take your time," "Drive slowly."

DRILLS I



A. Completion Drill: Fill in each blank with the appropriate word from the following list: bān, kè, lóu, xué, chē, fēiji, chuán.

B. Transformation Drill: Change the completed action with single le to continuing action with double -le, and change the Time Word accordingly.

(T) Zuótiān wǒ tīngle bàngē
zhōngtóu de xīnwén quǎngbō.
(Yesterday I listened to
news broadcasts for half an
hour.)

(S) Dào xiànzài wǒ tīngle bàngē
zhōngtóu de xīnwén quǎngbō le.
(Up to now I have been lis-
tening to news broadcasts for
half an hour.)

C. Transformation Drill: Change the teacher's statements to "later than expected" with the adverb cái. Also change the time using the cues.

(T) Nǐmen bādiǎn shàngkè, nǐ
qīdiǎnbàn jiù lái le.
(Your class is at 8:00; you
came in at 7:30.)
cue: came at 9:00

(S) Nǐmen bādiǎn shàngkè, nǐ
jiǔdiǎn cái lái.
(Your class is at 8:00; you
didn't come until 9:00.)

D. Response Drill: Respond to the teacher's question with an appropriate answer; also change -cì to -huí or vice versa.

(T) Shànghuī nǐ gěi tā duōshao
qián?
(How much did you give to
him last time?)

(S) Shàngcì wǒ gěi tā \$150.
(I gave him \$150 last
time.)

E. Response Drill: Respond to the teacher's question with a reasonably numbered -cì or -huí "... times."

(T) Nèiběn shū nǐ yào kàn jǐcì? (How many times do you want to read that book?)	(S) Wǒ yào kàn wǔcì. (I want to read it five times.)
---	--

F. Expansion Drill: Add a clause to the teacher's statement to show ultimate completion of the situation as in the example.

(T) Tā kànle sānběn shūle. (He has read three books so far.)	(S) Tā kànle sānběn shūle hái- yào kàn liǎngběn. (He has read three books so far and still has two books to go.)
--	--

G. Transformation Drill: Change the meaning of the underlined verb into its opposite.

(T) Qǐng nǐ <u>kāikai</u> shōuyīnjī. (Please turn on the radio.)	(S) Qǐng nǐ <u>guānshang</u> shōuyīnjī. (Please turn off the radio.)
---	--

H. Substitution Drill: Substitute the Chinese equivalent of the cue for the underlined portion of the model sentence.

(T) Tā měitiān <u>shàng liùge zhōngtóu de kè.</u> (He has six hours of class every day.) cue: <u>teaches four hours</u>	(S) Tā měitiān <u>jiāo sìge zhōng- tóu de shǔ.</u> (He teaches four hours every day.)
--	---

I. Completion Drill: Fill in the blanks with either gāng(gang) or gāngcái, whichever is appropriate. (Sometimes both of them can be used.)

J. Construction Drill: Make a suitable question from each statement.

(T) Qīdiǎnbàn de nèiwei guǎng-
bōyuán jiǎngde zuì hǎo.

(The 7:30 announcer speaks
the best.)

(S) Nèiwei guǎngbōyuán jiǎngde
zuì hǎo?

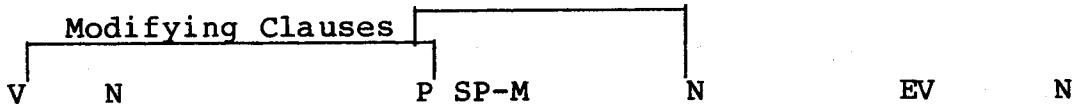
(Which announcer speaks
the best?)

DRILLS II



A. Identify the person who is buying a certain item.

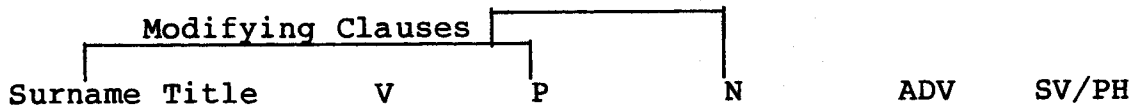
EX: Mǎi dītú de nàwèi tàitai jiào Měilì.



máobǐ fěnbǐ gāngbǐ qiānbǐ Mǎi yuánzhūbǐ Yǐng-Hàn zìdiǎn Hàn-Yǐng zìdiǎn fántǐzì zìdiǎn jiǎntǐzì zìdiǎn	de nàwèi	lǎoshī xuésheng xiáojie tàitai xiānsheng tóngzhī gōngrén dàibǐǎo quǎngbōyuán	Shīmín. Dànián. Měilíng. Bǎolán. jiào Mínglǐ. Shàowén. Zìqiáng. Huīwén. Tíngfēng.
--	----------	--	---

B. State that a certain person has purchased or done something and that the thing purchased or done is of a certain quality.

EX: Zhāng lǎoshī mǎi de qìchē hěn guì.



Zhào	Xiáojie	mǎi		máobǐ		xiǎo.
Qián	Tàitai	mài		fànguǎnr		guì.
Sūn	Xiānsheng	xiě		zì		hǎokàn.
Lǐ	Tóngzhī	chàng	de	gēr	hěn	hǎotīng.
Zhōu	Lǎoshī	jiāo		shū		róngyi xué.
Wú	Fūrén	shuō		huà		nándǒng.
Zhèng	Xiānsheng	kāi		chē		dà.
Wáng	Tàitai	zuò		fàn		hǎochī.

C. Make a statement or comment about a certain object or institution.

EX: Zhèi shì yíge hěn yǒumíngde xuéxiào.

SP	EV	NU-M	ADV	SV	P	N
Zhèi	shì	yìběn yìzhāng yìjiā yìzhī yìshūang yìtào	hěn	yǒumíng dà xiǎo hǎo guì piányi	de	shū. dītú. shūdiàn. gāngbǐ. xié jiājù.

D. Say that something you have is broken and you would like to ask someone to inspect it for you.

EX: Wǒde biǎo huài le, wǒ xiǎng ràng Zhào Shífù gěi wǒ jiǎnchá yíxià.

PN-P	N(-P)	SV
Wǒde	shōuyīnjī jìsuànjī diànnǎo diànchí qìchē qìchēshang de tiānxiàn qìchēshang de dēng qìchēshang de chuānghù	huàile,

PN AV V PN N CV PN V NU-M

wǒ	xiǎng	jiào	ràng	wǒ	dìdì	péngyou	tī	gěi	wǒ	jiǎnchá	yíxià.
		qǐng			àiren	gēge					
					etc.						

E. Say that a certain individual is good to you because you often do a certain thing for him/her.

EX: Yīnwei wǒ cháng tì bānzhǎng zuòshì, suóyì tā duì wǒ hěn hǎo.

MA	PN	A	CV	N/NP	N	VO
Yīnwei	wǒ	cháng	gěi	àiren		kāichē,
			tì	péngyou		bànshì,
			gēn	tóngxué		jiǎnghuà,
			yòng	lǎoshide	bànfǎ	niànshū,

MA PN CV PN SV

suóyì tā duì wǒ hěn hǎo.

F. Say that you have to go to a certain place and do a certain thing.

EX: Wǒ dēi dào chéngwàitōu de fànguǎnr qù zhāodài wǒde péngyou.

PN	AV	PT	PN/N/V-P	N	N
			Zhōngwénxì	jiàoxuélóu	lǐtōu
			Jiùjīnshān	Zhōngguóchéng	
Wǒ	dēi	dào	wǒ zhù de	lóufáng	qiánbian
			wǒ zǔ de	gōngyù	lǐtōu
			Jiùjīnshān	fēijīchǎng	
			péngyou	jiā	

PT V N

shíxí.
cānguān.
qù jíhé.
zhāodài wǒde tóngxué.
huānyíng wǒ fùmǔ.
jiàn tā àiren.

G. Ask one of your classmates how long he/she studied one of the languages listed below.

EX: Nǐ qùnián niànle jǐge yuè de Zhōngwén?

PN TW/NU-M MA V-P QW N

qùnián				Zhōngwén?
qiánnián				Rìwén?
liǎngnián				Hánwén?
Nǐ sānnián	yīqián	xuéle	jǐtiān de	Déwén?
sīnián		niànle	jǐgèxīngqī	Fǎwén?
wǔnián			jǐgèyuè	Yìwén?
liùnián				Èwén?
etc.				Xībānyáwén?*

* Spanish

H. Fill in the following blanks with an approximate time.

EX: Wǒ jiāo Zhōngwén, jiāole kuài sānshinián le.

PN V N V P A P

niàn	Zhōngwén,	niàn			
xué	Hànzì,	xué			
kāi	qìchē,	kāi			
jiāo	chànggē,	jiāo			
Wǒ	kāichē,	kāi			
	zuòfàn,	zuò	le	kuài	_____ le.
	huàhuà,	huà			
mài	qìchē,	mài			
	jiājù,				
huàn	qián,	huàn			

I. Fill in the following blanks with the types of activities that you usually engage in at DLI.

EX: Wǒ xiàle kè jiù hūfjiā.

PN	V-P	N	ADV	VO/PH/Clause
	chīle	zǎofàn wǔfàn wǎnfàn		
Wǒ	xiàle niànle huīle	kè shū jiā	jiù	_____.

J. Ask one of your classmates:

- (1) explain how he/she got here
- (2) if the plane, train, boat, bus or car left on time

EX: (1) Q: Nǐ shì zěnmē lái de?
A: Wǒ shì zuò fēijī lái de.

(2) Q: Nǐ shàngle fēijī, fēijī jiù kāile ma?
A: Shìde. Wǒ shàngle fēijī, fēijī jiù kāile.
OR
Méiyǒu, Wǒmen zài fēijīchǎng děng*le chàbuduō
sìshífēn zhōng.

* děng V: "to wait, to wait for"

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Chàbuduō shíwǔnián yǐqián wǒ zhùzai Táiběi. Zài wǒ qiánbiānr nètíáo jiēshang yǒu yíge nánháizi, jiào Wáng Dànián.

差不多十五年以前我住在台北。在我前边儿那条街上有一个男孩子，叫王大年。

2. Měitiān zǎoshang tā shàng-xué yǐqián xiān sòngbào. Tā sòngbào sòngde hěn zǎo. Wǒ qǐdiǎnzhōng yǐqián yídìng kéyì kànbào.

每天早上他上学以前先送报。他送报送得很早。我七点钟以前一定可以看报。

3. Měigeyuè tā dào wǒ jiālǐ lái shōuqián de shíhou, fēicháng kèqì. Nèi jǐtiáo jiēshang de rén dōu xǐhuan tā.

每个月他到我家里来收钱的时候，非常客气。那几条街上的人都喜欢他。

4. Tāde Yīngwén lǎoshī xìng Lǐ, jiù zhùzai wǒjiā hòutou. Lǐ Lǎoshī gàosong wǒ Wáng Dànián de Yīngwén fēicháng hǎo.

他的英文老师姓李，就住在我家后头。李老师告诉我王大年的英文非常好。

5. Guòle jǐnián Wáng Dànián gēn wǒ shuō tā bú sòngbào le, yīnwèi tā dēi duō yòng shíjiān niànshū.

过了几年王大年跟我说他不送报了，因为他得多用时间念书。

6. Hòulái wǒ dào Měiguó lái, méi(you) zài huí Táiběi, yě méi(you) zài kànjiàn Wáng Dànián.

后来我到美国来，没(有)再回台北，也没(有)再看见王大年。

7. Shànggēyuè yǒu yìtiān wǒ tīng xīnwén guǎngbō, tīngjian yíge guǎngbōyuán de míngzi jiào Wáng Dànián. Tā bàogào-de hěn hǎo, shēngyīn yě hěn hǎotīng.

上个月有一天我听新闻广播，听见一个广播员的名字叫王大年。他报告得很好，声音也很好听。

8. Wǒ lìkè qù wèn nèige diàntái, cái zhīdao zhèige guǎng-

bōyuán jiùshì shíwǔnián yǐqián
gěi wǒ sòngbào de nèige nán-
háizi.

我立刻去问那个电台，才知道这个广播员就是十五年前给我送报的那个男孩子。

9. Liùnián yǐqián tā dào Měiguó lái niànshū, zài dàxué* niàn xīnwénxì; gāng niàn wán jiù zhǎodao zhèige diàntái de gōngzuò.

六年以前他到美国来念书，在大学念新闻系；刚念完就找到这个电台的工作。

10. Wǒ tīngle tā xiànzài de qíngkuàng yǐhòu, juéde fēicháng gāoxìng. Cóng nàitiān kāishǐ, wǒ měitiān dōu yào (shōu)tīng tāde guǎngbō.

我听了他现在的情况以后，觉得非常高兴。从那天开始，我每天都要(收)听他的广播。

11. Zuótiān wǒ yòu kāikāi shōuyīnjī tīng xīnwén. Nèige diàntái huànle yíge guǎngbōyuán. Wǒ tīngwánle xīnwén, jiù wèn tāmen wèishénme huànle guǎngbōyuán.

昨天我又开收音机听新闻。那个电台换了一个广播员。我听完了新闻，就问他们为什么换了广播员。

12. Nèige diàntái de rén gàosong wǒ Wáng Dànián dài biǎo tāmen diàntái dào Niǔyuē kāihuì qùle, suǒyǐ zhèijǐtiān huànle yíge guǎngbōyuán.

那个电台的人告诉我王大年代表他们电台到纽约开会去了，所以这几天换了一个广播员。

* dàxué N: "college" 大学

COMMUNICATION EXERCISES

Activity 1

Matching Game

Your teacher will ask you, one at a time, to match the dates numbered one through 10 with the terms alphabetized a through j.

- | | |
|------------------------------|--|
| 1. February 12 | a. Àiren Jié (Valentine's Day) |
| 2. February 14 | b. Huáshèngdùnde Shēngrì (Washington's Birthday) |
| 3. 3rd Monday of February | c. Mǔqīn Jié (Mother's Day) |
| 4. 2nd Sunday of May | d. Fùqīn Jié (Father's Day) |
| 5. Last Monday of May | e. Gēlúnbù Rì (Columbus Day) |
| 6. 3rd Sunday of June | f. Láodòng Jié (Labor Day) |
| 7. 1st Monday of September | g. Gǎn'ēn Jié |
| 8. 2nd Monday of October | h. Línkěnde Shēngrì |
| 9. November 11 | i. Tuìyì/Fùyuan Jūnrén Jié |
| 10. 4th Thursday of November | j. Jīniàn Zhènwáng Zhànshì Rì |

Activity 2

Ranking

Your teacher will ask you to rank your preference for daily T.V. news broadcasts.

- Rank the TV news you like best dìyī, "number one."
- Rank the TV news you like next best dìèr, "number two."
- Continue with ranks three, four, etc.
- For each station, state if you liked it the first two or three times or the first five or six times you watched it.

EX:

Teacher: Which station did you rank number one?

Student: Channel 8 Bātái

Teacher: Why?

Activity 3

Discussion

General topic: News on TV.

Procedure: The teacher will divide the class into groups of two to discuss briefly different aspects of news broadcasts on television and radio, including but not be limited to:

- a. an important event you watched on TV before coming to school or a news broadcast you heard while driving to school.
- b. whom you invited over to your house to watch the news on TV.
- c. how many times you have to listen to news before you begin to understand it.
- d. whether there was a sports broadcast on just before the news.

Activity 4

Debate

Topic: All DLI students should be required to listen to news broadcasts every day.

Procedure:

- (1) The teacher divides the class into two teams and then flips a coin to see which gets to choose the affirmative position.
- (2) Each team meets in conference to elect a leader and plan strategy. Each member is assigned a point to defend. The leader sees that all members of the team get the chance to make statements.

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. A: Xiǎo Wáng, nǐ zhīdao bùzhīdao Lǎo Chén xiànzài zài nǎr?
 B: Wǒ xiǎng tā zài lóushang. Wǒ zhèng yào shàngqu zhǎo tā. Nǐ yǒu shénme shì ma?
2. A: Qǐng nǐ gào song tā, xiàwǔ sāndiǎnzhōng kāihuì; wèn tā néng bunéng lái.
 B: Kāi shénme huì? Wǒ zěnme bùzhīdao?
3. A: Nǐ méi tīngjiàn ma? Wǒmen xīnwénshè de shèzhǎng (director of the news agency) shuō, yào wǒmen jǐge guǎngbōyuán tányítán xiàxīngqì Láodòngjié nèitiān de shìqing.
 B: Nèitiān de huódòng hěn duō ma?
4. A: Gēn qùnián chàbuduō.
 B: Qùnián Láodòngjié wǒ hái méi dào zhèr lái gōngzuò ne; suǒyǐ bùzhīdao yǒu duō máng.
5. A: Ò, duìle, nǐ gāng lái le bànnián. Láodòngjié de shíhou wǒmen měige rén dōu yào fùzé yìxiē gōngzuò; yídìng hěn máng.
 B: Nǐ zhīdao bùzhīdao jīnnián Láodòngjié nǐ fùzé shénme gōngzuò?
6. A: Hái bù yídìng. Búguò gāngcái shèzhǎng shuō kěnéng jiào wǒ qù gōngrén dàibiǎo yùndòngguì; huílai yǐhòu xiě bàogào.
 B: Xiěwán yǐhòu, nǐ shì bushì yě yào guǎngbō zhège xiāoxí?
7. A: Bù yídìng. Yě kěnéng jiào Lǎo Chén guǎngbō, yīnwei wǒ yào xiě hěn duō bàogào.
 B: Nàme, nǐ xiěwánle yǐhòu, Lǎo chén yào xiān kànyikàn ba.
8. A: Duìle. Guǎngbō de rén yào xiān kànyikàn, suànyisuàn shíjiān.
 B: Nǐ tīngshuō shèzhǎng jiào wǒ fùzé shénme gōngzuò ma?

9. A: Tā hái méi shuō ne. Búguò wǒ xiǎng zhǎnlǎnhuì hěn duō, gōngrén dài biǎo zhāodàihuì yě búshǎo. Zhèixiē huódòng dōu děi yǒu rén xiě bàogào, suǒyì wǒmen xīnwénshè měige rén dōu huì hěn máng.
- B: Wǒ juéde yǒu yìdiǎnr jǐnzhāng.
10. A: Wǒ dìyīnián lái zhèr gōngzuò de shíhou, yě juéde hěn jǐnzhāng. Guò yì-liǎngnián, jiù hǎo duō le. Xiànzài wǒ máng de shíhou yě bùjuéde tài jǐnzhāng.
- B: Hǎo, wǒ shànglǒu qù zhǎo Lǎo Chén. Xiàwǔ kāihuì de shíhou jiàn.

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. A: Xiǎo Wáng, you just left; how come you came back so soon?
B: I didn't see Lao Chen upstairs, so I come back to tell you.
2. A: Never mind. I'll have lunch with him today and tell him then.
B: I have something to talk to you about. In the evening news broadcast I report on sports news for eight minutes.
3. A: I listen to your sports news every evening. I like sports very much, and you report very well.
B: Just a while ago Comrade Liú, who is in charge of the evening broadcast, told me to take (yòng) only five minutes tonight.
4. A: Oh, right. There is a report on people's voluntary labor in a few small towns today, so they need a little of your sports time.
B: My problem is that all the sports news I already wrote down is very important because the athletic meet of this town is in session.
5. A: That's right. People like to listen to sports news.
B: I have read my written report several times and cannot re-write it for five minutes.
6. A: Do you think you can talk faster or ask Comrade Liú to give you one or two minutes more?
B: No way! (Méi bànfǎ! OR Bùxíng!) If I talk too fast it will be difficult for people to understand, and I have already asked Comrade Liu for one or two more minutes, and he said no.
7. A: Do you want me to go with you to see Comrade Liú? We can tell him again why you need a few minutes more.
B: Fine. We'll repeat (zài shuō yíbiàn) that the athletic meet is going on now, and people like to listen to sports news very much.

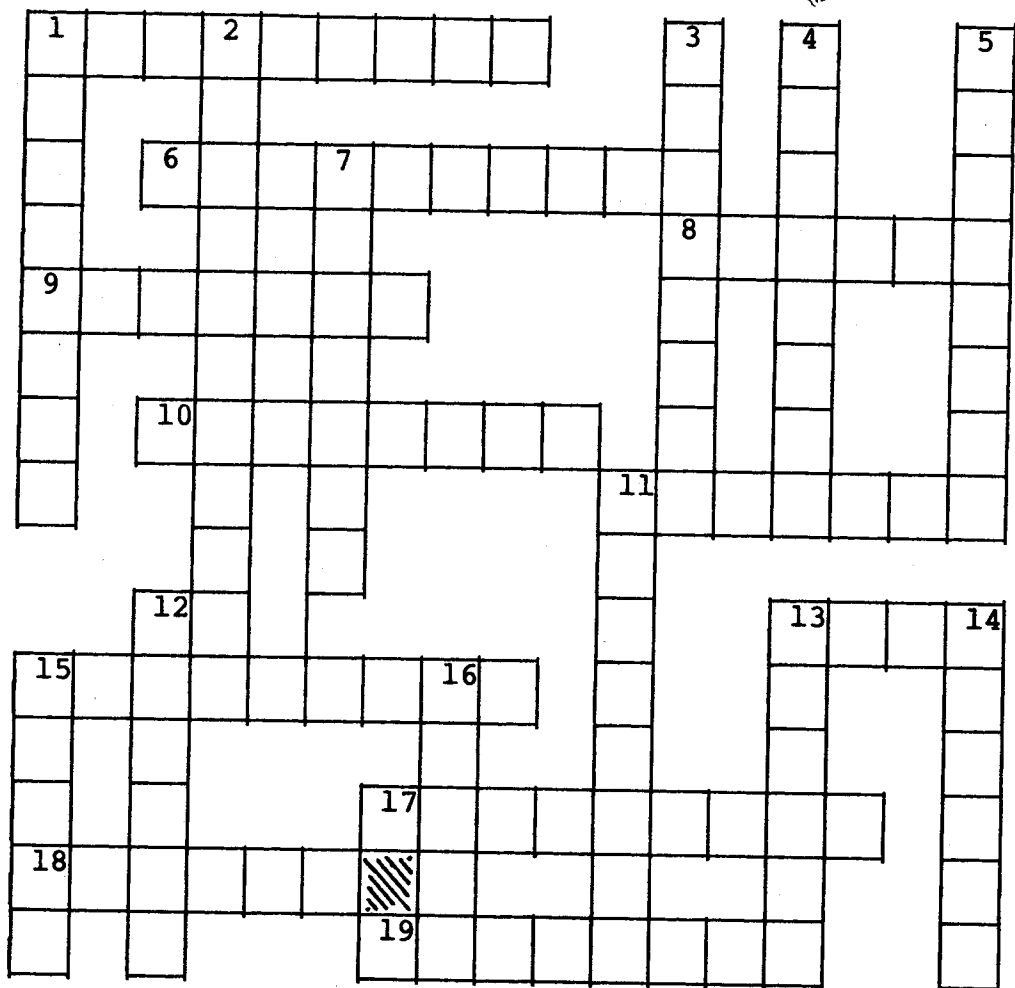
8. A: Let's go to look for Comrade Liú. Probably he is in the Broadcast Building.

B: No, he is in this building. I just saw him walking by to go upstairs.

9. A: Hurry up! (kuài yìdiǎnr!) Now I hear him talking upstairs; he talks so loud.

B: That's why it's very easy to find him.

ENRICHMENT



ACROSS

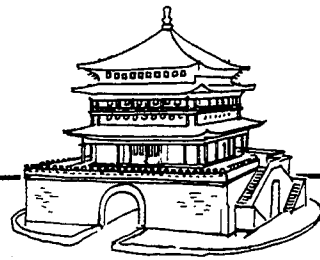
1. _____ tiāntiān dǎi sòng bào.
6. Xiàxìngqiliù shì _____.
- 8&13. Wǒ xiǎng gānggang kànjiàn de nèizhāng 13 hěn 8.
9. Tā _____ guǒlai.
10. _____ kàn, wǒ bùxǐhuan diànshì.
11. Zhèi shì ge zuì yǒuming de _____.
12. particle
13. See 8 above.
15. Tā gāng _____ nèige shōuyīnjī.
17. Píngjūn _____ gěi diàntái yíge zhōngtóu de xiāoxi.
18. Tā yòng _____ xiě gāng tíng de xiāoxi.
19. Nèiwei lǎoshī cháng gēn wǒmen _____.

DOWN

1. Cóngqián tāde _____ hěn nán guò.
2. Wǒ xiǎng diànshì de _____ shì yǒuqiándé.
3. Tāmen _____ gōngzuò ne.
4. _____ xiàbān de qìchē zhēn duō.
5. Wǒ zài lóushang, qǐng _____ ba.
- 7&11. Yàoshi nǐ kàn 7, nǐ dǎi kāikāi yìzhǎo _____.
11. See 7 above.
12. Tā gānggang gěi wǒ tāde _____
13. Zǎoshang tóuliǎngjié kè, wǒmen liànxí _____.
14. Zhōnghuá _____ Gònghéguó.
15. Wǒ tīngshuō lǎoshīde tàitai _____ le.
16. QW

LESSON 18

INTRODUCTION



This lesson deals with:

- Inclusiveness with Question Words (QW) in a statement.
- Exclusiveness with Question Words (QW) in a statement.
- Intensified exclusiveness with lián "even" ... dōu/yě.
- Emphatic function of dōu and yě.
- More Question Words as indefinites in statements.
- Use of the suīrán ... kěshì ... "although ... nevertheless ..." pattern.
- Review of apposition.



Nǐ yào wǒ bāng nǐde máng?

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. State that someone can or is willing to help somebody else.
- b. State that everyone or no one can do something.
- c. State that not even a little can be done.

GLOSSARY



1. bāngmáng 帮忙 VO: to help, to give assistance
- a. bang biérén (de) máng 帮助别人(的)忙 VO: to help others, to help someone else
Tā hěn xǐhuan bāng biérén (de) máng. (He likes to help others very much.)
2. biérén 别人 N: others, other people
- a. biéde 别的 N: other, another
3. chū máobing 出毛病 VO: to develop a malfunction, to break down
Jiù qìchē cháng chū máobing. (Used cars often have breakdowns.)
- a. máobing 毛病 N: malfunction, breakdown, defect
Nèiliàng qìchē yǒu máobing suóyǐ hěn piányi. (That car has some defects; therefore it is very inexpensive.)
4. duóme 多么 A: How ...!
Nǐ kàn, nèige hái'izi duóme hǎokàn. (Look how pretty that child is!)
5. gèzhǒng 各种 SP-M: various kinds, each kind, all kinds
- a. gè- 各- BF/SP: each
- b. gèrén 各人 SP-N: each person
Gèrén zuò zìjǐde shì. (Each person does his own work.)
6. gōngfu 工夫 N: leisure time
- a. yǒu gōngfu 有工夫 SV/VO: to be free/to have free time
- b. méi(you) gōngfu 没(有)工夫 SV/VO: to be busy/to have no free time
Wǒ jīntiān wǎnshàng méi gōngfu, míngtiān yǒu gōngfu. (I am busy this evening; tomorrow I will have time.)
7. guǎngfàn 广泛 SV: to be extensive, to be broad in scope
wǒman tán de wèntí hěn guǎngfàn. (The problems we discussed are very broad.)

8. huāqián 花 钱 VO: to spend money
 Nèige rén búhuì huāqián. (That person doesn't know how to spend money.)
 Tā zuótiān huāle sānwànduō-kuài qián mǎile yíge Yīngguó qìchē. (Yesterday he spent more than \$30,000 buying an English car.)
- huā 花 V: to spend
 Tā yǒu hěn duō qián, kěshì bùxǐhuan huā. (He has a lot of money but doesn't like to spend it.)
9. jīqì 机 器 N: engine, machine
 Nèige Yīngguó qìchē jīqì hǎojíe. (That English car's engine is extremely good.)
 Nèijiā shāngdiàn mài gèzhǒng jīqì. (That store sells all kinds of machines.)
10. jīxiè 机 械 N: machinery, mechanism(s)
11. jiémù 节 目 N: program
12. lián ... yě (OR dōu) 连...也/都 PT: even ...
 Tā lián Yīngwén dōu búhuì shuō. (He can't even speak English.)
 Wǒ lián yíge Zhōngguó zì yě búhuì xiě. (I can't even write one Chinese character.)
13. mǎ 马 N: horse (M: -pǐ 匹)
 Nèipǐ mǎ hěn yǒumíng. (That horse is very famous.)
14. mófàn 模 范 N: model, fine example
 Wǒmen xuéxiào měiyuè yǒu yíge mófàn xuésheng. (There is a model student in our school every month.)
15. rèqíng 热 情 SV: to be enthusiastic, to be hearted
 Nèiwèi tóngzhì duì wǒmen hěn rèqíng. Wǒmen dōu xǐhuan tā. (That comrade is very enthusiastic toward us. We all like him.)
16. shèbèi 设 备 N: equipment, installation, facilities
 Wǒmen zhèige xuéxiào de shèbèi zhēn hǎo. (The facilities in our school are really good.)

17. shífēn 十分 A: extremely, 100 percent
 Dìshísānkè shífēn nán,
 zhèikè shífēn róngyì. (Lesson 13 was extremely hard; this lesson is extremely easy.)
18. suīrán ... kěshì 虽然...可是 PT: although (though) ... (but)
 Suīrán zhèi shì wǒde,
 kěshì wǒ yuànyì gěi nǐ. (Although this is mine, I am willing to give it to you.)
19. suíbiàn 随便 SV/A: to be casual, to be informal/
 Búyào tài suíbiàn! as one wishes
 Qǐng suíbiàn, búyào kèqì. (Behave yourself!/Don't be too casual.)
 Bié suíbiàn shuōhuà. (Please be informal; feel at home.)
 Nèige xiǎo háizi tài suíbiàn le. (Don't talk recklessly.)
 (That child is much too ill-behaved.)
20. wénhuà 文化 N: culture, civilization
 Zhōngguó yǒu wǔqiānnián de.
 wénhuà. (China has five thousand years of culture.)
21. xiūlǐchǎng 修理厂 N: repair plant
 a. xiūlǐzhàn 修理站 N: service station, service center
 b. xiūlǐdiàn 修理店 N: repair shop
 c. xiūlǐ 修理 V: to repair
 Xiūlǐ zhèige qìchē de mén yào wǔbǎikuài; huàn yíge xīnde, sānbǎikuài. (Repairing this car door would cost \$500, to replace it with a new one, \$300.)
22. xiūxi 休息 V: to rest, to take a break
 Nèige gōngrén xiūxi de shíhou yào hē yíping jiǔ. (That worker wants to drink a bottle of wine during his break.)
23. yánjiū 研究 V: to study, to do research
 Nǐ xiànzài yánjiū shénme? (What are you studying now?)
 Zhèige wèntí hěn nán yánjiū. (This problem is very hard to study.)
24. yuànyì 愿意 AV: to be willing to, would want to

25. zhīshi 知识 N: knowledge
 Tāde zhīshi hěn guǎngfàn. (His knowledge is very broad.)
26. zhīshì 只是 A: only, merely, just
 Wǒ zhīshì yige shōuqián de, zhèijiàn shì nǐ qù wèn biérén ba. (I am only a cashier; you should go ask someone else about this matter.)
 Nǐ zhīshì yige sòngbào de, nǐ zěnmē néng suíbiàn shuōhuà? (You are merely a paper boy; how can you talk so recklessly?)
27. zìxíngchē 自行车 N: bicycle (M: -liàng 辆)
- a. qí zìxíngchē 骑自行车 VO: to ride on a bicycle, to ride astride a bicycle
- b. qí mǎ 骑马 VO: to ride a horse, to be on horseback
- c. qí 骑 V: to ride (astride)

COMMUNICATIVE EXCHANGES



Yíge Láodòng Mófàn - A Model Worker

Zhào, a worker eager for all kinds of knowledge, likes to tinker with machines and is always willing to lend his friends a helping hand. His friends call him Xiǎo Zhào.

Frame 1

Xiǎo Zhào zài yíjiā zìxíngchē
xiūlǐchǎng gōngzuò.

(1) Tā suirán méiyǒu duōshao
wénhuà, (2) kěshì tā cháng
tīng diàntái guǎngbō de
gèzhǒng jiémù, (3) suǒyǐ
tāde zhīshì shífēn guǎngfàn.
(4) Tā shénme dōu dǒng yì-
diǎnr.

Xiǎo Zhào worked in a bicycle repair plant. Although he hadn't much education; (nevertheless) he often listened to various types of programs broadcast on the radio, so his knowledge was extremely broad. He knew a little about everything.

Notes:

(1-2) Suirán ... kěshì ... "although ... but (nevertheless)." In the sentence Méiyǒu duōshao wénhuà ... kěshì ... "Although he hadn't much education, (nevertheless) ..." Both suirán "although" and kěshì "but, nevertheless" are Movable Adverbs. Examples:

Suirán nǐ ài wǒ, kěshì wǒ búài nǐ.	Although you love me, I don't love you.
Suirán nǐ ài wǒ, wǒ kěshì búài nǐ.	"
Nǐ suirán ài wǒ, kěshì wǒ búài nǐ.	"
Nǐ suirán ài wǒ, wǒ kěshì búài nǐ.	"

Question Word as an indefinite in a negative statement. In the sentence, Tā suirán méiyǒu duōshao wénhuà ... "Although he hadn't much education ..." the Question Word duōshao "how much" here means "some, not much (more than nothing)." Other examples with other Question Words:

QW in a question

Nǐ yǒu duōshao qián?
(How much money do you
have?)

QW as indefinites in statements

Wǒ méiyǒu duōshao qián.
(I don't have much money.)

Wǒ méiyǒu shénme qián.
(I don't have any money to
speak of.)

Nǐ yǒu jǐge péngyou?
(How many friends do
you have?)

Wǒ méiyǒu jǐge péngyou.
(I don't have many friends.)

Wǒ méiyǒu shénme péngyou.
(I don't have any friends to
speak of.)

Tā hēle jǐpíng jiǔ?
(How many bottles of
wine/liquor did he
drink?)

Tā méihē jǐpíng jiǔ.
(He didn't drink very many bot-
tles of wine/liquor.)

Tā méihē shénme jiǔ.
(He didn't drink any wine/liquor
to speak of.)

(1) Wénhuà "culture". When applied to an individual this refers to his/her formal education. Tā méiyǒu duōshao wénhuà. "He hasn't much education."

(3) Shífen conveys the idea of "10 out of 10." Since 10 is considered the complete number, shífēn signifies 100 percent.

(4) Inclusiveness. A Question Word followed by the adverb dōu indicates inclusiveness.

Exclusiveness. A Question Word followed by the adverb dōu bù indicates exclusiveness. Following are sample questions and their conversions to inclusive or exclusive status.

<u>Question</u>	<u>Response</u>
Shéi zhīdao nèijiàn shì? (Who knows about that affair?)	Shéi <u>dōu</u> zhīdao. (inclusive) (Everyone knows.) Shéi <u>dōu</u> bùzhīdao. (exclusive) (No one knows about it.)
Nǐ dào nǎr qù? (Where do you go?)	Wǒ nǎr <u>dōu</u> qù. (inclusive) (I go everywhere.) Wǒ nǎr <u>dōu</u> búqù. (exclusive) (I don't go anywhere.)
Něitiān xíng? (Which day will be Ok?)	Něitiān <u>dōu</u> xíng. (inclusive) (Any day will be Ok.) Něitiān <u>dōu</u> bùxíng. (exclusive) (No day will be Ok.)
Nǎr yǒu mài jiǔde? (Where is wine sold?)	Nǎr <u>dōu</u> yǒu. (inclusive) (It is sold everywhere.) Nǎr <u>yě</u> * méiyǒu. (exclusive) (There is none anywhere, i.e., "dry town")

* In most cases, the negative usage yě can be substituted for dōu.

Frame 2

Zài tā nèijiā gōngchǎng, (5)
shéi wèn tā wèntí, tā chàbuduō
dōu néng huídá.
Suīrán tā zhǐshi ge zìxíngchē
xiūlǐchǎng de gōngrén, kěshì
yīnwei tā chángcháng zìjǐ yán-
jiū gèzhǒng jīqì, gōngchǎnglǐ
(6) shénme jīxiè shèbèi chūle
máobing, tā dōu néng bāngmáng
xiūlǐ.

In that plant of his, no matter
who asked him a question, he
could almost always give an
answer. Although he was only
a worker in a bicycle repair
plant, because he was always
studying various kinds of ma-
chinery on his own, no matter
what kind of mechanical instal-
lation in the plant suffered a
malfunction (broke down), he
could always help to fix it.

Notes:

(5-6) Emphatic Function of dōu or yě. When there is a Question Word in the first clause, the adverbs dōu or yě in the second clause have an emphatic function.

Shéi wèn tā wèntí, tā
dōu néng huídá.

No matter who asked him a
question, he could almost
always give an answer.

Gōngchǎng shénme jīxiè
shèbèi chūle máobing,
tā dōu néng bāngmáng
xiūlǐ.

No matter what kind of mechani-
cal equipment in the plant
suffered a malfunction, he
could always help fix it.

Frame 3

(7) Xiǎo Zhào zhèige rén yě
fēicháng rèqíng. Duóme nán-
bàn de shìqíng tā dōu yuànyì
bāng biérénde máng. Yǒude
shíhou (8) lián yīdiǎnr xiū-
xi de gōngfu dōu méiyǒu.

This fellow Xiǎo Zhào was ex-
traordinarily enthusiastic.
No matter how difficult some-
thing was to accomplish, he
always wanted to help others.
Sometimes he didn't have even
the smallest amount of leisure
time to rest.

Notes:

(7) Apposition. Both Xiǎo Zhào "Little Zhào" and zhèige rén "this fellow" refer to the same person in the sentence Xiǎo Zhào zhèige rén yě fēicháng rèqíng "This fellow Xiǎo Zhào was extraordinarily enthusiastic." Other examples:

Wǒmen Měiguó rén dōu
xīhuan hē qīshuǐ.
Zhāng Sān nèige rén
huì zuò mǎimai.

We Americans all like to drink
soft drinks.
That fellow Zhang knows how to
do business.

(8) Intensified Exclusiveness pattern. Lián ... yě or lián ... dōu are translated as "even."

Wǒ lián yīfēn qián yě
méiyǒu.

I don't even have a penny.

Wǒ lián yīdiǎnr jiǔ
dōu bùhē.

I don't even drink a drop of
wine.

Wǒ lián yīdiǎnr jiǔ
dōu méihē.

I didn't even drink a single
drop of wine.

Tā lián yíge zì yě
méixiě.

He didn't even write one single
word.

Frame 4

Něige rén xūyào yīdiǎnr qián,
qǐng tā bāngmáng, tā dōu
yuànyì bāngmáng, kěshì tā zì jǐ
(9) lián yīfēn qián yě bùsuǐ-
biàn huā. Zài nèijiā xiūlǐ-
chǎng yǒu hǎojǐge fùzé tóngzhì
dōu shuō tā shì yíge (10)
láodòng Mófàn.

Whoever needed a little money
and asked for (his) help, he
was always willing to help, but
he himself never spent even a
single penny needlessly. In
that plant, quite a number of
responsible comrades said he
was a Model Worker.

Notes:

(9) Another example of the Intensified Exclusiveness pattern with
Lián ... yě. Tā zì jǐ lián yīfēn qián yě bùsuǐbiàn huā "He him-
self never spent even a single penny needlessly."

(10) Láodòng Mófàn "Model Worker." To be designated a Model
Worker is a great honor in the People's Republic of China which
holds big ceremonies from time to time to honor Model Workers.
It is called Láo-Mó Dàhuì (Lao is contraction of Láodòng and Mó
of Mófàn).

对话

Frame 1

小赵在一家自行车修理厂工作。(1)他虽然没有多少文化,(2)可是他常听电台广播的各种节目,(3)所以他的知识十分广泛。(4)他什么都懂一点儿。

Xiǎo Zhào worked in a bicycle repair plant. Although he hadn't much education, (nevertheless) he often listened to various types of programs broadcast on the radio, so his knowledge was extremely broad. He knew a little about everything.

Frame 2

在他那家工厂,(5)谁问他问题,他差不多都能回答。虽然他只是个自行车修理厂的工人,可是因为他常常自己研究各种机器,工厂里(6)什么机械设备出了毛病,他都能帮忙修理。

In that plant of his, no matter who asked him a question, he could almost always give an answer. Although he was only a worker in a bicycle repair plant, because he was always studying various kinds of machinery on his own, no matter what kind of mechanical installation in the plant suffered a malfunction (broke down), he could always help to fix it.

Frame 3

(7)小赵这个人也非常热情。多么难办的事情他都愿意帮别人的忙。有的时候(8)连一点儿休息的工夫都没有。

This fellow Xiǎo Zhào was extraordinarily enthusiastic. No matter how difficult something was to accomplish, he always wanted to help others. Sometimes he didn't have even the smallest amount of leisure time to rest.

Frame 4

哪个人需要一点儿钱，请他帮忙，他都愿意帮忙，可是他自己(9)连一分钱也不随便花。在那家修理厂有好几个负责同志都说他是一个(10)劳动模范。

Whoever needed a little money and asked for (his) help, he was always willing to help, but he himself never spent even a single penny needlessly. In that plant, quite a number of responsible comrades said he was a Model Worker.

SUMMARY



Frame 1

a. Suīrán ... kěshì ... "Although ... but (nevertheless)":

Suīrán wǒ bùgōngzuò, kěshì
wǒ yǒu qián.

Although I don't work, (never-
theless) I have money.

Wǒmen suīrán shì hǎo péng-
you kěshì wǒ bùcháng kàn-
jiàn tā.

Although we are good friends,
(nevertheless) I don't see
him often.

b. Question Words used as indefinites in negative statements:

Wǒ méiyǒu shénme gōngfu.

I don't have any free time to
speak of.

Wǒ búyào duōshao.

I don't want very much.

c. Inclusiveness is expressed by using a Question Word and by the adverb dōu.

Shéi dōu kéyì huā wǔkuài
qián.

Anyone can spend five dollars.

Tā shénme shíhòu dōu qù.

He goes anytime.

d. Exclusiveness is expressed by using a Question Word and by the adverbs dōu bù.

Shéi dōu bùxǐhuan tā.

Nobody likes him.

Duōshao qián dōu bùxíng.

No amount of money will do.

Frame 2

The adverbs dōu and yě function emphatically when a subordinate first clause contains a Question Word.

Tā yào shénme dōngxi, tā
dōu kéyì mǎi.

No matter what he wants, he can
always buy it.

Frame 3

The lián ... dōu/yě pattern shows intensified exclusiveness. Sometimes yīdiǎnr "a little" is added to emphasize the intensified exclusiveness.

Tā lián yíjù huà yě méishuō. He didn't even speak a word.
Wǒ lián yíge Yīngwén zì dōu I don't even understand a
bùdǒng. single word of English.

Frame 4

Láodòng Mófàn "Model Worker." To receive this title in the
PRC is a great honor.

DRILLS I



A. Substitution Drill: Replace the underlined word(s) in each sentence with those given in the cue. Say the sentence once with each substitution.

(T) Zhèige diàntái guǎngbō gè-zhǒng jiémù.

(This station broadcasts all sorts of programs.)

cue: news, information, cultural activities

(S) Zhèige diàntái guǎngbō gè-zhǒng xīnwén (xiǎoxi, wénhuà huódòng)

(This station broadcasts all sorts of news, information, cultural activities.)

B. Response Drill: Answer each question according to the cue and use complete sentences.

(T) Xiǎo Zhào měitiān xiàbān yǐhòu zuò shénme?

(What does Xiǎo Zhào do every day after work?)

cue: studies all kinds of machines by himself

(S) Tā zìjǐ yánjiū gèzhǒng jīqì.

(He studies all kinds of machines by himself.)

C. Combination Drill: Combine each pair of short sentences into one by using one of the following conjunctions: suǐrán ... kěshì ...; (yīnwei) ... suǒyǐ ...; yàoshi ... jiù ...

(T) Wǒ méiyǒu qián. Wǒ bùnéng mǎi xīn chē.

(I don't have money. I can't buy a new car.)

(S) Yīnwei wǒ méiyǒu qián suǒyǐ bùnéng mǎi xīn chē.

(I don't have money, so I can't buy a new car.)

D. Response Drill: Answer each question according to the cue. Your answer must be a complete sentence.

(T) Xiǎo Zhào zài nǎr gōngzuò?
(Where does Xiǎo Zhào work?)

cue: at a bicycle repair shop

(S) Tā zài yíge zìxíngchē xiū-lichǎng gōngzuò.

(He works at a bicycle repair shop.)

E. Completion Drill: Fill in each blank with the suitable word from the following list: suǐbiàn, bāngmáng, quǎngfàn, xūyào.

F. Completion Drill: Fill in each blank with the suitable word from the following list: xiūli, yuànyì, yánjiu, gōngfu.

G. Completion Drill: Complete each sentence according to the cue.

(T) Tā suǐrán hěn máng, kěshì
...
(Though he is very busy,
but ...)
cue: He is still very
much willing to help others.

(S) Tā suǐrán hěn máng, kěshì
tā hái hěn yuànyì bāng biérénde
máng.
(Though he is very busy,
(but) he is still very much
willing to help others.)

H. Expansion Drill: Expand each sentence according to the cue; use the lián ... dōu/yě pattern.

(T) Zuótiān tā fēicháng máng,
...
(He was extremely busy
yesterday ...)
cue: having no time even
to drink water

(S) Zuótiān tā fēicháng máng
lián hēshuǐ de gōngfu dōu méi-
yǒu.
(He was extremely busy
yesterday; he didn't even have
time to drink water.)

I. Construction Drill: Construct one or more questions from each of the following statements.

<p>(T) Zhèige diàntái guǎngbō de wénhuà jiémù hěn duō. (This station broadcasts many cultural programs.)</p>	<p>(S) Zhèige diàntái guǎngbō de wénhuà jiémù duō buduō? (Does this station broadcast many cultural programs?)</p>
	<p>OR Nǎge diàntái guǎngbō de wénhuà duō? (Which station broadcasts many cultural programs?)</p>
	<p>OR Zhèige diàntái guǎngbō de shénme jiémù duō? (What programs does this station broadcast most often?)</p>

J. Construction Drill: Construct a question from each of the following statements.

<p>(T) Xiǎo Zhào zài yíge zìxíngchē xiūlǐchǎng gōngzuò. (Xiao Zhao works at a bicycle repair shop.)</p>	<p>(S) Xiǎo Zhào shìbùshì zài zìxíngchē xiūlǐchǎng gōngzuò? (Does Xiao Zhao work at a bicycle repair shop?)</p>
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K. Response Drill: Answer each question according to the cue and in a complete sentence. In your answer, use Question Words as indefinites.

<p>(T) Nǐ huāle duōshao qián mǎi zhèiliàng zìxíngchē? cue: <u>not much money</u></p>	<p>(S) Méi huā duōshao qián. ([I] didn't spend much money.)</p>
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L. Response Drill: Give two answers to each question; use the inclusive pattern in one answer and the exclusive in the other.

(T) a. Nǐ huì xiūlǐ shénme?
(What can you repair?)

(S) a. Wǒ shénme dōu huì xiūlǐ.
(inclusive)
(I can repair anything.)

Wǒ shénme dōu búhuì xiū-
lǐ. (exclusive)
(I cannot repair any-
thing.)

b. Shéi huì xiūlǐ zìxíngchē?
(Who can repair bicycles?)

b. Shéi dōu huì xiūlǐ zì-
xíngchē. (inclusive)
(Everybody can repair
bicycles.)

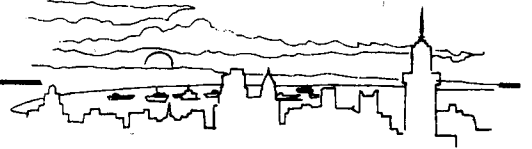
Shéi dōu búhuì xiūlǐ zì-
xíngchē. (exclusive)
(Nobody can repair bi-
cycles.)

M. Transformation Drill: Change the inclusive elements of the sentences into exclusive ones.

(T) Gōngchǎnglǐ shénme jīxiè
shèbèi chūle máobīng tā dōu
néng bāngmáng xiūlǐ.
(He can help repair any
malfunction of mechanical
equipment in the plant.)

(S) Gōngchǎnglǐ shénme jīxiè
shèbèi chūle máobīng tā dōu
bùnéng bāngmáng xiūlǐ.
(He cannot repair any mal-
function of mechanical equip-
ment in the plant.)

DRILLS II



A. Say that you have a friend who is studying a certain language at DLI right now and that he/she is from a certain state.*

EX: Wǒde nèiwèi péngyou xiànzài zài zhèr xué Zhōngwén. Tā shì Niūyuēzhōu rén.

PN-P SP-M N MA CV N V N

Wǒde nèiwèi péngyou xiànzài zài zhèr xué niàn	xiàlā ¹ Yìnní ² Yuènnán ³ Bōsī ⁴ Tàiguó ⁵ Tǔěrqí ⁶ etc.	wén.
---	---	------

PN EV N N

Tā shì	Xiàwēiyí	Zhōu rén.
	Yīlìnuò	
	Yìndì 'ānnà	
	etc.	

* Refer to Lesson 3, Enrichment Section.

1. Greek
2. Indonesian
3. Vietnamese
4. Persian
5. Thai
6. Turkish

D. State that you or another person is presently doing something.

EX: Wǒ àiren zài mǎicài ne.

Tā		jiǎnghuà	
Wǒ zhàngfu		hē kāfēi	
Wǒ tàitai		kàn diànshì	
Bānzhǎng	zài	shàngkè	ne.
Xiàozhǎng		shàngbān	
Sòngbàode		sòngbào	
etc.		etc.	

E. Say that you have already reached a certain point in your study on a particular aspect of the Chinese language.

EX: Kèwén wǒ yǐjīng kàndao Dì Shíwǔke le.

N PN A V- SUF PRE NU-M P

Hànzi		xiě		yībǎi èrshíge	
Shēngcí		niàn		liùbǎige	
Yǔfǎ	wǒ yǐjīng	liànxi	dao	Dì Shíwǔkè	le.
Huìhuà		bèi*		Shíqīkè	
etc.		etc.		etc.	

* recite (something from memory)

F. State that occasionally, after classes, you would do a certain thing first and then do something else.

EX: Yǒude shíhou xiàkè yǐhòu wǒ xiān huí yíngfáng¹ qù huàn yīfu, ránhòu zài dào jiěshang qù mǎnpǎo.²

MA VO PT PN PT V N V

		huí yíngfáng	
		dào yóujú	
Yǒude shíhou xiàkè yǐhòu wǒ xiān		huí gōngyù	qù
		dào jūnyòng hézuòshè ³	
		etc.	

1. barracks
2. jogging
3. Post Exchange (PX)

VO/V-N

C

PT

V-N/VO

VO/V-N

shuǐ jiào, mǎi yóupiào, chīfàn, mǎi dōngxi, etc.,	ránhòu zài	huí kèshì huí yíngfáng shàngjiē huíjiā etc.	niànshū. chīfàn. mǎi dōngxi. shuǐ jiào. etc.
---	------------	---	--

G. Ask one of your classmates about his/her morning routine.

EX: Nǐ shì chà wǔfēn wǔdiǎn qǐchuáng ma? Qǐchuáng yǐhòu nǐ shì xiān xǐzǎo hái shì xiān mǎnpǎo?

PN EV

V/NU-M

V/VO P

	<div style="border: 1px solid black; padding: 5px;"> wǔfēn chà shífēn wǔdiǎn shíwǔfēn liùdiǎn yíkè qīdiǎn </div>		
NI shì	<div style="border: 1px solid black; padding: 5px;"> qīdiǎn shífēn liùdiǎn guò shífēn qīdiǎn shíwǔfēn yíkè </div>		qǐ chuáng ma? lái
	<div style="border: 1px solid black; padding: 5px;"> wǔdiǎnbàn liùdiǎnbàn etc. </div>		

V/VO

PT

PN

EV

A

VO

PT

Qǐ chuáng yǐhòu, nǐ shì xiān lái	xǐzǎo xǐliǎn ¹ shuāyá ² guāhúzi ³ guāliǎn ⁴	háishi xiān niànshū? etc.
----------------------------------	---	------------------------------

1. wash face
2. brush teeth
3. shave whiskers, etc.
4. shave face

H. State that again last evening you spent a certain amount of time on a certain activity.

EX: Zuótiān wǎnshang wǒ yòu tīngle yíge zhōngtóu de xīnwén guǎngbō.

TW TW PN A CV NU-M N V-P

Zuótiān wǎnshang wǒ yòu gēn yíwèi péngyou	jiǎng tīng xiě le kāi shàng kàn
---	--

NU-M-(NU) N-P N

shífēnzhōng de	huà.
shíwǔfēnzhōng de	yīnyuè.*
bāngē zhōngtóu de	xīnwén guǎngbō.
yíféng	xīn.
yígebàn	bàogào.
liǎngliàng	qìchē.

* music

I. Ask one of your classmates why she/he went to a certain place earlier than was actually planned.

EX: Nǐ jìhuà xiàgēyuè qù Niǔyuē, wèishénme nǐ shànggēyuè jiù qùle.

PN V TW/SP-M/N V N

Nǐ jìhuà xiàgē xīngqī xiàgēyuè dàhòutiān	qù	Carmel, Sānfānshì ² , Lǐnuò ³ , Luòshānjī ⁴ , Lāsīwéijiā ⁵ ,
--	----	--

MA PN TW N A V-P

1. weekend
2. San Francisco
3. Reno
4. Los Angeles
5. Las Vegas

wèishénme nǐ shànggē	qiántiān	zhōumò
dàqiántiān	xīngqī jiù qùle.	yuè

J. Ask one of your classmates why she/he wants to delay the visit that is already planned.

EX: Nǐ jìhuà zuótiān qù jiàn Xiàozhǎng, wèishenme nǐ jīntiān cái qù?

PN V TW/N V V N

	dàqiántiān		jiàn	liánzhǎng*,
	qiántiān		kàn	fùmǔ,
	zuótiān		zhǎo	lǎoshī,
Nǐ jìhuà	shàngge xīngqī	qù	cānguān	diàntái,
	shàngge zhōumò		jiàn	guǎngbōyuán,
	etc. etc.		etc.	etc.

MA PN TW/SP-M/N/MA A V

	qiántiān	
	zuótiān	
wèishénme nǐ	jīntiān	cái qù?
	zhèige xīngqī	
	xiànzài	
	etc.	

* company commander

DICTATION EXERCISES

With book closed, write down in PINYIN the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Mǎ Mínglǐ shì wǒmen diànrì gōngchǎng jīnnián de mófàn gōngrén.
马明理是我们电器工厂今年的模范工人。
2. Wǒmen tóngshìmen dōu jiào tā Lǎo Mǎ; yě yǒu rén jiào tā Mínglǐ.
我们同事们都叫他老马；也有人叫他明理。
3. Tā zuò shénme shìqing dōu zuòde hěn kuài, yě dōu zuòde hěn hǎo.
他作什么事情都作得很快，也都作得很好。
4. Shénme jīqì tā dōu dǒng; shénme máobing tā dōu huì xiūli.
什么机器他都懂；什么毛病他都会修理。
5. Xiàbān yǐhòu tā xǐhuan tīng diàntái de gèzhǒng guǎngbō; suǒyì tā yǒu hěn guǎngfàn de zhīshi.
下班以后他喜欢听电台的各种广播；所以他有很广泛的知识。
6. Tā yě chángcháng kànshū, kànbào. Xīngqīliù hé Xīngqīrì wǒmen búshàngbān de shíhou, tā gēn tóngshìmen yíkuàir dào yùndòngchǎng qù yùndòng.
他也常常看书、看报。星期六和星期日我们不上班的时候，他跟同事们一块到运动场去运动。
7. Yīnwèi tā zuòshì zuòde kuài, suǒyì tā yǒu gōngfu bāng biérénde máng.
因为他作事作得快，所以他有工夫帮别人的忙。
8. Jīnnián tā dài biǎo wǒmen gōngchǎng dào Hánguó qù kāihuì. Nèicì kāihuì yǒu shíjīguó de gōngrén dài biǎo.
今年他代表我们工厂到韩国去开会。那次开会有十几国的工人代表。
9. Tā huílai yǐhòu, gōngchǎng de tóngshìmen kāile yíge xiǎo huānyíng huì; qǐng tā gào sòng wǒmen zài Hánguó kàndào de shìqing.
他回来以后工厂的同事们开了一个小欢迎会；请他告诉我们在韩国的事情。
10. Tā gào sòng wǒmen Hánguó de jīqì gōngchǎng hé yánjiū shèbèi. Tā yě gào sòng wǒmen Hánguó diàntái guǎngbō de jiémù.
他告诉我们韩国的机器工厂和研究设备。他也告诉我们韩国电台广播的节目。

COMMUNICATION EXERCISES

Activity 1

Discussion

With your classmates discuss the good and the bad points of Xiǎo Zhào's generosity and his willingness to help and enthusiasm for helping others with their problems. Find out if

- a. Xiǎo Zhào has ever done this kind of work.
- b. Anyone has done this kind of work.
- c. Any other friend could do this work.

Your teacher will ensure that everyone gets the chance to participate.

Activity 2

Discussion

With your classmates discuss the reasons for the exodus of American industries to overseas.

Activity 3

Sharing Likes and Dislikes

After your teacher pairs you with a classmate, discuss the TV program you most like and the one you least like. Be sure to tell whether all, any, or none of the programs or performers were any good. Then report each other's opinions to the class and find out if any of your classmates like/dislike the programs/performers you mention.

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. A: Lǎo Wáng, nǐ zěnmē yòu xiūli nǐde zìxíngchē? Zhèiliàng chē búshì shàngge yuè cái mǎi de ma?
 B: Shì shàngge yuè cái mǎi de; búguò wǒ mǎi de shì yīliàng jiù chē búshì xīnde.
2. A: Yīge yuèli (zhèiliàng chē) chūle háojǐcì máobing le. Mǎi chē de pùzi yīngdāng fùzé.
 B: Wǒ búshì cóng pùzili mǎi de; shì yīge xuésheng màigēi wǒ de. Tā xiān gào song wǒ le zhèiliàng chē yǒu diǎnr máobing.
3. A: Nǐ zhīdao chē yǒu máobing, wèishénme hái mǎi ne?
 B: Yīnwèi piányi a! Wǒ xiǎng xiūli zìxíngchē bú tài nán; wǒ zìjǐ dǒng yídiǎnr, zài yánjiu yánjiu jiù xíngle.
4. A: Nàme, nǐ xiànzài shì zài xiūlǐ ne, hái shì zài yánjiu?
 B: Yíbiàn yánjiu, yíbiàn xiūlǐ. Nǐde zìxíngchē ne?
5. A: Zài jiāli. Jīntiān wǒ méi qí chē, chūlai zǒuyizǒu.
 B: Wǒmen yīkuàir qí chē qù zhǎo Xiǎo Zhào qù, hǎo buhǎo?
6. A: Hào a! Wǒ zài bàoshang kàndao tā shì tāmen gōngchǎng jīn-nián de mófàn gōngrén.
 B: Wǒ yě tīngshuō le. Tā zhèige rén zhēn shì ge hǎo mófàn. Tāde zhīshi guǎngfàn, yòu xīhuān bāng biérénde máng.
7. A: Wǒ xiān huíjiā, zài qí wǒde zìxíngchē dào zhèr lái gēn nǐ yīkuàir qù.
 B: Búbié. Wǒ kéyi qí chē dài nǐ qù.
8. A: Wǒ bùyuànyì zuòzai nǐde zìxíngchē hòutou; wǒ búshì ge xiǎo hái zi.
 B: Nàme, wǒmen yīkuàir xiān zǒudao nǐ jiāli qù; ránhòu zài yīkuàir qí chē qù zhǎo Xiǎo Zhào. Hǎo buhao?

9. A: Hǎo. Yàoshi nǐde chē yǐjīng xiūli hǎo le, wǒmen jiù zǒu ba. (Nǐde chē) Búyao zài chū máobīng.

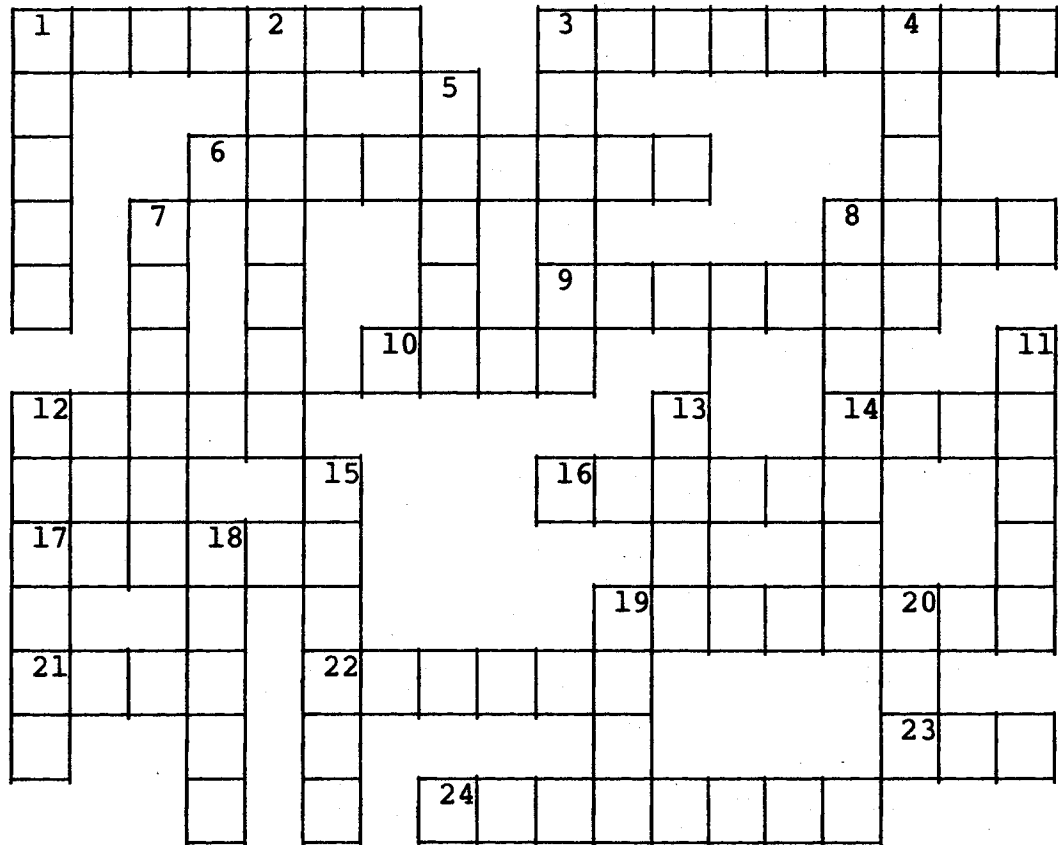
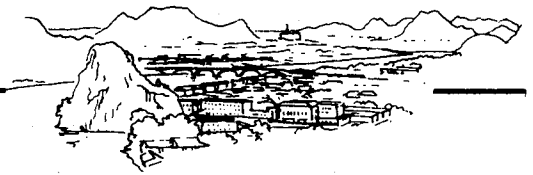
B: Yàoshi wǒde chē zài chū máobīng, wǒ jiù zuòzai nǐde zì-xíngchē hòutou; nǐ kéyi (qí chē) dài(zhe) wǒ.

10. A: Wǒ búyao dài nǐ; wǒde chē hòutou bùnéng zuò rén.

B: Nàme, wǒ kéyi qí nǐde chē qù; nǐ kéyi zǒu(zhe) qù.

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. Many years ago when I was in junior high school (chūzhōng/chūjí zhōngxué), my mother bought a bicycle for me. That was my first bicycle.
2. I practiced for a couple of days and then rode it to school every day.
3. On Saturdays and Sundays when I did not go to school, I rode my bicycle to the parks, to go shopping (buy things) [or] to go to see friends.
4. I had to use the bicycle almost every day. I felt it was the most necessary thing in my life.
5. After a couple of years, the bicycle began to malfunction. I often went to a repair shop and asked them to check and to repair my bicycle.
6. I liked to watch them when they checked and repaired all kinds of bicycles, so I gained (learned) a little knowledge of machinery.
7. Sometimes I could repair my bicycle by myself if the malfunction was not serious (big).
8. Later on my schoolmates heard that I knew a little about bicycles; they asked me to help them repair their bicycles.
9. I was willing to help them, but when there were too many to repair, I did not have enough time.
10. Afterwards we thought of a way to handle the problem (xiǎngle yige bànfa). Every Saturday afternoon, those who wanted to repair their bicycles came to my home. We studied (the problems), checked, and repaired the bicycles together.
11. Of those few friends, one is studying machinery in a college (dàxué); one has opened a repair shop; [and] I am a serviceman now.
12. Last time when I went back to my parents' home, my bicycle was still in good shape. I rode to the park to see my old friends and then to do some shopping.



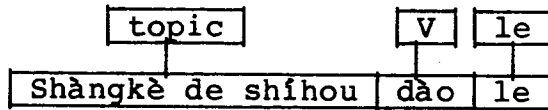
ACROSS

1. Zài _____, hǎo xuésheng bāng lǎoshīde máng.
- 3&6. Tāde _____ huài le, bùnéng qí; zài _____ kéyi xiūli.
6. See 3 above.
- 8&9. Wǒ zhēn _____, suóyi, tā děi _____ gěi biéren xiūli.
10. Wǒ qìchē _____ bùzǒu.
12. _____ fùzé tā zìjǐ zuòde shì.
- 14&16. Tāde shǒu _____ huài le, kěshì bú _____ wèn biéren shénme shíjiān.
16. See 14 above.
17. Zhōngguó zì hěn _____.
- 19&22. Tīngshuō tā shuōde huà, tāde _____ hěn _____.
- 21&24. _____ rén shuō wǒmen děi gěi tāmen _____.
22. See 19 above.
23. _____ rén yuànyì bāng nǚrénde máng.
24. See 21 above.

DOWN

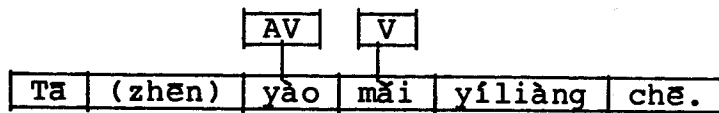
1. Nèige _____ shéi dōu buhuì yòng.
2. Búyào _____ zuò de, shéi dōu bùmǎi.
3. Fùzé rén xiǎng tāde _____ hěn guǎngfàn.
4. Wǒde _____ nǎr dōu búqù, méiyǒu shuǐ.
5. Xīngqītiān děi _____.
7. Wǒ búyào zǒu, _____ kéyi zǒu.
8. Zāogāo, wǒde qìchē chūle _____.
11. Zhèiwèi láodòng _____ de zhīshì bù tài duō.
- 12&13. _____ rénde shēnghuó hěn nán, tāmende _____ bùduō.
13. See 12 above.
15. Měiguó méiyǒu tài duō nián-de wénhuà.
- 18&19. Wǒ _____ _____ xiě Zhōngguó zǐ.
19. See 18 above.
20. Tā lián yì _____ qián yě méiyǒu.

MODULE GRAMMAR SUMMARY

A. Action ended or about to start

1. Bàogào de shíhou dào le.
2. Sòngbào de shíhou dào le.
3. Kàn diànshì de shíhou dào le.
4. Yòng diànnǎo de shíhou dào le.

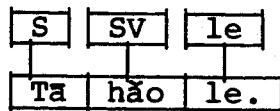
This is limited to stating that the beginning or end of some action or activity has been reached.

B. Auxiliary Verb (AV), Use and Position of

1. Wǒ hěn xǐhuan mǎi zhèizhī yuánzhūbǐ.
2. Tā zhēn ai kàn Měiguó bào.
3. Fāng Bǎolán búbì zuò zhōngfàn.
4. Tā hěn huì zuò Zhōngguó fàn.

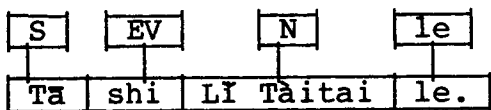
C. Change of status with le

- a. Used with SV.



1. Zhèiba yīzi huài le.
2. Zhèige huódòng huàn le.
3. Zhèixie diànchí bútài xīn le.
4. Nèige jiémù xiànzài yǒumíng le.

b. Used with EV.

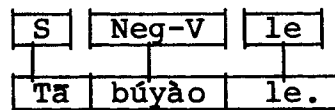


1. Tā búshì Sòng Tàitai le.
2. Tā shì Lǐ Shífù le.
3. Zhèi búshì tāde qīchē le.
4. Tā búshì xiǎoháizi le.

c. Used with V.



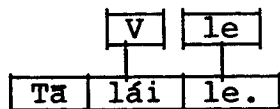
OR



1. Tā xiànzài huì shuō Zhōngguó huà le.
2. Jīnnián tā méiyǒu qián le.
3. Wǒ huì kāi qīchē le.
4. Wǒ bùchī Měiguó fàn le.

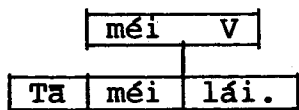
D. Completed Action

a. with le:

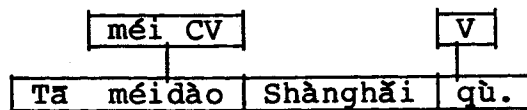


1. Tā mǎile yìshuāng bùxié.
2. Tā huàle sìzhāng shānshuǐhuà.
3. Tā mǎile hěn duō dōngxì.
4. Fāng Xiānsheng yǐjīng qùle.
5. Tā dào Dézhōu qùle.

b. negation of completed action:

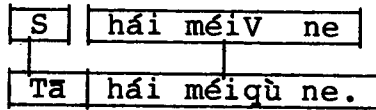


OR



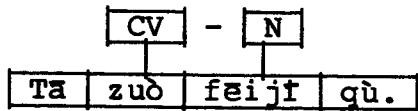
1. Tā méichīfàn.
2. Tā méicóng Shànghǎi lái.
3. Lǐ Xiānsheng méiqù.
4. Tā méizài yóujú gōngzuò.
5. Tā méixiězì.

c. action still not completed:



1. Tā hái méichīfàn ne.
2. Tā hái méidào Běijīng qù ne.
3. Tā hái méixué xiězì ne.
4. Nèiběn shū hái méichubǎn nē.
5. Wǒ hái méixué fántīzì ne.

E. Co-verb construction



As shown by the example above, the Co-verb and its object precede the main verb.

a. Co-verb of conveyance, zuò, qí:

1. Tā qí zìxíngchē qù.
2. Tā zuò huǒchē dào Táizhōng qù.
3. Tā shì zuò fēijī lái de.

b. Co-verb of interest, gēn, tì, gēn, duì, yòng:

1. Wǒ gēn tā yīkuàir qù.
2. Wǒ duì tā shuōhuà.
3. Měiguó rén yòng dāozì, chāzi chīfàn.
4. Zhōngguó rén búyòng sháor hētāng ma?
5. Liú Tàitai míngtiān tì Fāng Tàitai zhāodài dàiibiǎo.

c. Co-verb of motion and direction, dào, cóng:

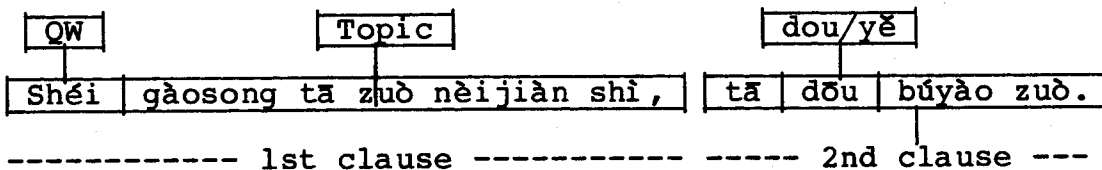
1. Wǒ dào diànqìchǎng qù.
2. Nǐ shì cóng nǎr lái de?
3. Wǒ yào dào Dōnghǎilóu Fànguǎnr qù chīfàn.

d. Co-verb of location zài used as setting for main action:

1. Wǒ gēge zài chénglǐtōu shàngxué.
2. Tāmen búzài nèige fàndiànli chīfàn.
3. Wǒ péngyou zài yóujú gōngzuò.
4. Tā zài nèige xuéxiào xuéxí.

F. Dōu/yě

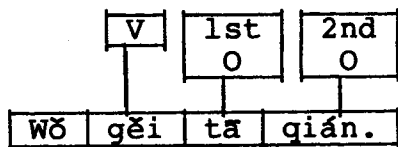
(See Inclusive and Exclusive)
Emphatic function of dou/yě.



1. Qìchē chūle shénme máobing, tā dōu huì xiūli.
2. Shūdiàn shénme shíhou kāimén, tā yě lái mǎi shū.
3. Shéi wèn tā wèntí, tā dōu bùnéng huídá.
4. Nèige guójiā chū de píjiǔ, wǒ dōu ài hē.

This is a compound sentence. When there is a question word in the first clause, the dōu/yě in the second clause has an emphatic function.

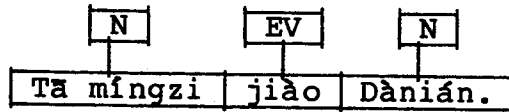
G. Double objects



1. Tā gěi wǒ yìběn shū.
2. Wǒ jiào tā Lǐ Xiānsheng.

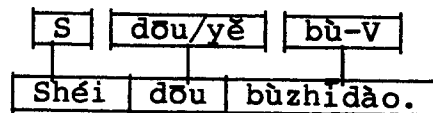
3. Tāmen bùgěi wǒ qián.

In this type of structure, the first object in English would be called the indirect object and the second the direct object.

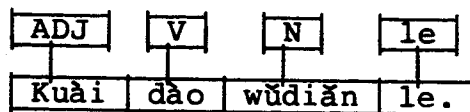
H. Equative Verbs (EV): shì, xìng, jiào

1. Tā xìng Mǎ. Tā míngzi jiào Mínglǐ ma? Tā shì Mǎ Mínglǐ ma?
2. Zhào Wǎnrú búshì zhèrde rén, tā shì nàrde rén.
3. Qǐngwèn, Bǎolán xìng shénme? Tā búxìng Fāng ma?
4. Tā àiren búxìng Zhāng. Tā xìng Jiāng.
5. Máo Bǎolán de xiānsheng jiào shénme míngzi?

The equative verbs shì, xìng, and jiào act as equal signs (=) between nouns (N), pronouns (PN), or noun phrases (NP).

I. Exclusive

1. Tā shénme dōu bùzhīdào.
2. Wǒ shénme dōu búzuò.
3. Tā shénme shū dōu búài kàn.
4. Zhèixiē pǐxié wǒ dōu búmai.

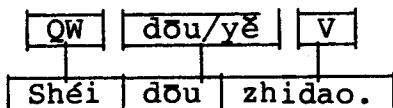
J. Imminent Action

1. Tā háizi kuài hǎole.
2. Wǒmen kuàiyào zǒule.
3. Wǒ jiù huíjiā le.

4. Lǐ Xiānsheng jiù láile.
5. Wǒmen jiùyào chīfàn le.

In this pattern there are a limited number of adverbs which imply immediacy such as kuài, yào, jiù.

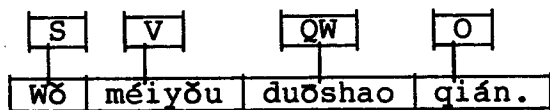
K. Inclusive



1. Nǎr dōu xíng.
2. Jiù qìchē nǎr dōu yǒu.
3. Shéi dōu xǐhuan chī Zhōngguó fàn.
4. Něizhǒng píjiǔ wǒ dōu ài hē.
5. Něiběn shū dōu xiǎng kàn.

L. Indefinites

(question words as indefinites in a negative statement)



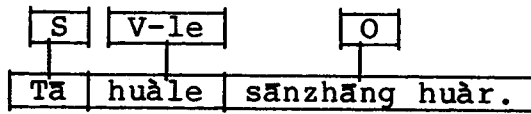
1. Wǒ méi shénme shū.
2. Wǒ méigēn shéi shuōhuà.
3. Wǒ búniàn shénme.
4. Tā búgàosong shéi.
5. Tā méichī shénme.
6. Wǒde zìxíngchē méi shénme máobing.

In sentences using this pattern, the meaning is somewhat ambiguous, the indefinite word implying "none (at all)" or "none (in particular)."

M. Le

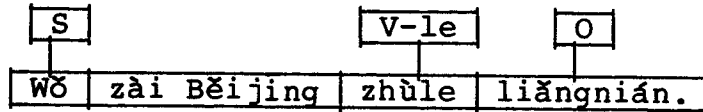
(See Completed action and Change of status.)

a. single le with measured object:



1. Wǒ qīngle liǎngge rén. Tāmen dōu shuō yào lái.
2. Wǒ niànle sānběn shū.

b. single le with Time Spent:



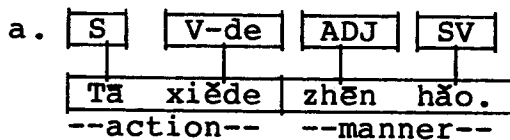
1. Wǒ xuéle liǎngge zhōngtóu de Zhōngwén.
2. Qùnián wǒ zài zhèidòng gōngyù zhùle sāngēyuè.
3. Shànggēyuè tā gōngzuòle liǎngge xīngqī.

c. Double le with Time Spent:

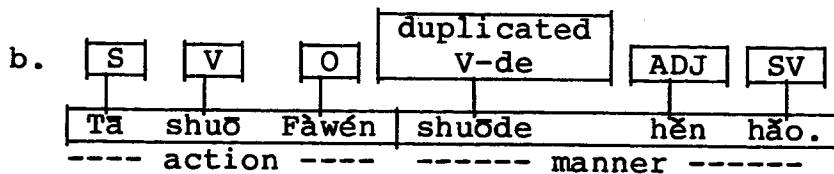
1. Wǒ yījīng xuéle liǎngge zhōngtóu de Zhōngwén le.
2. Dào xiànzài wǒ zài yínháng gōngzuò le sīnián le.
3. Jīntiān tā xuéle yīge zhōngtóu le.

N. Manner of Action, Description of

(Note the difference in pattern.)



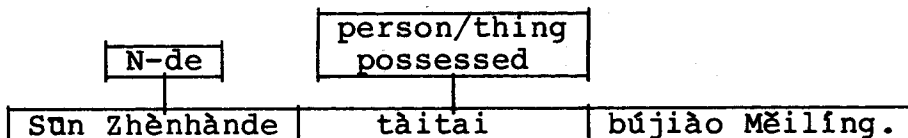
1. Tā chīde tài màn.
2. Tā kāide zhēn kuài.
3. Tā xuéde zuì kuài.



1. Tā shuōhuà shuōde hěn kuài.
2. Tā kāi qìchē kāide hěn màn.
3. Lǐ Tàitai zuò Zhōngguó fàn zuòde hěn hǎo.

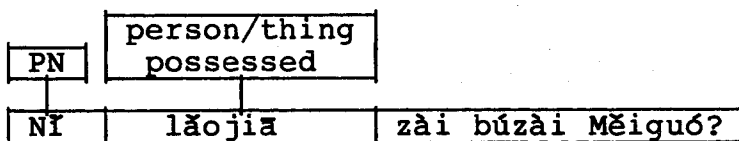
0. Modification of Nouns:

a. with -de:



1. Gāo Xiùfēngde xiānsheng shì Táiběi rén.
2. Lǐ Xiǎojiède míngzi jiào Bīngyíng.
3. Zhōu Qiǎoyúnde lǎojiā zài búzài Fùguó?

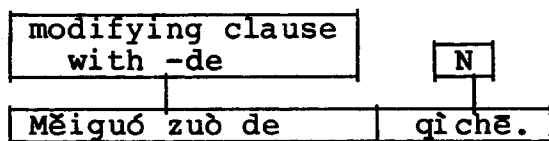
b. without -de:



1. Wǒ tàitai shì Yīngguó rén.
2. Tā xiānshengde míngzi jiào Guóguān ma?
3. Tāmen lǎojiā zài Zhōngguó Shāndōng búzài?

When a close relationship exists between the possessor and the possessed (as with xiānsheng, tàitai, àiren, lǎojiā, etc.), the marker -de is not used. However, if the possessor contains more than one word, -de is often attached to the last word of the possessor. (See F, above, sentences 1, 3, and 5.)

c. modification of noun clause with -de:

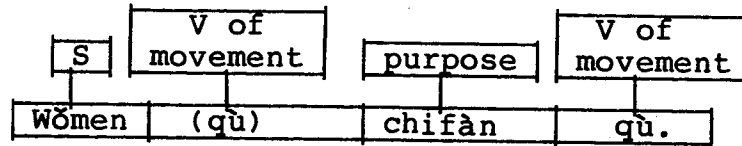


1. Yīngguo chū de zhuōzi.
2. Rìběn chū de xiǎo qìchē.
3. Lǐ Xiǎojie zuò de Zhōngguó fàn.

In certain, frequently used expressions where the noun modified is understood, the modifying phrase plus -de will itself become a noun, such as màibàode.

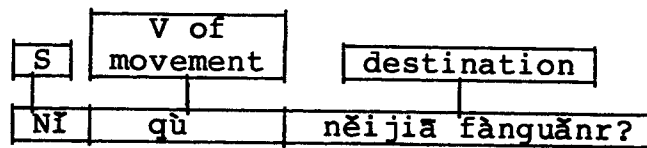
P. Movement patterns

a. double lái and qù:



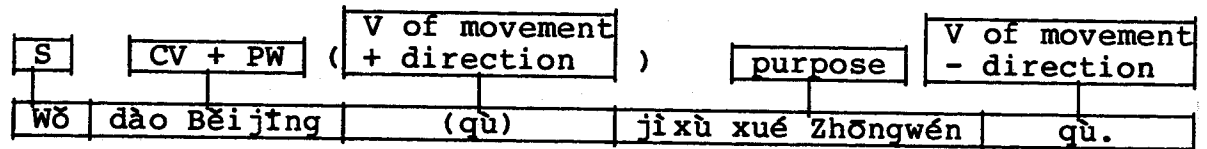
1. Wǒ dào xuéxiào qù niànshū qù.
2. Tā dào fànguǎnr qù gōngzuò qù.
3. Tā yào dào Fàguó lái hē Fàguó jiǔ lái.

b. single lái and qù:



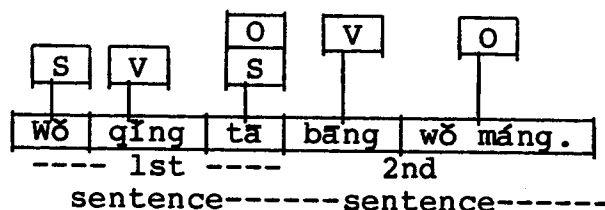
1. Wǒ lái chénglǐtōu.
2. Tā qù nège xuéxiào.

c. with the CV-verb of movement and direction:



1. Tā cóng Měiguó dào Déguó qù.
2. Wǒ zuò huǒchē cóng Táizhōng lái.
3. Tā cóng Měiguó lái xué Déwén lái.

Q. Pivotal sentences using qǐng, jiào and ràng

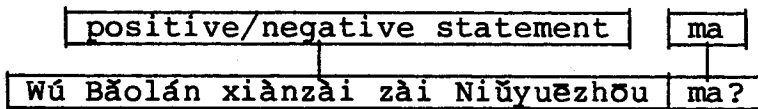


1. Nǐ ràng Lǎo Chén jiǎnchá jiǎnchá.
2. Qǐng tā zuò diǎnr shì.
3. Wǒ jiào tā lái chīfàn.
4. Tā ràng wǒ yòng tāmen de diànnǎo.
5. Zuótiān tā qǐng wǒ kàn tā de xīn diànshì.

The pivotal construction sentence is distinctive in that a noun clause is simultaneously the direct object of the first verb and the subject of the second.

R. Question patterns

- a. simple question with ma:

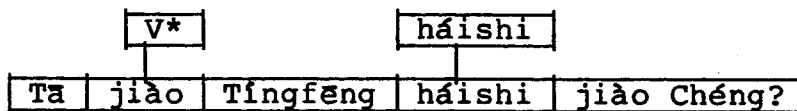


- b. using Question Words, i.e. shéi, shénme, něiguo:

<u>Question</u>	<u>Answer</u>
1. <u>Shéi</u> shì Hú Měilíng?	Wǒ shì Hú Měilíng.
2. <u>Shéi</u> jiào Mǎ Mínglǐ?	Wǒ jiào Mǎ Mínglǐ.
3. Tā shì <u>shéi</u> ?	Tā shì wǒ xiānsheng.
4. Nǐ xìng <u>shénme</u> ?	Wǒ xìng Mǎdǐng.
5. Wáng Tàitai jiào <u>shénme</u> míngzi?	Tā jiào Měilì.
6. Nǐ shì <u>něiguo</u> rén?	Wǒ shì Fàguó rén.
7. Tā àiren shì <u>nǎrde</u> rén?	Tā shì Jiāzhōu rén.

Notice that the position of the Question Word in the question is the same as its replacement in the answer. In other words, the word order remains the same.

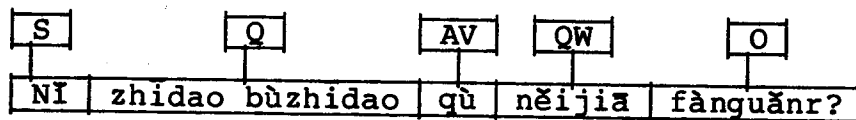
- c. some Choice-type questions with háishi:



1. Nǐ shì Táng Měilì Tàitai háishi Fāng Měilíng Xiáojie?

2. Tā zài Měiguó Dézhōu háishi zài Jiānádà Andàlùè?
 3. Tā xiānsheng jiào Yǒngpíng háishi (jiào) Shìyǐng?
 4. Tāmen lǎojiā zài Běijīng háishi zài Shànghǎi?
 5. Nín guìxìng? Nín xìng Hú háishi xìng Wú?
- * The verb can be any type of verb.

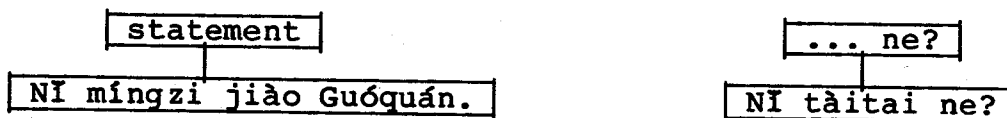
d. question inside a question:



1. Nǐ zhīdao tā shì nǚguó rén ma?
2. Nǐ zhīdao tā chī shénme ma?
3. Nǐ zhīdao bùzhīdao tā zhùzai nǎr?

One of the question elements will be a QW, while the second element can be varied such as choice-type or use of ma.

e. abbreviated questions:

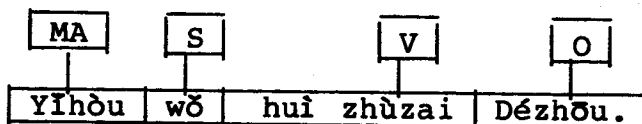


1. Zhāng Xiáojie xiànzài zài Shànghǎi. Nǐ tàitai ne?
2. Wǒ àiren jiào Sòng Zīyàn. Nǐ àiren ne?
3. Wǒ shì Jiānádà rén. Nǐ ne?
4. Zhōu Mǐnshēngde lǎojiā zài Nánjīng. Nǐ lǎojiā ne?

After a statement, an abbreviated question can be formed with ne. It has the equivalent of the English "What about ...?"

S. Relative Time patterns

- a. General Relative Time with the MAS: yǐqián or cóngqián, and yǐhòu

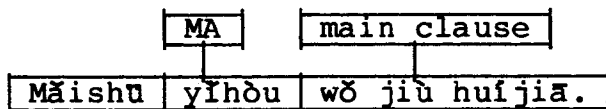


1. Nǐ yǐqián zài nǎr gōngzuò?

2. Cóngqián wǒ bùxǐhuan niànshū.

3. Tā yǐhòu huì hěn yǒuqián.

b. Specific Relative Time ... yǐqián, ... yǐhòu, and ... de shíhou

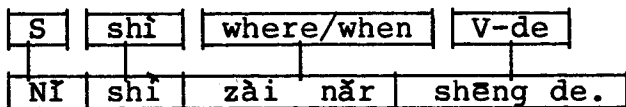


1. Shàngkè de shíhou wǒmen děi yòng Zhōngwén shuōhuà.

2. Xiàkè yǐhòu tāmen děi xiūxixiūxi.

3. Sīnián yǐhòu, wǒ búzài zhèr gōngzuò le.

T. Shì...de construction



1. Wǒ shì zài Měiguó shēng de. (where)

2. Wǒ shì zài yóujú mǎi de. (where)

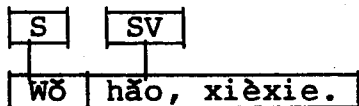
3. Wǒ shì zuò huǒchē qù de. (how)

4. Tā shì nèinián shēngde? (when)

5. Tā shì lái zuò mǎimai de. (why)

The shì...de construction is used here to stress various circumstances connected with the action of the verb (here to answer the questions of where and when). This construction can also be used to focus attention on where, how and why.

U. Stative Verbs



1. Nǐmen hǎo ma? Wǒmen hǎo, xièxie. Nǐ ne?

2. Tā hěn búkèqì.

3. Zhèibù jīqì huài le.

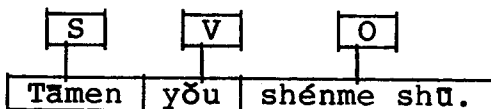
4. Zhèizhāng zhuōzi búdà.

In general, stative verbs are equivalent to the English "to be + adjective."

V. Subject-verb-object pattern

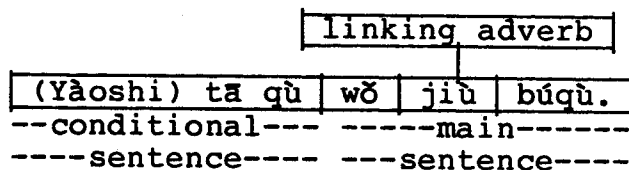


Also



1. Wǒ kàn Měiguó bào.
2. Tā zuò Zhōngguó fàn.
3. Wǒ yǒu hěnduō shū.

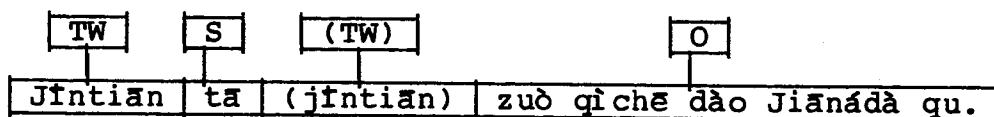
W. Supposition (yàoshi) ... jiù ...



1. (Yàoshi) nǐ bùgěi wǒ qián, wǒ jiù bùgěi nǐ bàozhǐ.
2. Yàoshi tā zài nàr, jiù gěi tā fàn chī.
3. Wǒ yàoshi méishì, jiù kéyi bañg nǐ máng.
4. Tā (yàoshi) bùlái, wǒmen jiù bùnéng zǒu.

In this type of compound Chinese sentence, the conclusion introduced by jiù, "then," is more important than the conditional clause introduced by yàoshi, "if." The yàoshi can be omitted.

X. Time When construction

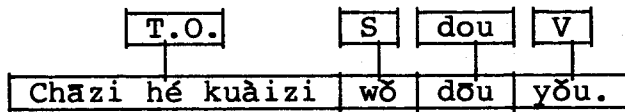


1. Zuótiān wǒ méidào chéngwàitou qù.
2. Tā míngtiān lái xuéxiào.

3. Míngtiān wǒ yào mài wǒde jiù qìchē.
4. Jīntiān tā yào chī hěn duō Zhōngguó fàn.

The Time Word comes before the main verb and either before or after the subject.

Y. Transposed Object

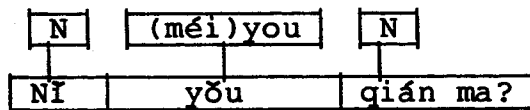


1. Shū, bào wǒ dōu kàn.
2. Yīngwén, Zhōngwén tāmen dōu xué.
3. Zhōngcān, Xīcān wǒ dōu xiǎng hěn hǎo.
4. Dēng, shūzhuōzi, wǒ dōu děi mǎi.

In this type of sentence, the dōu refers to the transposed objects.

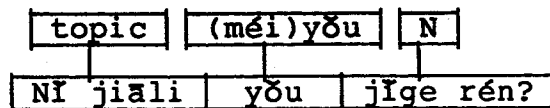
Z. Use and position of yǒu

- a. possessive use of yǒu:



1. Nǐ yǒu hái zi ma?
2. Wǒmen yǒu liǎngge hái zi.
3. Wǒ méiyǒu gēge.
4. Nǐ yǒu méiyǒu dì di.

- b. impersonal use of yǒu:

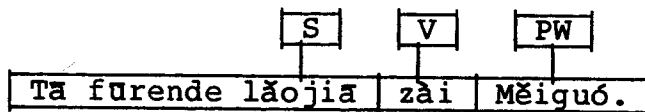


1. Nǐ jiāli yǒu shénme rén?
2. Yǒu wǒ gēn wǒ tàitai.
3. Chéngli yǒu méiyǒu xuéxiào?

Yǒu in the last three sentences is usually translated as "there is."

AA. Subject-Verb-Place Word zài

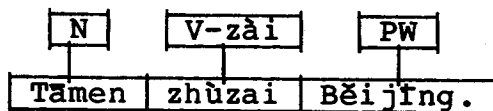
a. zài as main verb:



1. Lǐ Tóngzhde àiren xiànzài búzài Dézhōu, zài Jiāzhōu.
2. Mǎ Tàitai, nǐ xiānsheng lǎojiā zài nǎr?
3. Tāmen búzài zhèr. Tā zài Yuènnán. Tā àiren zài Rìběn.
4. Andàlüè búzài Zhōngguó, zài Jiānádà.

When zài is used as the main verb (V), it is equivalent to the English "to be in/on/at," and indicates that the Place Word is the location of the subject.

b. zài as a verb suffix:



1. Nǐ zhùzai xuéxiào qiántou ma?
2. Zhèige xuésheng zhùzai tā péngyou jiā.
3. Tā péngyou zhùzai chéngwàitou.

When zài is used as a verbal suffix, it connects the action to the place the same way as in English.

c. zài used as a Co-verb to set up main action:

(See Co-verb of location.)


SOLUTIONS TO CROSSWORD PUZZLES

1	F	E	I	2	J	I	C	3	H	A	N	G	4	R	5	B				
			I					U					6	J	I	A	U			
7	H	U	A	N				8	D	I	A	N	C	H	I		N	K		
			G					J						A		G	E			
			G					9	D	I	A	N	D	E	N	G		N		
			U					A						C			E			
		10	Y	O	N		11	G					12	C	H	I	13	A	N	
							O						14	B		A	A		G	
			15	N			N						A				N			
16	K	E	N	E	N	G					17	W	E	N	T	I		T		
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21	K	E	Y	I						22	N	U	S	H	I					S
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23	S	H	O	U	Y	I	N	J	I					24	H	U	I	L	A	I

1 L	I	U	2 D	I	A	N	3 B	A	N	Z	H	O	N	4 G	5 S				
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H					X				21 F	U	D	A	O					S	
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1 Z	E	2 N	M	E	3 Y	A	N	G		4 D		5 S	6 D				
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O		A			8 Q	I	L	A	I	S		U	A				
		N			I				9 D	A	H	O	U	T	I	A	N
10 Q		S							I		E		J			Z	
I		H					11 K		N		12 N	U	S	H	I	I	
13 C	H	U	A	N	G	H	U		G		G		A				
H							A						O			J	
U							14 J	I	N	Z	H	A	15 N	G		I	
A		16 D										E			S		
N		I							17 K	E	18 Y	I			U		
19 G	U	A	N	20 M	E	N			U		I			A			
		N		A					A		21 J	I	H	U	A	N	
22 W	A	N		23 N	A	N	H	A	I	Z	I				J		
		A									N				I		
24 G	U	O	F	A	N	G	B	U			25 G	O	N	G	Y	U	

1	S	H	I	2	J	I	A	N	3	Z	H	A	O	4	D	A	I	5	G		
H			I						H			A					O				
I			6	H	O	U	7	L	A	I			8	P	I	N	G	9	J	U	N
X			E				E					B				I	G				
I				10	K							I				A	C				
				A			L		11	C	H	U	F	A		O	H				
12	H	A	O	J	I	L	E		O					O		X	A				
U				X					N							U	N				
O			13	L	O	U	F	A	N	G			14	H		15	X	E	G		
D			E		E							U		I		L					
O												A		A		O					
N									16	S	H	A	N	G	C	H	U	A	N		
17	G	A	O	18	X	I	N	G	H			Y		H							
				I					A			I		U							
				N					N			N		A							
19	Q	I	N	G	K	U	A	N	G				20	G	O	N	G	R	E	N	

1	S	O	N	2	G	B	A	O	D	E	3	Z	4	S	5	S			
H			U								H	H			H				
E		6	L	A	O	D	O	N	G	J	I	E	N			A			
N			N			I					8	N	A	N	K	A	N		
9	G	A	N	G	C	A	I				G		G				G		
H			B			N					Z		B				L		
U		10	T	O	U	S	A	N	C	I		A		A			A		
O			Y			H					11	D	I	A	N	T	A	I	
			U			I					I								
			12	B	A						A								
15	G	U	A	N	S	H	A	16	N	G	N			13	H	U	A	14	R
U			O					E			D			U					E
O			G					17	X	I	N	W	E	N	S	H	E		N
18	Q	I	A	N	B	I		C			N			U					M
U			O				19	J	I	A	N	G	H	U	A				I
																			N

MODULE 3 GLOSSARY

bān	N: a shift (of work)	L17
bànfǎ	N: method, way, means	L13
bāng biérendé máng	N: to help others, to help someone else	L18
bāngmáng	VO: to help, to give assistance	L18
Bǎoluó	N: (transliteration of Paul)	L17
bàogào	V/N: to report/report	L17
biǎo/shǒubiǎo	N: wristwatch (M: -ge)	L14
bié	AV: don't	L13
biéde	N: other, another	L18
biéren	N: others, other people	L18
bùyídìng	A: won't necessarily, not definitely	L15
-bù	M: (for machines, instruments, automobiles, etc.)	L13
bùkěnéng	SV: to be impossible	L13
cái	A: not until then (later than expected), then and only then	L17
cānguān	V/N: to visit (for a purpose)/visit	L16
cèyàn	V/N: to quiz/quiz	L14
chà	V: to differ from, to lack, to fall short of	L14
chà yìdiǎnr	VO: to be not good enough, not quite up to the mark	L16
chàbuduō	MA: almost, nearly	L16
chàyìdiǎnr	MA: almost, nearly	L16
chàyìkè wǔdiǎn	TW: a quarter to five	L14
cháng(cháng)	A: often, frequently, usually, generally	L15
chàng	V: to sing	L15
chànggē	VO: to sing songs	L15
chūfā	V: to set out, to start off	L16
chū máobīng	VO: to develop a malfunction, to break down	L18
chūlai	V: to come out (toward the speaker)	L17
chūqu	V: to go out	L17
chuānghu	N: window (M: -ge)	L15
cóng ... qǐ	PT: from ... on	L16
dàkǎo	N: end of term or final examination	L14
dàshēng	PH: loud voice, loud noise	L15
dàibiǎo	V/N: to represent/representative, delegate	L16

-dào	Verbal Suffix: to	L14
-de	P: (a verbal suffix used to link the manner of action to the verb)	L15
de shíhou	PH: when ...	L14
diǎnr	NU: a little bit	L13
-diǎn(zhōng)	M: (for hours on the clock)	L14
diàn	N: electricity	L13
diànchí	N: battery	L13
diàndēng	N: electric light (M: zhǎn)	L13
diànnǎo	N: computer (Lit. electronic brain)	L15
diànqìchǎng	N: electrical factory	L16
diànshì	N: television (M: -tái)	L17
diàntái	N: broadcasting station (radio or television)	L17
diànxiàn	N: electric wire	L13
diànzǐ jìsuànjī	N: electronic computer	L15
dǒng	V: to understand, to know	L16
duì	CV: to, towards	L13
duóme	A: How ...!	L18
fāyīn	V/N: to pronounce/pronunciation	L14
fēicháng	SV/A: unusually, extraordinarily, exceptionally	L16
-fēn	M: minute (1/60 of an hour)	L14
fūdǎo	V: to give guidance (in study or training), to assist, to aid, to tutor, to coach	L14
fùzé	V: to be responsible for	L16
gāngcái	MA: just now, just a few minutes ago, a short while ago	L17
gāng(gang)	A: just this minute, just now (more immediate than <u>gāngcái</u>), just, exactly, barely, only, just about	L17
gāng(gang) hǎo	IE: just right, exactly right	L17
gāoxìng	SV: to be happy, to be glad, to be cheerful	L16
gē	N: song(s)	L15
gè-	BF/SP: each	L18
gèrén	SP-N: each person	L18
gèzhǒng	SP-N: various kinds, each kind, all kinds	L18
gěi	CV: for, to (for the benefit of)	L13
gēn	CV: to, with	L13
gōngchǎng	N: factory	L16

gōngfu	N: leisure time	L18
gōngrén	N: worker, laborer	L16
guān	V: to close, to shut	L15
guānmén	VO: to close a door, to close up (shop)	L15
guān(shang)	V: to turn off, to close, to shut off	L17
guǎngbō	V: to broadcast, to telecast	L17
guǎngbōyuán	N: announcer (radio/television)	L17
guǎngfàn	SV: to be extensive, to be broad in scope	L18
guófáng	N: national defense	L15
Guófáng Yǔyán Xuéyuàn	N: Defense Language Institute	L15
Guófángbù	N: Department/ministry of (National) Defense	L15
guò	N: to pass, to exceed, to cross over, to pass (clock time)	L14
Guòjiǎng!	IE: You flatter me!	L17
guòlai	V: to come over (toward the speaker)	L17
guòqu	V/IE: to go over/to die, to pass away	L17
Hànzì	N: Chinese characters	L14
hǎojǐ-	NU: a good many (followed by measure), several	L15
hǎoxiē	NU-M: a good many (measure can be omitted), quite a few	L15
hòulái	MA: afterwards, later on	L16
huā	V: to spend	L18
huāqián	VO: to spend money	L18
huài	SV: to be out of order, to be broken, to be spoiled, to be bad	L13
huānyíng	V: to welcome	L16
huàn	V: to change, to exchange	L13
-húf	M: (for occasions, times, etc.)	L17
huídá	V/N: to reply, to answer/reply, answer	L14
huíjiā	VO: to return home	L13
huílai	V: to return (toward the speaker), to come back	L13
huíqu	V: to return (away from the speaker), to go back	L13
huì	AV: would, may, will (indicating probability)	L13
huìhuà	N: conversation (as in a language course)	L14
huódòng	V/N: to move about, to exercise/acti- vity	L16
jīqì	N: engine, machine	L18
jīxiè	N: machinery, mechanism(s)	L18

jíhé	V: to assemble, to gather together	L16
jìsuànjī	N: calculator	L15
jiǎnchá	V: to inspect, to check up	L13
jiǎng	V: to speak, to talk (interchangeable with <u>shuō</u>)	L17
jiǎngjiě	V: to explain	L14
jiǎnghuà	VO: to speak, to talk, to address	L17
jiào	V: to ask (someone to do something) or let (someone do something)	L13
jiào	BF: sleep	L15
jiàoshì	N. classroom (M: -jian)	L14
jiàoxuélóu	N: classroom building, lecture hall	L16
-jié	M: (for a class period)	L14
jiémù	N: program	L18
jièshào	V: to introduce	L16
jīnzhāng	SV: to be tense, to be nervous, to be keyed up	L15
jìngū	V: to go in	L17
jìnlai	V: to come in	L17
jiù nème bàn	IE: Do it that way.	L13
jiù zhème bàn	IE: Do it this way.	L13
juéde	V: to feel (that) ..., to think (that) ...	L14
jūnrén	N: military personnel, serviceman	L15
kāi chuānghu	VO: to open the window	L15
kāimén	VO: to open the door	L15
kāixué	VO: school starts, term begins	L16
kāi yùndònghuì	VO: to hold an athletic meet	L16
kǎo	V: to test, to give or take an examination, to quiz	L14
kǎoshì	N: test, examination	L14
-kè	N: (for a quarter of an hour)	L14
kè	N: subject, course, lesson, class period (M: <u>jié</u>)	L14
kèshì	N: classroom (M: <u>jian</u>)	L14
kèwén	N: text of a lesson	L14
kěn	AV: to be willing to	L13
kěnéng	SV: to be possible	L13
kuài	SV/A: to be fast, to be quick/be about to, almost, soon	L15
kuàiyào	A: to be about to (imminent)	L15
láodòng	V/N: to work physically/manual labor	L17
láodòngjié	N: Labor Day	L17
lǎo	SV: to be old	L13
lǎo (after a surname)	N: (a respectful term used to address an older person)	L13

lǎo (before a surname)	N: (a casual term used to address a close friend)	L13
-le	P: (marker of change of status), usually signified by "now" in English translation; "no longer" or "no more" in negative sentence	L13
liàn ... yě (OR dou)	PT: even ...	L18
liànxí	V/N: to practice/exercise, drill	L14
liǎngdiǎn(zhōng)	TW: two o'clock	L14
lìkè (jiù)	A: immediately, at once	L15
liùdiǎn guò yíkè	TW: a quarter past six	L14
lóu	N: storied building, story, floor	L16
lóufáng	N: building with two or more stories	L16
mǎ	N: horse (M: pǐ)	L18
mǎn	SV: to be slow	L15
Màndiǎnr zǒu!	IE: Don't go yet! Stay! Wait a minute! Take your time! Good-bye! Take care!	L17
mǎobìng	N: malfunction, breakdown, defect	L18
méi wèntí	IE/SV: no problem, no trouble/ to have no problem	L13
měihuí	SP-M: each time	L17
méi(you) gōngfu	SV/VO: to be busy/to have free time	L18
méishénme	IE: It's nothing.	L13
mén	N: door (M: -ge)	L15
mófàn	N: model, fine example	L18
náli	IE: not at all	L15
nán	SV: to be difficult, to be hard to do, to be troublesome	L14
nánchī	PH: to be difficult to eat, to be bad tasting, to be unpalatable	L14
nánhuà	PH: to be difficult to paint	L14
nánkàn	PH: to be ugly, to be unsightly (hard to look at)	L14
nánshuō	PH/SV: It's hard to say. You never can tell/to be hard to say	L14
nánxiě	PH: to be hard to write	L14
nèijǐtiān	TW: those several days	L13
niàn	V: to study, to read (aloud)	L14
niànshū	VO: to study, to attend school	L14
píngjūn	MA: on the average	L16

qí	V: to ride (astride)	L18
qí mǎ	VO: to ride a horse, to be on horse back	L18
qí zìxíngchē	VO: to ride on a bicycle, to ride astride a bicycle	L18
-qǐ	V: to rise, to get up, to stand up to begin, to start	L14
qǐchuáng	V: to get up (from bed)	L14
-qǐlai	RVE: (indicating movement or beginning of a movement upward)	L13
qǐlai	V: to stand up, to sit up, to rise to one's feet	L14
qiánbiān	N: in front, ahead, preceding	L16
qíngkuàng	N: circumstances, situation, condition, state of affairs	L16
qǐng	V: to ask (someone to do something)	L13
ránhòu	CONJ: afterwards, after that, then	L16
ràng	V: to let (someone do something)	L13
rèqíng	SV: to be enthusiastic, warmhearted	L18
rénmín	N: the people	L17
róngyi	SV: to be easy	L14
róngyi bàn	PH: easy to handle	L14
róngyi kàn	PH: easy to read	L14
róngyi liànxí	PH: easy to practice	L14
róngyi shuō	PH: easy to say	L14
róngyi xiě	PH: easy to write	L14
sāndiǎnbàn(zhōng)	TW: three thirty	L14
sāndiǎn yíkè	TW: a quarter after three	L14
shàngbān	VO: to go to work (a shift)	L17
shàngchē	VO: to get into (on) a car, tram, bus, etc.	L16
shàngchuán	VO: to board a boat or ship	L16
shàng fēijī	VO: to board an airplane	L16
shànghuī (shàngcì)	SP-M: last time	L17
shàngkè	VO: to go to class	L14
shànglai	V: to come up (toward the speaker)	L17
shàngqu	V: to go up	L17
shèbèi	N: equipment, installation, facilities	L18
shēngcí	N: new word, new vocabulary	L14
shēnghuó	N: life	L15
shēngzì	N: new word, new character	L14
shēng(yīn)	N: sound, voice, noise	L15
shīfu	N: master of a trade	L13
shífēn	A: extremely, 100 percent	L18

shíjiān	N: time	L15
shítáng	N. dining hall	L15
shíxí	V/N: to practice/practice	L16
shíxí huódòng	N: practical activity, field trip	L16
Shì zěnme huí shì?	IE: What's it all about?	L17
shōuyīnjī	N: radio (M. -bù)	L13
shuì	V: to sleep	L15
shuìjiào	VO: to sleep (Lit. sleep sleep)	L15
sòng	V: to deliver, to carry	L17
sòngbàode	N: newspaper carrier	L17
suīrán ... kěshì	PT: although (though) ... (but) ...	L18
suǐbiàn	SV/A: to be casual, to be informal/as one wishes	L18

tī	CV: for (in one's place), on behalf of	L13
tiānxiàn	N: antenna	L13
tīng	V: to listen, to hear	L16
tīng bùdǒng	V: can't understand	L16
tīngdǒngle	V: to have understood (through listening)	L16
tīngjian	V: to hear	L17
tóngbān	N: classmate (M: -ge, -wèi)	L14
tóngshì	N: co-worker, colleague	L13
tóngxué	N: schoolmate (M: -ge, -wèi)	L14
tóu-	SP: the first	L17
tóuliǎngcì (tóuliǎnghuì)	N: the first two times	L17

wán	V: to complete, to be finished, to end	L16
wǎn	SV: to be late	L15
wénhuà	N: culture, civilization	L18
wèn	V: to ask	L13
wèntí	N: question, problem	L13
wúxiàndiàn	N: radio, wireless	L17

xì	N: department (in an academic institution)	L15
xiàbān	VO: to go out of class, to leave work (a shift)	L17
xiàkè	VO: to get out of class	L14
xiàchē	VO: to get off (out of) a car, tram, bus, etc.	L16
xiàchuán	VO: to get off a boat or ship	L16
xià fēijī	VO: to get off an airplane	L16

xiàhuf	SP-M: next time	L17
xiàlai	V: to come down (toward the speaker)	L17
xiàqu	V: to go down	L17
xiāoxi	N: news, information	L17
xiǎo	N: (a casual term used to address an acquaintance who is of the same generation but younger or smaller)	L13
xiǎoshēng	PH: low voice, soft voice, whisper	L15
xiǎokǎo	N: midterm examination, quiz	L14
xiàochē	N: school bus, school vehicle (M: -liàng, -bù)	L16
xiědào	PH: write (lessons, text, etc.) up to	L14
Xīnhuá	N: New China	L17
Xīnhuá Xīnwénshè	N: New China News Agency (NCNA)	L17
xīnwénshè	N: news agency	L17
xíng	SV: to be O.K., to be fine	L13
xiūli	V: to repair	L18
xiūlǐchǎng	N: repair plant	L18
xiūlǐdiàn	N: repair shop	L18
xiūlǐzhàn	N: service station, service center	L18
xiūxi	V: to rest, to take a break	L18
xuéyuàn	N: institute, college, academy	L15
yánjiū	V: to study, to do research	L18
yàoshi	MA: if	L13
yàoshi ... jiù	PH: if ... then	L13
yīdiǎnr	NU: a little bit	L13
yídìng	A: certainly, definitely, necessarily, surely	L15
yídìng bú	A: definitely won't ..., certainly won't	L15
yídìng yào	A: certainly will, definitely will, insist on	L15
yíxià	NU-M: for a while, once, one time	L13
yìqǐ	A: together (in the same place)	L14
yíqì	N: instrument, device (science, engineering, etc., not musical)	L13
yǐhòu	MA: later on, afterwards, later	L14
... yǐhòu	PH: after ...	L14
yǐqián	MA: formerly, previously, before	L14
... yǐqián	PH: ... ago, before ...	L14
yìwù	N: duty, obligation	L17
yìwù jiàoyù	N: compulsory education	L17
yìwù láodòng	N: voluntary labor	L17
yòng	CV: with, using	L13
yǒu(de)	A: some	L14
yǒu(de) ... shíhou	MA: sometimes	L14
yǒu(de) rén	N: some people	L14
yǒu gōngfu	SV/VO: to be free/to have free time	L18

yǒu wèntí	IE/SV: there's a problem/to have a problem	L13
yòu	A: still (beyond comprehension), again (in the past)	L17
yǔfǎ	N: grammar	L14
yǔyán	N: language	L15
yǔwén	N: Chinese (as a subject of study or means of communication)	L15
yuànzǎng	N: head of an institute, commandant (military)	L17
yuànyì	AV: to be willing to, would want to	L18
yùndònghuì	N: athletic meet	L16
Zāogāo!	IE: What a mess! Too bad!	L13
zǎo	SV: to be early	L15
zǎo guòle	PH: had passed (by) quite some time ago	L15
zǎojiù	A: long since	L15
Zěnmeyàng?	QW: What about it What do you think?	L15
zhàn	V: to stand	L13
zhànqǐlai	V: to stand up	L13
zhànzai	V: to stand at, in, or on, etc.	L16
zhāodài	V: to entertain, to receive, to serve	L16
zhāodàihuì	N: reception	L16
zhǎo	V: to search, to hunt for, to find, to look for	L17
zhèihuí	SP-M: this time, this occasion	L17
zhèijǐtiān	TW: these several days	L13
zhèng(yào)	A: just about to	L17
zhèng(zài)	A: in the midst of ...	L17
zhīshi	N: knowledge	L18
zhǐ	A: merely, only	L16
zhǐshì	A: only, merely, just	L18
zhōng	N: clock	L14
zhōngtóu	N: an hour (M: -ge)	L17
Zhōnghuá Rénmín Gònghéguó	N: The People's Republic of China	L17
zìxíngchē	N: bicycle (M: -liàng)	L18
zǒudào	PH: walk to	L14
zuì	A: the most, -est	L17
zuòxia	V: to sit down	L13
zuò	V: to sit	L13

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INTRODUCTION

This workbook is designed to be used in conjunction with some of your homework tapes. It is intended to give you added practice, reinforcing and supplementing the lesson content of the textbook. It will also provide you with periodic and systematic reviews of the course material.

Below is the list of tapes you will receive for module 3. The list indicates whether the tape is to be used with the textbook (T) or the workbook (W).

13A(T)	15A(T)	17A(T)
13B(W)	15B(W)	17B(W)
14A(T)	16A(T)	18A(T)
14B(W)	16B(W)	18B(W)

In addition to these tapes, each lesson has a "Listening Comprehension" (LC) tape and a "Lesson Test" tape, both to be played by the teacher in class. This workbook also contains the practice sheet for the listening comprehension tape. Make sure you take this sheet to class.

Tape 13B (S1)

Homework Assignment Hand-in Sheets

Part I Vocabulary Review: This part consists of 12 short sentences spoken in Chinese. In the spaces provided, write an English translation of what you hear. Each sentence will be said twice. If necessary, stop and go back and listen again.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9.

10.

Tape 13B (S1)

Homework Assignment Hand-in Sheets

Part II Written Responses: Story. Answer the following questions as you listen to the tape. The number following some of the questions refers to multiple answers.

Segment 1: Questions 1 - 2

1. When did this happen? What had I come here to do? 1. _____
2. How did I get to school each day, and why that way? (2) 2. _____
- _____

Segment 2: Questions 3 - 4

3. What did my wife tell me to do one day, and why? (2) 3. _____
- _____
4. What question did she ask me? 4. _____
- _____

Segment 3: Questions 5 - 6

5. What did I do? What did I say? (2) 5. _____
- _____
- _____
6. What did my wife suggest? 6. _____
- _____

Segment 4: Questions 7 - 9

7. When did I follow her suggestion? 7. _____
8. Why didn't my wife like it? 8. _____
9. What did she tell me to do? 9. _____

Segment 5: Questions 10 - 11

10. At the time, I knew what?

10. _____

11. Instead, what did I do?
What did it not have? (2)

11. _____

Segment 6: Questions 12 - 13

12. One morning, what did my wife say?

12. _____

13. Summarize her reason for wanting it, giving the day mentioned.

13. _____

Segment 7: Questions 14 - 16

14. When would she be back?

14. _____

15. When I went back, what did I ask her?

15. _____

16. Why had she not gone?

16. _____

Segment 8: Questions 17 - 19

17. What did I say? (2)

17. _____

18. What was her reply (in full)?

18. _____

19. What did she suggest might be the problem?

19. _____

Segment 9: Questions 20 - 21

20. What did I tell her, and why so?

20. _____

21. What did she think might be wrong?

21. _____

Segment 10: Questions 22 - 23

22. Whom did I know who could fix it? What did this person have? (2)

22. _____

23. What did I plan on doing? (Be specific)

23. _____

Segment 11: Questions 24 - 25

24. When I brought him, what two things did I discover? (2)

24. _____

25. Where did I go? What did my friend do? (Be specific)

25. _____

Segment 12: Questions 26 - 28

26. What did I see, and where?

26. _____

27. What had my wife done with it?

27. _____

28. What was the first thing she had said? (In detail)

28. _____

Segment 13: Question 29

29. Summarize what she said about the car trouble.

29. _____

Segment 14: Question 30

30. What did I say to my friend?
(Summarize)

30. _____

Tape 14B (S1)

Homework Assignment Hand-in Sheets

Part I Vocabulary Review: This part consists of eight short sentences spoken in Chinese. In the spaces provided, write an English translation of what you hear. Each sentence will be said twice. If necessary, stop and go back and listen again.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Tape 14B (S1)

Homework Assignment Hand-in Sheets

Part II Written Responses: Story. Answer the following questions as you listen to the tape. The number following some of the questions refers to multiple answers.

New words necessary for story:zhōngtóu "hour"bànge zhōngtóu "half an hour"bàodào "report for duty
(or class)"zǎo "early" (same as in zǎofàn,
zǎoshang)zuì "the most"kèwài "outside of class"Segment 1: Questions 1 - 4

- | | |
|-----------------------------------|----------|
| 1. What had Zhang heard about LI? | 1. _____ |
| 2. Where was the previous place? | 2. _____ |
| 3. How did LI go there? | 3. _____ |
| 4. How long did it take? | 4. _____ |

Segment 2: Questions 5 - 6

- | | |
|--------------------------------------|----------|
| 5. How does LI get to the new place? | 5. _____ |
| 6. How long does it take him? | 6. _____ |

Segment 3: Questions 7 - 10

- | | |
|---|-----------|
| 7. What time is the first class of the day? | 7. _____ |
| 8. All students are required to do what? | 8. _____ |
| 9. When does LI do this? | 9. _____ |
| 10. What time does he leave home? | 10. _____ |

Segment 4: Questions 11 - 13

- | | |
|-------------------------------|-----------|
| 11. What time does LI get up? | 11. _____ |
|-------------------------------|-----------|

- 12. What does he do first?
- 13. What does he do after that?
(Give specific details.) (4)

- 12. _____
- 13. _____

Segment 5: Questions 14 - 15

- 14. What is LI's comment about teachers? (2)
- 15. What does he find to be somewhat difficult?

- 14. _____
- 15. _____

Segment 6: Questions 16 - 17

- 16. How many can he write?
- 17. What is his own opinion about the end product mentioned? (Be specific)

- 16. _____
- 17. _____

Segment 7: Questions 18 - 20

- 18. What period does LI like best?
- 19. What two reasons does he give?
- 20. What is said about "outside of class"? (2)

- 18. _____
- 19. _____

- 20. _____

Segment 8: Questions 21 - 22

- 21. What does LI most dislike?
- 22. Why is this so?

- 21. _____
- 22. _____

Segment 9: Questions 23 - 25

23. What does Zhāng ask about the teachers? (2) 23. _____

24. What is the procedure LI describes? (3)(Be specific) 24. _____

25. When can they ask questions? 25. _____

Segment 10: Questions 26 - 27

26. What do they not have, and where? (2) 26. _____

27. Why is this not a problem? 27. _____

Segment 11: Questions 28 - 31

28. What is Zhāng's question? 28. _____

29. What time do they get out of class? 29. _____

30. What do the teachers do at this time? (Be specific) 30. _____

31. What specifically do the teachers tell them? 31. _____

Segment 12: Questions 32 - 34

32. When do morning classes end? 32. _____

33. When do classes resume in the afternoon? 33. _____

34. What three things does LI say about lunch? (3)

34. _____

Segment 13: Questions 35 - 36

35. What is Zhāng's question?

35. _____

36. What does LI say?

36. _____

Tape 15B (S1)

Homework Assignment Hand-in Sheets

Part I Vocabulary Review: This part consists of eight short sentences spoken in Chinese. In the spaces provided, write an English translation of what you hear. Each sentence will be said twice. If necessary, stop and go back and listen again.

1.

2.

3.

4.

5.

6.

7. _____

8. _____

Tape 15B (S1)

Homework Assignment Hand-in Sheets

Part II Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

New words necessary for story:

hǎijūn	N: navy
-guò	verb suffix showing action was in the past
guójiā	N: country, nation (same as -guó)
xiūli	V: to repair, to fix
sui	N: age
-sui	M: year(s) old
Méngtèrui	N: Monterey
zui	A: the most, -est

Segment 1: Questions 1 - 4

1. What was Shen's previous occupation? 1. _____
2. How long was he in that job? 2. _____
3. He had been to many what? 3. _____
4. He had also done what? 4. _____

Segment 2: Questions 5 - 7

5. What two things did he like to talk to people about? (2) 5. _____
6. What did he say about the first item? 6. _____
7. In regard to the second, because he was doing _____, he felt he himself was _____.

Segment 3: Questions 8 - 11

- 8. How many languages could he speak? 8. _____
- 9. What is said about his father? (Be specific) 9. _____
- 10. What is said about his mother? (Be specific) 10. _____
- 11. Consequently, when he was little, he could do what? 11. _____

Segment 4: Questions 12 - 15

- 12. In his previous job, he studied what, for how long? (2) 12. _____
- 13. Where? 13. _____
- 14. At the time he very much wanted to _____, so he _____, _____, and everyday _____.
- 15. As a result, he learned _____, and even now he _____ says, "To learn _____ is not too _____, but you _____ have to _____."

Segment 5: Questions 16 - 20

- 16. What countries did he visit during that period? (4) 16. _____
- 17. What is said of the last one? 17. _____
- 18. When asked, what place does he say he most likes? 18. _____
- 19. After leaving that job, he came where, and did what? (2) 19. _____
- 20. Where is this place located? 20. _____

Segment 6: Questions 21 - 22

21. He knew that _____ didn't have _____, and also knew they were very busy from _____, and had no _____ things. So, his store _____ and _____. Students could go and _____ after _____.
22. He sold a lot of _____ in his store. He had _____, _____, _____, and _____, etc. (4)

Segment 7: Questions 23 - 26

23. Why did he like students? 23. _____
24. When did I go there, and in what manner did he tell me something? (2) 24. _____
25. What specifically did he tell me? 25. _____
26. What did he not tell me? 26. _____

Segment 8: Questions 27 - 28

27. What did people ask him? 27. _____
28. He said that _____, when he was _____, he learned how to _____ many kinds of _____, and also knew how to _____ and _____ them; as a result, he very much _____ this kind of _____.

Segment 9: Questions 29 - 32

29. _____ Mr. Shěn began going to a _____ to learn _____.

30. Mrs. Shen said, "A man is _____; what is he doing _____?"
31. Shen replied that when they were in their _____ and _____, there weren't many _____, and even if they had wanted to _____, they couldn't do so. Now that they could do so, _____ do so?
32. He suggested that she _____, and _____ she did so.

Segment 10: Questions 33 - 34

33. They studied for how long, and then bought a small what? (2) 33. _____
34. Now, both what? 34. _____

Tape 16B (S1)

Homework Assignment Hand-in Sheets

Part I Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

3. _____

4. _____

5. _____

Tape 16B (S1)

Homework Assignment Hand-in Sheets

Part II Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

New words necessary for story:

xiūlǐ	V: to repair, to fix
Méngtèrui	PW: Monterey
kèren	N: guest(s)
tánhuà	V: to chat
wánle	SV: be finished, The End

Segment 1: Questions 1 - 7

1. When did this event occur?
(Be specific) 1. _____
2. What country were these people
from? (Be specific) 2. _____
3. What specifically did they
want to see? 3. _____

4. There were two what from what
three types/groups of people?
(3) 4. _____

5. Where specifically did they
come from? 5. _____
6. What did they do in San
Francisco? 6. _____
7. Then what? 7. _____

Segment 2: Questions 8 - 12

8. Before their arrival, who
were told to do what?
(Be specific) 8. _____

9. Wèi and Zhào were told they were _____ for _____
_____. This was because they were _____.

10. The day the guests came they were to do what? (Be specific) 10. _____

11. When did Wèi hear about this? 11. _____

12. What effect did it have on him? (Be specific) 12. _____

Segment 3: Questions 13 - 16

13. When the day came, Wèi _____ at _____ (time) and at _____ (time) wanted to _____.
14. Zhào said: "The _____ doesn't arrive until _____ (time). Why are _____? If you _____ at _____ (time), it will be _____."
15. Wèi said, "_____ now." Then, he looked at _____ and said, "Oh, it's _____ (of that time)."
16. Zhào replied: " _____? It's _____ your _____ is too _____, my friend." (Note: The use of Xiān-sheng here between friends is a humorous way of emphasizing the point.)

Segment 4: Questions 17 - 18

17. The two of them went _____ in the _____ to the _____. When they got there, the _____ had _____, but the six guests had _____. After _____ they saw six _____. Wèi and Zhào _____ and _____ themselves.
18. _____ everyone _____ the big _____, and Wèi _____.

Segment 5: Questions 19 - 20

19. When they got to the school and _____, there were already _____ teachers and students _____ the _____ to _____.
20. When these Chinese _____ heard so many American _____ loudly shouting "_____." They felt _____ because American _____ could _____.

Segment 6: Questions 21 - 25

21. In the morning they went to see what? 21. _____
22. At noon, everyone went where to do what? (2) 22. _____
23. Here, they could observe what? 23. _____
24. In the afternoon they went to observe _____ being taught by _____.
25. They also observed students _____.

Segment 7: Questions 26 - 29

26. In the afternoon at _____ (time), when _____, teachers and students from the _____ all _____ in the _____ to have a _____ for these six _____. The class monitor _____ and said a lot of _____.
27. Of the people in the _____ were there.
28. Everyone _____ in the _____ talking and everyone _____ All of the students _____ and _____.

29. Later, it was not until _____ that _____.

Segment 8: Questions 30 - 37

30. Who invited these visitors to dinner? 30. _____
31. Why were Wèi and Zhào also invited? 31. _____
32. During dinner who chatted with Wèi? 32. _____
33. What had both of them learned to do? 33. _____
34. What had they NOT done? 34. _____
35. Who chatted with Zhào? 35. _____
36. Where and in what place did they work? 36. _____
37. They wanted to come to the United States to do what? 37. _____

Segment 9: Questions 38 - 40

38. What did Wèi tell the two students? 38. _____
39. What would Wèi do if they could stay an extra day? 39. _____
40. What was their reason for having to return the next day? 40. _____

Segment 10: Questions 41 - 45

41. What did the two students ask Wei? 41. _____
42. Wei told them they sometimes went where for these activities? 42. _____
43. After dinner where did Wèi and Zhào take the visitors? 43. _____

44. Wèi and Zhào waited for
what before going back to
the school?

44. _____

45. What two things did Wèi
want to see in China? (2)

45. _____

Tape 17B (S1)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

New words necessary for story:

bàoshè	N: newspaper office
-sui	N: age, years of age
dàren	N: adult, grownup
xiào	V: to smile, to laugh

Segment 1: Questions 1 - 4

1. What is the title of this story? 1. _____
2. Where did Mr. Zhū work? 2. _____
3. Why was he so busy? 3. _____
4. His times for doing what were uncertain? (2) 4. _____

Segment 2: Questions 5 - 7 (Fill blanks)

5. Many _____ and _____ used the _____ from his _____.
6. When might there be problems? 6. _____
7. Sometimes, when all was correct, why might there also be unhappy people? 7. _____

Segment 3: Questions 8 - 10

8. What was Mrs. Zhū's Job? 8. _____
9. On what medium? 9. _____
10. When did she appear, and what did she do? (2) 10. _____

Segment 4: Questions 11 - 14

- 11. Who wrote her material? 11. _____
- 12. Why did her employers like her? 12. _____
- 13. What did they want her to do? 13. _____

- 14. Why was she unwilling to do so? (Be specific) 14. _____

Segment 5: Questions 15 - 19

- 15. What did Dàzhōng do each day and when? 15. _____
- 16. When specifically did he collect money for them? 16. _____
- 17. What is said about this job? 17. _____
- 18. Why was this so? (Be specific) 18. _____

- 19. What did the newspaper office finally do? 19. _____

Segment 6: Questions 20 - 24

- 20. What did Dàzhōng's school have, and where was it? (2) 20. _____
- 21. What coincided with their noon meal? 21. _____
- 22. What did the students often do? 22. _____
- 23. What did Dàzhōng's school-mates not know? 23. _____
- 24. What did he not do? 24. _____

Segment 7: Questions 25 - 28

25. When were certain individuals invited to China? Who were these individuals? (2) 25. _____
26. Where were they taken to visit? 26. _____
27. To see what? 27. _____
28. How long was the visit (by inference)? Where did Dàzhong stay during his parents' absence? 28. _____

Segment 8: Questions 29 - 33

29. What is said about this trip in reference to Mrs. Zhū? 29. _____
30. What did she want to do? 30. _____
31. One day, she passed what place? 31. _____
32. What did the bookseller ask her regarding the boy? 32. _____
33. Give the titles of the two books she purchased? 33. _____
- _____
- _____

Segment 9: Questions 34 - 36

34. What did Mrs. Zhū do upon returning home? 34. _____
35. Name the two subjects. 35. _____
- _____
- _____
- _____

36. What did her employers give her and for what purpose?

36. _____

Segment 10: Questions 37 - 40

37. What is said about Mr. Zhū? (Be specific as to his location)

37. _____

38. Complimenting her, what did he suggest? (Be specific)

38. _____

39. After she responded, what did they both do?

39. _____

40. What did he offer to do?

40. _____

Tape 17B (S1)

Homework Assignment Hand-in Sheets

Part II Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Tape 18B (S1)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

Segment 1: Questions 1 - 4

1. What is the title of this story? 1. _____
2. What kind of people don't necessarily like to talk? 2. _____
3. Mr. Zhū was one of these people who _____ but had _____.
4. _____ he wasn't able to _____ and also didn't _____, the _____ were _____ good.

Segment 2: Questions 5 - 9

5. What is said of wealthy people? 5. _____
6. Mr. Zhū is now very wealthy, but he doesn't _____.
7. What does he wish to do with his money? 7. _____
8. Two expensive items are mentioned. What is said about Mr. Zhū in this connection? 8. _____

9. What is said to be inexpensive (in full)? 9. _____

Segment 3: Questions 10 - 12

10. Zhū Dàzhōng told his _____ that his father in _____ was _____, and that he would _____.
11. But, when he works, what is said of Mr. Zhū? 11. _____

12. If he is _____ something, _____
difficult it is to _____, he definitely will _____
_____.

Segment 4: Questions 13 -16

13. Each day very _____ Zhu Dàzhong _____
_____ to _____. After this, he _____
_____ to _____.
14. What does he like to do? 14. _____
15. What else does he like to do? 15. _____
16. But, he is not a _____ because his _____
are not _____.

Segment 5: Questions 17 - 21

17. Mr. Zhū is what kind of a person? 17. _____
18. What kind of things does he not like to say? 18. _____
19. How often has he told his family "I love you"? 19. _____
20. What kind of person does Mrs. Zhū like best? 20. _____

21. What is said about her husband in the last sentence? 21. _____

Segment 6: Questions 22 - 24

22. Mrs. Zhū also has _____. She _____
early and also _____ early, but after she _____
_____, she doesn't _____.

23. She _____ studying the _____ radio programs of various countries.

24. There are even _____ which not many other people have _____ which he has _____.

Segment 7: Questions 25 - 29

25. In what room do the Zhu's have the newest what? (2) 25. _____

26. They have all kinds of what? 26. _____

27. (If) the _____ is good, then _____ and also much _____.

28. As a result, all three like to do what? 28. _____

29. After _____ then they have _____ to _____.

Segment 8: Questions 30 - 33

30. Sometimes, _____ in their _____.

31. If this happens, both of them can do what themselves? 31. _____

32. (If) there is a _____, then they have to _____ someone to [come to fix it], and in that case it _____.

33. Sometimes they also have to do what? 33. _____

34. Later on they bought a number of books _____ so that they could learn how to _____ all the various _____ they used in their home.

Tape 18B (S1)

Homework Assignment Hand-in Sheets

Part II Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Tape 13LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. I have a small battery in my radio.
- b. My radio has an antenna inside it.
- c. The antenna in my radio is broken.
2. a. Please sit down; don't stand there.
- b. If you don't sit down, then I have to stand too.
- c. Why are you standing there! Please sit down.
- d. If you sit here, then I'll stand over there.
3. a. I don't think the batteries in this radio are dead.
- b. I think this radio is broken; the battery is dead.
- c. The batteries are OK; it's possible the radio is broken.
- d. I don't think this radio is broken; it's possible the battery is dead.
4. a. I have a way to check this instrument; I'll take it home.
- b. I can't check this here, but I've an instrument at home.
- c. I have no way to check this; I've no instrument. Is it OK if I go home now?
- d. My younger sister can check it. I'll take it home to her.
5. a. My comrade said to me, "I'll go instead of you, OK?"
- b. My colleague said to me, "Is it all right if I take a look at it for you?"
- c. Comrade Wō said, "I'll look at it instead of you, OK?"
- d. My colleague asked me to look at it. I said "OK."

Tape 13LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

Segment 1: Question 1

1. When was the vehicle purchased?

1. _____

Segment 2: Questions 2 - 3

2. What was its condition when purchased?

2. _____

3. What is said about capacity?
Where was it manufactured?
(2)

3. _____

Segment 3: Question 4

4. What is said in connection with "two years"?

4. _____

Segment 4: Question 5

5. When did this happen? Where was I going? Where was my sister? Doing what?
(Be specific)

5. _____

Segment 5: Question 6

6. What did she tell me? Why did I ask where it was? (2)

6. _____

Segment 6: Question 7

7. Where was it? Who rode with her every day? (2)

7. _____

Segment 7: Question 8

8. What is said about "gasoline" money? (Be specific)

8. _____

Segment 8: Questions 9 - 10

9. What did she think was wrong? 9. _____
10. What was my opinion, and why? 10. _____

Segment 9: Questions 11 - 12

11. What did I ask her 11. _____
12. What were her reasons? (2) 12. _____

Segment 10: Questions 13 - 14

13. What did she want me to do? 13. _____
14. Why was I unwilling? (Be specific) 14. _____

Segment 11: Questions 15 - 16

15. Who had she heard could fix cars? What did he have? (2) 15. _____
16. What did she want me to do? 16. _____

Segment 12: Questions 17 - 18

17. What did she think he would definitely have? What did she ask me? (2) 17. _____
18. Why did I think he would go? What did I want to do first? 18. _____

Segment 13: Questions 19 - 20

19. What did I do? 19. _____
20. What did my sister say? Who had come? (2) 20. _____

Segment 14: Questions 21 - 22

21. What did I do? What did I ask him? (2) 21. _____

22. What had he heard, and how? (2) 22. _____

Segment 15: Questions 23 - 24

23. What did he think about the problem? What did he propose? 23. _____

24. What did I say? 24. _____

Segment 16: Questions 25 - 26

25. What was his reaction? (Summarize) 25. _____

26. What did he want? 26. _____

Segment 17: Questions 27 - 28

27. What did I do in their absence? 27. _____

28. What occurred in a "short time"? 28. _____

Segment 18: Questions 29 - 30

29. What was her opinion of Mr. Zhāng? 29. _____

30. What had been wrong with the car? What had he done? 30. _____

Segment 19: Questions 31 - 32

31. What had he invited her to do? When? What was my response? 31. _____

32. Where does she live now? Who is she now? (2) 32. _____

Tape 14LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. I can speak Chinese, but my grammar is not too good. I must ask the teacher to tutor me.
- b. When I speak Chinese, my pronunciation is not too good. I must ask the teacher to tutor me more.
- c. I don't speak Chinese too well. Teacher says I need more tutoring
- d. My pronunciation in spoken Chinese is good; that's because the teacher tutors me a lot.
2. a. Please look at your watch and see if it is time to go to class or not.
- b. Are you wearing a watch? Please tell me what time it is. I have to go to class.
- c. Are you wearing a watch? Please tell me what time it is. I have to go to class.
- d. Did you buy a clock? What time is it? Is it time to go to class yet?
3. a. There are too many new words in the text of this new lesson, but I feel that the grammar is very easy.
- b. This new lesson has a lot of new words in the text, but I feel the grammar is not too difficult.
- c. The new words in this lesson text are very easy, but the grammar is not too easy.
- d. This new lesson has not too many new words, and I feel the grammar is very easy.
4. a. I get up every morning, and after breakfast I practice conversation with my fellow students.
- b. Before I get up every morning, I practice my lesson text with my fellow classmates.
- c. I get up every morning, and after that I go to class and practice conversation with my classmates.
- d. Every morning after I get up, I first practice conversation together with my fellow classmates.

5. a. It's now time to get out of class. How about our walking over together to the teacher's house?
- b. It's now time to attend class. How about our walking together to the classroom?
- c. When it's time to go to class, I always walk over to the classroom.
- d. It's now time to go to class. I'm going to walk over to the classroom together with my classmates.

Tape 14LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

New Words:

- xiěxìn "to write a letter"
- zhōngtóu "hour"
- jūnrén "military personnel"
- yǔwén "language(s)"
- gèguó "all nationalities, various countries"
- Yǔyán "language"
- shénnmede "etcetera"
- zuì "most"

Segment 1: Questions 1 - 3

1. Over what period of time had Zhang not written? 1. _____
2. This letter was written on what day of the week? 2. _____
3. What time of day? 3. _____

Segment 2: Questions 4 - 6

4. After leaving New York, where did he go, and how long did he stay? 4. _____
5. Who was it that he very much wanted to see? 5. _____
6. Where did this person live? (Be specific) 6. _____

Segment 3: Question 7 - 10

7. How did Zhāng get here? (Be specific) 7. _____
8. What two reasons are given for this? 8. _____
9. How long did the trip take? 9. _____
10. What did the other person do after getting here? 10. _____

Segment 4: Questions 11 - 13

- 11. What is said about the students in this school? 11. _____
- 12. What is taught here? (Be specific) 12. _____
- 13. What is it that not one single student is learning? 13. _____

Segment 5: Questions 14 - 17

- 14. What is Zhāng studying? 14. _____
- 15. He says: "I'm _____ from _____ until _____." 15. _____
- 16. Describe where he is living. 16. _____

- 17. Who shares this with him? 17. _____

Segment 6: Questions 18 - 20

- 18. Every morning he does what? 18. _____
- 19. What time, specifically? 19. _____
- 20. What does he do first? 20. _____

Segment 7: Questions 21 - 22

- 21. After that, what do he and his friend do? 21. _____
- 22. What do they not use in the place where they live? 22. _____

Segment 8: Questions 23 -25

- 23. Where else is he very busy? 23. _____
- 24. He has how many of what every day? 24. _____
- 25. From his place to the school, " _____ takes _____ minutes and by _____ takes only _____ minutes." 25. _____

Segments 9: Questions 26 - 28

26. How do they go there, and what time do they leave? 26. _____
27. Where do they go first? 27. _____
28. What three things do they do? (3) 28. _____

Segment 10: Questions 29 - 30

29. What is the third thing said about the teachers? 29. _____
30. "If the students' _____ is _____, the teachers tell us."

Segment 11: Questions 31 - 32

31. "If they have problems with _____, the teachers _____ them _____ school."
32. "If the students have any _____, the teachers _____ them, and _____ the _____ to them."

Segment 12: Questions 33 - 34

33. What does he particularly like? 33. _____
34. Because, "if he _____ poorly, he then knows where he should _____ more."

Segment 13: Questions 35 - 36

35. "Each week we have _____ and each _____ has a _____."
36. "Each lesson has _____ in it. We have already studied to the _____ lesson, so have learned over _____ Chinese _____."

Segment 14: Questions 37 - 39

37. "Chinese is _____ to learn, but it cannot be considered _____."

38. "Some students _____ that _____ is most _____."

39. "Some people feel that _____ is most _____."

Segment 15: Questions 40 -41

40. "But I feel that _____ is most difficult."

41. Zhāng feels that his end result is what? 41. _____

Segment 16: Questions 42 - 43

42. Doing what makes Zhang miss (think of) his friend? 42. _____

43. When and how did he acquire this? (Be specific) 43. _____

Segment 17: Questions 44 - 47

44. "It is _____ when I will next see you."

45. When does he plan to leave for New York? 45. _____

46. What will they do together at that time? 46. _____

47. What will Zhāng do at that time? 47. _____

Tape 15LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. Previously I liked to sing before a test, and I always opened the window.
- b. Before a test, I frequently feel tense, so I first open the window.
- c. I feel tense before a test, so I sing with the window open.
- d. When I take a test, I don't feel tense, but I close the door.
2. a. Life in this institute is very good and not the least bit tense. We get up late every morning and go to sleep early.
- b. Life in this institute is very good, but it is a bit tense. We get up early every day, and go to sleep late.
- c. I have a very good life here and don't feel at all tense. I sleep late every day and go to bed early.
- d. This language school has a good program. Classes start early in the morning and end late in the afternoon.
3. a. Many people talk very quietly to me, but my girl friend has a very loud voice.
- b. Many people use a loud voice when they talk and so does my girl friend, but she sings softly.
- c. Some people talk softly, others loudly, but I like it when my girl friend sings softly.
- d. A lot of people talk in a loud voice, but my girl friend frequently talks very softly.
4. a. It's very easy in this institute. Students study a lot, and there are not many examinations.
- b. Studying languages is easy. Students must study a lot, but passing the tests is certain.
- c. Learning a language is not easy. If students practice a lot, they'll certainly pass the tests.
- d. Institutes are easy places to learn a language. If you study a lot, you'll certainly pass the tests.

5. a. Breakfast in the mess hall is very early. It is useless to go now; it isn't open yet.
- b. Breakfast time in the mess hall is long over. It is no use going now; it is already closed.
- c. It is too early to go to breakfast; the mess hall isn't open yet. To go now is useless.
- d. Dinnertime at the mess hall is long over. It's useless to go now; it's already closed.

Tape 15LC(S1)

Part II. Written Responses - Story. (Instructions on tape)New Words:

zhōngbiǎodiàn	N: clock shop, watchmakers
tóuyìtiān wǎnshang	N: previous night (or evening)
-suì	N: years of age
jūngēr	N: military song
guógē	N: national anthem
tīngjiàn	V: to hear
àiguó	VO: to love one's country

Segment 1: Questions 1 - 3

1. Where is this shop located? 1. _____
2. What is said about the products sold? 2. _____
3. What is said to be uncertain? 3. _____

Segment 2: Questions 4 - 7

4. Which two days each week is the store closed? 4. _____
5. Where was the owner born? 5. _____
6. When did he come to the United States? 6. _____
7. How old is he now? 7. _____

Segment 3: Question 8

8. Sometimes he _____ and sometimes he _____. If, during the previous night he _____, then the _____ he gets up _____. If, during the previous night _____, then the _____ he gets up _____.

Segment 4: Question 9

9. After he has _____, he _____ to the clock shop.
When he _____, he _____.

Segment 5: Questions 10 - 11

10. How long does it take for him to walk from his home to the shop? 10. _____
11. Because sometimes he _____, therefore he _____
_____. Sometimes he _____, and therefore
_____.

Segment 6: Questions 12 - 13

12. What does he not do at noontime? 12. _____
13. He _____ brings _____ from his _____ to
the _____ to _____.

Segment 7: Questions 14 - 15

14. If he _____, then he doesn't _____
_____.
15. But other times he _____ to eat,
so he _____.

Segment 8: Questions 16 - 18

16. Which two days does he like to do business? 16. _____
17. What is said of students and teachers? 17. _____
18. As a result, they might do what? 18. _____

Segment 9: Questions 19

19. If students from _____ come, then Mr. Ma likes to _____.

Segment 10: Questions 20 - 21

20. From _____ to _____ all those _____ he was a _____.
21. He very _____ during those _____.

Segment 11: Questions 22 - 23

22. He said that _____ was very _____, but he felt that what he was doing was _____ because it was _____.
23. All those _____, each day he _____ and _____.

Segment 12: Questions 24 - 26

24. What does he like to do? 24. _____
25. So many _____ together _____!
26. What else does he like to do? 26. _____

Segment 13: Questions 27 - 28

27. What does he feel when hearing these? 27. _____
28. Even now, when hearing them, what does he do? 28. _____

Segment 14: Questions 29 - 31

29. Among the things he sells, a lot of them use what? 29. _____
30. So, he also sells what? 30. _____

31. He sells _____ but he _____ doesn't _____.

Segment 15: Questions 32 - 33

32. In his home he has a very _____ and very _____.

It was given to him by _____. He intends giving it to _____.

33. He says that _____ are very good because they run _____.

However, if there is no _____, then they _____.

Segment 16: Questions 34 - 36

34. _____ Mr. Mǎ had a _____ in his store.

Someone asked him, "Is this _____ for your own _____, or is it _____?"

35. Mr. Mǎ replied, "Neither is right; it belongs to _____.

He uses this _____ to _____.

36. He has currently gone to _____, but he will be _____.

Tape 15LC(S1)

Part III. Fill In Blanks. (Instructions on tape)New Words

ná

V: to take, to bring, to hold

názai shǒuli

(hold in the hand)

1. At the Táiběi _____ there is a _____ which is _____ by Mrs. _____. This place doesn't serve/sell _____ or _____; they only serve _____. The place opens in the morning at _____ and closes at _____ in the afternoon. The dishes are all prepared _____. The diners help themselves, and when they have taken the _____, they first _____, then _____.
2. Each day _____ Mrs. Liú _____ first wants to see how the _____ has been _____. (She also looks to see that the _____, the _____, the _____, and the _____, etc., have been brought out or not. As soon as the _____ is _____, Mrs. Liú _____ behind a _____ and _____.
3. When the students have _____, they _____ have to go to _____. So, all of them _____ and _____. If they should come _____, then many of the _____ would be gone. If they _____, then when they went back, _____ would be over.

4. By _____ all the diners had left. At _____ after _____, Mrs. Liú immediately _____ what dishes to make for the _____. At _____ all the _____ workers left. After they had gone, Mrs Liú left. Before she left the _____, she necessarily looked to see whether or not the _____ had been _____, and whether the _____ and _____ were _____.

Tape 16LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. The workers in that electrical equipment factory work only two days each week.
- b. It is almost time for the workers in that electrical equipment factory to go to work.
- c. There are almost 2000 or more workers working in that electrical equipment factory.
- d. That electrical equipment factory is short of workers. They need 2000 or more workers.
2. a. To be able to know every kind of situation in an athletic meet is truly not an easy business.
- b. It's not easy to know what will happen every hour in an athletic meet.
- c. In that athletic meet, every kind of situation has its difficulties.
- d. I know everything about that athletic meet, but it isn't easy.
3. a. Comrade Lin set out last evening. He gets off the plane this morning.
- b. Comrade Lin started off last night. He got on the plane this morning.
- c. Comrade Lin left late last evening. His plane arrived this morning.
- d. Comrade Lin's plane leaves this morning. He gets there tomorrow evening.
4. a. On the average, we assemble in front of the classroom building twice each day.
- b. We assemble in front of this building twice a day on the average.
- c. On the average, each week the students assemble in front of this building twice.
- d. We assemble in front of the building in which we live twice each week on the average.

5. a. Not many people got into bed before an exceptionally large number of visitors came.
- b. Not many people got aboard the boat, but an exceptionally large number of people came to look around.
- c. A lot of visitors got onto the boat to look around, but few got off.
- d. The man got up out of bed because he expected an exceptionally large number of people to come to look around.

Tape 16LC(S1)

Part II. Written Responses - Story. (Instructions on tape)New Word:

gāo

SV: to be tall, to be high

Segment 1: Questions 1 - 3

1. When was this event announced? 1. _____
2. What was to happen, and when?
(2) 2. _____
3. Where were we to go? 3. _____

Segment 2: Questions 4 - 6

4. How were we to go? (Be specific) 4. _____
5. There was no need for us to do
what? 5. _____
6. He had asked the school to
provide what? (Be specific) 6. _____

Segment 3: Questions 7 - 8

7. Where would we go first? 7. _____
8. Then what would we do? 8. _____

Segment 4: Questions 9 - 12

9. How did we all feel about this? 9. _____
10. When did this event take place? 10. _____
11. At what time had we planned on
leaving? 11. _____
12. What did we do first? 12. _____

Segment 5: Questions 13 - 16

13. As we stood there, what did
Mr. Zhāng do? 13. _____

14. What is said about this? 14. _____
15. What did this person ask us? 15. _____
16. What was our reply? 16. _____

Segment 6: Questions 17 - 19

17. When did the vehicle arrive? 17. _____
18. What occurred then? (2) 18. _____
19. Where did "I" sit? 19. _____

Segment 7: Questions 20 - 21

20. What did I do for the entire trip? 20. _____
21. I understood all but what? 21. _____

Segment 8: Questions 22 - 23

22. What two things did she tell me? (2) 22. _____
23. She had NOT been where, but had been where? (2) 23. _____

Segment 9: Questions 24 - 26

24. What is said about the vehicle? What time did we arrive? (2) 24. _____
25. What type of food did we eat? 25. _____
26. What three things are said about the food? (3) 26. _____
- _____
- _____

Segment 10: Questions 27 - 28

27. How much per person did it cost? 27. _____
28. What is said of the restaurant personnel's attitude? (2) 28. _____

Segment 11: Questions 29 - 30

29. What were both we and they able to do? 29. _____

30. We were happy to have what? 30. _____

Segment 12: Questions 31 - 33

31. What did teacher Zhang do? 31. _____

32. What did we do then? 32. _____

33. What was said to be tall? 33. _____

Segment 13: Questions 34 - 35

34. Where were stores to be found? 34. _____

35. What kind of a factory was there? 35. _____

Segment 14: Questions 36 - 37

36. What two places were on one street? (2) 36. _____

37. Why were we unable to visit the latter place? 37. _____

Segment 15: Questions 38 - 40

38. What did some of us do as we walked the streets? 38. _____

39. What did the girls buy? (Be specific) 39. _____

40. What time was it when we left to return to the school? 40. _____

Segment 16: Questions 41 - 43

41. What did we all feel about this trip? 41. _____

42. What did we feel about Mr. Zhāng's part in it? 42. _____

43. What do we not know? 43. _____

Tape 17LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. What's it all about? That Institute, from the time it opened up until now,
 - a. has changed heads seventeen times.
 - b. has changed heads more than once.
 - c. has changed heads ten times or more.
 - d. has changed heads how many times?

2. In San Francisco, there are
 - a. forty-five representatives of a news agency from China and two representatives of a Taiwan paper.
 - b. four or five representatives of the New China News Agency and two from the People's Daily.
 - c. five representatives of a Chinese broadcasting station and two from a news agency.
 - d. four or five broadcasters from the People's Daily.

3. That is New York's largest building. Every day
 - a. hundreds of people go in and out.
 - b. thousands of people go up and down.
 - c. approximately several tens of thousands of people go in and out.
 - d. approximately how many tens of thousands of people go out and come in?

4. The first two times I went to see her, she was very polite.
 - a. Next time I go, I'll open the door, and then go in.
 - b. This time when I went, she closed the door after I went in.
 - c. This time when I went out, she closed the door after me.
 - d. This time when I went to see her, she closed the door before I went in.

5. You've come at just the right time because
- a. I was just about to go and find you to write a report.
 - b. I was just about to go and find you because I'm in the middle of writing a report.
 - c. I was in the midst of looking for you to write a report for me.
 - d. I was looking for you to read the report I've just written.

Tape 17LC(S1)

Part II. Written Responses - Story. (Instructions on tape)New Word: lǎoshi

A: always, all the time

Segment 1: Questions 1 - 3

- | | |
|---|----------|
| 1. How old is Paul? | 1. _____ |
| 2. Why does he have to get up so early? | 2. _____ |
| 3. How does he manage to get up so early? (Be specific) | 3. _____ |

Segment 2: Questions 4 - 6

- | | |
|--|----------|
| 4. What does he do when called? | 4. _____ |
| 5. What does he not do before going out? | 5. _____ |
| 6. What does his mother always say to him? | 6. _____ |

Segment 3: Questions 7 - 9

- | | |
|---|----------|
| 7. There are what on the several streets for which he is responsible? | 7. _____ |
| 8. In each of them are what? | 8. _____ |
| 9. As a result, Paul has to do a lot of what many times each day? | 9. _____ |

Segment 4: Questions 10 - 12

- | | |
|--|--------------------|
| 10. How long does it take him each day? | 10. _____ |
| 11. What time is it when he is finished? | 11. _____ |
| 12. As a result, he has to do what, and why? (2) | 12. _____
_____ |

Segment 5: Questions 13 - 14

13. What two things are said about his sister Lingling? 13. _____

14. Where did his father previously work? 14. _____

Segment 6: Questions 15 - 16

15. Where does he work now? 15. _____

16. What is his job? 16. _____

Segment 7: Questions 17 - 19

17. What does he do very well? 17. _____

18. What specifically is said about his speaking? (2) 18. _____

19. What is said to be written well, and who writes them? (2) 19. _____

Segment 8: Questions 20 - 22

20. He does what each day? (Be specific) 20. _____

21. At what times? (2) 21. _____

22. As a result of so many people visiting him, what is said about the building? 22. _____

Segment 9: Questions 23 - 26

23. His job is said to be what? (2) 23. _____

24. He does what every day? 24. _____

25. Until what time? 25. _____

26. What is said about Saturday and Sunday? 26. _____

Segment 10: Questions 27 - 28

- 27. In that city he is said to be what? (Be specific)
- 28. When people see him, what do they want to do? (Be specific)

27. _____

28. _____

Segment 11: Questions 29 - 30

- 29. What do they say to him? (Be specific)
- 30. What does he always say? (2)

29. _____

30. _____

Segment 12: Questions 31 - 32

- 31. What two things do people ask him? (2)
- 32. What is the first source?

31. _____

32. _____

Segment 13: Questions 33 - 34

- 33. What is the second source?
- 34. This is said to be "sort of" what?

33. _____

34. _____

Segment 14: Questions 35

- 35. And there's still other _____ that people in the _____ every day, and _____ tell me.

Segment 15: Questions 36 - 37

- 36. One day his mother said what was approaching?
- 37. What did she suggest he ought to do? (be specific)

36. _____

37. _____

Segment 16: Questions 38 - 40

38. What did David say about
the four of them?

38. _____

39. What problem did he raise?

39. _____

40. What was Mary's solution?
(Be specific)

40. _____

Tape 18LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. Xiao Chen's
 - a. boy is very casual. Who does he listen to if not to his parents?
 - b. boy is very ill-behaved. He won't listen to anyone, not even his parents.
 - c. children are very informal. They spend anyone's money, especially their parents'.
 - d. children are very reckless. No one will listen to him when he talks, not even his parents.
2. Lǎo Lǐ spends too much money.
 - a. He goes to that store all the time to buy things.
 - b. The things in that store are too expensive, so he goes to the other store.
 - c. Whichever store has expensive things, he goes to that store to buy them.
 - d. Which store has expensive things? He wants to go to that store to buy them.
3.
 - a. People who are cultured and have knowledge are always rude.
 - b. Can a cultured and knowledgeable person not be rude?
 - c. Cultured and knowledgeable people don't know how to be rude.
 - d. Can a cultured and knowledgeable person (ever) be rude?
4.
 - a. Paul has a great deal of knowledge about bicycles but knows nothing about horses.
 - b. Paul not only knows how to ride a bicycle, but he can also ride a horse.
 - c. Paul only knows how to ride a bicycle. He has never ridden a horse.
 - d. Paul only knows how to ride bicycles. He hasn't done much research on riding horses.

5. a. David likes to listen to the news when he has time. I really don't know what it's all about.
- b. David has time to rest. I really don't know how he does it.
- c. When David has time, he only wants to rest. I really don't know what's going on.
- d. If David has time, he wants to listen to news. I really don't know what things he listens to.

Tape 18LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

Segment 1: Questions 1 - 3

- 1. Give the year and date. 1. _____
- 2. Whom did we go to visit? 2. _____
- 3. How did they become acquainted? 3. _____

Segment 2: Questions 4 - 6

- 4. How did we travel? 4. _____
- 5. What was our preferred method of travel? 5. _____
- 6. Why did we not use this preferred method of travel? (2) 6. _____

Segment 3: Questions 7 - 10

- 7. How long was the trip? 7. _____
- 8. When did we see Mrs. Máo? 8. _____
- 9. Who was with her? 9. _____
- 10. What were our feelings about their meeting us? 10. _____

Segment 4: Questions 11 - 13

- 11. How long since we had seen them? 11. _____
- 12. How did we all feel? 12. _____
- 13. Where did Mr. Máo insist that we stay? 13. _____

Segment 5: Questions

14. As we _____ back to the Máo _____, Mrs. Máo told us that her husband was no longer _____ in the _____.

Segment 6: Question 15

15. First, because the _____ of that _____ was not very _____ toward the _____.

Segment 7: Question 16

16. Second, he did not have _____ and had no _____.

Segment 8: Question 17

17. Third, he did not _____ of new _____ produced by _____.

Segment 9: Question 18

18. Fourth, the _____ made in this _____ frequently _____, and the _____ was unwilling to _____.

Segment 10: Question 19

19. Fifth, very many people who _____ the _____ made in this _____ said that _____ and frequently needed _____.

Segment 11: Question 20

20. Sixth, _____ every _____ they used to have a _____, but they no longer had this. Why? Because the _____ didn't _____.

Segment 12: Question 21

21. Seventh, previously this _____ had a lot of small _____ outside which would _____ for those who bought it, but those _____ were now _____.

Segment 13: Questions 22

22. Eighth, the _____ only _____ for _____
easy day, while _____ had to _____.

Segment 14: Question 23

23. Ninth, _____ this _____ frequently bought _____
_____. Now _____ it was frequently, _____ they
only bought _____.

Segment 15: Question 24

24. Tenth, the _____ talked too _____ and
was _____. As a result, they were _____.

Segment 16: Question 25

25. When the two of us _____, we felt that the _____
in that _____ was truly _____.

Segment 17: Question 26

26. Because we _____, we stayed _____ for
_____. They were really _____ toward
the two of us.

Segment 18: Question 27

27. Mr. Máo _____ a large number of _____,
and we also saw _____. They _____
us extremely well.

