

C H I N E S E - M A N D A R I N

... FLAMRIC

MANUAL OF ADMINISTRATION

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DEFENSE LANGUAGE INSTITUTE
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ACKNOWLEDGMENT

The Defense Foreign Language Institute, Foreign Language Center (DLIFLC), wishes to express its sincere appreciation and gratitude to the FORSCOM, US Marine Corps, and NCSS teams of Chinese linguists who, in three weeks, assembled and compiled the materials contained in this edition of the Chinese-Mandarin FLAMRIC (Foreign Language Maintenance, Refresher, and Improvement Course).

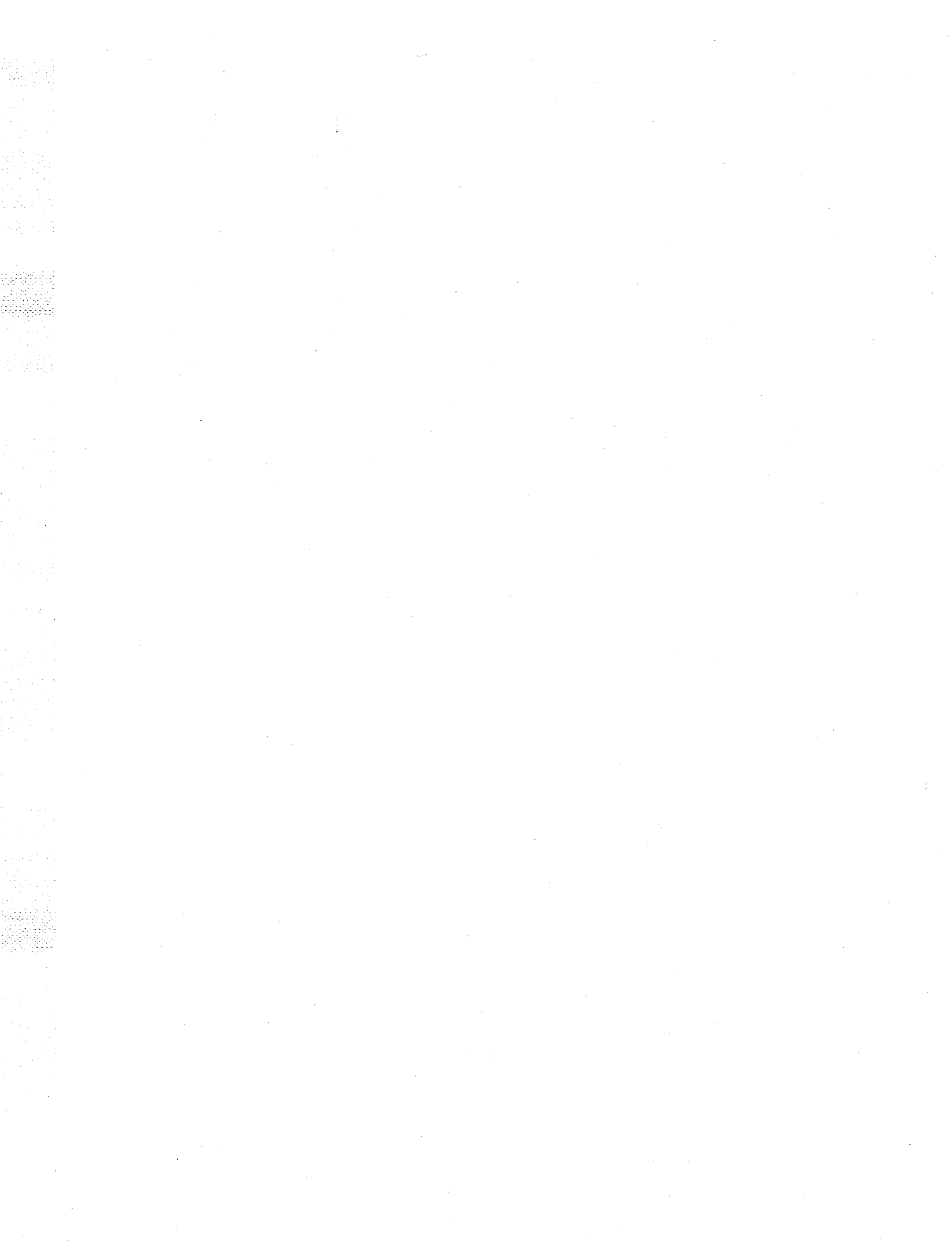
The make-up of this course was a "cut-and-fit" process of a variety of U.S. government and P.R.C. publications which should help former Chinese graduates of DLIFLC to maintain and improve their language skills.

PREFACE

The Manual of Administration serves as the keystone of the Chinese-Mandarin FLAMRIC. It describes the organization and components of the course as well as suggested procedures.

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GENERAL COURSE DESCRIPTION

1. PURPOSE.

The Chinese-Mandarin FLAMRIC is designed for use by Chinese linguists regardless of experience. The two-phase program provides refresher, maintenance, and improvement training materials from elementary through advanced levels. The material may be effectively used as a self-paced program, but ideally should be taught by an instructor with a native command of the Chinese-Mandarin language.

2. COURSE OBJECTIVE.

The objective of FLAMRIC is to enhance basic language proficiency to the level required for successful performance of specific mission tasks. To accomplish this the following skills/ knowledges are emphasized throughout the course.

a. Grammar: A thorough understanding of basic functional grammar is essential to language learning. The grammar presented in FLAMRIC is current PRC usage. Patterns are presented in each lesson as grammar notes and are reinforced through both the text and exercises of each lesson in volumes 1-5.

b. Reading Skills: The ability to read Chinese, both Pinyin and characters is also essential to learning the language. Exposure to both extensive grammar and vocabulary, in text, provides an opportunity for the linguist to develop contextual logic. Contextual logic is the ability to understand the general meaning of a phrase or text without necessarily knowing all the vocabulary or grammar. In other words to extract the essential elements of information (EEI) and understand their meaning.

c. Aural Comprehension: The production of good, idiomatic English translations from spoken Chinese (either taped or live) while more directly related to specific military job skills is listed after Reading Comprehension because it is considered to be significantly more difficult. The concept of contextual logic is even more important in spoken language than in written and should be emphasized.

d. Oral and Written: Production of both spoken and written Chinese are skills that for the most part require the assistance of a native or near native speaker. They are also considered to be enabling objectives for the purposes of this course. Simple encoding of English into Chinese will not necessarily produce an acceptable or even comprehensible translation. Linguists are encouraged to attempt to produce the language at every opportunity and the instructor should provide on the spot corrections of all grammatical/vocabulary/syntactic errors, but understanding the language takes priority over reproduction of it.

3. SCOPE.

The course consists of materials compiled from various PRC, Taiwanese and DLIFLC sources. It has been restructured to present the student with a comprehensive PRC-oriented course. Materials are presented from very basic to fairly advanced levels.

The basic material may be too simple for some students. To determine individual entry levels we recommend that you take the quizzes in the order presented in the Evaluation section of this manual. The quizzes are designed to test your knowledge of and ability to recall grammar patterns. Take each quiz until you make no errors. Since grammar is fundamental to language learning and advancement, all quizzes have a 100% performance standard. When you reach a point where you make more than one mistake on two consecutive quizzes, you should begin the corresponding FLAMRIC chapter. The answer keys which are provided for each quiz also reference a chapter in either the Elementary Chinese Reader (ECR) or the Chinese Reader (CR) where each grammar point is taught. The corresponding lesson is indicated by the lesson number at the top of the quiz. It would also be to your advantage to review the grammar notes of the preceding lessons.

The first phase of FLAMRIC is designed to enable a linguist to successfully deal with the text of the Standard Proficiency Entry Level-TWO (SPEL2) test: Linguists who successfully complete Phase Two of FLAMRIC should be able to meet mid- to upper-level TWO of the Standard Proficiency Upper Level.

LIST OF CHINESE-MANDARIN FLAMRIC MATERIALS

TEXTS

Manual of Administration

PHASE I:

Volume 1, Elementary Chinese Reader, Lessons 1-42,
Source: Beijing Languages Institute, 1980.

Volume 2, Elementary Chinese Reader, Lessons 43-73
Source: Beijing Language Institute, 1980.

Volume 3, Chinese Character Exercise Book
(Companion to Volumes 1 and 2)
Source: Beijing Language Institute, 1980.

Volume 4, Chinese Reader, Lessons 1-10, and accompanying
cassettes
Sources: Beijing Languages Institute 1972 and Chinese
Reader Workbook, Lessons 1-10, DLIFLC, 1977.

Volume 5, Chinese Reader, Lessons 11-18, and accompanying
cassettes
Sources: Beijing Languages Institute 1972 and Chinese
Reader Workbook, Lessons 11-18, DLIFLC, 1977.

Volume 6, Supplementary Readings I
Source: 56 Selected Articles from China Reconstructs
Ren Min Ri Bao (People's Daily) and Ying Yong Sha Di

PHASE 2:

Volume 7, Chinese Reader, Lessons 19-34, and accompanying
cassettes
Source: Beijing Languages Institute 1972.

Volume 8, Chinese Reader, Lessons 35-36
Source: Beijing Languages Institute 1972.

Volume 9, Supplementary Readings II
Source: selected headlines, Articles and Advertisements
from various newspapers

Military and Technical Studies:

Military Dialogues
Part I
Source: DLIFLC, May 1980

Military Dialogues
Part II
Source DLIFLC, May 1980

Military and Technical Studies (Cont.):

PLA Company and Squad Tactics

Source: DLIFLC produced English translation and PLA Squad Tactics, PRC 1973.

Advanced Readings (Contemporary PRC Readings, Modern General Readings, Modern Military Reading, and 100,000 Whys).

Source: all materials were PRC produced between February 1974 and March 1978.

Basic Military Know-How

Source: PRC, undated.

Reference Materials:

Chinese-English Dictionary

Source: Beijing Foreign Language Institute 1978.

Military Terminology (Army and Navy) and Chart of Simplified Characters

Source: DLIFLC 1973

Military Terminology (Air Force)

Source: DLIFLC 1973.

TAPES

1. Elementary Chinese Lessons 1-42
(5 cassette tapes)
2. Elementary Chinese Reader Lessons 43-73
(4 cassette tapes)
3. Chinese Reader Lessons 1-18
(3 cassette tapes)
4. Chinese Reader Lessons 19-34
(4 cassette tapes)
5. Chinese Conversations
(cassette tapes)
6. Chinese Radio Plays
(4 cassette tapes)

PHASES 1 AND 2 COMPLETION TIME

The projected completion time is based on two premises: First, that a linguist has a minimum of 10 hours per week prime time training devoted to study of FLAMRIC materials; second, that the 10 hours are set up as two hours per day five days per week. Variations on this schedule will most likely hinder a linguist's progress. Whereas, an excess of the 10 hours of study can logically be expected to increase progress regardless of the schedule.

Phase 1

Volume 1	Elementary Chinese Reader, Lessons 1-42	100 Hrs
Volume 2	Elementary Chinese Reader, Lessons 43-73	100 Hrs
Volume 3	Character Exercise Book (done in conjunction with Vol 1 & 2)	
Volume 4	Chinese Reader, Lessons 1-10	160 Hrs
Volume 5	Chinese Reader, Lessons 11-18	160 Hrs
Volume 6	Supplementary Readings I	240 Hrs

Phase 2

Volume 7	Chinese Reader, Lessons 19-34	180 Hrs
Volume 8	Chinese Reader, Lessons 35-56	240 Hrs
Volume 9	Supplementary Readings II	240 Hrs

Military and Technical Studies

Due to the nature of the material it is not possible at this time to determine or even recommend a completion time.

COURSE GUIDELINES

This section is provided for use by an instructor, course manager, or an individual linguist. The intent is to describe the objectives and suggest a methodology that would most effectively improve linguistic capabilities. It is to be used primarily as a guide since other methods may prove more successful. The one thing which must be recognized and acknowledged by all individuals concerned is that improvement and maintenance of linguistic competence demands daily exposure to Chinese in either written or oral form. The linguist must take advantage of every opportunity to enhance his language skills and increase his working vocabulary.

FLAMRIC provides the tools. It is now up to the individual linguist to use those tools and it is up to his chain of command to ensure that prime time is available to the linguist for language training. Language training must have equal or greater priority than common soldier skills.

I. Explaining grammar

The following guidelines are directed at an instructor but can also be effectively used by the individual linguist.

Always explain a point of grammar in relation to a text. Ideally a text should be at least a paragraph in length. In no case, should a text be less than a sentence. This is important because the emphasis in language learning should always be on meaning. Grammar functions have no meaning in themselves but are rather conventions which are needed to express the meaning of the text itself.

Help the student understand why a text has the grammatical structure it has, but do not over explain. It is usually sufficient for the student to know how each term functions in the text at hand. Contrasting different grammatical patterns is often helpful to the student. For example, in the sentence "the dog bit the man" the function of word order should be explained. If the student has already studied the passive construction, the sentence "the man was bit by the dog" should be mentioned as another grammatical form which expresses the same meaning. On the other hand, the student should be helped to see that a reordering of the same words "the man bit the dog" results in an entirely different meaning.

If the student has a grasp of terms such as: subject, agent, verb, agent, verb, predicate, object, passive voice, etc., these terms will provide handy tags for discussing and remembering how the grammar of Chinese works. It is part of the art of teaching a language, however, to impart the maximum amount of foreign language itself with a minimum amount of new jargon about the

language. If a student understands the meaning of a text and how that meaning would change were the grammar different, he or she is adequately learning the grammar of the target language. Of course, instructors should not speak down to their students. If students have a grasp of grammatical jargon in English, they should be encouraged to use it in describing Chinese grammar.

Translation

Language instructors must be very careful not to encourage bad habits of translation. By translation is meant expressing the meaning of the Chinese text in good, idiomatic easily understood English. Students will often translate the form as well as the meaning of the Chinese text to the extent a comparable form exists in English even if such a form is clumsy and unidiomatic in English. Instructors at the basic level need not require idiomatic English translations but they should encourage them and at least accept them when the form differs from that of the Chinese. For example a sentence using the passive voice in English may perfectly express the meaning of a Chinese sentence which uses the active voice. Instructors must never insist on or encourage a literal decoding of a Chinese text into English. This is not to say that such decoding may not be used. Decoding is often useful in explaining grammar. For example, the Chinese sentence, "凡是学过的词, 他几乎都记住了" may be decoded as "All the words that were learned, be almost all remember." Such decoding, however, must not be accepted as translation.

II. Testing

Keyed completion quizzes focus on grammatical usage. The characters missing in the text are often characters which are not reflected at all in the translation. The KC quiz requires the student to know how the Chinese express the meaning which is presented in the English translation. Students should be taught to "expect" what grammatical form is coming next in the text. For example, in the following 他又不吃饭——不说话 the character 又 should alert the student to expect another one. Again with 他连一句话——没说. The character 连 should alert the student to expect 也 or 都.

III. Course Progression and Lesson Plans

Individual progress is expected to vary depending on previous training and experience, ability, motivation, time, and, if available, instructor ability. Individuals, instructors, and course managers are encouraged to develop their own Plan of Instruction, setting goals and standards that are realistic for each learner. A sample lesson plan is provided below for your use.

SAMPLE
LESSON PLAN

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Week 1 0800 0900	Lesson 16 Text	Vocabulary and Grammar Notes	Exercises and Drills	Lesson 17 Text	Vocabulary and Grammar
Week 2 0800 0900	Exercises "	Review "	Quiz -	Lesson 18 Text	Vocabulary and Grammar Drill
Week 3 0800 0900	Exercises	Translation Supplementary Reading Part 1 Article 1	Discussion Of Article		
Week 4 0800 0900					

EVALUATION PROCEDURES

Throughout Phase I, grammar quizzes are provided every few lessons. There are no quizzes available for Phase 2. The format of these quizzes requires you to supply one or more Chinese characters which grammatically complete the text. In the beginning these quizzes may seem difficult. It is insufficient to passively understand the meaning of the text (in fact, you will already have an English translation for each text), but rather you must perform the active task of completing a partial Chinese text so that it conforms to the rules of grammar and to the meaning given by the English translation. As you get more familiar with these quizzes you will probably enjoy this challenge, especially if you are fond of doing puzzles.

In learning Chinese grammar patterns it is not enough for you to recognize a pattern when you see or hear it or even to be able to produce a pattern which is appropriate to what you want to say or write. As important as these skills are, they must be supported by another skill. Most texts, whether written or spoken, contain clues which indicate the direction which the following part of the text will take. When we are familiar with a language, we can pick up these clues and based on them we know what to expect about the rest of the text or portion of text. This expectancy is very helpful in dealing with a Chinese text. Your comprehension will be more accurate and more rapid if you allow the natural clues and redundancies to increase your expectancy of what should come next.

A sample quiz in English on the following page, may help clarify how this expectancy is used.

SAMPLE QUIZ

Approximately every sixth word has been deleted from the text. The deleted words have been listed below in alphabetical order. Write the appropriate letter from the lettered blanks in the text next to the numbered words.

Eleven mountain climbers were buried A a wall of ice sheared B a glacier on Mount Rainier C Sunday and crashed frozen blocks " D size of cars" onto a E of resting mountaineers, officials said.

 F who reached the scene found G sign of life, and officials H little hope that any of the I would be found alive.

ANSWER KEY

1. early _____
2. eleven _____
3. expressed _____
4. group _____
5. no _____
6. off _____
7. rescuers _____
8. the _____
9. when _____

1. early C
2. eleven I
3. expressed H
4. group E
5. no G
6. off B
7. rescuers F
8. the D
9. when A

In doing this test, probably the first thing you noticed was that had you composed this text yourself you would have written it differently. For example, many English speakers object to off in B. Nevertheless, given the constraints of the text and the limited list of words it is clearly the "right" answer. This short text was taken from the front page of The San Jose Mercury, Monday, June 22 1981.

Most people hit the first blank A with an expectancy limited by the first five words, to prepositions such as in, under, by, etc., or to time words such as when, after, before, etc. When they encounter the words and crashed it is clear that wall of ice must function as the subject of the verb crashed and therefore cannot be the object of a preposition in blank A. Thus given the clues Eleven mountain climbers were buried and and crashed, expectancy becomes limited to a time word such as when for blank A. A look at the list of words reveals that when is indeed one of the choices.

This is not to say that there are no other possibilities, but to point out that the text itself does greatly limit the possibilities. In fact, most texts have so many clues that filling in blanks on this sort of text becomes quite easy once you are familiar with the grammar of the language. Blank D, for example, requires that you understand how the article "the" is used in English.

In the first phase of this course, quizzes of this kind will be used to see if you understand how grammar patterns in Chinese are used. The texts for these quizzes are taken directly from the lessons you are studying, so you will already be familiar with them. To be sure that lack of understanding of the meaning of the text doesn't get in the way of your understanding of the grammar patterns, you are given an English translation of the passage. When you read the texts in the lessons your primary concern, of course, is to figure out the meaning, that is, what is being said. However, you should also pay attention to how it is said. How language puts words together to express meaning is called grammar. Notice the grammar patterns of the texts and you will have no problem with the quizzes.

If you do get some of the quiz items wrong, you will find that the answer keys not only tell you the right answers, but also tell you what lesson to review to help you understand the items you got wrong. You should feel that only perfect quiz results are acceptable. Even one item wrong means that you should review the grammar pattern in question before going on to the next lessons.

If you find that the pattern or usage is not adequately explained in the lesson to which you are referred on the answer key, you should look up the pattern or usage in the grammar index near the end of this Manual of Administration. The index will indicate other lessons where the same pattern may be explained.

If you are still unsure of the proper use of the pattern, you should consult your instructor, if you have one, or take notice of other texts in which the same pattern appears and try to see how it is used.

PHASE I QUIZZES

Quiz objective: Each quiz is designed to test your knowledge of various grammatical patterns. The answer key provides a list of the chapter where each pattern is explained in detail. The student/instructor is encouraged to use this reference to review/reteach grammatical points.

Quiz instruction: Given an incomplete Chinese text and a list of characters, determine which character(s) best completes the meaning of the text. There are lettered blanks and an equal number of characters or character combinations in a column on the left. Enter the letter of the blank in the space next to the numbered character. The English translation is provided for your use during the test.

INSTRUCTOR/STUDENT NOTES:

Note: If the quizzes are administered/controlled by the instructor, the objective and instruction should be given to the student with each quiz.

Quiz 1 - Elementary Chinese Reader
Lessons 1-14

1. 本 _____ 他是A? 他叫张文, 他B丁力的朋友。
2. 不是 _____ 张文是北京语言学院C学生吗? 他D北京
3. 的 _____ 语言学院的学生, 他是北京大学的学生。
4. 和 _____ 这是张文的家。张文的爸爸是老师,
5. 吗 _____ 妈妈是大夫。那是他爸爸E他妈妈的屋子,
6. 没 _____ 这是张文的屋子。张文F一张床, 一张大
7. 谁 _____ 桌子, 一把椅子, 一个书架, 一张小桌子
8. 是 _____ 和一个电视。
9. 有 _____ 张文学习什么? 他学习法语。他有三
10. 中国 _____ 本法文书, 一本法文字典, 两G法文画报。
他H有法文杂志。张文的老师是中国人I?
张文的老师不是J人, 她是外国人。

Who is he? He is Zhang Wen; he is a friend of Ding Li's. Is Zhang Wen a student at the Peking Languages Institute? No, he is not a student at the Peking Languages Institute; he is a Peking University student. Is this Zhang Wen's home? Yes, Zhang Wen's father is a teacher and his mother is a physician. That is his parents' room; this is his room. Zhang Wen has a bed, a large table, a chair, a bookcase, a little table and a TV. What does Zhang Wen study? He is studying French. He has three French books, a French dictionary and two French pictorials. He doesn't have any French magazines. Is Zhang Wen's teacher a Chinese? No, she is a foreigner.

1. 不说 _____
2. 的 _____
3. 都 _____
4. 个 _____
5. 回答 _____
6. 或者 _____
7. 是 _____
8. 上 _____
9. 也 _____
10. 一起 _____

安娜 A 留学生。她的班有十个学生，
 六个男同学，四 B 女同学。安娜是女同学。
 他们 C 学习汉语。他们的老师是王老师和
 张老师。上午，他们 D 汉语课。他们学习
 生词，念课文，听录音，写汉字。他们复
 习旧课，E 预习新课。老师问问题，学生
F。老师只说汉语，G 英语，也不说法语。

玛丽也是这个班的女同学。安娜和玛
 丽常 H 去阅览室。下午，她们一起锻炼身体。
 晚上，她们一起看电影 I 看电视。她
 们也常一起作练习。她们是好朋友。

汉语不难，也不太容易。这个班 J 同
 学都很努力。

An Na is a student studying abroad. There are ten students in her class, six boys and six girls. An Na is one of the girls. They are all studying Chinese. Professors Wang and Zhang are their teachers. Their class is in the morning. They study vocabulary, read the text, listen to tapes and write characters. They review their old lessons and prepare their new lessons. The teacher asks questions and the students answer. The teacher does not speak any English or French but only Chinese. Ma Li is also one of the girls in this class. An Na and Ma Li often go to the reading room together. In the afternoon they take PT together. In the evening, they go to see a movie or watch TV. They often practice their Chinese together. They are good friends. Chinese is not hard, but it is not too easy either. The students in this class work very hard.

- | | |
|--------------------|---------------------------------------|
| 1. <u>点</u> _____ | 我们学校 <u>A</u> 一个商店，这个商店不太 |
| 2. <u>多少</u> _____ | 大，我常去那儿买东西。今天下午，我们 |
| 3. <u>还是</u> _____ | <u>B</u> 有课，我问阿里：“你去不去商店？”阿 |
| 4. <u>好</u> _____ | 里说：“去。”“我们一起去，好 <u>C</u> ？”“好！” |
| 5. <u>几</u> _____ | (在商店) |
| 6. <u>块</u> _____ | 我买水果。我说：“同志，我要水果。” |
| 7. <u>吗</u> _____ | “要 <u>D</u> 水果？”“要苹果。”“要多少？” |
| 8. <u>没</u> _____ | “两斤。”“还要什么？”“还要半斤糖。一 |
| 9. <u>什么</u> _____ | 共 <u>E</u> 钱？”“一共两 <u>F</u> 零八分。”阿里买本 |
| 10. <u>有</u> _____ | 子。他问：“同志有本子吗？”“有，要大的 |
| | <u>G</u> 要小的？”“要一个大的，两个小的。” |
| | “一共两毛二。”我问阿里：“现在 <u>H</u> 点？” |
| | “差十分三 <u>I</u> 。”“现在你去哪儿？去宿舍 |
| | 还是去图书馆？”“我去图书馆。你去哪 |
| | 儿？”“我去宿舍。”“四点一刻我们去踢 |
| | 足球，好不 <u>J</u> ？”“好。” |

There is a store in our school. It's not too big but I go there often to buy things. We don't have class this afternoon, so I asked A Li, "Are you going to the store?" A Li said, "Yes." "Let's go together, OK?" "OK." (at the store) I am buying fruit. I say, "Comrade, I'd like some fruit." "What kind of fruit?" "Apples." "How many?" "Two catties." "Anything else?" "A half catty of sugar. How much is that altogether?" "That's \$2.08 altogether." A Li is buying a notebook. He says, "Comrade, do you have a notebook?" "Yes; do you want a big one or a little one?" "One big one and two little ones." "That is 22¢ altogether." I ask A Li, "What time is it?" "It's ten to three." "Where are you going? To the dormitory or to the library?" "I'm going to the library. Where are you going?" "I'm going to the dormitory." "Let's go and play foot ball at a quarter after four." "OK."

- | | |
|---------------------|---|
| 1. <u>的</u> _____ | 今天 <u>A</u> ，我们和老师一起去公园。 |
| 2. <u>得</u> _____ | 早上我起得很早，阿里起 <u>B</u> 也不晚。我们 |
| 3. <u>得很好</u> _____ | 七点吃早饭，八 <u>C</u> 走。 |
| 4. <u>点</u> _____ | 张老师说：“昨天晚上你们睡得好 |
| 5. <u>这儿</u> _____ | 不好？”我们回答：“我们睡得很好。”我问 |
| 6. <u>叫</u> _____ | 张老师说：“老师，您睡得怎么样？”张老师说：“我也睡 <u>D</u> 。”阿里问张老师说：“张老师， |
| 7. <u>离</u> _____ | 这个公园 <u>E</u> 什么公园？”“叫北海公园。” |
| 8. <u>那儿</u> _____ | “ <u>F</u> 这儿远吗？”“离 <u>G</u> 不近，有十五公里。” |
| 9. <u>星期</u> _____ | “我们什么时候回学校？”“下午回学校。 |
| 10. <u>在</u> _____ | 你还去别的地方吗？”“我从公园去我朋友 |
| | <u>H</u> ，晚上从他那儿回学校。” |

这个公园有山，有水，很好看。今天，这儿I人很多。我们跟中国同志说汉语，他们很高兴。我们说得很慢。一个中国学生跟我们说英语，他说得很清楚。我们J公园玩儿得很好。

This being Sunday, we and our teacher went to the park. I got up very early in the morning, and A Li got up early too. We ate breakfast at seven and had left by eight. Mr. Zhang said to us: "Did you sleep well last night?" And we answered: "We sleep well." I asked Mr. Zhang: "Sir, how did you sleep?" Mr. Zhang said: "I slept well too." A Li asked Mr. Zhang: "Sir, what is the name of this park?" "It's called Bei Hai Park." "How far is it from here?" "It's not close, about 15 kilometers." "What time will we be back at school?" "We will be back to school in the afternoon. Do you have some place else to go?" "I am going from the park to see my friend and I am going back to school from there in the evening." There were mountains, and water in this park which were very beautiful. It was very crowded with people there today. We spoke Chinese to Chinese comrades and they were very pleased. We spoke very slowly. A Chinese student spoke to us in English which was very clear. We had a good time at the park.

打电话

1. 边 _____
2. 东 _____
3. 了 _____
4. 没有 _____
5. 哪儿 _____
6. 能 _____
7. 是 _____
8. 想 _____
9. 有 _____
10. 在 _____

A: 阿里!

B: 谁啊?

A: 你的电话。

B: 谢谢。

B: 喂, 你是 A?

C: 我 B 北京大学。你是语言学院宿舍楼吗?

B: 对。

C: 我找 212 号阿里。

B: 我是阿里, 你是谁啊?

C: 我是巴里亚。

B: 啊, 巴里亚, 你好!

C: 你好, 怎么样, 忙不忙?

B: 不太忙。你怎么样? 身体好吗?

C: 很好, 谢谢。明天下午我们这儿 C 排球比赛。

B: 排球比赛? 谁跟谁赛?

C: 北京大学跟体育学院。你想看吗?

B: D 看。在什么地方赛?

C: 在我们学校的排球场。

B: 你们学校的排球场 E 哪儿?

C: 从 F 门进。排球场在食堂旁 G。谢力能不能来?

B: 谢力不 H 去, 他病了。

C: 什么病?

B: 感冒 I。

C: 他去医院了 J?

Continuation of Quiz 5 ECR-up to Lesson 30

B: 去了。

C: 你告诉他, 要注意休息。

B: 好。明天几点比赛?

C: 四点半。你几点来?

B: 我四点去。

C: 好, 我等你。再见!

B: 再见!

- A: Ali!
B: Who is it?
- A: There is a phone call for you.
B: Thanks.
- B: Hello, where are you calling from?
C: This is Peking University. Is this the Language Institute Dormitory?
- B: Yes.
C: I am looking for Ali in room 212.
- B: I am Ali, who is this?
C: I am Baliya.
- B: Ah, Baliya, how are you?
C: How are you? How is it going? Are you busy?
- B: Not too busy. How about you? Are you feeling O.K.?
C: Great, thanks. Tomorrow afternoon we are going to have a volley ball tournament.
- B: A volley ball competition? Against who?
C: Peking University against the Physical Education Institute. Are you coming?
- B: I'd like that. Where is it going to be held?
C: At our school's volleyball court.
- B: Where is the volleyball court?
C: Come in the southeast gate. The court will be next door to the dining hall. Can Shelly come?
- B: Shelly can't go. he is sick.
C: What's he got?
- B: A cold.
C: Has he seen a doctor?
- B: Yes.
C: Tell him, he'd better take it easy.
- B: O.K. What time should I be there tomorrow.
C: 4 O'clock. When are you coming?
- B: At Four.
C: O.K. I'll be waiting, bye!
- B: Bye!

QUIZ 6 - ECR-up to Lesson 34

丁力去朋友家

1. 才 _____
2. 到 _____
3. 的 _____
4. 地 _____
5. 都 _____
6. 对 _____
7. 就 _____
8. 了 _____
9. 有 _____
10. 张 _____

上星期日，丁力进城了。他的朋友在城里工作，每星期日A休息，丁力想去看他。吃B早饭，丁力C去了。

星期日坐汽车D人很多，街上骑自行车的也不少。丁力上了车，九点钟E到朋友家。

丁力的朋友很高兴F跟他握手，问他学习忙不忙，身体怎么样。丁力说，他身体很好，学习不太忙。他朋友说，上个月他跟他哥哥、弟弟一起看了一个工业展览。那个展览很G意思，他们了解了很多情况。

丁力说：“我新买了一个照相机，我们去公园照相，好吗？”他朋友说：“好。我们吃了午饭就去。”

从丁力的朋友家H公园不太远。下午一点钟，两个人骑自行车去公园了。这一天，天气很好，去公园玩儿的人很多。他们两个人在公园照了很多I照片。

丁力要回学校的时候，他朋友J他说：“下星期日再来！”

Ding Li Visits a Friend's House

Last Sunday Ding Li went into town. He has a friend who works in the city who has Sunday off. Ding Li decided to visit him. He left right after breakfast.

Many people drive on Sunday and there is a lot of bicycle traffic too. Ding Li took the car but didn't get to his friend's house until 9 o'clock.

Ding Li's friend delightedly shook hands with him, asking if his studies were keeping him busy, and how he had been feeling. Ding Li told him he was fine and wasn't studying too much. His friend said, that last month he and his brother went to see the industrial exhibition together. The exhibition was very interesting and they learned a lot from the exhibits.

Ding Li said, "I just bought a new camera. Why don't we go to the park and take some pictures." His friend said, "OK, we will go right after lunch."

The park was not too far from Ding Li's friend's house. So at one p.m., the two of them rode their bicycles to the park. The weather was very nice that day and the park was very crowded. They took a lot of pictures there.

When Ding Li was going return to school, his friend said, "Come on back for another visit next Sunday."

1. 吧 _____
2. 到 _____
3. 刚 _____
4. 较 _____
5. 口 _____
6. 来 _____
7. 了 _____
8. 以后 _____
9. 以前 _____
10. 下 _____

去张文家玩儿

吃完晚饭，回宿舍的时候，张文在路上看见我，对我说：“明天是星期日，上午到我家去玩儿吧！”我说：“好。”

第二天早上，我A了张文家。张文家有五B人：爸爸、妈妈、姐姐、妹妹和他。张文的爸爸是一个工厂的干部，妈妈是老师。以前他们在上海工作，一九五六年到北京C了。张文的姐姐也在工厂工作，D她是个工人，现在是技术员了。张文的妹妹是个护士，参加工作E，到南方去了。

张文的爸爸说，他是南方人，F到北京来的时候，很不习惯。北京的冬天比G冷，常刮大风，很容易感冒。现在已经习惯H。他说，他最喜欢北京的秋天。秋天天气最舒服，不冷也不热，没有风，也很少I雨。

张文的姐姐在城里参加一个大会，开完会刚回来。她给大家介绍了开会的情况。

十一点半了，我要回学校。张文的爸爸说：“在我们这儿吃午饭J，我们的南方饭很不错。”

Visiting Zhang Wen's House

After dinner, when I returned to the dormitory, Zhang Wen met me on the street, and said to me, "Tomorrow is Sunday, how about going to my house in the morning for a visit." I said, "Sure."

The next morning I arrived at Zhang Wen's place. He has five people in his family, his parents, his older and younger sisters and himself. Zhang Wen's father is his factories' communist party cadre, his mother is a teacher. They used to work in Shanghai, they came to Peking in 1956. Zhang Wen's elder sister also works at the factory. She used to be a simple worker but now she is a technician. His younger sister is a nurse, after she started working she moved south.

Zhang Wen's father says he is a southerner, and when he first arrived in Peking he was ill at ease with his new surroundings. Peking winters were colder, the wind was often strong and it was easy to catch cold. Now he is completely adjusted. He said, that he likes Peking's autumn best. Autumn weather feels the most comfortable, neither too cold nor too hot for him. The wind is calm and the rain is rare.

Zhang Wen's older sister attended a convention in the city and had just gotten back. And she explained to everybody what went on at the meeting. At 11:30, I wanted to return to school. Zhang Wen's father said, "How about eating lunch here, our southern style cooking is pretty good."

1. 才 _____
2. 次 _____
3. 给 _____
4. 跟 _____
5. 过 _____
6. 了 _____
7. 呢 _____
8. 在 _____
9. 着 _____
10. 正 _____

谢力有病住院了。星期六下午，我们带 A 花儿和水果去看他。

我们不知道谢力住的屋子，问了问护士 B 找到。我们进去的时候，谢力 C 在床上躺着听收音机 D。屋子里两个窗户都开着，空气很好。墙上挂着几张画儿，小桌子上放着收音机。桌子、椅子、床都是白颜色的，都很干净。

谢力看见我们，很高兴。他笑着 E 我们握手，请我们坐下。我问他觉得怎么样，他说：“病快好 F，下星期就可以出院了。”

谢力告诉我们，他以前没住 G 院，这是第一 H 住院。他说，这儿的大夫和护士很热情，工作很认真。护士每天给他试两次表，打一次针，每天让他吃三次药。大夫每天都来 I 他检查。

谢力问我们的学习情况，我对他说：“现在我们正 J 复习，老师没讲新课。”

谢力说，他在医院常用汉语跟人谈话，也常听收音机，看电视，学了不少词。

我们正谈话的时候，大夫来了。我对谢力说：“大夫来给你检查了，我们回去了。”谢力握着我们的手说：“谢谢你们。”

Visiting A Friend

She Li is in the hospital. Saturday afternoon, we took some flowers and fruit with us and visited him.

We did not know where his room was, and questioned a nurse before we found him. When we entered the room She Li was lying on the bed listening to his radio. There were two windows in the room, both were open and the atmosphere was very pleasant. There were several pictures on the walls, and the radio was on a small table. The table, chair and bed were all white and very clean.

When She Li saw us he was very pleased. He smiled and happy shook hands, asking us to sit down. I asked him how he was doing, he said, "I will be well soon. Next week I will be discharged."

She Li told us, he had never been hospitalized before, this was his very first time. He said, "The doctors and nurses here are very attentive and professional." A nurse takes his temperature twice a day and administers one shot as well as giving him medicine 3 times each day. The doctors also examined him twice each day.

She Li worried about what was happening at school, I said to him, "Now we're reviewing, the teacher hasn't explained any new material."

She Li said, that while in the hospital he frequently used his Chinese to speak with people, listened to the radio and watched television, She Li said that he had learned a lot of new words.

In the middle of our conversation the doctor came in, I said to She Li, "The doctor has come to examine you, we'll have to go back now." She Li shook our hands and said: "Thank you."

1. 出 _____
2. 得 _____
3. 过 _____
4. 进 _____
5. 就 _____
6. 来 _____
7. 了 _____
8. 上 _____
9. 有 _____
10. 正 _____

礼堂外边的停车场上，停着很多辆汽车。礼堂里边 A 在举行科学报告会。

参加这次会的，B大学的校长，学院的院长，大学和中学的老师，工厂的技术员，还有一些学生。

张老师也参加了这次会。他在礼堂的进口，遇到 C 一位老同学。D 中学的时候，他们是同班，在一个班学习 E。他们在一起走 F 会场。这时候，来的人已经很多了。他们坐了一会儿，报告 G 开始了。

这次报告会，也是一次学术讨论会。五个人作了学术报告。有的人还拿出本子 H 记。

报告会进行了差不多三个小时。最后，一位领导人讲了话。他讲 I 很好，大家听了以后都热烈鼓掌。

张老师和他的老同学从礼堂 J 来的时候，已经中午十二点了。他们准备吃了午饭，休息一会儿，午后到工业展览会去参观。

While the science lecture was being held, there were many cars in the parking lot outside the auditorium.

The College Dean, President of the Institute, college and high school teachers, factory technicians and several students attended this lecture.

Professor Zhang, who was attending this lecture, ran into an old classmate at the entrance to the auditorium. They had been classmates in high school and had studied together. As they walked into the conference hall together many people had already arrived. They sat awhile before the lecture began.

At this Science Symposium five people gave scientific reports and some people took notes.

After three hours of lecture the chairman gave a nice talk and everyone applauded enthusiastically.

By the time Professor Zhang and his classmate came out of the auditorium it was already twelve noon. They decided that after they ate and rested awhile they would go the Industrial Exhibition in the afternoon.

QUIZ 10 - ECR-up to Lesson 50
借 锅

1. 把 _____
2. 多 _____
3. 给 _____
4. 会 _____
5. 就 _____
6. 来 _____
7. 能 _____
8. 为 _____
9. 又 _____
10. 要 _____

新疆维吾尔族，人们都知道阿凡提的故事。

有一次，阿凡提借了地主一口锅。阿凡提把锅还A地主的时候，里边B放了一口小锅。

“阿凡提，怎么多了一口小锅？”

“您的锅到了我家，又生了一口小锅，所以我把这口小锅也给您送C了。”

地主知道锅不会生儿子，但是D了多要一口锅，立刻高兴地说：“好，好，要是以后你用锅，再到我这儿来借。”说着，E两口锅都留下了。

过了几天，阿凡提又来借锅。他说，家里来了很F朋友，要借地主那口最大的锅。地主想再多得一口锅，就立刻把那口大锅借给了阿凡提。

过了一个星期，又过了一个星期，阿凡提没来还锅。地主正G去找他，阿凡提来了。他手里什么也没拿，很不高兴地对地主说：“非常对不起，我把您的锅带回去以后，它就得了病，过了两天H死了。”

“什么？”地主大声喊，“锅是铁的，怎么I死呢？”

“锅J生儿子，为什么不会死呢？”

Once upon a time Afanti borrowed a wok from the landlord. When Afanti returned the wok to him there was another little one inside.

"Afanti, where did this little wok come from?"

"While it was at my house your wok gave birth to a little one, so I'm giving the little one to you too."

The landlord knew that woks couldn't have children, but because he wanted another wok he said: "Good, if you need a wok later, come and borrow mine again." With this he put the two woks away.

Several days later Afanti came to borrow the wok again. He said that many friends were coming to his house and that he'd like to borrow the landlord's biggest wok. The landlord thought he would get yet another wok and immediately loaned it to Afanti.

Two weeks passed and Afanti had not yet returned the wok. Just as the landlord was going to look for him, Afanti arrived empty handed. He very sadly said to the landlord, "I'm really sorry, after I got your wok home it got sick and two days later it died."

"What?" the landlord yelled, "A wok is iron, how can it die?"

"If a wok can have children why can't it die?"

1. 但是 _____
2. 跟 _____
3. 了 _____
4. 让 _____
5. 些 _____
6. 样子 _____
7. 一样 _____
8. 越 _____
9. 着 _____
10. 这么 _____

方向不对

这是中国古时候的一个故事。

大路上过来一辆马车，车上坐A一个人，前边还有一个赶车的。马车后边放着一只大箱子和一B别的东西。赶车的不停地赶，三匹马跑起来C飞一样。看D他们要到很远的地方去。

路旁边走过来一位老人，对坐车的说：“先生，您E着急，要到什么地方去？”

“我们要到楚国去。”坐车的停住了车，这样回答。

听说他们要到楚国去，老人笑了笑说：“您走错了。楚国在南边，您为什么往北呢？”

“那有什么关系！您没看见吗？这三匹马，又高又大，跑得跟飞F快。”

“您的马虽然好，G这不是去楚国的路，怎么能到得H呢？”

“怕什么？”坐车的指着后边的箱子说，“我的箱子里放着很多钱。有这么多钱，还怕到不了楚国吗？”

“您虽然有钱，可是，别忘了，您走的方向不对。这样会越走I远！”

坐车的听了，摇摇头说：“没关系，您看，我的这个赶车的，身体好，技术高，能力特别强，别人都比不了他。”说完就J赶车的继续往前走。三匹马越跑越快，一会儿，马车就看不见了。

虽然坐车的有很多好的条件，可是方向错了，结果离他要去的方地方越来越远。

This is a story from ancient China.

A horse cart was going down the highway. A man was riding in the cart and there was also a driver in the front. A large box and several other things were in the back of the cart. The driver drove unceasingly and the three horses ran like the wind. They appeared to be going to a far-away place.

An old man walking beside the road said to the man riding in the cart: "Sir, you are so excited, where are you going?"

The driver stopped the cart and answered "We're going to Chu."

When the old man heard they were going to Chu, he laughingly said: "You're going the wrong way. Chu is to the south, why are you going north?"

"What difference does that make! Can't you see? These three horses are big and tall and run like the wind."

"Your horses may be good but you're still not on the road to Chu. How are you going to get there?"

"What have I to fear?" said the man in the cart as he pointed to the box in the back, "There's a lot of money in my box. With this much money are you still afraid I'll never get to Chu?"

"Although you have money, don't forget you're going the wrong way, so the farther you go, the farther away you get."

The man on the cart listened and shook his head: "It doesn't matter. Look, my driver is in good health, highly skilled and very capable; no one can compare." After he finished speaking he had the driver continue going forward. The three horses ran faster and faster, after awhile the cart could not be seen.

Although there were many conditions in his favor, the man in the cart was going the wrong way. As a result he got farther and farther.

1. 出 _____
2. 的 _____
3. 得 _____
4. 还 _____
5. 后 _____
6. 连 _____
7. 如 _____
8. 是 _____
9. 特 _____
10. 万 _____

冬天，刮着大风，下着大雪，天气冷 A 很。列宁还是穿着他那件旧大衣。这件大衣，列宁穿了很多年，已经旧得看不 B 来是什么颜色了。有个同志对列宁说：

“列宁同志，您这件大衣太旧了。天气这么冷，穿这件旧大衣，会感冒 C。我找人给您作一件新的吧。”

“不，”列宁回答说，“你们的大衣也不新，大家不 D 都一样冷吗？现在全国人民生活都比较困难，有的人 E 旧大衣都穿不上，怎么能 F 地给我作新的呢？”

G 来，革命胜利 (shènglì, victory) 了，列宁 H 穿着那件旧大衣。那位同志看看列宁的旧大衣，对列宁说：

“列宁同志，现在您应该换一件新大衣了吧！您工作这么辛苦，千 I 要注意身体。您要是再穿这件旧大衣，会把身体冻 (dòng, to freeze) 坏的。您无论 J 何也要换一件新大衣。”

列宁笑着说：“同志，你是不是这样想，觉得革命胜利了，不应该穿得象以前那么了。不错，革命是胜利了，可是我们还要建设。钱应该用在最需要的地方。衣服旧一点儿，又有什么关系呢？”

那位同志听了，感动得说不出话来。

In the winter there were strong winds, heavy snows, and the weather was very cold. And Lenin continued to wear his old overcoat. Lenin had been wearing the coat for so many years that you could not even tell what color it was anymore.

A Comrade said to Lenin: "Comrade Lenin, your coat is too old. The weather is so cold that by wearing so old a coat you could easily catch cold. How about if I find someone to make you a new one."

"No," Lenin replied, "Your coat isn't new either and isn't everyone just as cold? Since in our time everyone's life is equally difficult, some people don't even have an old coat to wear, so how could you make a new one especially for me?"

Later on, when the revolution succeeded, Lenin continued to wear the same old coat. His comrade looked at Lenin's old coat and said to him: "Comrade Lenin, now you ought to exchange your old coat for a new one. Your work is very demanding. By all means take care of your health! If you wear this same old coat again, you could easily freeze to death. Whatever happens, you've got to get a new overcoat! "

Lenin laughingly said, "Comrade, as long as you feel that way about it, and believe the revolution to be successful, why should things be any different for me now. You're right, the revolution was victorious, but we still have much constructive work to do. The money should be used in the areas of greatest necessity. If clothes are a little old, what's the difference."

His comrades listened, and were moved to speechlessness.

1. 变 _____
2. 表 _____
3. 达 _____
4. 定 _____
5. 给 _____
6. 接 _____
7. 弄 _____
8. 明 _____
9. 切 _____
10. 由于 _____

人们的社会生活离不开语言。语言是一种工具，它可以帮助人们交流思想，互相了解。没有语言，社会的一A活动就不能进行。

文字是记录语言的符号。语言是说B人听的，文字是写给人看的。说话的时候，有各种语气，说到一C的地方，还要停一停。写成文字时，怎样D示不同的语气和停顿呢？这就要靠标点符号。

如果不用或者用错了标点符号，句子的意思就不清楚。有时还会E错。有一个笑话，就是说F标点符号的重要作用的。

有一个人，家里来了一位客人。他们正谈话的时候，外边下起雨来了。客人就在一张纸上写了一句话：“下雨天留客”。他的意思是：“下雨了，这是天有意把客人留下来。”主人看了，想跟客人开个玩笑，就G着写了一句：“天留人不留”。意思是：“天留客人，可是我不想留。”H他们都没用标点符号，两句话连在一起了。客人想了想，拿起笔来，加了两个逗号，一个问号，一个感叹号，句子就I成了这样：“下雨天，留客天，留人不！”主人和客人都哈哈大笑起来。

常用的标点符号，除了逗号（，）、句号（。）、问号（？）、感叹号（！）以外，还有顿号（、）、冒号（：）、引号（“”）、省略号（……）等。

正确地使用标点符号，可以把一句话的意思表J得更明确。

Translation of Quiz 13 - ECR
Punctuation Marks

The cultural life of a people cannot be separated from their language. It is a tool, which can be used by people to exchange ideas and understand one another. Without language, there cannot be progress in any of the social aspects of a society.

Characters (words) are the symbolic representation of language. Spoken language is meant to be listened to, written language is meant to be looked at. In spoken language there are nuances of mood and tone which come in certain places requiring you to stop from time to time. When writing characters, how do you then express various tones and pauses? This requires the use of punctuation marks.

If they are not used or if someone uses punctuation incorrectly, the meaning of the sentence will not be clear. Sometimes there will be misunderstandings. There is a joke which illustrates the importance of the proper use of punctuation marks.

There was this man who had a guest in his house. It was raining outside and they were in the midst of a conversation. The guest had written a sentence on a piece of paper: "Xia yu tian liu ke." His meaning was: "It's raining, therefore it is heaven's intention to detain the guest." The host looked at it and decided to play a joke of his own, and wrote the following sentence, "Tian liu ren bu liu," which means, "Heaven detains the guest, but not me." Because neither of them used punctuation, both sentences ran together (into one). The guest gave it a thought. Took out his brush, and added two comma's, one question mark and one exclamation mark. The meaning changed to this: "Xia yu tian, liu ke tian, liu ren bu? Liu!" The host and the quest laughed heartily.

The most commonly used punctuation marks beside the comma are the period, the question mark, and the exclamation mark; in addition there are the Chinese comma, the colon, quotation marks, and suspension points, etc.

Through the proper use of punctuation marks, you may take a sentence's meaning and express it even more clearly.

1. 到 _____
2. 对 _____
3. 而且 _____
4. 联 _____
5. 为 _____
6. 以 _____
7. 一边 _____
8. 早 _____
9. 者 _____
10. 中 _____

李四光是中国有名的地质学家。他一生为祖国的建设事业，作出了很大贡献。

李四光的最大功绩，是为中国找到了石油。从前，不少外国学A曾经说过，中国是个“贫油”国家。中国地下的石油到底不多？中国的石油工业究竟有没有发展前途？这是关系B中国经济发展的问题，是需要地质工作者很快作出回答的问题。

李四光根据他的地质学理论，经过多年的调查研究，认C中国的东北平原、华北平原等地，存在产生石油的条件，这些地区地下有石油。他提出，应该在这些地区进行石油普查。李四光的意见，得到了毛泽东主席和周恩来总理的支持。

一九五五年，D东北平原和华北平原的石油普查工作开始了。李四光亲自参加了这项工作。经过三、四年的努力，首先发现了大庆油田，接着又发现了大港油田和胜利油田。事实完全证明了李四光的科学预见：中国不是“贫油”国家，中国的石油资源非常丰富。从找到大庆油田以后，中国的石油工业很快发展起来了，石油产量一年比一年提高。现在，不但国内各方面用的石油，都是中国自己生产的，E出口的石油，每年都有增加。

地质力学是李四光创立的一门新的科学。地球上的山、河、平原、丘陵等，是怎么形成的呢？多少年F来，不少地质学家只能作一些现象的描写。李四光用力学的原理，对这些现象进行了分析。经过多年的刻苦研究，他认为自然界的地质现象，

是有一定G系，有一定规律的。同一运动方式产生的各种构造，组成一个构造体系；不同的运动方式，则产生不同的构造体系。这样，他就使地质学进入了一个新阶段。

李四光是湖北省人，青年时代曾经到日本留过学。回国以后，一边在大学教课，且作科学研究工作。从三十年代起，他写了很多重要论文，成了国际上有名的地质学家。

李四光热爱祖国，热爱人民，很早就热情支持中国人民的革命事业。一七四五年，周恩来同志在重庆曾经两次接见他，根据当时的环境，希望他到国外去。一九四七年，李四光到了英国。一九四九年，中国人民的革命斗争胜利了，中华人民共和国诞生了。李四光虽然在国外，但是他的心I就飞回了祖国。

一九五〇年五月，李四光回到了北京。新的生活开始了。他是新中国的地质部部长。二十多年里，他一边作领导工作，一边继续进行地质科学研究，参加实践活动。他根据国家的需要，进行了很多方面的地质研究，取得了很大成绩。

一九七一年，李四光因病逝世了，当时八十二岁。在向四个现代化的进军J，李四光是中国科技工作者学习的榜样。

Li Si-Guang is a famous Chinese geologist. His entire life was firmly dedicated to constructive undertakings for his mother country, and he made great contributions.

Li Si-Guang's greatest accomplishments were in the field of petroleum discovery for China. Quite a few foreign experts had previously stated that China was an "oil poor" country. Was there a lot of oil in the earth beneath China or not? Could China's petroleum industry actually become fully developed? This was related to the problem of China's economic development, and the need for geologists to find an answer quickly.

According to Li Si-Guang's geologic theory, based on years of investigative study, he believed that the conditions existed for the production of petroleum in China's northeastern and northern plateaus and that petroleum deposits existed underground in these areas. He proposed that a petroleum survey should be conducted in these areas.

His theory finally gained the support of Chairman Mao Ze-Dong and Prime Minister Chou En-Lai.

In 1955 the petroleum survey of China's northern and northeastern plateau commenced. Li Si-Guang, himself, participated in this project. After an effort of 3 or 4 years, they discovered first the existence of the Daqing oil field; subsequently they also discovered the Dagang and Shengli oil fields.

This actually proved Li Si-Guang's scientific predictions to be correct: China is not an "oil poor" country after all. Chinese oil resources have proved to be exceptionally abundant. After the discovery of the Daqing oil field, China's petroleum industry developed rapidly, and the quantity of petroleum produced has increased year by year. Not only has China produced sufficient petroleum to serve all her internal needs but the amount of oil exported has increased annually.

Geological engineering was a new science founded by Li Si-Guang. How were the earth's mountains, rivers, plateaus and hills formed? For the past few years most geologists could only describe these phenomena. Li Si-Guang used engineering principles to base the analysis of these phenomena on. After many years of painstaking study, he established that relationships

existed between natural phenomena, following certain laws. Groups of structures formed in a like, ongoing manner form into a single structural system. Structures formed in a unlike, ongoing manner form a different structural system.

In this way he allowed geologists to enter into a new area of study.

Li Si-Guang was born in Hoobei, and he spent his early years studying in Japan. Upon returning to his home country he combined teaching at a university with independent research work. Beginning in the 1930, he wrote many important theses, through which he became an internationally renowned geologist.

Li Si-Guang had an intense love for his country, a love for his people, and had enthusiastically supported the Chinese people's revolutionary cause from the beginning. In 1945 Comrade Chou En-Lai had already met with him twice in Chongqing. Due to circumstances at that time, he (Cho En-Lai) hoped to send Li Si-Guang overseas (to study). In 1947, Li Si-Guang went to England. In 1949, the revolutionary struggles of the Chinese people met with success. The People's Republic of China was born. Even though Li Si-Guang was abroad, his heart still turned toward his homeland.

In May 1950 Li Si-Guang returned to Peking. He started a new life. He was the "new" China's geology minister.

For more than twenty years he led the work of his ministry while continuing his studies in geological research, and participating in practical activity. According to his country's requirements, he engaged in many fields of geological study, achieving great accomplishments.

In 1971, Li Si-Guang became ill and passed away at the age of 82. Li Si-Guang is a model for Chinese scientists and technicians to emulate on the onward march toward the "Four Modernizations."

1. 白 _____
2. 多 _____
3. 刚 _____
4. 回 _____
5. 呢 _____
6. 听 _____
7. 吓 _____
8. 象 _____
9. 算 _____
10. 一 _____
11. 原 _____

传说几百年以前，大别山区有一个小镇，西头有一家酒店，每天都有很多人到这里来喝酒。

一天，喝酒的来得非常 A，不大一会儿就把放在柜台里的酒卖光了。酒店主人叫伙计李波到库房去取。李波 B 一到库房门口，就听见里面有声音。他觉得很奇怪，急忙拿出钥匙把门打开，刚要进屋，就“哎呀”一声，转身往 C 跑。他一边跑一边喊：“快来人哪！快来人哪！”

D 来，库房里有一条大蛇，两丈多长，尾巴卷在房梁上，头正伸到缸里喝酒。人们听到李波的喊叫声，马上跑了过来，见到这条大蛇，E 得谁也不敢进去。一会儿，那条大蛇喝醉了，一下子掉进酒缸里。李波跑进去赶快把缸盖上，在上面压了块大石头。以后，李波每次来库房取酒，总要 F 听缸里还有没有声音。

两年过去了，那酒缸里一直没有有什么动静。李波想，大蛇一定死了，死蛇还有什么可怕的 G？他走过去打开缸盖儿一看，大蛇果然死了，缸里的酒变得红红的，H 血一样。酒店主人知道以后，对李波说：“那红酒你抽空儿倒掉吧！”

镇上有姓刘的无赖，经常到小酒店来喝酒。他走路一拐 I 拐的，遇到刮风下雨，腰腿就疼得下不了床。他在酒店喝酒从来不给钱。李波不给喝就要挨他打，给喝又要挨主人骂。一天，刘无赖来喝酒，李波忽然想到还没倒掉的那缸酒，于是给他拿来一碗。刘无赖看见这碗酒就问：

“这是什么酒？怎么没见过？”李波回答说：“这是最好的酒，外边是买不到的。”刘无赖接过一闻，说：“好香啊！”就把它一气喝光。他还要喝，可是话没说完，就倒在了地上。李波以为他中毒死了，吓得赶紧把他拖到自己住的小屋子里，打J等到夜里再说。

晚上，李波走进屋，刚点上灯，就看见刘无赖翻了个身，很快地坐了起来，嘴里连说：“好酒，好酒！”接着站了起来，走出屋子。他走路很轻快，也不一拐一拐的了。过了两天，正下着雨，刘无赖突然又来了，还要那种酒喝。李波问他：“下雨天你不是下不了床吗？怎么还能走到这里来呢？”刘无赖说：“喝了你那碗酒，我的病好多了，下雨腰腿不疼了，你再给我点儿喝。”李波又给了他半碗酒，他喝完还要。李波不想再给他了，就说：“没有了。”李波看着刘无赖走出去的样子，心里想：这种酒大概能治病。

李波他爹也有腰腿病，整天躺在床上不能动。他家里很穷，没有钱治病。他就装了几瓶蛇酒拿回家去，让他爹也试试。第一瓶喝完，他爹能下床了；第二瓶喝完，腰腿一点儿也不疼了。又喝了几瓶，腰也直起来了，能到地里干活了。后来，李波还把这种蛇酒送给有腰腿病的穷人喝。他们喝了，病也都好了。酒店主人知道以后，就不让李波再K给人了，而且还叫他卖很高的价钱。

从此，中药里有了一种能治病的“蛇酒”。

There is a legend that several hundred years ago, there was a small town in the Dabie mountain region, which had a wine shop in its west side; every day many people would go there to drink.

One day the crowd of drinkers was especially large, and in a little while all the wine on the counter had been sold out. The bar owner told his waiter, Li Bo, to go to the warehouse to fetch more. Li Bo had no more arrived at the warehouse door when he heard a noise inside. He felt it was very odd. He quickly took out the key and opened the door. He was about to go in when, with an "Ai ya," he turned and ran back. While he was running, he yelled: "Come here quick! Come here quick!"

It turned out that there was a big snake, over six and one half meters long, in the warehouse, whose tail was wrapped around the roof beam, and whose head was extended into a wine jar to drink. The people heard Li Bo's cries and came immediately. Seeing the big snake frightened them so much they dared not enter.

In a moment the great snake was drunk. All of a sudden he fell in the wine jar. Li Bo ran quickly in and put the lid on the jar, and pressed a big stone onto it.

Later on, whenever Li Bo had to go fetch wine, he would listen intently to hear any noise from the jar.

Two years passed and there was no movement inside the jar. Li Bo thought the snake must certainly be dead. Could a dead snake still be terrifying? He went to open the jar and have a look. The great snake was dead, as expected. The wine in the jar had turned as red as blood. After the bar owner found this out, he told Li Bo: "Take time to empty the wine out of this jar."

A man named Liu Wu-Lai lived in the town. He often went to the small bar for a drink of wine. He walked with a limp. When it was windy and rainy, his back and legs hurt so much, he could not get out of bed. When he went to the bar he never paid for his drinks. If Li Bo didn't give him wine, he would beat him; if he did, the owner would bawl him out. One day Liu Wu-Lai came for a drink. Li Bo immediately thought of the wine he had not poured out. Consequently he brought him a bowl. Liu Wu-Lai looked at this bowl of wine and asked him: "What kind of

wine is this? How come I've never seen it before?" Li Bo answered: "This is the very best wine, you can't buy it anywhere else." Liu Wu-Lai sniffed it and he said, "It smells good!" He drank it in one gulp. He still wanted more to drink, but couldn't finish asking for it. He just fell flat on the floor. Li Bo thought that he must have been mortally poisoned. He was frightened and hastily carried him into the small room where he lived with the intention of delaying matters till night.

That night, when Li Bo came into the room and lit the lamp, he saw Liu Wu-Lai's body turn over and sit up quickly, and out of his mouth repeatedly came, "Boy! Was that good wine!" He stood up and walked out of the room. He walked down the road bristly, and didn't limp a bit. After a couple of days, it was raining again, and Liu Wu-Lai suddenly showed up again, and once more demanded this same wine. Li Bo asked him: "Don't you have trouble getting out of bed when it rains? How are you able to get down here?" Liu Wu-Lai said: "After I drank that bowl of wine you gave me, I felt much better. My back and legs don't hurt when it rains. I'd like to have some more." Li Bo gave him a half bowl of wine. After he drank it, he still wanted more. But Li Bo had no intention of giving it to him, saying: "I haven't got any more." When Li Bo saw the way in which Liu Wu-Lai walked out, he thought: "I'll bet this wine can cure illnesses."

Li Bo's father also had pain in his back and legs. He lay in bed all day long and could not move. His family was very poor and had no money for treatment. He wrapped up a few bottles of this wine and took it home, to try to get his father to drink some. After drinking down the first bottle, his father was able to get out of bed; after the second bottle, his back and legs were a little less painful. After drinking several bottles, he was able to straighten up, go out in the fields and work. Later, Li Bo gave bottles of this snake wine to poor people to drink who had the same back and legs illness. When they drank it, they recovered. When the wine merchant found this out, he not only wouldn't allow him to give it away anymore, he ordered him to sell it for a high price.

Even since, traditional Chinese medicine has had a remedy called "Snake Wine."

Quiz 1 - Chinese Reader (CR)
Lessons 1 & 2

1. 把 _____
2. 不小 _____
3. 都 _____
4. 给 _____
5. 跟 _____
6. 后来 _____
7. 就 _____
8. 上 _____
9. 时候 _____
10. 下 _____
11. 一边 _____
12. 又 _____
13. 在 _____
14. 正 _____

有一次王区长A在村里开会，B我们讲帝国主义罪行的C，坏了，忽然敌人包围了村子。他们D村子周围架起了机枪，E全村的人赶到广场F去。强迫男人站在一边，女人站在G，不许乱站。然后走到我们H前，一个一个地问“你们认得谁是区长吗？”我们I很镇静地回答：“不认得！”最后，剩J一个八、九岁的小孩子。这个孩子胆子真K，敌人要他指出谁是区长，他却指自己说：“我L是区长。”敌人异常愤怒，又骂他M打他，不许他母亲把他领回去。不知道他N怎么样了。

One time just when District Leader Wang was holding a meeting in the village and telling us about the crimes of imperialism, alas, suddenly the enemy surrounded the village. They set up machine guns all around the village and herded the people of the entire village onto the square. They forced the men to stand on one side and the women on the other; no one was allowed to mill about. They then walked up to each one and asked, "Do you know who the district leader is?" We all very calmly answered, "No, I don't know him." Finally only an eight or nine year old was left. This child was very courageous. The enemy told him to point out the district leader, but the child pointed to himself and said, "I am the district leader." The enemy was furious. They hit and cursed the child. They refused to allow his mother to take him. I don't know what ever became of him.

1. 出 _____
2. 大 _____
3. 大家 _____
4. 的 _____
5. 地 _____
6. 对 _____
7. 和 _____
8. 很 _____
9. 了 _____
10. 里 _____
11. 下 _____
12. 有 _____
13. 在 _____
14. 中 _____
15. 总 _____

生产队里 A 贫下中农都 B 喜欢小王。他病了，C 纷纷去看他。他做错 D 事，大家 E 是很耐心 F 帮助他。贫下中农 G 小王的关怀给了小王很 H 的鼓舞。I 贫下中农的耐心教育 J 热情帮助 K，小王的思想、感情 L 了很大的变化。贫下 M 农看见小王的进步，大家心 N 都有说不 O 的愉快。

The poor and lower middle peasants of the production team all liked Little Wang very much. When he was sick each and every one would go to visit him. When he made a mistake, everybody would always very patiently help him. The concern shown for Little Wang by the poor and lower peasants was very encouraging to him. Little Wang's thoughts and feelings were to a great extent transformed thanks to the patient education and enthusiastic assistance of the poor and lower middle peasants. As the poor and lower middle peasants saw Little Wang's improvement they were overjoyed.

1. 把 _____
2. 的 _____
3. 都 _____
4. 个 _____
5. 过 _____
6. 还 _____
7. 快 _____
8. 时候 _____
9. 从 _____
10. 下 _____
11. 些 _____
12. 有 _____
13. 在 _____
14. 着 _____

我们生产队 A 老王过去教 B 书，社员 C 叫他王先生。 D 一天，王先生骑 E 马，马背上驮着两 F 大口袋。口袋上面 G 用绳子捆着一 H 东西。沿着小路走来， I 走近村子的 J，王先生不小心 K 马背上摔 L 来，两个大口袋压 M 他胸上 N 他压伤了。

Because Old Wang of our production team had taught school, all the commune members called him Professor Wang. One day when Professor Wang was riding a horse, there were two large sacks on the horse's back. There were also some things tied on top of the sacks with rope. As he was going along a path and was just about to approach the village, Professor Wang was careless and fell off his horse. The two big sacks fell on his chest and injured him.

1. 但 _____
2. 多 _____
3. 各 _____
4. 互 _____
5. 来 _____
6. 美 _____
7. 们 _____
8. 习 _____
9. 象 _____
10. 样 _____
11. 又 _____
12. 因为 _____
13. 之 _____

在古代，A交通不方便，B没有文字，人C互相联系，都有困难。D是现在交通方便E了，各国人民F间可以自由G往。而且有了文字，H国人民还可以I相学习文字。J中国人学习英文，K国人学L中文，就是这M子。

Because in ancient times there was neither convenient transportation nor a written language, contact among people was difficult. But now days communications have greatly improved and people from all nations can freely contact one another. And now that there are written languages, people from every nation can study one another's language. An example of this is Chinese studying English and Americans studying Chinese.

1. 道 _____
2. 的 _____
3. 度 _____
4. 多 _____
5. 分 _____
6. 国 _____
7. 叫 _____
8. 靠 _____
9. 起 _____
10. 实 _____
11. 是 _____
12. 以 _____
13. 在 _____
14. 筑 _____
15. 最 _____

中国有一 A 世界 B 长的城墙，这道城墙是两千 C 年 D 前中国人民 E 两只手 F 起伏的高山上修筑 G。长城东 H 山海关，西至嘉峪关，I 际长 J 是一万两千多里，十 K 雄伟壮观，所以人们都 L 它万里长城。中 M 的万里长城 N 世界闻名的建 O。

The longest wall in the world is in China. More than two thousand years ago the Chinese people built this wall with their own hands across undulating high mountains. The great wall begins in the east at Shanhaiguan and ends in the west at Jiayuguan. The actual length is more than twelve thousand li. It is extremely imposing and is a magnificent sight, so it is known by everyone as the "ten thousand li long wall" and is a structure renowned the world over.

1. 把 _____
2. 成 _____
3. 但 _____
4. 到 _____
5. 的 _____
6. 掉 _____
7. 见 _____
8. 来 _____
9. 其 _____
10. 条 _____
11. 先 _____
12. 要 _____
13. 用 _____
14. 有 _____
15. 从 _____
16. 着 _____

敌人碉堡附近 A 一 B 小河，河水已经干了。 C 攻碉堡得 D 把那条干河占领。连长决定派五个同志去完成 E 这个任务， F 他的 G 机枪掩护他们冲锋。那五个同志抱 H 炸药走了，还不 I 十秒钟，干河那边连续传 J 几声“轰隆”。我们 K 战友不 L 迅速地占领了干河，还 M 碉堡炸 N 了。我们还看 O 几个敌军举着手 P 碉堡出来。

There was a small dried up river near the enemy pill box. Before we could attack the pill box, we had to occupy that dry river bed. For this mission our company commander decided to send five of our comrades. The rest were to cover their assault with machine guns. Those five comrades left carrying explosives. In less than ten seconds several successive explosions were heard from the river bed. Not only was that river bed occupied in no time at all, but our buddies blew up the pill box as well. We saw several enemy troops come out of the pill box with their hands up.

Quiz 7 - CR-up to Lesson 13

1. 除 _____
2. 大 _____
3. 到 _____
4. 的 _____
5. 已 _____
6. 家 _____
7. 近 _____
8. 经 _____
9. 了 _____
10. 全 _____
11. 为 _____
12. 些 _____
13. 以 _____

北京汽车制造厂最A开展了轰轰烈烈B节约运动。全体工人C了响应号召，大家D了纷纷努力生产E外，有F关键问题，大G讨论解决。缺少生产工具，H家自I动手制造，工具坏J，自己动手修理。K过了几个月的辛勤劳动，克服了重重困难，L厂M处都是一片新的景象。

Lately the Peking Automobile Plant launched an economy program on a grand scale. Except for those workers actually engaged in production, everyone responded to the appeal by discussing and solving several important problems. The workers themselves made any tools that they needed for production and fixed those that were broken. They went through several months of hard work and of coping with recurrent problems, but now there is a brand new look everywhere in the factory.

1. 把 _____
2. 到 _____
3. 得 _____
4. 个 _____
5. 很 _____
6. 乎 _____
7. 即 _____
8. 来 _____
9. 里 _____
10. 马 _____
11. 没 _____
12. 起 _____
13. 时 _____
14. 太 _____
15. 万 _____
16. 一 _____
17. 以 _____
18. 早 _____

昨天我祖父觉得气管不舒服，呼吸不A畅通。今天病情突然严重B来，呼吸几C停止了。我的心情D不平静，为了争取E间，我F上请赤脚医生G抢救。赤脚医生来了，他H看就立I打电话请县医院派救护车来。我和赤脚医生J我祖父护送K县医院去。那L的大夫详细了解病情M后，立即动手术。我祖父N救了。这O时候，我的心情P分激动，因为如果Q有这些同志，我祖父R完了。

Yesterday my grandfather felt some discomfort in his wind pipe and his breathing was labored. Today his condition suddenly became more serious and he almost stopped breathing. I was quite anxious so to gain time I immediately called a barefoot doctor to come to give first aid. The barefoot doctor came, took one look and quickly telephoned for an ambulance from the County Hospital. The barefoot doctor and I escorted my grandfather to the County Hospital. The doctor there made a careful diagnosis and then operated without delay. My grandfather was saved. I was very moved at the time, because if it hadn't been for these comrades my grandfather would be dead.

1. 不 _____
2. 常 _____
3. 出 _____
4. 给 _____
5. 更 _____
6. 后 _____
7. 化 _____
8. 加 _____
9. 了 _____
10. 连 _____
11. 头 _____
12. 为 _____
13. 向 _____
14. 也 _____
15. 依 _____
16. 因 _____
17. 中 _____
18. 自 _____

旧中国，A为缺乏技术人员，生产石油的设备B不足，所以C哪儿有油田，哪儿可以建油井也不知道。解放D，中国人民遵照毛主席“独立自主”的教导，苦干E巧干、艰苦创业、F断创造。G靠自己的力量，建设H大型现代I的石油企业。为了早日J祖国生产K多的石油，领导干部L常亲M在油井上指挥，虚心N工人学习，从O吸取经验教训。他们还带P劳动，Q实现中国石油自给做R了巨大的贡献。

In old China there was a lack of technicians and not enough equipment for oil production so it was not known where oil fields were located or where to drill wells. After liberation the Chinese people worked hard and skillfully in accord with Chairman Mao's instruction to "maintain independence and keep the initiative in one's own hands". With great efforts they built and industry and never stopped producing. They relied on their own strength to set up a large modern petroleum industry. So that they could quickly provide China all the more oil, leading cadres often supervised at the oil wells in person. By humbly learning from the workers they gained experience and knowledge. They even took the lead in labor and made a huge contribution toward China's becoming selfsufficient in oil.

ELEMENTARY CHINESE READER

ANSWER SHEET QUIZ 1-4 Book 1 Part 1

Quiz # 1

	ANS	CHAP	REF
1.	<u>G</u>	13	
2.	<u>D</u>	11	
3.	<u>C</u>	12	
4.	<u>E</u>	11	
5.	<u>I</u>	11	
6.	<u>H</u>	13	
7.	<u>A</u>	12	
8.	<u>B</u>	11	
9.	<u>F</u>	13	
10.	<u>J</u>	12	

Quiz # 2

	ANS	CHAP	REF
1.	<u>G</u>	18	
2.	<u>J</u>	12,18	
3.	<u>C</u>	17	
4.	<u>B</u>	13,18	
5.	<u>F</u>	16	
6.	<u>I</u>	18	
7.	<u>A</u>	11	
8.	<u>D</u>	18	
9.	<u>E</u>	17	
10.	<u>H</u>	17	

Quiz # 3

	ANS	CHAP	REF
1.	<u>I</u>	21	
2.	<u>E</u>	20	
3.	<u>G</u>	19	
4.	<u>J</u>	19	
5.	<u>H</u>	13	
6.	<u>F</u>	20	
7.	<u>C</u>	11	
8.	<u>B</u>	13	
9.	<u>D</u>	12	
10.	<u>A</u>	13	

Quiz # 4

	ANS	CHAP	REF
1.	<u>I</u>	12	
2.	<u>B</u>	25	
3.	<u>D</u>	25	
4.	<u>C</u>	21	
5.	<u>G</u>	24	
6.	<u>E</u>	8	
7.	<u>F</u>	24	
8.	<u>H</u>	24	
9.	<u>A</u>	23	
10.	<u>J</u>	6	

ANSWER SHEET QUIZ 5-8 Book 1 Part 2

Quiz # 5

	ANS	CHAP	REF
1.	<u>G</u>	27	
2.	<u>F</u>	27	
3.	<u>I</u>	29	
4.	<u>J</u>	29	
5.	<u>A</u>	27	
6.	<u>H</u>	28	
7.	<u>B</u>	27	
8.	<u>D</u>	28	
9.	<u>C</u>	27	
10.	<u>E</u>	27	

Quiz # 6

	ANS	CHAP	REF
1.	<u>E</u>	31	
2.	<u>H</u>	33	
3.	<u>D</u>	33	
4.	<u>F</u>	33	
5.	<u>A</u>	32	
6.	<u>J</u>	33	
7.	<u>C</u>	31	
8.	<u>B</u>	31	
9.	<u>G</u>	27	
10.	<u>I</u>	13	

Quiz # 7

	ANS	CHAP	REF
1.	<u>J</u>	37	
2.	<u>A</u>	35	
3.	<u>F</u>	37	
4.	<u>G</u>	38	
5.	<u>B</u>	2	
6.	<u>C</u>	37	
7.	<u>H</u>	36	
8.	<u>D</u>	36	
9.	<u>E</u>	36	
10.	<u>I</u>	36	

Quiz # 8

	ANS	CHAP	REF
1.	<u>B</u>	31	
2.	<u>H</u>	42	
3.	<u>I</u>	31	
4.	<u>E</u>	24	
5.	<u>G</u>	42	
6.	<u>F</u>	42	
7.	<u>D</u>	40	
8.	<u>J</u>	40	
9.	<u>A</u>	41	
10.	<u>C</u>	80	

ANSWER SHEET QUIZ 9-11 Book 2 Part 1

Quiz # 9

	ANS	CHAP	REF
1.	<u>J</u>	45	
2.	<u>I</u>	34	
3.	<u>E</u>	39	
4.	<u>F</u>	45	
5.	<u>G</u>	44	
6.	<u>H</u>	45	
7.	<u>C</u>	45	
8.	<u>D</u>	45	
9.	<u>B</u>	13	
10.	<u>A</u>	40	

Quiz # 10

	ANS	CHAP	REF
1.	<u>E</u>	48,50	
2.	<u>F</u>	43	
3.	<u>A</u>	43	
4.	<u>I</u>	28	
5.	<u>H</u>	44	
6.	<u>C</u>	45	
7.	<u>J</u>	47	
8.	<u>D</u>	48	
9.	<u>B</u>	48	
10.	<u>G</u>	28	

Quiz # 11

	ANS	CHAP	REF
1.	<u>G</u>	35	
2.	<u>C</u>	52	
3.	<u>H</u>	55	
4.	<u>J</u>	40	
5.	<u>B</u>	17	
6.	<u>D</u>	55	
7.	<u>F</u>	52	
8.	<u>I</u>	55	
9.	<u>A</u>		
10.	<u>E</u>	52	

ANSWER SHEET QUIZ 12-15 Book 2 Part 2

Quiz # 12

	ANS	CHAP	REF
1.	<u>B</u>	62	
2.	<u>C</u>	61	
3.	<u>A</u>	62	
4.	<u>H</u>	62	
5.	<u>G</u>	59	
6.	<u>E</u>	59	
7.	<u>D</u>	61	
8.	<u>F</u>	62	
9.	<u>I</u>	62	
10.	<u>J</u>	62	

Quiz # 13

	ANS	CHAP	REF
1.	<u>I</u>	65	
2.	<u>D</u>	66	
3.	<u>J</u>	66	
4.	<u>C</u>	66	
5.	<u>B</u>	31	
6.	<u>G</u>	59	
7.	<u>E</u>	66	
8.	<u>F</u>	66	
9.	<u>A</u>	66	
10.	<u>H</u>	64	

Quiz # 14

	ANS	CHAP	REF
1.	<u>B</u>	68	
2.	<u>D</u>	69	
3.	<u>E</u>	69	
4.	<u>G</u>	70	
5.	<u>C</u>	70	
6.	<u>F</u>	70	
7.	<u>H</u>	40	
8.	<u>I</u>	70	
9.	<u>A</u>	70	
10.	<u>J</u>	70	

Quiz # 15

	ANS	CHAP	REF
1.	<u>K</u>	73	
2.	<u>A</u>	73	
3.	<u>B</u>	72	
4.	<u>C</u>	73	
5.	<u>G</u>	72	
6.	<u>F</u>	72	
7.	<u>E</u>	73	
8.	<u>H</u>	63	
9.	<u>J</u>	73	
10.	<u>I</u>	73	
11.	<u>D</u>	72	

CHINESE READER

ANSWER SHEET QUIZ 1 & 2

Quiz # 1

	ANS	CHAP REF ECR*
1.	<u>E</u>	48,49,50
2.	<u>K</u>	1
3.	<u>I</u>	17,67
4.	<u>B</u>	43
5.	<u>H</u>	52
6.	<u>N</u>	59
7.	<u>L</u>	31,44,60,65
8.	<u>F</u>	59,62
9.	<u>C</u>	23
10.	<u>J</u>	39
11.	<u>G</u>	40
12.	<u>M</u>	60,64,73
13.	<u>D</u>	24,37
14.	<u>A</u>	42

Quiz # 2

	ANS	CHAP REF ECR*
1.	<u>O</u>	62
2.	<u>H</u>	1
3.	<u>C</u>	38
4.	<u>A</u>	33,34
5.	<u>F</u>	33,34
6.	<u>G</u>	33
7.	<u>J</u>	11
8.	<u>B</u>	62
9.	<u>D</u>	29,34,36,42
10.	<u>N</u>	27
11.	<u>K</u>	39
12.	<u>L</u>	13,26
13.	<u>I</u>	24,37
14.	<u>M</u>	27
15.	<u>E</u>	65,70

* ECR Elementary Chinese Reader, FLAMRIC Volumes 1 & 2

ANSWER SHEET QUIZ 3 & 4

Quiz # 3

	ANS	CHAP REF ECR
1.	<u>N</u>	48,49,50
2.	<u>K</u>	24
3.	<u>A</u>	33,34,61,64,71
4.	<u>C</u>	17,67
5.	<u>F</u>	13
6.	<u>B</u>	60,61,68
7.	<u>G</u>	20
8.	<u>I</u>	25
9.	<u>J</u>	21
10.	<u>L</u>	39
11.	<u>H</u>	17
12.	<u>D</u>	13,26
13.	<u>M</u>	24,37
14.	<u>E</u>	41

Quiz # 4

	ANS	CHAP REF ECR
1.	<u>D</u>	33
2.	<u>E</u>	20
3.	<u>H</u>	44
4.	<u>I</u>	66
5.	<u>Q</u>	60
6.	<u>K</u>	-
7.	<u>C</u>	16
8.	<u>L</u>	38
9.	<u>J</u>	63
10.	<u>M</u>	49
11.	<u>B</u>	60,64,73
12.	<u>A</u>	65
13.	<u>F</u>	-

ANSWER SHEET QUIZ 5 & 6

Quiz # 5

	ANS	CHAP REF ECR
1.	<u>A</u>	10
2.	<u>G</u>	33,34,61,64,71
3.	<u>J</u>	10
4.	<u>C</u>	20,73
5.	<u>K</u>	52
6.	<u>M</u>	8
7.	<u>L</u>	8
8.	<u>E</u>	9,18
9.	<u>H</u>	25
10.	<u>I</u>	10
11.	<u>N</u>	7
12.	<u>D</u>	65
13.	<u>F</u>	10
14.	<u>O</u>	61
15.	<u>B</u>	32

Quiz # 6

	ANS	CHAP REF ECR
1.	<u>M</u>	13
2.	<u>E</u>	70
3.	<u>P</u>	24
4.	<u>L</u>	35
5.	<u>I</u>	31
6.	<u>K</u>	12
7.	<u>N</u>	47
8.	<u>O</u>	70
9.	<u>J</u>	25
10.	<u>F</u>	52
11.	<u>B</u>	51,55
12.	<u>D</u>	55
13.	<u>C</u>	69
14.	<u>G</u>	32
15.	<u>A</u>	39
16.	<u>H</u>	41

ANSWER SHEET QUIZ 7 & 8

Quiz # 7

	ANS	CHAP REF ECR
1.	<u>D</u>	57
2.	<u>H</u>	24
3.	<u>M</u>	73
4.	<u>B</u>	12
5.	<u>I</u>	45
6.	<u>G</u>	38
7.	<u>A</u>	24
8.	<u>K</u>	51
9.	<u>J</u>	42
10.	<u>L</u>	13*
11.	<u>C</u>	64
12.	<u>F</u>	47
13.	<u>E</u>	11*

Quiz # 8

	ANS	CHAP REF ECR
1.	<u>J</u>	98,49,50
2.	<u>K</u>	63,68
3.	<u>N</u>	15,34,62,71
4.	<u>O</u>	13
5.	<u>D</u>	62
6.	<u>C</u>	14*
7.	<u>I</u>	14*
8.	<u>G</u>	60,62
9.	<u>L</u>	27*
10.	<u>F</u>	11
11.	<u>Q</u>	52
12.	<u>B</u>	8,63
13.	<u>E</u>	23,27
14.	<u>A</u>	15
15.	<u>P</u>	14*
16.	<u>H</u>	59
17.	<u>M</u>	65
18.	<u>R</u>	70

*Asterisk entries refer to grammar notes presented in the indicated chapters of FLAMRIC Vol 3 & 4.

ANSWER SHEET QUIZ 9

Quiz # 9

	ANS	CHAP RED ECR
1.	<u>F</u>	62
2.	<u>L</u>	17*
3.	<u>R/H</u>	62
4.	<u>J</u>	43
5.	<u>K/H</u>	48
6.	<u>D</u>	59
7.	<u>I</u>	70
8.	<u>E</u>	45
9.	<u>H</u>	42
10.	<u>C</u>	59
11.	<u>P</u>	68
12.	<u>Q</u>	64
13.	<u>N</u>	7*
14.	<u>B</u>	7
15.	<u>G</u>	17*
16.	<u>A</u>	63,65
17.	<u>O</u>	1*
18.	<u>M</u>	71

*Asterisk entries refer to grammar notes presented in the indicated chapters of FLAMRIC Vol 3 & 4.

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