

STANDARD CHINESE

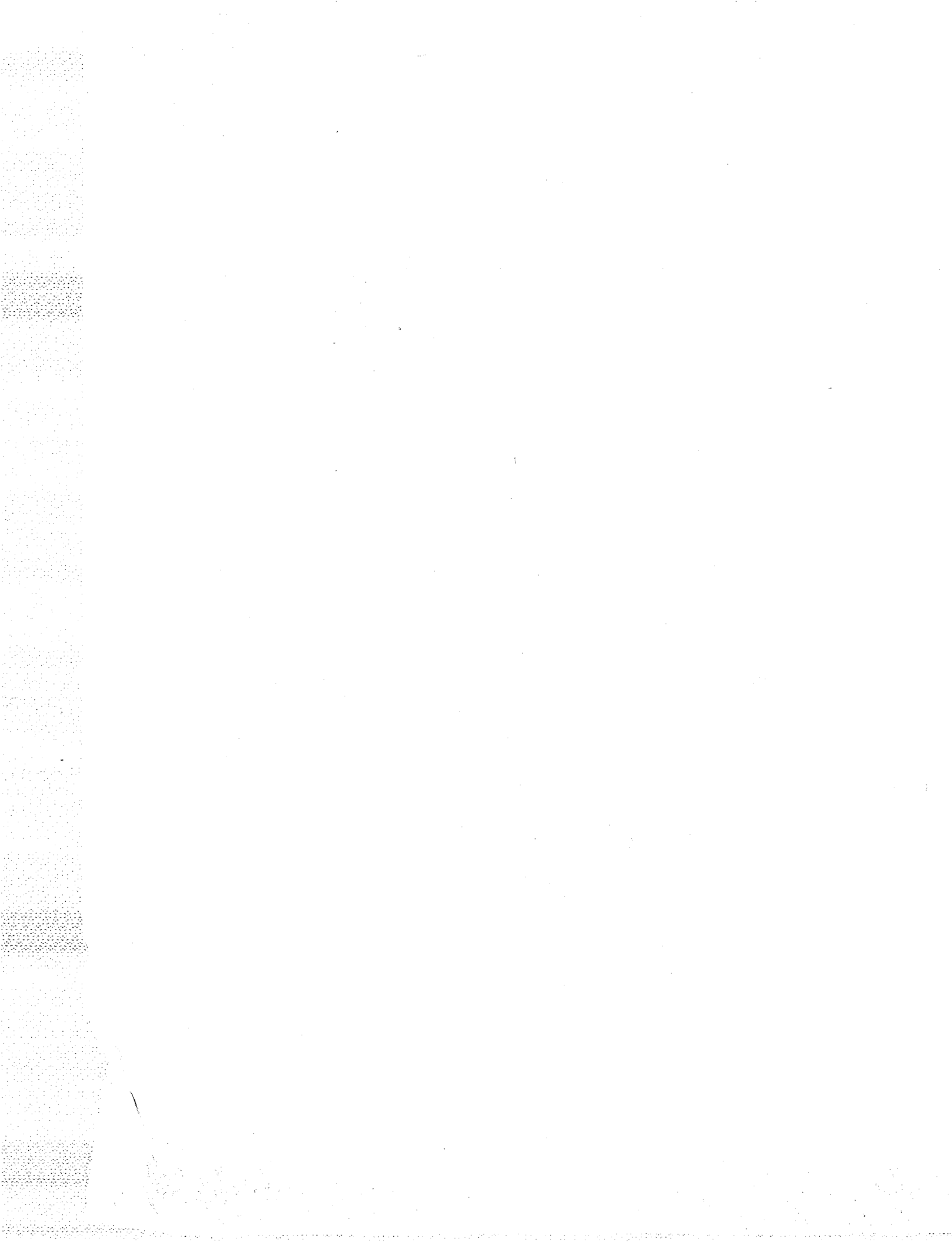
A MODULAR APPROACH

STUDENT TEXT

MODULE 1: ORIENTATION
MODULE 2: BIOGRAPHIC INFORMATION

AUGUST 1979

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Roberta S. Barry, and Thomas E. Madden



PREFACE

Standard Chinese: A Modular Approach originated in an interagency conference held at the Foreign Service Institute in August 1973 to address the need generally felt in the U.S. Government language training community for improving and updating Chinese materials to reflect current usage in Beijing and Taipei.

The conference resolved to develop materials which were flexible enough in form and content to meet the requirements of a wide range of government agencies and academic institutions.

A Project Board was established consisting of representatives of the Central Intelligence Agency Language Learning Center, the Defense Language Institute, the State Department's Foreign Service Institute, the Cryptologic School of the National Security Agency, and the U.S. Office of Education, later joined by the Canadian Forces Foreign Language School. The representatives have included Arthur T. McNeill, John Hopkins, and John Boag (CIA); Colonel John F. Elder III, Joseph C. Hutchinson, Ivy Gibian, and Major Bernard Muller-Thym (DLI); James R. Frith and John B. Ratliff III (FSI); Kazuo Shitama (NSA); Richard T. Thompson and Julia Petrov (OE); and Lieutenant Colonel George Kozoriz (CFFLS).

The Project Board set up the Chinese Core Curriculum Project in 1974 in space provided at the Foreign Service Institute. Each of the six U.S. and Canadian government agencies provided funds and other assistance.

Gerard P. Kok was appointed project coordinator, and a planning council was formed consisting of Mr. Kok, Frances Li of the Defense Language Institute, Patricia O'Connor of the University of Texas, Earl M. Rickerson of the Language Learning Center, and James Wrenn of Brown University. In the fall of 1977, Lucille A. Barale was appointed deputy project coordinator. David W. Dellinger of the Language Learning Center and Charles R. Sheehan of the Foreign Service Institute also served on the planning council and contributed material to the project. The planning council drew up the original overall design for the materials and met regularly to review their development.

Writers for the first half of the materials were John H. T. Harvey, Lucille A. Barale, and Roberta S. Barry, who worked in close cooperation with the planning council and with the Chinese staff of the Foreign Service Institute. Mr. Harvey developed the instructional formats of the comprehension and production self-study materials, and also designed the communication-based classroom activities and wrote the teacher's guides. Lucille A. Barale and Roberta S. Barry wrote the tape scripts and the student text. By 1978 Thomas E. Madden and Susan C. Pola had joined the staff. Led by Ms. Barale, they have worked as a team to produce the materials subsequent to Module 6.

All Chinese language material was prepared or selected by Chuan O. Chao, Ying-chi Chen, Hsiao-jung Chi, Eva Diao, Jan Hu, Tsung-mi Li, and Yunhui C. Yang, assisted for part of the time by Chieh-fang Ou Lee, Ying-ming Chen, and Joseph Yu Hsu Wang. Anna Affholder, Mei-li Chen, and Henry Khuo helped in the preparation of a preliminary corpus of dialogues.

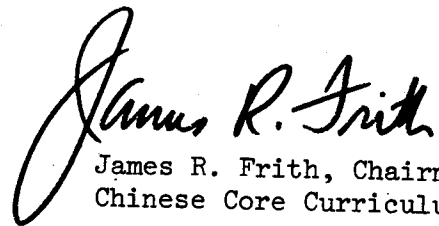
Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

The production of tape recordings was directed by Jose M. Ramirez of the Foreign Service Institute Recording Studio. The Chinese script was voiced by Ms. Chao, Ms. Chen, Mr. Chen, Ms. Diao, Ms. Hu, Mr. Khuo, Mr. Li, and Ms. Yang. The English script was read by Ms. Barale, Ms. Barry, Mr. Basciano, Ms. Ellis, Ms. Pola, and Ms. Strype.

The graphics were produced by John McClelland of the Foreign Service Institute Audio-Visual staff, under the general supervision of Joseph A. Sadote, Chief of Audio-Visual.

Standard Chinese: A Modular Approach was field-tested with the cooperation of Brown University; the Defense Language Institute, Foreign Language Center; the Foreign Service Institute; the Language Learning Center; the United States Air Force Academy; the University of Illinois; and the University of Virginia.

Colonel Samuel L. Stapleton and Colonel Thomas G. Foster, Commandants of the Defense Language Institute, Foreign Language Center, authorized the DLIFLC support necessary for preparation of this edition of the course materials. This support included coordination, graphic arts, editing, typing, proofreading, printing, and materials necessary to carry out these tasks.



James R. Frith, Chairman
Chinese Core Curriculum Project Board

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INTRODUCTION

SECTION I: ABOUT THE COURSE

This course is designed to give you a practical command of spoken Standard Chinese. You will learn both to understand and to speak it. Although Standard Chinese is one language, there are differences between the particular form it takes in Beijing and the form it takes in the rest of the country. There are also, of course, significant nonlinguistic differences between regions of the country. Reflecting these regional differences, the settings for most conversations are Beijing and Taipei.

This course represents a new approach to the teaching of foreign languages. In many ways it redefines the roles of teacher and student, of classwork and homework, and of text and tape. Here is what you should expect:

The focus is on communicating in Chinese in practical situations--the obvious ones you will encounter upon arriving in China. You will be communicating in Chinese most of the time you are in class. You will not always be talking about real situations, but you will almost always be purposefully exchanging information in Chinese.

This focus on communicating means that the teacher is first of all your conversational partner. Anything that forces him* back into the traditional roles of lecturer and drillmaster limits your opportunity to interact with a speaker of the Chinese language and to experience the language in its full spontaneity, flexibility, and responsiveness.

Using class time for communicating, you will complete other course activities out of class whenever possible. This is what the tapes are for. They introduce the new material of each unit and give you as much additional practice as possible without a conversational partner.

The texts summarize and supplement the tapes, which take you through new material step by step and then give you intensive practice on what you have covered. In this course you will spend almost all your time listening to Chinese and saying things in Chinese, either with the tapes or in class.

*As used in this course, the words "he," "him," and "his" are intended to include both masculine and feminine genders. (Translations of foreign language material not included.)

How the Course Is Organized

The subtitle of this course, "A Modular Approach," refers to overall organization of the materials into MODULES which focus on particular situations or language topics and which allow a certain amount of choice as to what is taught and in what order. To highlight equally significant features of the course, the subtitle could just as well have been "A Situational Approach," "A Taped-Input Approach," or "A Communicative Approach."

Ten situational modules form the core of the course:

ORIENTATION (ORN)	Talking about who you are and where you are from.
BIOGRAPHIC INFORMATION (BIO)	Talking about your background, family, studies, and occupation and about your visit to China.
MONEY (MON)	Making purchases and changing money.
DIRECTIONS (DIR)	Asking directions in a city or in a building.
TRANSPORTATION (TRN)	Taking buses, taxis, trains, and planes, including finding out schedule information, buying tickets, and making reservations.
ARRANGING A MEETING (MTG)	Arranging a business meeting or a social get-together, changing the time of an appointment, and declining an invitation.
SOCIETY (SOC)	Talking about families, relationships between people, cultural roles in traditional society, and cultural trends in modern society.
TRAVELING IN CHINA (TRL)	Making travel arrangements and visiting a kindergarten, the Great Wall, the Ming Tombs, a commune, and a factory.
LIFE IN CHINA (LIC)	Talking about daily life in Beijing street committees, leisure activities, traffic and transportation, buying and rationing, housing.
TALKING ABOUT THE NEWS (TAN)	Talking about government and party policy changes described in newspapers: the educational system, agricultural policy, international policy, ideological policy, and policy in the arts.

Each core module consists of tapes, a student textbook, and a workbook.

STUDENT TEXT, MODULES 1 and 2

In addition to the ten CORE modules, there are also RESOURCE modules and OPTIONAL modules. Resource modules teach particular systems in the language, such as numbers and dates. As you proceed through a situational core module, you will occasionally take time out to study part of a resource module. (You will begin the first three of these while studying the Orientation Module.)

PRONUNCIATION AND ROMANIZATION (P&R)	The sound system of Chinese and the Pinyin system of romanization.
NUMBERS (NUM)	Numbers up to five digits.
CLASSROOM EXPRESSIONS (CE)	Expressions basic to the classroom learning situation.
TIME AND DATES (T&D)	Dates, days of the week, clock time, parts of the day.
GRAMMAR	Aspect and verb types, word order, multisyllabic verbs and <u>bǎ</u> , auxiliary verbs, complex sentences, adverbial expressions.

Each module consists of tapes and a student textbook.

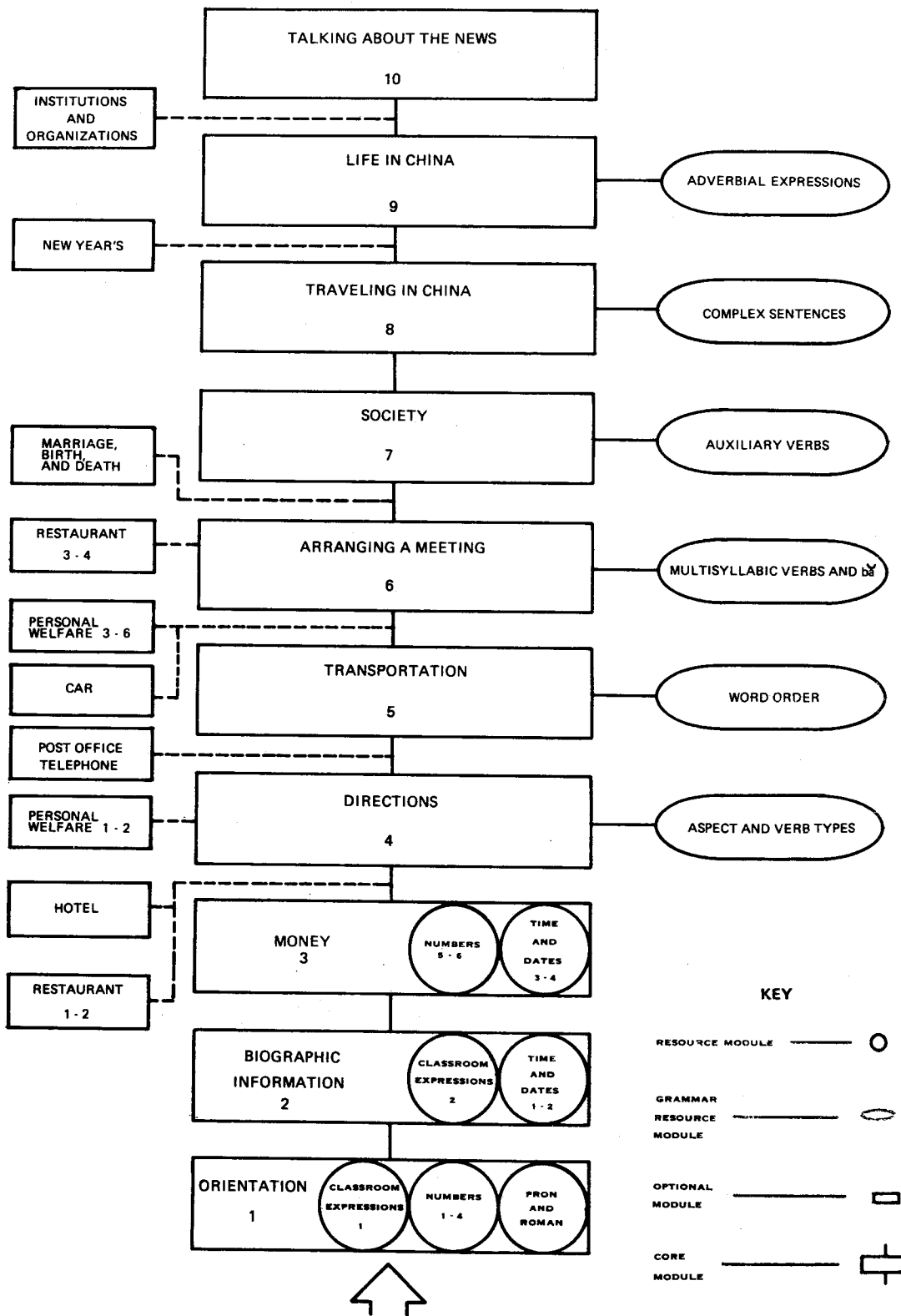
The eight optional modules focus on particular situations:

- RESTAURANT (RST)
- HOTEL (HTL)
- PERSONAL WELFARE (WLF)
- POST OFFICE AND TELEPHONE (PST/TEL)
- CAR (CAR)
- CUSTOMS SURROUNDING MARRIAGE, BIRTH, AND DEATH (MBD)
- NEW YEAR'S CELEBRATION (NYR)
- INSTITUTIONS AND ORGANIZATIONS (I&O)

Each module consists of tapes and a student textbook. These optional modules may be used at any time after certain core modules.

The diagram on page 4 shows how the core modules, optional modules, and resource modules fit together in the course. Resource modules are shown where study should begin. Optional modules are shown where they may be introduced.

STANDARD CHINESE : A MODULAR APPROACH



Inside a Core Module

Each core module has from four to eight units. A module also includes Objectives: The module objectives are listed at the beginning of the text for each module. Read these before starting work on the first unit to fix in your mind what you are trying to accomplish and what you will have to do to pass the test at the end of the module.

Target Lists: These follow the objectives in the text. They summarize the language content of each unit in the form of typical questions and answers on the topic of that unit. Each sentence is given both in romanized Chinese and in English. Turn to the appropriate Target List before, during, or after your work on a unit, whenever you need to pull together what is in the unit.

Review Tapes (R-1): The Target List sentences are given on these tapes. Except in the short Orientation Module, there are two R-1 tapes for each module.

Criterion Test: After studying each module, you will take a Criterion Test to find out which module objectives you have met and which you need to work on before beginning to study another module.

Inside a Unit

Here is what you will be doing in each unit. First, you will work through two tapes:

1. Comprehension Tape 1 (C-1): This tape introduces all the new words and structures in the unit and lets you hear them in the context of short conversational exchanges. It then works them into other short conversations and longer passages for listening practice, and finally reviews them in the Target List sentences. Your goal when using the tape is to understand all the Target List sentences for the unit.

2. Production Tape 1 (P-1): This tape gives you practice in pronouncing the new words and in saying the sentences you learned to understand on the C-1 tape. Your goal when using the P-1 tape is to be able to produce any of the Target List sentences in Chinese when given the English equivalent.

The C-1 and P-1 tapes, not accompanied by workbooks, are "portable" in the sense that they do not tie you down to your desk. However, there are some written materials for each unit which you will need to work into your study routine. A text Reference List at the beginning of each unit contains the sentences from the C-1 and P-1 tapes. It includes both the Chinese sentences and their English equivalents. The text Reference Notes restate and expand the comments made on the C-1 and P-1 tapes concerning grammar, vocabulary, pronunciation, and culture.

After you have worked with the C-1 and P-1 tapes, you go on to two class activities:

3. Target List Review: In this first class activity of the unit, you find out how well you learned the C-1 and P-1 sentences. The teacher checks your understanding and production of the Target List sentences. He also presents any additional required vocabulary items, found at the end of the Target List, which were not on the C-1 and P-1 tapes.

4. Structural Buildup: During this class activity, you work on your understanding and control of the new structures in the unit. You respond to questions from your teacher about situations illustrated on a chalkboard or explained in other ways.

After these activities, your teacher may want you to spend some time working on the drills for the unit.

5. Drill Tape: This tape takes you through various types of drills based on the Target List sentences and on the additional required vocabulary.

6. Drills: The teacher may have you go over some or all of the drills in class, either to prepare for work with the tape, to review the tape, or to replace it.

Next, you use two more tapes. These tapes will give you as much additional practice as possible outside of class.

7. Comprehension Tape 2 (C-2): This tape provides advanced listening practice with exercises containing long, varied passages which fully exploit the possibilities of the material covered. In the C-2 Workbook you answer questions about the passages.

8. Production Tape 2 (P-2): This tape resembles the Structural Buildup in that you practice using the new structures of the unit in various situations. The P-2 Workbook provides instructions and displays of information for each exercise.

Following work on these two tapes, you take part in two class activities:

9. Exercise Review: The teacher reviews the exercises of the C-2 tape by reading or playing passages from the tape and questioning you on them. He reviews the exercises of the P-2 tape by questioning you on information displays in the P-2 Workbook.

10. Communication Activities: Here you use what you have learned in the unit for the purposeful exchange of information. Both fictitious situations (in Communication Games) and real-world situations involving you and your classmates (in "interviews") are used.

STUDENT TEXT, MODULES 1 and 2

Materials and Activities for a Unit

TAPED MATERIALS

C-1, P-1 Tapes

D-1 Tapes

C-2, P-2 Tapes

WRITTEN MATERIALS

Target List
Reference List
Reference Notes

Drills

Reference Notes
C-2, P-2 Workbooks

CLASS ACTIVITIES

Target List Review

Structural Buildup
Drills

Exercise Review

Communication Activities



Wén wǔ Temple in central Taiwan
(courtesy of Thomas Madden)

SECTION II

BACKGROUND NOTES: ABOUT CHINESE

The Chinese Languages

We find it perfectly natural to talk about a language called "Chinese." We say, for example, that the people of China speak different dialects of Chinese, and that Confucius wrote in an ancient form of Chinese. On the other hand, we would never think of saying that the people of Italy, France, Spain, and Portugal speak dialects of one language, and that Julius Caesar wrote in an ancient form of that language. But the facts are almost exactly parallel.

Therefore, in terms of what we think of as a language when closer to home, "Chinese" is not one language, but a family of languages. The language of Confucius is partway up the trunk of the family tree. Like Latin, it lived on as a literary language long after its death as a spoken language in popular use. The seven modern languages of China, traditionally known as the "dialects," are the branches of the tree. They share as strong a family resemblance as do Italian, French, Spanish, and Portuguese, and are about as different from one another.

The predominant language of China is now known as Pǔtōnghuà, or "Standard Chinese" (literally "the common speech"). The more traditional term, still used in Taiwan, is Guóyǔ, or "Mandarin" (literally "the national language"). Standard Chinese is spoken natively by almost two-thirds of the population of China and throughout the greater part of the country.

The term "Standard Chinese" is often used more narrowly to refer to the true national language which is emerging. This language, which is already the language of all national broadcasting, is based primarily on the Peking dialect, but takes in elements from other dialects of Standard Chinese and even from other Chinese languages. Like many national languages, it is more widely understood than spoken, and is often spoken with some concessions to local speech, particularly in pronunciation.

The Chinese languages and their dialects differ far more in pronunciation than in grammar and vocabulary. What distinguishes Standard Chinese most from the other Chinese languages, for example, is that it has the fewest tones and the fewest final consonants.

The remaining six Chinese languages, spoken by approximately a quarter of the population of China, are tightly grouped in the southeast, below the Yangtze River. The six are: the Wu group (Wú), which includes the "Shanghai dialect"; Hunanese (Xiāng); the "Kiangsi dialect" (Gān); Cantonese (Yuè), the language of Guǎngdōng, widely spoken in Chinese communities in the United States; Fukienese (Mǐn), a variant of which is spoken by a majority

on Taiwan and hence called Taiwanese; and Hakka (Kèjiā), spoken in a belt above the Cantonese area, as well as by a minority on Taiwan. Cantonese, Fukienese, and Hakka are also widely spoken throughout Southeast Asia.

There are minority ethnic groups in China who speak non-Chinese languages. Some of these, such as Tibetan, are distantly related to the Chinese languages. Others, such as Mongolian, are entirely unrelated.

Some Characteristics of Chinese

To us, perhaps the most striking feature of spoken Chinese is the use of variation in tone ("tones") to distinguish the different meanings of syllables which would otherwise sound alike. All languages, and Chinese is no exception, make use of sentence intonation to indicate how whole sentences are to be understood. In English, for example, the rising pattern in "He's gone?" tells us that the sentence is meant as a question. The Chinese tones, however, are quite a different matter. They belong to individual syllables, not to the sentence as a whole. An inherent part of each Standard Chinese syllable is one of four distinctive tones. The tone does just as much to distinguish the syllable as do the consonants and vowels. For example, the only difference between the verb "to buy," mǎi, and the verb "to sell," mài, is the Low tone (ˊ) and the Falling tone (ˋ). And yet these words are just as distinguishable as our words "buy" and "guy," or "buy" and "boy." Apart from the tones, the sound system of Standard Chinese is no more different from English than French is.

Word formation in Standard Chinese is relatively simple. For one thing, there are no conjugations such as are found in many European languages. Chinese verbs have fewer forms than English verbs, and nowhere near as many irregularities. Chinese grammar relies heavily on word order, and often the word order is the same as in English. For these reasons Chinese is not as difficult for Americans to learn to speak as one might think.

It is often said that Chinese is a monosyllabic language. This notion contains a good deal of truth. It has been found that, on the average, every other word in ordinary conversation is a single-syllable word. Moreover, although most words in the dictionary have two syllables, and some have more, these words can almost always be broken down into single-syllable units of meaning, many of which can stand alone as words.

Written Chinese

Most languages with which we are familiar are written with an alphabet. The letters may be different from ours, as in the Greek alphabet, but the principle is the same: one letter for each consonant or vowel sound, more or less. Chinese, however, is written with "characters" which stand for whole syllables--in fact, for whole syllables with particular meanings. Although there are only about thirteen hundred phonetically distinct syllables in standard Chinese, there are several thousand Chinese characters in everyday use, essentially one for each single-syllable unit of meaning. This means that many words have the same pronunciation but are written with different characters, as tiān, "sky," 天, and tiān, "to add," "to increase," 添. Chinese characters are often referred to as "ideographs," which suggests that they stand directly for ideas. But this is misleading. It is better to think of them as standing for the meaningful syllables of the spoken language.

Minimal literacy in Chinese calls for knowing about a thousand characters. These thousand characters, in combination, give a reading vocabulary of several thousand words. Full literacy calls for knowing some three thousand characters. In order to reduce the amount of time needed to learn characters, there has been a vast extension in the People's Republic of China (PRC) of the principle of character simplification, which has reduced the average number of strokes per character by half.

During the past century, various systems have been proposed for representing the sounds of Chinese with letters of the Roman alphabet. One of these romanizations, Hànyǔ Pīnyīn (literally "Chinese Language Spelling," generally called "Pinyin" in English), has been adopted officially in the PRC, with the short-term goal of teaching all students the Standard Chinese pronunciation of characters. A long-range goal is the use of Pinyin for written communication throughout the country. This is not possible, of course, until speakers across the nation have uniform pronunciations of Standard Chinese. For the time being, characters, which represent meaning, not pronunciation, are still the most widely accepted way of communicating in writing.

Pinyin uses all of the letters in our alphabet except v, and adds the letter ü. The spellings of some of the consonant sounds are rather arbitrary from our point of view, but for every consonant sound there is only one letter or one combination of letters, and vice versa. You will find that each vowel letter can stand for different vowel sounds, depending on what letters precede or follow it in the syllable. The four tones are indicated by accent marks over the vowels, and the Neutral tone by the absence of an accent mark:

High:	<u>mā</u>	Falling:	<u>mà</u>
Rising:	<u>má</u>	Neutral:	<u>ma</u>
Low:	<u>mǎ</u>		

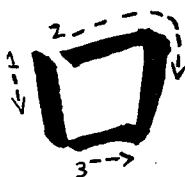
One reason often given for the retention of characters is that they can be read, with the local pronunciation, by speakers of all the Chinese languages. Probably a stronger reason for retaining them is that the characters help keep alive distinctions of meaning between words, and connections of meaning between words, which are fading in the spoken language. On the other hand, a Cantonese could learn to speak Standard Chinese, and read it alphabetically, at least as easily as he can learn several thousand characters.

Pinyin is used throughout this course to provide a simple written representation of pronunciation. The characters, which are chiefly responsible for the reputation of Chinese as a difficult language, are taught separately.

BACKGROUND NOTES: ABOUT CHINESE CHARACTERS

Each Chinese character is written as a fixed sequence of strokes. There are very few basic types of strokes, each with its own prescribed direction, length, and contour. The dynamics of these strokes as written with a brush, the classical writing instrument, show up clearly even in printed characters. You can tell from the varying thickness of the stroke how the brush met the paper, how it swooped, and how it lifted; these effects are largely lost in characters written with a ball-point pen.

The sequence of strokes is of particular importance. Let's take the character for "mouth," pronounced kǒu. Here it is as normally written, with the order and directions of the strokes indicated.



If the character is written rapidly, in "running-style writing," one stroke glides into the next, like this.



If the strokes were written in any but the proper order, quite different distortions would take place as each stroke reflected the last and anticipated the next, and the character would be illegible.

The earliest surviving Chinese characters, inscribed on the Shang Dynasty "oracle bones" of about 1500 B.C., already included characters that went beyond simple pictorial representation. There are some characters in use today which are pictorial, like the character for "mouth." There are also some which are directly symbolic, like our Roman numerals I, II, and III. (The characters for these numbers--the first numbers you learn in this course--are like the Roman numerals turned on their sides.) There are some which are indirectly symbolic, like our Arabic numerals 1, 2, and 3. But the most common type of character is complex, consisting of two parts: a "phonetic," which suggests the pronunciation, and a "radical," which broadly characterizes the meaning. Let's take the following character as an example.

洋

This character means "ocean" and is pronounced yáng. The left side of the character, the three short strokes, is an abbreviation of a character which means "water" and is pronounced shuǐ. This is the "radical." It has been borrowed only for its meaning, "water." The right side of the character above is a character which means "sheep" and is pronounced yáng. This is the "phonetic." It has been borrowed only for its sound value, yáng. A speaker of Chinese encountering the above character for the first time could probably figure out that the only Chinese word that sounds like yáng and means something like "water" is the word yáng meaning "ocean." We, as speakers of English, might not be able to figure it out. Moreover, phonetics and radicals seldom work as neatly as in this example. But we can still learn to make good use of these hints at sound and sense.

Many dictionaries classify characters in terms of the radicals. According to one of the two dictionary systems used, there are 176 radicals; in the other system, there are 214. There are over a thousand phonetics.

Chinese has traditionally been written vertically, from top to bottom of the page, starting on the right-hand side, with the pages bound so that the first page is where we would expect the last page to be. Nowadays, however, many Chinese publications paginate like Western publications, and the characters are written horizontally, from left to right.

BACKGROUND NOTES: ABOUT CHINESE PERSONAL NAMES AND TITLES

A Chinese personal name consists of two parts: a surname and a given name. There is no middle name. The order is the reverse of ours: surname first, given name last.

The most common pattern for Chinese names is a single-syllable surname followed by a two-syllable given name: *

Máo Zédōng (Mao Tse-tung)
Zhōu Ēnlái (Chou En-lai)
Jiǎng Jièshí (Chiang Kai-shek)
Sòng Qīnglíng (Soong Ch'ing-ling--Mme Sun Yat-sen)
Sòng Měilíng (Soong Mei-ling--Mme Chiang Kai-shek)

It is not uncommon, however, for the given name to consist of a single syllable:

Zhū Dé (Chu Teh)
Lín Biāo (Lin Piao)
Hú Shì (Hu Shih)
Jiāng Qīng (Chiang Ch'ing--Mme Mao Tse-tung)

There are a few two-syllable surnames. These are usually followed by single-syllable given names:

Sīmǎ Guāng (Ssu-ma Kuang)
Ōuyáng Xiū (Ou-yang Hsiu)
Zhūgě Liàng (Chu-ke Liang)

But two-syllable surnames may also be followed by two-syllable given names:

Sīmǎ Xiāngrú (Ssu-ma Hsiang-ju)

An exhaustive list of Chinese surnames includes several hundred written with a single character and several dozen written with two characters. Some single-syllable surnames sound exactly alike although written with different characters, and to distinguish them, the Chinese may occasionally have to describe the character or "write" it with a finger on the palm of a hand. But the surnames that you are likely to encounter are fewer than a hundred, and a handful of these are so common that they account for a good majority of China's population.

*The first version of each example is in the Pinyin system of romanization. The second, parenthesized version is the conventional, or anglicized, spelling.

Given names, as opposed to surnames, are not restricted to a limited list of characters. Men's names are often but not always distinguishable from women's; the difference, however, usually lies in the meaning of the characters and so is not readily apparent to the beginning student with a limited knowledge of characters.

Outside the People's Republic the traditional system of titles is still in use. These titles closely parallel our own "Mr.," "Mrs.," and "Miss." Notice, however, that all Chinese titles follow the name--either the full name or the surname alone--rather than preceding it.

The title "Mr." is Xiānsheng.

Mǎ Xiānsheng
Mǎ Mínglǐ Xiānsheng

The title "Mrs." is Tàitai. It follows the husband's full name or surname alone.

Mǎ Tàitai
Mǎ Mínglǐ Tàitai

The title "Miss" is Xiǎojiě. The Mǎ family's grown daughter, Défēn, would be

Mǎ Xiǎojiě
Mǎ Défēn Xiǎojiě

Even traditionally, outside the People's Republic, a married woman does not take her husband's name in the same sense as in our culture. If Miss Fāng Bǎolán marries Mr. Mǎ Mínglǐ, she becomes Mrs. Mǎ Mínglǐ, but at the same time she remains Fāng Bǎolán. She does not become Mǎ Bǎolán; there is no equivalent of "Mrs. Mary Smith." She may, however, add her husband's surname to her own full name and refer to herself as Mǎ Fāng Bǎolán. At work she is quite likely to continue as Miss Fāng.

These customs regarding names are still observed by many Chinese today in various parts of the world. The titles carry certain connotations, however, when used in the PRC today: Tàitai should not be used because it designates that woman as a member of the leisure class. Xiǎojiě should not be used because it carries the connotation of being from a rich family.

In the People's Republic, the title "Comrade," Tóngzhì, is used in place of the titles Xiānsheng, Tàitai, and Xiǎojiě. Mǎ Mínglǐ would be

Mǎ Tóngzhì
Mǎ Mínglǐ Tóngzhì

The title "Comrade" is applied to all, regardless of sex or marital status. A married woman does not take her husband's name in any sense. Mǎ Mínglǐ's wife would be

Fāng Tóngzhì
Fāng Bǎolán Tóngzhì

Children may be given either the mother's or the father's surname at birth. In some families one child has the father's surname, and another child has the mother's surname. Mǎ Mínglǐ's and Fāng Bǎolán's grown daughter could be

Mǎ Tóngzhì
Mǎ Défēn Tóngzhì

Their grown son could be

Fāng Tóngzhì
Fāng Zìqiáng Tóngzhì

Both in the PRC and elsewhere, of course, there are official titles and titles of respect in addition to the common titles we have discussed here. Several of these will be introduced later in the course.

The question of adapting foreign names to Chinese calls for special consideration. In the People's Republic the policy is to assign Chinese phonetic equivalents to foreign names. These approximations are often not as close phonetically as they might be, since the choice of appropriate written characters may bring in nonphonetic considerations. (An attempt is usually made when transliterating to use characters with attractive meanings.) For the most part, the resulting names do not at all resemble Chinese names. For example, the official version of "David Anderson" is Dàiwéi Āndésēn.

An older approach, still in use outside the PRC, is to construct a valid Chinese name that suggests the foreign name phonetically. For example, "David Anderson" might be Ān Dàwèi.

Sometimes, when a foreign surname has the same meaning as a Chinese surname, semantic suggestiveness is chosen over phonetic suggestiveness. For example, Wáng, a common Chinese surname, means "king," so "Daniel King" might be rendered Wáng Dànián.

Students in this course will be given both the official PRC phonetic equivalents of their names and Chinese-style names.

MODULE 1: ORIENTATION

The Orientation Module and associated resource modules provide the linguistic tools needed to begin the study of Chinese. The materials also introduce the teaching procedures used in this course.

The Orientation Module is not a typical course module in several respects. First, it does not have a situational topic of its own, but rather leads into the situational topic of the following module--Biographic Information. Second, it teaches only a little Chinese grammar and vocabulary. Third, two of the associated resource modules (Pronunciation and Romanization, Numbers) are not optional; together with the Orientation Module, they are prerequisite to the rest of the course.

OBJECTIVES

Upon successful completion of this module and the two associated resource modules, the student should

1. Distinguish the sounds and tones of Chinese well enough to be able to write the Hànyǔ Pīnyīn romanization for a syllable after hearing the syllable.
2. Be able to pronounce any combination of sounds found in the words of the Target Lists when given a romanized syllable to read. (Although the entire sound system of Chinese is introduced in the module, the student is responsible for producing only sounds used in the Target Sentences for ORN. Producing the remaining sounds is included in the Objectives for Biographic Information.)
3. Know the names and locations of five cities and five provinces of China well enough to point out their locations on a map, and pronounce the names well enough to be understood by a Chinese.
4. Comprehend the numbers 1 through 99 well enough to write them down when dictated, and be able to say them in Chinese when given English equivalents.
5. Understand the Chinese system of using personal names, including the use of titles equivalent to "Mr.," "Mrs.," "Miss," and "Comrade."
6. Be able to ask and understand questions about where someone is from.
7. Be able to ask and understand questions about where someone is.

ORN

8. Be able to give the English equivalents for all the Chinese expressions in the Target Lists.
9. Be able to say all the Chinese expressions in the Target Lists when cued with English equivalents.
10. Be able to take part in short Chinese conversations, based on the Target Lists, about how he is, who he is, and where he is from.

TAPES FOR ORN AND ASSOCIATED RESOURCE MODULES

Orientation (ORN)

Unit 1:	1 C-1	1 P-1	1&2 D-1		
Unit 2:	2 C-1	2 P-1			
Unit 3:	3 C-1	3 P-1	3 D-1	3 C-2	3 P-2
Unit 4:	4 C-1	4 P-1	4 D-1	4 C-2	4 P-2

Pronunciation and Romanization (P&R)

P&R 1	P&R 2	P&R 3	P&R 4	P&R 5	P&R 6
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Numbers (NUM)

NUM 1	NUM 2	NUM 3	NUM 4
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Classroom Expressions (CE)

CE 1

UNIT 1 TARGET LIST

- | | |
|------------------------------------|---------------------------------|
| 1. A: Nǐ shì shéi? | Who are you? |
| B: Wǒ shì Wáng Dànián. | I am Wáng Dànián (Daniel King). |
| A: Wǒ shì Hú Měilíng. | I am Hú Měilíng. |
| 2. A: Nǐ xìng shénme? | What is your surname? |
| B: Wǒ xìng Wáng. | My surname is Wáng (King). |
| A: Wǒ xìng Hú. | My surname is Hú. |
| 3. A: Tā shì shéi? | Who is he/she? |
| B: Tā shì Mǎ Mínglǐ. | He is Mǎ Mínglǐ. |
| A: Tā shì Mǎ Xiānsheng. | He is Mr. Mǎ. |
| B: Tā shì Mǎ Tàitai. | She is Mrs. Mǎ. |
| A: Tā shì Mǎ Xiǎojiě. | She is Miss Mǎ. |
| B: Tā shì Mǎ Tóngzhì. | He/she is Comrade Mǎ. |
| 4. A: Wáng Xiānsheng, tā shì shéi? | Mr. Wáng, who is he? |
| B: Tā shì Mǎ Mínglǐ Xiānsheng. | He is Mr. Mǎ Mínglǐ. |
| 5. A: Xiānsheng, tā shì shéi? | Sir, who is she? |
| B: Tā shì Mǎ Mínglǐ Tàitai. | She is Mrs. Mǎ Mínglǐ. |
| 6. A: Tóngzhì, tā shì shéi? | Comrade, who is she? |
| B: Tā shì Fāng Bǎolán Tóngzhì. | She is Comrade Fāng Bǎolán. |

UNIT 2 TARGET LIST

- | | |
|---------------------------------|------------------------|
| 1. A: Nǐ shì Wáng Xiānsheng ma? | Are you Mr. Wáng? |
| B: Wǒ shì Wáng Dànián. | I am Wáng Dànián. |
| A: Wǒ bú shì Wáng Xiānsheng. | I'm not Mr. Wáng. |
| 2. A: Nǐ xìng Wáng ma? | Is your surname Wáng? |
| B: Wǒ xìng Wáng. | My surname is Wáng. |
| A: Wǒ bú xìng Wáng. | My surname isn't Wáng. |

- | | |
|--|---|
| <p>3. A: Nín guìxìng?
B: Wǒ xìng Wáng.</p> | <p>Your surname? (POLITE)
My surname is Wáng.</p> |
| <p>4. A: Nǐ jiào shénme?
B: Wǒ jiào Dànián.</p> | <p>What is your given name?
My given name is Dànián (Daniel).</p> |
| <p>5. A: Nǐ hǎo a?
B: Wǒ hǎo. Nǐ ne?
A: Hǎo. Xièxie.</p> | <p>How are you?
I'm fine. And you?
Fine, thank you.</p> |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-----------|------------|
| 6. míngzi | given name |
|-----------|------------|

UNIT 3 TARGET LIST

- | | |
|--|--|
| <p>1. A: Nǐ shì Měiguó rén ma?
B: Shì.
B: Bú shì.</p> | <p>Are you an American?
Yes (I am).
No (I'm not).</p> |
| <p>2. A: Nǐ shì Zhōngguó rén ma?
B: Shì, wǒ shì Zhōngguó rén.
B: Bú shì, wǒ bú shì Zhōngguó rén.</p> | <p>Are you Chinese?
Yes, I'm Chinese.
No, I'm not Chinese.</p> |
| <p>3. A: Nǐ shì něiguó rén?
B: Wǒ shì Měiguó rén.
B: Wǒ shì Zhōngguó rén.
B: Wǒ shì Yīngguó rén.</p> | <p>What's your nationality?
I'm an American.
I'm Chinese.
I'm English.</p> |
| <p>4. A: Nǐ shì nǎrde rén?
B: Wǒ shì Jiāzhōu rén.
B: Wǒ shì Shànghǎi rén.</p> | <p>Where are you from?
I'm a Californian.
I'm from Shànghǎi.</p> |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|------------------|---------|
| 5. Déguó | Germany |
| 6. Èguó (Éguó) | Russia |
| 7. Fàguó (Fǎguó) | France |
| 8. Rìběn | Japan |

UNIT 4 TARGET LIST

- | | |
|--|---|
| 1. A: Āndésēn Xiānsheng, nǐ shì nǎrde rén? | Where are you from, Mr. Anderson? |
| B: Wǒ shì Dézhōu rén. | I'm from Texas. |
| A: Āndésēn Fūren ne? | And Mrs. Anderson? |
| B: Tā yě shì Dézhōu rén. | She is from Texas too. |
| 2. A: Tā shì Yīngguo rén ma? | Is he English? |
| B: Bú shì, tā bú shì Yīngguo rén. | No, he is not English. |
| A: Tā àiren ne? | And his wife? |
| B: Tā yě bú shì Yīngguo rén. | She isn't English either. |
| 3. A: Qīngwèn, nǐ lǎojiā zài nǎr? | May I ask, where is your family from? |
| B: Wǒ lǎojiā zài Shāndōng. | My family is from Shāndōng. |
| 4. A: Qīngdǎo zài zhèr ma? | Is Qīngdǎo here? (pointing to a map) |
| B: Qīngdǎo bú zài nàr, zài zhèr. | Qīngdǎo isn't there; it's here. (pointing to a map) |
| 5. A: Nǐ àiren xiànzài zài nǎr? | Where is your spouse now? |
| B: Tā xiànzài zài Jiānádà. | He/she is in Canada now. |

ORN

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

6. Learn the pronunciation and location of any five cities and five provinces of China found on the maps on pages 80-81.



On a Běijīng street
(courtesy of Pat Fox)

UNIT 1

INTRODUCTION

Topics Covered in This Unit

1. Questions and answers about full names and surnames.
2. Titles and terms of address ("Mr.," "Mrs.," etc.).

Prerequisites to the Unit

(Be sure to complete these before starting the unit.)

1. Background Notes.
2. P&R 1 (Tape 1 of the resource module on Pronunciation and Romanization), the tones.
3. P&R 2 (Tape 2 of the resource module on Pronunciation and Romanization), the tones.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The drill tape (1D-1).

About the C-1 and P-1 Tapes

The C-1 and P-1 tapes are your introduction to the Chinese words and structures presented in each unit. The tapes give you explanations and practice on the new material. By the time you have worked through these two tapes, you will be competent in understanding and producing the expressions introduced in the unit.

With the C-1 tape, you learn to understand the new words and structures. The material is presented in short conversational exchanges, first with English translations and later with pauses which allow you to translate. Try to give a complete English translation for each Chinese expression. Your goal when using the C-1 tape is to learn the meanings of all the words and structures as they are used in the sentences.

With the P-1 tape, you learn to put together these sentences. You learn to pronounce each new word and use each new structure. When the recorded instructions direct you to pronounce a word or say a sentence, do so out loud. It is important for you to hear yourself speaking Chinese, so that you will know whether you are pronouncing the words correctly. Making the effort to say the expression is a big part of learning it. It is one thing to think about how a sentence should be put together or how it should sound. It is another thing to put it together that way or make it sound that way. Your goal when using the P-1 tape is to produce the Target List expressions in Chinese when given English equivalents. At the end of each P-1 tape is a review of the Target List which you can go over until you have mastered the expressions.

At times, you may feel that the material on a tape is being presented too fast. You may find that there is not enough time allowed for working out the meaning of a sentence or saying a sentence the way you want to. When this happens, stop the tape. If you want to, rewind. Use the control buttons on your machine to make the tape manageable for you and to get the most out of it.

About the Reference List and the Reference Notes

The Reference List and the Reference Notes are designed to be used before, during, or directly after work with the C-1 and P-1 tapes.

The Reference List is a summary of the C-1 and P-1 tapes. It contains all sentences which introduce new material, showing you both the Chinese sentences written in romanization and their English equivalents. You will find that the list is printed so that either the Chinese or the English can be covered to allow you to test yourself on comprehension, production, or romanization of the sentences.

The Reference Notes give you information about grammar, pronunciation, and cultural usage. Some of these explanations duplicate what you hear on the C-1 and P-1 tapes. Other explanations contain new information.

You may use the Reference List and Reference Notes in various ways. For example, you may follow the Reference Notes as you listen to a tape, glancing at an exchange or stopping to read a comment whenever you want to. Or you may look through the Reference Notes before listening to a tape, and then use the Reference List while you listen, to help you keep track of where you are. Whichever way you decide to use these parts of a unit, remember that they are reference materials. Don't rely on the translations and romanizations as subtitles for the C-1 tape or as cue cards for the P-1 tape, for this would rob you of your chance to develop listening and responding skills.

About the Drills

The drills help you develop fluency, ease of response, and confidence. You can go through the drills on your own, with the drill tapes, and the teacher may take you through them in class as well.

Allow more than half an hour for a half-hour drill tape, since you will usually need to go over all or parts of the tape more than once to get full benefit from it.

The drills include many personal names, providing you with valuable pronunciation practice. However, if you find the names more than you can handle the first time through the tape, replace them with the pronoun tā whenever possible. Similar substitutions are often possible with place names.

Some of the drills involve sentences which you may find too long to understand or produce on your first try, and you will need to rewind for another try. Often, particularly the first time through a tape, you will find the pauses too short, and you will need to stop the tape to give yourself more time. The performance you should aim for with these tapes, however, is full comprehension and full, fluent, and accurate production while the tape rolls.

The five basic types of drills are described below.

Substitution Drills: The teacher (T) gives a pattern sentence which the student (S) repeats. Then the teacher gives a word or phrase (a cue) which the student substitutes appropriately in the original sentence. The teacher follows immediately with a new cue.

Here is an English example of a substitution drill:

T: Are you an American?
S: Are you an American?
T: (cue) English
S: Are you English?
T: (cue) French
S: Are you French?

Transformation Drills: On the basis of a model provided at the beginning of the drill, the student makes a certain change in each sentence the teacher says.

Here is an English example of a transformation drill, in which the student is changing affirmative sentences into negative ones:

T: I'm going to the bank.
S: I'm not going to the bank.
T: I'm going to the store.
S: I'm not going to the store.

Response Drills: On the basis of a model given at the beginning of the drill, the student responds to questions or remarks by the teacher as cued by the teacher.

Here is an English example of a response drill:

T: What is his name? (cue) Harris
S: His name is Harris.
T: What is her name? (cue) Noss
S: Her name is Noss.

Expansion Drills: The student adds something to a pattern sentence as cued by the teacher.

Here is an English example of an expansion drill:

T: He isn't Chinese. (cue) Japanese
S: He isn't Chinese. He's Japanese.
T: She isn't German. (cue) French
S: She isn't German. She's French.

Combination Drills: On the basis of a model given at the beginning of the drill, the student combines two phrases or sentences given by the teacher into a single utterance.

Here is an English example of a combination drill:

T: I am reading a book. John gave me the book.
S: I am reading a book which John gave me.
T: Mary bought a picture. I like the picture.
S: Mary bought a picture which I like.

REFERENCE LIST

- | | | |
|-----|---------------------------------|--------------------------|
| 1. | A: Nǐ shì shéi? | Who are you? |
| | B: Wǒ shì Wáng Dànián. | I am Wáng Dànián. |
| 2. | A: Nǐ shì shéi? | Who are you? |
| | B: Wǒ shì Hú Měilíng. | I am Hú Měilíng. |
| 3. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Mínglǐ. | He is Mǎ Mínglǐ. |
| 4. | A: Tā shì Mǎ Mínglǐ. | He is Mǎ Mínglǐ. |
| | B: Tā shì Hú Měilíng. | She is Hú Měilíng. |
| 5. | A: Nǐ xìng shénme? | What is your surname? |
| | B: Wǒ xìng Wáng. | My surname is Wáng. |
| 6. | A: Tā xìng shénme? | What is his surname? |
| | B: Tā xìng Mǎ. | His surname is Mǎ. |
| 7. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Xiānsheng. | He is Mr. Mǎ. |
| 8. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Mínglǐ Xiānsheng. | He is Mr. Mǎ Mínglǐ. |
| 9. | A: Wáng Xiānsheng, tā shì shéi? | Mr. Wáng, who is he? |
| | B: Tā shì Mǎ Mínglǐ Xiānsheng. | He is Mr. Mǎ Mínglǐ. |
| 10. | A: Xiānsheng, tā shì shéi? | Sir, who is he? |
| | B: Tā shì Mǎ Xiānsheng. | He is Mr. Mǎ. |
| 11. | A: Xiānsheng, tā shì shéi? | Sir, who is she? |
| | B: Tā shì Mǎ Tàitai. | She is Mrs. Mǎ. |
| 12. | A: Wáng Xiānsheng, tā shì shéi? | Mr. Wáng, who is she? |
| | B: Tā shì Mǎ Mínglǐ Tàitai. | She is Mrs. Mǎ Mínglǐ. |
| 13. | A: Wáng Xiānsheng, tā shì shéi? | Mr. Wáng, who is she? |
| | B: Tā shì Mǎ Xiǎojiě. | She is Miss Mǎ. |
| 14. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Mínglǐ Tóngzhì. | He is Comrade Mǎ Mínglǐ. |

15. A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán. She is Fāng Bǎolán.
16. A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán. Tóngzhì. She is Comrade Fāng Bǎolán.

VOCABULARY

nǐ	you
shéi	who
shénme	what
shì	to be
tā	he, she
tàitai	Mrs.
tóngzhì	Comrade
wǒ	I
xiānsheng	Mr.; sir
xiǎojiě (xiǎojie)	Miss
xìng	to be surnamed

REFERENCE NOTES

- | | | |
|----|------------------------|--------------------|
| 1. | A: Nǐ shì shéi? | Who are you? |
| | B: Wǒ shì Wáng Dànián. | I am Wáng Dànián. |
| 2. | A: Nǐ shì shéi? | Who are you? |
| | B: Wǒ shì Hú Měilíng. | I am Hú Měilíng. |
| 3. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Mínglǐ. | He is Mǎ Mínglǐ. |
| 4. | A: Tā shì Mǎ Mínglǐ. | He is Mǎ Mínglǐ. |
| | B: Tā shì Hú Měilíng. | She is Hú Měilíng. |

Notes on Nos. 1-4

The verb shì means "to be" in the sense of "to be someone or something," as in "I am Daniel King." It expresses identity. (In Unit 4 you will learn a verb which means "to be" in another sense, "to be somewhere," as in "I am in Běijīng." That verb expresses location.) The verb shì is in the Neutral tone (with no accent mark) except when emphasized.

Unlike verbs in European languages, Chinese verbs do not distinguish first, second, and third persons. A single form serves for all three persons.

Wǒ	<u>shì</u>	Wáng Dànián.	(I <u>am</u> Wáng Dànián.)
Nǐ	<u>shì</u>	Hú Měilíng.	(You <u>are</u> Hú Měilíng.)
Tā	<u>shì</u>	Mǎ Mínglǐ.	(He <u>is</u> Mǎ Mínglǐ.)

Later you will find that Chinese verbs do not distinguish singular and plural, either, and that they do not distinguish past, present, and future as such. You need to learn only one form for each verb.

The pronoun tā is equivalent to both "he" and "she."

The question Nǐ shì shéi? is actually too direct for most situations, although it is all right from teacher to student or from student to student. (A more polite question is introduced in Unit 2.)

Unlike English, Chinese uses the same word order in questions as in statements.

Tā	shi	<u>shéi?</u>	(Who is he?)
Tā	shi	<u>Mǎ Mínglǐ?</u>	(He is <u>Mǎ Mínglǐ.</u>)

When you answer a question containing a question word like shéi, "who," simply replace the question word with the information it asks for.

5. A: Nǐ xīng shénme? What is your surname?
 B: Wǒ xīng Wáng. My surname is Wáng.
6. A: Tā xīng shénme? What is his surname?
 B: Tā xīng Mǎ. His surname is Mǎ.

Notes on Nos. 5-6

Xīng is a verb, "to be surnamed." It is in the same position in the sentence as shì, "to be."

Wǒ	<u>shì</u>	Wáng Dànián.
(I	<u>am</u>	Wáng Dànián.)

Wǒ	<u>xīng</u>	Wáng.
(I	<u>am surnamed</u>	Wáng.)

Notice that the question word shénme, "what," takes the same position as the question word shéi, "who."

Nǐ	shi	<u>shéi?</u>
(You	are	<u>who?</u>)

Nǐ	xīng	<u>shénme?</u>
(You	are surnamed	<u>what?</u>)

Shénme is the official spelling. However, the word is pronounced as if it were spelled shémma, or even shéma (often with a single rise in pitch extending over both syllables). Before another word which begins with a consonant sound, it is usually pronounced as if it were spelled shém.

7. A: Tā shi shéi? Who is he?
 B: Tā shi Mǎ Xiānsheng. He is Mr. Mǎ.
8. A: Tā shi shéi? Who is he?
 B: Tā shi Mǎ Mínglǐ Xiānsheng. He is Mr. Mǎ Mínglǐ.

Notes on Nos. 7-8

After the verb shì you may have the full name alone, the surname plus title, or the full name plus title.

Tā	shi	Mǎ	Mínglǐ.	
Tā	shi	Mǎ		Xiānsheng.
Tā	shi	Mǎ	Mínglǐ	Xiānsheng.

Xiānsheng, literally "first-born," has more of a connotation of respectfulness than "Mr." Xiānsheng is usually applied only to people other than oneself. Do not use the title Xiānsheng (or any other respectful title, such as Jiàoshòu, "Professor") when giving your own name. If you want to say "I am Mr. Jones," you may say Wǒ xìng Jones.

When a name and title are said together, logically enough it is the name which gets the heavy stress: WÁNG Xiānsheng. You will often hear the title pronounced with no full tones: WÁNG Xiānsheng.

9. A: Wáng Xiānsheng, tā shi shéi? Mr. Wáng, who is he?
 B: Tā shi Mǎ Mínglǐ Xiānsheng. He is Mr. Mǎ Mínglǐ.
10. A: Xiānsheng, tā shi shéi? Sir, who is he?
 B: Tā shi Mǎ Xiānsheng. He is Mr. Mǎ.

11. A: Xiānsheng, tā shì shéi? Sir, who is she?
B: Tā shì Mǎ Tàitai. She is Mrs. Mǎ.
12. A: Wáng Xiānsheng, tā shì shéi? Mr. Wáng, who is she?
B: Tā shì Mǎ Mínglǐ Tàitai. She is Mrs. Mǎ Mínglǐ.

Note on Nos. 9-12

When you address someone directly, use either the name plus the title or the title alone. Xiānsheng must be translated as "sir" when it is used alone, since "Mr." would not capture its respectful tone. (Tàitai, however, is less respectful when used alone. You should address Mrs. Mǎ as Mǎ Tàitai.)

13. A: Wáng Xiānsheng, tā shì shéi? Mr. Wáng, who is she?
B: Tā shì Mǎ Xiǎojiě. She is Miss Mǎ.
14. A: Tā shì shéi? Who is he?
B: Tā shì Mǎ Mínglǐ Tóngzhì. He is Comrade Mǎ Mínglǐ.
15. A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán. She is Fāng Bǎolán.
16. A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán Tóngzhì. She is Comrade Fāng Bǎolán.

Note on Nos. 13-16

See the Background Notes on Chinese Personal Names and Titles for Tóngzhì, "Comrade," and the use of maiden names.

DRILLS

A. Substitution Drill

- | | |
|-------------------------------|--|
| 1. <u>Speaker</u> : Mǎ Mínglǐ | <u>You</u> : Tā shì Mǎ Mínglǐ.
(He is Mǎ Mínglǐ.) |
| 2. Hú Měilíng | Tā shì Hú Měilíng.
(She is Hú Měilíng.) |
| 3. Wáng Dànián | Tā shì Wáng Dànián.
(He is Wáng Dànián.) |
| 4. Lǐ Shìmín | Tā shì Lǐ Shìmín.
(He is Lǐ Shìmín.) |
| 5. Liú Lìróng | Tā shì Liú Lìróng.
(She is Liú Lìróng.) |
| 6. Zhāng Bǎolán. | Tā shì Zhāng Bǎolán.
(She is Zhāng Bǎolán.) |

B. Response Drill

When the cue is given by a male speaker, male students should respond.
When the cue is given by a female speaker, female students should respond.

- | | |
|--|---|
| 1. <u>Speaker</u> : Nǐ shì shéi?
(<u>cue</u>) Wáng Dànián
(Who are you?) | <u>You</u> : Wǒ shì Wáng Dànián.
(I am Wáng Dànián.) |
| OR | |
| Nǐ shì shéi?
(<u>cue</u>) Hú Měilíng
(Who are you?) | Wǒ shì Hú Měilíng.
(I am Hú Měilíng.) |
| 2. Nǐ shì shéi? Liú Shìmín
(Who are you?) | Wǒ shì Liú Shìmín.
(I am Liú Shìmín.) |
| 3. Nǐ shì shéi? Chén Huìrán
(Who are you?) | Wǒ shì Chén Huìrán.
(I am Chén Huìrán.) |
| 4. Nǐ shì shéi? Huáng Déxián
(Who are you?) | Wǒ shì Huáng Déxián.
(I am Huáng Déxián.) |
| 5. Nǐ shì shéi? Zhào Wǎnrú
(Who are you?) | Wǒ shì Zhào Wǎnrú.
(I am Zhào Wǎnrú.) |

- | | | | |
|----|--------------------------------|----------------|--|
| 6. | Nǐ shì shéi?
(Who are you?) | Jiǎng Bīngyíng | Wǒ shì Jiǎng Bīngyíng.
(I am Jiǎng Bīngyíng.) |
| 7. | Nǐ shì shéi?
(Who are you?) | Gāo Yǒngpíng | Wǒ shì Gāo Yǒngpíng.
(I am Gāo Yǒngpíng.) |

C. Response Drill

- | | | | |
|----|---|---------------|--|
| 1. | <u>Speaker</u> : Tā shì shéi?
(cue) Mǎ Xiānsheng
(Who is he?) | | <u>You</u> : Tā shì Mǎ Xiānsheng.
(He is Mr. Mǎ.) |
| 2. | Tā shì shéi?
(Who is she?) | Hú Tàitai | Tā shì Hú Tàitai.
(She is Mrs. Hú.) |
| 3. | Tā shì shéi?
(Who is he?) | Máo Xiānsheng | Tā shì Máo Xiānsheng.
(He is Mr. Máo.) |
| 4. | Tā shì shéi?
(Who is he?) | Zhāng Tóngzhì | Tā shì Zhāng Tóngzhì.
(He is Comrade Zhāng.) |
| 5. | Tā shì shéi?
(Who is she?) | Liú Xiǎojiě | Tā shì Liú Xiǎojiě.
(She is Miss Liú.) |
| 6. | Tā shì shéi?
(Who is he?) | Mǎ Xiānsheng | Tā shì Mǎ Xiānsheng.
(He is Mr. Mǎ.) |
| 7. | Tā shì shéi?
(Who is she?) | Zhào Tàitai | Tā shì Zhào Tàitai.
(She is Mrs. Zhào.) |

UNIT 2

INTRODUCTION

Topics Covered in This Unit

1. Questions and answers about given names.
2. Yes/no questions.
3. Negative statements.
4. Greetings.

Prerequisites to the Unit

1. P&R 3 and P&R 4 (Tapes 3 and 4 of the resource module on Pronunciation and Romanization).

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The 2D-1 tape.

REFERENCE LIST

- | | |
|---------------------------------|---------------------------------|
| 1. A: Tā shì Wáng Tàitai ma? | Is she Mrs. Wáng? |
| B: Tā shì Wáng Tàitai. | She is Mrs. Wáng. |
| 2. A: Nǐ shì Wáng Xiānsheng ma? | Are you Mr. Wáng? |
| B: Wǒ shì Wáng Dànián. | I am Wáng Dànián. |
| 3. A: Nǐ shì Mǎ Xiānsheng ma? | Are you Mr. Mǎ? |
| B: Wǒ shì Wáng Dànián. | I am Wáng Dànián. |
| 4. A: Nǐ shì Mǎ Xiānsheng ma? | Are you Mr. Mǎ? |
| B: Wǒ bú shì Mǎ Xiānsheng. | I'm not Mr. Mǎ. |
| 5. A: Wǒ shì Wáng Dànián. | I am Wáng Dànián. |
| B: Wǒ bú shì Wáng Dànián. | I'm not Wáng Dànián. |
| 6. A: Nǐ xìng Fāng ma? | Is your surname Fāng? |
| B: Wǒ bú xìng Fāng. | My surname isn't Fāng. |
| 7. A: Wǒ xìng Wáng. | My surname is Wáng. |
| B: Wǒ bú xìng Wáng. | My surname isn't Wáng. |
| 8. A: Nǐ xìng Mǎ ma? | Is your surname Mǎ? |
| B: Bú xìng Mǎ. Xìng Wáng. | My surname isn't Mǎ. It's Wáng. |
| 9. A: Nín guīxìng? | Your surname? (POLITE) |
| B: Wǒ xìng Wáng. | My surname is Wáng. |
| 10. A: Nǐ jiào shénme? | What is your given name? |
| B: Wǒ jiào Dànián. | My given name is Dànián. |
| 11. A: Nǐ hǎo a? | How are you? |
| B: Wǒ hǎo. | I'm fine. |
| 12. A: Nǐ hǎo a? | How are you? |
| B: Wǒ hǎo. Nǐ ne? | I'm fine. And you? |
| A: Hǎo, xièxie. | Fine, thanks. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

13. míngzi

given name

VOCABULARY

a	(question marker)
bù/bú	not
bú shi	not to be
guìxìng	(honorable) surname
hǎo	to be fine, to be well
jiào	to be called
ma	(question marker)
míngzi	given name
ne	(question marker)
xièxie	thank you

REFERENCE NOTES

- | | | |
|----|------------------------------|-------------------|
| 1. | A: Tā shi Wáng Tàitai ma? | Is she Mrs. Wáng? |
| | B: Tā shi Wáng Tàitai. | She is Mrs. Wáng. |
| 2. | A: Nǐ shi Wáng Xiānsheng ma? | Are you Mr. Wáng? |
| | B: Wǒ shi Wáng Dànián. | I am Wáng Dànián. |
| 3. | A: Nǐ shi Mǎ Xiānsheng ma? | Are you Mr. Mǎ? |
| | B: Wǒ shi Wáng Dànián. | I am Wáng Dànián. |

Notes on Nos. 1-3

The marker ma may be added to any statement to turn it into a question which may be answered "yes" or "no."

Tā	shi	Wáng Tàitai.		(She is Mrs. Wáng.)
Tā	shi	Wáng Tàitai	ma?	(Is she Mrs. Wáng?)

The reply to a yes/no question is commonly a complete affirmative or negative statement, although, as you will see later, the statement may be stripped down considerably.

- | | | |
|----|----------------------------|----------------------|
| 4. | A: Nǐ shi Mǎ Xiānsheng ma? | Are you Mr. Mǎ? |
| | B: Wǒ bú shi Mǎ Xiānsheng. | I'm not Mr. Mǎ. |
| 5. | A: Wǒ shi Wáng Dànián. | I am Wáng Dànián. |
| | B: Wǒ bú shi Wáng Dànián. | I'm not Wáng Dànián. |

Notes on Nos. 4-5

The negative of the verb shì, "to be," is bú shi, "not to be." The equivalent of "not" is the syllable bù. The tone for the syllable bù depends on the tone of the following syllable. When followed by a syllable with a High, Rising, or Low tone, a Falling tone is used (bù). When followed by a syllable with a Falling or Neutral tone, a Rising tone is used (bú).

- bù fēi (not to fly)
- bù féi (not to be fat)
- bù fěi (not to slander)
- bú fèi (not to waste)

Almost all of the first few verbs you learn happen to be in the Falling tone, and so take bù. But remember that bù is the basic form. That is the form the syllable takes when it stands alone as a short "no" answer--Bù--and when it is discussed, as in "Bù means 'not'."

Notice that even though shì, "to be," is usually pronounced in the Neutral tone in the phrase bú shì, the original Falling tone of shì still causes bù to be pronounced with a Rising tone: bú.

Wǒ		shì		Wáng Dànián.
(I		am		Wáng Dànián.)

Wǒ	bú	shì		Mǎ Xiānsheng.
(I		am	<u>not</u>	Mr. Mǎ.)

- 6. A: Nǐ xìng Fāng ma? Is your surname Fāng?
B: Wǒ bú xìng Fāng. My surname isn't Fāng.
- 7. A: Wǒ xìng Wáng. My surname is Wáng.
B: Wǒ bú xìng Wáng. My surname isn't Wáng.
- 8. A: Nǐ xìng Mǎ ma? Is your surname Mǎ?
B: Bú xìng Mǎ. Xìng Wáng. My surname isn't Mǎ. It's Wáng.

Note on No. 8

It is quite common in Chinese--much commoner than in English--to omit the subject of a sentence when it is clear from the context.

- 9. A: Nín guìxìng? Your surname? (POLITE)
B: Wǒ xìng Wáng. My surname is Wáng.

Notes on No. 9

Nín is the polite equivalent of nǐ, "you."

Guìxìng is a polite noun, "surname." Guì means "honorable." Xìng, which you have learned as the verb "to be surnamed," is in this case a noun, "surname."

Literally, Nín guìxìng? is "Your surname?" The implied question is understood, and the "sentence" consists of the subject alone.

10. A: Nǐ jiào shénme?
B: Wǒ jiào Dànián.

What is your given name?
My given name is Dànián.

Note on No. 10

Jiào is a verb meaning "to be called." In a discussion of personal names, we can say that it means "to be given-named."

11. A: Nǐ hǎo a?
B: Wǒ hǎo.

How are you?
I'm fine.

Notes on No. 11

Notice that the Low tones of wǒ and nǐ change to Rising tones before the Low tone of hǎo: Nǐ hǎo a? Wǒ hǎo.

Hǎo is a verb--"to be good," "to be well," "to be fine." Since it functions like the verb "to be" plus an adjective in English, we will call it an adjectival verb.

Wǒ	hǎo.
(I	am fine.)

Nǐ	hǎo	a?
(You	are fine	?)

DRILLS

A. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā shì Wáng Xiānsheng.
(He is Mr. Wáng.) | <u>You</u> : Tā shì Wáng Xiānsheng ma?
(Is he Mr. Wáng?) |
| 2. Tā shì Hú Tàitai.
(She is Mrs. Hú.) | Tā shì Hú Tàitai ma?
(Is she Mrs. Hú?) |
| 3. Tā shì Liú Tóngzhì.
(He is Comrade Liú.) | Tā shì Liú Tóngzhì ma?
(Is he Comrade Liú?) |
| 4. Tā shì Zhāng Xiǎojiě.
(She is Miss Zhāng.) | Tā shì Zhāng Xiǎojiě ma?
(Is she Miss Zhāng?) |
| 5. Tā shì Mǎ Xiānsheng.
(He is Mr. Mǎ.) | Tā shì Mǎ Xiānsheng ma?
(Is he Mr. Mǎ?) |
| 6. Tā shì Fāng Xiǎojiě.
(She is Miss Fāng.) | Tā shì Fāng Xiǎojiě ma?
(Is she Miss Fāng?) |
| 7. Tā shì Lín Tóngzhì.
(He is Comrade Lín.) | Tā shì Lín Tóngzhì ma?
(Is he Comrade Lín?) |

B. Response Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā shì Wáng Xiānsheng ma?
(Is he Mr. Wáng?) | <u>You</u> : Shì. Tā shì Wáng Xiānsheng.
(Yes. He is Mr. Wáng.) |
| 2. Tā shì Zhào Tàitai ma?
(Is she Mrs. Zhào?) | Shì. Tā shì Zhào Tàitai.
(Yes. She is Mrs. Zhào.) |
| 3. Tā shì Chén Tóngzhì ma?
(Is she Comrade Chén?) | Shì. Tā shì Chén Tóngzhì.
(Yes. She is Comrade Chén.) |
| 4. Tā shì Liú Xiǎojiě ma?
(Is she Miss Liú?) | Shì. Tā shì Liú Xiǎojiě.
(Yes. She is Miss Liú.) |
| 5. Tā shì Sòng Xiānsheng ma?
(Is he Mr. Sòng?) | Shì. Tā shì Sòng Xiānsheng.
(Yes. He is Mr. Sòng.) |
| 6. Tā shì Sūn Tàitai ma?
(Is she Mrs. Sūn?) | Shì. Tā shì Sūn Tàitai.
(Yes. She is Mrs. Sūn.) |
| 7. Tā shì Zhāng Xiānsheng ma?
(Is he Mr. Zhāng?) | Shì. Tā shì Zhāng Xiānsheng.
(Yes. He is Mr. Zhāng.) |

5. Tā shì Huáng Xiānsheng ma?
Wáng
(Is he Mr. Huáng?)

Bú shì. Tā shì Wáng Xiānsheng.
(No. He is Mr. Wáng.)

6. Tā shì Zhāng Tàitai ma? Jiāng
(Is she Mrs. Zhāng?)

Bú shì. Tā shì Jiāng Tàitai.
(No. She is Mrs. Jiāng.)

E. Transformation Drill

1. Speaker: Nǐ shì Zhāng Xiānsheng ma?
ma?
(Are you Mr. Zhāng?)

You: Nǐ xìng Zhāng ma?
(Is your surname Zhāng?)

2. Nǐ shì Zhào Tàitai ma?
(Are you Mrs. Zhào?)

Nǐ xìng Zhào ma?
(Is your surname Zhào?)

3. Nǐ shì Jiǎng Xiǎojiě ma?
(Are you Miss Jiǎng?)

Nǐ xìng Jiǎng ma?
(Is your surname Jiǎng?)

4. Nǐ shì Liú Tóngzhì ma?
(Are you Comrade Liú?)

Nǐ xìng Liú ma?
(Is your surname Liú?)

5. Nǐ shì Sòng Tàitai ma?
(Are you Mrs. Sòng?)

Nǐ xìng Sòng ma?
(Is your surname Sòng?)

6. Nǐ shì Lǐ Xiānsheng ma?
(Are you Mr. Lǐ?)

Nǐ xìng Lǐ ma?
(Is your surname Lǐ?)

7. Nǐ shì Sūn Tóngzhì ma?
(Are you Comrade Sūn?)

Nǐ xìng Sūn ma?
(Is your surname Sūn?)

F. Transformation Drill

1. Speaker: Wǒ xìng Zhāng.
(My surname is Zhāng.)

You: Wǒ bú xìng Zhāng.
(My surname is not Zhāng.)

2. Wǒ xìng Chén.

Wǒ bú xìng Chén.

3. Wǒ xìng Huáng.

Wǒ bú xìng Huáng.

4. Wǒ xìng Gāo.

Wǒ bú xìng Gāo.

5. Wǒ xìng Sūn.

Wǒ bú xìng Sūn.

6. Wǒ xìng Zhāng.

Wǒ bú xìng Zhāng.

7. Wǒ xìng Zhōu.

Wǒ bú xìng Zhōu.

G. Transformation Drill

1. Speaker: Wǒ bú shì Lǐ Xiānsheng.
(I am not Mr. Lǐ.)

You: Wǒ bú xìng Lǐ.
(My surname is not Lǐ.)

2. Wǒ bú shì Wáng Tàitai.

Wǒ bú xìng Wáng.

3. Wǒ bú shì Chén Xiānsheng.

Wǒ bú xìng Chén.

4. Wǒ bú shì Lín Tóngzhì.

Wǒ bú xìng Lín.

5. Wǒ bú shì Zhōu Xiǎojiě.

Wǒ bú xìng Zhōu.

6. Wǒ bú shì Jiǎng Xiānsheng.

Wǒ bú xìng Jiǎng.

7. Wǒ bú shì Sòng Tàitai.

Wǒ bú xìng Sòng.

H. Expansion Drill

1. Speaker: Tā bú shì Wáng Xiānsheng.
(cue) Huáng
(He is not Mr. Wáng.)

You: Tā bú shì Wáng Xiānsheng,
tā xìng Huáng.
(He is not Mr. Wáng; his
surname is Huáng.)

2. Tā bú shì Jiǎng Tàitai. Jiāng

Tā bú shì Jiǎng Tàitai, tā xìng
Jiāng.

3. Tā bú shì Liú Tóngzhì. Lín

Tā bú shì Liú Tóngzhì, tā xìng
Lín.

4. Tā bú shì Sòng Xiǎojiě. Sūn

Tā bú shì Sòng Xiǎojiě, tā xìng
Sūn.

5. Tā bú shì Zhào Xiānsheng.
Zhōu

Tā bú shì Zhào Xiānsheng, tā
xìng Zhōu.

6. Tā bú shì Jiāng Tóngzhì.
Zhāng.

Tā bú shì Jiāng Tóngzhì, tā xìng
Zhāng.

7. Tā bú shì Sūn Tàitai. Sòng

Tā bú shì Sūn Tàitai, tā xìng
Sòng.

I. Expansion Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Wǒ bú xìng Fāng.
(cue) Hú
(My surname is not Fāng.) | <u>You</u> : Wǒ bú xìng Fāng, xìng Hú.
(My surname is not Fāng;
it's Hú.) |
| 2. Wǒ bú xìng Sūn. Sòng | Wǒ bú xìng Sūn, xìng Sòng. |
| 3. Wǒ bú xìng Yáng. Táng | Wǒ bú xìng Yáng, xìng Táng. |
| 4. Wǒ bú xìng Jiǎng. Zhāng | Wǒ bú xìng Jiǎng, xìng Zhāng. |
| 5. Wǒ bú xìng Zhōu. Zhào | Wǒ bú xìng Zhōu, xìng Zhào. |
| 6. Wǒ bú xìng Wáng. Huáng | Wǒ bú xìng Wáng, xìng Huáng. |
| 7. Wǒ bú xìng Jiāng. Jiǎng | Wǒ bú xìng Jiāng, xìng Jiǎng. |

J. Response Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā shì Wáng Xiānsheng ma?
(cue) Wáng
(Is he Mr. Wáng?) | <u>You</u> : Shì. Tā shì Wáng Xiānsheng.
(Yes. He is Mr. Wáng.) |
| OR Tā shì Wáng Xiānsheng ma?
Huáng
(Is he Mr. Wáng?) | Tā bú shì Wáng Xiānsheng.
Tā xìng Huáng.
(He is not Mr. Wáng. His
surname is Huáng.) |
| 2. Tā shì Liú Tàitai ma? Lín | Tā bú shì Liú Tàitai. Tā xìng Lín. |
| 3. Tā shì Chén Xiǎojiě ma? Chén | Shì. Tā shì Chén Xiǎojiě. |
| 4. Tā shì Máo Xiānsheng ma? Máo | Shì. Tā shì Máo Xiānsheng. |
| 5. Tā shì Jiāng Tóngzhì ma? Zhāng | Tā bú shì Jiāng Tóngzhì. Tā xìng
Zhāng. |
| 6. Tā shì Sòng Tàitai ma? Sòng | Shì. Tā shì Sòng Tàitai. |
| 7. Tā shì Lǐ Xiānsheng ma? Wáng | Tā bú shì Lǐ Xiānsheng. Tā xìng
Wáng. |

K. Transformation Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Wǒ xìng Wáng.
(My surname is Wáng.) | <u>Student 1</u> : Tā xìng shénme?
(What is his surname?) |
| | <u>Student 2</u> : Tā xìng Wáng.
(His surname is Wáng.) |
| 2. Wǒ xìng Chén. | S1: Tā xìng shénme?
S2: Tā xìng Chén. |
| 3. Wǒ xìng Liú. | S1: Tā xìng shénme?
S2: Tā xìng Liú. |
| 4. Wǒ xìng Huáng. | S1: Tā xìng shénme?
S2: Tā xìng Huáng. |
| 5. Wǒ xìng Sòng. | S1: Tā xìng shénme?
S2: Tā xìng Sòng. |
| 6. Wǒ xìng Lǐ. | S1: Tā xìng shénme?
S2: Tā xìng Lǐ. |
| 7. Wǒ xìng Wáng. | S1: Tā xìng shénme?
S2: Tā xìng Wáng. |

L. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Wǒ xìng Wáng jiào Dànián.
(My surname is Wáng,
and my given name
is Dànián.) | <u>You</u> : Nǐ xìng Wáng jiào shénme?
(Your surname is Wáng, and
what is your given name?) |
| | <u>Speaker</u> : Dànián.
(Dànián.) |
| 2. Wǒ xìng Hú jiào Měilíng. | Nǐ xìng Hú jiào shénme? Měilíng. |
| 3. Wǒ xìng Lǐ jiào Shìyǐng. | Nǐ xìng Lǐ jiào shénme? Shìyǐng. |
| 4. Wǒ xìng Fāng jiào Bǎolán. | Nǐ xìng Fāng jiào shénme? Bǎolán. |
| 5. Wǒ xìng Sūn jiào Déxián. | Nǐ xìng Sūn jiào shénme? Déxián. |
| 6. Wǒ xìng Chén jiào Huìrán. | Nǐ xìng Chén jiào shénme? Huìrán. |
| 7. Wǒ xìng Zhāng jiào Zhènghàn. | Nǐ xìng Zhāng jiào shénme? Zhènghàn. |

M. Combination Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā xìng Chén. Tā jiào Bǎolán.
(Her surname is Chén.
Her given name is Bǎolán.) | <u>You</u> : Tā xìng Chén, jiào Bǎolán.
(Her surname is Chén, given name Bǎolán.) |
| 2. Tā xìng Lǐ. Tā jiào Mínglǐ. | Tā xìng Lǐ, jiào Mínglǐ. |
| 3. Tā xìng Hú. Tā jiào Bǎolán. | Tā xìng Hú, jiào Bǎolán. |
| 4. Tā xìng Jiāng. Tā jiào Déxián. | Tā xìng Jiāng, jiào Déxián. |
| 5. Tā xìng Zhōu. Tā jiào Zǐyàn. | Tā xìng Zhōu, jiào Zǐyàn. |
| 6. Tā xìng Zhāng. Tā jiào Tíngfēng. | Tā xìng Zhāng, jiào Tíngfēng. |
| 7. Tā xìng Chén. Tā jiào Huìrán. | Tā xìng Chén, jiào Huìrán. |

UNIT 3

INTRODUCTION

Topics Covered in This Unit

1. Nationality.
2. Home state, province, and city.

Prerequisites to the Unit

1. P&R 5 and P&R 6 (Tapes 5 and 6 of the resource module on Pronunciation and Romanization).
2. NUM 1 and NUM 2 (Tapes 1 and 2 of the resource module on Numbers), the numbers from 1 to 10.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 3D-1 tape.

REFERENCE LIST

- | | |
|--|------------------------------|
| 1. A: Nǐ shì Měiguó rén ma? | Are you an American? |
| B: Wǒ shì Měiguó rén. | I'm an American. |
| 2. A: Nǐ shì Zhōngguó rén ma? | Are you Chinese? |
| B: Wǒ shì Zhōngguó rén. | I'm Chinese. |
| 3. A: Wáng Xiānsheng, nǐ shì Yīngguó rén ma? | Mr. Wáng, are you English? |
| B: Wǒ bú shì Yīngguó rén. | I'm not English. |
| 4. A: Nǐ shì Zhōngguó rén ma? | Are you Chinese? |
| B: Bú shì. | No. |
| A: Nǐ shì Měiguó rén ma? | Are you an American? |
| B: Shì. | Yes, I am. |
| 5. A: Mǎ Xiǎojiě shì Měiguó rén ma? | Is Miss Mǎ an American? |
| B: Bú shì, tā bú shì Měiguó rén. | No, she is not American. |
| A: Tā shì Zhōngguó rén ma? | Is she Chinese? |
| B: Shì, tā shì Zhōngguó rén. | Yes, she is Chinese. |
| 6. A: Nǐ shì něiguó rén? | What is your nationality? |
| B: Wǒ shì Měiguó rén. | I'm American. |
| 7. A: Tā shì něiguó rén? | What is his nationality? |
| B: Tā shì Yīngguó rén. | He is English. |
| 8. A: Nǐ shì nǎrde rén? | Where are you from? |
| B: Wǒ shì Shànghǎi rén. | I'm from Shànghǎi. |
| 9. A: Tā shì Fāng Bǎolán de xiānsheng. | He is Fāng Bǎolán's husband. |
| 10. A: Tā shì nǎrde rén? | Where is he from? |
| B: Tā shì Shāndōng rén. | He's from Shāndōng. |
| 11. A: Nǐ shì nǎrde rén? | Where are you from? |
| B: Wǒ shì Jiāzhōu rén. | I'm a Californian. |

12. A: Nǐ shì Měiguó rén ma?
A: Nǐ shì něiguó rén?
A: Nǐ shì nǎrde rén?

Are you an American?
What's your nationality?
Where are you from?

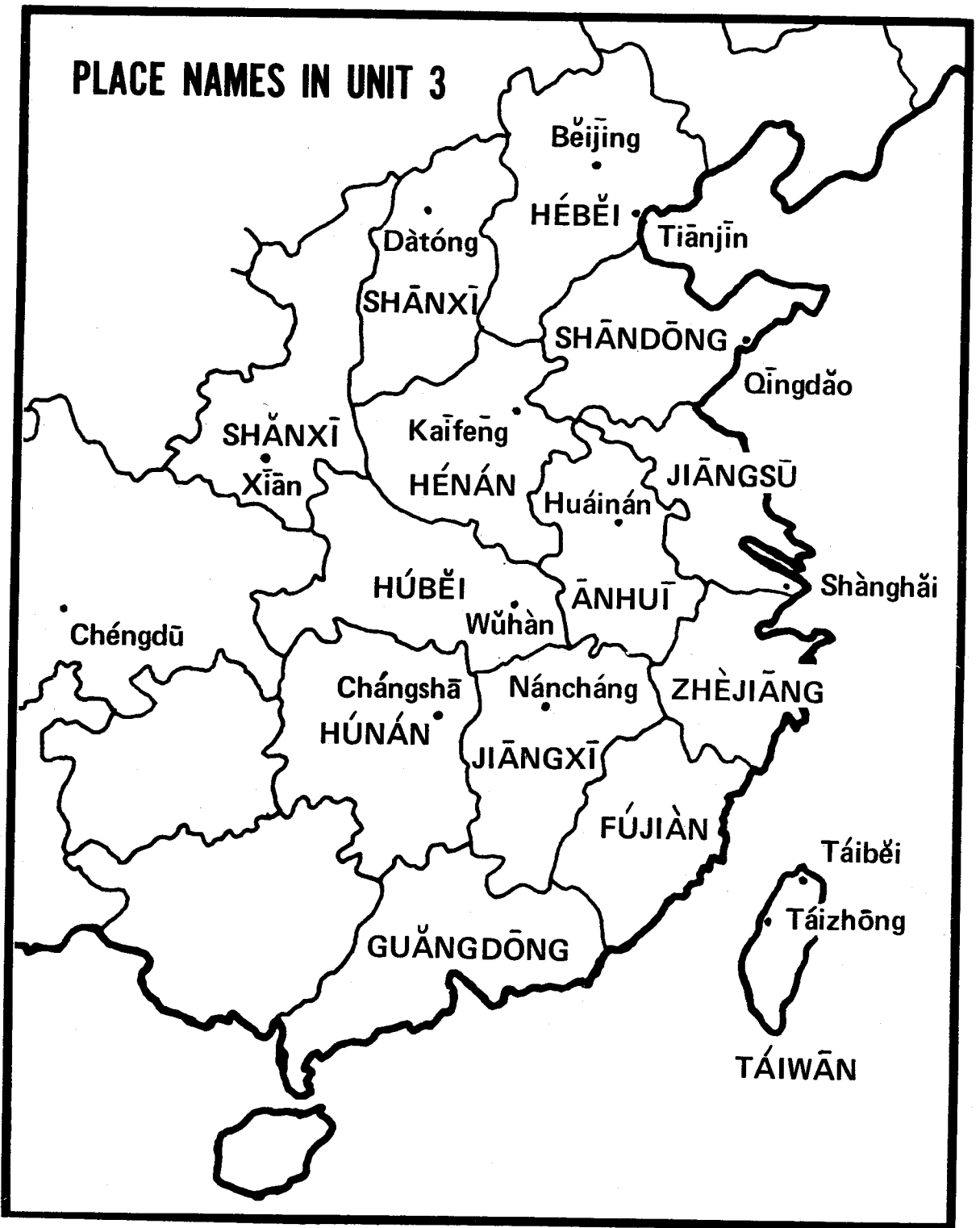
ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------------|---------|
| 13. Déguó | Germany |
| 14. Èguó (Éguó) | Russia |
| 15. Fàguó (Fǎguó) | France |
| 16. Rìběn | Japan |

VOCABULARY

-de	(possessive marker)
Déguó	Germany
Èguó (Éguó)	Russia
Fàguó (Fǎguó)	France
-guó	country
Jiāzhōu	California
Měiguó	America, United States
nǎr	where?
něi-	which?
něiguó	which country
rén	person
Rìběn	Japan
Shāndōng	(a province name)
Shànghǎi	(a city name)
Yīngguó	England
Zhōngguó	China

PLACE NAMES IN UNIT 3



REFERENCE NOTES

- | | |
|---|----------------------------|
| 1. A: Nǐ shì Měiguó rén ma? | Are you an American? |
| B: Wǒ shì Měiguó rén. | I'm an American. |
| 2. A: Nǐ shì Zhōngguó rén ma? | Are you Chinese? |
| B: Wǒ shì Zhōngguó rén. | I'm Chinese. |
| 3. A: Wáng Xiānsheng, nǐ shì
Yīngguó rén ma? | Mr. Wáng, are you English? |
| B: Wǒ bú shì Yīngguó rén. | I'm not English. |

Notes on Nos. 1-3

Rén is a noun, "person" or "persons"; so Měiguó rén is a noun phrase, literally "America person." Sometimes, however, it is preferable or necessary to translate expressions of this sort as adjectives or prepositional phrases.

Tā shì Měiguó rén.	He is <u>an American.</u> (noun phrase)
Tā shì Zhōngguó rén.	He is <u>Chinese.</u> (adjective)
Tā shì Shāndōng rén.	He is <u>from Shāndōng.</u> (prepositional phrase)

Although Měiguó rén is translated here as "an American," in other contexts it may be translated as "the American," "American," or "the Americans." Later you will learn the various ways to indicate in Chinese whether a noun is definite or indefinite, singular or plural.

The syllable -guó usually loses its tone in expressions like Měiguó rén. (Some speakers drop the tone when the word stands alone: Měiguó.)

- | | |
|--|--------------------------|
| 4. A: Nǐ shì Zhōngguó rén ma? | Are you Chinese? |
| B: Bú shì. | No. |
| A: Nǐ shì Měiguó rén ma? | Are you an American? |
| B: Shì. | Yes, I am. |
| 5. A: Mǎ Xiǎojiě shì Měiguó
rén ma? | Is Miss Mǎ an American? |
| B: Bú shì, tā bú shì Měiguó
rén. | No, she is not American. |
| A: Tā shì Zhōngguó rén ma? | Is she Chinese? |
| B: Shì, tā shì Zhōngguó rén. | Yes, she is Chinese. |

Notes on Nos. 4-5

The short "yes" answer shì is really the verb "am" of the longer, more complete answer. The short "no" answer bú shì is really the "am not" of the longer answer.

It is possible to reduce a "no" answer to bù (note the Falling tone), but polite usage requires that you follow it up with a more complete answer. Both the short answers shì and bú shì are commonly followed by complete answers.

6. A: Nǐ shì něiguó rén? What is your nationality?
 B: Wǒ shì Měiguó rén. I'm American.
7. A: Tā shì něiguó rén? What is his nationality?
 B: Tā shì Yīngguó rén. He is English.

Notes on Nos. 6-7

Něi- is the question word "which." It is a bound word--a word which cannot stand alone--not a free word.

něi-	guo	rén
(which	country	person)

Notice that the syllable -guó, "country," in the phrase něiguó rén may lose its Rising tone.

8. A: Nǐ shì nǎrde rén? Where are you from?
 B: Wǒ shì Shànghǎi rén. I'm from Shànghǎi.
9. A: Tā shì Fāng Bǎolán de xiānsheng. He is Fāng Bǎolán's husband.
10. A: Tā shì nǎrde rén? Where is he from?
 B: Tā shì Shāndōng rén. He's from Shāndōng.
11. A: Nǐ shì nǎrde rén? Where are you from?
 B: Wǒ shì Jiāzhōu rén. I'm a Californian.

Notes on Nos. 8-11

Nǎr is the question word "where." The syllable -de is the possessive marker; it functions like the English possessive ending 's.

nǎr	-de	rén
(where	's	person)

By reversing the word order, a slightly more idiomatic translation is possible: "a person of where." The closest English equivalent is "a person from where." To clarify the role of -de in this expression, the tape gives the following example of -de functioning like the English possessive ending 's:

Fāng Bǎolán	-de	xiānsheng
(Fāng Bǎolán	's	husband)

12. A: Nǐ shì Měiguó rén ma?
 A: Nǐ shì něiguó rén?
 A: Nǐ shì nǎrde rén?

Are you an American?
 What's your nationality?
 Where are you from?

DRILLS

A. Response Drill

All responses will be affirmative.

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā shì Zhōngguó rén ma?
(Is he Chinese?) | <u>You</u> : Tā shì Zhōngguó rén.
(He is Chinese.) |
| 2. Tā shì Rìběn rén ma? | Tā shì Rìběn rén. |
| 3. Tā shì Zhōngguó rén ma? | Tā shì Zhōngguó rén. |
| 4. Tā shì Měiguó rén ma? | Tā shì Měiguó rén. |
| 5. Tā shì Déguó rén ma? | Tā shì Déguó rén. |
| 6. Tā shì Jiānádà rén ma? | Tā shì Jiānádà rén. |
| 7. Tā shì Fàguó rén ma? | Tā shì Fàguó rén. |

B. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā shì Jiānádà rén ma?
(<u>cue</u>) Yīngguó
(Is he a Canadian?) | <u>You</u> : Tā bú shì Jiānádà rén. Shì
Yīngguó rén.
(He is not Canadian. He is
English.) |
| 2. Tā shì Rìběn rén ma?
Zhōngguó | Tā bú shì Rìběn rén. Shì Zhōngguó
rén. |
| 3. Tā shì Yīngguó rén ma?
Měiguó | Tā bú shì Yīngguó rén. Shì Měiguó
rén. |
| 4. Tā shì Měiguó rén ma?
Jiānádà | Tā bú shì Měiguó rén. Shì Jiānádà
rén. |
| 5. Tā shì Èguó rén ma?
Déguó | Tā bú shì Èguó rén. Shì Déguó rén. |
| 6. Tā shì Yuènnán rén ma?
Zhōngguó | Tā bú shì Yuènnán rén. Shì Zhōngguó
rén. |
| 7. Tā shì Fàguó rén ma?
Yīngguó | Tā bú shì Fàguó rén. Shì Yīngguó
rén. |

C. Response Drill

1. Speaker: Tā shì něiguó rén?
(cue) Fàguó
(What is his nationality?)

You: Tā shì Fàguó rén.
(He is French.)

2. Tā shì něiguó rén? Zhōngguó

Tā shì Zhōngguó rén.

3. Tā shì něiguó rén? Měiguó

Tā shì Měiguó rén.

4. Tā shì něiguó rén? Jiānádà

Tā shì Jiānádà rén.

5. Tā shì něiguó rén? Rìběn

Tā shì Rìběn rén.

6. Tā shì něiguó rén? Èguó

Tā shì Èguó rén.

7. Tā shì něiguó rén? Déguó

Tā shì Déguó rén.

D. Response Drill

1. Speaker: Tā shì nǎrde rén?
(cue) Běijīng
(Where is he from?)

You: Tā shì Běijīng rén.
(He is from Běijīng.)

2. Tā shì nǎrde rén? Shànghǎi

Tā shì Shànghǎi rén.

3. Tā shì nǎrde rén? Chángshā

Tā shì Chángshā rén.

4. Tā shì nǎrde rén? Táizhōng

Tā shì Táizhōng rén.

5. Tā shì nǎrde rén? Táiběi

Tā shì Táiběi rén.

6. Tā shì nǎrde rén? Tiānjīng

Tā shì Tiānjīng rén.

7. Tā shì nǎrde rén? Běijīng

Tā shì Běijīng rén.

E. Transformation Drill

1. Speaker: Tā shì Běijīng rén.
(He is from Běijīng.)

You: Tā shì nǎrde rén?
(Where is he from?)

OR Tā shì Zhōngguó rén.
(He is Chinese.)

Tā shì něiguó rén?
(What's his nationality?)

- | | |
|-------------------------|--------------------|
| 2. Tā shì Jiānádà rén. | Tā shì něiguó rén? |
| 3. Tā shì Táiběi rén. | Tā shì nǎrde rén? |
| 4. Tā shì Shànghǎi rén. | Tā shì nǎrde rén? |
| 5. Tā shì Yīngguó rén. | Tā shì něiguó rén? |
| 6. Tā shì Měiguó rén. | Tā shì něiguó rén? |
| 7. Tā shì Táizhōng rén. | Tā shì nǎrde rén? |

F. Transformation Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā shì Lǐ Tàitai.
(She is Mrs. Lǐ.) | <u>You</u> : Tā bú shì Lǐ Tàitai.
(She is not Mrs. Lǐ.) |
| 2. Tā xìng Gāo. | Tā bú xìng Gāo. |
| 3. Tā shì Táiběi rén. | Tā bú shì Táiběi rén. |
| 4. Tā xìng Liú. | Tā bú xìng Liú. |
| 5. Tā shì Měiguó rén. | Tā bú shì Měiguó rén. |
| 6. Tā shì Jiānádà rén. | Tā bú shì Jiānádà rén. |

G. Transformation Drill

Ask the appropriate ma question.

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā xìng Hú.
(His surname is Hú.) | <u>You</u> : Tā xìng Hú ma?
(Is his surname Hú?) |
| 2. Tā shì Běijīng rén. | Tā shì Běijīng rén ma? |
| 3. Tā shì Wǎng Dànián. | Tā shì Wǎng Dànián ma? |
| 4. Tā xìng Lín. | Tā xìng Lín ma? |
| 5. Tā shì Zhōngguó rén. | Tā shì Zhōngguó rén ma? |

H. Transformation Drill

1. Speaker: Tā xìng Zhāng.
(His surname is Zhāng.)

You: Tā xìng shénme?
(What's his surname?)

2. Tā shì Běijīng rén.

Tā shì nǎrde rén?

3. Tā shì Wáng Dànián.

Tā shì shéi?

4. Tā shì Rìběn rén.

Tā shì něiguó rén?

5. Tā shì Shāndōng rén.

Tā shì nǎrde rén?

6. Tā shì Chén Tóngzhì.

Tā shì shéi?

UNIT 4

INTRODUCTION

Topics Covered in This Unit

1. Location of people and places.
2. Where people's families are from.

Prerequisites to the Unit

1. NUM 3 and NUM 4 (Tapes 3 and 4 of the resource module on Numbers).
2. CE 1, on Classroom Expressions.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 4D-1 tape.

REFERENCE LIST

(in Běijīng)

- | | |
|---|---|
| 1. A: Qǐngwèn, nǐ shì nǎrde rén? | May I ask, where are you from? |
| B: Wǒ shì Dézhōu rén. | I'm from Texas. |
| 2. A: Qǐngwèn, Āndésēn Fūren shì nǎrde rén? | May I ask, where is Mrs. Anderson from? |
| B: Tā yě shì Dézhōu rén. | She is from Texas too. |
| 3. A: Tā shì Yīngguo rén ma? | Is he English? |
| B: Bú shì, tā bú shì Yīngguo rén. | No, he is not English. |
| A: Tā àiren ne? | And his wife? |
| B: Tā yé bú shì Yīngguo rén. | She isn't English either. |
| 4. A: Qǐngwèn, Qīngdǎo zài nǎr? | May I ask, where is Qīngdǎo? |
| B: Qīngdǎo zài Shāndōng. | Qīngdǎo is in Shāndōng. |
| 5. A: Qǐngwèn, nǐ lǎojiā zài nǎr? | May I ask, where is your family from? |
| B: Wǒ lǎojiā zài Āndàlūè. | My family is from Ontario. |
| C: Wǒ lǎojiā zài Shāndōng. | My family is from Shāndōng. |
| 6. A: Chén Shīmín Tóngzhì zài nǎr? | Where is Comrade Chén Shīmín? |
| B: Tā zài nǎr. | He's there. |
| 7. A: Qīngdǎo zài nǎr? | Where is Qīngdǎo? |
| B: Zài zhèr. | It's here. |
| 8. A: Nǐ àiren xiànzài zài nǎr? | Where is your wife now? |
| B: Wǒ àiren xiànzài zài Jiānádà. | My wife is in Canada now. |

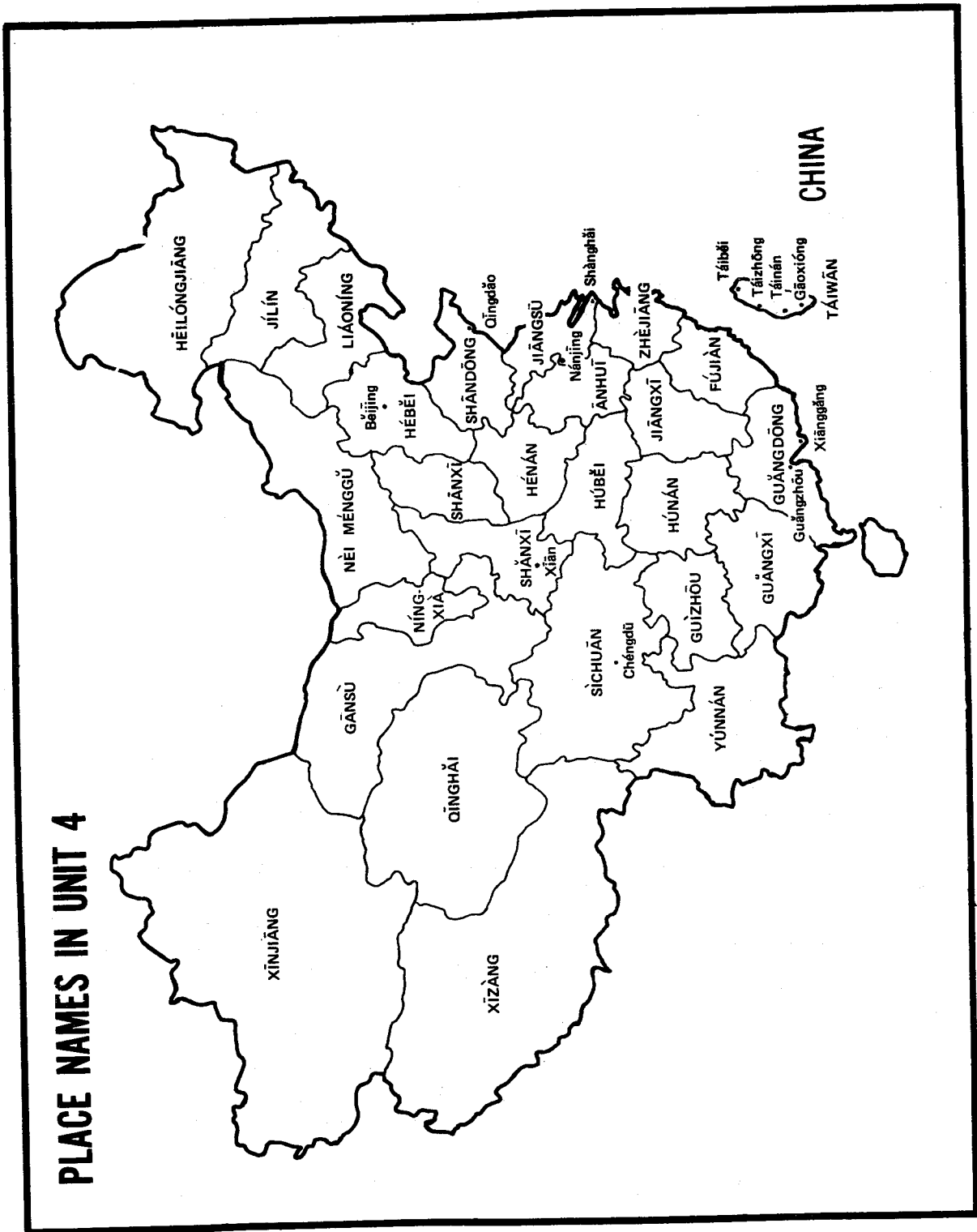
ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

9. Learn the pronunciation and locations of any five cities and five provinces of China found on the maps on pages 80-81.

VOCABULARY

àiren	spouse
Àndàlüè	Ontario
Dézhōu	Texas
fūren	Lady, Madame, Mrs. ; wife (of a high- ranking person)
Jiānádà	Canada
lǎojiā	"original home"
nàr (nèr)	there
Qīngdǎo	(a city name)
Qǐngwèn . . .	May I ask . . .
xiànzài	now
yě	also, too, either
zài	to be in/at/on
zhèr	here

PLACE NAMES IN UNIT 4



Titles: In the PRC, a foreign man is addressed as Xiānsheng, and a married woman as either Fūren or Tàitai, depending on her status. The term fūren is an especially respectful term used to address the wife of a high-ranking official or businessman. Fūren is also used this way on Taiwan. An unmarried foreign woman in the PRC may be addressed as Xiǎojiě, "Miss." Married or unmarried women may be addressed as Nǚshì, "Ms." or "Ma'am." Nǚshì will be introduced in BIO, Unit 1.

The term Tóngzhì, "Comrade," was originally used only by members of the Communist Party to address other members. It is now the general term of address used by all Chinese adults in the PRC. It should be remembered, though, that Tóngzhì does carry a distinct political implication. Visitors in the People's Republic, who are not citizens and who do not take part in efforts to realize Communist ideals, will not be addressed as Tóngzhì and should not feel obliged to address anyone else as such.

Yě is an adverb meaning "also" or "too." It always comes before the verb.

- | | |
|-----------------------------------|---------------------------|
| 3. A: Tā shì Yīngguó rén ma? | Is he English? |
| B: Bú shì, tā bú shì Yīngguó rén. | No, he is not English. |
| A: Tā àiren ne? | And his wife? |
| B: Tā yě bú shì Yīngguó rén. | She isn't English either. |

Notes on No. 3

Àiren, which originally meant "loved one," "sweetheart," or "lover," is used in the PRC for either "husband" or "wife," i.e., for "spouse."

The possessive phrase tā àiren, "his wife" (or "her husband"), is formed by putting the words for "he" (or "she") and "spouse" together. The marker -de (which you have seen in nǎrde rén) is not needed when the possessive relationship is felt to be very close. (See also the notes on No. 5.)

Yě in a negative sentence is usually translated as "either." In this case, bù comes between yě and the verb. Possible English translations for yě, in both affirmative and negative sentences, are

- | | |
|----------------------------------|------------------------------------|
| Tā <u>yě</u> shì Yīngguó rén. | She is English <u>too</u> . |
| | She is <u>also</u> English. |
| Tā <u>yě</u> bú shì Yīngguó rén. | She is not English <u>either</u> . |
| | She is <u>also</u> not English. |

4. A: Qǐngwèn, Qīngdǎo zài nǎr?
 B: Qīngdǎo zài Shāndōng.

May I ask, where is Qīngdǎo?
 Qīngdǎo is in Shāndōng.

Note on No. 4

Zài is the verb "to be in/at/on," that is, "to be somewhere." Zài involves location, while shì involves identity, "to be someone/something."

identity		
Wǒ	shi	Měiguó rén.
(I	am	an American.)

location		
Wǒ	zài	Zhōngguó.
(I	am in	China.)

5. A: Qǐngwèn, nǐ lǎojiā zài nǎr?
 B: Wǒ lǎojiā zài Āndàlüè.
 C: Wǒ lǎojiā zài Shāndōng.

May I ask, where is your family from?
 My family is from Ontario.
 My family is from Shāndōng.

Notes on No. 5

Literally, lǎojiā is "old home" ("original home," "ancestral home," "native place"), that is, the place you and your family are from. When a Chinese asks you about your lǎojiā, he probably wants to know about your hometown, the place where you grew up. When you ask a Chinese about his lǎojiā, however, he will tell you where his family came from originally. A Chinese whose grandparents came from the province of Gǔangdōng will give that as his lǎojiā, even if he and his parents have spent all of their lives in Sìchuān.

Nǐ lǎojiā zài nǎr? (literally "Where is your original home?") asks for the LOCATION of the town you come from. The question is answered with zài plus the name of the province (or state) that the town is located in: Wǒ lǎojiā zài Dézhōu (Āndàlüè, Shāndōng). Nǐ lǎojiā shì nǎr? (translated into English as "What is your original home?") asks about the IDENTITY of the town you come from. That question is answered with shì plus the name of the town (or city): Wǒ lǎojiā shì Jiùjīnshān (Qīngdǎo, Shànghǎi).
 Compare:

Wǒ lǎojiā zài Guǎngdōng.
 Wǒ lǎojiā shì Guǎngzhōu.

My original home is in Guǎngdōng.
 My original home is Guǎngzhōu.

The possessive nǐ lǎojiā, like tā àiren, does not require a possessive marker. However, if more than one word must be used to indicate the possessor, -de is often inserted after the last word: nǐ àirende lǎojiā, "your spouse's original home" or "where your spouse's family comes from."

6. A: Chén Shìmín Tóngzhì zài nǎr? Where is Comrade Chén Shìmín?
 B: Tā zài nàr. He's there.
7. A: Qīngdǎo zài nǎr? Where is Qīngdǎo?
 B: Zài zhèr. It's here.
8. A: Nǐ àiren xiànzài zài nǎr? Where is your wife now?
 B: Wǒ àiren xiànzài zài Jiānádà. My wife is in Canada now.

Notes on Nos. 6-8

You have learned three words for asking and telling about locations.

nǎr?	(where?)
nàr (nèr)	(there)
zhèr	(here)

Notice that the question word nǎr is in the Low tone, while the answer words nàr and zhèr are both in the Falling tone. Also notice that the vowel sound in zhèr is different from that in nǎr and nàr. (Some speakers prefer nèr to nàr.)

When you are talking about movable things and people that you presume are not nearby ("nearby" being approximately within pointing range), you usually ask where they are NOW. The "present time" word may be omitted if the time has been established earlier in the conversation.

Nǐ àiren xiànzài zài nǎr? Where is your wife now?
 Tā zài Běijīng. She's in Běijīng (now).

If you ask about someone or something you presume to be nearby (a pair of scissors in a drawer, for instance, or a person in a group across the room), you do not use xiànzài.

In English, the words "here" and "there" are used to refer to locations of any size. In Chinese, however, zhèr and nàr are usually not used for

cities, provinces, and countries (with the exception that you may use zhèr to refer to the city you are in). Instead, you repeat the name of the place. Compare these two exchanges in Běijīng:

COUNTRY: Mǎdīng Xiānsheng xiànzài zài Zhōngguó ma?

Tā xiànzài zài Zhōngguó.

(He's here now.)

CITY: Mǎdīng Xiānsheng xiànzài zài Shànghǎi ma?

Tā bú zài Shànghǎi; tā zài zhèr.

(He's not there; he's here.)

Jiānádà, "Canada": Although the middle syllable of this word is marked with the Rising tone, at a normal rate of speech you will probably hear Jiānādà.

DRILLS

A. Response Drill

Respond to the question "Where is he/she from?" according to the cue.

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā shì nǎrde rén?
(cue) Húnán
(Where is he/she from?) | <u>You</u> : Tā shì Húnán rén.
(He/she is from Húnán.) |
| 2. Tā shì nǎrde rén? Shāndōng
(Where is he/she from?) | Tā shì Shāndōng rén.
(He/she is from Shāndōng.) |
| 3. Tā shì nǎrde rén? Héběi
(Where is he/she from?) | Tā shì Héběi rén.
(He/she is from Héběi.) |
| 4. Tā shì nǎrde rén? Jiāngsū
(Where is he/she from?) | Tā shì Jiāngsū rén.
(He/she is from Jiāngsū.) |
| 5. Tā shì nǎrde rén? Guǎngdōng
(Where is he/she from?) | Tā shì Guǎngdōng rén.
(He/she is from Guǎngdōng.) |
| 6. Tā shì nǎrde rén? Húběi
(Where is he/she from?) | Tā shì Húběi rén.
(He/she is from Húběi.) |
| 7. Tā shì nǎrde rén? Sìchuān
(Where is he/she from?) | Tā shì Sìchuān rén.
(He/she is from Sìchuān.) |

B. Transformation Drill

Ask the appropriate "where" question, as in the example.

- | | |
|---|--|
| 1. <u>Speaker</u> : Zhāng Tóngzhì Fūren shì
Běijīng rén.
(Comrade Zhāng's wife
is from Běijīng.) | <u>You</u> : Qǐngwèn, Zhāng Fūren shì
nǎrde rén?
(May I ask, where is Mrs.
Zhāng from?) |
| 2. Huáng Tóngzhì Fūren shì Shànghǎi
rén. | Qǐngwèn, Huáng Fūren shì nǎrde
rén? |
| 3. Wáng Tóngzhì Fūren shì Nánjīng
rén. | Qǐngwèn, Wáng Fūren shì nǎrde
rén? |
| 4. Lǐ Tóngzhì Fūren shì Guǎngzhōu
rén. | Qǐngwèn, Lǐ Fūren shì nǎrde rén? |
| 5. Zhào Tóngzhì Fūren shì Xiānggǎng
rén. | Qǐngwèn, Zhào Fūren shì nǎrde
rén? |

- | | |
|--|------------------------------------|
| 6. Máo Tóngzhì Fūren shì Qīngdǎo rén. | Qīngwèn, Máo Fūren shì nǎrde rén? |
| 7. Chén Tóngzhì Fūren shì Běijīng rén. | Qīngwèn, Chén Fūren shì nǎrde rén? |

C. Transformation Drill

Change affirmative statements to negative statements.

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā shì Héběi rén.
(He/she is from Héběi.) | <u>You</u> : Tā bú shì Héběi rén.
(He/she isn't from Héběi.) |
| 2. Tā shì Shāndōng rén. | Tā bú shì Shāndōng rén. |
| 3. Tā shì Jiāngsū rén. | Tā bú shì Jiāngsū rén. |
| 4. Tā shì Fújiàn rén. | Tā bú shì Fújiàn rén. |
| 5. Tā shì Zhèjiāng rén. | Tā bú shì Zhèjiāng rén. |
| 6. Tā shì Húnán rén. | Tā bú shì Húnán rén. |
| 7. Tā shì Sìchuān rén. | Tā bú shì Sìchuān rén. |

D. Transformation Drill

Add yě to the statements.

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā shì Héběi rén.
(He/she is from Héběi.) | <u>You</u> : Tā yě shì Héběi rén.
(He/she is from Héběi too.) |
| 2. Tā shì Zhèjiāng rén. | Tā yě shì Zhèjiāng rén. |
| 3. Tā shì Fújiàn rén. | Tā yě shì Fújiàn rén. |
| 4. Tā shì Húnán rén. | Tā yě shì Húnán rén. |
| 5. Tā shì Jiāngsū rén. | Tā yě shì Jiāngsū rén. |
| 6. Tā shì Shāndōng rén. | Tā yě shì Shāndōng rén. |
| 7. Tā shì Hénán rén. | Tā yě shì Hénán rén. |

E. Transformation Drill

Add yě to the statements.

- | | |
|--|---|
| 1. <u>Speaker</u> : Zhào Xiānsheng bú shì
Táiwān rén.
(Mr. Zhào isn't from
Táiwān.) | <u>You</u> : Zhào Xiānsheng yě bú shì
Táiwān rén.
(Mr. Zhào isn't from Táiwān
either.) |
| 2. Lǐ Xiānsheng bú shì Táiběi rén.
(Mr. Lǐ isn't from Táiběi.) | Lǐ Xiānsheng yě bú shì Táiběi
rén.
(Mr. Lǐ isn't from Táiběi either.) |
| 3. Wáng Xiānsheng bú shì Táizhōng
rén.
(Mr. Wáng isn't from Táizhōng.) | Wáng Xiānsheng yě bú shì Táizhōng
rén.
(Mr. Wáng isn't from Táizhōng
either.) |
| 4. Huáng Xiānsheng bú shì Táinán
rén.
(Mr. Huáng isn't from Táinán.) | Huáng Xiānsheng yě bú shì Táinán
rén.
(Mr. Huáng isn't from Táinán
either.) |
| 5. Liú Xiānsheng bú shì Táidōng
rén.
(Mr. Liú isn't from Táidōng.) | Liú Xiānsheng yě bú shì Táidōng
rén.
(Mr. Liú isn't from Táidōng
either.) |
| 6. Hú Xiānsheng bú shì Jílóng rén.
(Mr. Hú isn't from Jílóng.) | Hú Xiānsheng yě bú shì Jílóng rén.
(Mr. Hú isn't from Jílóng either.) |
| 7. Chén Xiānsheng bú shì Gāoxióng
rén.
(Mr. Chén isn't from Gāoxióng.) | Chén Xiānsheng yě bú shì Gāoxióng
rén.
(Mr. Chén isn't from Gāoxióng
either.) |

F. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Mǎ Tóngzhì shì Běijīng
rén ma?
(Is Comrade Mǎ from
Běijīng?) | <u>You</u> : Tā bú shì Běijīng rén.
(He/she isn't from Běijīng.) |
| Tā àiren ne?
(And his/her spouse?) | Tā àiren yě bú shì Běijīng
rén.
(He/she isn't from Běijīng
either.) |

2. Zhāng Tóngzhì shì Shànghǎi rén ma?
ma?
(Is Comrade Zhāng from Shànghǎi?)
Tā àiren ne?
(And his/her spouse?)
- Tā bú shì Shànghǎi rén.
(He/she isn't from Shànghǎi.)
- Tā àiren yě bú shì Shànghǎi rén.
(He/she isn't from Shànghǎi either.)
3. Jiāng Tóngzhì shì Nánjīng rén ma?
(Is Comrade Jiāng from Nánjīng?)
Tā àiren ne?
(And his/her spouse?)
- Tā bú shì Nánjīng rén.
(He/she isn't from Nánjīng.)
- Tā àiren yě bú shì Nánjīng rén.
(He/she isn't from Nánjīng either.)
4. Chén Tóngzhì shì Guǎngzhōu rén ma?
ma?
(Is Comrade Chén from Guǎngzhōu?)
Tā àiren ne?
(And his/her spouse?)
- Tā bú shì Guǎngzhōu rén.
(He/she isn't from Guǎngzhōu.)
- Tā yě bú shì Guǎngzhōu rén.
(He/she isn't from Guǎngzhōu either.)
5. Sūn Tóngzhì bú shì Chéngdū rén ma?
ma?
(Is Comrade Sūn from Chéngdū?)
Tā àiren ne?
(And his/her spouse?)
- Tā bú shì Chéngdū rén.
(He/she isn't from Chéngdū.)
- Tā àiren yě bú shì Chéngdū rén.
(He/she isn't from Chéngdū either.)
6. Máo Tóngzhì shì Qīngdǎo rén ma?
(Is Comrade Máo from Qīngdǎo?)
Tā àiren ne?
(And his/her spouse?)
- Tā bú shì Qīngdǎo rén.
(He/she isn't from Qīngdǎo.)
- Tā àiren yě bú shì Qīngdǎo rén.
(His/her spouse isn't from Qīngdǎo either.)
7. Yáng Tóngzhì shì Běijīng rén ma?
(Is Comrade Yáng from Běijīng?)
Tā àiren ne?
(And his/her spouse?)
- Tā bú shì Běijīng rén.
(He/she isn't from Běijīng.)
- Tā àiren yě bú shì Běijīng rén.
(His/her spouse isn't from Běijīng either.)

G. Response Drill

1. Speaker: Qǐngwèn, Qīngdǎo zài nǎr?
(cue) Shāndōng
(May I ask, where is Qīngdǎo?)
- You: Qīngdǎo zài Shāndōng.
(Qīngdǎo is in Shāndōng.)

- | | |
|---|--|
| 2. Qǐngwèn, Nánjīng zài nǎr?
Jiāngsū
(May I ask, where is Nánjīng?) | Nánjīng zài Jiāngsū.
(Nánjīng is in Jiāngsū.) |
| 3. Qǐngwèn, Guǎngzhōu zài nǎr?
Guǎngdōng
(May I ask, where is Guǎngzhōu?) | Guǎngzhōu zài Guǎngdōng.
(Guǎngzhōu is in Guǎngdōng.) |
| 4. Qǐngwèn, Shànghǎi zài nǎr?
Jiāngsū
(May I ask, where is Shànghǎi?) | Shànghǎi zài Jiāngsū.
(Shànghǎi is in Jiāngsū.)* |
| 5. Qǐngwèn, Běijīng zài nǎr?
Héběi
(May I ask, where is Běijīng?) | Běijīng zài Héběi.
(Běijīng is in Héběi.) |
| 6. Qǐngwèn, Qīngdǎo zài nǎr?
Shāndōng
(May I ask, where is Qīngdǎo?) | Qīngdǎo zài Shāndōng.
(Qīngdǎo is in Shāndōng.) |
| 7. Qǐngwèn, Shànghǎi zài nǎr?
Jiāngsū
(May I ask, where is Shànghǎi?) | Shànghǎi zài Jiāngsū.
(Shànghǎi is in Jiāngsū.) |

*Although Shànghǎi is physically located in Jiāngsū Province, it is a separate political entity. (The cities of Běijīng and Tiānjīn are also separate entities.)

H. Transformation Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Lín Tóngzhì shì Húběi rén.
(Comrade Lín is from Húběi.) | <u>You</u> : Lín Tóngzhì de lǎojiā zài Húběi.
(Comrade Lín's family is from Húběi.) |
| 2. Wáng Tóngzhì shì Shānxī rén.
(Comrade Wáng is from Shānxī.) | Wáng Tóngzhì de lǎojiā zài Shānxī.
(Comrade Wáng's family is from Shānxī.) |
| 3. Huáng Tóngzhì shì Shānxī rén.
(Comrade Huáng is from Shānxī.) | Huáng Tóngzhì de lǎojiā zài Shānxī.
(Comrade Huáng's family is from Shānxī.) |
| 4. Gāo Tóngzhì shì Fújiàn rén.
(Comrade Gāo is from Fújiàn.) | Gāo Tóngzhì de lǎojiā zài Fújiàn.
(Comrade Gāo's family is from Fújiàn.) |

- | | |
|---|---|
| 5. Lǐ Tóngzhì shì Sìchuān rén.
(Comrade Lǐ is from Sìchuān.) | Lǐ Tóngzhì de lǎojiā zài Sìchuān.
(Comrade Lǐ's family is from Sìchuān.) |
| 6. Zhōu Tóngzhì shì Zhèjiāng rén.
(Comrade Zhōu is from Zhèjiāng.) | Zhōu Tóngzhì de lǎojiā zài Zhèjiāng.
(Comrade Zhōu's family is from Zhèjiāng.) |
| 7. Máo Tóngzhì shì Húnán rén.
(Comrade Máo is from Húnán.) | Máo Tóngzhì de lǎojiā zài Húnán.
(Comrade Máo's family is from Húnán.) |

I. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā àiren zài nǎr?
(cue) Měiguó
(Where is his/her spouse?) | <u>You</u> : Tā àiren xiànzài zài Měiguó.
(His/her spouse is in America now.) |
| 2. Tā àiren zài nǎr? Jiānádà
(Where is his/her spouse?) | Tā àiren xiànzài zài Jiānádà.
(His/her spouse is in Canada now.) |
| 3. Tā àiren zài nǎr? Yīngguó
(Where is his/her spouse?) | Tā àiren xiànzài zài Yīngguó.
(His/her spouse is in England now.) |
| 4. Tā àiren zài nǎr? Déguó
(Where is his/her spouse?) | Tā àiren xiànzài zài Déguó.
(His/her spouse is in Germany now.) |
| 5. Tā àiren zài nǎr? Měiguó
(Where is his/her spouse?) | Tā àiren xiànzài zài Fàguó.
(His/her spouse is in America now.) |
| 6. Tā àiren zài nǎr? Fàguó
(Where is his/her spouse?) | Tā àiren xiànzài zài Fàguó.
(His/her spouse is in France now.) |
| 7. Tā àiren zài nǎr? Èguó
(Where is his/her spouse?) | Tā àiren xiànzài zài Èguó.
(His/her spouse is in Russia now.) |

CRITERION TEST SAMPLE

The purpose of the Criterion Test at the end of each module is to show you not only how much of the material you have learned, but also what points you need to work on before beginning to study another module.

Since the primary goal of ORN is to introduce the sound system of Standard Chinese, this test focuses on your ability to discriminate and produce tones, vowels, and consonants. Additionally, there are sections which test your ability to comprehend and produce numbers from 1 through 99 and the material in the ORN Target Lists. Your knowledge of personal names and titles and the romanization system is also tested. Read the Objectives at the beginning of the module for a description of exactly what the test covers. Note: Although the entire sound system is introduced in the Pronunciation and Romanization Module, you will be tested here only on those sounds which occur in the Target Sentences. Other sounds will be included in Criterion Tests for later modules.

Following is a sample of the Criterion Test for this module. Each section of the test, with directions and a sample question, is represented here so that you may know exactly what is expected of you after studying the ORN Module.

Minimum scores are suggested for each section of the test. Achieving these scores means that you are adequately prepared for the next module. If you fall below the minimum criterion on any section, you should review relevant study materials.

You will use a tape to complete Part I of the test. Part II is written, and you will complete Part III with your instructor. Part IV of the test (Diagnostics) indicates the passing score for each section and review materials for each section.

Part I

1. This section tests your ability to distinguish the four tones. In your test booklet you will see two syllables after each letter. The speaker will pronounce both syllables, and then say one of them again. You are to decide which syllable was repeated, and circle the appropriate one to indicate your choice. The syllables may occur in any of the four tones, regardless of which tone was used previously in the module. The same syllable may occur more than once in this section.

For example, the speaker might say: fēi...fěi and then repeat fēi.

a. fēi fěi

2. This section tests your ability to recognize the four tones in isolated syllables. The speaker will pronounce a syllable twice; you add to the written syllable the tone that you hear. Again, the syllables may occur in any of the four tones, regardless of which tone was used previously in the module.

For example, the speaker might say: fěi...fěi

a. fēi

3. This section tests your ability to recognize the four tones in two-syllable combinations. The speaker pronounces each two-syllable item twice and then pauses a moment for you to mark tones on the written syllables. For the first ten items, one of the two tones is already marked. For the last ten items, you must fill in both tones.

For example, the speaker might say: cháběi...cháběi

a. cháběi

4. In this section, you are tested on syllables which differ minimally in sound. The speaker will pronounce each syllable in an item once; then he will pronounce one of the syllables again. Decide which of the syllables was repeated, and indicate your choice by circling that written syllable in your test booklet. The syllables in this test do not necessarily correspond in every way to syllables in the Target Lists. They may vary in tone, for example.

For example, the speaker might say: fàn...fàng and then repeat fàng.

a. fàn fàng

5. In this section, you complete the romanization for the syllables that you hear. As the speaker says a syllable, write the appropriate vowel or consonant letter(s) in the blank. This tests your ability to recognize the sounds of a syllable and to use the romanization system correctly. The speaker will say each syllable twice.

For example, the speaker might say: pàng...pàng; then you would write

a. pà ng

6. This section tests your ability to understand the numbers 1 through 99 in Chinese. For each item, the speaker will say a number, and you write down the numerals for that number.

For example, you might hear: shí-sān

a. 13

7. This section tests your ability to understand questions and answers about where someone is from and where he is now. Listen to a conversation between Mr. Johnson and Comrade Zhào, who have just met. You will hear the conversation three times. The third time you hear it, a pause will follow each line. You may use these pauses to fill in the boxes in your booklet with appropriate information. (You do not have to wait for the second repetition of the conversation to fill in the answers, of course.)

For example: [You will hear a conversation similar to conversations you heard on the C-2 tapes in this module.]

	Home State or Province	Present Location
Comrade Zhào		
Mr. Johnson (Yuēhànsūn)		
Comrade Zhào's husband		
Mrs. Johnson		

8. This section tests your ability to comprehend Chinese utterances by asking you for the English equivalents. For each item, the speaker will say a sentence from the Target List twice. You indicate your understanding of the sentence by circling the letter of the English sentence which most closely matches the meaning of the Chinese sentence.

For example, you might hear: Nǐ shì shéi?...Nǐ shì shéi?

1. a. Who is she?
b. Who is he?
c. Who are you?

Part II

9. This section tests your general understanding of the Chinese system of personal names and titles. Read the family histories in your test booklet, and answer the questions.

For example,

Yáng Tíngfēng is the Chinese name used by an American, Timothy Young, now that he is living in Taipei. His Chinese surname is:

1. a. Yáng
b. Tíngfēng
c. Yáng Tíngfēng

Part III

10. This section tests your ability to pronounce the four tones. Simple sound combinations have been chosen so that special attention may be given to tone production. For each item, choose one syllable and read it aloud. As you do so, put a circle around the one you choose. The instructor will note the syllable he hears. Be sure to choose a fair sampling of all four tones, and select them in random order.

For example, you might say: má

- a. mā má mǎ mà

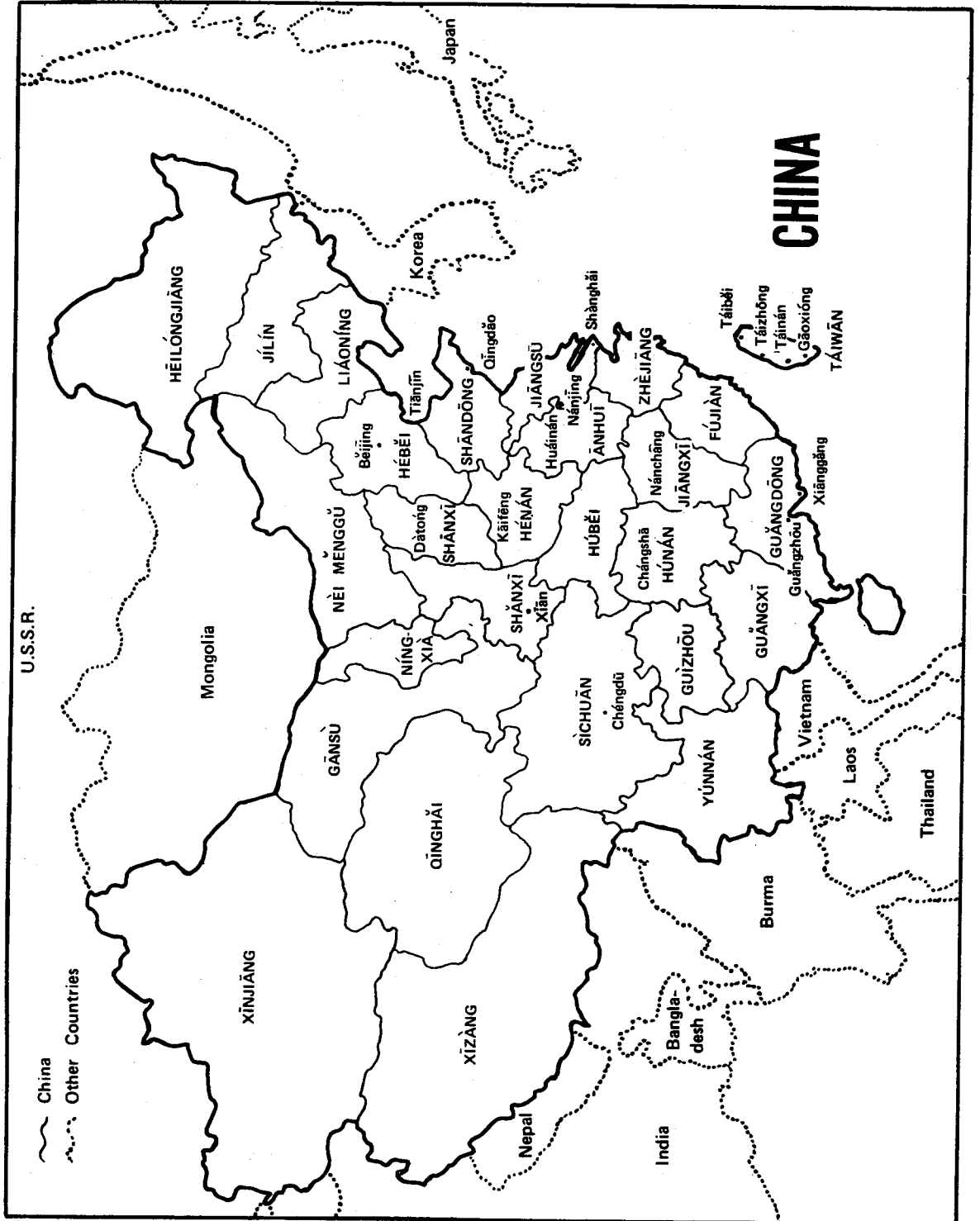
11. This section tests your ability to pronounce Chinese sounds from the Target Lists, as well as your ability to read romanization. For each item, choose one syllable and read it aloud. As you do so, put a circle around the one you choose. The instructor will note the syllable he hears. Be sure to choose syllables from each column as you go through this section of the test.

For example, you might say: nín

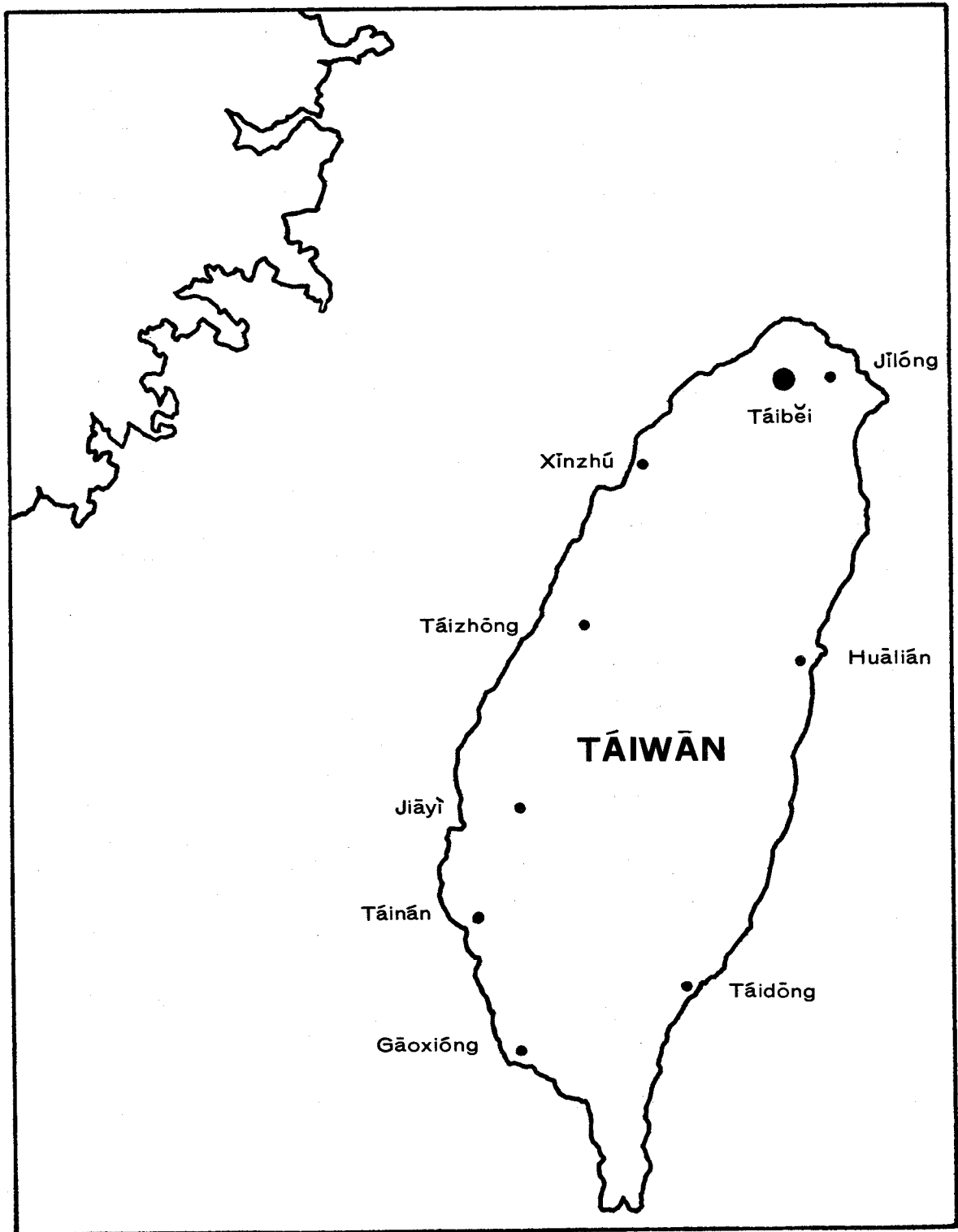
a. (nín) níng

12. This section tests your ability to locate and name main cities and provinces in China. Using the map in your booklet, point out to your instructor five cities and five provinces and name them. Pronunciation is of secondary importance here.
13. This section tests your ability to produce sentences in Chinese. Your instructor will say an English sentence from the Target Lists, and you translate it into Chinese. Your Chinese sentence must be correct both in grammar and in content.
14. This section tests your ability to make conversational use of the material covered in this module. Although limited in scope, this conversation between you and your instructor represents a situation which you are likely to encounter in the real world. As in any conversation, you are free to ask for a repetition or rephrasing of a sentence, or you may volunteer information on the subject. It is not so much the correctness of your pronunciation and grammar that is being tested as it is your ability to communicate effectively.

APPENDIX I: MAP OF CHINA



APPENDIX II: MAP OF TAIWAN



APPENDIX III: COUNTRIES AND REGIONS

Afghanistan	Āfūhàn	Germany, West	Xidé
Albania	Āerbānīyà	Ghana	Jiānà
Algeria	Āěrjīlīyà	Gibraltar	Zhǐbùluótuó
Andorra	Āndàoěr	Great Britain	Dà Búlièdiàn
Angola	Ān'gēlā	Greece	Xīlā
Argentina	Āgēntíng	Greenland	Gélínglān
Australia	Àodàlīyà	Grenada	Gélínnàdà
Austria	Àodīlǐ (Àoguó)	Guam	Guāndǎo
Bahama Is.	Bāhāmǎ Qúndǎo	Guatemala	Guādīmǎlǎ
Bahrain	Bālín(guó)	Guinea	Jīnèiyà
Bangladesh	Mēngjiālǎ(guó)	Guinea-Bissau	Jīnèiyà Bǐshào
Barbados	Bābāduōsī	Guyana	Guīyànà
Belgium	Bīlīshǐ	Haiti	Hāidì
Belize	Bólìzǐ	Honduras	Hóngdūlāsī
Benin	Bēiníng	Hungary	Xiōngyǎlǐ
Bermuda	Bǎimùdǎ	Iceland	Bǐngdǎo
Bhutan	Bùdān	India	Yìndù
Bolivia	Bōlīwéiyà	Indonesia	Yìnní (Yìndùníxīyà)
Botswana	Bōcíwǎnà	Iran	Yīlǎng
Brazil	Bǎxī	Iraq	Yīlākè
Britain	Yīngguó	Ireland	Àièrlán
Bulgaria	Bǎojiālīyà	Israel	Yīsèliè
Burma	Miǎndiàn	Italy	Yìdàlì
Burundi	Bùlóngdǐ	Ivory Coast	Xiàngyá Hǎiàn
Cabinda	Kābēndǎ	Jamaica	Yámǎijīǎ
Cameroun	Kāmàilóng	Japan	Rìběn
Canada	Jiānádà	Java	Zhǎowǎ
Cape Verde Is.	Fódé Jiǎo	Jordan	Yuèdàn
Central Africa	Zhōngfēi	Kampuchea	Jiǎnbūzhài
Chad	Zhàdé	Kenya	Kěnnīyà
Chile	Zhīlì	Korea	Cháoxiǎn (Běijīng), Hánguó (Taiwan)
China	Zhōngguó	Kuwait	Kēwēitè
Colombia	Gélúnbiyà	Laos	Lǎowō (Běijīng), Liáoguó (Taiwan)
Comoro Is.	Kēmóluó Qúndǎo	Latvia	Lātuōwéiyà
Congo	Gāngguó	Lebanon	Líbānèn
Costa Rica	Gēsídálǐjiǎ	Lesotho	Láisuótuó
Cuba	Gǔbā	Liberia	Lìbīlīyà
Cyprus	Sàipūlùsī	Libya	Lìbīyà
Czechoslovakia	Jiékè (Jiékèsīluófákè)	Liechtenstein	Lièzhīdūnshīdēng
Democratic Yemen	Mínzhǔ Yěmén	Lithuania	Lìtāowǎn
Denmark	Dānmài	Luxemburg	Lúsēnbǎo
Djibouti	Jībùtí	Madagascar	Mādǎjiānsījiǎ, Mǎěrjiāshǐ
Dominican Republic	Duōmīnǐjiǎ (Gōngghéguó)	Malawi	Mǎlāwéi
East Timor	Dōng Dīwén	Malaysia	Mǎlǎixīyà
Ecuador	Èguāduōěr	Maldives Is.	Mǎěrdàifū
Egypt	Āijǐ	Mali	Mǎlǐ
El Salvador	Sàěrwǎduō	Malta	Mǎěrtǎ
England	Yīngguó	Mauritania	Mǎolītǎnīyà
Equatorial Guinea	Chìdǎo Jīnèiyà	Mauritius	Mǎolǐqíusī
Estonia	Àishānīyà	Mexico	Mòxīgē
Ethiopia	Àisāiēbīyà (Běijīng), Yīsuǒbīyà (Taiwan)	Monaco	Mónàgē
Fiji	Fěijǐ	Mongolia	Ménggǔ
Finland	Fēnlán	Morocco	Móluògē
France	Fǎguó, Fàguó	Mozambique	Mòsāngbīkè
French Polynesia	Fǎshǔ Bōlíníxīyà	Namibia	Nāmībīyà
Gabon	Jiāpéng	Nauru	Nǎolǔ
Gambia, The	Gāngbīyà	Nepal	Níbōěr
Germany	Déguó		
Germany, East	Dōngdé		

Netherlands	Héilán	United States	Měiguó
Netherlands Antilles	Āndilièsi Qúndǎo	Upper Volta	Shàng wǒěrtā
New Zealand	Xīn Xīlán	Uruguay	Wūlāguī
Nicaragua	Níjiālāguā	Venezuela	Wěinèiruilā
Niger	Nírìěr	Vietnam	Yuènnán
Nigeria	Nírìliyà	Virgin Is.	Wéiěrjīng Qúndǎo
Norway	Nuówēi	Wales	Wéiěrsī
Okinawa	Chōngshéng	Western Sahara	Xī Sāhālā
Oman	Āmàn	Western Samoa	Xī Sāmóyà
Pakistan	Bājísītǎn	White Russia	Bái Éluósī
Palestine	Bālēsītǎn	Yemen	Yēmén
Panama	Bānāmǎ	Yugoslavia	Nānsīlāfū
Papua New Guinea	Bābùyà Xīn Jīnèiyà	Zaire	Zhāyīěr
Paraguay	Bālāguī	Zambia	Zānbīyà
Peru	Mīlǔ	Zimbabwe	Jīnbābùwéi
Philippines	Fēilǔbīn		
Portugal	Pútáoyá		
Puerto Rico	Bōduōlígè		
Qatar	Kātǎěr		
Réunion	Liúníwāng(dǎo)		
Rhodesia	Luódéxīyà		
Romania	Luómǎniyà		
Russia	Èguó, Èguó		
Rwanda	Lúwàngdá		
San Marino	Shèng Mǎlīnuò		
São Tomé and Príncipe	Shèng Duōmēi hé Pǔlínxībǐ		
Saudi Arabia	Shātè Ālābó (Běijīng), Shawūdì Ālābó (Taiwan)		
Scotland	Sūgélán		
Senegal	Sàinèijiǎěr		
Seychelles Is.	Sàishéěr Qúndǎo		
Siberia	Xībóliyà		
Sierra Leone	Sàilā Liáng		
Sikkim	Xījīn		
Singapore	Xīnjiāpō		
Solomon Is.	Suǒluómén Qúndǎo		
Somalia	Suǒmǎlǐ		
South Africa	Nánfēi		
Soviet Russia	Sūè (Taiwan)		
Soviet Union	Sūlián		
Spain	Xībānyá		
Sri Lanka	Sīlīlānkǎ		
Sudan	Sūdān		
Surinam	Sūlínán		
Swaziland	Sīwēishīlán (Běijīng), Shīwǎjīlán (Taiwan)		
Sweden	Ruǐdiǎn		
Switzerland	Ruǐshì		
Syria	Xùliyà		
Tanzania	Tānsāngniyà		
Thailand	Tàiguó		
Togo	Duōgē		
Tonga	Tāngjiā		
Trinidad and Tobago	Tèlīnídá hé Duōbāgē		
Tunisia	Túnísī		
Turkey	Tǔěrqí		
Uganda	Wūgāndá		
Ukraine	Wūkèlán		
United Arab Emirates	Ālābó Liánhé Qíúzhǎngguó		
United Kingdom	Liánhé Wángguó		

APPENDIX IV: AMERICAN STATES

All the names of states may be followed by the word zhōu "state," for example, Ālābāmǎ zhōu.

Alabama	Ālābāmǎ
Alaska	Ālāsījiā
Arizona	Yàlìsāngnà
Arkansas	Ākěnsè, Ākānsàsī *
California	Jiāzhōu, Jiālìfóniyà
Colorado	Kēluólāduō
Connecticut	Kāngnièdígé, Kāngnǎidígé
Delaware	Tēlāhuá, Délāwēi(ěr)
Florida	Fóluólídá
Georgia	Qíáo zhīyà, Zuǒ zhīyà
Hawaii	Xiāwēiyí
Idaho	Àidáhé
Illinois	Yīlīnuò(sī)
Indiana	Yīndiānnà
Iowa	Yīahuá, Āihuá
Kansas	Kānsàsī
Kentucky	Kěntǎjī
Louisiana	Lùyìsiānnà
Maine	Miányīn
Maryland	Mǎlìlán
Massachusetts	Māsāzhūsài, Mǎshěng
Michigan	Mìxīgēn, Mìxiégēn, Mìzhīfān
Minnesota	Míngní sūdǎ
Mississippi	Mìxīxībǐ
Missouri	Mìsūlǐ
Montana	Méngdānà
Nebraska	Nèibùlāsījiā
Nevada	Nèihuádá
New Hampshire	Xīn Hānbùshǐěr, Xīn Hānbùxià
New Jersey	Xīn Zéxī
New Mexico	Xīn Mòxīgē
New York	Niūyuē
North Carolina	Běi Kǎluóláinà, Běi Kǎluólínnà
North Dakota	Běi Dákētā, Běi Dákēdǎ
Ohio	Éhàié
Oklahoma	Ēkēlāhémǎ, Ākēlāhémǎ
Oregon	Élègāng
Pennsylvania	Bīnzhōu, Bīnxīfǎnyà, Bīnxīfǎnniyà
Rhode Island	Luódé Dǎo, Luódéàilán
South Carolina	Nán Kǎluóláinà, Nán Kǎluólínnà
South Dakota	Nán Dákētā
Tennessee	Tiānnàxī
Texas	Dézhōu, Dékēsàsī
Utah	Yóutā, Yóuta
Vermont	Wēiméngtè, Fóméngtè
Virginia	Wēijínyà, Fójínyà
Washington	Huāshèngdùn
West Virginia	Xī Fójínyà
Wisconsin	Wēisīkāngxīn(g)
Wyoming	Huáiyémíng

*The alternative forms given in this list are not exhaustive, but are meant to give an idea of the range of transliterations.

APPENDIX V: CANADIAN PROVINCES

Alberta	Yǎbódá
British Columbia	Yīngshǔ Gēlúnbīyà
Manitoba	Mànnítuōbā
New Brunswick	Xīn Bùlúnzīwéikè
Newfoundland	Niǔfēnlándǎo
Northwest Territories	Xībēilíngdì
Nova Scotia	Xīn Sīkèshè
Ontario	Āndàlüè
Prince Edward Island	Àidéhuádǎo
Quebec	Kuǐbēikè
Saskatchewan	Sākèqíwàn
Yukon	Yùkōng

APPENDIX VI: COMMON CHINESE NAMES

Surnames

Huáng	Zhōu	Liú
Wáng	Jiāng	Chén
Zhāng	Jiǎng	Yáng
Lǐ	Gāo	Sīmǎ
Zhào	Lín	Ōuyáng
Máo	Sūn	Hú
Táng	Sòng	Wú
Mǎ	Fāng	Liáng

Given Names (male)

Dáilǐ	Yǒngpíng	Shàowén
Mínglǐ	Zìqiáng	Shìyǐng
Dànián	Jié	Tíngfēng
Shìmín	Zhìyuǎn	Chéng
Huá	Guóquán	Zhèn hàn
Déxián		

Given Names (female)

Juān	Huìwén	Mǐnzhēn
Lìróng	Défēn	Huìrán
Wǎnrú	Lù	Bǐngyíng
Měilíng	Bǎolán	Qīng
Xiùfèng	Yùzhēn	Zǐyàn
Qiǎoyún	Měilì	

APPENDIX VII: CHINESE PROVINCES

Pinyin Spelling

Ānhuī
 Fújiàn
 Gānsù
 Guǎngdōng
 Guǎngxī
 Guìzhōu
 Héběi
 Hēilóngjiāng
 Hénán
 Húběi
 Húnán
 Jiāngsū
 Jiāngxī
 Jílín
 Liáoníng
 Nèiměnggǔ
 Níngxià
 Qīnghǎi
 Shāndōng
 Shānxī
 Shānxī
 Sìchuān
 Táiwān
 Xīnjiāng
 Xīzàng
 Yúnnán
 Zhèjiāng

Map Spelling

Anhwei
 Fukien
 Kansu
 Kwangtung
 Kwangsi
 Kweichow
 Hopeh
 Heilungkiang
 Honan
 Hupeh
 Hunan
 Kiangsu
 Kiangsi
 Kirin
 Liaoning
 Inner Mongolia
 Ningsia
 Tsinghai
 Shantung
 Shansi
 Shensi
 Szechuan
 Taiwan
 Sinkiang
 Tibet
 Yunnan
 Chekiang

APPENDIX VIII: CHINESE CITIES

<u>Pinyin Spelling</u>	<u>Map Spelling</u>
Běijīng	Peking
Chángshā	Ch'ang-sha
Chéngdū	Ch'eng-tu
Dàtóng	Ta-t'ung
Gāoxióng	Kao-hsiung
Guǎngzhōu	Canton
Hángzhōu	Hang-chou
Hànkǒu	Han-k'ou
Huáinán	Huai-nan
Jílóng	Chi-lung
Kāifēng	K'ai-feng
Nánchāng	Nan-ch'ang
Nánjīng	Nanking
Qīngdǎo	Tsingtao
Shànghǎi	Shanghai
Táiběi	Taipei
Táidōng	T'ai-tung
Táinán	T'ai-nan
Táizhōng	T'ai-chung
Tiānjīn	Tientsin
Wūchāng	Wu-ch'ang
Wūhàn	Wu-han
Xiān	Sian

MODULE 2: BIOGRAPHIC INFORMATION

The Biographic Information Module provides you with linguistic and cultural skills needed for a simple conversation typical of a first-meeting situation in China. These skills include those needed at the beginning of a conversation (greetings, introductions, and forms of address), in the middle of a conversation (understanding and answering questions about yourself and your immediate family), and at the end of a conversation (leave-taking).

Before starting this module, you must take and pass the ORN Criterion Test. The resource modules Pronunciation and Romanization and Numbers (tapes 1-4) are also prerequisites to the BIO Module.

The Criterion Test will focus largely on this module, but material from Module 1 and associated resource modules may also be included.

OBJECTIVES

- Upon successful completion of the module, the student should be able to
1. Pronounce correctly any word from the Target Lists of ORN or BIO, properly distinguishing sounds and tones, using the proper stress and neutral tones, and making the necessary tone changes.
 2. Pronounce correctly any sentence from the BIO Target Lists, with proper pauses and intonation, that is, without obscuring the tones with English intonation.
 3. Use polite formulas in asking and answering questions about identity (name), health, age, and other basic information.
 4. Reply to questions with the Chinese equivalents of "yes" and "no."
 5. Ask and answer questions about families, including who the members are, how old they are, and where they are.
 6. Ask and answer questions about a stay in China, including the date of arrival, location-purpose-duration of stay, previous visits, traveling companions, and date of departure.
 7. Ask and answer questions about work or study--identification of occupation, the location, and the duration.
 8. Give the English equivalent for any Chinese sentence in the BIO Target Lists.

BIO

9. Be able to say any Chinese sentence in the BIO Target Lists when cued with its English equivalent.
10. Take part in a short Chinese conversation, using expressions included in the BIO Target List sentences.

TAPES FOR BIO AND ASSOCIATED RESOURCE MODULES

Biographic Information (BIO)

Unit 1:	1 C-1	1 P-1		1 C-2	1 P-2
Unit 2:	2 C-1	2 P-1	1&2 D-1	2 C-2	2 P-2
Unit 3:	3 C-1	3 P-1		3 C-2	3 P-2
Unit 4:	4 C-1	4 P-1	3&4 D-1	4 C-2	4 P-2
Unit 5:	5 C-1	5 P-1		5 C-2	5 P-2
Unit 6:	6 C-1	6 P-1	5&6 D-1	6 C-2	6 P-2
Unit 7:	7 C-1	7 P-1		7 C-2	7 P-2
Unit 8:	8 C-1	8 P-1	7&8 D-1	8 C-2	8 P-2

Units 1-4 R-1

Units 5-8 R-1

Classroom Expressions (CE)

CE 2

Time and Dates (T&D)

T&D 1 T&D 2

UNIT 1 TARGET LIST

- | | |
|---|--|
| 1. Qǐngwèn, nǐ zhù zai nǎr?
Wǒ zhù zai Běijīng Fàndiàn. | May I ask, where are you staying?
I'm staying at the Běijīng Hotel. |
| 2. Nǐ zhù zai něige fàndiàn?
Wǒ zhù zai nèige fàndiàn. | Which hotel are you staying at?
I'm staying at that hotel. |
| 3. Nǐ zhù zai zhèige fàndiàn ma?
Bù, wǒ bú zhù zai zhèige fàndiàn. | Are you staying at this hotel?
No, I'm not staying at this hotel. |
| 4. Nǐ zhù zai Míngzú Fàndiàn ma?
Bù, wǒ bú zhù zai Míngzú Fàndiàn. | Are you staying at the Nationalities
Hotel?
No, I'm not staying at the
Nationalities Hotel. |
| 5. Nèiwèi shi Gāo Tóngzhì?
Nèiwèi shi Gāo Tóngzhì. | Which one is Comrade Gāo?
That one is Comrade Gāo. |
| 6. Zǎo. Nuòwǎkè Nǚshì! Nín hǎo.
Wǒ hěn hǎo. | Good morning. Miss Novak! How are
you.
I'm very well. |
| 7. Nǐ shi Měiguó nǎrde rén?
Wǒ shi Jiāzhōu Jiùjīnshān rén. | Where are you from in America?
I'm from San Francisco, California. |

UNIT 2 TARGET LIST

- | | |
|---|--|
| 1. Nǐ péngyou jiā zài nǎli?
Tā jiā zài Dàlǐ Jiē. | Where is your friend's house?
His house is on Dàlǐ Street. |
| 2. Nǐ péngyoude dìzhǐ shì...?
Tāde dìzhǐ shì Dàlǐ Jiē Sìshìèr-
hào. | What is your friend's address?
His address is No. 42 Dàlǐ Street. |

- | | |
|---|---|
| <p>3. Nǐ shì Wèi Shàoxiǎo ba?
Shìde.</p> | <p>You are Major Weiss, aren't you?
Yes.</p> |
| <p>4. Nà shì Guóbīn Dàfàndiàn ba?
Shìde, nà shì Guóbīn Dàfàndiàn.
Nǐ zhù zài nàlǐ ma?
Bù, wǒ zhù zài zhèlǐ.</p> | <p>That is the Ambassador Hotel, isn't it?
Yes, that's the Ambassador Hotel.
Are you staying there?
No, I'm staying here.</p> |
| <p>5. Nǐ péngyou zài Táiběi gōngzuò ma?
Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.</p> | <p>Does your friend work in Taipei?
He doesn't work in Taipei; he works in Taichung.</p> |
| <p>6. Nǐ zài nàlǐ gōngzuò?
Nǐ zài Wǔguānchù gōngzuò.
OR
Wǒ zài yínháng gōngzuò.</p> | <p>Where do you work?
I work at the defense attache's office.
I work at a bank.</p> |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|--------------|-------------|
| <p>7. lù</p> | <p>road</p> |
|--------------|-------------|

UNIT 3 TARGET LIST

- | | |
|--|---|
| <p>1. Nǐmen yǒu hái zi ma?
Yǒu, wǒmen yǒu.</p> | <p>Do you have any children?
Yes, we have.</p> |
| <p>2. Liú Xiānsheng méiyǒu Měiguó péngyou.</p> | <p>Mr. Liú doesn't have any American friends.</p> |
| <p>3. Nǐmen yǒu jǐge nánhái zi, jǐge nǚhái zi?
Wǒmen yǒu liǎngge nánhái zi, yíge nǚhái zi.</p> | <p>How many boys and how many girls do you have?
We have two boys and one girl.</p> |

4. Hú Xiānsheng Hú Tàitai yǒu
jǐge hái'izi?

Tāmen yǒu liǎngge hái'izi.

Shi nánhái'izi, shi nǚhái'izi?

Dōu shi nǚhái'izi.

5. Nǐmen hái'izi dōu zài zhèli ma?

Bù, liǎngge zài zhèli, yíge
hái zài Měiguó.

6. Nǐ jiāli yǒu shénme rén?

Yǒu wǒ tàitai gēn sāngē hái'izi.

7. Nǐ jiāli yǒu shénme rén?

Jiù yǒu wǒ fùqin, mǔqin

How many children do Mr. and Mrs. Hú
have?

They have two children.

Are they boys or girls?

Both of them are girls.

Are all your children here?

No. Two are here, and one is still
in America.

What people are in your family?

There's my wife and three children.

What people are in your family?

Just my father and mother.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

8. zhǐ

only

9. dìdi

younger brother

10. gēge

older brother

11. jiějie

older sister

12. mèimei

younger sister

13. xiōngdì

brothers

14. jiěmèi

sisters

15. xiōngdì jiěmèi

brothers and sisters

16. fùmǔ

parents

17. zǔfù

paternal grandfather

18. zǔmǔ

paternal grandmother

19. wàizǔfù

maternal grandfather

20. wàizǔmǔ

maternal grandmother

21. bàba

papa, dad, father

22. māma

momma, mom, mother

UNIT 4 TARGET LIST

- | | |
|--|---|
| 1. Tā míngtiān lái ma?
Tā yǐjīng lái le. | Is he coming tomorrow?
He has already come. |
| 2. Nǐ péngyou lái le ma?
Tā hái méi(you) lái. | Has your friend come?
She hasn't come yet. |
| 3. Tā shì shénme shíhou dào de?
Tā shì zuótiān dào de. | When did he arrive?
He arrived yesterday. |
| 4. Nǐ shì yíge rén lái de ma?
Bú shì, wǒ bú shì yíge rén
lái de. | Did you come alone?
No, I didn't come alone. |
| 5. Nǐ něitiān zǒu?
Wǒ jīntiān zǒu. | What day are you leaving?
I'm leaving today. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------|--------------------------|
| 6. hòutiān | the day after tomorrow |
| 7. qiántiān | the day before yesterday |
| 8. tiāntiān | every day |
| 9. érzi | son |
| 10. nǚér | daughter |

UNIT 5 TARGET LIST

- | | |
|--|---|
| 1. Nǐ shì zài nǎr shēng de?
Wǒ shì zài Dézhōu shēng de. | Where were you born?
I was born in Texas. |
| 2. Nǐmen xīngqījǐ zǒu?
Wǒmen Xīngqītiān zǒu. | What day of the week are you
leaving?
We are leaving on Sunday. |

3. Nǐ shì něinián shēngde?
Wǒ shì Yījiūsānjiǔnián shēngde.
4. Nǐ shì jǐyüè jǐhào shēngde?
Wǒ shì Qíyüè sìhào shēngde.
5. Nǐ duō dà le?
Wǒ sānshiwǔ le.
6. Nǐmen nánháizi dōu jǐsuì le?
Yíge jiǔsuì le, yíge liùsuì le.

What year were you born?

I was born in 1939.

What is your month and day of birth?

I was born on July 4.

How old are you?

I'm 35.

How old are your boys?

One is nine, and one is six.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

7. hòunián
8. jīnián
9. míngnián
10. qiánnián
11. qùnián
12. niánnián

the year after next

this year

next year

the year before last

last year

every year

UNIT 6 TARGET LIST

1. Nǐ zhù duó jiǔ?
Wǒ zhù yìnián.
How long are you staying?
I'm staying one year.
2. Nǐ tàitai zài Xiānggǎng zhù duó jiǔ?
Wǒ xiǎng tā zhù liǎngtiān.
How long is your wife staying in Hong Kong?
I think she is staying two days.
3. Nǐ xiǎng zài Táiwān zhù duó jiǔ?
Wǒ xiǎng zhù liùge yuè.
How long are you thinking of staying in Taiwan?
I'm thinking of staying six months.
4. Nǐ lái le duó jiǔ le?
Wǒ lái liǎngge xīngqī le.
How long have you been here?
I have been here two weeks.

- | | |
|---|--|
| <p>5. Nǐ tàitai zài Xiānggǎng zhùle duō jiǔ?
Tā zhùle liǎngtiān.</p> | <p>How long did your wife stay in Hong Kong?
She stayed two days.</p> |
| <p>6. Lǐ Tàitai méi lái.</p> | <p>Mrs. Lǐ didn't come.</p> |
| <p>7. Nǐ cóngqián lái guo ma?
Wǒ cóngqián méi lái guo. Wǒ tàitai lái guo.</p> | <p>Have you ever been here before?
I have never been here before. My wife has been here.</p> |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------------|-----------------|
| <p>8. qù</p> | <p>to go</p> |
| <p>9. Niǔ Yūē</p> | <p>New York</p> |

UNIT 7 TARGET LIST

- | | |
|--|---|
| <p>1. Nín zài nǎli gōngzuò?
Wǒ zài Měiguó Guówùyuan gōngzuò.</p> | <p>Where do you work?
I work with the State Department.</p> |
| <p>2. Nǐ zài nǎli gōngzuò?
Wǒ shì xüésheng.</p> | <p>Where do you work?
I'm a student.</p> |
| <p>3. Nǐ lái zuò shénme?
Wǒ lái niàn shū.</p> | <p>What did you come here to do?
I came here to study.</p> |
| <p>4. Nǐ niàn shénme?
Wǒ xüé Zhōngwén.</p> | <p>What are you studying?
I'm studying Chinese.</p> |
| <p>5. Nǐ zài dàxüé niànguo lìshǐ ma?
Niànguo.</p> | <p>Did you study history in college?
Yes.</p> |
| <p>6. Nǐmen huì shuō Zhōngwén ma?
Wǒ tàitai bú huì shuō, wǒ huì shuō yìdiǎn.</p> | <p>Can you speak Chinese?
My wife can't speak it; I can speak a little.</p> |

- | | |
|---|---|
| 7. Nǐde Zhōngguo huà hěn hǎo.
Náli, náli. Wǒ jiù huì shuō
yìdiǎn. | Your Chinese is very good.
Not at all, not at all. I can
speak only a little. |
| 8. Nǐ shì zài nǎli xuéde Zhōngwén?
Wǒ shì zài Huáshèngdùn xuéde. | Where did you study Chinese?
I studied it in Washington. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------------|--------------------------|
| 9. jīngjixué | economics |
| 10. Rìwén | Japanese language |
| 11. wénxué | literature |
| 12. zhèngzhixué | political science |
| 13. nán | to be difficult |
| 14. róngyi | to be easy |
| 15. xuéxí (xuéxi) | to study, to learn (PRC) |

UNIT 8 TARGET LIST

- | | |
|---|---|
| 1. Nǐ jīntiān hái yǒu kè ma?
Méiyǒu kè le. | Do you have any more classes today?
I don't have any more classes. |
| 2. Nǐ cóngqián niàn Yīngwén niànle
duó jiǔ?
Wǒ niàn Yīngwén niànle liùnián. | How long did you study English?
I studied English for six years. |
| 3. Nǐ niàn Fàwén niànle duó jiǔ
le?
Wǒ niànle yìnián le. | How long have you been studying
French?
I've been studying it for one year. |
| 4. Qùnián wǒ hái bú huì xiě
Zhōngguo zì.
Xiànzài wǒ huì xiě yìdiǎn le. | Last year I couldn't write Chinese
characters.
Now I can write a little. |
| 5. Nǐ fùqin shì jūnrén ma?
Shì, tā shì hǎijūn jūnguān. | Is your father a military man?
Yes, he's a naval officer. |

BIO

- | | |
|--|--|
| 6. Wǒ jīntiān bù lái le.
Wǒ bìng le. | I'm not coming today.
I'm sick. |
| 7. Jīntiān hǎo le méiyǒu?
Jīntiān hǎo le. | Are you better today?
Today I'm better. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------|-----------------|
| 8. kōngjūn | air force |
| 9. lùjūn | army |
| 10. shìbīng | enlisted man |
| 11. zuò shì | to work |
| 12. Déwén | German language |

UNIT 1

INTRODUCTION

Topics Covered in This Unit

1. Where people are staying (hotels).
2. Short answers.
3. The question word něige, "which."

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The drill tape (1D-1).

REFERENCE LIST

(in Běijīng)

- | | |
|-------------------------------------|--|
| 1. A: Qǐngwèn, nǐ zhù zai nǎr? | May I ask, where are you staying? |
| B: Wǒ zhù zai Běijīng Fàndiàn. | I'm staying at the Běijīng Hotel. |
| 2. B: Nǐ zhù zai Míngzú Fàndiàn ma? | Are you staying at the Nationalities Hotel? |
| A: Shì, wǒ zhù zai Míngzú Fàndiàn. | Yes, I'm staying at the Nationalities Hotel. |
| 3. A: Nǐ zhù zai něige fàndiàn? | Which hotel are you staying at? |
| B: Wǒ zhù zai Běijīng Fàndiàn. | I'm staying at the Běijīng Hotel. |
| 4. B: Něiwèi shi Zhāng Tóngzhì? | Which one is Comrade Zhāng? |
| A: Tā shi Zhāng Tóngzhì. | She is Comrade Zhāng. |
| 5.* B: Něige rén shi Méi Tóngzhì? | Which person is Comrade Méi? |
| A: Nèige rén shi Méi Tóngzhì. | That person is Comrade Méi. |

6. B: Něiwèi shi Gāo Tóngzhì? Which one is Comrade Gāo?
 A: Nèiwèi shi Gāo Tóngzhì. That one is Comrade Gāo.
- 7.* A: Nǐ zhù zai zhèige fàndiàn ma? Are you staying at this hotel?
 B: Bù, wǒ bú zhù zai zhèige fàndiàn. No, I'm not staying at this hotel.
8. B: Jiāng Tóngzhì! Nín zǎo. Comrade Jiāng! Good morning.
 A: Zǎo. Nuòwǎkè Nǚshì! Good morning. Miss Novak! How
 Nín hǎo. are you.
 B: Wǒ hěn hǎo. I'm very well.
9. A: Qǐngwèn, nǐ shi Měiguó May I ask, where are you from in
 nārde rén? America?
 B: Wǒ shi Jiāzhōu Jiùjīnshān I'm from San Francisco, California.
 rén.

VOCABULARY

fàndiàn	hotel
-ge	(general counter)
hěn	very
Jiùjīnshān	San Francisco
Mínzú Fàndiàn	Nationalities Hotel
něi-	which
něige?	which?
nèige	that
něiwèi?	which one (person)?
nèiwèi	that one (person)
nǚshì	(polite title for a married or unmarried woman) Ms.; lady
Shì.	Yes, that's so.
-wèi	(polite counter for people)
Zǎo.	Good morning.
zhèi-	this
zhèige	this
zhèiwèi	this one (person)
zhù	to stay, to live

*This exchange occurs on the C-1 tape only.

REFERENCE NOTES

1. A: Qǐngwèn, nǐ zhù zai nǎr? May I ask, where are you staying?
B: Wǒ zhù zai Běijīng Fàndiàn. I'm staying at the Běijīng Hotel.

Notes on No. 1

The verb zhù, "to live," or "to reside," may be used to mean "to stay at" (temporary residence) or "to live in" (permanent residence).

Zhù zai nǎr literally means "live at where." The verb zài, "to be in/at/on," is used here as a preposition, "at." It loses its tone in this position in a sentence. (The use of zài as a preposition is treated more fully in Unit 2.)

Fàndiàn has two meanings--"restaurant" and "hotel" (a relatively large hotel with modern facilities).* Literally, fàndiàn means "rice shop."

2. B: Nǐ zhù zai Míngzú Fàndiàn ma? Are you staying at the Nationalities Hotel?
A: Shì, wǒ zhù zai Míngzú Fàndiàn. Yes, I'm staying at the Nationalities Hotel.

Note on No. 2

Shì: The usual way to give a short affirmative answer is to repeat the verb used in the question. Some verbs, however, may not be repeated as short answers. Zhù is one such verb. Others not to be used are xìng, "to be surnamed," and jiào, "to be given-named." Many speakers do not repeat the verb zài as a short answer. To give a short "yes" answer to questions containing these verbs, you use shì.

3. A: Nǐ zhù zai nǎige fàndiàn? Which hotel are you staying at?
B: Wǒ zhù zai Běijīng Fàndiàn. I'm staying at the Běijīng Hotel.
4. B: Nǚwèi shi Zhāng Tóngzhì? Which one is Comrade Zhāng?
A: Tā shi Zhāng Tóngzhì. She is Comrade Zhāng.

*Another word for "restaurant" is fànguǎnzi. The general word for "hotel" is lǚguǎn.

5. B: Nǎige rén shì Méi Tóngzhì? Which person is Comrade Méi?
 A: Nèige rén shì Méi Tóngzhì. That person is Comrade Méi.
6. B: Nèiwèi shì Gāo Tóngzhì? Which one is Comrade Gāo?
 A: Nèiwèi shì Gāo Tóngzhì. That one is Comrade Gāo.
7. A: Nǐ zhù zài zhèige fàndiàn ma? Are you staying at this hotel?
 B: Bù, wǒ bú zhù zài zhèige fàndiàn. No, I'm not staying at this hotel.

Notes on Nos. 3-7

Nǎige is the question word "which." In the compound něiguó, you found the bound word něi-, which was attached to the noun guó. In the phrase nǎige rén, "which person," the bound word něi- is attached to the general counter -ge. (You will learn more about counters in Unit 3. For now, you may think of -ge as an ending which turns the bound word něi- into the full word nǎige.)

Nǎige rén/Nèiwèi: To be polite when referring to an adult, you say nèiwèi or něiwèi, using the polite counter for people -wèi rather than the general counter -ge, though -ge is used in many informal situations.

Notice that the noun rén is not used directly after -wèi:

Nèiwèi	Měiguó rén	shì shéi?
Nèiwèi		zhù zài Míngzú Fàndiàn?

Compare the specifying words "which?" "that," and "this" with the location words you learned in Unit 4 of ORN:

<u>specifying words</u>			<u>location words</u>		
nǎige?	(nǎge?)	(which?)	nǎr?		(where?)
nèige	(nàge)	(that)	nàr	(nèr)	(there)
zhèige	(zhège)	(this)	zhèr	(zhàr)	(here)

Both question words are in the Low tone, while the other four words are in the Falling tone.

Many people pronounce the words for "which?" "that," and "this" with the usual vowels for "where?" "there," and "here": nǎge? nàge, and zhège.

Literally, hěn means "very." The word often accompanies adjectival verbs (like hǎo, "to be good"), adding little to their meaning. (See also Module 3, Unit 3.)

How to identify yourself: You have now learned several ways to introduce yourself. One simple, direct way is to extend your hand and state your name in Chinese--for instance, Mǎ Mínglǐ. Here are some other ways:

Wǒ shì Mǎ Mínglǐ.	I am Mǎ Mínglǐ.
Wǒ xìng Mǎ.	My surname is Mǎ.
Wǒ xìng Mǎ, jiào Mǎ Mínglǐ.	My surname is Mǎ; I am called Mǎ Mínglǐ.
Wǒde Zhōngguó míngzi jiào Mǎ Mínglǐ.	My Chinese name is Mǎ Mínglǐ.

9. A: Qǐngwèn, nǐ shì Měiguó nǎrde rén?
 B: Wǒ shì Jiāzhōu Jiùjīnshān rén.
 May I ask, where are you from in America?
 I'm from San Francisco, California.

Notes on No. 9

Order of place names: Notice that Jiāzhōu Jiùjīnshān is literally "California, San Francisco." In Chinese, the larger unit comes before the smaller. Similarly, in the question Nǐ shì Měiguó nǎrde rén? the name of the country comes before the question word nǎr, which is asking for a more detailed location. The larger unit is usually repeated in the answer:

Nǐ shì	Shāndōng	nǎr	-de	rén?
Wǒ shì	Shāndōng	Qīngdǎo		rén.

Literally, Jiùjīnshān means "Old Gold Mountain." The Chinese gave this name to San Francisco during the Gold Rush days.

DRILLS

A. Response Drill

Respond according to the cues.

1. Speaker: Tā zhù zai nǎr?
(cue) Běijīng Fàndiàn
(Where is he/she staying?)
2. Nǐ àiren zhù zai nǎr?
Mínzú Fàndiàn
(Where is your spouse staying?)
3. Lǐ Tóngzhì zhù zai nǎr?
zhèige fàndiàn
(Where is Comrade Lǐ staying?)
4. Fāng Tóngzhì zhù zai nǎr?
nèige fàndiàn
(Where is Comrade Fāng staying?)
5. Chén Tóngzhì zhù zai nǎr?
Běijīng Fàndiàn
(Where is Comrade Chén staying?)
6. Lín Tóngzhì zhù zai nǎr?
Mínzú Fàndiàn
(Where is Comrade Lín staying?)
7. Huáng Tóngzhì zhù zai nǎr?
zhèige fàndiàn
(Where is Comrade Huáng staying?)

You: Tā zhù zai Běijīng Fàndiàn.
(He/she is staying at the Běijīng Hotel.)

Tā zhù zai Mínzú Fàndiàn.
(He/she is staying at the Nationalities Hotel.)

Tā zhù zai zhèige fàndiàn.
(He/she is staying at this hotel.)

Tā zhù zai nèige fàndiàn.
(He/she is staying at that hotel.)

Tā zhù zai Běijīng Fàndiàn.
(He/she is staying at the Běijīng Hotel.)

Tā zhù zai Mínzú Fàndiàn.
(He/she is staying at the Nationalities Hotel.)

Tā zhù zai zhèige fàndiàn.
(He/she is staying at this hotel.)

B. Response Drill

Give affirmative responses to all questions.

1. Speaker: Gāo Nǚshì zhù zai
Mínzú Fàndiàn ma?
(Is Miss Gāo staying
at the Nationalities
Hotel?)

You: Shì, tā zhù zai Mínzú Fàndiàn.
(Yes, she is staying at the
Nationalities Hotel.)

2. Zhāng Nǚshì zhù zai Běijīng
Fàndiàn ma?

Shì, tā zhù zai Běijīng Fàndiàn.

3. Jiāng Nǚshì zhù zai zhèige fàndiàn ma? Shì, tā zhù zai zhèige fàndiàn.
4. Huáng Nǚshì zhù zai nèige fàndiàn ma? Shì, tā zhù zai nèige fàndiàn.
5. Wáng Nǚshì zhù zai Běijīng Fàndiàn ma? Shì, tā zhù zai Běijīng Fàndiàn.
6. Lín Nǚshì zhù zai Míngzú Fàndiàn ma? Shì, tā zhù zai Míngzú Fàndiàn.
7. Máo Nǚshì zhù zai zhèige fàndiàn ma? Shì, tā zhù zai zhèige fàndiàn.

C. Response Drill

Give negative responses to all questions.

1. Speaker: Jiāng Xiānsheng zhù zai zhèige fàndiàn ma?
(Is Mr. Jiāng staying at this hotel?)
You: Bú shì, tā bú zhù zai zhèige fàndiàn.
(No, he isn't staying at this hotel.)
2. Mǎ Xiānsheng zhù zai nàge fàndiàn ma? Bú shì, tā bú zhù zai nàge fàndiàn.
3. Lǐ Xiānsheng zhù zai Guóbīn Dàfàndiàn ma? Bú shì, tā bú zhù zai Guóbīn Dàfàndiàn.
4. Zhào Xiānsheng zhù zai Yuánshān Dàfàndiàn ma? Bú shì, tā bú zhù zai Yuánshān Dàfàndiàn.
5. Liú Xiānsheng zhù zai Yuánshān Dàfàndiàn ma? Bú shì, tā bú zhù zai Yuánshān Dàfàndiàn.
6. Táng Xiānsheng zhù zai nàge fàndiàn ma? Bú shì, tā bú zhù zai nàge fàndiàn.
7. Sòng Xiānsheng zhù zai zhèige fàndiàn ma? Bú shì, tā bú zhù zai zhèige fàndiàn.

D. Response Drill

Give either a negative or an affirmative response, according to the cues.

1. Speaker: Táng Tóngzhì zhù zai zhèige fàndiàn ma?
(cue) zhèige fàndiàn
(Is Comrade Táng staying at this hotel?)

OR Mǎ Tóngzhì zhù zai nèige fàndiàn ma?
(cue) zhèige fàndiàn
(Is Comrade Mǎ staying at this hotel?)

You: Shì, tā zhù zai zhèige fàndiàn.
(Yes, he is staying at this hotel.)

Bú shì, tā bú zhù zai nèige fàndiàn.
(No, he isn't staying at that hotel.)

2. Mǎ Tóngzhì zhù zai nèige fàndiàn ma? zhèige fàndiàn
3. Lǐ Tóngzhì zhù zai Běijīng Fàndiàn ma? Běijīng Fàndiàn
4. Zhào Tóngzhì zhù zai Mínzú Fàndiàn ma? Běijīng Fàndiàn
5. Liú Tóngzhì zhù zai zhèige fàndiàn ma? nèige fàndiàn
6. Jiāng Tóngzhì zhù zai nèige fàndiàn ma? nèige fàndiàn
7. Zhāng Tóngzhì zhù zai Běijīng Fàndiàn ma? Mínzú Fàndiàn

Bú shì, tā bú zhù zai nèige fàndiàn.

Shì tā zhù zai Běijīng Fàndiàn.

Bú shì, tā bú zhù zai Mínzú Fàndiàn.

Bú shì, tā bú zhù zai zhèige fàndiàn.

Shì, tā zhù zai nèige fàndiàn.

Bú shì, tā bú zhù zai Běijīng Fàndiàn.

E. Transformation Drill

Change the less polite forms nèige rén and zhèige rén to the more polite forms nèiwèi and zhèiwèi.

1. Speaker: Nèige rén shì Lǐ Tóngzhì.
(That person is Comrade Lǐ.)

You: Nèiwèi shì Lǐ Tóngzhì.
(That one is Comrade Lǐ.)

2. Zhèige rén shì Fāng Tóngzhì.

Zhèiwèi shì Fāng Tóngzhì.

3. Nèige rén shì Jiāng Tóngzhì.

Nèiwèi shì Jiāng Tóngzhì.

- | | |
|---------------------------------|---------------------------|
| 4. Zhèige rén shì Zhōu Tóngzhì. | Zhèiwèi shì Zhōu Tóngzhì. |
| 5. Nèige rén shì Zhāng Tóngzhì. | Nèiwèi shì Zhāng Tóngzhì. |
| 6. Zhèige rén shì Chén Tóngzhì. | Zhèiwèi shì Chén Tóngzhì. |
| 7. Nèige rén shì Hú Tóngzhì. | Nèiwèi shì Hú Tóngzhì. |

F. Response Drill

Respond to nèige fàndiàn? "which hotel?" according to the cues.

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā zhù zài nèige fàndiàn?
(cue) Míngzú Fàndiàn
(Which hotel is he/she staying at?) | <u>You</u> : Tā zhù zài Míngzú Fàndiàn.
(He/she is staying at the Nationalities Hotel.) |
| 2. Zhāng Tóngzhì zhù zài nèige fàndiàn?
Běijīng Fàndiàn | Tā zhù zài Běijīng Fàndiàn. |
| 3. Jiāng Tóngzhì zhù zài nèige fàndiàn?
nèige fàndiàn | Tā zhù zài nèige fàndiàn. |
| 4. Wáng Tóngzhì zhù zài nèige fàndiàn?
zhèige fàndiàn | Tā zhù zài zhèige fàndiàn. |
| 5. Huáng Tóngzhì zhù zài nèige fàndiàn?
Míngzú Fàndiàn | Tā zhù zài Míngzú Fàndiàn. |
| 6. Lín Tóngzhì zhù zài nèige fàndiàn?
Běijīng Fàndiàn | Tā zhù zài Běijīng Fàndiàn. |
| 7. Liú Tóngzhì zhù zài nèige fàndiàn?
zhèige fàndiàn | Tā zhù zài zhèige fàndiàn. |

G. Response Drill

Respond to nèige rén? "which person?" with nèige rén, "that person."

- | | |
|--|--|
| 1. <u>Speaker</u> : Qǐngwèn, nèige rén shì Wáng Déxián?
(May I ask, which person is Wáng Déxián?) | <u>You</u> : Nèige rén shì Wáng Déxián.
(That person is Wáng Déxián.) |
|--|--|

- | | |
|---|-----------------------------|
| 2. Qǐngwèn, něige rén shì Zhào Shīmín? | Nèige rén shì Zhào Shīmín. |
| 3. Qǐngwèn, něige rén shì Lín Bǎolán? | Nèige rén shì Lín Bǎolán. |
| 4. Qǐngwèn, něige rén shì Gāo Tíngfēng? | Nèige rén shì Gāo Tíngfēng. |
| 5. Qǐngwèn, něige rén shì Zhāng Wǎnrú? | Nèige rén shì Zhāng Wǎnrú. |
| 6. Qǐngwèn, něige rén shì Hú Měilíng? | Nèige rén shì Hú Měilíng. |
| 7. Qǐngwèn, něige rén shì Sòng Zhīyuǎn? | Nèige rén shì Sòng Zhīyuǎn. |

H. Transformation Drill

Ask the appropriate "which" or "where" question according to the statements.

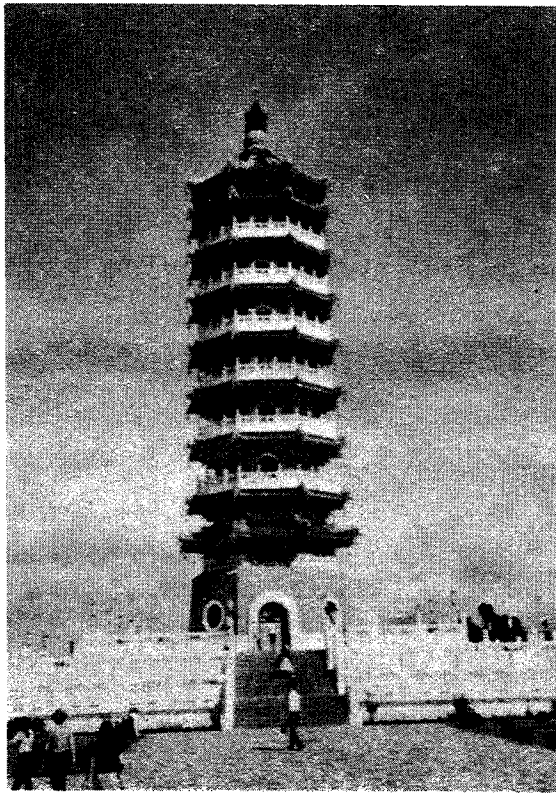
- | | |
|--|--|
| 1. <u>Speaker</u> : Tā lǎojiā zài Qīngdǎo.
(His/her family is from Qīngdǎo.) | <u>You</u> : Tā lǎojiā zài nǎr?
(Where is his/her family from?) |
| OR Tā xiànzài zài Jiānádà.
(He/she is in Canada now.) | Tā xiànzài zài nǎr?
(Where is he/she now?) |
| OR Tā zhù zài Běijīng Fàndiàn.
(He/she is staying at the Běijīng Hotel.) | Tā zhù zài něige fàndiàn?
(In which hotel is he/she staying?) |
| 2. Tā xiànzài zài Shāndōng.
(He/she is in Shāndōng now.) | Tā xiànzài zài nǎr?
(Where is he/she now?) |
| 3. Tā zhù zài Míngzú Fàndiàn.
(He/she is staying at the Nationalities Hotel.) | Tā zhù zài něige fàndiàn?
(In which hotel is he/she staying?) |
| 4. Tā lǎojiā zài Húběi.
(His/her family is from Húběi.) | Tā lǎojiā zài nǎr?
(Where is his/her family from?) |
| 5. Tā xiànzài zài Měiguó.
(He/she is in America now.) | Tā xiànzài zài nǎr?
(Where is he/she now?) |

6. Tā zhù zai zhèige fàndiàn.
(He/she is staying at this
hotel.)

Tā zhù zai něige fàndiàn?
(In which hotel is he/she staying?)

7. Tā lǎojiā zài Guǎngdōng.
(His/her family is from
Guǎngdōng.)

Tā lǎojiā zài nǎr?
(Where is his/her family from?)



Pagoda in central Taiwan
(courtesy of Thomas Madden)

UNIT 2

INTRODUCTION

Topics Covered in This Unit

1. Where people are staying (houses).
2. Where people are working.
3. Addresses.
4. The marker de.
5. The marker ba.
6. The prepositional verb zài.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 2D-1 tape.

REFERENCE LIST

(in Taipei)

- | | | |
|-------|---|---|
| 1. | A: Nǐ zhù zai nàli? | Where are you staying? |
| | B: Wǒ zhù zai Guóbīn Dàfàndiàn. | I'm staying at the Ambassador Hotel. |
| 2. | A: Nǐ zhù zai nàli? | Where are you staying? |
| | B: Wǒ zhù zai zhèli. | I'm staying here. |
| | A: Tā ne? | How about him? |
| | B: Tā zhù zai nàli. | He is staying there. |
| 3. | A: Nǐ zhù zai nàli? | Where are you staying? |
| | B: Wǒ zhù zai péngyou jiā. | I'm staying at a friend's house. |
| 4. | A: Nǐ péngyou jiā zài nàli? | Where is your friend's house? |
| | B: Tā jiā zài Dàlǐ Jiē. | His house is on Dàlǐ Street. |
| 5. | A: Nǐ péngyoude dìzhǐ shì...? | What is your friend's address? |
| | B: Tāde dìzhǐ shì Dàlǐ Jiē Sìshìèrhào. | His address is No. 42 Dàlǐ Street. |
| 6.* | A: Nǐ shì Wèi Shàoxiào ba? | You are Major Weiss, aren't you? |
| | B: Shìde. | Yes. |
| 7.** | A: Nà shì Guóbīn Dàfàndiàn ba? | That is the Ambassador Hotel, isn't it? |
| | B: Shìde. | Yes. |
| 8. | A: Nǐ péngyou xiànzài zài nàli gōngzuò? | Where does your friend work now? |
| | B: Tā zài Táinán gōngzuò. | He works in Tainan. |
| 9.* | A: Nǐ zài nàli gōngzuò? | Where do you work? |
| | B: Wǒ zài Wǔguānchù gōngzuò. | I work at the defense attache's office. |
| 10.** | A: Nǐ zài nàli gōngzuò? | Where do you work? |
| | B: Wǒ zài yínháng gōngzuò. | I work at a bank. |

11.* A: Nǐ péngyou zài Táiběi
gōngzuò ma?

Does your friend work in Taipei?

B: Tā bú zài Táiběi gōngzuò;
tā zài Táizhōng gōngzuò.

He doesn't work in Taipei; he works
in Taichung.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

12. lù

road

*This exchange occurs on the C-1 tape only.
**This exchange occurs on the P-1 tape only.

VOCABULARY

ba	(question marker expressing supposition of what answer will be)
dàfàndiàn	hotel
-de	(possessive marker)
dìzhǐ	address
gōngzuò	to work
Guóbīn Dàfàndiàn	Ambassador Hotel
-hào	number (in addresses)
jiā	home, house
jiē	street
lù	road
nà-	that
nàge	that (one)
náli	where
nàli	there
péngyou	friend
shàoxiào	major (military title)
Shìde.	Yes, that's so.
Wǔguānchù	defense attache's office
yínháng	bank
zài	to be in/at/on (prepositional verb)
zhè-	this
zhège	this (one)
zhèli	here

(introduced on C-2, P-2, and drill tapes)

Dìyī Dàfàndiàn	First Hotel
Měiguó Guójì Jiāoliú	U.S. International
Zōngshǔ	Communications Agency
Měiguó Yínháng	Bank of America
Táiwān Yínháng	Bank of Taiwan
yóuzhèngjú	post office

REFERENCE NOTES

1. A: Nǐ zhù zai náli? Where are you staying?
 B: Wǒ zhù zai Guóbīn Dàfàndiàn. I'm staying at the Ambassador Hotel.
2. A: Nǐ zhù zai náli? Where are you staying?
 B: Wǒ zhù zai zhèli. I'm staying here.
- A: Tā ne? How about him?
 B: Tā zhù zai nàli. He is staying there.

Notes on Nos. 1-2

The word guóbīn actually refers to any official state guest, not just an ambassador. (The word for "ambassador" is dàshǐ.) The translation "Ambassador Hotel" has been used for years by that hotel and, although inaccurate, has been retained in this text.

Dàfàndiàn means "great hotel" or "grand hotel." It is commonly used in the names of Taiwan and Hong Kong hotels.

Náli, nàli, and zhèli are common variants of nǎr, nàr, and zhèr in non-Peking dialects of Standard Chinese. The forms with r are Peking dialect forms. Compare:

<u>Peking</u>	<u>Other</u>	
nǎr?	náli?	(where?)
nàr	nàli	(there)
zhèr	zhèli	(here)

Notice the difference in tone between nǎr and náli. This is because -li has a basic Low tone, and the first of two adjoining Low-tone syllables changes to a Rising tone: nǎ + -lǐ = náli

3. A: Nǐ zhù zai náli? Where are you staying?
 B: Wǒ zhù zai péngyou jiā. I'm staying at a friend's house.
4. A: Nǐ péngyou jiā zài náli? Where is your friend's house?
 B: Tā jiā zài Dàlǐ Jiē. His house is on Dàlǐ Street.

Note on Nos. 3-4

The possessive relationships in péngyou jiā, "friend's house," nǐ péngyou jiā, "your friend's house," and tā jiā, "his house," are unmarked, while the English must include -s or the possessive form of the pronoun ("your," "his"). In Chinese, possessive relationships may be expressed by simply putting the possessor in front of the possessed when the relationship between the two is particularly close, like the relationship between a person and his home, family, or friends.

5. A: Nǐ péngyoude dìzhǐ shì...? What's your friend's address?
 B: Tāde dìzhǐ shì Dàlǐ Jiē His address is No. 42 Dàlǐ Street.
 Sìshìèrhào.

Notes on No. 5

Péngyoude dìzhǐ: The marker -de in this phrase is just like the English possessive ending -s. With the exception of close relationships, this is the usual way to form the possessive in Chinese.

nǐ	péngyou	-de	dìzhǐ
(your	friend	's	address)

Unlike the English -s ending, -de is also added to pronouns.

wǒde	(my)
nǐde	(your)
tāde	(his/her)

You are learning possessive phrases in which the marker -de is used (tāde dìzhǐ) and some possessive phrases which do not contain -de (nǐ péngyou jiā). There are certain reasons for the inclusion or omission of -de. If a close relationship exists between the possessor and the possessed, the marker -de might not be used. If a phrase is long and complex, as Lǐ Xiānsheng péngyoude tàitai, the marker -de is used to separate the possessor from the possessed.

short or simple

nǐ	jiā
wǒ	péngyou

long or complex

Hú Měilíng	-de	lǎojiā
nǐ péngyou	-de	dìzhǐ
Lǐ Xiānsheng péngyou	-de	tàitai

But these are not hard and fast rules. The use or omission of -de is not determined solely by the number of syllables in a phrase or by the closeness between the possessor and the possessed, although both of these considerations do play a big part in the decision.

While some common nouns are usually used without -de before them, most nouns are more likely to be preceded by -de, and many even require it. Dìzhǐ, "address," is the only noun you have learned which REQUIRES the possessive marker -de added to the possessor. But other nouns such as jiā are not always preceded by -de. This is also the case with nouns indicating personal relationships, like fùmǔ, "father," and tàitai, "wife." Péngyou, "friend," xuésheng, "student," and lǎoshī, "teacher," are commonly used without -de, but may also be used with the marker.

You might expect the question Nǐ péngyoude dìzhǐ shì...? to be completed with a word such as shénme, "what." However, the incomplete form given in this exchange, with the voice trailing off, inviting completion, is also commonly used.

Addresses: The order in which addresses are given in Chinese is the reverse of that used in English. In Chinese, the order is from the general to the specific: country, province or state, city, street name, street number.

-hào: A street number is always given with the bound word -hào, "number," after it.*

- | | | |
|----|---|--|
| 6. | A: Nǐ shì Wèi Shàoxiào ba?
B: Shìde. | You are Major Weiss, aren't you?
Yes. |
| 7. | A: Nèi shì Guóbīn Dàfàndiàn
ba?
B: Shìde. | That is the Ambassador Hotel,
isn't it?
Yes. |

Notes on Nos. 6-7

Ba is a marker for a question which expresses the speaker's supposition as to what the answer will be. It is the type of question which asks for a confirmation from the listener.

There are three ways to translate the two questions in exchanges 6 and 7 into English:

- | | |
|-------------------------|---|
| Nǐ shì Wèi Shàoxiào ba? | Aren't you Major Weiss?
You are Major Weiss, aren't you?
You must be Major Weiss. |
|-------------------------|---|

*The word dì- is sometimes translated "number," as in dìyī, "number one."
(See resource module on Numbers, tape 4.)

Nèi shì Guóbīn Dàfàndiàn?

Isn't that the Ambassador Hotel?
That is the Ambassador Hotel,
isn't it?
That must be the Ambassador Hotel.

Each translation reflects a different degree of certainty on the part of the speaker. (While the differences in certainty are expressed in English by variation in wording, they can be expressed in Chinese by intonation.) You will probably find that the "isn't it"/"aren't you" translation fits most situations.

The short answer shìde is an expanded form of the short answer shì, with the same meaning: "Yes, that's so." Shìde is also the word used for the "yes" in the military "Yes, sir."

Nà (nèi): In the subject position, nà (nèi), "that," and zhè (zhèi), "this," may be used either as free words or as bound words, with -ge following. Compare:

Nà		shì Guóbīn Dàfàndiàn.
(That		is the Ambassador Hotel.)
Nà	-ge	shì Guóbīn Dàfàndiàn.
(That	one	is the Ambassador Hotel.)

However, the question form nǎ- (něi-) is a bound word.

Nǎge (fàndiàn) shì Guóbīn
Dàfàndiàn?

Which one (hotel) is the
Ambassador Hotel?

8. A: Nǐ péngyou xiànzài zài nǎli
gōngzuò?
B: Tā zài Tàinán gōngzuò. Where does your friend work
now?
He works in Tainan.
9. A: Nǐ zài nǎli gōngzuò?
B: Wǒ zài Wǔguānchū gōngzuò. Where do you work?
I work at the defense attache's
office.
10. A: Nǐ zài nǎli gōngzuò?
B: Wǒ zài yínháng gōngzuò. Where do you work?
I work at a bank.
11. A: Nǐ péngyou zài Táiběi
gōngzuò ma?
B: Tā bú zài Táiběi gōngzuò;
tā zài Táizhōng gōngzuò. Does your friend work in Taipei?
He doesn't work in Taipei; he
works in Taichung.

Notes on Nos. 8-11

Wǔguānchù, "defense attache's office," literally means "military attache's office."

Zài...gōngzuò: Compare these two sentences:

Tā	zài	Táinán.	
(He	is in	Tainan.)	
Tā	zài	Táinán	gōngzuò.
(He	in	Tainan	works.)

The sentence Tā zài Táinán gōngzuò seems to have two verbs: zài, "to be in/at/on," and gōngzuò, "to work." But there is only one verb in the translation: "He works in Tainan." The translation reflects the fact that zài loses its full verb status in this sentence and plays a role like that of the English preposition "in." The zài phrase in Chinese, like the "in" phrase in English, gives more information about the main verb gōngzuò; that is, it tells where the action takes place. "He works," and the work takes place "in Tainan." In sentences like this, the word zài is a prepositional verb. Most relationships expressed by prepositions in English are expressed by prepositional verbs in Chinese.

You have also seen zài used as a prepositional verb in the sentence Nǐ zhù zài nǎli? "Where do you live?"--literally, "You live at where?" Notice that in this sentence the prepositional verb phrase zài nǎli comes after the main verb zhù. In the sentence Nǐ zài nǎli gōngzuò? the prepositional verb phrase zài nǎli comes before the main verb gōngzuò. Many things, such as stress, contrast, and other objects in the sentence, can influence the order of the prepositional verb phrase and the main verb. In some cases, either order may be used, as in Nǐ zài nǎli zhù? or Nǐ zhù zài nǎli? In other cases, the word order is fixed, as in Nǐ zài nǎli gōngzuò? For text examples, it will be pointed out whether or not the word order may be changed, and the reasons will be given.

Tā bú zài Táiběi gōngzuò, "He doesn't work in Taipei": In this sentence, the negative adverb bù comes before the prepositional verb zài (which starts the complete predicate zài Táiběi gōngzuò), not before the main verb gōngzuò. This makes sense, for you are not saying "He does NOT WORK," but you are saying "He does NOT work IN TAIPEI."

Tā			gōngzuò.
Tā	bù		gōngzuò.
Tā		zài Táiběi	gōngzuò.
Tā	bú	zài Táiběi	gōngzuò.

DRILLS

A. Response Drill

- | | |
|--|--|
| <p>1. <u>Speaker</u>: Lǐ Xiānsheng zhù zai nǎli?
 (cue) Guóbīn Dàfàndiàn
 (Where is Mr. Lǐ staying?)</p> | <p><u>You</u>: Tā zhù zai Guóbīn Dàfàndiàn.
 (He is staying at the
 Ambassador Hotel.)</p> |
| <p>2. Gāo Xiānsheng zhù zai nǎli?
 Yuánshān Dàfàndiàn</p> | <p>Tā zhù zai Yuánshān Dàfàndiàn.</p> |
| <p>3. Yáng Xiānsheng zhù zai nǎli?
 Dìyī Dàfàndiàn</p> | <p>Tā zhù zai Dìyī Dàfàndiàn.</p> |
| <p>4. Táng Xiānsheng zhù zai nǎli?
 zhèli</p> | <p>Tā zhù zai zhèli.</p> |
| <p>5. Sīmǎ Xiānsheng zhù zai nǎli?
 péngyou jiā</p> | <p>Tā zhù zai péngyou jiā.</p> |
| <p>6. Liú Xiānsheng zhù zai nǎli?
 nàli</p> | <p>Tā zhù zai nàli.</p> |
| <p>7. Wáng Xiānsheng zhù zai nǎli?
 Dìyī Dàfàndiàn</p> | <p>Tā zhù zai Dìyī Dàfàndiàn.</p> |

B. Response Drill

- | | |
|--|---|
| <p>1. <u>Speaker</u>: Tā péngyou jiā zài nǎli?
 (cue) Bóài Lù
 (Where is his/her friend's
 house?)</p> | <p><u>You</u>: Tā jiā zài Bóài Lù.
 (His/her house is on Bóài
 Road.)</p> |
| <p>2. Lǐ Xiānsheng jiā zài nǎli?
 Dūnhuà Lù</p> | <p>Tā jiā zài Dūnhuà Lù.</p> |
| <p>3. Wáng Xiānsheng jiā zài nǎli?
 Nóngān Jiē</p> | <p>Tā jiā zài Nóngān Jiē.</p> |
| <p>4. Hé Xiānsheng jiā zài nǎli?
 Dàlǐ Jiē</p> | <p>Tā jiā zài Dàlǐ Jiē.</p> |
| <p>5. Bāo Xiānsheng jiā zài nǎli?
 Nánjīng Lù</p> | <p>Tā jiā zài Nánjīng Lù.</p> |
| <p>6. Mǎ Xiānsheng jiā zài nǎli?
 Zhōngshān Lù</p> | <p>Tā jiā zài Zhōngshān Lù.</p> |

7. Lín Xiānsheng jiā zài nǎli?
Zhèjiāng Jiē

Tā jiā zài Zhèjiāng Jiē.

C. Response Drill

According to each cue, respond with the appropriate street number on Dàlǐ Jiē.

1. Speaker: Nǐ péngyoude dìzhǐ
shì...?
(cue) 42hào
(What is your friend's
address?)

You: Tāde dìzhǐ shì Dàlǐ Jiē
Sìshìèrhào.
(His/her address is No. 42
Dàlǐ Street.)

2. Nǐ péngyoude dìzhǐ shì...?
40hào

Tāde dìzhǐ shì Dàlǐ Jiē Sìshíhào.

3. Nǐ péngyoude dìzhǐ shì...?
95hào

Tāde dìzhǐ shì Dàlǐ Jiē Jiǔshíwǔ-
hào.

4. Nǐ péngyoude dìzhǐ shì...?
26hào

Tāde dìzhǐ shì Dàlǐ Jiē Èrshíliù-
hào.

5. Nǐ péngyoude dìzhǐ shì...?
77hào

Tāde dìzhǐ shì Dàlǐ Jiē Qīshíqīhào.

6. Nǐ péngyoude dìzhǐ shì...?
68hào

Tāde dìzhǐ shì Dàlǐ Jiē Liùshíbā-
hào.

7. Nǐ péngyoude dìzhǐ shì...?
44hào

Tāde dìzhǐ shì Dàlǐ Jiē Sìshísihào.

D. Response Drill

Give the appropriate Táiwān street addresses according to the cues.

1. Speaker: Nǐ péngyoude dìzhǐ
shì...?
(cue) Dàlǐ Jiē 42hào
(What is your friend's
address?)

You: Tāde dìzhǐ shì Dàlǐ Jiē
Sìshìèrhào.
(His/her address is No. 42
Dàlǐ Street.)

2. Nǐ péngyoude dìzhǐ shì...?
Bóài Lù 94hào

Tāde dìzhǐ shì Bóài Lù Jiǔshísihào.

- | | |
|---|--|
| 3. Nǐ péngyoude dìzhǐ shì...?
Dūnhuà Lù 55hào | Tāde dìzhǐ shì Dūnhuà Lù Wǔshiwǔ-
hào. |
| 4. Nǐ péngyoude dìzhǐ shì...?
Nóngān Jiē 75hào | Tāde dìzhǐ shì Nóngān Jiē Qīshiwǔ-
hào. |
| 5. Nǐ péngyoude dìzhǐ shì...?
Dàlǐ Jiē 42hào | Tāde dìzhǐ shì Dàlǐ Jiē Sìshìèrhào. |
| 6. Nǐ péngyoude dìzhǐ shì...?
Dūnhuà Lù 55hào | Tāde dìzhǐ shì Dūnhuà Lù Wǔshiwǔ-
hào. |
| 7. Nǐ péngyoude dìzhǐ shì...?
Bóài Lù 94hào | Tāde dìzhǐ shì Bóài Lù Jiǔshìsìhào. |

E. Transformation Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Mǎ Tàitai jiā zài Dàlǐ
Jiē Sìshìèrhào.
(Mrs. Mǎ's house is at
No. 42 Dàlǐ Street.) | <u>You</u> : Tāde dìzhǐ shì Dàlǐ Jiē
Sìshìèrhào.
(His/her address is No. 42
Dàlǐ Street.) |
| 2. Zhào Tàitai jiā zài Bóài Lù
Jiǔshìsìhào. | Tāde dìzhǐ shì Bóài Lù Jiǔshìsìhào. |
| 3. Lǐ Tàitai jiā zài Dūnhuà Lù
Wǔshiwǔhào. | Tāde dìzhǐ shì Dūnhuà Lù Wǔshiwǔ-
hào. |
| 4. Hé Tàitai jiā zài Nóngān Jiē
Qīshiwǔhào. | Tāde dìzhǐ shì Nóngān Jiē Qīshiwǔ-
hào. |
| 5. Bāo Tàitai jiā zài Dàlǐ Jiē
Sìshìèrhào. | Tāde dìzhǐ shì Dàlǐ Jiē Sìshìèrhào. |
| 6. Wáng Tàitai jiā zài Bóài Lù
Jiǔshìsìhào. | Tāde dìzhǐ shì Bóài Lù Jiǔshìsìhào. |
| 7. Lín Tàitai jiā zài Dūnhuà Lù
Wǔshiwǔhào. | Tāde dìzhǐ shì Dūnhuà Lù Wǔshiwǔ-
hào. |

F. Transformation Drill

Change each ma question to a ba question.

- | | |
|--|---|
| 1. <u>Speaker</u> : Nín shì Wèi Shàoxiào ma?
(Are you Major Weiss?) | <u>You</u> : Nín shì Wèi Shàoxiào ba?
(You are Major Weiss, aren't you?) |
| 2. Tā shì Zhāng Shàoxiào ma? | Tā shì Zhāng Shàoxiào ba? |
| 3. Nín shì Huáng Xiǎojiě ma? | Nín shì Huáng Xiǎojiě ba? |
| 4. Nà shì Guóbīn Dàfàndiàn ma? | Nà shì Guóbīn Dàfàndiàn ba? |
| 5. Zhè shì Dìyī Dàfàndiàn ma? | Zhè shì Dìyī Dàfàndiàn ba? |
| 6. Nàwèi shì Wáng Tàitai ma? | Nàwèi shì Wáng Tàitai ba? |
| 7. Nà shì Yuánshān Dàfàndiàn ma? | Nà shì Yuánshān Dàfàndiàn ba? |

G. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā zài nǎlǐ gōngzuò?
(cue) Táiběi
(Where does he/she work?) | <u>You</u> : Tā zài Táiběi gōngzuò.
(He/she works in Taipei.) |
| 2. Tā zài nǎlǐ gōngzuò? Táinán | Tā zài Táinán gōngzuò. |
| 3. Tā zài nǎlǐ gōngzuò? Táizhōng | Tā zài Táizhōng gōngzuò. |
| 4. Tā zài nǎlǐ gōngzuò? Gāoxióng | Tā zài Gāoxióng gōngzuò. |
| 5. Tā zài nǎlǐ gōngzuò? Jīlóng | Tā zài Jīlóng gōngzuò. |
| 6. Tā zài nǎlǐ gōngzuò? Táiběi | Tā zài Táiběi gōngzuò. |
| 7. Tā zài nǎlǐ gōngzuò? Táizhōng | Tā zài Táizhōng gōngzuò. |

H. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā zài yóuzhèngjú gōngzuò ma?
(Does he/she work at the post office?) | <u>You</u> : Duì le, tā zài yóuzhèngjú gōngzuò.
(Yes, he/she works at the post office.) |
| 2. Tā zài Wǔguānchù gōngzuò ma? | Duì le, tā zài Wǔguānchù gōngzuò. |
| 3. Tā zài yínháng gōngzuò ma? | Duì le, tā zài yínháng gōngzuò. |
| 4. Tā zài Měiguó Yínháng gōngzuò ma? | Duì le, tā zài Měiguó Yínháng gōngzuò. |
| 5. Tā zài Táiwān Yínháng gōngzuò ma? | Duì le, tā zài Táiwān Yínháng gōngzuò. |
| 6. Tā zài Wǔguānchù gōngzuò ma? | Duì le, tā zài Wǔguānchù gōngzuò. |
| 7. Tā zài yóuzhèngjú gōngzuò ma? | Duì le, tā zài yóuzhèngjú gōngzuò. |

I. Transformation Drill

Add xiànzài, "now," to each statement.

- | | |
|---|---|
| 1. <u>Speaker</u> : Zhōu Xiānsheng zài Táiběi gōngzuò.
(Mr. Zhōu works in Taipei.) | <u>You</u> : Zhōu Xiānsheng xiànzài zài Táiběi gōngzuò.
(Mr. Zhōu is working in Taipei now.) |
| 2. Zhāng Xiānsheng zài Táizhōng gōngzuò. | Zhāng Xiānsheng xiànzài zài Táizhōng gōngzuò. |
| 3. Hú Xiǎojiě zài Táinán gōngzuò. | Hú Xiǎojiě xiànzài zài Táinán gōngzuò. |
| 4. Mǎ Xiǎojiě zài Gāoxióng gōngzuò. | Mǎ Xiǎojiě xiànzài zài Gāoxióng gōngzuò. |
| 5. Zhāo Xiānsheng zài Jílóng gōngzuò. | Zhāo Xiānsheng xiànzài zài Jílóng gōngzuò. |
| 6. Chén Xiānsheng zài Táiběi gōngzuò. | Chén Xiānsheng xiànzài zài Táiběi gōngzuò. |
| 7. Jiāng Xiǎojiě zài Gāoxióng gōngzuò. | Jiāng Xiǎojiě xiànzài zài Gāoxióng gōngzuò. |

J. Transformation Drill

Make each statement negative by changing zài to bú zài.

- | | |
|---|--|
| 1. <u>Speaker</u> : Hú Tóngzhì zài Běijīng gōngzuò.
(Comrade Hú works in Běijīng.) | <u>You</u> : Hú Tóngzhì bú zài Běijīng gōngzuò.
(Comrade Hú doesn't work in Běijīng.) |
| 2. Lǐ Tóngzhì zài Nánjīng gōngzuò. | Lǐ Tóngzhì bú zài Nánjīng gōngzuò. |
| 3. Tā zài Qīngdǎo gōngzuò. | Tā bú zài Qīngdǎo gōngzuò. |
| 4. Lín Tóngzhì zài Guǎngzhōu gōngzuò. | Lín Tóngzhì bú zài Guǎngzhōu gōngzuò. |
| 5. Zhào Tóngzhì zài Shànghǎi gōngzuò. | Zhào Tóngzhì bú zài Shànghǎi gōngzuò. |
| 6. Chén Tóngzhì zài Qīngdǎo gōngzuò. | Chén Tóngzhì bú zài Qīngdǎo gōngzuò. |
| 7. Huáng Tóngzhì zài Běijīng gōngzuò. | Huáng Tóngzhì bú zài Běijīng gōngzuò. |

K. Response Drill

Give negative responses to the questions, adding correct information according to the cues.

- | | |
|--|---|
| 1. <u>Speaker</u> : Hú Xiǎojiě zài Táiběi gōngzuò ma?
(<u>cue</u>) Táinán
(Does Miss Hú work in Taipei?) | <u>You</u> : Tā bú zài Táiběi gōngzuò;
tā zài Táinán gōngzuò.
(She doesn't work in Taipei;
she works in Tainan.) |
| 2. Lǐ Tàitai zài Táizhōng gōngzuò ma?
Jílóng | Tā bú zài Táizhōng gōngzuò; tā zài Jílóng gōngzuò. |
| 3. Mǎ Xiānsheng zài zhèli gōngzuò ma?
Gāoxióng | Tā bú zài zhèli gōngzuò; tā zài Gāoxióng gōngzuò. |
| 4. Tā zài Wǔguānchù gōngzuò ma?
Měiguó Yínháng | Tā bú zài Wǔguānchù gōngzuò; tā zài Měiguó Yínháng gōngzuò. |
| 5. Tā zài yóuzhèngjǔ gōngzuò ma?
Táiwān Yínháng | Tā bú zài yóuzhèngjǔ gōngzuò; tā zài Táiwān Yínháng gōngzuò. |

6. Lín Xiānsheng zài nàli gōngzuò ma? zhèli Tā bú zài nàli gōngzuò; tā zài zhèli gōngzuò.
7. Liú Xiǎojiě zài Táiběi gōngzuò ma? Táizhōng Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.

L. Response Drill

Give an affirmative or negative response according to each cue.

1. Speaker: Tā zài Táiběi gōngzuò ma?
(cue) Táiběi
(Does he/she work in Taipei?)
OR Tā zài Táiběi gōngzuò ma?
(cue) Táinán
(Does he/she work in Taipei?)
You: Duì le, tā zài Táiběi gōngzuò.
(Yes, he/she works in Taipei.)
Tā bú zài Táiběi gōngzuò; tā zài Táinán gōngzuò.
(He/she doesn't work in Taipei; he/she works in Tainan.)
2. Tā zài Táizhōng gōngzuò ma? Jílóng Tā bú zài Táizhōng gōngzuò; tā zài Jílóng gōngzuò.
3. Tā zài zhèli gōngzuò ma? zhèli Duì le, tā zài zhèli gōngzuò.
4. Tā zài yóuzhèngjǔ gōngzuò ma? Táiwān Yínháng Tā bú zài yóuzhèngjǔ gōngzuò; tā zài Táiwān Yínháng gōngzuò.
5. Tā zài Wǔguānchù gōngzuò ma? zhèli Tā bú zài Wǔguānchù gōngzuò; tā zài zhèli gōngzuò.
6. Tā zài Měiguó Yínháng gōngzuò ma? Měiguó Yínháng Duì le, tā zài Měiguó Yínháng gōngzuò.

UNIT 3

INTRODUCTION

Topics Covered in This Unit

1. Members of a family.
2. The plural ending -men.
3. The question word jǐ- "how many."
4. The adverb dōu "all."
5. Several ways to express "and."

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 3D-1 tape.

REFERENCE LIST

(in Taipei)

- | | |
|--|--|
| 1. A: Nǐmen yǒu hái'zi ma? | Do you have any children? |
| B: Yǒu, wǒmen yǒu. | Yes, we have. |
| 2. B: Liú Xiānsheng yǒu Měiguó péngyou ma? | Does Mr. Liú have any American friends? |
| A: Tā méiyǒu Měiguó péngyou. | He doesn't have any American friends. |
| A: Tā yǒu Yīngguó péngyou. | He has English friends.
OR He has an English friend. |
| 3. A: Nǐmen yǒu jǐge hái'zi? | How many children do you have? |
| B: Wǒmen yǒu sānge hái'zi. | We have three children. |
| 4. A: Nǐmen yǒu jǐge nánhái'zi, jǐge nǚhái'zi? | How many boys and how many girls do you have? |
| B: Wǒmen yǒu liǎngge nánhái'zi, yíge nǚhái'zi. | We have two boys and one girl. |
| 5. B: Shi nánhái'zi, shi nǚhái'zi? | Are they boys or girls? |
| A: Tāmen dōu shi nǚhái'zi. | All of them are girls. |
| 6. B: Hú Xiānsheng, Hú Tàitai ne? Tāmen yǒu jǐge hái'zi? | How about Mr. and Mrs. Hú? How many children do they have? |
| A: Tāmen yǒu liǎngge hái'zi. | They have two children. |
| B: Shi nánhái'zi, shi nǚhái'zi? | Are they boys or girls? |
| A: Dōu shi nǚhái'zi. | Both of them are girls. |
| 7. A: Nǐmen hái'zi dōu zài zhèli ma? | Are all your children here? |
| B: Bù, liǎngge zài zhèli, yíge hái'zi zài Měiguó. | No. Two are here, and one is still in America. |
| 8. A: Nǐ jiāli yǒu shénme rén? | What people are (there) in your family? |
| B: Yǒu wǒ tàitai gēn sānge hái'zi. | There's my wife and three children. |
| 9. B: Nǐ jiāli yǒu shénme rén? | What people are (there) in your family? |
| A: Jiù yǒu wǒ fùqin, mǔqin. | Just my father and mother. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

10. zhǐ	only
11. dìdi	younger brother
12. gēge	older brother
13. jiějie	older sister
14. mèimei	younger sister
15. xiōngdì	brothers
16. jiěmèi	sisters
17. xiōngdì jiěmèi	brothers and sisters
18. fùmǔ	parents
19. zǔfù	paternal grandfather
20. zǔmǔ	paternal grandmother
21. wàizǔfù	maternal grandfather
22. wàizǔmǔ	maternal grandmother
23. bàba	papa, dad, father
24. māma	momma, mom, mother

VOCABULARY

bàba	papa, dad, father
dìdi	younger brother
dōu	all, both
fùmǔ	parents
fùqin	father
gēge	older brother
gēn	and
hái	still, yet
háizi	children, child
jǐ-	how many
jiāli	family
jiějie	older sister
jiěmèi	sisters
jǐge	how many
jiù	only, just
liǎng-	two
māma	momma, mom, mother
méi	not, not to have
mèimei	younger sister
méiyǒu	not to have, there is not
-men	(plural suffix)
mǔqin	mother
nán-	male
nánháizi	boy
nǐmen	you (plural)
nǚ-	female
nǚháizi	girl
tāmen	they, them
wàizǔfù	maternal grandfather
wàizǔmǔ	maternal grandmother
wǒmen	we, us
xiōngdì	brothers
xiōngdì jiěmèi	brothers and sisters
yǒu	to have, there is
zhǐ	only
zǔfù	paternal grandfather
zǔmǔ	paternal grandmother

(introduced in Communication Game)

yíng le

(I've) won

REFERENCE NOTES

1. A: Nǐmen yǒu hái'zi ma? Do you have any children?
 B: Yǒu, wǒmen yǒu. Yes, we have.

Notes on No. 1

The plural pronouns are formed by adding -men to the singular pronouns

<u>singular</u>	
wǒ	(I)
nǐ	(you)
tā	(he/she)

<u>plural</u>	
wǒmen	(we)
nǐmen	(you)
tāmen	(they)

(You have already seen these pronoun forms used as possessives: "my," "our," etc. Later you will find that they are also used as objects: "me," "us," etc.)

Hái'zi: Chinese nouns have the same form for singular and plural. Hái'zi may be either "child" or "children."* Usually the context will make clear whether a noun should be translated as singular or as plural, but not always. Chinese does not require that the matter be pinned down to the same extent that English does. Wǒmen yǒu hái'zi is a perfectly good sentence, even though the only accurate translation is the clumsy "We have one or more children." We would prefer to have enough information to translate it either as "We have a child" or as "We have children." At times this ambiguity is an advantage. When you ask Nǐmen yǒu hái'zi ma? you do not, after all, know whether you are referring to one child or to more than one child. To cover both bets in the same way in English, we have to say "Do you have any children?"

2. B: Liú Xiānsheng yǒu Měiguó péngyou ma? Does Mr. Liú have any American friends?
 A: Tā méiyǒu Měiguó péngyou. He doesn't have any American friends.
 A: Tā yǒu Yīngguó péngyou. He has English friends. OR
 He has an English friend.

*A few nouns referring to people may be made explicitly plural by adding -men: hái'zimen can only be "children."

Nán-, nǚ-: The bound words nán-, "male," and nǚ-, "female," are often used in compounds; for example, nánpéngyou, "boyfriend," and nǚtóngzhì, "(woman) Comrade."

"And": In Chinese, a word for "and" is not needed between parallel phrases like liǎngge nánháizi, yíge nǚháizi, "two boys, (and) one girl." A pause is usual between the two phrases, but even the pause is sometimes omitted.

- | | | |
|----|--|--|
| 5. | B: Shi nánháizi, shi nǚháizi?
A: Tāmen dōu shi nǚháizi. | Are they boys or girls?
All of them are girls. |
| 6. | B: Hú Xiānsheng, Hú Tàitai ne?
Tāmen yǒu jǐge háizi?
A: Tāmen yǒu liǎngge háizi.
B: Shi nánháizi, shi nǚháizi?
A: Dōu shi nǚháizi. | How about Mr. and Hrs. Hú? How
many children do they have?
They have two children.
Are they boys or girls?
Both of them are girls. |
| 7. | A: Nǐmen háizi dōu zài zhèli ma?
B: Bù, liǎngge zài zhèli, yíge
háizi zài Měiguó. | Are all your children here?
No. Two are here, and one is still
in America. |

Notes on Nos. 5-7

Shi nánháizi, shi nǚháizi? In Chinese, an "or" question (i.e., a question asking which of two alternatives is true) may be asked simply by stating the two alternatives with a pause between. In this kind of "or" question, the verb must appear in each alternative. (You will learn other ways of making "or" questions in later modules.)

Dōu may usually be translated in a sentence as "all (of)," or, if it refers to only two things, as "both (of)." Literally, dōu means "in all cases," "uniformly," "entirely," "completely." Since it is an adverb, it must be placed after the subject of a sentence and before the verb (like the adverb yě, "also").

- | | | |
|----|---|---|
| 8. | A: Nǐ jiāli yǒu shénme rén?
B: Yǒu wǒ tàitai gēn sānge
háizi. | What people are (there) in your
family?
There's my wife and three children. |
| 9. | B: Nǐ jiāli yǒu shénme rén?
A: Jiù yǒu wǒ fùqin, mǔqin. | What people are (there) in your
family?
Just my father and mother. |

Notes on Nos. 8-9

Literally, the phrase nǐ jiāli means "in your home" (jiā, "home"; -lǐ, "in"). In this sentence it is extended to mean "the people in your home," that is, "your family."

Nǐ jiāli - yǒu - shénme rén? Phrase by phrase, this question is: "In your family - there are - what people?" The word "family" can be taken to mean either all your relatives or only those living in your household.

By itself, the verb yǒu means "to be," "to exist." You have now seen it translated two ways: 1) as "have," with a personal subject: Wǒmen yǒu sānge háiizi. "We have three children." 2) as "there is/are," in the so-called impersonal construction: Nǐ jiāli yǒu shénme rén? "What people are (there) in your family?"

In exchange 8, the verb yǒu in the answer is translated as "there's." Some English speakers may find this translation too colloquial. The answer can also be translated just by listing the family members, with no verb in the English, as was done in exchange 9. Chinese almost always keeps the verb in the answer to a question, while English tends to leave it out.

How to say "and": Chinese has several words for "and." Gēn is the word for "and" when joining nouns or noun phrases. Yě is the word for "and" when joining verbs, verb phrases, or whole sentences:

Wǒ bú xìng Lǐ, yě bú xìng Lǚ. Wǒ xìng Lǚ.
(I'm not surnamed Lǐ, and I'm not surnamed Lǚ. I'm surnamed Lǚ.)

Chinese tends to use a word for "and" when the noun phrases being joined are not parallel and not to use one when the phrases are parallel:

NOT PARALLEL

Yǒu	wǒ tàitai (possessor) (noun)	gēn	sānge háiizi. (number) (noun)	(There's my wife and three children.)
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PARALLEL

Yǒu	liǎnge nánháiizi (number) (noun)	,	yíge nǚháiizi. (number) (noun)	(There are two boys and one girl.)
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While "and" is often omitted in Chinese, it may be added for emphasis between nouns and between noun phrases--just as in English.

Jiù, "only," "just," is an adverb (like yě and dōu). The use of jiù to mean "only" is probably mostly confined to the Peking dialect.* Speakers from other parts of the country will not necessarily use jiù to mean "only" or understand it as such. A more widely used and understood word for "only" is zhǐ. Thus the answer in exchange 9 could also be Zhǐ yǒu wǒ fùqīn, mǔqīn.

*Jiù has several other meanings, which will be presented to you as you continue through this course.

Notes on Additional Required Vocabulary

Chinese is much more precise than English in its terms for family members. There is not just one word for "brother" or "sister" but words for "older brother," "younger brother," "older sister," and "younger sister."

	<u>older</u>	<u>younger</u>		
(brother)	gēge	dìdi	(brothers)	xiōngdì
(sister)	jiějie	mèimei	(sisters)	jiěmèi

When referring to both older and younger sisters, the term jiěmèi is used. When referring to both older and younger brothers, the term xiōngdì is used. When referring to sisters and brothers, the phrase xiōngdì jiěmèi is used.

Chinese also distinguishes between grandparents on the father's side of the family and grandparents on the mother's side:

	<u>father's side</u>	<u>mother's side</u>
(grandfather)	zǔfù	wàizǔfù
(grandmother)	zǔmǔ	wàizǔmǔ

The syllable wài- in wàizǔfù and wàizǔmǔ literally means "outer" or "outside."

DRILLS

A. Response Drill

Give affirmative answers, using yǒu.

- | | |
|--|---|
| <p>1. <u>Speaker</u>: Tā yǒu Měiguó péngyou ma?
ma?
(Does he/she have any American friends?)</p> | <p><u>You</u>: Yǒu, tā yǒu Měiguó péngyou.
(Yes, he/she has some American friends.)</p> |
| <p>2. Tā yǒu Zhōngguó péngyou ma?
(Does he/she have Chinese friends?)</p> | <p>Yǒu, tā yǒu Zhōngguó péngyou.
(Yes, he/she has Chinese friends.)</p> |
| <p>3. Tā yǒu Déguó péngyou ma?
(Does he/she have German friends?)</p> | <p>Yǒu, tā yǒu Déguó péngyou.
(Yes, he/she has German friends.)</p> |
| <p>4. Tā yǒu Rìběn péngyou ma?
(Does he/she have Japanese friends?)</p> | <p>Yǒu, tā yǒu Rìběn péngyou.
(Yes, he/she has Japanese friends.)</p> |
| <p>5. Tā yǒu Jiānádà péngyou ma?
(Does he/she have Canadian friends?)</p> | <p>Yǒu, tā yǒu Jiānádà péngyou.
(Yes, he/she has Canadian friends.)</p> |
| <p>6. Tā yǒu Èguó péngyou ma?
(Does he/she have Russian friends?)</p> | <p>Yǒu, tā yǒu Èguó péngyou.
(Yes, he/she has Russian friends.)</p> |
| <p>7. Tā yǒu Yīngguó péngyou ma?
(Does he/she have English friends?)</p> | <p>Yǒu, tā yǒu Yīngguó péngyou.
(Yes, he/she has English friends.)</p> |

B. Response Drill

Give affirmative answers, using yǒu.

- | | |
|--|--|
| <p>1. <u>Speaker</u>: Tā yǒu gēge ma?
(Does he/she have an older brother?)</p> | <p><u>You</u>: Yǒu, tā yǒu gēge.
(Yes, he/she has an older brother.)</p> |
| <p>2. Tā yǒu jiějie ma?</p> | <p>Yǒu, tā yǒu jiějie.</p> |
| <p>3. Tā yǒu dìdi ma?</p> | <p>Yǒu, tā yǒu dìdi.</p> |

4. Tā yǒu mèimei ma?

Yǒu, tā yǒu mèimei.

5. Tāmen yǒu háizi ma?

Yǒu, tāmen yǒu háizi.

6. Tāmen yǒu nánháizi ma?

Yǒu, tāmen yǒu nánháizi.

7. Tāmen yǒu nǚháizi ma?

Yǒu, tāmen yǒu nǚháizi.

C. Response Drill

Give negative answers, using méiyǒu.

1. Speaker: Zhāng Xiānsheng yǒu
jiějie ma?
(Does Mr. Zhāng have an
older sister?)

You: Méiyǒu, Zhāng Xiānsheng
méiyǒu jiějie.
(No, Mr. Zhāng doesn't have
an older sister.)

2. Wáng Xiānsheng yǒu nǚháizi ma?

Méiyǒu, Wáng Xiānsheng méiyǒu
nǚháizi.

3. Lín Xiānsheng yǒu mèimei ma?

Méiyǒu, Lín Xiānsheng méiyǒu mèimei.

4. Tā tàitai yǒu gēge ma?

Méiyǒu, tā tàitai méiyǒu gēge.

5. Huáng Xiǎojiě yǒu dìdi ma?

Méiyǒu, Huáng Xiǎojiě méiyǒu dìdi.

6. Mǎ Xiānsheng Mǎ Tàitai yǒu háizi
ma?

Méiyǒu, Mǎ Xiānsheng Mǎ Tàitai
méiyǒu háizi.

7. Yáng Tàitai yǒu nánháizi ma?

Méiyǒu, Yáng Tàitai méiyǒu nánháizi.

D. Response Drill

Give a negative or affirmative response to each question according to the cue.

1. Speaker: Nǐ yǒu dìdi ma?
(cue) yǒu
(Do you have a younger
brother?)

You: Yǒu, wǒ yǒu dìdi.
(Yes, I have a younger
brother.)

OR Nǐ yǒu dìdi ma?
(cue) méiyǒu
(Do you have a younger
brother?)

Méiyǒu, wǒ méiyǒu dìdi.
(No, I don't have a younger
brother.)

- | | |
|--|---|
| 2. Tā yǒu mèimei ma? méiyǒu | Méiyǒu, tā méiyǒu mèimei. |
| 3. Wáng Tóngzhì yǒu gēge ma?
méiyǒu | Méiyǒu, Wáng Tóngzhì méiyǒu gēge. |
| 4. Tāmen yǒu hái zi ma? yǒu | Yǒu, tāmen yǒu hái zi. |
| 5. Guō Tóngzhì yǒu Yīngguo péngyou
ma? méiyǒu | Méiyǒu, Guō Tóngzhì méiyǒu Yīngguo péngyou. |
| 6. Chén Xiānsheng yǒu Fàguo
péngyou ma? yǒu | Yǒu, Chén Xiānsheng yǒu Fàguo péngyou. |

E. Transformation Drill

Change each ma question to a jǐ question.

- | | |
|--|---|
| 1. <u>Speaker</u> : Tāmen yǒu hái zi ma?
(Do they have children?) | <u>You</u> : Tāmen yǒu jǐ ge hái zi?
(How many children do they have?) |
| 2. Wáng Xiānsheng yǒu jiějie ma? | Wáng Xiānsheng yǒu jǐ ge jiějie? |
| 3. Tāmen yǒu nán hái zi ma? | Tāmen yǒu jǐ ge nán hái zi? |
| 4. Nǐmen yǒu nǚ hái zi ma? | Nǐmen yǒu jǐ ge nǚ hái zi? |
| 5. Fāng Xiǎojiě yǒu gēge ma? | Fāng Xiǎojiě yǒu jǐ ge gēge? |
| 6. Zhào Tàitai yǒu dìdì ma? | Zhào Tàitai yǒu jǐ ge dìdì? |
| 7. Tā yǒu Zhōngguo péngyou ma? | Tā yǒu jǐ ge Zhōngguo péngyou? |

F. Response Drill

Respond to the questions according to the cues.

- | | |
|--|--|
| 1. <u>Speaker</u> : Zhāng Tóngzhì yǒu jǐ ge
hái zi?
(cue) 2
(How many children does
Comrade Zhāng have?) | <u>You</u> : Zhāng Tóngzhì yǒu liǎng ge
hái zi.
(Comrade Zhāng has two
children.) |
| 2. Zhào Tóngzhì yǒu jǐ ge nǚ hái zi? | Zhào Tóngzhì yǒu yí ge nǚ hái zi. |

- | | |
|--|--|
| 3. Chén Tóngzhì yǒu jǐge nánháizi?
3 | Chén Tóngzhì yǒu sānge nánháizi. |
| 4. Jiāng Tóngzhì yǒu jǐge Měiguó péngyou? 5 | Jiāng Tóngzhì yǒu wǔge Měiguó péngyou. |
| 5. Fāng Tóngzhì yǒu jǐge mèimei?
1 | Fāng Tóngzhì yǒu yíge mèimei. |
| 6. Wáng Xiānsheng yǒu jǐge Zhōngguó péngyou? 2 | Wáng Xiānsheng yǒu liǎngge Zhōngguó péngyou. |
| 7. Tā yǒu jǐge gēge? 3 | Tā yǒu sānge gēge. |

G. Expansion Drill

Add the cues to the questions.

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā yǒu jǐge nánháizi?
(cue) nūháizi
(How many sons does he/
she have?) | <u>You</u> : Tā yǒu jǐge nánháizi, jǐge
nūháizi?
(How many sons and how many
daughters does he/she have?) |
| 2. Huáng Xiānsheng yǒu jǐge Měiguó péngyou? Fàguó péngyou | Huáng Xiānsheng yǒu jǐge Měiguó péngyou, jǐge Fàguó péngyou? |
| 3. Lǐ Tàitai yǒu jǐge gēge? dìdi | Lǐ Tàitai yǒu jǐge gēge, jǐge dìdi? |
| 4. Sūn Xiǎojiě yǒu jǐge jiějie?
mèimei | Sūn Xiǎojiě yǒu jǐge jiějie, jǐge mèimei? |
| 5. Tāmen yǒu jǐge Yīngguó péngyou?
Déguó péngyou | Tāmen yǒu jǐge Yīngguó péngyou,
jǐge Déguó péngyou? |
| 6. Sòng Xiānsheng yǒu jǐge nánháizi?
nūháizi | Sòng Xiānsheng yǒu jǐge nánháizi,
jǐge nūháizi? |
| 7. Tā yǒu jǐge gēge? jiějie | Tā yǒu jǐge gēge, jǐge jiějie? |

H. Response Drill

Use 1) jiù + the number and 2) méiyóu to answer each question.

- | | |
|---|---|
| <p>1. <u>Speaker</u>: Tā yǒu jǐge nánháizi,
jǐge nǚháizi?
(<u>cue</u>) 2
(How many sons and how
many daughters does
he/she have?)</p> | <p><u>You</u>: Tā jiù yǒu liǎngge nánháizi,
méiyóu nǚháizi.
(He/she has only two sons,
no daughters.)</p> |
| <p>2. Lǐ Xiānsheng yǒu jǐge gēge,
jǐge jiějie? 1</p> | <p>Tā jiù yǒu yíge gēge, méiyóu
jiějie.</p> |
| <p>3. Zhāng Xiǎojiě yǒu jǐge jiějie,
jǐge mèimei? 2</p> | <p>Tā jiù yǒu liǎngge jiějie, méiyóu
mèimei.</p> |
| <p>4. Zhōu Tàitai yǒu jǐge gēge,
jǐge dìdi? 1</p> | <p>Tā jiù yǒu yíge gēge, méiyóu dìdi.</p> |
| <p>5. Hú Xiānsheng yǒu jǐge dìdi,
jǐge mèimei? 2</p> | <p>Tā jiù yǒu liǎngge dìdi, méiyóu
mèimei.</p> |
| <p>6. Tā yǒu jǐge Fàguo péngyou,
jǐge Déguo péngyou? 2</p> | <p>Tā jiù yǒu liǎngge Fàguo péngyou,
méiyóu Déguo péngyou.</p> |
| <p>7. Tāmen yǒu jǐge nánháizi,
jǐge nǚháizi? 1</p> | <p>Tāmen jiù yǒu yíge nánháizi,
méiyóu nǚháizi.</p> |

I. Response Drill

- | | |
|--|---|
| <p>1. <u>Speaker</u>: Tā yǒu jǐge nánháizi,
jǐge nǚháizi?
(<u>cue</u>) 2, 3
(How many sons and how
many daughters does
he/she have?)</p> | <p><u>You</u>: Tā yǒu liǎngge nánháizi, sānge
nǚháizi.
(He/she has two sons and
three daughters.)</p> |
| <p>2. Zhōu Tóngzhì yǒu jǐge gēge,
jǐge dìdi? 1, 2</p> | <p>Zhōu Tóngzhì yǒu yíge gēge,
liǎngge dìdi.</p> |
| <p>3. Zhāng Tóngzhì yǒu jǐge jiějie,
jǐge mèimei? 3, 1</p> | <p>Zhāng Tóngzhì yǒu sānge jiějie,
yíge mèimei.</p> |
| <p>4. Tāmen yǒu jǐge Zhōngguo péngyou,
jǐge Riběn péngyou? 5, 1</p> | <p>Tāmen yǒu wǔge Zhōngguo péngyou,
yíge Riběn péngyou.</p> |

5. Chén Tóngzhì yǒu jǐge Yīngguo péngyou, jǐge Déguo péngyou?
3, 2
6. Liú Tóngzhì yǒu jǐge nánháizi, jǐge nǚháizi? 2, 2
7. Tā yǒu jǐge jiějie, jǐge gēge?
1, 3

Chén Tóngzhì yǒu sānge Yīngguo péngyou, liǎngge Déguo péngyou.

Liú Tóngzhì yǒu liǎngge nánháizi, liǎngge nǚháizi.

Tā yǒu yíge jiějie, sānge gēge.

J. Response Drill

The speaker will ask you two questions for each exchange. Use the number cue to answer the first question. Answer the second question with dōu and the first alternative.

- | | |
|--|---|
| <p>1. <u>Speaker</u>: Qǐngwèn, tāmen yǒu jǐge háizi?
(cue) 2
(May I ask, how many children do they have?)
Shì nánháizi, shì nǚháizi?
(Are they boys or girls?)</p> | <p><u>You</u>: Tāmen yǒu liǎngge háizi.
(They have two children.)

Dōu shì nánháizi.
(Both of them are boys.)</p> |
| <p>2. Qǐngwèn, tā yǒu jǐge xiōngdì?
3
Shì gēge, shì dìdi?</p> | <p>Tā yǒu sānge xiōngdì.

Dōu shì gēge.</p> |
| <p>3. Qǐngwèn, tā yǒu jǐge jiěmèi?
2
Shì jiějie, shì mèimei?</p> | <p>Tā yǒu liǎngge jiěmèi.

Dōu shì jiějie.</p> |
| <p>4. Qǐngwèn, tā yǒu jǐge Zhōngguo péngyou?
4
Shì nán péngyou, shì nǚ péngyou?</p> | <p>Tā yǒu sìge Zhōngguo péngyou.

Dōu shì nán péngyou.</p> |
| <p>5. Qǐngwèn, tā yǒu jǐge Měiguó péngyou?
2
Shì nán péngyou, shì nǚ péngyou?</p> | <p>Tā yǒu liǎngge Měiguó péngyou.

Dōu shì nán péngyou.</p> |
| <p>6. Qǐngwèn, tā yǒu jǐge háizi?
3
Shì nánháizi, shì nǚháizi?</p> | <p>Tā yǒu sānge háizi.

Dōu shì nánháizi.</p> |
| <p>7. Qǐngwèn, tāmen yǒu jǐge háizi?
5
Shì nánháizi, shì nǚháizi?</p> | <p>Tāmen yǒu wǔge háizi.

Dōu shì nánháizi.</p> |

K. Substitution Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Qǐngwèn, nǐmen jiāli yǒu shénme rén?
(cue) tāmen | <u>You</u> : Qǐngwèn, tāmen jiāli yǒu shénme rén? |
| 2. Qǐngwèn, tāmen jiāli yǒu shénme rén? Fāng Xiānsheng | Qǐngwèn, Fāng Xiānsheng jiāli yǒu shénme rén? |
| 3. Qǐngwèn, Fāng Xiānsheng jiāli yǒu shénme rén? Zhāng Xiǎojiě | Qǐngwèn, Zhāng Xiǎojiě jiāli yǒu shénme rén? |
| 4. Qǐngwèn, Zhāng Xiǎojiě jiāli yǒu shénme rén? Lǐ Mínglǐ | Qǐngwèn, Lǐ Mínglǐ jiāli yǒu shénme rén? |
| 5. Qǐngwèn, Lǐ Mínglǐ jiāli yǒu shénme rén? nǐ gēge | Qǐngwèn, nǐ gēge jiāli yǒu shénme rén? |
| 6. Qǐngwèn, nǐ gēge jiāli yǒu shénme rén? nǐ péngyou | Qǐngwèn, nǐ péngyou jiāli yǒu shénme rén? |
| 7. Qǐngwèn, nǐ péngyou jiāli yǒu shénme rén? | |

L. Expansion Drill

Add the cue and gēn to each sentence.

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā yǒu yíge hái. (cue) tàitai (He/she has one child.) | <u>You</u> : Yǒu tā tàitai gēn yíge hái. (There's his wife and one child.) |
| 2. Hú Xiānsheng yǒu yíge mèimei. mǔqin | Yǒu tā mǔqin gēn yíge mèimei. |
| 3. Lǐ Xiǎojiě yǒu liǎngge dìdi. jiějie | Yǒu tā jiějie gēn liǎngge dìdi. |
| 4. Liú Xiānsheng yǒu yíge nǚhái. mǔqin | Yǒu tā mǔqin gēn yíge nǚhái. |
| 5. Lín Tàitai yǒu sāngē nánhái. xiānsheng | Yǒu tā xiānsheng gēn sāngē nánhái. |
| 6. Tā yǒu yíge jiějie. fùqin | Yǒu tā fùqin gēn yíge jiějie. |
| 7. Wáng Xiānsheng yǒu sìge hái. tàitai | Yǒu tā tàitai gēn sìge hái. |

M. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tāmen hái zi dōu zài zhè li ma?
(cue) Měi guó
(Are all of their children here?) | <u>You</u> : Bù, yí ge zài zhè li, yí ge hái zài Měi guó.
(No. One is here, and one is still in America.) |
| 2. Tā gē ge, jiě jie dōu zài zhè li ma? Jiā zhōu | Bù, yí ge zài zhè li, yí ge hái zài Jiā zhōu. |
| 3. Tā Měi guo péng you dōu zài zhè li ma? Táizhōng | Bù, yí ge zài zhè li, yí ge hái zài Táizhōng. |
| 4. Tā dì di, mèi mei dōu zài Zhōng guo ma? Dé zhōu | Bù, yí ge zài Zhōng guo, yí ge hái zài Dé zhōu. |
| 5. Wáng Xiān sheng de hái zi dōu zài Dé zhōu ma? Jiā zhōu | Bù, yí ge zài Dé zhōu, yí ge hái zài Jiā zhōu. |
| 6. Nèi liǎng wèi Xiān sheng dōu zài Shànghǎi ma? Qīng dǎo | Bù, yí ge zài Shànghǎi, yí ge hái zài Qīng dǎo. |
| 7. Tāmen hái zi dōu zài Xiāng gǎng ma? Měi guó | Bù, yí ge zài Xiāng gǎng, yí ge hái zài Měi guó. |

UNIT 4

INTRODUCTION

Topics Covered in This Unit

1. Arrival and departure times.
2. The marker le.
3. The shi...de construction.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 4D-1 tape.

REFERENCE LIST

(in Běijīng)

- | | |
|--|-------------------------------|
| 1. A: Nǐ àiren lái ma? | Is your wife coming? |
| B: Tā lái. | She is coming. |
| 2. A: Nǐ àiren lái le ma? | Has your wife come? |
| B: Lái le, tā lái le. | Yes, she has come. |
| 3. A: Nǐ àiren yě lái le ma? | Has your wife come too? |
| B: Tā hái méi lái. | She hasn't come yet. |
| 4. A: Tā shénme shíhou lái? | When is she coming? |
| B: Tā míngtiān lái. | She is coming tomorrow. |
| 5. A: Nǐ péngyou shénme shíhou
dào? | When is your friend arriving? |
| B: Tā yǐjīng dào le. | He has already arrived. |
| 6. A: Tā shì shénme shíhou
dàode? | When did she arrive? |
| B: Tā shì zuótiān dàode. | She arrived yesterday. |
| 7. A: Nǐ shì yíge rén lái ma? | Did you come alone? |
| B: Bú shì, wǒ bú shì yíge
rén lái. | No, I didn't come alone. |
| 8. A: Nǐ shénme shíhou zǒu? | When are you leaving? |
| B: Wǒ jīntiān zǒu. | I'm leaving today. |
| 9. A: Nǐ něitiān zǒu? | What day are you leaving? |
| B: Wǒ jīntiān zǒu. | I'm leaving today. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|--------------|--------------------------|
| 10. hòutiān | the day after tomorrow |
| 11. qiántiān | the day before yesterday |
| 12. tiāntiān | every day |

- | | |
|----------|----------|
| 13. érzi | son |
| 14. nǚér | daughter |

VOCABULARY

dào	to arrive
érzi	son
hòutiān (hòutian)	the day after tomorrow
jīntiān (jīntian)	today
lái	to come
le	(combined <u>le</u> : new-situation and completion marker)
míngtiān (míngtian)	tomorrow
něitiān	what day
nǚér	daughter
qiántiān (qiántian)	the day before yesterday
shénme shíhou	when
shí...de	(focus construction)
-tiān	day
tiāntiān	every day
yíge rén	singly, alone
yǐjīng (yǐjing)	already
zǒu	to leave
zuótiān (zuótian)	yesterday

(introduced on C-2 and P-2 tapes)

jiéhūn	to get married, to be married
méi jiéhūn	not to be married

(introduced in Communication Game)

kěshi	but
xiǎng	to think, to think that

REFERENCE NOTES

1. A: Nǐ àiren lái ma? Is your wife coming?
B: Tā lái. She is coming.

Notes on No. 1

These sentences refer to future time, but lái is not a future-tense form. Strictly speaking, Chinese verbs do not have tenses. The same form of the verb can be used in present, past, and future contexts.

We translated the sentence Tā zài Tàinán gōngzuò as "He works in Tainan," assuming a present context. But in a past context we could translate it as "He worked in Tainan"; and in a future context we could translate it as "He will work in Tainan." The verb form gōngzuò does not tell you what time is being talked about. You have to look elsewhere for that information, perhaps to a time expression like "last year" or "now" or "tomorrow," or to the conversational setting.

2. A: Nǐ àiren lái le ma? Has your wife come?
B: Lái le, tā lái le. Yes, she has come.

Notes on No. 2

Aspect: Le is an aspect marker. Through the use of le and other one-syllable markers (de, zhe, ne, guo), the Chinese language indicates whether the occurrence being talked about is completed, ongoing, about to occur, or experienced for the first time. Aspect markers may also be used to indicate whether the whole situation in the sentence is a new, changed situation.

"Completion" and "new situation" are not tenses but aspects. Aspect is a way of talking about events or activities in relation to time. While tenses categorize action in terms of features such as completedness and change. Aspect markers are very different from tense markers because the same aspect may be used in past, present, and future contexts. We may speak of an action that will be completed as of a future time, for example, or of a situation that was new as of a past time. English communicates these ideas to a certain extent through the use of many different tenses for the verb (future perfect, simple past, etc.). Chinese does this through the use of aspect markers and time words. The verbs themselves do not change form.

Le is used in exchange 2 to indicate two aspects--completion and new situation. (It is, however, often used to indicate only one aspect.) Here, it indicates that the person has come, meaning that the action is completed, and that the person is now here, a changed situation. When the marker le refers to both these aspects, we call it "combined le." Combined le can be thought of as a telescoping of the completion le followed by a new-situation le: le le becomes le. In the next two units, you will see the marker le used to indicate each of these aspects separately.

3. A: Nǐ àiren yě lái le ma? Has your wife come too?
 B: Tā hái méi lái. She hasn't come yet.

Notes on No. 3

Negative of combined le: Compare these affirmative and negative forms:

<u>affirmative</u>			lái		(is coming)
<u>negative</u>		bù	lái		(isn't coming)

<u>affirmative</u>			lái	le	(has come [now])
<u>negative</u>	hái	méi(you)	lái		(hasn't come [yet])

Notice that the marker le does not appear in the negative answer in the exchange.

Hái: The negative of a sentence containing combined le will include the adverb hái, "yet," as well as the negative méi(you). In English, the "yet" is frequently left out.

Like other adverbs such as yě, hái always precedes the verb, although not always directly. Elements such as the negatives bù and méi may come between an adverb and a verb.

Méiyóu, "not have," is used to negate the aspect of completion; that is, to say that a certain event did not take place. Méiyóu may be shortened to méi. Here are three possible negative answers to the question Tā lái le ma? "Has he come?"

Tā	hái	méiyóu	lái.	(He hasn't come yet.)
Tā	hái	méi	lái.	(He hasn't come yet.)
	Hái	méiyóu.		(Not yet.)

4. A: Tā shénme shíhou lái? When is she coming?
 B: Tā míngtiān lái. She is coming tomorrow.
5. A: Nǐ péngyou shénme shíhou When is your friend arriving?
 dào?
 B: Tā yǐjīng dào le. He has already arrived.

Note on Nos. 4-5

Position of time words: Time phrases occupy the same position in a sentence as adverbs such as yě and hái--between the subject and the verb.

Tā	shénme shíhou	lái?		(When is she coming?)
Tā	míngtiān	lái.		(She is coming tomorrow.)
Tā	yě	lái	le.	(She has come too.)

6. A: Tā shì shénme shíhou dào de? When did she arrive?
 B: Tā shì zuótiān dào de. She arrived yesterday.
7. A: Nǐ shì yíge rén lái de ma? Did you come alone?
 B: Bú shì, wǒ bú shì yíge rén No, I didn't come alone.
 lái de.

Notes on Nos. 6-7

(Shì)...de: * This is another way to indicate the aspect of completion. The aspect marker le and the pattern (shì)...de perform different functions and convey different meanings. This is how they are different:

*On occasion, a speaker may omit the shì (which is why it is written in parentheses in these notes).

Literally, yíge rén means "one person." When the expression is used to describe how someone does something, translate it as "alone."

8. A: Nǐ shénme shíhòu zǒu? When are you leaving?
 B: Wǒ jīntiān zǒu. I'm leaving today.
9. A: Nǐ nǎitiān zǒu? What day are you leaving?
 B: Wǒ jīntiān zǒu. I'm leaving today.

Note on Nos. 8-9

The word for "day" is the bound word -tiān. To ask "what day" (literally "which day"), the bound word něi-, "which," is combined with the bound word -tiān, "day": něitiān (like něiguó, "which country").

něitiān?	(what day?/which day?)
qiántiān	(day before yesterday)
zuótiān	(yesterday)
jīntiān	(today)
míngtiān	(tomorrow)
hòutiān	(day after tomorrow)

Some speakers say the -tiān in these words in the Neutral tone: qiántian, zuótiān, jīntian, míngtian, hòutian.

DRILLS

A. Transformation Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Nǐ àiren lái ma?
(Is your spouse coming?) | <u>You</u> : Nǐ àiren lái le ma?
(Has your spouse come?) |
| 2. Nǐ fùmǔ zǒu ma? | Nǐ fùmǔ zǒu le ma? |
| 3. Nǐ péngyou zǒu ma? | Nǐ péngyou zǒu le ma? |
| 4. Nǐ gēge zǒu ma? | Nǐ gēge zǒu le ma? |
| 5. Nǐ jiějie lái ma? | Nǐ jiějie lái le ma? |
| 6. Nǐ mèimei lái ma? | Nǐ mèimei lái le ma? |
| 7. Nǐ dìdi zǒu ma? | Nǐ dìdi zǒu le ma? |

B. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā lái le ma?
(Has he/she come?) | <u>You</u> : Tā yǐjīng lái le ma?
(Has he/she already come?) |
| 2. Máo Tóngzhì dào le ma? | Máo Tóngzhì yǐjīng dào le ma? |
| 3. Lǐ Tóngzhì zǒu le ma? | Lǐ Tóngzhì yǐjīng zǒu le ma? |
| 4. Mǎ Tóngzhì zǒu le ma? | Mǎ Tóngzhì yǐjīng zǒu le ma? |
| 5. Zhāng Tóngzhì lái le ma? | Zhāng Tóngzhì yǐjīng lái le ma? |
| 6. Huáng Tóngzhì dào le ma? | Huáng Tóngzhì yǐjīng dào le ma? |
| 7. Sūn Tóngzhì zǒu le ma? | Sūn Tóngzhì yǐjīng zǒu le ma? |

C. Response Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā lái le ma?
(Has he/she come?) | <u>You</u> : Tā hái méi lái.
(He/she hasn't come yet.) |
| 2. Wáng Tóngzhì zǒu le ma? | Tā hái méi zǒu. |
| 3. Lǐ Tóngzhì dào le ma? | Tā hái méi dào. |
| 4. Hé Tóngzhì lái le ma? | Tā hái méi lái. |
| 5. Zhào Tóngzhì lái le ma? | Tā hái méi lái. |
| 6. Liú Tóngzhì zǒu le ma? | Tā hái méi zǒu. |
| 7. Sūn Tóngzhì lái le ma? | Tā hái méi lái. |

D. Response Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā zǒu le ma?
(Has he/she left?)
Tā àiren ne?
(And his/her spouse?) | <u>You</u> : Zǒu le, tā yǐjīng zǒu le.
(Yes, he/she has already left.)
Tā àiren yě yǐjīng zǒu le.
(His/her spouse has already left too.) |
| 2. Tā lái le ma?
Tā àiren ne? | Lái le, tā yǐjīng lái le.
Tā àiren yě yǐjīng lái le. |
| 3. Tā dào le ma?
Tā àiren ne? | Dào le, tā yǐjīng dào le.
Tā àiren yě yǐjīng dào le. |
| 4. Lǐ Tóngzhì zǒu le ma?
Tā gēge ne? | Zǒu le, tā yǐjīng zǒu le.
Tā gēge yě yǐjīng zǒu le. |
| 5. Wáng Tóngzhì lái le ma?
Tā àiren ne? | Lái le, tā yǐjīng lái le.
Tā àiren yě yǐjīng lái le. |
| 6. Zhào Xiānsheng dào le ma?
Tā dìdi ne? | Dào le, tā yǐjīng dào le.
Tā dìdi yě yǐjīng dào le. |
| 7. Zhāng Tóngzhì zǒu le ma?
Chén Tóngzhì ne? | Zǒu le, tā yǐjīng zǒu le.
Chén Tóngzhì yě yǐjīng zǒu le. |

E. Response Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā lái le ma?
(Has he/she come?)
Tā àiren ne?
(And his/her spouse?) | <u>You</u> : Tā hái méi lái.
(He/she hasn't come yet.)
Tā àiren yě hái méi lái.
(His/her spouse hasn't come yet either.) |
| 2. Tā zǒu le ma?
Tā àiren ne? | Tā hái méi zǒu.
Tā àiren yě hái méi zǒu. |
| 3. Tā dào le ma?
Tā àiren ne? | Tā hái méi dào.
Tā àiren yě hái méi dào. |
| 4. Fāng Nǚshì lái le ma?
Tā dìdi ne? | Fāng Nǚshì hái méi lái.
Tā dìdi yě hái méi lái. |
| 5. Lǐ Xiānsheng dào le ma?
Tā fùmǔ ne? | Lǐ Xiānsheng hái méi dào.
Tā fùmǔ yě hái méi dào. |
| 6. Chén Tóngzhì zǒu le ma?
Jiāng Tóngzhì ne? | Chén Tóngzhì hái méi zǒu.
Jiāng Tóngzhì yě hái méi zǒu. |
| 7. Tā mǔqin dào le ma?
Tā jiějie ne? | Tā mǔqin hái méi dào.
Tā jiějie yě hái méi dào. |

F. Response Drill

Give an affirmative response to the first question in each exchange, and include hái and méi in your response to second question.

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā zǒu le ma?
(Has he/she left?)
Tā àiren ne?
(And his/her spouse?) | <u>You</u> : Tā yǐjīng zǒu le.
(He/she has already left.)
Tā àiren hái méi zǒu.
(His/her spouse hasn't left yet.) |
| 2. Tā lái le ma?
Tā àiren ne? | Tā yǐjīng lái le.
Tā àiren hái méi lái. |
| 3. Tā dào le ma?
Tā àiren ne? | Tā yǐjīng dào le.
Tā àiren hái méi dào. |

- | | |
|---|---|
| 4. Wáng Xiānsheng zǒu le ma?
Tā mǔqīn ne? | Wáng Xiānsheng yǐjīng zǒu le.
Tā mǔqīn hái méi zǒu. |
| 5. Qián Tóngzhì lái le ma?
Jiāng Tóngzhì ne? | Qián Tóngzhì yǐjīng lái le.
Jiāng Tóngzhì hái méi lái. |
| 6. Máo Nǚshì dào le ma?
Tā mèimei ne? | Máo Nǚshì yǐjīng dào le.
Tā mèimei hái méi dào. |
| 7. Zēng Fūren zǒu le ma?
Tā mǔqīn ne? | Zēng Fūren yǐjīng zǒu le.
Tā mǔqīn hái méi zǒu. |

G. Response Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā lái le ma?
(Has he/she come?)
Tā àiren ne?
(And his/her spouse?) | <u>You</u> : Tā hái méi lái.
(He/she hasn't come yet.)
Tā àiren yǐjīng lái le.
(His/her spouse has already come.) |
| 2. Tā zǒu le ma?
Tā àiren ne? | Tā hái méi zǒu.
Tā àiren yǐjīng zǒu le. |
| 3. Tā dào le ma?
Tā àiren ne? | Tā hái méi dào.
Tā àiren yǐjīng dào le. |
| 4. Cáo Tóngzhì lái le ma?
Sūn Tóngzhì ne? | Cáo Tóngzhì hái méi lái.
Sūn Tóngzhì yǐjīng lái le. |
| 5. Zhāng Xiānsheng lái le ma?
Tā dìdi ne? | Zhāng Xiānsheng hái méi lái.
Tā dìdi yǐjīng lái le. |
| 6. Tā mǔqīn dào le ma?
Tā mèimei ne? | Tā mǔqīn hái méi dào.
Tā mèimei yǐjīng dào le. |
| 7. Wáng Nǚshì zǒu le ma?
Zhāng Nǚshì ne? | Wáng Nǚshì hái méi zǒu.
Zhāng Nǚshì yǐjīng zǒu le. |

H. Response Drill

Respond to each question with a completed-action answer or a yet-to-be-completed answer, depending on the cue.

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā zǒu le ma?
(cue) zuótiān
(Has he/she left?)

Tā àiren ne?
(cue) zuótiān
(And his/her spouse?) | <u>You</u> : Tā yǐjīng zǒu le.
(His/her spouse has already left.)

Tā àiren yě yǐjīng zǒu le.
(His/her spouse has already left too.) |
| 2. Tā lái le ma? míngtiān
Tā àiren ne? míngtiān | Tā hái méi lái.
Tā àiren yě hái méi lái. |
| 3. Tā dào le ma? zuótiān
Tā àiren ne? míngtiān | Tā yǐjīng dào le.
Tā àiren hái méi dào. |
| 4. Tā zǒu le ma? míngtiān
Tā gēge ne? zuótiān | Tā hái méi zǒu.
Tā gēge yǐjīng zǒu le. |
| 5. Zhào Tóngzhì dào le ma?
zuótiān
Wáng Tóngzhì ne? zuótiān | Zhào Tóngzhì yǐjīng dào le.
Wáng Tóngzhì yě yǐjīng dào le. |
| 6. Tā fùmǔ zǒu le ma? míngtiān
Tāmen háizi ne? zuótiān | Tā fùmǔ hái méi zǒu.
Tāmen háizi yǐjīng zǒu le. |
| 7. Tā àiren lái le ma? zuótiān
Tāmen háizi ne? míngtiān | Tā àiren yǐjīng lái le.
Tāmen háizi hái méi lái. |

I. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā shénme shíhou lái?
(cue) míngtiān
(When is he/she coming?) | <u>You</u> : Tā míngtiān lái.
(He/she is coming tomorrow) |
| 2. Lǐ Xiānsheng shénme shíhou zǒu?
jīntiān | Tā jīntiān zǒu. |
| 3. Hú Xiǎojiě shénme shíhou dào?
hòutiān | Tā hòutiān dào. |
| 4. Huáng Tàitai shénme shíhou zǒu?
míngtiān | Tā míngtiān zǒu. |

- | | |
|--|-----------------|
| 5. Zēng Xiānsheng shénme shíhou lái?
lái? hòutiān | Tā hòutiān lái. |
| 6. Wáng Xiǎojiě shénme shíhou dào?
jīntiān | Tā jīntiān dào. |
| 7. Tā shénme shíhou zǒu?
hòutiān | Tā hòutiān zǒu. |

J. Transformation Drill

For each item, ask "which day...."

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā lái.
(He/she is coming.) | <u>You</u> : Tā nǐrìtiān lái?
(Which day is he/she coming?) |
| 2. Wáng Xiānsheng zǒu. | Wáng Xiānsheng nǐrìtiān zǒu? |
| 3. Lǐ Tàitai dào. | Lǐ Tàitai nǐrìtiān dào? |
| 4. Hú Tàitai zǒu. | Hú Tàitai nǐrìtiān zǒu? |
| 5. Zhāng Xiānsheng dào. | Zhāng Xiānsheng nǐrìtiān dào? |
| 6. Huáng Tàitai lái. | Huáng Tàitai nǐrìtiān lái? |
| 7. Tā zǒu. | Tā nǐrìtiān zǒu? |

K. Transformation Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā shénme shíhou lái?
(When is he/she coming?) | <u>You</u> : Tā shì shénme shíhou lái de?
(When did he/she come?) |
| 2. Wáng Xiānsheng shénme shíhou dào? | Wáng Xiānsheng shì shénme shíhou dào de? |
| 3. Lǐ Tàitai shénme shíhou zǒu? | Lǐ Tàitai shì shénme shíhou zǒu de? |
| 4. Hú Xiānsheng shénme shíhou lái? | Hú Xiānsheng shì shénme shíhou lái de? |
| 5. Huáng Tàitai shénme shíhou dào? | Huáng Tàitai shì shénme shíhou dào de? |

6. Lín Tàitai shénme shíhou zǒu?

Lín Tàitai shì shénme shíhou zǒude?

7. Tā shénme shíhou lái?

Tā shì shénme shíhou lái de?

L. Transformation Drill

Respond with a shi...de sentence when the cue makes it appropriate.

1. Speaker: Tā lái.
(cue) míngtiān
(He/she is coming.)

You: Tā míngtiān lái.
(He/she is coming tomorrow.)

OR Tā lái le.
(cue) zuótiān
(He/she came.)

Tā shì zuótiān lái de.
(He/she came yesterday.)

2. Wáng Tàitai zǒu. jīntiān

Wáng Tàitai jīntiān zǒu.

3. Huáng Tàitai zǒu le. qiántiān

Huáng Tàitai shì qiántiān zǒude.

4. Lǐ Xiānsheng lái. hòutiān

Lǐ Xiānsheng hòutiān lái.

5. Lín Xiānsheng lái le. zuótiān

Lín Xiānsheng shì zuótiān lái de.

6. Mǎ Xiǎojiě dào le. qiántiān

Mǎ Xiǎojiě shì qiántiān dào de.

M. Response Drill

Give affirmative responses to the questions.

1. Speaker: Tā shì zuótiān lái de ma?
(Did he/she come
yesterday?)

You: Shì de. Tā shì zuótiān lái de.
(Yes. He/she came yesterday.)

2. Wáng Xiānsheng shì jīntiān dào de
ma?

Shì de. Wáng Xiānsheng shì jīntiān
dào de.

3. Lǐ Tóngzhì shì qiántiān zǒude
ma?

Shì de. Lǐ Tóngzhì shì qiántiān
zǒude.

4. Máo Fūren míngtiān lái ma?

Shì de. Máo Fūren míngtiān lái.

5. Tāmen háizi hòutiān dào ma?

Shì de. Tāmen háizi hòutiān dào.

6. Tā fùmǔ jīntiān zǒu ma?

Shì de. Tā fùmǔ jīntiān zǒu.

7. Zhāng Nǚshì shì zuótiān lái de ma?

Shì de. Zhāng Nǚshì shì zuótiān lái de.

N. Response Drill

Give negative responses to the shì...de questions.

1. Speaker: Tā shì zuótiān lái de ma?
(Did he/she come yesterday?)

You: Bù. Tā bú shì zuótiān lái de.
(No. He/she didn't come yesterday.)

2. Jiāng Xiānsheng shì jīntiān dào de ma?

Bù. Jiāng Xiānsheng bú shì jīntiān dào de.

3. Zhāng Tóngzhì shì qiántiān zǒu de ma?

Bù. Zhāng Tóngzhì bú shì qiántiān zǒu de.

4. Tāmen shì zuótiān lái de ma?

Bù. Tāmen bú shì zuótiān lái de.

5. Tāmen háizi shì qiántiān dào de ma?

Bù. Tāmen háizi bú shì qiántiān dào de.

6. Hé Tóngzhì shì jīntiān zǒu de ma?

Bù. Hé Tóngzhì bú shì jīntiān zǒu de.

7. Tā àiren shì zuótiān lái de ma?

Bù. Tā àiren bú shì zuótiān lái de.

O. Response Drill

According to the cues, give an affirmative or a negative response to each shì...de question.

1. Speaker: Tā shì zuótiān lái de ma?
(cue) affirmative
(Did he/she come yesterday?)

You: Shì de. Tā shì zuótiān lái de.
(Yes. He/she came yesterday.)

OR Tā shì zuótiān lái de ma?
(cue) negative
(Did he/she come yesterday?)

Bù. Tā bú shì zuótiān lái de.
(No. He/she didn't come yesterday.)

2. Wáng Tóngzhì shì qiántiān dào de ma? neg.

Bù. Wáng Tóngzhì bú shì qiántiān dào de.

3. Tā gēge shì jīntiān lái de ma?
neg.

Bù. Tā gēge bú shì jīntiān lái de.

4. Lǐ Xiānsheng shì jīntiān zǒu de
ma? neg.

Bù. Lǐ Xiānsheng bú shì jīntiān
zǒu de.

5. Zhào Fūren shì zuótiān dào de
ma? aff.

Shì de. Zhào Fūren shì zuótiān
dào de.

6. Tāmen hái zi shì qiántiān zǒu de
ma? neg.

Bù. Tāmen hái zi bú shì qiántiān
zǒu de.

7. Sūn Nǚshì shì zuótiān dào de
ma? neg.

Bù. Sūn Nǚshì bú shì zuótiān
dào de.



Celebrating the birthday of Mǎzǔ
(courtesy of Thomas Madden)

UNIT 5

INTRODUCTION

Topics Covered in This Unit

1. Date and place of birth.
2. Days of the week.
3. Ages.
4. The marker le for new situations.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 5D-1 tape.

REFERENCE LIST

(in Běijīng)

- | | |
|--|---------------------------------------|
| 1. A: Āndésēn Fūren, nǐ shì zài nǎr shēngde? | Mrs. Anderson, where were you born? |
| B: Wǒ shì zài Dézhōu shēngde. | I was born in Texas. |
| 2. A: Nǐmen shì Xīngqīsì dào de ma? | Did you arrive on Thursday? |
| B: Bú shì, wǒmen shì Xīngqīwǔ dào de. | No, we arrived on Friday. |
| 3. A: Nǐmen xīngqījǐ zǒu? | What day of the week are you leaving? |
| B: Wǒmen Xīngqītiān zǒu. | We are leaving on Sunday. |
| 4. A: Nǐ shì něinián shēngde? | What year were you born? |
| B: Wǒ shì Yījiūsānjiūnián shēngde. | I was born in 1939. |
| 5. A: Nǐ shì jǐyüè shēngde? | What month were you born? |
| B: Wǒ shì Qīyüè shēngde. | I was born in July. |
| 6. A: Nǐ shì jǐhào shēngde? | What day of the month were you born? |
| B: Wǒ shì Sìhào shēngde. | I was born on the fourth. |
| 7.* A: Nǐ duō dà le? | How old are you? |
| B: Wǒ èrshísì le. | I'm 24. |
| 8.**A: Nǐ duō dà le? | How old are you? |
| B: Wǒ sānshíwǔ le. | I'm 35. |
| 9. A: Nǐmen nǚháizi jǐsuì le? | How old is your girl? |
| B: Tā bāsuì le. | She's eight years old. |
| 10. A: Nǐmen nánháizi dōu jǐsuì le? | How old are your boys? |
| B: Yíge jiǔsuì le, yíge liùsuì le. | One is nine, and one is six. |

*This exchange occurs on the C-1 tape only.

**This exchange occurs on the P-1 tape only.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------------------|----------------------|
| 11. hòunián (hòunian) | the year after next |
| 12. jīnnián (jīnnian) | this year |
| 13. míngnián (míngnian) | next year |
| 14. niánnián (niánnian) | every year |
| 15. qiánnián (qiánnian) | the year before last |
| 16. qùnián (qùnian) | last year |

VOCABULARY

duó dà	how old
hòunián (hòunian)	the year after next
jīhào	what day of the month
jīnnián (jīnnian)	this year
jǐsuì	how old
jǐyuè	what month
míngnián (míngnian)	next year
něinián	which year
niánnián (niánnian)	every year
qiánnián (qiánnian)	the year before last
qūnián (qūnian)	last year
shēng	to be born
-suì	year (of age)
xīngqījī	what day of the week
Xīngqītīān	Sunday
Xīngqīyī (Xīngqīèr, Xīngqīsān, Xīngqīsì, Xīngqīwǔ, Xīngqīliù)	Monday (Tuesday, Wednesday, Thursday, Friday, Saturday)

(introduced on C-2, P-2, and drill tapes)

shàngge yuè	last month
xiàge yuè	next month
zhèige yuè	this month

REFERENCE NOTES

1. A: Āndésēn Fūren, nǐ shì zài Mrs. Anderson, where were you
 nǎr shēngde? born?
 B: Wǒ shì zài Dézhōu shēngde. I was born in Texas.

Note on No. 1

The shi...de construction is used to focus on place expressions as well as on time and manner expressions.

Wǒ	shì	zài Měiguó	shēng	-de.	(I was born in America.)	WHERE
Wǒ	shì	zuótiān	dào	-de.	(I arrived yesterday.)	WHEN
Wǒ	shì	yíge rén	lái	-de.	(I came alone.)	HOW

2. A: Nǐmen shì Xīngqīsì dào de ma? Did you arrive on Thursday?
 B: Bú shì, wǒmen shì Xīngqīwǔ No, we arrived on Friday.
 dào de.
3. A: Nǐmen xīngqījǐ zǒu? What day of the week are you
 leaving?
 B: Wǒmen Xīngqītiān zǒu We are leaving on Sunday.

Notes on Nos. 2-3

Days of the week:

xīngqījǐ?	(what day of the week?)
Xīngqīyī	(Monday)
Xīngqīèr	(Tuesday)
Xīngqīsān	(Wednesday)
Xīngqīsì	(Thursday)
Xīngqīwǔ	(Friday)
Xīngqīliù	(Saturday)
Xīngqītiān	(Sunday)

Until now, you have always seen jǐ-, "how many," at the beginning of a word (jǐge háizi, jǐwèi xiānsheng, jǐhào). In xīngqījǐ, -jǐ is at the end of the word. In both places, jǐ occupies the position of a number and acts like a number: xīngqījǐ, "what number day of the week?"

4. A: Nǐ shì nǎinián shēngde?
 B: Wǒ shì Yījiǔsānjiǔnián shēngde.

What year were you born?
 I was born in 1939.

Notes on No. 4

The word for "year," -nián, is a bound word (like the word for "day," -tiān). The question word nǎinián, "which year," is formed with the bound word nǎi-, "which."

The year is given as a sequence of digits, so that 1972, Yījiǔqīèrnián, would literally be "one-nine-seven-two year." In a sequence of digits, the word èr (not liǎng-) is used for 2, and the words for 1, 7, and 8 keep their basic High tones. (See notes on No. 10 for cases in which these tones change.)

5. A: Nǐ shì jǐyüè shēngde?
 B: Wǒ shì Qīyüè shēngde.

What month were you born?
 I was born in July.

Notes on No. 5

Months:

jǐyüè?	(what month?)
Yīyüè	(January)
Èryüè	(February)
Sānyüè	(March)
Sìyüè	(April)
Wǔyüè	(May)
Liùyüè	(June)

Qīyüè	(July)
Bāyüè	(August)
Jiǔyüè	(September)
Shíyüè	(October)
Shíyīyüè	(November)
Shíèryüè	(December)

Notes on Nos. 7-8

Nǐ duó dà le? "How old are you?" literally means "How big (in years of age) are you?" This is a common way to ask a person's age. The question is appropriate for asking the age of a child or a young adult, but the expression is not considered polite enough for asking an older adult his age. (More formal ways to ask a person's age will be introduced on the C-2, P-2, and drill tapes.)

The marker le which ends these sentences calls attention to the fact that something is true now that was not true before.* Le has only this new-situation meaning in these sentences. It has no meaning of completion, since, in fact, there is no completed event.

One way to reflect the new-situation le in the English translation is to add the word "now": "I'm 35 now." Essentially, however, "new situation" (sometimes called "change of state") is a Chinese grammatical category with no simple English equivalent.

The marker le for new situations is always found at the end of a sentence and is sometimes called "sentence le."

Notice that neither answer contains a verb. The verb that has been left out is yǒu, "to have." The verb may not be left out in the negative: Wǒ méiyǒu sānshíwǔ, "I'm not 35."

9. A: Nǐmen nǚháizi jǐsuì le? How old is your girl?
 B: Tā bāsuì le. She's eight years old.

Notes on No. 9

-suì: In the traditional Chinese system of giving ages, a person is one -suì old at birth and becomes another -suì old on the New Year's following his birth. A baby born the day before New Year's would thus be two -suì old on the day after his birth. Most Chinese, however, have now switched to the Western style of computing age and use -suì just as we use "years old."

The word -suì, like the word -hào, is a bound word showing what kind of thing a number is counting.

In a date or address you are listing a number and use èr for 2, while in giving an age you are counting an amount of something and use liǎng: liǎngsuì, "two years old."

*Ages may also be asked and given without using the new-situation le.

10. A: Nǐmen nánhái zi dōu jǐ suì le? How old are your boys?
 B: Yí ge jiǔ suì le, yí ge liù suì le. One is nine, and one is six.

Notes on No. 10

The word dōu is used when "both" or "all" would probably not be used in English, namely, when expecting different information about each of the things (or persons) being discussed. "All" tends to be collective, asking or telling about something the members of a group have in common. Dōu can be distributive, asking or telling something about the members of a group as individuals.

Yí, qí, bā: In the spoken language of Peking, the basic High tones of yí, qí, and bā usually change to Rising tones before Falling-tone words (such as -hào, yüè, and -suì). This change is most common when the complete number given has only one digit. When there are two or more digits, the qí and bā of numbers ending in 7 and 8 are more likely to have Rising tones than the yí of numbers ending in 1 (which is usually in the High tone). Compare:

Shíqíhào	the 17th
Shíyíyüè	November

In all cases, the High tone is more likely to be kept in rapid speech. You may also encounter speakers who never make changes in the tones of yí, qí, and bā.

Remember that, in the digit-by-digit form of giving the year, the numbers 1, 7, and 8 keep their basic High tones: Yíjiǔbāliùnián, 1986

Note on Additional Required Vocabulary

DAYS	qiántiān	zuótiān	jintiān	míngtiān	hòutiān
YEARS	qiánnián	qùnián	jinnián	míngnián	hòunián

In the Chinese system of expressing relative time in terms of days and years, only one pair of terms is not parallel: zuótiān, "yesterday," and qùnián, "last year."

DRILLS

A. Response Drill

- | | |
|--|---|
| <p>1. <u>Speaker</u>: Qǐngwèn, tā shì zài nǎr shēngde?
 shēngde?
 (cue) Dézhōu
 (May I ask, where was he/she born?)</p> | <p><u>You</u>: Tā shì zài Dézhōu shēngde.
 (He/she was born in Texas.)</p> |
| <p>2. Qǐngwèn, nǐ àiren shì zài nǎr shēngde? Jiāzhōu
 (May I ask, where was your spouse born?)</p> | <p>Tā shì zài Jiāzhōu shēngde.
 (He/she was born in California.)</p> |
| <p>3. Qǐngwèn, tā àiren shì zài nǎr shēngde? Shànghǎi
 (May I ask, where was his/her spouse born?)</p> | <p>Tā shì zài Shànghǎi shēngde.
 (He/she was born in Shànghǎi.)</p> |
| <p>4. Qǐngwèn, nǐ hái zi shì zài nǎr shēngde? Sìchuān
 (May I ask, where was your child born?)</p> | <p>Tā shì zài Sìchuān shēngde.
 (He/she was born in Sìchuān.)</p> |
| <p>5. Qǐngwèn, nǐmen nǚhái zi shì zài nǎr shēngde? Běijīng
 (May I ask, where was your daughter born?)</p> | <p>Tā shì zài Běijīng shēngde.
 (She was born in Běijīng.)</p> |
| <p>6. Qǐngwèn, nǐmen nánhái zi shì zài nǎr shēngde? Mázhōu
 (May I ask, where was your son born?)</p> | <p>Tā shì zài Mázhōu shēngde.
 (He was born in Massachusetts.)</p> |
| <p>7. Qǐngwèn, Zēng Xiānsheng shì zài nǎr shēngde? Niǔ Yüē
 (May I ask, where was Mr. Zēng born?)</p> | <p>Tā shì zài Niǔ Yüē shēngde.
 (He was born in New York.)</p> |

B. Substitution Drill

- | | |
|---|--|
| <p>1. <u>Speaker</u>: Qǐngwèn, nǐ shénme shíhou zǒu?
 (cue) něitiān
 (May I ask, when are you leaving?)</p> | <p><u>You</u>: Qǐngwèn, nǐ něitiān zǒu?
 (May I ask, what day are you leaving?)</p> |
|---|--|

- | | |
|---|------------------------------|
| 2. Qǐngwèn, nǐ nēitiān zǒu?
jīyüè | Qǐngwèn, nǐ jīyüè zǒu? |
| 3. Qǐngwèn, nǐ jīyüè zǒu?
jīhào | Qǐngwèn, nǐ jīhào zǒu? |
| 4. Qǐngwèn, nǐ jīhào zǒu?
nēinián | Qǐngwèn, nǐ nēinián zǒu? |
| 5. Qǐngwèn, nǐ nēinián zǒu?
jīyüè jīhào | Qǐngwèn, nǐ jīyüè jīhào zǒu? |
| 6. Qǐngwèn, nǐ jīyüè jīhào zǒu?
xīngqījǐ | Qǐngwèn, nǐ xīngqījǐ zǒu? |
| 7. Qǐngwèn, nǐ xīngqījǐ zǒu? | |

C. Substitution Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Wǒmen Xīngqīyī zǒu.
(cue) Xīngqīèr
(We are leaving on
Monday.) | <u>You</u> : Wǒmen Xīngqīèr zǒu.
(We are leaving on Tuesday.) |
| 2. Wǒmen Xīngqīèr zǒu.
Xīngqīsān | Wǒmen Xīngqīsān zǒu. |
| 3. Wǒmen Xīngqīsān zǒu.
Xīngqīsì | Wǒmen Xīngqīsì zǒu. |
| 4. Wǒmen Xīngqīsì zǒu.
xīngqījǐ | Wǒmen xīngqījǐ zǒu? |
| 5. Wǒmen xīngqījǐ zǒu?
Xīngqīwǔ | Wǒmen Xīngqīwǔ zǒu. |
| 6. Wǒmen Xīngqīwǔ zǒu.
Xīngqītiān | Wǒmen Xīngqītiān zǒu. |
| 7. Wǒmen Xīngqītiān zǒu.
Xīngqīliù | Wǒmen Xīngqīliù zǒu. |
| 8. Wǒmen Xīngqīliù zǒu. | |

D. Response Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Nǐ hái zi shì nēinián shēngde?
(cue) 1971
(What year was your child born?) | <u>You</u> : Tā shì Yījiǔqīyīnián shēngde.
(He/she was born in 1971.) |
| 2. Lǐ Xiānsheng shì nēinián shēngde?
1944 | Tā shì Yījiūsìsìnián shēngde. |
| 3. Nǐ dìdi shì nēinián shēngde?
1940 | Tā shì Yījiūsīlíngnián shēngde. |
| 4. Nèige hái zi shì nēinián shēngde?
1967 | Tā shì Yījiǔliùqīnián shēngde. |
| 5. Zhèige nán hái zi shì nēinián shēngde?
1968 | Tā shì Yījiǔliùbānián shēngde. |
| 6. Nèige rén shì nēinián shēngde?
1927 | Tā shì Yījiǔèrqīnián shēngde. |
| 7. Tā shì nēinián shēngde?
1933 | Tā shì Yījiūsānsānnián shēngde. |

E. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā shì jǐyüè shēngde?
(cue) Èryüè
(What month was he/she born?) | <u>You</u> : Tā shì Èryüè shēngde.
(He/she was born in February.) |
| 2. Tā àiren shì jǐyüè shēngde?
Wüyüè | Tā shì Wüyüè shēngde. |
| 3. Zhāng Tóngzhǐ shì jǐyüè shēngde?
Sìyüè | Tā shì Sìyüè shēngde. |
| 4. Wáng Tóngzhǐ shì jǐyüè shēngde?
Shíyüè | Tā shì Shíyüè shēngde. |
| 5. Nǐ àiren shì jǐyüè shēngde?
Báyüè | Tā shì Báyüè shēngde. |
| 6. Nǐ gēge shì jǐyüè shēngde?
Shíèryüè | Tā shì Shíèryüè shēngde. |

7. Tā mèimei shì jǐyüè shēngde?
Liùyüè

Tā shì Liùyüè shēngde.

F. Expansion Drill

1. Speaker: Tā shì Yíyüè shēngde.
(cue) yíhào
(He/she was born in
January.)

You: Tā shì Yíyüè yíhào shēngde.
(He/she was born January
first.)

2. Tā shì Yíyüè shēngde.
shíyíhào

Tā shì Yíyüè shíyíhào shēngde.

3. Tā shì Yíyüè shēngde.
èrshíliùhào

Tā shì Yíyüè èrshíliùhào shēngde.

4. Tā shì Yíyüè shēngde.
qíhào

Tā shì Yíyüè qíhào shēngde.

5. Tā shì Yíyüè shēngde.
shísíhào

Tā shì Yíyüè shísíhào shēngde.

6. Tā shì Yíyüè shēngde.
èrshíbāhào

Tā shì Yíyüè èrshíbāhào shēngde.

7. Tā shì Yíyüè shēngde.
shíhào

Tā shì Yíyüè shíhào shēngde.

G. Response Drill

1. Speaker: Nimen nǚháizi jǐsuì le?
(cue) 5
(How old is your
daughter?)

You: Tā wǔsuì le.
(She is five.)

2. Tāmen nánháizi jǐsuì le? 11

Tā shíyísuì le.

3. Hú Táitai nǚháizi jǐsuì le?
13

Tā shí sānsuì le.

4. Tā mèimei jǐsuì le? 7

Tā qísuì le.

5. Mí nánháizi jǐsuì le? 6

Tā liùsuì le.

- | | |
|-------------------------------|--------------|
| 6. Nǐ nǚháizi jǐsuì le? 4 | Tā sùsuì le. |
| 7. Nèige nánháizi jǐsuì le? 8 | Tā básuì le. |

H. Response Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā duó dà le?
(cue) 35
(How old is he/she?) | <u>You</u> : Tā sānshiwǔ le.
(He/she is 35.) |
| 2. Nǐ gēge duó dà le? 44 | Tā sīshìsì le. |
| 3. Nǐ dìdi duó dà le? 30 | Tā sānshí le. |
| 4. Tā jiějie duó dà le? 47 | Tā sīshíqī le. |
| 5. Nǐ mèimei duó dà le? 32 | Tā sānshíèr le. |
| 6. Tā àiren duó dà le? 28 | Tā èrshíbā le. |
| 7. Wáng Tóngzhì duó dà le? 41 | Tā sīshíyī le. |

I. Response Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Nín mǔqīn duó dà suìshu le?
(cue) 65
(How old is your mother?) | <u>You</u> : Tā liùshíwǔsuì le.
(She is 65.) |
| 2. Nín fùqīn duó dà suìshu le?
67 | Tā liùshíqīsuì le. |
| 3. Tā jiějie duó dà suìshu le?
46 | Tā sīshíliùsuì le. |
| 4. Tā gēge duó dà suìshu le?
44 | Tā sīshíwǔsuì le. |
| 5. Zhāng Xiānsheng duó dà suìshu le?
72 | Tā qīshíèrsuì le. |
| 6. Wáng Tàitai duó dà suìshu le?
59 | Tā wǔshíjiǔsuì le. |

7. Wáng Tàitai mèimei duó dà suìshu Tā wǔshíbásuì le.
le? 58

J. Substitution Drill

Substitute shàngge yuè, "last month" (May), zhèige yuè, "this month" (June), or xiàge yuè, "next month" (July), according to the month mentioned in the speaker's sentence.

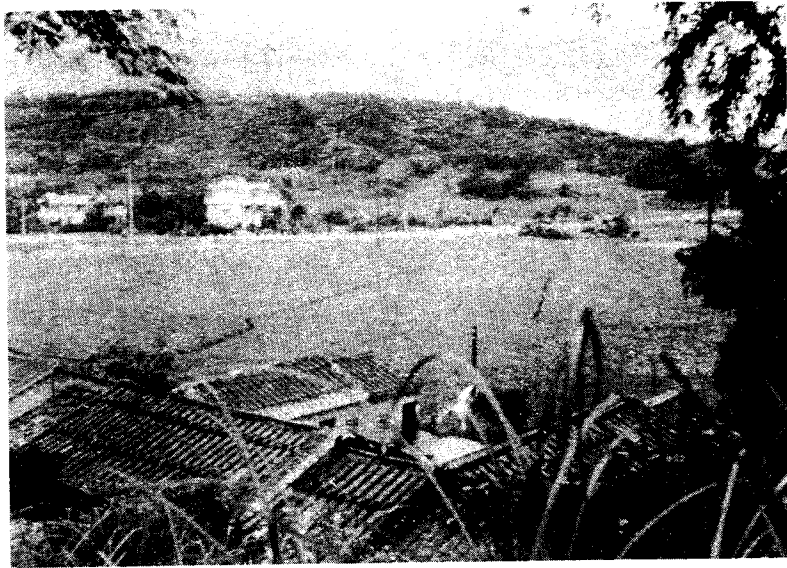
- | | |
|---|--|
| 1. <u>Speaker</u> : Tā shì Wǔyuè láiide.
(He/she came in May.) | <u>You</u> : Òu. Tā shì shàngge yuè láiide.
(Oh. He/she came last month.) |
| 2. Tā Qíyuè lái.
(He/she is coming in July.) | Òu. Tā xiàge yuè lái.
(Oh. He/she is coming next month.) |
| 3. Tā Liùyuè lái.
(He/she is coming in June.) | Òu. Tā zhèige yuè lái.
(Oh. He/she is coming this month.) |
| 4. Tā shì Liùyuè láiide. | Òu. Tā shì zhèige yuè láiide. |
| 5. Tā Qíyuè zǒu. | Òu. Tā xiàge yuè zǒu. |
| 6. Tā shì Wǔyuè dàoide. | Òu. Tā shì shàngge yuè dàoide. |
| 7. Tā shì Liùyuè zǒude. | Òu. Tā shì zhèige yuè zǒude. |

K. Transformation Drill

Each of the speaker's statements is the answer to a question. After hearing each answer, ask the question which could have prompted the response.

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā shì Yījīūsānwǔnián
shēngde.
(He/she was born in
1935.) | <u>You</u> : Tā shì něinián shēngde?
(What year was he/she born?) |
| 2. Tā shì Sìyuè láiide.
(He/she came in April.) | Tā shì jǐyuè láiide?
(What month did he/she come?) |
| 3. Tā shì Xīngqīwǔ zǒude.
(He/she left on Friday.) | Tā shì xīngqījǐ zǒude?
(What day of the week did he/she
leave?) |

- | | |
|---|--|
| 4. Tā shì qīhào dào de.
(He/she arrived on the seventh.) | Tā shì jǐhào dào de?
(What day of the month did he/she arrive?) |
| 5. Tā shì Yījiǔqīshínián lái de. | Tā shì něinián lái de? |
| 6. Tā shì Xīngqītiān zǎo de. | Tā shì xīngqījǐ zǎo de? |
| 7. Tā shì Jiǔyuè shēng de. | Tā shì jǐyuè shēng de? |



Farm in northern Taiwan
(courtesy of Thomas Madden)

UNIT 6

INTRODUCTION

Topics Covered in This Unit

1. Duration phrases.
2. The marker le for completion.
3. The "double le" construction.
4. The marker -guo.
5. Action verbs.
6. State verbs.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 6D-1 tape.

REFERENCE LIST

(in Taipei)

- | | |
|--|--|
| 1. A: Nǐ zhù duó jiǔ? | How long are you staying? |
| B: Wǒ zhù yìnián. | I'm staying one year. |
| 2. A: Nǐ tàitai zhù duó jiǔ? | How long is your wife staying? |
| B: Tā zhù liǎngtiān. | She is staying two days. |
| 3. A: Nǐ tàitai zài Xiānggǎng
zhù duó jiǔ? | How long is your wife staying
in Hong Kong? |
| B: Wǒ xiǎng tā zhù liǎngtiān. | I think she is staying two days. |
| 4. A: Nǐ xiǎng zhù duó jiǔ? | How long are you thinking of
staying? |
| B: Wǒ xiǎng zhù yìnián. | I'm thinking of staying one year. |
| 5. A: Nǐ xiǎng zài Táiwān zhù
duó jiǔ? | How long are you thinking of
staying in Taiwan? |
| B: Wǒ xiǎng zhù bāge yuè. | I'm thinking of staying eight
months. |
| 6.* A: Nǐ péngyou xiǎng zhù duó
jiǔ? | How long is your friend thinking
of staying? |
| B: Tā xiǎng zhù liǎngge
xīngqī. | He is thinking of staying two
weeks. |
| 7. A: Nǐ lái le duó jiǔ le? | How long have you been here? |
| B: Wǒ lái sāntiān le. | I have been here three days. |
| 8. A: Nǐ tàitai zài Xiānggǎng
zhù le duó jiǔ? | How long did your wife stay
in Hong Kong? |
| B: Tā zhù le liǎngtiān. | She stayed two days. |
| 9. A: Tā lái le ma? | Did he come? |
| B: Lái le, tā lái le. | Yes, he came. |
| 10. A: Tā lái le ma? | Did he come? |
| B: Méi lái, tā méi lái. | No, he didn't come. |
| 11. A: Nǐ cóngqián lái guo ma? | Have you ever been here before? |
| B: Wǒ cóngqián méi lái guo. | I have never been here before. |

*This exchange occurs on the C-1 tape only.

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------|----------|
| 12. qù | to go |
| 13. Niǔ Yūē | New York |

VOCABULARY

cóngqián	before
duó jiǔ	how long
-guo	(experiential marker)
Niǔ Yūē	New York
qù	to go
xiǎng	to think that, to want to; would like to
Xiānggǎng	Hong Kong
xīngqī	week
zhù	to live somewhere

2. A: Nǐ tàitai zhù duó jiǔ? How long is your wife staying?
B: Tā zhù liǎngtiān. She is staying two days.

Note on No. 2

Liǎngtiān: -tiān, "day," like -nián, "year," is used without a counter. When telling how many of something, the number 2 takes the form liǎng.* (See Unit 3, notes on Nos. 3-4.)

3. A: Nǐ tàitai zài Xiānggǎng zhù duó jiǔ? How long is your wife staying in Hong Kong?
B: Wǒ xiǎng tā zhù liǎngtiān. I think she is staying two days.
4. A: Nǐ xiǎng zhù duó jiǔ? How long are you thinking of staying?
B: Wǒ xiǎng zhù yìnián. I'm thinking of staying one year.

Notes on Nos. 3-4

The verb xiǎng, "to think that," "to want to," "would like to," may be used as a main verb or as an auxiliary verb. As a main verb it means "to think that." It is used this way in the answer of exchange 3 and in the following examples.

Wǒ xiǎng tā míngtiān lái. I think he is coming tomorrow.
Wǒ xiǎng tā bú qù. I think he is not going.

When xiǎng is used as a main verb meaning "to think that," it is not made negative. This may be a special problem for English speakers who are used to saying "I don't think he is going." In Chinese, it is "I think he is not going," Wǒ xiǎng tā bú qù.

When xiǎng is used as an auxiliary verb, it means "to want to," "would like to." It is used this way in exchange 4, which could also be translated as "How long would you like to stay?" Here are other examples:

A: Nǐ xiǎng zǒu ma? Would you like to leave? OR
Do you want to go?
B: Wǒ bù xiǎng zǒu. I don't want to leave.

Nǐ xiǎng zài Táiběi gōngzuò ma? Do you want to work in Taipei?

*"One day" is yìtiān. The tone on yī changes to Falling before a High tone.

5. A: Nǐ xiǎng zài Táiwān zhù duō jiǔ?
 B: Wǒ xiǎng zhù bāge yuè.

How long are you thinking of staying in Taiwan?
 I'm thinking of staying eight months.

6. A: Nǐ péngyou xiǎng zhù duō jiǔ?
 B: Tā xiǎng zhù liǎngge xīngqī.

How long is your friend thinking of staying?
 He is thinking of staying two weeks.

Notes on Nos. 5-6

You already know that yìnián and yìtiān are used without counters. The words for "month" and "week," however, are used with counters. Compare:

sāntiān	(three days)
sānnián	(three years)
sānge xīngqī	(three weeks)
sānge yuè	(three months)

7. A: Nǐ lái le duō jiǔ le?
 B: Wǒ lái le sāntiān le.

How long have you been here?
 I have been here three days.

Notes on No. 7

le...le, "up until now," "so far": The use of completed-action le after the verb and of new-situation le after the duration phrase tells you how long the activity has been going on and that it is still going on. The answer could also have been translated "I have been here three days so far." This pattern is sometimes called "double le."

Notice that when le is in the middle of a sentence (in this case, because it is followed by a duration phrase), we write it attached to the verb before it: lái le duō jiǔ le

8. A: Nǐ tàitai zài Xiānggǎng
zhùle duō jiǔ?
B: Tā zhùle liǎngtiān.
- How long did your wife stay in
Hong Kong?
She stayed two days.

Notes on No. 8

Completion le: Here you see the marker le used to indicate one aspect, completion. Compare a sentence with one le to a sentence with two le's:

Wǒ zài nàr zhùle sāntiān. I stayed there three days.
Wǒ zài zhèr zhùle sāntiān le. I have been here (stayed here) for
three days now (so far).

Completion le is used with verbs that describe actions or processes, not with verbs that describe a state or condition, or a continuing situation. The following sentences, describing states or ongoing situations, have past-tense verbs in English but no le in Chinese.

Nèige shíhou tāmen zhǐ yǒu
liǎngge hái'izi. At that time they had only two
children.
Tā qùnián bú zài Shànghǎi,
zài Běijīng. He wasn't in Shànghǎi last year;
he was in Běijīng.

Verb types in Chinese: In studying some languages, it is important to learn whether a noun is masculine, feminine, or neuter. In Chinese, it is important to learn whether a verb is an action, state, or process verb. These three verb categories are meaning (semantic) groups. A verb is a member of one group or another depending on the meaning of the verb. For instance, "running" and "dancing" are actions; "being good" and "being beautiful" are states; and "getting sick" and "melting" are processes. In Chinese, grammatical rules are applied differently to each semantic verb category. For the most part, you have learned only action and state verbs in this course; so these comments will be confined to those two verb categories. (See Unit 8 of this module for process verbs.)

Action verbs: These are verbs which describe physical and mental activities. The easiest to classify are verbs of movement such as "walking," "running," and "riding"; however, action verbs also include verbs with not too much motion, such as "working" and "writing," and verbs with no apparent motion, such as "studying." One test for determining if a verb is an action is asking "What did he do?" "He arrived," "He spoke," and "He listened" are answers which contain action verbs. "He knew," "He wanted," and "He is here" are answers which contain state verbs, not action verbs. Some of the action verbs you have learned are:

dào (to arrive) lái (to come)
gōngzuò (to work) zhù (to live, to stay)

State verbs: These verbs describe qualities, conditions, and states. All adjectival verbs, such as hǎo, "to be good," and jiǔ, "to be long (in time)," are state verbs. Emotions, such as "being happy" and "being sad," are expressed with state verbs. "Knowing," "liking," "wanting," and "understanding," which may be called mental states, are also expressed with state verbs. Also, all auxiliary verbs, such as xiǎng, "to want to," "would like to," are state verbs. Here are some of the state verbs:

dà (to be large)	shì (to be)
duì (to be correct)	jiào (to be called)
xìng (to be surnamed)	zài (to be at)
xiǎng (to want to)	zhīdao (to know)

Aspect and verb types: Not every aspect marker in Chinese may be used with all types of verbs. Completion le does not occur with state verbs. It does occur with action verbs.

ACTION	Tā yǐjīng dào le. Tā gōngzuòle yìnián. Tā lái le ma?	He has already arrived. He worked one year. Did he come?
STATE	Tā qùnián bú zài zhèr. Tā zuótiān xiǎng qù. Tā zuótiān bù zhīdao.	He wasn't here last year. Yesterday he wanted to go. He didn't know yesterday.

9. A: Tā lái le ma?
B: Lái le, tā lái le. Did he come?
Yes, he came.
10. A: Tā lái le ma?
B: Méi lái, tā méi lái. Did he come?
No, he didn't come.

Notes on Nos. 9-10

Compare the two possible interpretations of the question Tā lái le ma? and the answers they receive:

Completion le

Tā		lái	le	ma?	(Did she come?)
Tā		lái	le.		(She came.)
Tā	méi	lái.			(She didn't come.)

Combined le

Tā			lái	le	ma?	(Has she come?)
Tā			lái	le.		(She has come. OR She's here.)
Tā	hái	méi	lái.			(She hasn't come yet.)

The first question, with completion le, asks only if the action took place. The second question, with combined le, asks both whether the action has been completed and whether the resulting new situation still exists.

11. A: Nǐ cóngqián lái guo ma? Have you ever been here before?
 B: Wǒ cóngqián méi lái guo. I have never been here before.

Notes on No. 11

The aspect marker -guo means literally "to pass over," "to cross over." The implication is that an event took place and then ceased at some time in the past.

It may help you to conceptualize -guo in terms of a bridge. The whole bridge is the event. The marker -guo stresses the fact that not only have you crossed over the bridge but at present you are no longer standing on it.

The meaning of -guo changes slightly depending on what type of verb it is used with: action or process. (-guo may not be used with state verbs.) With an action verb, -guo means that the action took place and then ceased at some time before the present. With a process verb, -guo means that the process took place and that the state which resulted from the process ended at some time before the present.

Remember that aspect markers like le and -guo are used only when the speaker feels it necessary to stress some feature or aspect of an event. Le is used to stress finishing, or completion. -guo is used to stress that a situation occurred in the past and was "over" or "undone" before the time of speaking (that is, the absence of that situation followed the situation).

Let's contrast -guo with completion le: Both le and -guo express completion, but -guo stresses that an action is no longer being performed, or that a state resulting from a process no longer exists. For example, Tā lái le means "He came" or "He has come," not indicating whether or not he is still there. But Tā lái guo means "He came" with the specification that he is not there anymore--that is, he came and left.

One of the uses of the aspect marker -guo is in sentences which express experience or having experienced something at least once in the past, that is, "to have had the experience of doing something." This is how -guo is used in exchange 11. In a question, the marker -guo can be reflected by the English word "ever," and in a negative statement by "never."

Nǐ	cóngqián		lái	-guo	ma?	(Have you <u>ever</u> been [come] here before?)
Wǒ	cóngqián	méi	lái	-guo.		(I have <u>never</u> been [come] here before.)
Wǒ	cóngqián		lái	-guo.		(I have been [come] here before.)

The negative of Tā lái le does not include a le, but the negative of Tā lái guo does have a -guo. The negative adverb méi is used to negate both completion le and -guo.

Tā		lái	le.
Tā	méi	lái.	

Tā		lái	-guo.
Tā	méi	lái	-guo.

DRILLS

A. Response Drill

- | | |
|---|--|
| <p>1. <u>Speaker</u>: Zhāng Xiānsheng zhù duó jiǔ?
jiǔ?
(cue) yíge yuè
(How long is Mr. Zhāng staying?)</p> | <p><u>You</u>: Zhāng Xiānsheng zhù yíge yuè.
(Mr. Zhāng is staying one month.)</p> |
| <p>2. Wáng Xiǎojiě zhù duó jiǔ?
liǎngge xīngqī
(How long is Miss Wáng staying?)</p> | <p>Wáng Xiǎojiě zhù liǎngge xīngqī.
(Miss Wáng is staying two weeks.)</p> |
| <p>3. Hú Tàitai zhù duó jiǔ?
sānge yuè
(How long is Mrs. Hú staying?)</p> | <p>Hú Tàitai zhù sānge yuè.
(Mrs. Hú is staying three months.)</p> |
| <p>4. Tā zhù duó jiǔ?
sìge xīngqī
(How long is he/she staying?)</p> | <p>Tā zhù sìge xīngqī.
(He/she is staying four weeks.)</p> |
| <p>5. Tā tàitai zhù duó jiǔ?
liǎngge xīngqī
(How long is his wife staying?)</p> | <p>Tā tàitai zhù liǎngge xīngqī.
(His wife is staying two weeks.)</p> |
| <p>6. Lǐ Xiǎojiě zhù duó jiǔ?
wǔge yuè
(How long is Miss Lǐ staying?)</p> | <p>Lǐ Xiǎojiě zhù wǔge yuè.
(Miss Lǐ is staying five months.)</p> |
| <p>7. Tā xiānsheng zhù duó jiǔ?
liùge xīngqī
(How long is her husband staying?)</p> | <p>Tā xiānsheng zhù liùge xīngqī.
(Her husband is staying six weeks.)</p> |

B. Response Drill

- | | |
|--|--|
| <p>1. <u>Speaker</u>: Zhāng Tóngzhì zhù duó jiǔ?
jiǔ?
(cue) sāntiān
(How long is Comrade Zhāng staying?)</p> | <p><u>You</u>: Zhāng Tóngzhì zhù sāntiān.
(Comrade Zhāng is staying three days.)</p> |
| <p>2. Tā mǔqīn zhù duó jiǔ? yìnián</p> | <p>Tā mǔqīn zhù yìnián.</p> |
| <p>3. Tā fùqīn zhù duó jiǔ? wǔtiān</p> | <p>Tā fùqīn zhù wǔtiān.</p> |
| <p>4. Wáng Tóngzhì zhù duó jiǔ?
bātiān</p> | <p>Wáng Tóngzhì zhù bātiān.</p> |

- | | |
|--|--------------------------|
| 5. Nǐ jiějie zhù duó jiǔ?
liǎngnián | Wǒ jiějie zhù liǎngnián. |
| 6. Hú Tóngzhì zhù duó jiǔ?
sìtiān | Hú Tóngzhì zhù sìtiān. |
| 7. Tā zhù duó jiǔ? sānnián | Tā zhù sānnián. |

C. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā mǔqīn zhù duó jiǔ?
(<u>cue</u>) liǎngge yuè
(How long is his/her
mother staying?) | <u>You</u> : Tā mǔqīn zhù liǎngge yuè.
(His/her mother is staying
two months.) |
| 2. Tā mèimei zhù duó jiǔ?
yíge xīngqī | Tā mèimei zhù yíge xīngqī. |
| 3. Zhāng Tàitai zhù duó jiǔ?
jiǔtiān | Zhāng Tàitai zhù jiǔtiān. |
| 4. Tā gēge zhù duó jiǔ?
sìge xīngqī. | Tā gēge zhù sìge xīngqī. |
| 5. Wáng Xiānsheng zhù duó jiǔ?
yíge yuè | Wáng Xiānsheng zhù yíge yuè. |
| 6. Tā dìdi zhù duó jiǔ?
yīnián | Tā dìdi zhù yīnián. |
| 7. Tā jiějie zhù duó jiǔ?
shítiān | Tā jiějie zhù shítiān. |

D. Expansion Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Zhāng Tàitai de gēge
zhù duó jiǔ?
(<u>cue</u>) Xiānggǎng
(How long is Mrs. Zhāng's
older brother staying?) | <u>You</u> : Zhāng Tàitai de gēge zài
Xiānggǎng zhù duó jiǔ?
(How long is Mrs. Zhāng's
older brother staying in
Hong Kong?) |
| 2. Jiāng Xiānsheng de dìdi zhù duó
jiǔ? Guǎngzhōu | Jiāng Xiānsheng de dìdi zài
Guǎngzhōu zhù duó jiǔ? |

3. Zēng Xiǎojiěde mèimei zhù duó jiǔ? Zhōngguó
4. Chén Tóngzhīde jiějie zhù duó jiǔ? Shànghǎi
5. Qián Tóngzhīde àiren zhù duó jiǔ? Měiguó
6. Cáo Xiǎojiěde fùqin zhù duó jiǔ? Qīngdǎo
7. Xià Xiānshengde mǔqin zhù duó jiǔ? Běijīng

- Zēng Xiǎojiěde mèimei zài Zhōngguó zhù duó jiǔ?
- Chén Tóngzhīde jiějie zài Shànghǎi zhù duó jiǔ?
- Qián Tóngzhīde àiren zài Měiguó zhù duó jiǔ?
- Cáo Xiǎojiěde fùqin zài Qīngdǎo zhù duó jiǔ?
- Xià Xiānshengde mǔqin zài Běijīng zhù duó jiǔ?

E. Transformation Drill

1. Speaker: Tā zhù jǐtiān?
(How many days is he/
she staying?)
2. Hú Xiānsheng zhù jǐge yuè?
3. Wáng Tàitai zhù jǐge xīngqī?
4. Tā xiānsheng zhù jǐnián?
5. Zhōu Xiǎojiě zhù jǐge yuè?
6. Wǒ fùqin zhù jǐge xīngqī?
7. Tā mèimei zhù jǐtiān?

- You: Tā xiǎng zhù jǐtiān?
(How many days is he/she
planning on staying?)
- Hú Xiānsheng xiǎng zhù jǐge yuè?
- Wáng Tàitai xiǎng zhù jǐge xīngqī?
- Tā xiānsheng xiǎng zhù jǐnián?
- Zhōu Xiǎojiě xiǎng zhù jǐge yuè?
- Wǒ fùqin xiǎng zhù jǐge xīngqī?
- Tā mèimei xiǎng zhù jǐtiān?

F. Expansion Drill

1. Speaker: Tā zhù yíge xīngqī.
(He/she is staying
one week.)
2. Tā zhù liǎngnián.
3. Tā zhù sānge yuè.
4. Tā zhù liǎngge xīngqī.

- You: Wǒ xiǎng tā zhù yíge xīngqī.
(I think he/she is staying
one week.)
- Wǒ xiǎng tā zhù liǎngnián.
- Wǒ xiǎng tā zhù sānge yuè.
- Wǒ xiǎng tā zhù liǎngge xīngqī.

5. Tā zhù qītiān.

Wǒ xiǎng tā zhù qītiān.

6. Tā zhù sīnián.

Wǒ xiǎng tā zhù sīnián.

7. Tā zhù liùge yuè.

Wǒ xiǎng tā zhù liùge yuè.

G. Transformation Drill

1. Speaker: Tā zhù yíge xīngqī.
(He/she is staying one week.)

You: Tā zhùle yíge xīngqī.
(He/she stayed one week.)

2. Mǎ Tóngzhì zhù yīnián.
(Comrade Mǎ is staying one year.)

Mǎ Tóngzhì zhùle yīnián.
(Comrade Mǎ stayed one year.)

3. Wáng Tóngzhì zhù sìge yuè.
(Comrade Wáng is staying four months.)

Wáng Tóngzhì zhùle sìge yuè.
(Comrade Wáng stayed four months.)

4. Zēng Tóngzhì zhù wǔtiān.
(Comrade Zēng is staying five days.)

Zēng Tóngzhì zhùle wǔtiān.
(Comrade Zēng stayed five days.)

5. Wǒ zhù liǎngge xīngqī.
(I am staying two weeks.)

Wǒ zhùle liǎngge xīngqī.
(I stayed two weeks.)

6. Tā háizi zhù liùtiān.
(His/her child is staying six days.)

Tā háizi zhùle liùtiān.
(His/her child stayed six days.)

7. Tā mèimei zhù liǎngnián.
(His/her younger sister is staying two years.)

Tā mèimei zhùle liǎngnián.
(His/her younger sister stayed two years.)

H. Transformation Drill

1. Speaker: Tā zhùle sāntiān.
(He/she stayed three days.)

You: Tā zhùle sāntiān le.
(He/she has stayed three days.)

2. Wǒ zhùle yíge xīngqī.
(I stayed one week.)

Wǒ zhùle yíge xīngqī le.
(I have stayed one week.)

- | | |
|---|---|
| 3. Tā fùqin zhùle liǎngge yuè.
(His/her father stayed two months.) | Tā fùqin zhùle liǎngge yuè le.
(His/her father has stayed two months.) |
| 4. Tā jiějie zhùle shíyītiān.
(His/her older sister stayed eleven days.) | Tā jiějie zhùle shíyītiān le.
(His/her older sister has stayed eleven days.) |
| 5. Wáng Xiānsheng zhùle yìnián.
(Mr. Wáng stayed one year.) | Wáng Xiānsheng zhùle yìnián le.
(Mr. Wáng has stayed one year.) |
| 6. Wáng Tàitai zhùle sānge xīngqī.
(Mrs. Wáng stayed three weeks.) | Wáng Tàitai zhùle sānge xīngqī le.
(Mrs. Wáng has stayed three weeks.) |
| 7. Hú Xiǎojiě zhùle qītiān.
(Miss Hú stayed seven days.) | Hú Xiǎojiě zhùle qītiān le.
(Miss Hú has stayed seven days.) |

I. Transformation Drill

Respond by adding xiǎng zhù, zhùle, or zhùle + duration phrase + le to each statement, according to the cue.

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā zhù yītiān.
(cue) hái méi lái
(He/she is staying one day.) | <u>You</u> : Tā xiǎng zhù yītiān.
(He/she is planning on staying one day.) |
| OR | Tā zhùle yītiān.
(He/she stayed one day.) |
| OR | Tā zhùle yītiān le.
(He/she has stayed one day.) |
| 2. Tā zhù liǎngge xīngqī.
yǐjīng zǒu le
(He/she is staying two weeks.) | Tā zhùle liǎngge xīngqī.
(He/she stayed two weeks.) |
| 3. Tā zhù sāntiān. hái méi lái
(He/she is staying three days.) | Tā xiǎng zhù sāntiān.
(He/she is planning on staying three days.) |
| 4. Tā zhù yìnián. hái zài zhèr
(He/she is staying one year.) | Tā zhùle yìnián le.
(He/she has stayed one year.) |

5. Tā zhù wǔge xīngqī.
yǐjīng zǒu le
(He/she is staying five weeks.)

Tā zhùle wǔge xīngqī.
(He/she stayed five weeks.)

J. Transformation Drill

1. Speaker: Tā Xīngqīyī lái,
Xīngqīsān zǒu.
(He/she is coming on
Monday, leaving on
Wednesday.)

You: Tā xiǎng zhù liǎngtiān.
(He/she is planning on staying
two days.)

2. Tā yíyüè lái, Sìyüè zǒu.

Tā xiǎng zhù sānge yuè.

3. Tā Wǔyüè lái, Qīyüè zǒu.

Tā xiǎng zhù liǎngge yuè.

4. Tā yíhào lái, liùhào zǒu.

Tā xiǎng zhù wǔtiān.

5. Tā Liùyüè lái, Shíyüè zǒu.

Tā xiǎng zhù sìge yuè.

6. Tā Yījiǔqīliùnián lái,
Yījiǔqībānián zǒu.

Tā xiǎng zhù liǎngnián.

7. Tā Xīngqīwǔ lái, xiàge Xīngqīyī
zǒu.

Tā xiǎng zhù sāntiān.

K. Transformation Drill

1. Speaker: Tā shì èrhào lái,
sìhào zǒude.
(He/she came on the
second, left on the
fourth.)

You: Tā zhùle liǎngtiān.
(He/she stayed two days.)

2. Tā shì Yījiǔqīyīnián lái,
Yījiǔqīsìnián zǒude.

Tā zhùle sānnián.

3. Tā shì Sānyüè lái, Wǔyüè zǒude.

Tā zhùle liǎngge yuè.

4. Tā shì Xīngqīèr lái, Xīngqīliù
zǒude.

Tā zhùle sítīān.

5. Tā shì Jīhào lái, Shíyīhào
zǒude.

Tā zhùle liǎngtiān.

- | | |
|--|------------------|
| 6. Tā shì zuótiān lái de, jīntiān zǒu de. | Tā zhùle yìtiān. |
| 7. Tā shì shàngge yuè sānshiyíhào lái de, zhèige yuè wǔhào zǒu de. | Tā zhùle wǔtiān. |

L. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā míngtiān bù lái.
(cue) zuótiān
(He/she isn't coming tomorrow.) | <u>You</u> : Tā zuótiān méi lái.
(He/she didn't come yesterday.) |
| 2. Tā hòutiān bù zǒu. qiántiān | Tā qiántiān méi zǒu. |
| 3. Tā míngnián bù lái. qùnián | Tā qùnián méi lái. |
| 4. Tā xiàngge yuè bù zǒu.
shàngge yuè | Tā shàngge yuè méi zǒu. |
| 5. Tā xiàngge xīngqī bù lái.
shàngge xīngqī | Tā shàngge xīngqī méi lái. |
| 6. Tā hòunián bù lái. qiánnián | Tā qiánnián méi lái. |
| 7. Tā jīntiān bù zǒu. jīntiān | Tā jīntiān méi zǒu. |

M. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā lái le ma?
(Did he/she come?) | <u>You</u> : Tā lái guo ma?
(Has he/she ever been here?) |
| 2. Tā àiren lái le ma? | Tā àiren lái guo ma? |
| 3. Tā mǔqin lái le ma? | Tā mǔqin lái guo ma? |
| 4. Hú Tóngzhì lái le ma? | Hú Tóngzhì lái guo ma? |
| 5. Tā dìdi lái le ma? | Tā dìdi lái guo ma? |
| 6. Wáng Dànián lái le ma? | Wáng Dànián lái guo ma? |
| 7. Zhào Tóngzhì lái le ma? | Zhào Tóngzhì lái guo ma? |

N. Response Drill

Give a negative response to each question.

- | | |
|--|--|
| 1. <u>Speaker</u> : Wáng Xiǎojiě lái le ma?
(Did Miss Wáng come?) | <u>You</u> : Wáng Xiǎojiě méi lái.
(Miss Wáng didn't come.) |
| 2. Lín Xiānsheng lái le ma? | Lín Xiānsheng méi lái. |
| 3. Liú Tàitai lái le ma? | Liú Tàitai méi lái. |
| 4. Tā lái le ma? | Tā méi lái. |
| 5. Huáng Xiānsheng lái le ma? | Huáng Xiānsheng méi lái. |
| 6. Chén Xiǎojiě lái le ma? | Chén Xiǎojiě méi lái. |
| 7. Sūn Tàitai lái le ma? | Sūn Tàitai méi lái. |

O. Response Drill

Give a negative response to each question.

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā lái guo ma?
(Has he/she ever been here?) | <u>You</u> : Tā méi lái guo.
(He/she has never been here.) |
| 2. Tā àiren lái guo ma? | Tā àiren méi lái guo. |
| 3. Tā nánháizi lái guo ma? | Tā nánháizi méi lái guo. |
| 4. Tāmen háizi dōu lái guo ma? | Tāmen háizi dōu méi lái guo. |
| 5. Tā dìdi lái guo ma? | Tā dìdi méi lái guo. |
| 6. Tā jiějie lái guo ma? | Tā jiějie méi lái guo. |
| 7. Tā mǔqin lái guo ma? | Tā mǔqin méi lái guo. |

UNIT 7

INTRODUCTION

Topics Covered in This Unit

1. Where someone works.
2. Where and what someone has studied.
3. What languages someone can speak.
4. Auxiliary verbs.
5. General objects.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 7D-1 tape.

REFERENCE LIST

(in Taipei)

- | | |
|--|--|
| 1. A: Nín zài nàli gōngzuò? | Where do you work? |
| B: Wǒ zài Měiguó Guówùyüàn gōngzuò. | I work with the State Department. |
| 2. A: Nín zài nàli gōngzuò? | Where do you work? |
| B: Wǒ shì xuésheng. | I'm a student. |
| 3. A: Nín lái zuò shénme? | What did you come here to do? |
| B: Wǒ lái niàn shū. | I came here to study. |
| 4. A: Òu, wǒ yě shì xuésheng. | Oh, I'm a student too. |
| B: Qǐngwèn, nǐ niàn shénme? | May I ask, what are you studying? |
| A: Wǒ niàn lìshǐ. | I'm studying history. |
| 5. A: Kē Xiānsheng, nǐ niàn shénme? | What are you studying, Mr. Cook? |
| B: Wǒ zài zhèlǐ xué Zhōngwén. | I'm studying Chinese here. |
| 6. B: Qǐngwèn, nǐ xuéguo Yīngwén ma? | May I ask, have you ever studied English? |
| A: Xuéguo. | Yes. |
| 7. B: Qǐngwèn, nǐ huì shuō Yīngwén ma? | May I ask, can you speak English? |
| A: Wǒ huì shuō yìdiǎn. | I can speak a little. |
| 8. A: Nǐ tàitai yě huì shuō Zhōngguó huà ma? | Can your wife speak Chinese too? |
| B: Bú huì, tā bú huì shuō. | No, she can't. |
| 9. A: Nǐde Zhōngguó huà hěn hǎo. | Your Chinese is very good. |
| B: Nàli, nàli. Wǒ jiù huì shuō yìdiǎn. | Not at all, not at all. I can speak only a little. |
| 10. A: Nǐ shì zài nàli xuéde? | Where did you study it? |
| B: Wǒ shì zài Huáshèngdùn xuéde. | I studied it in Washington. |
| 11. B: Nǐ shì zài dàxué xuéde Yīngwén ma? | Did you study English at college? |
| A: Shìde, wǒ shì zài Táiwān Dàxué xuéde Yīngwén. | Yes, I studied English at Taiwan University. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------------|--------------------------|
| 12. jīngjixüé | economics |
| 13. Rìwén | Japanese language |
| 14. wénxüé | literature |
| 15. zhèngzhixüé | political science |
| 16. nán | to be difficult |
| 17. róngyi | to be easy |
| 18. xüéxí (xüéxi) | to study, to learn (PRC) |

VOCABULARY

dàxué	university
huà	language, words
Huáshèngdùn	Washington
huì	to know how to, can
jīngjìxué	economics
lìshǐ	history
Měiguó Guówùyüàn	U.S. Department of State
nán	to be difficult
niàn (shū)	to study
Rìwén	Japanese language
róngyì	to be easy
shuō (huà)	to speak, to talk
wénxué	literature
xué	to study
xuéshēng (xuésheng)	student
xuéxí (xuéxi)	to study, to learn (PRC)
yìdiǎn	a little
Yīngwén	English
zhèngzhìxué	political science
Zhōngwén	Chinese
zuò	to do

(introduced on C-2 and P-2 tapes)

shénme dìfang	where, what place
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REFERENCE NOTES

1. A: Nín zài nǎli gōngzuò? Where do you work?
B: Wǒ zài Měiguó Guówùyüàn I work with the State Department.
 gōngzuò.
2. A: Nín zài nǎli gōngzuò? Where do you work?
B: Wǒ shì xuésheng. I'm a student.

Note on Nos. 1-2

Zài Měiguó Guówùyüàn gōngzuò means either "work at the State Department" (i.e., at main State in Washington, D.C.) or "work in the organization of the State Department" (no matter where assigned). Here the expression is translated loosely as "work with the State Department," meaning "in the organization."

3. A: Nín lái zuò shénme? What did you come here to do?
B: Wǒ lái niàn shū. I came here to study.
4. A: Òu, wǒ yě shì xuésheng. Oh, I'm a student too.
B: Qǐngwèn, nǐ niàn shénme? May I ask, what are you studying?
A: Wǒ niàn lìshǐ. I'm studying history.

Notes on Nos. 3-4

Purpose: When lái, "to come," is followed by another verb, the second verb expresses the purpose of the subject's coming. The "purpose of coming" may be emphasized by the shì...de construction, with the marker shì before the verb lái: Wǒ shì lái niàn shūde, "I came to study."

Niàn shū: Niàn by itself means "to read aloud." When followed by an object, the expression means "to study." Shū is "book(s)," but niàn shū simply means "to study." Shū is used as a general object, standing for whatever is being studied.

Niàn lìshǐ: When you are talking about studying a particular subject, niàn is followed by the name of that subject rather than by the general object shū.

To have the meaning "to study," niàn must be followed by either the general object shū or a specific object such as the name of a subject.

Verb types: Zuò, "to do," and niàn (shū), "to study," are action verbs. Both are made negative with bù when referring to actions not yet finished. Both may take completion le or its negative méi.

Tā bú niàn shū.	He doesn't study.
Tā méi niàn shū.	He didn't study.
Tā yǐjīng niàn shū le.	He has already studied.

- | | |
|--------------------------------------|---|
| 5. A: Kē Xiānsheng, nǐ niàn shénme? | What are you studying, Mr. Cook? |
| B: Wǒ zài zhèlǐ xué Zhōngwén. | I'm studying Chinese here. |
| 6. B: Qǐngwèn, nǐ xuéguo Yīngwén ma? | May I ask, have you ever studied English? |
| A: Xuéguo. | Yes. |

Notes on Nos. 5-6

Xué, "to study" (an action verb): You will recognize xué from the word for "student," xuésheng. Xué may refer to acquiring either knowledge or a skill. For example, you can xué history, economics, a language, piano, and tennis. On the other hand, niàn is used for "study" in the sense of taking a course or courses in a field of knowledge. Niàn is not used for a skill.

In some contexts, the verb xué means "to learn." The following sentence may be interpreted two ways, depending on the situation.

Wǒ zài Měiguó yǐjīng xuéguo.	I learned it in America. (e.g., how to use chopsticks)
	OR I studied it in America. (e.g., the Chinese language)

Zhōngwén is used for either the Chinese spoken language or the written language, including literature. In general, use xué for "learning" to speak Chinese and niàn for "studying" Chinese literature.

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| 7. B: Qǐngwèn, nǐ huì shuō Yīngwén ma? | May I ask, can you speak English? |
| A: Wǒ huì shuō yìdiǎn. | I can speak a little. |
| 8. A: Nǐ tàitai yě huì shuō Zhōngguo huà ma? | Can your wife speak Chinese too? |
| B: Bú huì, tā bú huì shuō. | No, she can't. |

Notes on Nos. 7-8

Huì, "to know how to," "can," is an auxiliary verb. It is used before the main verb to express an attitude toward the action or to express the potential of action. Xiǎng, "to want to," "would like to," is also an auxiliary verb. "Should," "must," and "may" are other examples of auxiliary verbs. All auxiliary verbs in Chinese are state verbs, which means that bù is always used to make them negative. Auxiliary verbs never take the aspect marker le for completed action, regardless of whether you are talking about past, present, or future.

Tā qùnián bú huì shuō Yīngwén. He couldn't speak English last year.

When the marker le is used, it is the aspect marker for new situations.

Tā qùnián bú huì shuō Yīngwén, Last year he couldn't speak English,
xiànzài huì le. but now he can.

Wǒ huì shuō yìdiǎn, "I can speak a little": The word yìdiǎn, literally "a dot," functions as a noun. It is used in a sentence to mean "a little bit" where a noun object, such as Yīngwén, "English," might be used. Yìdiǎn may not be used directly after an auxiliary verb, which must be followed by another verb.

Shuō, "to speak," "to talk," is another example of a verb which must always have an object.* Shuō must be followed by either

- (1) the general object huà, "words," in which case the meaning of shuō huà is simply "to speak," "to talk," as in Tā hái méi shuō huà, "He hasn't yet spoken"

OR

- (2) a specific object such as the name of a language.

Bú huì: The short yes/no answer to a question containing the auxiliary verb huì is formed with huì rather than with the main verb.

Zhōngguó huà: This expression refers only to the spoken language, in contrast to Zhōngwén, which refers to both the spoken and written language.

9. A: Nǐde Zhōngguó huà hěn hǎo.
B: Nǎli, nǎli. Wǒ jiù huì
shuō yìdiǎn.

Your Chinese is very good.
Not at all, not at all. I can
speak only a little.

*See also the note on niàn shū, under exchange 3.

Notes on No. 9

Literally, náli means "where." As a reply to a compliment, we have translated náli as "not at all." In China, it has traditionally been considered proper and a matter of course to deny any compliment received, no matter how much truth there is to it. Many people still regard xièxie, "thank you," as an immodest reply to a compliment, since that would amount to agreeing that the compliment was completely correct.

Jiù, "only": As was noted in Unit 3, notes on Nos. 8-9, jiù meaning "only" is not as widely understood as zhǐ. The last sentence in exchange 9 could just as well be Wǒ zhǐ huì shuō yīdiǎn.

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|-----|---|---|
| 10. | A: Nǐ shì zài nǎlǐ xuéde?
B: Wǒ shì zài Huáshèngdùn xuéde. | Where did you study it?
I studied it in Washington. |
| 11. | B: Nǐ shì zài dàxué xuéde Yīngwén ma?
A: Shìde, wǒ shì zài Táiwān Dàxué xuéde Yīngwén. | Did you study English at college?
Yes, I studied English at Taiwan University. |

Note on Nos. 10-11

In the Peking dialect of Standard Chinese, which is the model for grammatical patterns presented in this course, the -de of a shi...de construction comes between the verb and its object. The object, therefore, is outside the shi...de construction. Compare "I studied here" with "I studied English here":

Wǒ	<u>shì</u>	zài zhèr	xué	-de.	
Wǒ	<u>shì</u>	zài zhèr	xué	-de	Yīngwén.

However, you may hear some Standard Chinese speakers who place the object inside the shi...de construction.

DRILLS

A. Response Drill

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|--|--|
| <p>1. <u>Speaker</u>: Tā zài nǎli gōngzuò?
(cue) Guówùyüàn
(Where does he/she work?)</p> | <p><u>You</u>: Tā zài Guówùyüàn gōngzuò.
(He/she works with the State
Department.)</p> |
| <p>2. Tā zài nǎli gōngzuò?
yóuzhèngjú
(Where does he/she work?)</p> | <p>Tā zài yóuzhèngjú gōngzuò.
(He/she works at the post office.)</p> |
| <p>3. Tā zài nǎli gōngzuò? yínháng
(Where does he/she work?)</p> | <p>Tā zài yínháng gōngzuò.
(He/she works at a bank.)</p> |
| <p>4. Tā zài nǎli gōngzuò?
Wǔguānchù
(Where does he/she work?)</p> | <p>Tā zài Wǔguānchù gōngzuò.
(He/she works at the defense
attache's office.)</p> |
| <p>5. Tā zài nǎli gōngzuò?
Guóbīn Dàfàndiàn
(Where does he/she work?)</p> | <p>Tā zài Guóbīn Dàfàndiàn gōngzuò.
(He/she works at the Ambassador
Hotel.)</p> |
| <p>6. Tā zài nǎli gōngzuò?
Běijīng Fàndiàn
(Where does he/she work?)</p> | <p>Tā zài Běijīng Fàndiàn gōngzuò.
(He/she works at the Běijīng
Hotel.)</p> |
| <p>7. Tā zài nǎli gōngzuò?
Mínzú Fàndiàn
(Where does he/she work?)</p> | <p>Tā zài Mínzú Fàndiàn gōngzuò.
(He/she works at the Nationalities
Hotel.)</p> |

B. Expansion Drill

- | | |
|--|--|
| <p>1. <u>Speaker</u>: Tā shì xüesheng, tā xüé
Zhōngwén.
(cue) zhèli
(He/she is a student;
he/she studies Chinese.)</p> | <p><u>You</u>: Tā shì xüesheng, tā zài zhèli
xüé Zhōngwén.
(He/she is a student; he/she
studies Chinese here.)</p> |
| <p>2. Tā shì xüesheng, tā xüé Zhōngguo
huà. nǎli</p> | <p>Tā shì xüesheng, tā zài nǎli xüé
Zhōngguo huà.</p> |
| <p>3. Tā shì xüesheng, tā niàn shénme?
zhèli</p> | <p>Tā shì xüesheng, tā zài zhèli niàn
shénme?</p> |

- | | |
|--|---|
| 4. Tā shì xüesheng, tā niàn lìshǐ.
náli? | Tā shì xüesheng, tā zài náli niàn
lìshǐ? |
| 5. Tā shì xüesheng, tā niàn wénxüé.
zhèli | Tā shì xüesheng, tā zài zhèli niàn
wénxüé. |
| 6. Tā shì xüesheng, tā xüé Fàwén.
nàli | Tā shì xüesheng, tā zài nàli xüé
Fàwén. |
| 7. Tā shì xüesheng, tā xüé shénme?
zhèli | Tā shì xüesheng, tā zài zhèli xüé
shénme? |

C. Response Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Qǐngwèn, tā niàn shénme?
(cue) jǐngjixüé
(May I ask, what is he/
she studying?) | <u>You</u> : Tā niàn jǐngjixüé.
(He/she is studying
economics.) |
| 2. Qǐngwèn, Wáng Dànián niàn shénme?
wénxüé
(May I ask, what is Wáng Dànián
studying?) | Tā niàn wénxüé.
(He is studying literature.) |
| 3. Qǐngwèn, Fāng Xiǎojiě niàn
shénme? Zhōngguo wénxüé
(May I ask, what is Miss Fāng
studying?) | Tā niàn Zhōngguo wénxüé.
(She is studying Chinese literature.) |
| 4. Qǐngwèn, tā mèimei niàn shénme?
zhèngzhixüé
(May I ask, what is his/her
younger sister studying?) | Tā niàn zhèngzhixüé.
(She is studying political science.) |
| 5. Qǐngwèn, tā àiren niàn shénme?
lìshǐ
(May I ask, what is his/her
spouse studying?) | Tā niàn lìshǐ.
(He/she is studying history.) |
| 6. Qǐngwèn, Sūn Huìrán niàn shénme?
Zhōngguo lìshǐ
(May I ask, what is Sūn Huìrán
studying?) | Tā niàn Zhōngguo lìshǐ.
(She is studying Chinese history.) |
| 7. Tā nánháizi niàn shénme?
jǐngjixüé
(What is his/her son studying?) | Tā niàn jǐngjixüé.
(He is studying economics.) |

D. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Wáng Xiānsheng niàn lǐshǐ.
(Mr. Wáng is studying history.) | <u>You</u> : Wáng Xiānsheng lái niàn lǐshǐ.
(Mr. Wáng is coming to study history.) |
| 2. Mǎ Xiānsheng niàn wénxué. | Mǎ Xiānsheng lái niàn wénxué. |
| 3. Zhāng Xiānsheng niàn jīngjìxué. | Zhāng Xiānsheng lái niàn jīngjìxué. |
| 4. Lǐ Xiānsheng niàn Rìwén. | Lǐ Xiānsheng lái niàn Rìwén. |
| 5. Tā niàn lǐshǐ. | Tā lái niàn lǐshǐ. |
| 6. Hú Xiānsheng niàn Yīngwén. | Hú Xiānsheng lái niàn Yīngwén. |
| 7. Chén Xiānsheng niàn Fàwén. | Chén Xiānsheng lái niàn Fàwén. |

E. Response Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Sūn Tóngzhì lái zuò shénme?
(cue) gōngzuò
(What did Comrade Sūn come to do?) | <u>You</u> : Tā lái gōngzuò.
(He/she is coming to work.) |
| 2. Mǎ Tóngzhì lái zuò shénme?
niàn shū | Tā lái niàn shū. |
| 3. Chén Tóngzhì lái zuò shénme?
xué Rìwén | Tā lái xué Rìwén. |
| 4. Tā lái zuò shénme? niàn lǐshǐ | Tā lái niàn lǐshǐ. |
| 5. Huáng Xiānsheng lái zuò shénme?
niàn zhèngzhìxué | Tā lái niàn zhèngzhìxué. |
| 6. Qián Tóngzhì lái zuò shénme?
xué Yīngwén | Tā lái xué Yīngwén. |
| 7. Tā lái zuò shénme? gōngzuò | Tā lái gōngzuò. |

F. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Qǐngwèn, tā lái niàn shū ma?
(May I ask, did he/she come to study?)* | <u>You</u> : Duì le, tā lái niàn shū.
(That's right, he/she came to study.) |
| 2. Qǐngwèn, tā lái niàn Zhōngwén ma? | Duì le, tā lái niàn Zhōngwén. |
| 3. Qǐngwèn, tā lái niàn jīngjìxué ma? | Duì le, tā lái niàn jīngjìxué. |
| 4. Qǐngwèn, tā mèimei lái niàn Yīngwén ma? | Duì le, tā lái niàn Yīngwén. |
| 5. Qǐngwèn, Chén Xiānsheng lái niàn zhèngzhìxué ma? | Duì le, tā lái niàn zhèngzhìxué. |
| 6. Qǐngwèn, Wáng Xiānsheng lái xué Fàwén ma? | Duì le, tā lái xué Fàwén. |
| 7. Qǐngwèn, Zhāng Xiǎojiě lái xué Rìwén ma? | Duì le, tā lái xué Rìwén. |

*All these sentences could be translated with "is coming" instead of "did come."

G. Response Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā shì zài dàxué xuéde Zhōngwén ma?
(Did he/she study Chinese in college?) | <u>You</u> : Shìde, tā shì zài dàxué xuéde Zhōngwén.
(Yes, he/she studied Chinese in college.) |
| 2. Tā shì zài Měiguó xuéde Zhōngwén ma? | Shìde, tā shì zài Měiguó xuéde Zhōngwén. |
| 3. Tā shì zài Táiwān Dàxué niànde Yīngwén ma? | Shìde, tā shì zài Táiwān Dàxué niànde Yīngwén. |
| 4. Tā shì zài Měiguó niànde lìshǐ ma? | Shìde, tā shì zài Měiguó niànde lìshǐ. |
| 5. Tā shì zài Jiāzhōu niànde zhèngzhìxué ma? | Shìde, tā shì zài Jiāzhōu niànde zhèngzhìxué. |

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|---|--|
| 6. Tā shì zài Zhōngguó niǎnde Zhōngguó wénxué ma? | Shìde, tā shì zài Zhōngguó niǎnde Zhōngguó wénxué. |
| 7. Tā shì zài Huáshèngdùn niǎnde jīngjìxué ma? | Shìde, tā shì zài Huáshèngdùn niǎnde jīngjìxué. |

H. Response Drill

Give negative responses to all the questions, and complete your answers according to the cues.

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā shì zài Zhōngguó xuéde Zhōngguó huà ma?
(cue) Měiguó
(Did he/she study Chinese in China?) | <u>You</u> : Bú shì, tā shì zài Měiguó xuéde Zhōngguó huà.
(No, he/she studied Chinese in America.) |
| 2. Tā shì zài Měiguó niǎnde Fàwén ma? Jiānádà | Bú shì, tā shì zài Jiānádà niǎnde Fàwén. |
| 3. Tā shì zài Táiwān Dàxué niǎnde zhèngzhìxué ma? Měiguó Dàxué | Bú shì, tā shì zài Měiguó Dàxué niǎnde zhèngzhìxué. |
| 4. Tā shì zài Yīngguó niǎnde Yīngguó wénxué ma? Měiguó Dàxué | Bú shì, tā shì zài Měiguó Dàxué niǎnde Yīngguó wénxué. |
| 5. Tā shì zài Jiāzhōu niǎnde jīngjìxué ma? Táiwān Dàxué | Bú shì, tā shì zài Táiwān Dàxué niǎnde jīngjìxué. |
| 6. Tā shì zài Zhōngguó niǎnde Zhōngguó lìshǐ ma? Jiāzhōu Dàxué | Bú shì, tā shì zài Jiāzhōu Dàxué niǎnde Zhōngguó lìshǐ. |
| 7. Tā shì zài Jiānádà niǎnde Zhōngwén ma? Táiwān | Bú shì, tā shì zài Táiwān niǎnde Zhōngwén. |

I. Response Drill

Give a negative or an affirmative response to each question, according to the cues.

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā shì zài Huáshèngdùn xuéde Zhōngguó huà ma?
(cue) Huáshèngdùn
(Did he/she study Chinese in Washington?) | <u>You</u> : Shìde, tā shì zài Huáshèngdùn xuéde Zhōngguó huà.
(Yes, he/she studied Chinese in Washington.) |
|---|--|

K. Combination Drill

1. Speaker: Wǒ xué Zhōngwén.
(cue) Rìwén
(I'm studying Chinese.)

OR Wǒ xué Zhōngwén.
(cue) tā
(I'm studying Chinese.)

You: Wǒ xué Zhōngwén, wǒ yě xué
Rìwén.
(I'm studying Chinese, and I'm
studying Japanese too.)

Wǒ xué Zhōngwén, tā yě xué Zhōngwén.
(I'm studying Chinese; he/she is
studying Chinese too.)

2. Tā xué Fàwén. Déwén

Tā xué Fàwén, tā yě xué Déwén.

3. Wǒ xué Fàwén. tā

Wǒ xué Fàwén, tā yě xué Fàwén.

4. Wǒ xué zhèngzhixué. tā

Wǒ xué zhèngzhixué, tā yě xué
zhèngzhixué.

5. Wǒ xué zhèngzhixué. jīngjixué

Wǒ xué zhèngzhixué, wǒ yě xué
jīngjixué.

6. Wǒ xué wénxué. lìshǐ

Wǒ xué wénxué, wǒ yě xué lìshǐ.

L. Combination Drill

1. Speaker: Lín Xiānsheng zài
Huáshèngdùn. Tā
xuéguo Fàwén.
(Mr. Lín was in
Washington. He
studied French.)

You: Lín Xiānsheng zài Huáshèngdùn
xuéguo Fàwén.
(Mr. Lín studied French in
Washington.)

2. Huáng Xiǎojiě zài Měiguó. Tā
niànguo zhèngzhixué.
(Miss Huáng was in America.
She studied political science.)

Huáng Xiǎojiě zài Měiguó niànguo
zhèngzhixué.
(Miss Huáng studied political
science in America.)

3. Liú Tàitai zài Jiāzhōu Dàxué.
Tā niànguo jīngjixué.
(Mrs. Liú was at the University
of California. She studied
economics.)

Liú Tàitai zài Jiāzhōu Dàxué
niànguo jīngjixué.
(Mrs. Liú studied economics at the
University of California.)

4. Sòng Xiānsheng zài Měiguó. Tā
niànguo lìshǐ.
(Mr. Sòng was in America. He
studied history.)

Sòng Xiānsheng zài Měiguó niànguo
lìshǐ.
(Mr. Sòng studied history in
America.)

- | | |
|---|---|
| 5. Tā zài Běijīng. Tā xuéguo Zhōngwén.
(He/she was in Běijīng. He/she studied Chinese.) | Tā zài Běijīng xuéguo Zhōngwén.
(He/she studied Chinese in Běijīng.) |
| 6. Sūn Xiǎojiě zài Jiānádà. Tā niànguo Yīngguo wénxué.
(Miss Sūn was in Canada. She studied English literature.) | Sūn Xiǎojiě zài Jiānádà niànguo Yīngguo wénxué.
(Miss Sūn studied English literature in Canada.) |
| 7. Tā zài Zhōngguo. Tā niànguo Zhōngguo wénxué.
(He/she was in China. He/she studied Chinese literature.) | Tā zài Zhōngguo niànguo Zhōngguo wénxué.
(He/she studied Chinese literature in China.) |

M. Response Drill

Give an affirmative or a negative response to each question, according to the cues.

- | | |
|---|---|
| 1. <u>Speaker</u> : Nǐ huì shuō Yīngwén ma?
(cue) xuéguo
(Can you speak English?) | <u>You</u> : Wǒ huì shuō yìdiǎn.
(I can speak a little.) |
| OR Nǐ huì shuō Yīngwén ma?
(cue) méi xuéguo
(Can you speak English?) | Wǒ bú huì shuō.
(I can't speak it.) |
| 2. Nǐ huì shuō Zhōngwén ma?
xuéguo | Wǒ huì shuō yìdiǎn. |
| 3. Tā huì shuō Déwén ma?
méi xuéguo | Tā bú huì shuō. |
| 4. Nǐ huì shuō Rìwén ma? xuéguo | Wǒ huì shuō yìdiǎn. |
| 5. Tā huì shuō Yīngguo huà ma?
xuéguo | Tā huì shuō yìdiǎn. |
| 6. Nǐ huì shuō Fàwén ma?
méi xuéguo | Wǒ bú huì shuō. |

N. Response Drill

Give an affirmative or a negative response to each question, according to the cues.

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā huì shuō Zhōngguo huà ma?
(cue) xǔéguo
(Can he/she speak Chinese?) | <u>You</u> : Huì, tā huì shuō Zhōngguo huà.
(Yes, he/she can speak Chinese.) |
| OR | |
| Tā huì shuō Zhōngguo huà ma?
(cue) méi xǔéguo
(Can he/she speak Chinese?) | Bú huì, tā bú huì shuō Zhōngguo huà.
(No, he/she can't speak Chinese.) |
| 2. Tā àiren huì shuō Fàwén ma?
xǔéguo | Huì, tā àiren huì shuō Fàwén. |
| 3. Tā fùqin huì shuō Rìwén ma?
méi xǔéguo | Bú huì, tā fùqin bú huì shuō Rìwén. |
| 4. Lǐ Tóngzhì huì shuō Déwén ma?
méi xǔéguo | Bú huì, Lǐ Tóngzhì bú huì shuō Déwén. |
| 5. Wáng Tóngzhì huì shuō Yīngwén ma?
xǔéguo | Huì, Wáng Tóngzhì huì shuō Yīngwén. |
| 6. Chén Tóngzhì huì shuō Fàwén ma?
xǔéguo | Huì, Chén Tóngzhì huì shuō Fàwén. |

UNIT 8

INTRODUCTION

Topics Covered in This Unit

1. More on duration phrases.
2. The marker le for new situations in negative sentences.
3. Military titles and branches of service.
4. The marker ne.
5. Process verbs.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 8D-1 tape.

REFERENCE LIST

(in Taipei)

- | | |
|--|--|
| 1. B: Nǐ jīntiān hái yǒu kè ma?
A: Méiyǒu kè le. | Do you have any more classes today?
I don't have any more classes. |
| 2. A: Nǐ cóngqián niàn Yīngwén niǎnle duō jiǔ?
B: Wǒ niàn Yīngwén niǎnle liùnián. | How long did you study English?
I studied English for six years. |
| 3. A: Nǐ xiànzài niàn shénme ne?
B: Wǒ niàn Fàwén ne. | What are you studying now?
I'm studying French. |
| 4. A: Nǐ niàn Fàwén niǎnle duō jiǔ le?
B: Wǒ niǎnle yìnián le. | How long have you been studying French?
I've been studying it for one year. |
| 5. B: Nǐ huì xiě Zhōngguó zì ma?
A: Huì yìdiǎn. | Can you write Chinese characters?
I can a little. |
| 6. A: Qùnián wǒ hái bú huì xiě.
A: Xiànzài wǒ huì xiě yìdiǎn le. | Last year I couldn't write them.
Now I can write a little. |
| 7. A: Nǐ fùqin shì jūnrén ma?
B: Shì, tā shì hǎijūn jūnguān. | Is your father a military man?
Yes, he's a naval officer. |
| 8. B: Wǒ jīntiān bù lái le.
B: Wǒ bìng le. | I'm not coming today.
I'm sick. |
| 9. A: Jīntiān hǎo le méiyǒu?
B: Jīntiān hǎo le. | Are you better today? (Are you recovered?)
Today I'm better. |

ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

- | | |
|-------------|-----------------|
| 10. kōngjūn | air force |
| 11. lùjūn | army |
| 12. shìbīng | enlisted man |
| 13. zuò shì | to work |
| 14. Déwén | German language |

VOCABULARY

bìng	to become ill
Déwén	German language
Fàwén (Fǎwén)	French language
hǎijūn	navy
jūnguān	military officer
jūnrén	military person
kè	class
kōngjūn	air force
lùjūn	army
shìbīng	enlisted man
xiě	to write
zì	character
zuò shì	to work

REFERENCE NOTES

1. B: Nǐ jīntiān hái yǒu kè ma? Do you have any more classes today?
 A: Méiyǒu kè le. I don't have any more classes.

Notes on No. 1

Hái, "additionally," "also": You have already learned the word hái used as an adverb meaning "still." In this exchange you learn a second way to use hái.

- Nǐ hái xiǎng zǒu ma? Do you still want to leave?
 Nǐ hái yào xué shénme? What else do you want to study?

Méiyǒu...le: You will remember that in the negative of a completed action, méi or méiyǒu replaces the completion marker le--is never used together with it.

Tā		lái	le.	(He came)
Tā	méi(you)	lái.		(He did not come)

In the sentence Méiyǒu kè le, le is a new-situation marker, and méiyǒu is simply the negative of the full verb yǒu. (Remember that the verb yǒu is always made negative with mei, never with bù.)

Tā		yǒu kè	le.	(Now he has class. [Due to a change in the schedule, he now has class at this time.])
Tā	méi-	yǒu kè	le.	(He doesn't have any more classes.)

Bù...le/méiyǒu...le: When the marker le for new situations is used with a negative verb, there are two possible meanings: one is that something that was supposed to happen is now not going to happen; the other is that something that was happening is not happening anymore. Thus the following sentence is ambiguous:

- Tā bù lái le. He is not coming now. [Either he was expected to come but changed his mind, or he used to come at this time but now has stopped.]

In the context of a conversation, the meaning of the sentence would become clear. Here are more examples with the "anymore" meaning:

Tā bú niàn shū le.	He is not going to study anymore. [He will no longer attend college.]
Tā bú shì wǒde péngyou le.	He is not my friend anymore.
Méiyǒu le.	There is no more.

2. A: Nǐ cóngqián niàn Yīngwén niǎnle duō jiǔ? How long did you study English?
B: Wǒ niàn Yīngwén niǎnle liùnián. I studied English for six years.

Note on No. 2

More on duration: In Unit 6 of this module, you learned to express duration in a sentence with no object (Wǒ zài Xiānggǎng zhùle liùge yuè le). In this unit, you learn one way to express the duration of an activity which involves using both a verb and an object (e.g., "studying economics"). In such cases, the verb appears twice in the sentence: first when the object is stated, and again when the duration is stated.

Tā niàn jīngjixué, niǎnle yīnián.	He studied economics for one year.
Tā xué Zhōngguó huà, xuéle sānge yuè le.	He has been studying Chinese for three months.

Notice that aspect markers do not occur after the first verb in each sentence, but only after the second verb and at the end of the second sentence.

3. A: Nǐ xiànzài niàn shénme ne? What are you studying now?
B: Wǒ niàn Fǎwén ne. I'm studying French.

Note on No. 3

Ne is an aspect marker used to emphasize the fact that something is in progress. With action verbs, ne indicates that the action is going on. With state verbs, ne shows that the state exists. With some process verbs, ne indicates that the process is going on. Ne may not be used with certain process verbs. (See also notes on No. 8, about verbs.)

4. A: Nǐ niàn Fàwén niànle duō
jiǔ le? How long have you been studying
French?
B: Wǒ niànle yìnián le. I've been studying it for one year.
5. B: Nǐ huì xiě Zhōngguó zì ma? Can you write Chinese characters?
A: Huì yìdiǎn. I can a little.

Notes on Nos. 4-5

Xiě Zhōngguó zì: The verb xiě, "to write," can occur with specific objects, such as Zhōngguó zì, as well as with the general object zì. The combination xiě zì can mean either "to write characters" or simply "to write."

Tā xiǎng xué xiě Zhōngguó zì. He wants to learn to write Chinese characters.

Xiǎo dìdì sìsuì le, yǐjīng huì xiě zì le. Little younger brother is four years old and already can write.

In the reply Huì yìdiǎn, huì is used as a main verb--not as an auxiliary verb, as in the question. As a main verb, huì means "to have the skill of," "to have the knowledge of," "to know."

Wǒ huì Yīngwén. I know English.

6. A: Qùnián wǒ hái bú huì xiě. Last year I couldn't write them.
A: Xiānzài wǒ huì xiě yìdiǎn le. Now I can write a little.

Notes on No. 6

Qùnián wǒ hái bú huì xiě: Notice that here it is the auxiliary verb huì, not the verb xiě, that is made negative. Auxiliary verbs such as huì and xiǎng are STATE verbs and so are made negative with the prefix bù, regardless of whether the context is past, present, or future.

Xiānzài wǒ huì xiě yìdiǎn le: The marker used is le for new situations. It is always placed at the end of a sentence.

The time word xiānzài comes at the beginning of the sentence here. Most time words of more than one syllable may come either before or after the subject, but in either case before the verb.

7. A: Nǐ fùqin shì jūnrén ma? Is your father a military man?
 B: Shì, tā shì hǎijūn jūnguān. Yes, he's a naval officer.
8. B: Wǒ jīntiān bù lái le. I'm not coming today.
 B: Wǒ bìng le. I'm sick.

Notes on Nos. 7-8

The verb bìng, "to get sick," "to become ill," is a process verb; that is, the activity described includes some changes in the situation. Process verbs tell of an action which has caused a change from one state to another, as from whole to broken ("to break") and from frozen to melted ("to melt"). Bìng is typical of process verbs: not only is an action described (coming down with an illness) but also a resulting state (being ill). Because of this typical combination, process verbs are sometimes thought of as combining the semantic characteristics of action and state verbs.

One of the main purposes of talking about verbs in terms of action, state, and process is to draw attention to the fact that the Chinese way of expressing something may not correspond to the English. For instance, "I am sick" in Chinese is Wǒ bìng le ("I have gotten sick"). For "I am not sick," you say Wǒ méi bìng ("I didn't get sick").

Process verbs are always made negative with méi, regardless of whether you are referring to past, present, or future.

Nǐ bìng le méiyóu? Are you sick?
 Méiyóu. Wǒ méi bìng. No. I'm not sick.

(State verbs are always made negative with bù.)

Another reason for putting verbs into categories according to the type of meaning is to discover how verbs behave in sentences. Knowing whether a verb is in the action, state, or process category, you will know what aspect markers and negatives may be used with that verb. In the following charts, a check mark means that this combination of verb and aspect occurs in the language.

ASPECT MARKERS

	<u>completion le</u>	<u>combined le</u>	<u>new-situation le</u>
<u>VERBS</u> ACTION	✓	✓	✓
STATE			✓
PROCESS	✓	✓	✓

Examples:*

ACTION	Tā zuótiān gōngzuò le.	He worked yesterday. (completion <u>le</u>)
	Tā yǐjīng lái le.	He has already come. (combined <u>le</u>)
	Gēge xiànzài niàn dàxué le.	Older brother goes to college now. (new-situation <u>le</u>)**
STATE	Tā xiànzài huì xiě zì le.	He can write now. (new-situation <u>le</u>)
PROCESS	Tā zuótiān bìng le.	He got sick yesterday. (completion <u>le</u>)
	Tā xiànzài bìng le.	He is sick. (combined <u>le</u>)
	Tā bìngle yíge yuè le.	He has been sick for one month now. (new-situation <u>le</u> and completion <u>le</u>)

		<u>VERBS</u>		
		ACTION	STATE	PROCESS
<u>NEGATION</u>	<u>bù</u>	✓	✓	
	<u>méi</u> (you)--negation of completion <u>le</u>	✓		✓
	<u>hái méi</u> --negation of combined <u>le</u>	✓		✓

Examples:

ACTION	Tā bú niàn shū.	He doesn't (isn't going to) study.
	Tā méi niàn shū.	He didn't study.
	Tā hái méi niàn shū.	He hasn't studied yet.
STATE	Tā qùnián bù xiǎng niàn shū.	Last year, she didn't want to study.

*Most of the time you can figure out from a verb's meaning the semantic category in which that verb belongs. However, process verbs may not be so predictable.

**In affirmative sentences containing action verbs, the marker le for new situations is used to describe a change in a general habit.

PROCESS Tā jīntiān méi bìng.
Tā hái méi hǎo.

He is not sick today.
He hasn't yet recovered.

Notice that only action verbs use the whole range of negatives to mark the negative of future or present action, completed action, or new situations. State verbs use the negative prefix bù even when referring to past states. Process verbs use the negative prefix méi even when referring to something in the present.

If you find a verb occurring with a negative or an aspect marker you had not expected, you might discuss with your teacher how the verb behaves in terms of these charts. You might discover that what you thought was a state verb is actually a process verb, or vice versa.

9. A: Jīntiān hǎo le méiyóu?
B: Jīntiān hǎo le.

Are you better today?
Today I'm better.

Notes on No. 9

Jīntiān hǎo le: Hǎo is one of many state verbs which can become process verbs. When such a verb becomes a process verb, it takes on a different meaning. While the state verb hǎo means "to be good" or "to be well," the process verb hǎo means "to get better," "to recover." Compare these sentences:

Tā hǎo.	He's in good health.
Tā zuótiān bìng le. Tā jīntiān yǐjīng hǎo le.	Yesterday he became sick. Today he is already recovered.

The difference between the state verb hǎo and the process verb hǎo is even more evident in negative sentences. State verbs, as you remember, are made negative only with bù. Process verbs are made negative only with méi or hái méi.

Tā bù hǎo.	He's not good. [He's not a good person.]
Tā hái méi hǎo.	He hasn't yet recovered. [He is still sick.]

It can be difficult to remember that bìng and hǎo, sometimes translated as "to be sick" and "to be better," are actually process verbs in Chinese, not state verbs. The English sentence "I am better (recovered)" translates as Wǒ hǎo le ("I have become well") and would be incorrect without the le.

Jīntiān hǎo le méiyǒu? Questions may be formed from statements containing completion le or combined le by adding méiyǒu at the end of the statements. You will learn more about forming questions in the first unit of the next module.

Tā lái le méiyǒu?

Did he come?

Nǐ hǎo le méiyǒu?

Are you recovered (from your illness)?



In a Taipei classroom
(courtesy of Thatcher Dean)

DRILLS

A. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā jīntiān hái yǒu kè ma?
(Does he have any more classes today?) | <u>You</u> : Tā méiyǒu kè le.
(He doesn't have any more classes.) |
| 2. Tā jīntiān hái lái ma? | Tā bù lái le. |
| 3. Tā xiànzài hái huì shuō Zhōngguó huà ma? | Tā bú huì shuō Zhōngguó huà le. |
| 4. Tā xiànzài hái yǒu Zhōngguó shū ma? | Tā méiyǒu Zhōngguó shū le. |
| 5. Tā hái niàn lìshǐ ma? | Tā bú niàn lìshǐ le. |
| 6. Tā xiànzài hái zài kōngjūn gōngzuò ma? | Tā bú zài kōngjūn gōngzuò le. |
| 7. Tā xiànzài hái xiǎng zǒu ma? | Tā bù xiǎng zǒu le. |

B. Expansion Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā cóngqián niàn lìshǐ.
(He formerly studied history.) | <u>You</u> : Tā cóngqián niàn lìshǐ,
xiànzài bú niàn le.
(He formerly studied history,
but now he doesn't anymore.) |
| 2. Tā cóngqián niàn shū. | Tā cóngqián niàn shū, xiànzài bú niàn le. |
| 3. Tā cóngqián zài lùjūn zuò shì. | Tā cóngqián zài lùjūn zuò shì,
xiànzài bú zài lùjūn zuò shì le. |
| 4. Tā cóngqián bú huì. | Tā cóngqián bú huì, xiànzài huì le. |
| 5. Tā cóngqián bù zhīdào. | Tā cóngqián bù zhīdào, xiànzài zhīdào le. |
| 6. Tāde Zhōngwén cóngqián bù hěn hǎo. | Tāde Zhōngwén cóngqián bù hěn hǎo,
xiànzài hěn hǎo le. |
| 7. Tā cóngqián huì shuō Fàguó huà. | Tā cóngqián huì shuō Fàguó huà,
xiànzài bú huì le. |

C. Transformation Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā niànguo zhèngzhixué.
(<u>cue</u>) duó jiǔ
(He has studied political science.) | <u>You</u> : Tā niàn zhèngzhixué, niànle duó jiǔ?
(How long did he study political science?) |
| 2. Tā niànguo jīngjixué. jǐnián | Tā niàn jīngjixué, niànle jǐnián? |
| 3. Tā niànguo Zhōngguo wénxué.
duó jiǔ | Tā niàn Zhōngguo wénxué, niànle duó jiǔ? |
| 4. Tā xuéguo Rìwén. jǐge yuè | Tā xué Rìwén, xuéle jǐge yuè? |
| 5. Tā zài kōngjūn zuòguo shì.
duó jiǔ | Tā zài kōngjūn zuò shì, zuòle duó jiǔ? |
| 6. Tā niànguo Zhōngguo lìshǐ.
duó jiǔ | Tā niàn Zhōngguo lìshǐ, niànle duó jiǔ? |
| 7. Tā niànguo Yīngguo wénxué.
jǐnián | Tā niàn Yīngguo wénxué, niànle jǐnián? |

D. Transformation Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā xiànzài niàn lìshǐ.
(<u>cue</u>) duó jiǔ
(He is studying history now.) | <u>You</u> : Tā niàn lìshǐ, niànle duó jiǔ le?
(How long has he been studying history?) |
| 2. Tā xiànzài xué Rìwén. jǐge yuè | Tā xué Rìwén, xuéle jǐge yuè le? |
| 3. Tā xiànzài niàn Yīngwén.
jǐge yuè | Tā niàn Yīngwén, niànle jǐge yuè le? |
| 4. Tā xiànzài zài hǎijūn zuò shì.
jǐnián | Tā zài hǎijūn zuò shì, zuòle jǐnián le? |
| 5. Tā xiànzài xué Zhōngguo huà.
duó jiǔ | Tā xué Zhōngguo huà, xuéle duó jiǔ le? |
| 6. Tā xiànzài zài lùjūn zuò shì.
jǐnián | Tā zài lùjūn zuò shì, zuòle jǐnián le? |
| 7. Tā xiànzài zài yínháng zuò shì.
jǐnián | Tā zài yínháng zuò shì, zuòle jǐnián le? |

E. Transformation Drill

- | | |
|---|---|
| <p>1. <u>Speaker</u>: Tā xiànzài hái niàn lìshǐ ne.
 lìshǐ ne.
 (cue) duó jiǔ
 (He is still studying
 history.)</p> | <p><u>You</u>: Tā niàn lìshǐ, hái xiǎng niàn
 duó jiǔ?
 (How much longer is he going
 to study history?)</p> |
| <p>2. Tā xiànzài hái niàn Zhōngguo wènxué ne. duó jiǔ</p> | <p>Tā niàn Zhōngguo wènxué, hái xiǎng niàn duó jiǔ?</p> |
| <p>3. Tā xiànzài hái xué Rìwén ne. jǐge yuè</p> | <p>Tā xué Rìwén, hái xiǎng xué jǐge yuè?</p> |
| <p>4. Tā xiànzài hái zài lùjūn zuò shì ne. duó jiǔ</p> | <p>Tā zài lùjūn zuò shì, hái xiǎng zuò duó jiǔ?</p> |
| <p>5. Tā xiànzài hái xué Zhōngguo huà ne. duó jiǔ</p> | <p>Tā xué Zhōngguo huà, hái xiǎng xué duó jiǔ?</p> |
| <p>6. Tā xiànzài hái niàn zhèngzhixué ne. duó jiǔ</p> | <p>Tā niàn zhèngzhixué, hái xiǎng niàn duó jiǔ?</p> |
| <p>7. Tā xiànzài hái niàn jīngjixué ne. duó jiǔ</p> | <p>Tā niàn jīngjixué, hái xiǎng niàn duó jiǔ?</p> |

F. Transformation Drill

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| <p>1. <u>Speaker</u>: Tā xiànzài niàn lìshǐ.
 (He is studying history
 now.)</p> <p>OR Tā niànguo lìshǐ.
 (He studied history.)</p> <p>OR Tā xiànzài hái niàn lìshǐ.
 (He is still studying
 history.)</p> | <p><u>You</u>: Tā niàn lìshǐ, niànle duó jiǔ
 le?
 (How long has he studied
 history?)</p> <p>Tā niàn lìshǐ, niànle duó jiǔ?
 (How long did he study history?)</p> <p>Tā niàn lìshǐ, hái xiǎng niàn
 duó jiǔ?
 (How long does he plan to study
 history?)</p> |
| <p>2. Tā xiànzài niàn Zhōngguo wènxué.</p> | <p>Tā niàn Zhōngguo wènxué, niànle duó
 jiǔ le?</p> |
| <p>3. Tā niànguo Zhōngguo wènxué.</p> | <p>Tā niàn Zhōngguo wènxué, niànle duó
 jiǔ?</p> |
| <p>4. Tā xiànzài hái niàn Rìwén.</p> | <p>Tā niàn Rìwén, hái xiǎng niàn duó
 jiǔ?</p> |

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| 5. Tā niànguo Rìwén. | Tā niàn Rìwén, niànle duó jiǔ? |
| 6. Tā xüéguo Yīngwén. | Tā xüé Yīngwén, xüele duó jiǔ? |
| 7. Tā xiànzài hái xüé Yīngwén. | Tā xüé Yīngwén, hái xiǎng xüé duó jiǔ? |
| 8. Tā xiànzài zài kōngjūn zuò shì. | Tā zài kōngjūn zuò shì, zuòle duó jiǔ le? |

G. Expansion Drill

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| 1. <u>Speaker</u> : Wǒ xiě zì le.
(I wrote.) | <u>You</u> : Wǒ xiě zì le, tā méi xiě zì.
(I wrote; he didn't write.) |
| 2. Wǒ dǒng le. | Wǒ dǒng le, tā méi dǒng. |
| 3. Wǒ lái le. | Wǒ lái le, tā méi lái. |
| 4. Wǒ zǒu le. | Wǒ zǒu le, tā méi zǒu. |
| 5. Wǒ zuò le. | Wǒ zuò le, tā méi zuò. |
| 6. Wǒ tīng le. | Wǒ tīng le, tā méi tīng. |
| 7. Wǒ xüé le. | Wǒ xüé le, tā méi xüé. |

H. Response Drill

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| 1. <u>Speaker</u> : Tā xiě le ma?
(Did he write?) | <u>You</u> : Tā hái méi xiě.
(He still hasn't written.) |
| 2. Tā lái le ma? | Tā hái méi lái. |
| 3. Tā hǎo le ma? | Tā hái méi hǎo. |
| 4. Tā dǒng le ma? | Tā hái méi dǒng. |
| 5. Tā zǒu le ma? | Tā hái méi zǒu. |
| 6. Tā tīng le ma? | Tā hái méi tīng. |
| 7. Tā xüé le ma? | Tā hái méi xüé. |

I. Response Drill

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| <p>1. <u>Speaker</u>: Tā cóngqián bú huì xiě Zhōngguó zì. Xiànzài ne?
(In the past he couldn't write Chinese characters. And now?)</p> | <p><u>You</u>: Tā hái bú huì xiě Zhōngguó zì.
(He still can't write Chinese characters.)</p> |
| <p>2. Tā cóngqián bù xiǎng xué Rìwén. Xiànzài ne?</p> | <p>Tā hái bù xiǎng xué Rìwén.</p> |
| <p>3. Tā cóngqián bú niàn lìshǐ. Xiànzài ne?</p> | <p>Tā hái bú niàn lìshǐ.</p> |
| <p>4. Tā cóngqián bù dǒng Fàwén. Xiànzài ne?</p> | <p>Tā hái bù dǒng Fàwén.</p> |
| <p>5. Tāmen cóngqián méiyǒu háizi. Xiànzài ne?</p> | <p>Tāmen hái méiyǒu háizi.</p> |
| <p>6. Tā cóngqián bú huì shuō Déguó huà. Xiànzài ne?</p> | <p>Tā hái bú huì shuō Déguó huà.</p> |
| <p>7. Tā cóngqián bù xiǎng xué Yīngwén. Xiànzài ne?</p> | <p>Tā hái bù xiǎng xué Yīngwén.</p> |

J. Transformation Drill

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| <p>1. <u>Speaker</u>: Tā cóngqián bú huì xiě Zhōngguó zì.
(cue) now he can
(In the past he couldn't write Chinese characters.)</p> | <p><u>You</u>: Tā cóngqián bú huì xiě, xiànzài huì xiě le.
(In the past he couldn't write; now he can.)</p> |
| <p>OR Tā cóngqián huì xiě Zhōngguó zì.
(cue) no longer
(In the past he could write Chinese characters.)</p> | <p>Tā cóngqián huì xiě, xiànzài bú huì xiě le.
(In the past he could write; now he can't.)</p> |
| <p>OR Tā cóngqián bú huì xiě Zhōngguó zì.
(cue) still can't
(In the past he couldn't write Chinese characters.)</p> | <p>Tā cóngqián bú huì xiě, xiànzài hái bú huì xiě.
(In the past he couldn't write; now he still can't.)</p> |

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| 2. Tā cóngqián bù dǒng Fàwén.
now he can | Tā cóngqián bù dǒng, xiànzài dǒng le. |
| 3. Tā cóngqián dǒng Fàwén.
no longer | Tā cóngqián dǒng, xiànzài bù dǒng le. |
| 4. Tā cóngqián bù dǒng Fàwén.
still can't | Tā cóngqián bù dǒng, xiànzài hái bù dǒng. |
| 5. Tā cóngqián bù xiǎng xüé Yīngwén.
now he does | Tā cóngqián bù xiǎng xüé, xiànzài xiǎng xüé le. |
| 6. Tā cóngqián xiǎng xüé Yīngwén.
no longer | Tā cóngqián xiǎng xüé, xiànzài bù xiǎng xüé le. |
| 7. Tā cóngqián bù xiǎng xüé Yīngwén.
still doesn't | Tā cóngqián bù xiǎng xüé, xiànzài hái bù xiǎng xüé. |
| 8. Tā cóngqián bú niàn lìshǐ.
now he does | Tā cóngqián bú niàn, xiànzài niàn le. |
| 9. Tā cóngqián niàn lìshǐ.
no longer | Tā cóngqián niàn, xiànzài bú niàn le. |
| 10. Tā cóngqián bú niàn lìshǐ.
still doesn't | Tā cóngqián bú niàn, xiànzài hái bú niàn. |