Standard Chinese

A modular Approach

Standard Chinese: A modular Approach

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Colophon

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Preface

Standard Chinese: A Modular Approach originated in an inter-agency 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 communications 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 0. Chao, Yingchi 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.

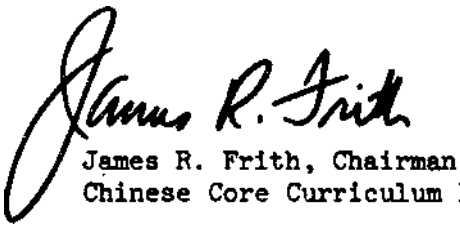
The production of tape recordings was directed by Jose M. Ramirez of the Foreign Service Institute Recording Studio. The Chinese script was voiced by Ms. Chao, Ms. Chen, Mr. Chen, Ms. Diao, Ms. Hu, Mr. Khuo, Mr. Li, and Ms. Yang.

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

Introduction

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 non-linguistic 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[1] back into the traditional roles of lecturer and drill-master 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.

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.

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

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 IH CHINA (LIC)	Talking about daily life in Běijīng 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.

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 auxiliary verbs, complex sentences, adverbial expressions.

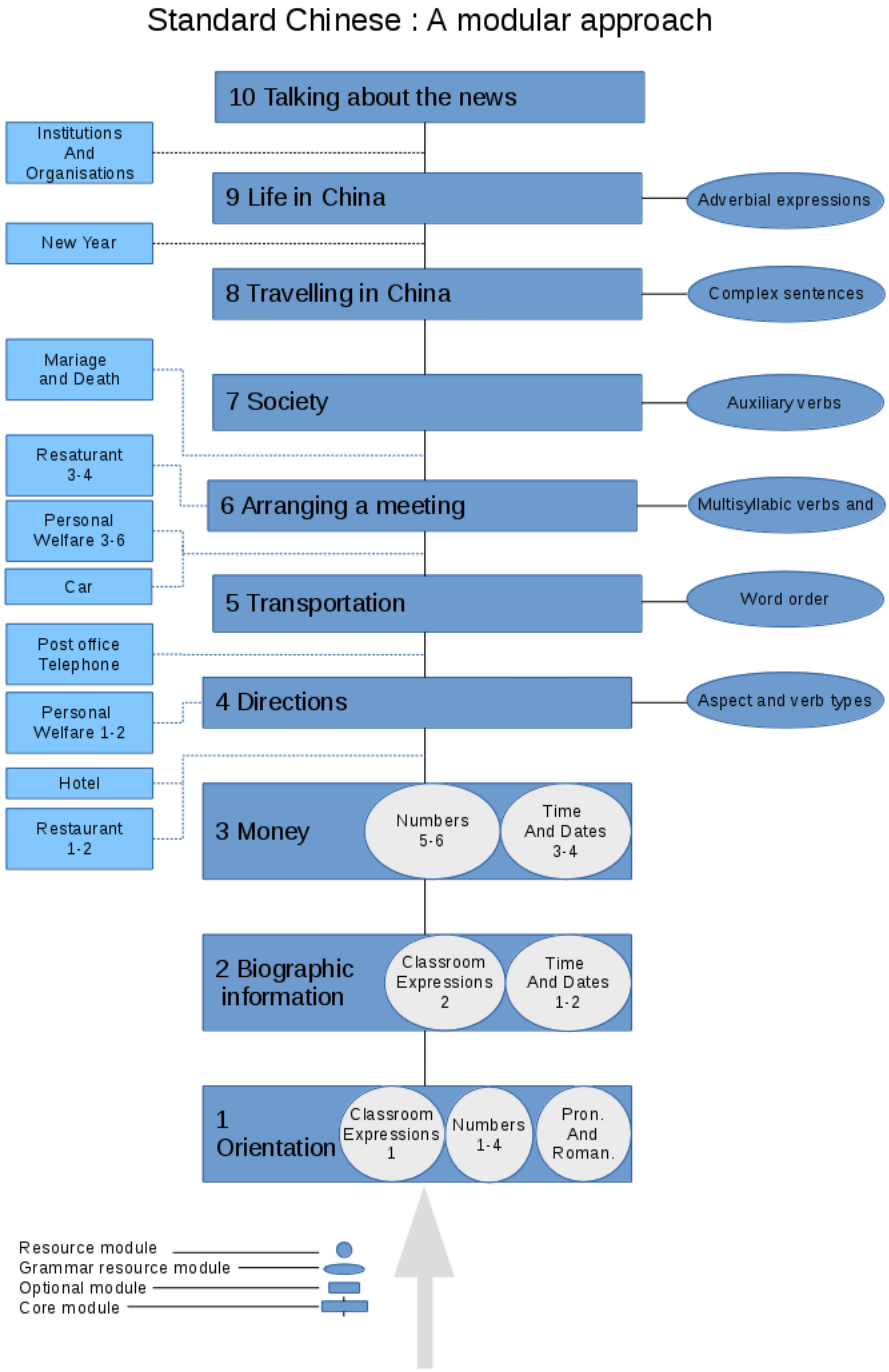
Each module consists of tapes and a student textbook.

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, MD DEATH (MBD)
- NEW YEAR'S CELEBRATION (NYH)
- INSTITUTIONS AND ORGANIZATIONS (l&0)

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 ??? 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.



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-l): The Target List sentences are given on these tapes. Except in the short Orientation Module, there are two R-l 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-l): 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-l): This tape gives you practice in pronouncing the new words and in saying the sentences you learned to understand on the C-l tape. Your goal when using the P-l tape is to be able to produce any of the Target List sentences in Chinese when given the English equivalent.

   The C-l and P-l 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-l and P-l tapes. It includes both the Chinese sentences and their English equivalents. The text Reference Notes restate and expand the comments made on the C-l and P-l tapes concerning grammar, vocabulary, pronunciation, and culture. After you have worked with the C-l and P-l 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-l and P-l 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-l and P-l 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.

Materials and Activities for a Unit

TAPED MATERIALS	WRITTEN MATERIALS	CLASS ACTIVITIES
C-l, P-l Tapes	Target List	Target List Review
	Reference List	
	Reference Notes	
----------	----------	Structural Buildup
D-l Tapes	Drills	Drills
C-2, P-2 Tapes	Reference Notes	Exercise Review
	C-2, P-2 Workbooks	
----------	----------	Communication Activities

Figure 1. Wen wǔ Temple in central Taiwan (courtesy of Thomas Madden)

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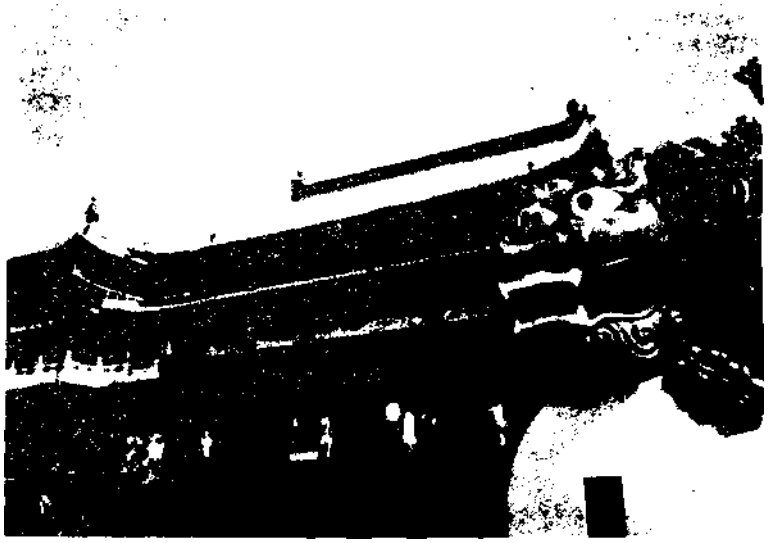


Background Notes: About Chinese

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" (Gàn); 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 roost 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 (ˇ) and the Falling tone (`). 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: mā

Falling: mà

Rising: má

Neutral: ma

Low: mǎ

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 ballpoint 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.

Figure 2. Strokes order

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

Figure 3. Running style writing

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 vent 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.

Figure 4. Running style writing

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 yang. 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 2l4. 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:[2]

Máo Zédōng (Mao Tse-tung)

Zhōu Enlái (Chou En-lai)

Jiǎng Jièshí (Chiang Kai-shek)

Sòng Qìnglíng (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:

Zhǔ Dě (Chu Teh)

Lín Biāo (Lin Piao)

Hú Shì (Hu Shih)

Jiang Qǐng (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 nay 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 fever than a hundred, and a handful of these are so common that they account for a good majority of China’s population.

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.

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

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 Ma 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 Fang Bǎolán marries Mr. Ma 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 Tǒngzhì

Mǎ Děfēn 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 non-phonetic 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 Dàiwěi 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 An 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 he 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 veil 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.

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-l	1 p-l	1&2 D-l		
Unit 2	2 C-1	2 P-l			
Unit 3	3 C-l	3 P-l	3 D-l	3 C-2	3 P-2
Unit 4	4 C-l	4 P-l	4 D-l	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

Numbers			
NUM 1	NUM 2	NUM 3	NUM 4

Classroom Expressions (CE)
CE 1

Unit 1 Target List

1.	A:	Nǐ shì shéi?	你是谁？	Who are you?
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I am Wáng Dànián (Daniel King).
	A:	Wǒ shì Hú Měilíng.	我是胡美玲。	I am Hú Měilíng.
2.	A:	Nǐ xìng shénme?	你姓什么？	What is your surname?
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng (King).
	A:	Wǒ xìng Hú.	我姓胡。	My surname is Hú.
3.	A:	Tā shì shéi?	他是谁？	Who is he/she?
	B:	Tā shì Mǎ Mínglǐ.	他是马明理。	He is Mǎ Mínglǐ.
	A:	Tā shì Mǎ Xiānsheng.	他是马先生。	He is Mr. Mǎ.
	B:	Tā shì Mǎ Tàitai.	她是马太太。	She is Mrs. Mǎ.
	A:	Tā shì Mǎ Xiǎojiě?	她是马小姐。	She is Miss Mǎ.
	B:	Tā shì Mǎ Tóngzhì	他/她是马同志。	He/she is Comrade Mǎ.
4.	A:	Wáng Xiānsheng, tā shì shéi?	王先生,他是谁？	Mr. Wáng, who is he?
	B:	Tā shì Mǎ Mínglǐ Xiān-sheng.	他是马明理先 生。	He is Mr. Mǎ MÍnglǐ.
5.	A:	Xiānsheng, tā shì shéi?	先生,她是谁？	Sir, who is she?
	B:	Tā shì Mǎ Mínglǐ Tàitai.	她是马明理太 太。	She is Mrs. Mǎ Mínglǐ.
6.	A:	Tóngzhì, tā shì shéi?	同志,她是谁？	Comrade, who is she?
	B:	Tā shì Fāng Bǎolán Tóngzhì.	她是方宝兰同 志。	She is Comrade Fāng Bǎolán.

Unit 2 Target List

1.	A:	Nǐ shì Wáng Xiānsheng ma?	你是王先生吗？	Are you Mr. Wáng?
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I am Wáng Dànián.
	A:	Wǒ bú shì Wáng Xiān-sheng.	我不是王先生。	I'm not Mr. Wáng.
2.	A:	Nǐ xìng Wáng ma?	你姓王吗？	Is your surname Wáng?
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
	A:	Wǒ bú xìng Wáng.	我不姓王。	My surname isn't Wáng.
3.	A:	Nín guìxìng?	您贵姓？	Your surname? (POLITE)
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
4.	A:	Nǐ Jiào shénme?	你叫什么？	What is your given name?
	B:	Wǒ Jiào Dànián.	我叫大年。	My given name is Dànián (Daniel).
5.	A:	Nǐ hǎo ma?	你好吗？	How are you?
	B:	Wǒ hǎo. Nǐ ne?	我好。你呢？	I'm fine. And you?
	A:	Hǎo. Xièxie.	好。谢谢。	Fine, thank you.

Additional required vocabulary (not presented on P-l and P-l tapes)

6.	míngzi	名字	given name

Unit 3 Target List

1.	A:	Nǐ shì Měiguo rén ma?	你是美国人吗？	Are you an American?
	B:	Shì.	是。	Yes (I am).
	B:	Bú shì.	不是。	No (I'm not).
2.	A:	Nǐ shì Zhōngguo rén ma?	你是中国人吗？	Are you Chinese?
	B:	Shì, wǒ shì Zhōngguo rén.	是，我是中国人。	Yes, I'm Chinese.
	B:	Bú shì, wǒ bú shì Zhōng-guo rén.	不是，我不是中国人。	No, I'm not Chinese.
3.	A:	Nǐ shì neǐguó rén?	你是哪国人？	What is your nationality?
	B:	Wǒ shì Měiguo rén.	我是美国人。	I'm an American.
	B:	Wǒ shì Zhōngguo rén.	我是中国人。	I'm Chinese.
	B:	Wǒ shì Yīngguó rén.	我是英国人。	I'm English.
4.	A:	Nǐ shì nǎrde rén?	你是哪儿的人？	Where are you from?
	B:	Wǒ shì Jiāzhōu rén.	我是加州人。	I'm a Californian.
	B:	Wǒ shì Shànghǎi rén.	我是上海人。	I'm from Shanghai.

Additional required vocabulary (not presented on C-l and P-l tapes)

5:	Déguó	德国	Germany
6:	Èguó (Éguó)	俄国	Russia
7:	Fàguó (Fǎguó)	法国	France
8:	Rìběn	日本	Japan

Unit 4 Target List

1.	A:	Āndésēn Xiānsheng, nǐ shì nǎrde rén?	安德森先生，你是哪儿的人？	Where are you from, Mr. Anderson?
	B:	Wǒ shì Dézhōu rén.	我是德州人。	I'm from Texas.
	A:	Āndésēn Fūren ne?	安德森夫人呢？	And Mrs. Anderson?
	B:	Tā yě shì Dézhōu rén.	她也是德州人。	She is from Texas too.
2:	A:	Tā shì Yīngguó rén ma?	他是英国人吗？	Is he English?
	B:	Bú shì, tā bú shì Yīngguó rén.	不是，他不是英国人。	No, he is not English.
	A:	Tā àiren ne?	他爱人呢？	And his wife?
	B:	Tā yě bú shì Yīngguó rén.	她也不是英国人。	She isn't English either.
3.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	请问，你老家在哪儿？	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Shāndōng.	我老家在山东。	My family is from Shāndōng
4.	A:	Qīngdǎo zài zhèr ma?	青岛在这儿吗？	Is Qīngdǎo here? (pointing to a map)
	B:	Qīngdǎo bú zài nàr, zài zhèr.	青岛不在那儿，在这儿。	Qīngdǎo isn’t there; it’s here. (pointing to a map)
5.	A:	Nǐ àiren xiànzài zài nǎr?	你爱人现在在哪儿？	Where is your spouse now?
	B:	Tā xiànzài zài Jiānádà.	她现在在见那大。	He/she is in Canada now.

Additional required vocabulary (not presented on C-l and P-l tapes)

6. Learn the pronunciation and location of any five cities and five provinces of China found on the maps on pages 90-8l.

Figure 1.1. 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.," 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-l and P-l tapes, the Reference List and Reference Notes.
2. The drill tape (lD-l)

About the C-l and P-l Tapes

The C-l and P-l 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-l 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-l tape is to learn the meanings of all the words and structures as they are used in the sentences.

With the P-l 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-l tape is to produce the Target List expressions in Chinese when given English equivalents. At the end of each P-l 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 most 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-l and P-l tapes.

The Reference List is a summary of the C-l and P-l tapes. It contains all sentences which introduce new material, shoving 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-l and P-l 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-l tape or as cue cards for the P-l 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.

1. 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.

   Example 1.1. 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?

2. 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.

   Example 1.2. 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.

3. 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.

   Example 1.3. 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.

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

   Example 1.4. 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.

5. 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.

   Example 1.5. 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.

References

Reference list

1.	A:	Nǐ shì shéi?	你是谁？	Who are you?
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
2.	A:	Nǐ shì shéi?	你是谁？	Who are you?
	B:	Wǒ shì Hú Měilíng.	我是胡美玲。	I'm Hú Měilíng.
3.	A:	Tā shì shéi?	他是谁？	Who is he?
	B:	Tā shì Mǎ Mínglǐ	他是马明理。	He is Mǎ Mínglǐ.
4.	A:	Tā shì Mǎ Mínglǐ.	他是马明理。	He is Mǎ Mínglǐ.
	B:	Tā shì Hú Měilíng.	她是胡美玲。	She is Hú Měilíng.
5.	A:	Nǐ xìng shénme?	你姓什么？	What is your surname?
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
6.	A:	Tā xìng shénme?	他姓什么？	What is his surname?
	B:	Tā xìng Mǎ.	他姓马。	His surname is Mǎ.
7.	A:	Tā shì shéi?	他是谁？	Who is he?
	B:	Tā shì Mǎ xiānsheng.	他是马先生。	He is Mr. Mǎ .
8.	A:	Tā shì shéi?	他是谁？	Who is he?
	B:	Tā shì Mǎ Mínglǐ xiān-sheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ.
9.	A:	Wáng xiānsheng, tā shì shéi?	王先生，他是谁？	Mr. Wáng, who is he?
	B:	Tā shì Mǎ Mínglǐ xiān-sheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ.

10.	A:	Xiānsheng, tā shì shéi?	先生，他是谁？	Sir, who is he?
	B:	Tā shì Mǎ xiānsheng	他是马先生。	He is Mr. Mǎ.
11.	A:	Xiānsheng, tā shì shéi?	先生，她是谁？	Sir, who is she?
	B:	Tā shì Mǎ tàitai.	她是马太太。	She is Mrs. Mǎ.
12.	A:	Wáng xiānsheng, tā shì shéi?	王先生，她是谁？	Mr. Wáng, who is she?
	B:	Tā shì Mǎ Mínglǐ tàitai.	她是马明理太太。	She is Mrs. Mǎ Mínglǐ.
13.	A:	Wáng xiānsheng, tā shì shéi?	王先生，她是谁？	Mr. Wáng, who is she?
	B:	Tā shì Mǎ xiǎojiě.	她是马小姐。	She is miss Mǎ.
14.	A:	Tā shì shéi?	他是谁？	Who is he?
	B:	Tā shì Mǎ Mínglǐ tóngzhì.	他是马明理同志。	He is comrade Mínglǐ.
15.	A:	Tóngzhì, tā shì shéi?	同志，她是谁？	Comrade, who is she?
	B:	Tā shì Fāng Bǎolán.	她是方宝兰。	She is Fāng Bǎolán.
16.	A:	Tóngzhì, tā shì shéi?	同志，她是谁？	Comrade, who is she?
	B:	Tā shì Fāng Bǎolán tóngzhì.	她是方宝兰同志。	She is comrade Fāng Bǎolán.

Vocabulary

nǐ	你	you
shéi	谁	who
shénme	什么	what
shì	是	to be
tā	他，她，它	he, she, it
tàitai	太太	Mrs., wife, married woman, lady
tóngzhì	同志	comrade
wǒ	我	I
xiānsheng	先生	Mr., sir, husband, teacher
xiǎojiě (xiǎojie)	小姐	Miss, lady, daughter (polite)
xìng	姓	to be surnamed

Reference notes

Notes on № 1-4

1.	A:	Nǐ shi shéi?	你是谁？	Who are you?
	B:	Wǒ shi Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
2.	A:	Nǐ shi shéi?	你是谁？	Who are you?
	B:	Wǒ shi Hú Měilíng.	我是胡美玲。	I'm Hú Měilíng.
3.	A:	Tā shi shéi?	他是谁？	Who is he?
	B:	Tā shi Mǎ Mínglǐ	他是马明理。	He is Mǎ Mínglǐ.
4.	A:	Tā shi Mǎ Mínglǐ.	他是马明理。	He is Mǎ Mínglǐ.
	B:	Tā shi Hú Měilíng.	她是胡美玲。	She is Hú Měilíng.

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 Běijǐng." That verb expresses location.) The verb shi 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	shi	Wáng Dànián.	I am Wáng Dànián.
Nǐ	shi	Hú Měilíng.	You are Hú Měilíng.
Tā	shi	Mǎ MÍnglǐ.	He is 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." (and it), but the writing is different: he → 他 , she → 她 , it → 它.

The question Nǐ shi 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	shéi?	Who is he?
Tā	shi	Mǎ Mínglǐ?	He is Mǎ Mínglǐ.

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

Notes on № 5-6

5.	A:	Nǐ xìng shénme?	你姓什么？	What is your surname?
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
6.	A:	Tā xìng shénme?	他姓什么？	What is his surname?
	B:	Tā xìng Mǎ.	他姓马。	His surname is Mǎ.

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

Wǒ	shi	Wáng Dànián.
I	am	Wáng Dànián.

Wǒ	xìng	Wáng.
I	am surnamed	Wáng.

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

Nǐ	shi	shéi?
You	are	who?

Nǐ	xìng	shénme?
You	are surnamed	what?

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.

Notes on № 7-8

7.	A:	Tā shi shéi?	他是谁？	Who is he?
	B:	Tā shi Mǎ xiānsheng.	他是马先生。	He is Mr. Mǎ .
8.	A:	Tā shi shéi?	他是谁？	Who is he?
	B:	Tā shi Mǎ Mínglǐ xiān-sheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ.

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 name 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 Xiansheng.

Notes on № 9-12

9.	A:	Wáng xiānsheng, tā shì shéi?	王先生，他是谁？	Mr. Wáng, who is he?
	B:	Tā shì Mǎ Mínglǐ xiān-sheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ.
10.	A:	Xiānsheng, tā shì shéi?	先生，他是谁？	Sir, who is he?
	B:	Tā shì Mǎ xiānsheng	他是马先生。	He is Mr. Mǎ.
11.	A:	Xiānsheng, tā shì shéi?	先生，她是谁？	Sir, who is she?
	B:	Tā shì Mǎ tàitai.	她是马太太。	She is Mrs. Mǎ.
12.	A:	Wáng xiānsheng, tā shì shéi?	王先生，她是谁？	Mr. Wáng, who is she?
	B:	Tā shì Mǎ Mínglǐ tài-tai.	她是马明理太太。	She is Mrs. Mǎ Mínglǐ.

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.)

Notes on № 13-16

13.	A:	Wáng xiānsheng, tā shì shéi?	王先生，她是谁？	Mr. Wáng, who is she?
	B:	Tā shì Mǎ xiǎojiě.	她是马小姐。	She is miss Mǎ.
14.	A:	Tā shì shéi?	他是谁？	Who is he?
	B:	Tā shì Mǎ Mínglǐ tóngzhì.	他是马明理同志。	He is comrade Mínglǐ.
15.	A:	Tóngzhì, tā shì shéi?	同志，她是谁？	Comrade, who is she?
	B:	Tā shì Fāng Bǎolán.	她是方宝兰。	She is Fāng Bǎolán.
16.	A:	Tóngzhì, tā shì shéi?	同志，她是谁？	Comrade, who is she?
	B:	Tā shì Fāng Bǎolán tóngzhì.	她是方宝兰同志。	She is comrade Fāng Bǎolán.

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

Drills

Substitution drill.

	Clue	Answer
	Mǎ Mínglǐ	Tā shi Mǎ Mínglǐ
1.	马明理	他是马明理。 He is Mǎ Mínglǐ.
2.	Hú Měilíng 胡美玲	Tā shi Hú Měilíng 她是胡美玲。 She is Hú Měilíng.
3.	Wáng Dànián 王大年	Tā shi Wáng Dànián 他是王大年。 He is Wáng Dànián.
4.	Lǐ Shìmín 李世民	Tā shi Lǐ Shìmín 他是李世民。 He is Lǐ Shìmín.
5.	Liú Lìróng 刘丽容	Tā shi Liú Lìróng 她是刘丽容。 She is Liú Lìróng.
6.	Zhāng Bǎolán 张宝兰	Tā shi Zhāng Bǎolán. 她是张宝兰。 She is Zhāng Bǎolán.

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.

	question	cue	answer
1.	Nǐ shi shéi? 你是谁？ Who are you?	Wáng Dànián 王大年	Wǒ shi Wáng Dànián 我是王大年。 I am Wáng Dànián.
2.	Nǐ shi shéi? 你是谁？ Who are you?	Hú Měilíng 胡美玲	Wǒ shi Hú Měilíng. 我是胡美玲。 I am Hú Měilíng.
3.	Nǐ shi shéi? 你是谁？ Who are you?	Liú Shìmín 李世民	Wǒ shi Liú Shìmín. 我是李世民。 I am Liú Shìmín.
4.	Nǐ shi shéi? 你是谁？ Who are you?	Chén Huìrán 陈蕙然	Wǒ shi Chén Huìrán. 我是陈蕙然。 I am Chén Huìrán.
5.	Nǐ shi shéi? 你是谁？ Who are you?	Huáng Déxián 黄德贤	Wǒ shi Huáng Déxián. 我是黄德贤。 I am Huáng Déxián.
6.	Nǐ shi shéi? 你是谁？ Who are you?	Zhào Wǎnrú 赵婉如	Wǒ shi Zhào Wǎnrú. 我是赵婉如。 I am Zhào Wǎnrú.
7.	Nǐ shi shéi? 你是谁？ Who are you?	Jiǎng Bǐngyíng 蒋冰莹	Wǒ shi Jiǎng Bǐngyíng. 我是蒋冰莹。 I am Jiǎng Bǐngyíng.
8.	Nǐ shi shéi? 你是谁？ Who are you?	Gāo Yǒngpíng 局永平	Wǒ shi Gāo Yǒngpíng. 我是局永平。 I am Gāo Yǒngpíng.

Response drill.

	question	cue	answer
1.	Tā shi shéi? 他是谁？ Who is he?	Mǎ xiānsheng 马先生 Mr. Mǎ	Tā shi Mǎ xiānsheng. 他是马先生。 He is Mr. Mǎ.
2.	Tā shi shéi? 她是谁？ Who is she?	Hú tàitai 胡太太 Mrs. Hú	Tā shi Hú tàitai. 她是胡太太。 She is Mrs. Hú.
3.	Tā shi shéi? 他是谁？ Who is he?	Máo xiānsheng 毛先生 Mr. Máo	Tā shi Máo xiānsheng. 他是毛先生。 He is Mr. Máo.
4.	Tā shi shéi? 他是谁？ Who is he?	Zhāng tóngzhì 张同志 Comrade Zhāng	Tā shi Zhāng tōngzhì. 他是张同志。 He is Comrade Zhāng.
5.	Tā shi shéi? 她是谁？ Who is she?	Liú xiǎojiě 刘小姐 Miss Liú	Tā shi Liú xiǎojiě. 她是刘小姐。 She is Miss Liú.
6.	Tā shi shéi? 他是谁？ Who is he?	Mǎ xiānsheng 马先生 Mr. Mǎ	Tā shi Mǎ xiānsheng. 他是马先生 He is Mr. Mǎ.
7.	Tā shi shéi? 她是谁？ Who is she?	Zhào tàitai 赵太太 Mrs. Zhào	Tā shi Zhào tàitai. 她是赵太太。 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 statement.
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.

References

Reference list

1.	A:	Tā shì Wáng tàitai ma?	她是王太太，吗？	Is she Mrs. Wáng?
	B:	Tā shì Wáng tàitai.	她是王太太。	she is Mrs. Wáng.
2.	A:	Nǐ shì Wáng xiānsheng ma?	你是王先生吗?	Are you Mr. Wáng?
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
3.	A:	Nǐ shì Mǎ xiānsheng ma?	你是马先生吗？	Are you Mr. Mǎ.
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
4.	A:	Nǐ shì Mǎ xiānsheng ma?	你是马先生吗？	Are you Mr. Mǎ?
	B:	Wǒ bú shì Mǎ xiānsheng.	我不是马先生。	I'm not Mr. Mǎ.
5.	A:	Wǒ shì Wáng Dànián.	我是王大年。	I am Wáng Dànián.
	B:	Wǒ bú shì Wáng Dànián.	我不是王大年。	I am not Wáng Dànián.
6.	A:	Nǐ xìng Fāng ma?	你姓方吗？	Is your surname Fāng?
	B:	Wǒ bú xìng Fāng	我不姓方。	My surname isn't Fāng.
7.	A:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
	B:	Wǒ bú shì Wáng.	我不姓王。	My surname isn't Wáng.
8.	A:	Nǐ xìng Mǎ ma?	你姓马吗？	Is your surname Mǎ?
	B:	Bù xìng Mǎ. Xìng Wáng.	不姓马。(我)姓王。	My surname isn't Mǎ. My surname is Wáng.

9.	A:	Nín guìxing?	您贵姓？	Your surname? (polite)
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
10.	A:	Nǐ jiào shénme?	你叫什么？	What is your given name?
	B:	Wǒ jiào Dànián.	我叫大年。	My given name is Dànián.
11.	A:	Nǐ hǎo a?	你好阿？	How are you?
	B:	Wǒ hǎo.	我好。	I'm fine.
12.	A:	Nǐ hǎo a?	你好阿？	How are you?
	B:	Wǒ hǎo. Nǐ ne?	我好，你呢？	I'm fine. And you?
	A:	Hǎo, xièxie.	好，谢谢。	Fine, thanks.

Vocabulary

a	阿	question Marker
bù/bú	不	not
bú shì	不是	not to be
guìxing	贵姓	honorable name
hǎo	好	to be fine, to be well, ok, good
jiào	叫	to be called, named
ma	吗	question marker at the end of the sentence
míngzi	名字	given name, full name
ne	呢	question marker
xièxie	谢谢	thank you

Reference notes

Notes on № 1-3

1.	A:	Tā shì Wáng tàitai ma?	她是王太太，吗？	Is she Mrs. Wáng?
	B:	Tā shì Wáng tàitai.	她是王太太。	She is Mrs. Wáng.
2.	A:	Nǐ shì Wáng xiānsheng ma?	你是王先生吗？	Are you Mr. Wáng?
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
3.	A:	Nǐ shì Mǎ xiānsheng ma?	你是马先生吗？	Are you Mr. Mǎ.
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.

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

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.

Notes on № 4-5

4.	A:	Nǐ shì Mǎ xiānsheng ma?	你是马先生吗？	Are you Mr. Mǎ?
	B:	Wǒ bú shì Mǎ xiānsheng.	我不是马先生。	I'm not Mr. Mǎ.
5.	A:	Wǒ shì Wáng Dànián.	我是王大年。	I am Wáng Dànián.
	B:	Wǒ bú shì Wáng Dànián.	我不是王大年。	I am not Wáng Dànián.

The negative of the verb shì, "to be," is bú shì, "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).

Example 1.6. Examples

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 shi , the original Falling tone of shì still causes bù to "be pronounced with a Rising tone: bú.

Wǒ		shi		Wáng Dànián.
I		am		Wáng Dànián.

Wǒ	bú	shi		Mǎ Xiānsheng.
I		am	not	Mǎ Xiānsheng.

Notes on № 6-8

6.	A:	Nǐ xìng Fāng ma?	你姓方吗？	Is your surname Fāng?
	B:	Wǒ bú xìng Fāng	我不姓方。	My surname isn't Fāng.
7.	A:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
	B:	Wǒ bú shì Wáng.	我不姓王。	My surname isn't Wáng.
8.	A:	Nǐ xìng Mǎ ma?	你姓马吗？	Is your surname Mǎ?
	B:	Bù xìng Mǎ. Xìng Wáng.	不姓马。(我)姓王。	My surname isn't Mǎ. My surname is Wáng.

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.

Notes on № 9

9.	A:	Nín guìxing?	您贵姓？	Your surname? (polite)
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.

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

Notes on № 10

10.	A:	Nǐ jiào shénme?	你叫什么？	What is your given name?
	B:	Wǒ jiào Dànián.	我叫大年。	My given name is Dànián.

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

Notes on № 11

11.	A:	Nǐ hǎo a?	你好阿？	How are you?
	B:	Wǒ hǎo.	我好	I'm fine.

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

Notes on № 12

12.	A:	Nǐ hǎo a?	你好阿？	How are you?
	B:	Wǒ hǎo. Nǐ ne?	我好，你呢？	I'm fine. And you?
	A:	Hǎo, xièxie.	好，谢谢。	Fine, thanks.

The marker ne makes a question out of the single work nǐ, "you": "And you?" or "How about you?"

Notes on № 13

One way to ask what someone's given name is: Nǐ jiào shénme míngzi?

Drills

Transformations drill

1.	Tā shi Wáng Xiānsheng. 他是王先生。 He is Mr. Wáng .	Tā shi Wáng Xiānsheng ma? 他是王先生吗？ Is he Mr. Wáng?
2.	Tā shi Hú Tàitai. 她是胡太太。 She is Mrs. Hú	Tā shi Hú Tàitai ma? 她是胡太太吗？ Is she Mrs. Hú?
3.	Tā shi Liú Tóngzhì. 他是刘同志 He is comrade Liú.	Tā shi Liú Tóngzhì ma? 他是刘同志吗？ Is he comrade Liú?
4.	Tā shi Zhāng Xiǎojě. 她是张小姐 She is Miss Zhāng.	Tā shi Zhāng Xiǎojiě ma? 她是张小姐吗？ Is she Miss Zhāng?
5.	Tā Shi Mǎ Xiānsheng. 他是马先生。 He is Mr. Mǎ.	Tā Shi Mǎ Xiānsheng ma? 他是马先生吗？ Is he Mr. Mǎ?
6.	Tā shi Fāng Xiǎojiě. 她是方小姐。 She is Miss Fāng.	Tā shi Fāng Xiǎojiě ma? 他是方小姐吗？ Is she Miss Fāng?
7.	Tā shi Lín Tóngzhì. 他是林同志。 He is comrade Lín.	Tā shi Lín Tóngzhì ma? 他是林同志吗？ Is he comrade Lín?

Response drill

1.	Tā shi Wáng Xiānsheng ma? 他是王先生吗？ Is he Mr. Wáng?	Shi. Tā shi Wáng Xiānsheng. 是。他是王先生。 Yes. He is Mr. Wáng.
2.	Tā shi Zhào Tàitai ma? 她是赵太太吗？ Is she Mrs. Zhào?	Shi. Tā shi Zhào Tàitai. 是。她是赵太太。 Yes. She is Mrs. Zhào.
3.	Tā shi Chén Tóngzhì ma? 她是陈同志吗？ Is she comrade Chén?	Shi. Ta shi Chén Tóngzhì. 是。她是陈同志。 Yes. She is comrade Chén.
4.	Tā shi Liú Xiǎojiě ma? 她是刘小姐吗？ Is she Miss Liú?	Shi. Tā shi Liú Xiǎojiě. 是。她是刘小姐。 Yes. She is Miss Liú.
5.	Tā shi Sòng Xiānsheng ma? 他是宋先生吗？ Is he Mr. Sòng?	Shi. Tā shi Sòng Xiānsheng. 是。他是宋先生。 Yes. He is Mr. Sòng.
6.	Tā shi Sūn Tàitai ma? 她是孙太太吗？ Is she Mrs. Sūn?	Shi. Tā shi Sūn Tàitai. 是。她是孙太太。 Yes. She is Mrs. Sūn.
7.	Tā shi Zhāng Xiānsheng ma? 他是张先生吗？ Is he Mr. Zhāng?	Shi. Tā shi Zhāng Xiānsheng. 是。他是张先生。 Yes. He is Mr. Zhāng.

Response drill

1.	Tā shi Wáng Xiānsheng ma? 他是王先生吗? Is he Mr. Wáng?	Liú 刘	Bú shi. Tā shi Liú Xiānsheng. 不是。他是刘先生。 No. He is Mr. Liú .
2.	Tā shi Gāo Xiǎojiě ma? 她是局小姐吗？ Is she Miss Gāo?	Zhào 赵	Bú shi. Tā shi Zhào Xiǎojiě. 不是。她是赵小姐。 No. She is Miss Zhào.
3.	Tā shi Huáng Tóngzhì ma? 她是黄同志吗？ Is she comrade Huáng?	Wáng 王	Bú shi. Tā shi Wáng Tóngzhì. 不是。她是王同志。 No. She is comrade Wáng.
4.	Tā shi Yáng Tàitai ma? 她是杨太太吗？ Is she Mrs. Yáng?	Jiǎng 江	Bú shi. Tā shi Jiǎng Tàitai. 不是。她是江太太。 No. She is Mrs. Jiǎng.
5.	Tā shi Mǎ Xiānsheng ma? 他是马先生吗？ Is he Mr. Mǎ?	Máo 毛	Bú shi. Tā shi Máo Xiānsheng. 不是。他是毛先生。 No. He is Mr. Máo.
6.	Tā shi Zhōu Xiǎojiě ma? 她是周小姐吗？ Is she Miss Zhōu?	Zhào 赵	Bú shi.Tā shi Zhào Xiǎojiě. 不是。她是赵小姐。 No. She is Miss Zhào.
7.	Tā shi Jiāng Xiānsheng ma? 他是江先生吗？ Is he Mr. Jiāng?	Jiǎng 蒋	Bú shi. Tā shi Jiǎng Xiānsheng. 不是。他是蒋先生。 No. He is Mr. Jiǎng .

Response drill

1.	Tā shi Liú Tàitai ma? 她是刘太太吗？ Is she Mrs. Liú?	Liú 刘	Shì. Tā shi Liú Tàitai. 是。她是刘太太。 Yes. She is Mrs. Liú.
2.	Tā shi Liú Tàitai ma? 她是刘太太吗？ Is she Mrs. Liú?	Huáng 黄	Bú shi. Tā shi Huáng Tàitai. 不是。她是黄太太。 No. She is Mrs. Huáng.
3.	Tā shi Wáng Xiānsheng ma? 他是王先生吗？ Is he Mr. Wáng?	Wáng 王	Shì. Tā shi Wáng Xiānsheng. 是。他是王先生。 Yes He is Mr. Wáng.
4.	Tā shi Gāo Tàitai ma? 她是局太太吗？ Is she Mrs. Gāo?	Zhào 赵	Bú shi. Tā shi Zhào Tàitai. 不是。她是赵太太。 No. She is Mrs. Zhào.
5.	Tā shi Táng Xiǎojiě ma? 她是唐小姐吗？ Is she Miss Táng?	Táng 唐	Shì. Tā shi Táng Xiǎojiě. 是。她是唐小姐。 Yes. She is Miss Táng.
6.	Tā shi Huáng Xiānsheng ma? 她是黄先生吗？ Is he Mr. Huáng?	Wáng 王	Bú shi. Tā shi Wáng Xiānsheng. 不是。他不是王先生。 No. He is Mr. Wáng.
7.	Tā shi Zhāng Tàitai ma? 她是张太太吗？ Is she Mrs. Zhāng?	Jiāng 江	Bú shì. Tā shi Jiāng Tàitai. 不是。她是江太太。 No. She is Mrs. Jiāng.

Transformation drill

1.	Nǐ shi Zhāng Xiānsheng ma? 你是张先生吗？ Are you Mr. Zhāng ?	Nǐ xìng Zhāng ma? 你姓张吗？ Is your surname Zhāng?
2.	Nǐ shi Zhào Tàitai ma? 你是赵太太吗？ Are you Mrs. Zhào?	Nǐ xìng Zhào ma? 你姓赵吗？ Is your surname Zhào?
3.	Nǐ shi Jiǎng Xiǎojiě m? 你是蒋小姐吗？ Are you Miss Jiǎng?	Nǐ xìng Jiǎng ma? 你姓蒋吗？ Is your surname Jiǎng?
4.	Nǐ shi Liú Tóngzhì ma? 你是刘同志吗？ Are you Comrade Liú?	Nǐ xìng Liú ma? 你姓刘吗？ Is your surname Liú?
5.	Nǐ shi Sòng Tàitai ma? 你是宋太太吗？ Are you Mrs. Sòng?	Nǐ xìng Sòng ma? 你姓宋吗？ Is your surname Sòng?
6.	Nǐ shi Lǐ Xiānsheng ma? 你是李先生吗？ Are you Mr. Lǐ?	Nǐ xìng Lǐ ma? 你姓李吗？ Is your surname Lǐ?
7.	Nǐ shi Sūn Tóngzhì ma? 你是孙同志吗？ Are you Comrade Sūn?	Nǐ xìng Sūn ma? 你姓孙吗？ Is your surname Sūn?

Transformation drill

1.	Wǒ xìng Zhāng. 我姓张。 My surname is Zhāng.	Wǒ bú xìng Zhāng. 我不姓张。 My surname is not Zhāng.
2.	Wǒ xìng Chén. 我姓陈。 My surname is Chén.	Wǒ bú xìng Chén. 我不姓陈。 My surname is not Chén.
3.	Wǒ xìng Huáng. 我姓黄。 My surname is Huáng.	Wǒ bú xìng Huáng. 我不姓黄。 My surname is not Huáng.
4.	Wǒ xìng Gāo. 我姓局。 My surname is Gāo.	Wǒ bú xìng Gāo. 我不姓局。 My surname is not Gāo.
5.	Wǒ xìng Sūn. 我姓孙。 My surname is Sūn.	Wǒ bú xìng Sūn. 我不姓孙。 My surname is not Sūn.
6.	Wǒ xìng Zhāng. 我姓张。 My surname is Zhāng.	Wǒ bú xìng Zhāng. 我不姓张。 My surname is not Zhāng.
7.	Wǒ xìng Zhōu. 我姓周。 My surname is Zhōu.	Wǒ bú xìng Zhōu. 我不姓周。 My surname is not Zhōu.

Transformation drill

1.	Wǒ bú shi Lǐ Xiānsheng. 我不是李先生。 I'm not Mr. Lǐ.	Wǒ bú xìng Lǐ. 我不姓李。 My surname is not Lǐ.
2.	Wǒ bú shi Wáng Tàitai. 我不是王太太。 I'm not Mrs. Wáng.	Wǒ bú xìng Wáng. 我不姓王。 My surname is not Wáng.
3.	Wǒ bǔ shi Chén Xiānsheng. 我不是陈先生。 I'm not Mr. Chén.	Wǒ bú xìng Chén. 我不姓陈。 My surname is not Chén.
4.	Wǒ bú shi Lín Tóngzhì. 我不是林同志。 I'm not Comrade Lín.	Wǒ bú xìng Lín. 我不姓林。 My surname is not Lín.
5.	Wǒ bú shi Zhōu Xiǎojiě. 我不是周小姐。 I'm not Miss Zhōu.	Wǒ bú xìng Zhōu. 我不姓周。 My surname is not Zhōu.
6.	Wǒ bú shi Jiǎng Xiānsheng. 我不是蒋先生。 I'm not Mr. Jiǎng.	Wǒ bú xìng Jiǎng. 我不姓蒋。 My surname is not Jiǎng.
7.	Wǒ bú shi Sòng Tàitai. 我不是宋太太。 I'm not Mrs. Sòng.	Wǒ bú xìng Sòng. 我不姓宋。 My surname is not Sòng.

Expansion drill

1.	Tā bú shi Wáng Xiānsheng. 他不是王先生。 He is not Mr. Wáng.	Huáng 黄	Tā bú shi Wáng Xiānsheng, tā xìng Huáng. 他不是王先生，他姓黄。 He is not Mr. Wáng, his surname is Huáng.
2.	Tā bú shi Jiǎng Tàitai. 她不是蒋太太。 She is not Mrs. Jiǎng.	Jiāng 江	Tā bú shi Jiǎng Tàitai, tā xìng Jiāng. 她不是蒋太太，她姓江。 She is not Mrs. Jiǎng, her surname is Jiāng.
3.	Tā bú shi Liú Tóngzhì. 他不是刘同志。 He is not comrade Liú.	Lín 林	Tā bú shi Liú Tóngzhì, tā xìng Lín. 他不是刘同志，他姓林。 He is not comrade Liú, his surname is Lín.
4.	Tā bú shi Sòng Xiǎojiě. 她不是宋小姐。 She is not Miss Sòng.	Sūn 孙	Tā bú shi Sòng Xiǎojiě, tā xìng Sūn. 她不是宋小姐，她姓孙。 She is not Miss Sòng, her surname is Sūn.
5.	Tā bú shi Zhào Xiānsheng. 他不是赵先生。 He is not Mr. Zhào.	Zhōu 周	Tā bú shi Zhào Xiānsheng, tā xìng Zhōu. 他不是赵先生，他姓周。 He is not Mr. Zhào, his surname is Zhōu .
6.	Tā bú shi Jiāng Tóngzhì. 他不是江同志。 He is not Comrade Jiāng.	Zhāng 张	Tā bú shi Jiāng Tóngzhì, tā xìng Zhāng. 他不是江同志，他姓张。 He is not Comrade Jiāng, his surname is Zhāng.
7.	Tā bú shi Sūn Tàitai. 她不是孙太太。 She is not Mrs. Sūn.	Sòng 宋	Tā bú shi Sūn Tàitai, tā xìng Sòng. 她不是孙太太，她姓宋。 She is not Mrs. Sūn, her surname is Sòng.

Expansion drill

1.	Wǒ bú xìng Fāng. 我不姓方。 My surname is not Fāng.	Hú 胡	Wǒ bú xìng Fāng, xìng Hú. 我不姓方。姓胡。 My surname is not Fāng, it's Hú.
2.	Wǒ bú xìng Sūn. 我不姓孙。 My surname is not Sūn.	Sóng 宋	Wǒ bú xìng Sūn, xìng Sóng. 我不姓孙，姓宋。 My surname is not Sūn, it's Sóng.
3.	Wǒ bú xìng Yáng. 我不姓杨。 My surname is not Yáng.	Táng 唐	Wǒ bú xìng Yáng, xìng Táng. 我不姓杨，姓唐。 My surname is not Yáng, it's Táng.
4.	Wǒ bú xìng Jiǎng. 我不姓蒋。 My surname is not Jiǎng.	Zhāng 张	Wǒ bú xìng Jiǎng, xìng Zhāng. 我不姓蒋，姓张。 My surname is not Jiǎng, it's Zhāng.
5.	Wǒ bú xìng Zhōu. 我不姓周。 My surname is not Zhōu.	Zhào 赵	Wǒ bú xìng Zhōu, xìng Zhào. 我不姓周，姓赵。 My surname is not Zhōu, it's Zhào.
6.	Wǒ bú xìng Wáng. 我不姓王。 My surname is not Wáng.	Huáng 黄	Wǒ bú xìng Wáng, xìng Huáng. 我不姓王，姓黄。 My surname is not Wáng, it's Huáng.
7.	Wǒ bú xìng Jiāng. 我不姓江。 My surname is not Jiāng.	Jiǎng 蒋	Wǒ bú xìng Jiāng, xìng Jiǎng. 我不姓江，姓蒋。 My surname is not Jiāng, it's Jiǎng.

Response drill

1.	Tā shì Wáng xiānsheng ma? 他是王先生吗？ Is he Mr. Wáng?	Wáng 王	Shì. Tā shì Wáng xiānsheng . 是。他是王先生。 Yes. He is Mr. Wáng
2.	Tā shì Wáng xiānsheng ma? 他是王先生吗？ Is he Mr. Wáng?	Huáng 黄	Tā bú shì Wáng xiānsheng, tā xìng Huáng. 他不是王先生，他姓黄。 His is not Mr. Wáng. His surname is Huáng.
3.	Tā shì Liú tàitai ma? 她是刘太太吗？ Is she Mrs. Liú?	Lín 林	Tā bú shì Liú tàitai. Tā xìng Lín. 她不是刘太太。她姓林。 She is not Mrs. Liú. Her surname is Lín.
4.	Tā shì Chén xiǎojiě ma? 她是陈小姐吗？ Is she Miss Chén?	Chén 陈	Tā shì Chén xiǎojiě. 她是陈小姐。 She is Miss Chén.
5.	Tā shì Máo xiānsheng ma? 他是毛先生吗？ Is he Mr. Máo?	Máo 毛	Tā shì Máo xiānsheng. 他是毛先生。 He is Mr. Máo.
6.	Tā shì Jiāng tóngzhì ma? 他是江同志吗？ Is he/she Comrade Jiāng?	Zhāng 张	Tā bú shì Jiāng tóngzhì. Tā xìng Zhāng. 他不是江同志。他姓张。 He/she isn't Comrade Jiāng. His/her surname is Zhāng.
7.	Tā shì Sòng tàitai ma? 她是宋太太吗？ Is she Mrs. Sòng?	Sòng 宋	Tā shì Sòng tàitai. 她是宋太太。 She is Mrs. Sòng.
8.	Tā shì Lǐ xiānsheng ma? Is he Mr. Lǐ? 他是李先生吗？	Wáng 王	Tā bú shì Lǐ xiānsheng. Tā xìng Wáng. 他不是李先生。他姓王。 He isn't Mr. Lǐ. His surname is Wáng.

Transformation drill

1.	Wǒ xìng Wáng. 我姓王。 My surname is Wáng.	Tā xìng shénme? 他姓什么？ What is his surname?	Tā xìng Wáng. 他姓王。 His surname is Wáng.
2.	Wǒ xìng Chén. 我姓陈。 My surname is Chén.	Tā xìng shénme? 他姓什么？ What is his surname?	Tā xìng Chén. 他姓陈。 His surname is Chén.
3.	Wǒ xìng Liú. 我姓刘。 My surname is Liú.	Tā xìng shénme? 他姓什么？ What is his surname?	Tā xìng Liú. 他姓刘。 His surname is Liú.
4.	Wǒ xìng Huáng. 我姓黄。 My surname is Huáng.	Tā xìng shénme? 他姓什么？ What is his surname?	Tā xìng Huáng. 他姓黄。 His surname is Huáng.
5.	Wǒ xìng Sòng. 我姓宋。 My surname is Sòng.	Tā xìng shénme? 他姓什么？ What is his surname?	Tā xìng Sòng. 他姓宋。 His surname is Sòng.
6.	Wǒ xing Lǐ. 我姓李。 My surname is Lǐ.	Tā xìng shénme? 他姓什么？ What is his surname?	Tā xìng Lǐ. 他姓李。 His surname is Lǐ.
7.	Wǒ xìng Wáng. 我姓王。 My surname is Wáng.	Tā xìng shénme? 他姓什么？ What is his surname?	Tā xìng Wáng. 他姓王。 His surname is Wáng.

Transformation drill

1.	Wǒ xìng Wáng jiào Dànián. 我姓王叫大年。 My surname is Wáng, and my given name is Dànián.	Nǐ xìng Wáng jiào shénme? 你姓王叫什么？ Your surname is Wáng, and what is your given name?	Dànián. 大年。
2.	Wǒ xìng Hú jiào Měilíng. 我姓胡叫美玲。 My surname is Hú, and my given name is Měilíng.	Nǐ xìng Hú jiào shénme? 你姓胡叫什么？ Your surname is Hú, and what is your given name?	Měilíng. 美玲。
3.	Wǒ xìng Lǐ jiào Shìyīng. 我姓李叫世英。 My surname is Lǐ, and my given name is Shìyīng.	Nǐ xìng Lǐ jiào shénme? 你姓李叫什么？ Your surname is Lǐ, and what is your given name?	Shìyīng. 世英。
4.	Wǒ xìng Fāng jiào Bǎolán. 我姓方叫宝兰。 My surname is Fāng, and my given name is Bǎolán.	Nǐ xìng Fāng jiào shénme? 你姓方叫什么？ Your surname is Fāng, and what is your given name?	Bǎolán. 宝兰。
5.	Wǒ xìng Sūn jiào Déxián. 我姓孙叫德贤。 My surname is Sūn, and my given name is Déxián.	Nǐ xìng Sūn jiào shénme? 你姓孙叫什么？ Your surname is Sūn, and what is your given name?	Déxián. 德贤。
6.	Wǒ xìng Chén jiào Huìrán. 我姓陈叫蕙然。 My surname is Chén, and my given name is Huìrán.	Nǐ xìng Chén jiào shénme? 你姓陈叫什么？ Your surname is Chén, and what is your given name?	Huìrán. 蕙然。
7.	Wǒ xìng Zhāng jiào Zhènhàn. 我姓张叫振汉。 My surname is Zhāng, and my given name is Zhènhàn.	Nǐ xìng Zhāng jiào shénme? 你姓张叫什么？ Your surname is Zhāng, and what is your given name?	Zhènhàn. 振汉。

Combination drill

1.	Tā xìng Chén. Tā jiào Bǎolán. 他姓陈。他叫宝兰。 Her surname is Chén. Her given name is Bǎolán.	Tā xìng Chén, jiào Bǎolán. 他姓陈，叫宝兰。 Her surname is Chén, given name Bǎolán.
2.	Tā xìng Lǐ. Tā jiào Mínglǐ. 他姓李。他叫明理。 Her surname is Lǐ. Her given name is Mínglǐ.	Tā xìng Lǐ, jiào Mínglǐ. 他姓李，叫明理。 Her surname is Lǐ, given name Mínglǐ.
3.	Tā xìng Hú. Tā jiào Bǎolán. 他姓胡。他叫宝兰。 Her surname is Hú. Her given name is Bǎolán.	Tā xìng Hú, jiào Bǎolán. 他姓胡，叫宝兰。 Her surname is Hú, given name Bǎolán.
4.	Tā xìng Jiāng. Tā jiào Déxián. 他姓江。他叫德贤。 Her surname is Jiāng. Her given name is Déxián.	Tā xìng Jiāng, jiào Déxián. 他姓江，叫德贤。 Her surname is Jiāng, given name Déxián.
5.	Tā xìng Zhōu. Tā jiào Zǐyàn. 他姓周。他叫紫燕。 Her surname is Zhōu. Her given name is Zǐyàn.	Tā xìng Zhōu, jiào Zǐyàn. 他姓周，叫紫燕。 Her surname is Zhōu, given name Zǐyàn.
6.	Tā xìng Zhāng. Tā jiào Tíngfēng. 他姓张。他叫廷峰。 Her surname Zhāng. Her given name is Tíngfēng.	Tā xìng Zhāng, jiào Tíngfēng. 他姓张，叫廷峰。 Her surname is Zhāng, given name Tíngfēng.
7.	Tā xìng Chén. Tā jiào Huìrán. 他姓陈。他叫蕙然。 Her surname is Chén. Her given name is Huìrán.	Tā xìng Chén, jiào Huìrán. 他姓陈，叫蕙然。 Her surname is Zhāng, given name 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 8 of the resource module on Pronunciation and Romanization.)
2. NUM 1 and NUM 2 (Tapes 1 and 3 of the resource module on Numbers), the numbers from 1 to 10.

Material 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.

References

Reference List

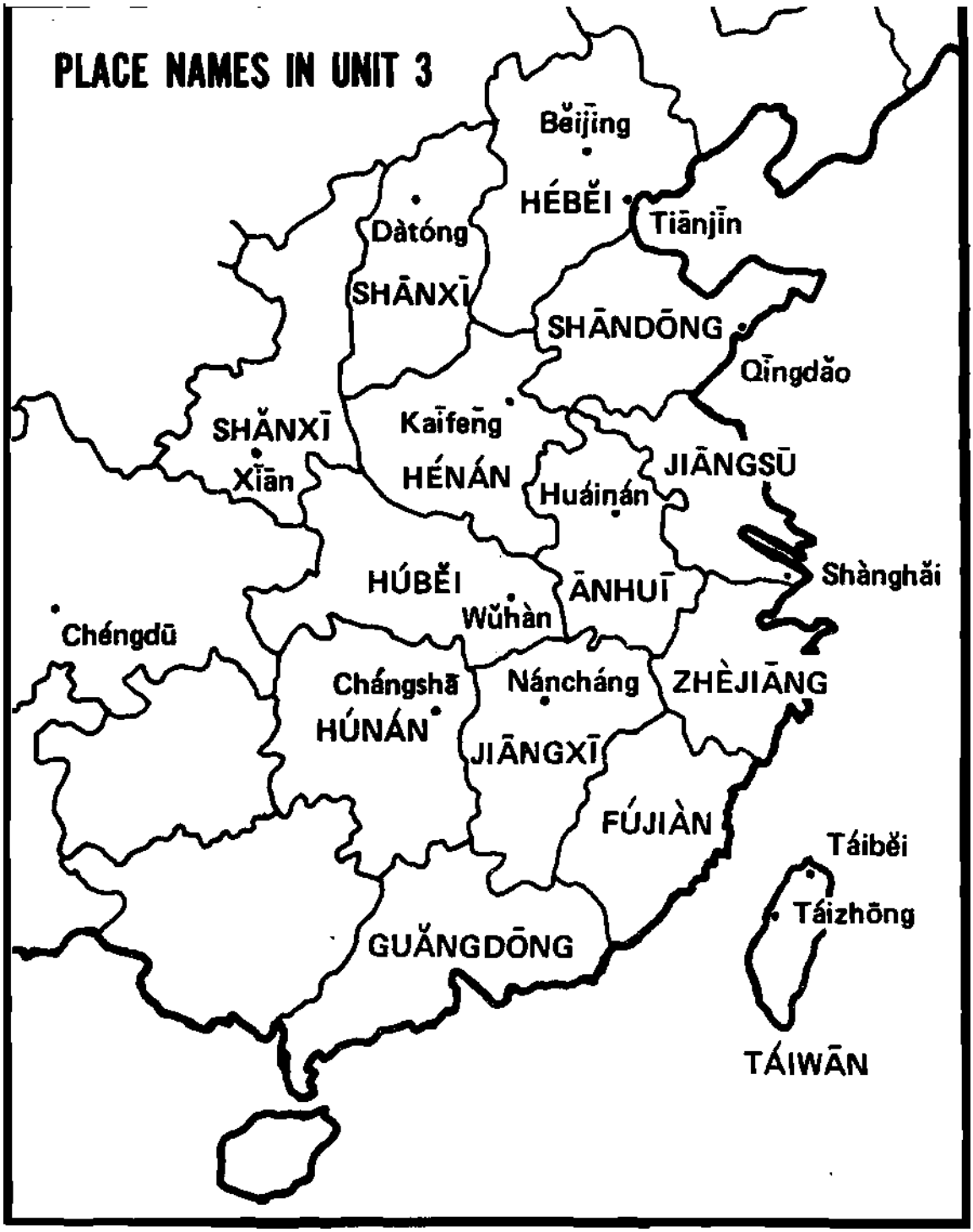
1.	A:	Nǐ shì Měiguó rén ma?	你是美国人吗？	Are you American?
	B:	Wǒ shì Měiguó rén.	我是美国人。	I'm American.
2.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗？	Are you Chinese?
	B:	Wǒ shì Zhōngguó rén.	我是中国人。	I'm Chinese.
3.	A:	Wáng xiānsheng, nǐ shì Yīngguó rén ma?	王先生，你是英国人吗 ？	Mr. Wáng, are you English?
	B:	Wǒ bú shì Yīngguó rén.	我不是英国人。	I'm not English.
4.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗？	Are you Chinese?
	B:	Bú shì.	不是。	No.
	A:	Nǐ shì Měiguó rén ma?	你是美国人吗？	Are you American?
	B:	Shì.	是。	Yes, I'm.
5.	A:	Mǎ xiǎojiě shì Měiguo rén ma?	马小姐是美国人吗？	Is Miss Mǎ an American?
	B:	Bú shì, tā bú shì Měiguó rén.	不是，他不是美国人。	No, she is not an American.
	A:	Tá shì Zhōngguó rén ma?	他是中国人吗？	Is she Chinese?
	B:	Shì, tā shì Zhōngguó rén.	是，他是中国人。	Yes, she is Chinese.
6.	A:	Nǐ shì něiguó rén?	你是哪国人？	What is your nationality?

	B:	Wǒ shì Měiguó rén.	我是美国人。	I'm American.
7.	A:	Tā shì něiguó rén?	他是哪国人？	What is his nationality?
	B:	Tā shì Yīngguó rén.	他是英国人。	He is English.
8.	A:	Nǐ shì nǎrde rén?	他是哪儿的人？	Where are you from?
	B:	Wǒ shì Shànghǎi rén.	我是上海人。	I'm from Shànghǎi.
9.	A:	Tā shì Fāng Bǎolánde xiānsheng.	他是方宝兰的先生。	He is Fāng Bǎolán's husband.
10.	A:	Tā shì nǎrde rén?	他是哪儿的人？	Where is he from?
	B:	Tā shì Shāndōng rén.	他是山东人。	He's from Shāndōng.
11.	A:	Nǐ shì nǎrde rén?	你是哪儿的人？	Where are you from?
	B:	Wǒ shì Jiāzhōu rén.	我是加州人。	I'm Californian.
12.	A:	Nǐ shǐ Měiguó rén ma?	你是美国人吗？	Are you an American?
	B:	Nǐ shì něiguó rén?	你是哪国人？	What's your nationality?
	A:	Nǐ shì nǎrde rén?	你是哪儿的人？	Where are you from?

Vocabulary

Èguó Éguó	德国	Russia
-de	的	possessive marker
Déguó	德国	Germany
Fàguó Fǎguó	法国	France
Jiāzhōu	加州	California
Měiguó	美国	America, United States
nǎr	哪儿	where?
něi-	哪	which?
něiguó	哪国	which country?
rén	人	person
Rìběn	日本	Japan
Shāndōng	山东	a province name
Shànghǎi	上海	a city name
Yīngguó	英国	England
Zhōngguó	中国	China

Figure 1.2. 0021-FSI-StandardChinese-Module01ORN-StudentText-7.png



Reference Notes

Notes on № 1-3

1.	A:	Nǐ shì Měiguó rén ma?	你是美国人吗？	Are you American?
	B:	Wǒ shì Měiguó rén.	我是美国人。	I'm American.
2.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗？	Are you Chinese?
	B:	Wǒ shì Zhōngguó rén.	我是中国人。	I'm Chinese.
3.	A:	Wáng xiānsheng, nǐ shì Yīngguó rén ma?	王先生，你是英国人吗 ？	Mr. Wáng, are you English?
	B:	Wǒ bú shì Yīngguó rén.	我不是英国人。	I'm not English.

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

Tā shi Meǐguó rén .	他是美国人。	He is an American (noun phrase)
Tā shi Zhōngguó rén.	他是中国人。	He is Chinese (adjective)
Tā shi Shāndōng rén.	他是山东人。	Hi is from Shāndōng. (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: Měiguo.)

Notes on № 4-5

4.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗？	Are you Chinese?
	B:	Bú shì.	不是。	No.
	A:	Nǐ shì Měiguó rén ma?	你是美国人吗？	Are you American?

	B:	Shì.	是。	Yes, I'm.
5.	A:	Mǎ xiǎojiě shì Měiguo rén ma?	马小姐是美国人吗？	Is Miss Mǎ an American?
	B:	Bú shì, tā bú shì Měiguó rén.	不是，他不是美国人。	No, she is not an American.
	A:	Tá shì Zhōngguó rén ma?	他是中国人吗？	Is she Chinese?
	B:	Shì, tā shì Zhōngguó rén.	是，他是中国人。	Yes, she is Chinese.

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.

Notes on № 6-7

6.	A:	Nǐ shì nǎiguó rén?	你是哪国人？	What is your nationality?
	B:	Wǒ shì Měiguó rén.	我是美国人。	I'm American.
7.	A:	Tā shì nǎiguó rén?	他是哪国人？	What is his nationality?
	B:	Tā shì Yīngguó rén.	他是英国人。	He is English.

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.

Notes on № 8-11

8.	A:	Nǐ shì nǎrde rén?	他是哪儿的人？	Where are you from?
	B:	Wǒ shì Shànghǎi rén.	我是上海人。	I'm from Shànghǎi.
9.	A:	Tā shì Fāng Bǎolánde xiānsheng.	他是方宝兰的先生？	He is Fāng Bǎolán's husband.
10.	A:	Tā shì nǎrde rén?	他是哪儿的人？	Where is he from?
	B:	Tā shì Shāndōng rén.	他是山东人。	He's from Shāndōng.
11.	A:	Nǐ shì nǎrde rén?	你是哪儿的人？	Where are you from?
	B:	Wǒ shì Jiāzhōu rén.	我是加州人。	I'm Californian.

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

Notes on № 12

12.	A:	Nǐ shǐ Měiguó rén ma?	你是美国人吗？	Are you an American?
	B:	Nǐ shì něiguó rén?	你是哪国人？	What's your nationality?
	A:	Nǐ shì nǎrde rén?	你是哪儿的人？	Where are you from?

Drills

Response Drill

1.	Tā shì Zhōngguó rén ma? 他是中国人吗？ Is he Chinese?	Tā shì Zhōngguó rén. 他是中国人。 He is Chinese.
2.	Tā shì Rìběn rén ma? 他是日本人吗？ Is he Japanese?	Tā shì Rìběn rén. 他是日本人。 He is Japanese.
3.	Tā shì Zhōngguó rén ma? 他是中国人吗？ Is he Chinese?	Tā shì Zhōngguó rén. 他是中国人。 He is Chinese.
4.	Tā shì Měiguó rén ma? 他是美国人吗？ Is he American?	Tā shì Měiguó rén. T阿是美国人。 He is American.
5.	Tā shì Déguo rén ma? 他是德国人吗？ Is he German.	Tā shì Déguo rén. 他是德国人。 He is German.
6.	Tā shì Jiānádà rén ma? T阿斯加拿大人吗？ Is he Canadian?	Tā shì Jiānádà rén. 他是加拿大人。 He is Canadian.
7.	Tā shì Fàguo rén ma? 他是法国人吗？ Is he French.	Tā shì Fàguo rén. 他是法国人。 He is French.

Response Drill

1.	Tā shì Jiānádà rén ma? 他是加拿大人吗？ Is he Canadian?	Yīngguó England 英国	Tā bú shì Jiānádà rén. Shì Yīngguó rén. 他不是加拿大人。他是英国人。 He s not Canadian. He is English.
2.	Tā shì Rìběn rén ma? 他是日本人吗？ Is he Japanese?	Zhōngguó China 中国	Tā bú shì Rìběn rén. Shì Zhōngguó rén. 他不是日本人。他是中国人。 He s not Japanese. He is Chinese.
3.	Tā shì Yīngguó rén ma? 他是英国人吗？ Is he English?	Měiguó America 美国	Tā bú shì Yīngguó rén. Shì Měiguó ren. 他不是英国人。他是美国人。 He s not English. He is American.
4.	Tā shì Měiguó rén ma? 他是美国人吗？ Is he American?	Jiānádà Canada 加拿大	Tā bú shì Měiguó rén, Shì Jiānádà rén. 他不是美国人。他是加拿大人。 He s not American. He is Canadian.
5.	Tā shì èguó rén ma? 他是俄国人吗？ Is he Russian?	Déguó Germany 德国	Tā bú shì èguó rén. Shì Déguó rén. 他不是俄国人。他是德国人。 He s not Russian. He is German .
6.	Tā shì Yuènán rén ma? 他是越南人吗？ Is he Vietnamese?	Zhōngguó China 中国	Tā bú shì Yuènán rén. Shì Zhōngguó rén. 他不是越南人。他是中国人。 He s not Vietnamese. He is Chinese.
7.	Tā shì Fàguó rén ma? 他是法国人吗？ Is he French?	Yīngguó England 英国	Tā bú shì Fàguó rén. Shì Yīngguó ren. 他不是法国人。他是英国人。 He s not French. He is English.

Response Drill

1.	Tā shì něiguo rén? 他是哪国人？ What is his nationality?	Fàguó France 法国	Tā shì Fàguó rén. 他是法国人。 He is French.
2.	Tā shì něiguo rén? 他是哪国人？ What is his nationality?	Zhōngguó China 中国	Tā shì Zhōngguó rén. 他是中国人。 He is Chinese.
3.	Tā shì něiguo rén? 他是哪国人？ What is his nationality?	Měiguó America 美国	Tā shì Měiguó rén. 他是美国人。 He is American.
4.	Tā shì něiguo rén? 他是哪国人？ What is his nationality?	Jiānádà Canada 加拿大	Tā shì Jiānádà rén. 他是加拿大人。 He is Canadian.
5.	Tā shì něiguo rén? 他是哪国人？ What is his nationality?	Rìběn Japan 日本	Tā shì Rìběn rén. 他是日本人。 He is Japanese.
6.	Tā shì něiguo rén? 他是哪国人？ What is his nationality?	Èguó Germany 俄国	Tā shì Èguó rén. 他是俄国人。 He is Russian.
7.	Tā shì něiguo rén? 他是哪国人？ What is his nationality?	Déguó Russia 德国	Tā shì Déguó rén. 他是德国人。 He is German.

Response Drill

1.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?	Běijīng 北京	Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.
2.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?	Shánghǎi 上海	Tā shì Shánghǎi rén. 他是上海人。 He is from Shánghǎi.
3.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?	Chángshā 长沙	Tā shì Chángshā rén. 他是上沙人。 He is from Chángshā.
4.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?	Táizhōng 台中	Tā shì Táizhōng rén. 他是台中人。 He is from Táizhōng.
5.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?	Táiběi 台北	Tā shì Táiběi rén. 他是台北人。 He is from Táiběi.
6.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?	Tiānjīng 天京	Tā shì Tiānjīng rén. 他是天京人。 He is from Tiānjīng.
7.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?	Běijīng 北京	Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.

Transformation Drill

1.	Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?
2.	Tā shì Zhōngguó rén. 他是中国人。 He is from China.	Tā shì něiguó rén? 他是哪国人？ Where is he from?
3.	Tā shì Jiānádà ren. 他是加拿大人。 He is from Canada.	Tā shì něiguó rén? 他是哪国人？ Where is he from?
4.	Tā shì Táiběi rén. 他是台北人。 He is from Táiběi.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?
5.	Tā shì Shànghǎi rén. 他是上海人。 He is from Shànghǎi.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?
6.	Tā shì Yīngguó rén. 他是英国人。 He is from England.	Tā shì něiguó rén? 他是哪国人？ Where is he from?
7.	Tā shì Měiguó rén. 他是美国人。 He is from America.	Tā shì něiguó rén? 他是哪国人？ Where is he from?
8.	Tā shì Táizhōng rén. 他是台中人。 He is from Táizhōng.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?

Transformation Drill

1.	Tā shì Lǐ tàitai. 她是李太太。 She is Mrs. Lǐ.	Tā bú shì Lǐ tàitai. 她不是太太。 She is not Mrs. Lǐ.
2.	Tā xìng Gāo. 他姓局。 Her surname is Gāo.	Tā bú xìng Gāo. 他不姓局。 Her surname is not Gāo.
3.	Tā shì Táiběi rén. 她是台北人。 Hi is from Táiběi.	Tā bú shì Táiběi rén. 她不是台北人。 Hi is not from Táiběi.
4.	Tā xìng Liú. 他姓刘。 Her surname is Liú.	Tā bú xìng Liú. 他不姓刘。 Her surname is not Liú.
5.	Tā shì Měiguó rén. 她是美国人。 She is American.	Tā bú shì Měiguó rén. 她不是美国人。 She is not American.
6.	Tā shì Jiānádà rén. 她是加拿大人。 She is Canadian.	Tā bú shì Jiānádà rén. 她不是加拿大人。 She is not Canadian.

Transformation Drill

1.	Tā xìng Hú. 他姓胡。 His surname is Hú.	Tā xìng Hú ma? 他姓胡吗？ Is his surname Hú?
2.	Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.	Tā shì Běijīng rén ma? 他是北京人吗？ Is he from Běijīng?
3.	Tā shì Wáng Dànián. 他是王大年。 He is Wáng Dànián.	Tā shì Wáng Dànián ma? 他是王大年吗？ Is he Wáng Dànián?
4.	Tā xìng Lín. 他姓林。 Her surname is Lín.	Tā xìng Lín ma? 他姓林吗？ Is her surname Lín?
5.	Tā shì Zhōngguó rén. 他是中国人。 She is Chinese.	Tā shì Zhōngguó rén ma? 他是中国人吗？ Is she Chinese?

Transformation Drill

1.	Tā xìng Zhāng. 他姓张。 His surname is Zhāng.	Tā xìng shénme? 他姓什么？ What's his surname?
2.	Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?
3.	Tā shì Wáng Dànián. 他是王大年。 He is Wáng Dànián.	Tā shì shéi? 他是谁？ Who is he?
4.	Tā shì Rìběn rén. 他是日本人。 He is Japanese.	Tā shì něiguó rén? 他是哪国人？ What is his nationality?
5.	Tā shì Shāndōng rén. 他是山东人。 He is from Shāndōng.	Tā shì nǎrde rén? 他是哪儿的人？ Where is he from?
6.	Tā shì Chén tōngzhì. 他是陈同志。 He is comrade Chén.	Tā shì shéi? 他是谁？ Who is he?

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.

Material 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.

References

Reference List

1.	A:	Qǐngwèn, nǐ shì nǎrde rén?	请问，你是哪儿的人？	May I ask, where are you from?
	B:	Wǒ shì Dézhōu rén.	我是德州人。	I'm from Texas.
2.	A:	Qǐngwèn, Āndésen fūren shì nǎrde rén?	请问，安德森夫人是哪儿的人?	May I ask, where is Mrs. Andersen from?
	B:	Tā shì Dézhōu rén.	她是德州人。	She is from Texas too.
3.	A:	Tā shì Yīngguó rén ma?	她是英国人吗？	Is he English?
	B:	Bú shì, tā bú shì Yīngguó rén.	不是，他不是英国人。	No, he is not English.
	A:	Tā àiren ne?	他爱人呢？	And his wife?
	B:	Tā yě bú shì Yīngguó rén.	他也不是英国人。	She isn't English either.
4.	A:	Qǐngwèn, Qīngdǎo zài nǎr?	请问，青岛在哪儿？	May I ask, where is Qīngdǎo?
	B:	Qīngdǎo zài Shāndōng.	青岛在山东。	Qīngdǎo is in Shāndōng.
5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	请问，你老家在哪儿？	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Āndàlüè.	我老家在安大略。	My family is from Ontario.
	B:	Wǒ lǎojiā zài Shāndōng.	我老家在山东。	My family is from Shāndōng.
6.	A:	Chén Shìmín tóngzhì zài nǎr?	陈世民同志在哪儿？	Where is comrade Shìmín?
	B:	Tā zài nàr.	他在那儿。	He's there.

7.	A:	Qīngdǎo zài nǎr?	青岛在哪儿？	Where is Qīngdǎo?
	B:	Zài zhèr.	在这儿。	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	你爱人现在在哪儿？	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	我爱人现在在加拿大。	My wife is in Canada now.

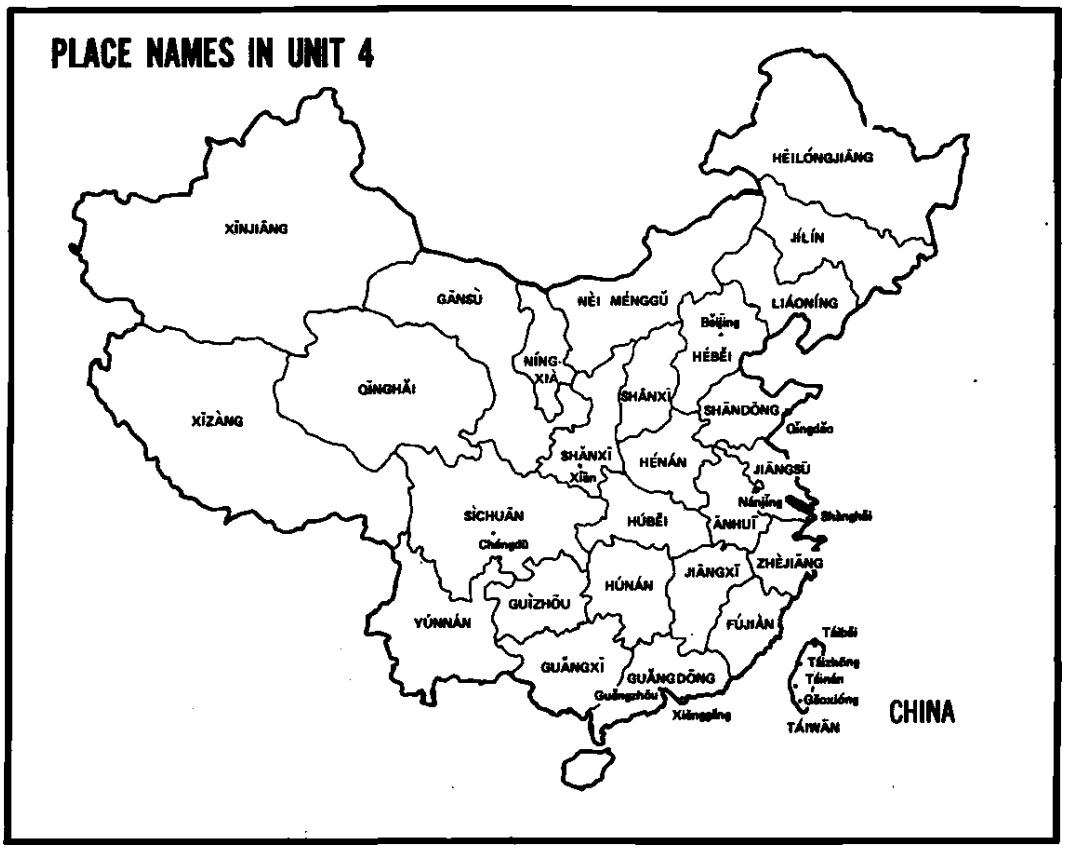
Vocabulary

àiren	爱人	spouse
Āndàlüè	安大略	Ontario
Dézhōu	德州	Texas
fūren	夫人	Lady, Madame, Mrs., wife (of a high ranking person)
Jiānádà	加拿大	Canada
lǎojiā	老家	original home
nàr (nèr)	那儿	there
Qīngdǎo	青岛	a city name
Qǐngwèn	请问	May I ask?
xiànzài	现在	now
yě	也	also, too, either
zài	在	to be in/at/one
zhèr	这儿	here

Additional required vocabulary not presented on C-1 and P-1 tapes.

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

Figure 1.3. 0021-FSI-StandardChinese-Module01ORN-StudentText-8.png



Reference Notes

Notes on № 1

1.	A:	Qǐngwèn, nǐ shì nǎrde rén?	请问，你是哪儿的人？	May I ask, where are you from?
	B:	Wǒ shì Dézhōu rén.	我是德州人。	I'm from Texas.

Qǐngwèn: Literally, qǐng means "request," and wèn means "ask (for information)." Qǐngwèn is used as English speakers use "excuse me," to get someone's attention in order to ask him a question.

Note

Qǐngwèn is NOT the word used for saying "excuse me" when you step on someone's foot. For that, you say duìbuqǐ .

Notes on № 2

2.	A:	Qǐngwèn, Āndésen fūren shì nǎrde rén?	请问，安德森夫人是哪儿的人？	May I ask, where is Mrs. Andersen from?
	B:	Tā shì Dézhōu rén.	他是德州人。	She is from Texas too.

Names: In the People's Republic, a foreigner is known by the standard phonetic equivalent of his full name. His given name is followed by his surname, which is followed by the appropriate title, Mr. David Anderson will be called Dàiwèi Āndésèn Xiānsheng . In Taiwan, there is no set way of giving names to foreigners. Sometimes, as in the PRC, a phonetic equivalent of the full name is used (though there are no standard versions). Sometimes, the equivalent is based entirely on the surname. Mr. Anderson, for instance, might be Ān Désēn Xiānsheng . The surname may also be translated, as when "King" is translated into Wáng. It is also common to base the Chinese surname on the first syllable of the original surname, and the Chinese given name on something else (often the original given name). In Taiwan, Dàwèi is a common phonetic equivalent for "David." "Mr. David Anderson," therefore, might be Ān Dàwèi Xiānsheng .

Here is a chart of SOME of the Chinese names that might be given to Mr. David Anderson.

Table 1.1. PRC

Dàwéi	Āndésēn	Xiānsheng

Table 1.2. TAIWAN

Ān	Désēn	Xiānsheng
Ān	Dàwèi	Xiānsheng

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 PRG may be addressed as xiǎojiě "Miss." Married or unmarried women may be addressed as Nǚshì. 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.

Notes on № 3

3.	A:	Tā shì Yīngguó rén ma?	他是英国人吗？	Is she English?
	B:	Bú shì, tā bú shì Yīngguó rén.	不是，他不是英国人。	No, he is not English.
	A:	Tā àiren ne?	他爱人呢？	And his wife?
	B:	Tā yě bú shì Yīngguó rén.	他也不是英国人。	She isn't English either.

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 yě shi Yĭngguo rén.	她也是英国人。	She is English too. She is also English.
Tā yě bú shi Yĭngguo rén.	她也不是英国人。	She is not English either. She is also not English.

Notes on № 4

4.	A:	Qĭngwèn, Qīngdǎo zài nǎr?	请问，青岛在哪儿？	May I ask, where is Qīngdǎo?

	B:	Qīngdǎo zài Shāndōng.	青岛在山东。	Qīngdǎo is in Shāndōng.

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."

Notes on № 5

5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	请问，你老家在哪儿？	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Āndàlüè.	我老家在安大略。	My family is from Ontario.
	B:	Wǒ lǎojiā zài Shāndōng.	我老家在山东。	My family is from Shāndōng.

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 Guǎngdōng 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 Dèzhōu (Āndàlüè, Shāndōng). Nǐ lǎojiā shi 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 shi Jiūjǐnshān (Qǐngdǎo, Shànghǎi).

Compare:

Wó lǎojiā zài Guǎngdōng.	我老家在廣東。	My original home is in Guǎngdōng.
Wǒ lǎojiā shi Guǎngzhōu.	我老家是广州。	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."

Notes on № 6-8

6.	A:	Chén Shìmín tóngzhì zài nǎr?	陈世民同志在哪儿？	Where is comrade Shìmín?
	B:	Tā zài nàr.	他在那儿。	He's there.

7.	A:	Qīngdǎo zài nǎr?	青岛在哪儿？	Where is Qīngdǎo?
	B:	Zài zhèr.	在这儿。	It's here.

8.	A:	Nǐ àiren xiànzài zài nǎr?	你爱人现在在哪儿？	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	我爱人现在在加拿大。	My wife is in Canada now.

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

nǎr	哪儿	where
nàr (nèr)	那儿	there
zhèr	这儿	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?	你爱人现在在哪儿？	Where is your wife now?
Tā zài Běijīng.	她在北京。	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 Beìjǐng:

Country:	Mǎdǐng Xiānsheng xiànzài zài Zhōngguó ma? Tā xiànzài zài Zhōngguó. He is here now.
City:	Mǎdǐng Xiānsheng xiànzài zài Shànghǎi ma? Tā bú zài Shànghǎi; tā zài zhèr. He is not there; he is 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

Response Drill

1.	Tā shì nǎrde rén? 他/她是哪儿的人？ Where is he/she from?	Húnán 湖南	Tā shì Húnán rén. 他/她是湖南人。 He/She is from Húnán.
2.	Tā shì nǎrde rén? 他/她是哪儿的人？ Where is he/she from?	Shāndōng 山东	Tā shì Shāndōng rén. 他/她是山东人。 He/She is from Shāndōng.
3.	Tā shì nǎrde rén? 他/她是哪儿的人？ Where is he/she from?	Héběi 河北	Tā shì Héběi rén. 他/她是河北人。 He/She is from Héběi.
4.	Tā shì nǎrde rén? 他/她是哪儿的人？ Where is he/she from?	Jiāngsū 江苏	Tā shì Jiāngsū rén. 他/她是江苏人。 He/She is from Jiāngsū.
5.	Tā shì nǎrde rén? 他/她是哪儿的人？ Where is he/she from?	Guāngdōng 广东	Tā shì Guāngdōng rén. 他/她是广东人。 He/She is from Guāngdōng.
6.	Tā shì nǎrde rén? 他/她是哪儿的人？ Where is he/she from?	Húběi 湖北	Tā shì Húběi rén. 他/她是湖北人。 He/She is from Húběi.
7.	Tā shì nǎrde rén? 他/她是哪儿的人？ Where is he/she from?	Sìchuān 四川	Tā shì Sìchuān rén. 他/她是四川人。 He/She is from Sìchuān.

Transformation Drill

1.	Zhāng tóngzhì fūren shì Běijīng rén. 张同志夫人是北京人。 Comrade Zhāng's wife is from Běijīng.	Qǐngwèn, Zhāng fūren shì nǎrde rén? 请问张夫人是哪儿的人？ May I ask, where is Mrs. Zhāng from?
2.	Huáng tóngzhì fūren shì Shànghǎi ren. 黄同志夫人是上海人。 Comrade Huáng's wife is from Shànghǎi.	Qǐngwèn, Huáng fūren shì nǎrde rén? 请问黄夫人是哪儿的人？ May I ask, where is Mrs. Huáng from?
3.	Wáng tóngzhì fūren shì Nánjīng rén. 王同志夫人是南京人。 Comrade Wáng's wife is from Nánjīng.	Qǐngwèn, Wáng fūren shì nǎrde ren? 请问黄夫人是哪儿的人？ May I ask, where is Mrs. Wáng from?
4.	Lǐ tóngzhì fūren shì Guǎngzhōu rén. 李同志夫人是广州人。 Comrade Lǐ's wife is from Guǎngzhōu.	Qǐngwèn, Lǐ fūren shì nǎrde rén? 请问李夫人是哪儿的人？ May I ask, where is Mrs. Lǐ from?
5.	Zhào tōngzhì fūren shì Xiānggǎng ren. 赵同志夫人是香港。 Comrade Zhào's wife is from Xiānggǎng.	Qǐngwèn, Zhào fūren shì nǎrde ren? 请问赵夫人是哪儿的人？ May I ask, where is Mrs. Zhào from?
6.	Máo tóngzhì fūren shì Qīngdǎo ren. 毛同志夫人是青岛人。 Comrade Máo's wife is from Xiānggǎng.	Qǐngwèn, Máo fūren shì nǎrde rén? 请问毛夫人是哪儿的人？ May I ask, where is Mrs. Máo from?
7.	Chén tóngzhì fūren shì Běijīng rén. 陈同志夫人是北京人。 Comrade Chén's wife is from Xiānggǎng.	Qǐngwèn, Chén fūren shì nǎrde rén? 请问陈夫人是哪儿的人？ May I ask, where is Mrs. Chén from?

Transformation Drill

1.	Tā shì Héběi rén. 他/她是河北人。 He/She is from Héběi.	Tā bú shì Héběi ren. 他/她不是河北人。 He/She is not from Héběi.
2.	Tā shì Shāndōng rén. 他/她是山东人。 He/She is from Shāndōng.	Tā bú shì Shāndōng rén. 他/她不是山东人。 He/She is not from Shāndōng.
3.	Tā shì Jiāngsū ren. 他/她是江苏人。 He/She is from Jiāngsū.	Tā bú shì Jiāngsū rén. 他/她不是江苏人。 He/She is not from Jiāngsū.
4.	Tā shì Fújiàn rén. 他/她是福建人。 He/She is from Fújiàn.	Tā bú shì Fújiàn rén. 他/她不是福建人。 He/She is not from Fújiàn.
5.	Tā shì Zhèjiāng rén. 他/她是浙江人。 He/She is from Zhèjiāng.	Tā bú shì Zhèjiāng rén. 他/她不是浙江人。 He/She is not from Zhèjiāng.
6.	Tā shì Húnán ren. 他/她是湖南人。 He/She is from Húnán.	Tā bú shì Húnán ren. 他/她不是湖南人。 He/She is not from Húnán.
7.	Tā shì Sìchuān rén. 他/她是四川人。 He/She is from Sìchuān.	Tā bú shì Sìchuān rén. 他/她不是四川人。 He/She is not from Sìchuān.

Transformation Drill

1.	Tā shì Héběi ren. 他/她是河北人。 He/She is from Héběi	Tā yě shì Héběi rén. 他/她也是河北人。 He/She is from Héběi too.
2.	Tā shì Zhèjiāng ren. 他/她是浙江人。 He/She is from Zhèjiāng	Tā yě shì Zhèjiāng rén. 他/她也是浙江人。 He/She is from Zhèjiāng too.
3.	Tā shì Fújiàn ren. 他/她是福建人。 He/She is from Fújiàn	Tā yě shì Fújiàn rén. 他/她也是福建人。 He/She is from Fújiàn too.
4.	Tā shì Húnán ren. 他/她是湖南人。 He/She is from Húnán	Tā yě shì Húnán rén. 他/她也是湖南人。 He/She is from Húnán too.
5.	Tā shì Jiāngsū ren. 他/她是江苏人。 He/She is from Jiāngsū	Tā yě shì Jiāngsū rén. 他/她也是江苏人。 He/She is from Jiāngsū too.
6.	Tā shì Shāndōng rén. 他/她是山东人。 He/She is from Shāndōng	Tā yě shì Shāndōng rén. 他/她也是山东人。 He/She is from Shāndōng too.
7.	Tā shì Hénán rén. 他/她是河南人。 He/She is from Hénán	Tā yě shì Hénán rén. 他/她也是河南人。 He/She is from Hénán too.

Transformation Drill

1.	Zhào xiānsheng bú shì Táiwān rén. 赵先生不是台湾人。 Mr. Zhào isn't from Táiwān.	Zhào xiānsheng yě bú shì Táiwān rén. 赵先生也不是人。 Mr. Zhào isn't from Táiwān either.
2.	Lǐ xiānsheng bú shì Táiběi ren. 李先生不是台北人。 Mr. Lǐ isn't from Táiběi.	Lǐ xiānsheng yě bú shì Táiběi ren. 李先生也不是台北人。 Mr. Lǐ isn't from Táiběi either.
3.	Wáng xiānsheng bú shì Táizhōng ren. 王先生不是台中人。 Mr. Wáng isn't from Táizhōng.	Wáng xiānsheng yě bú shì Táizhōng ren. 王先生也不是台中人。 Mr. Wáng isn't from Táizhōng either.
4.	Huáng xiānsheng bú shì Táinán rén. 黄先生不是台南人。 Mr. Huáng isn't from Táinán.	Huáng xiānsheng yě bú shì Táinán rén. 黄先生也不是台南人。 Mr. Huáng isn't from Táinán either.
5.	Liú xiānsheng bú shì Táidōng rén. 刘先生不是台東人。 Mr. Liú isn't from Táidōng.	Liú xiānsheng yě bú shì Táidōng rén. 刘先生也不是台東人。 Mr. Liú isn't from Táidōng either.
6.	Hú xiānsheng bú shì Jīlóng rén. 胡先生不是基隆市人。 Mr. Hú isn't from Jīlóng.	Hú xiānsheng yě bú shì Jīlóng rén. 胡先生也不是基隆市人。 Mr. Hú isn't from Jīlóng either.
7.	Chén xiānsheng bú shì Gāoxióng rén. 陈先生不是高雄人。 Mr. Chén isn't from Gāoxióng.	Chén xiānsheng yě bú shì Gāoxióng rén. 陈先生也不是高雄人。 Mr. Chén isn't from Gāoxióng either.

1.	Mǎ tóngzhì shì Běijīng rén ma? 马同志是北京人吗？ Is comrade Mǎ from Běijīng?	Tā bú shì Běijīng rén. 他/她不是北京人。 He/She isn't from Běijīng.	Tā àiren ne? 他/她爱人呢? And his/her spouse?	Tā àiren yě bú shì Běijīng rén. 他/她爱人也不是北京人。 He/She isn't from Běijīng either.
2.	Zhāng tóngzhì shì Shànghǎi rén ma? 张同志是上海人吗？ Is comrade Zhāng from Shànghǎi?	Tā bú shì Shànghǎi rén. 他/她不是上海人。 He/She isn't from Shànghǎi.	Tā àiren ne? 他/她爱人呢? And his/her spouse?	Tā yě bú shì Shànghǎi rén. 他/她也不是上海人。 He/She isn't from Shànghǎi either.
3.	Jiāng tóngzhì shì Nánjīng rén ma? 蒋同志是南京人吗？ Is comrade Jiāng from Nánjīng?	Tā bú shì Nánjīng rén. 他/她不是南京． He/She isn't from Nánjīng.	Tā àiren ne? 他/她爱人呢? And his/her spouse?	Tā yě bú shì Nán-jīng rén. 他/她也不是南京人。 He/She isn't from Nánjīng either.
4.	Chén tóngzhì shì Guǎngzhōu rén ma? 陈同志是广州人吗？ Is comrade Chén from Guǎngzhōu?	Tā bú shì Guǎngzhōu rén. 他/她不是广州人。 He/She isn't from Guǎngzhōu.	Tā àiren ne? 他/她爱人呢? And his/her spouse?	Tā yě bú shì Guǎngzhōu rén. 他/她也不是广州人。 He/She isn't from Guǎngzhōu either.
5.	Sūn tóngzhì shì Chéngdū rén ma? 孙同志是成都人吗？ Is comrade Sūn from Chéngdū?	Tā bū shì Chéngdū rén. 他/她不是成都人。 He/She isn't from Chéngdū.	Tā àiren ne? 他/她爱人呢? And his/her spouse?	Tā yě bú shì Chéngdū rén. 他/她也不是成都人。 He/She isn't from Chéngdū either.
6.	Máo tóngzhì shì Qīngdǎo rén ma? 毛同志是青岛人吗？ Is comrade Máo from Qīngdǎo?	Tā bú shì Qīngdǎo rén. 他/她不是青岛人。 He/She isn't from Qīngdǎo.	Tā àiren ne? 他/她爱人呢? And his/her spouse?	Tā yě bú shì Qīngdǎo rén. 他/她也不是青岛人。 He/She isn't from Qīngdǎo either.
7.	Yáng tóngzhì shì Běijīng rén ma?	Tā bú shì Běijīng rén.	Tā àiren ne? 他/她爱人呢?	Tā yě bú shì Běi-jīng rén.

	杨同志是北京人吗？ Is comrade Yáng from Běijīng?	他/她不是北京人。 He/She isn't from Běijīng.	And his/her spouse?	他/她也不是北京人。 He/She isn't from Běijīng either.

Response Drill

1.	Qǐngwèn, Qīngdǎo zài nǎr? 请问青岛在哪儿？ May I ask, where is Qīngdǎo?	Shāndōng 山东	Qīngdǎo zài Shāndōng. 青岛在山东。 Qīngdǎo is in Shāndōng.
2.	Qǐngwèn, Nánjīng zài nǎr? 请问南京在哪儿？ May I ask, where is Nánjīng?	Jiāngsū 江苏	Nánjīng zài Jiāngsū. 南京在江苏。 Nánjīng is in Jiāngsū.
3.	Qǐngwèn, Guǎngzhōu zài nǎr? 请问广州在哪儿？ May I ask, where is Guǎngzhōu?	Guǎngdōng 广东	Guǎngzhōu zài Guǎngdōng. 广州在广东。 Guǎngzhōu is in Guǎngdōng.
4.	Qǐngwèn, Shānghǎi zài nǎr? 请问上海在哪儿？ May I ask, where is Shānghǎi?	Jiāngsū 江苏	Shānghǎi zài Jiāngsū. 上海在江苏。 Shānghǎi is in Jiāngsū.
5.	Qǐngwèn, Běijīng zài nǎr? 请问北京在哪儿？ May I ask, where is Běijīng?	Héběi 河北	Běijīng zài Héběi. 北京在河北。 Běijīng is in Héběi.
6.	Qǐngwèn, Qīngdǎo zài nǎr? 请问青岛在哪儿？ May I ask, where is Qīngdǎo?	Shāndōng 山东	Qīngdǎo zài Shāndōng. 青岛在山东。 Qīngdǎo is in Shāndōng.
7.	Qǐngwèn, Shànghǎi zài nǎr? 请问上海在哪儿？ May I ask, where is Shànghǎi.	Jiāngsū 江苏	Shànghǎi zài Jiāngsū. 上海在江苏。 Shànghǎi is in Jiāngsū.

Transformation Drill

1.	Lín tóngzhì shì Húběi rén. 林同志哦是河北。 Comrade Lín is from Húběi.	Lín tóngzhìde lǎojiā zài Húběi. 林同志的老家在河北。 Comrade Lín's family is from Húběi.
2.	Wáng tóngzhì shì Shānxī rén. 王同志哦是陕西。 Comrade Wáng is from Shānxī.	Wáng tóngzhìde lǎojiā zài Shānxī. 王同志的老家在陕西。 Comrade Wáng's family is from Shānxī.
3.	Huáng tóngzhì shì Shānxī rén. 黄同志哦是陕西。 Comrade Huáng is from Shānxī.	Huáng tóngzhìde zài Shānxī. 黄同志的老家在陕西。 Comrade Huáng's family is from Shānxī.
4.	Gāo tóngzhì shì Fújiàn rén. 局同志哦是福建。 Comrade Gāo is from Fújiàn.	Gāo tóngzhìde zài Fújiàn. 局同志的老家在福建。 Comrade Gāo's family is from Fújiàn.
5.	Lǐ tóngzhǐ shì Sǐchuān rén. 李同志哦是四川。 Comrade Lǐ is from Sǐchuān.	Lǐ tóngzhìde zài Sìchuān. 李同志的老家在四川。 Comrade Lǐ's family is from Sǐchuān.
6.	Zhōu tóngzhì shì Zhèjiāng rén. 周同志哦是浙江。 Comrade Zhōu is from Zhèjiāng.	Zhōu tóngzhìde zài Zhèjiāng. 周同志的老家在浙江。 Comrade Zhōu's family is from Zhèjiāng.
7.	Máo tóngzhì shì Húnán rén. 毛同志哦是湖南。 Comrade Máo is from Húnán.	Máo tóngzhìde zài Húnán. 毛同志的老家在湖南。 Comrade Máo's family is from Húnán.

Response Drill

1.	Tā àiren zài nǎr? 他/她爱人在哪儿？ Where is his/her spouse?	Měiguó 美国	Tā àiren xiànzài zài Měiguó. 他/她爱人现在在美国。 His/Her spouse is in America now.
2.	Tā àiren zài nǎr? 他/她爱人在哪儿？ Where is his/her spouse?	Jiānádà 加拿大	Tā àiren xiànzài zài Jiānádà. 他/她爱人现在在加拿大。 His/Her spouse is in Canada now.
3.	Tā àiren zài nǎr? 他/她爱人在哪儿？ Where is his/her spouse?	Yīngguó 英国	Tā àiren xiànzài zài Yīngguó. 他/她爱人现在在英国。 His/Her spouse is in England now.
4.	Tā àiren zài nǎr? 他/她爱人在哪儿？ Where is his/her spouse?	Déguó 德国	Tā àiren xiànzài zài Déguó. 他/她爱人现在在德国。 His/Her spouse is in Germany now.
5.	Tā àiren zài nǎr? 他/她爱人在哪儿？ Where is his/her spouse?	Měiguó 美国	Tā àiren xiànzài zài Měiguó. 他/她爱人现在在美国。 His/Her spouse is in America now.
6.	Tā àiren zài nǎr? 他/她爱人在哪儿？ Where is his/her spouse?	Fàguó 法国	Tā àiren xiànzài zài Fàguó. 他/她爱人现在在法国。 His/Her spouse is in France now.
7.	Tā àiren zài nǎr? 他/她爱人在哪儿？ Where is his/her spouse?	Èguó 俄国	Tā àiren xiànzài zài Èguó. 他/她爱人现在在俄国。 His/Her spouse is in Russia now.

Criterion Test

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. fei → fěi

3. This section tests your ability to recognize the four tones in two-syllables 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. chabei → 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. pàng

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?

   a. Who is she?

   b. Who is he?

   c. Who are you?

Part II

1. 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 lay an American, Timothy Young, now that he is living in Taipei. His Chinese surname is:

   a. Yáng

   b. Tíngféng

   c. Yáng Tíngféng

Part III

1. 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:

   a. mā má mǎ mà

2. 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:

   a. nín...níng

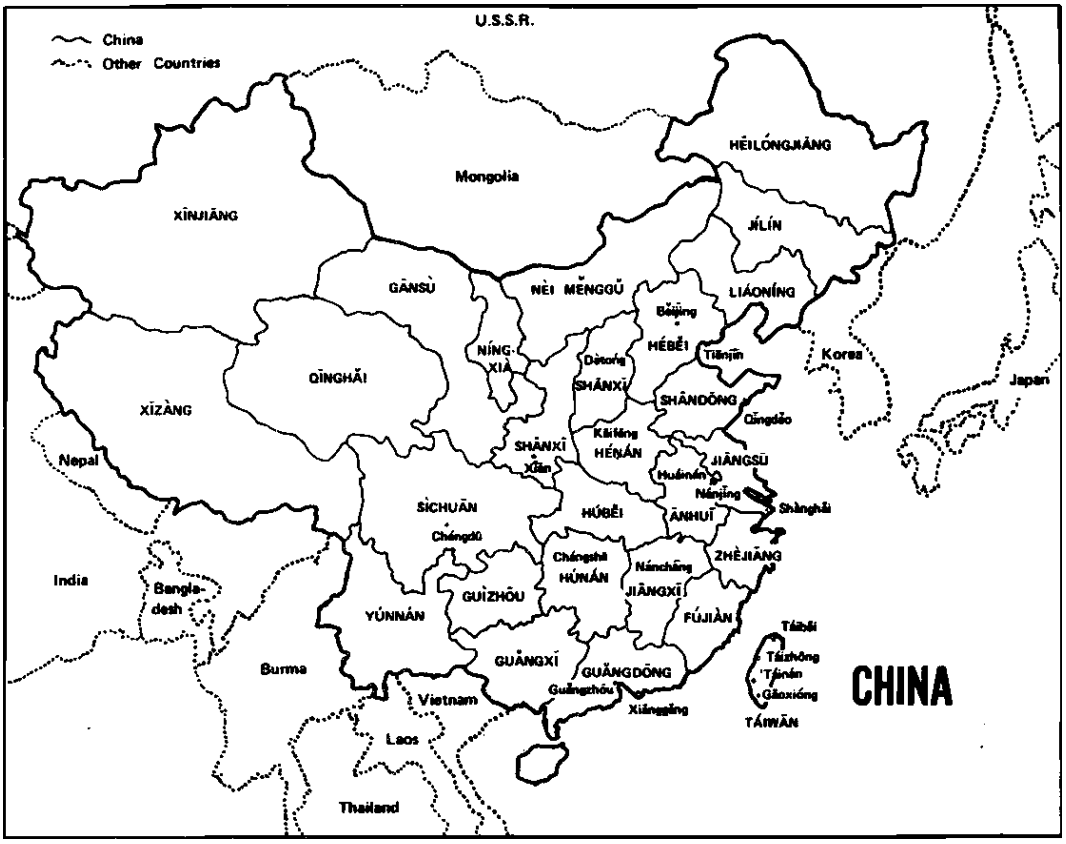
3. This section tests your ability to locate and name main cities and provinces in China. Using the map in your booklet, point out to your instructor five cities and five provinces and name them. Pronunciation is of secondary importance here.

4. 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.

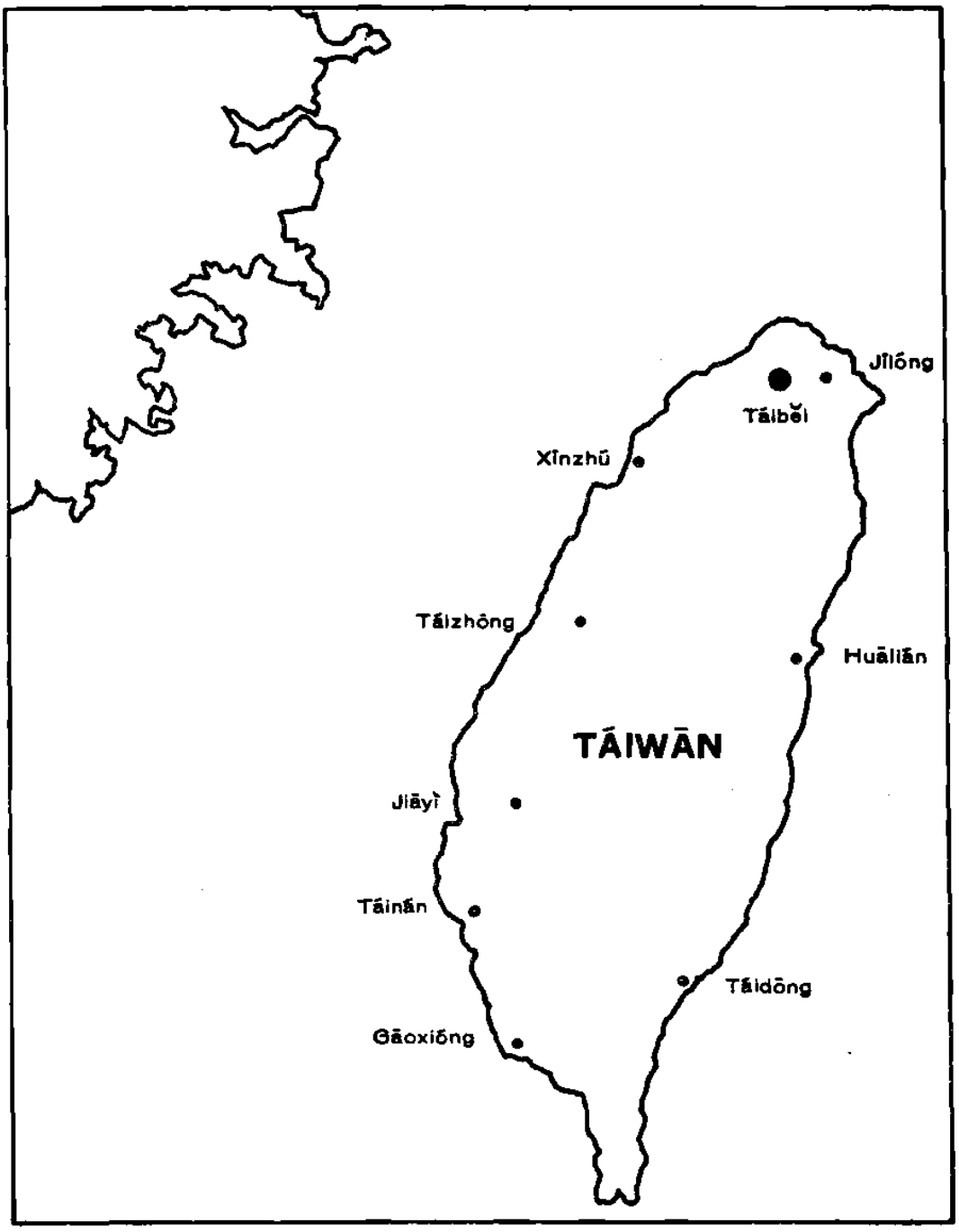
5. This section tests your ability to make conversational use of the material covered in this module. Although limited in scope, this conversation between you and your instructor represents a situation which you are likely to encounter in the real world. As in any conversation, you are free to ask for 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.

Appendices

Appendix 1: Map of China



Appendix 2: Map of Taiwan



Appendix 3: Countries and Regions

Appendix 4: American States

Alabama	阿拉巴马	Ālābāmǎ
Alaska	阿拉斯加	Ālāsǐjiā
Arizona	亚利桑那	Yàlìsāngnà
Arkansas	阿肯色	Ākěnsè, Akānsàsī
California	加州, 加利福尼亚	Jiāzhōu, Jiālìfóníyà
Colorado	科罗拉多	Kēluólāduō
Connecticut	康涅狄格, 康乃狄克	Kāngnièdígé, Kāngnǎidígé
Delaware	特拉华	Tèlāhuá, Délāwēi (ěr)
Florida	弗罗里达	Fóluólǐdá
Georgia	乔治亚, 佐治亚	Qiáozhìyà, Zuǒzhìyà
Hawaii	夏威夷	Xiàwēiyí
Idaho	爱达荷	Àidáhé
Illinois	伊利诺	Yīlìnuò (sī)
Indiana	印第安纳	Yìndìànnà
Iowa	爱奥华	Yīāhuá, Àiāhuá
Kansas	堪萨斯	Kānsàsī
Kentucky	肯塔基	Kěntǎjī
Louisiana	路易斯安那	Lùyìsīānnà
Maine	缅因	Miǎnyīn
Maryland	马里兰	Mǎlǐlán
Massachusetts	马萨诸塞	Mǎsāzhūsài, Mǎshěng
Michigan	密歇根,	Mìxīgēn, Mìzhíān
Minnesota	明尼苏达	Míngnísūdá
Mississippi	密西西比	Mìxīxībǐ
Missouri	密苏里	Mìsūlǐ
Montana	蒙大纳	Méngdànà
Nebraska	内布拉斯加	Nèibùlāsījiā
Nevada	内华达	Nèihuádá
New Hampshire	新罕布什尔	Xīn Hānbùshíěr, Xīn Hǎnbùxià
New Jersey	新泽西	Xīn Zéxī
New Mexico	新墨西哥	Xīn Mòxīgē
New York	纽约	Niǔyuē

North Carolina	北卡罗来纳	Běi Kǎluóláinà, Běi Kǎluólínnà
North Dakota	北达科他	Běi Dákētā, Běi Dákēdá
Ohio	俄亥俄	Éhàié
Oklahoma	俄克拉荷马	Ékèlāhémǎ, Ākèlāhémǎ
Oregon	俄勒冈	Élègāng
Pennsylvania	宾州, 宾夕法尼亚, 宾西法尼亚	Bīnxhōu, Bīnxīfǎníyà, Bīnxīfánníyà
Rhode Island	罗得岛	Luódé Dǎo, Luódéàilán
South Carolina	南卡罗来纳	Nán Kǎluóláinà, Nán Kǎluólínnà
South Dakota	南达科他	Nán Dákētā
Tennessee	田纳西	Tiánnàxī
Texas	得克萨斯	Dézhōu, Dékèsàsī
Utah	犹他	Yóutā, Yōuta
Vermont	佛蒙特	Wēiméngtè, Fóméngtè
Virginia	维吉尼亚, 弗吉尼亚	Wēijíníyà, Fójíníyà
Washington	华盛顿	Huáshèngdùn
West Virginia	西弗吉尼亚	Xī Fójíníyà
Wisconsin	威斯康星	Wēisīkāngxīn(g)
Wyoming	怀俄明	Huáiéming

Appendix 5: Canadian Provinces

Alberta	阿尔伯塔, 艾伯塔	(Yǎbódá) Ā'ěrbótǎ, Àibótǎ
British Columbia	英属哥伦比亚	Yīngshǔ Gēlúnbǐyà
Manitoba	马尼托巴	Mànnítuōbā
New Brunswick	新不伦瑞克	Xīn Bùlúnzīwéikè
Newfoundland	纽芬兰与拉布拉多	Niǔfēnlándǎo
Northwest Territories	西北领地	Xīběilíngdì
Nova Scotia	新斯科舍	Xīn Sīkèshè
Ontario	安大略省	Āndàlüè
Prince Eduard Island	爱德华岛	Àidéhuádǎo
Quebec	魁北克	Kuíběkè
Saskatchewan	萨斯喀彻温	Sākèqíwàn
Yukon	育空	Yùkōng

Appendix 6: Common Chinese Names

Table 1.3. Surnames

Huáng	黄	Zhōu	周	Liú	刘
Wáng	王	Jiāng	江	Chén	陈
Zhāng	张	Jiǎng	蒋	Yáng	杨
Lǐ	李	Gāo	局	Sīmǎ	司马
Zhào	赵	Lín	林	Oūyáng	欧阳
Máo	毛	Sūn	孙	Hú	胡
Táng	唐	Sòng	宋	Wú	吴
Mǎ	马	Fāng	方	Liáng	梁

Table 1.4. Given names (male)

Dálǐ	达礼	Yǒngpíng	永平	Shàowén	绍文
Mínglǐ	明理	Zìqiáng	自强	Shìyīng	世英
Dànián	大年	Jié	杰	Tíngfēng	廷峰
Shìmín	世民	Zhīyuǎn	知远	Chéng	诚
Huá	华	Guóquán	国权	Zhènhàn	振汉
Déxián	德贤				

Table 1.5. Given names (female)

Juān	娟	Huìwén	蕙文	Mínzhēn	敏贞
Lìróng	丽容	Défēn	德芬	Huìrán	蕙然
Wǎnrú	婉如	Lù	露	Bīngyíng	冰莹
Xiùfèng	秀凤	Yùzhēn	玉珍	Zǐyàn	紫燕
Qiǎoyún	巧云	Měilì	美丽		

Appendix 7: Chinese Provinces

Pinyin spelling	Chinese spelling	Map spelling
Ānhui	安徽	Anhwei
Fújiàn	福建	Fukien
Gānsù	甘肃	Kansu
Guǎngdōng	广东	Kvangtung
Guànzhōu	官洲岛	Kvangsi
Guǐzhōu	贵州	Kveìchou
Hébuǐ/Héběi	河北	Hopeh
Hēilóngjiāng	哈尔滨	Heilungkiang
Hénán	河南	Honan
Húběi	湖北	Hupeh
Húnán	湖南	Hunan
Jiāngsū	江苏	Kiangsu
Jiāngxī	江西	Kiangsi
Jílín	吉林	Kirin
Liáoníng	辽宁	Liaoning
Nèiměnggǔ	内蒙古	Inner Mongolia
Níngxià	宁夏	Ninghai
Qīnghǎi	青海	Tsinghai
Shāndōng	山东	Shantung
Shǎnxī	陕西	Shansi
Shǎnxī	山西	Shensi
Sìchuān	四川	Szechuan
Táiwān	台湾	Taiwan
Xīzàng	新疆	Xinjiang
Xīzàng	西藏	Tibet
Yúnnán	云南	Yunnan
Zhèjiāng	浙江	Chekiang

Appendix 8: Chinese Cities

Pinyin spelling	Chinese spelling	Map spelling
Běijīng	北京	Peking
Chángshā	长沙	Ch'ang-sha
Chéngdū	成都	Ch'eng-tu
Dàtóng	大同	Ta-t'ung
Gāoxióng	高雄	Kao-hsiung
Guǎnzhōu	广州	Canton
Hángzhōu	杭州	Hang-chou
Hánkǒu	汉口	Han-k'ou
Háinán	海南	Huai-nan
Jīlóng	基隆市	Chi-lung
Kāifēng	开封	K'ai-feng
Nánchāng	南昌	Nan-ch'ang
Nánjīng	南京	Nanking
Qīngdǎo	青岛	Tsingtao
Shànghǎi	上海	Shanghai
Táiběi	台北	Taipei
Táidōng	台東	T'ai-tung
Táinán	台南	T'ai-nan
Táizhōng	台中	T'ai-chung
Tiānjīn	天津	Tientsin
Wúchāng	五常	Wu-ch'ang
Wǔhàn	武汉	Wu-han
Xiān	西安	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.

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 modules

Biographic information (BIO)

Unit 1:	1	C-l	1 p-l	1&2 D-l	1 C-2	1 P-2
Unit 2:	2	C-l	2 P-l		2 C-2	2 P-2
Unit 3:	3	C-l	3 P-l	3&4 D-l	3 C-2	3 P-2
Unit 4:	4	C-l	4 P-l		4 C-2	4 P-2
Unit 5:	5	C-l	5 P-l	5&6 D-l	5 C-2	5 P-2
Unit 6:	6	C-l	6 P-l		6 C-2	6 P-2
Unit 7:	7	C-l	7 P-l	7&8 D-l	7C-2	7 P-2
Unit 8:	8	C-l	8 P-l		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.	Qīnwèn, nǐ zhù zai nǎr?	亲问，你住在那儿？	May I ask, where are you staying?
	Wǒ zhù zai Běijīng Fāndiàn.	我住在北京饭店	I'm staying at the Běijīng Hotel.
2.	Nǐ zhù zai něige fàndiàn?	你住在哪个饭店？	Which hotel are you staying at?
	Wǒ zhù zai nèige fàndiàn.	我住在那个饭店。	I'm staying at that hotel.
3.	Nǐ zhù zai zhèige fàndiàn ma?	你住在这个饭店吗？	Are you staying at this hotel?
	Bù, wǒ bú zhù zai zhèige fàndiàn.	不，我不住在这个饭店。	No, I'm not staying at this hotel.
4.	Nǐ zhù zai Mínzú Fàndiàn?	你住在民族饭店？	Are you staying at the Nationalities Hotel?
	Bù, wǒ bú zhù zai Mínzú Fàndiàn.	不，我不住在民族饭店。	No, I'm not staying at the Nationalities Hotel.
5.	Něiwèi shi Gāo Tóngzhì?	哪位是高同志？	Which one is Comrade Gāo
	Nèiwèi shi Gāo Tóngzhì.	那位是高同志	That one is Comrade Gāo.
6.	Zǎo. Nuòwǎkè nǚshì! Nǐn hǎo.	早。 诺瓦克女士！您好	Good morning. Miss Nowak! How are you?
	Wǒ hěn hǎo.	我很好	I'm very well.
7.	Nǐ shi Měiguó nǎrde rén?	请问，你是美国哪儿个人	Where are you from in America?
	Wǒ shi Jiāzhōu Jiǔjīnshān rén.	我是加州旧金山人	I'm from San Francisco, California.

Unit 2 Target List

1.	Nǐ péngyou jiā zài náli?	你朋友家在哪里？	Where is your friend's house?
	Tā jiā zài Dàlǐ Jiē.	他家在大理街。	His house is on Dàlǐ street.
2.	Nǐ péngyoude dìzhǐ shi ...?	你朋友的地址是。。。？	What is your friend's address?
	Tāde dìzhǐ shi Dàlǐ Jiē Sìshièr hào.	他的地址是大理街四十二号。	His address is No. 42 Dàlǐ Street.
3.	Nǐ shi Wèi Shàoxiào ba?	你是韦少校把？	You are Major Weiss, aren't you?
	Shìde.	是的。	Yes.
4.	Nà shi Guóbīn Dàfàndiàn ba?	那是国宾大饭店吧？	That is Ambassador Hotel, isn't it?
	Shìde, nà shi Guóbīn Dàfàndiàn.	是的，那是国宾大饭店。	Yes, that's the Ambassador Hotel.
	Nǐ zhù zai nàli ma?	你住在那里吗？	Are you staying there?
	Bù, wǒ zhù zai zhèli.	不，我住在这里	No, I'm staying here.
5.	Nǐ péngyou zài Táiběi gōngzuò ma?	你朋友在台北工作吗？	Does your friend work in Taipei?
	Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.	他不在台北工作；他在台中工作。	He doesn't work in Taipei; he works in Taichung.
6.	Nǐ zài náli gōngzuò?	你在哪里工作？	Where do you work?
	Wǒ zài Wǔguānchù gōngzuò.	我在武官处工作。	I work at the defense attache's office.
	Wǒ zài yínháng gōngzuò.	我在银行工作。	I work at a bank.

Unit 3 Target List

1.	Nǐmen yǒu háizi ma?	你们有孩子	Do you have children?
	Yǒu, wǒmen yǒu.	有，我们有。	Yes, we have.
2.	Liú Xiānsheng méiyou Měiguó péngyou.	刘先生没有美国朋友。	Mr. Liú doesn't have any American friends.
3.	Nǐmen yǒu jǐge nán-háizi, jǐge nǚháizi?	你们有几个男孩子，几个女孩子？	How many boys and how many girls do you have?
	Wómen yǒu liǎnge nán-haizi, yíge nǚháizi.	我们有两个男孩子，一个女孩子。	We have two boys and one girl.
4.	Hú Xiānsheng, Hú tài-tai yǒu jǐge háizi?	胡先生，胡太太有几个孩子？	How many children do Mr. and Mrs. Hú have?
	Tāmen yǒu liǎngge háizi.	他们有两个孩子。	They have two chil-dren.
	Shi nánháizi, shi nǚháizi?	是男孩子，是女孩子？	Are they boys or girls?
	Dōu shi nǚháizi.	都是女孩子。	Both of them are girls.
5.	Nǐmen háizi dōu zài zhèli ma?	你们孩子都在这里吗？	Are all your children here?
	Bù. Liǎngge zài zhèli, yíge hái zài Měiguó.	不，两个在这里，一个还在美国。	No. Two are here, and one is still in America.
6.	Nǐ jiāli yǒu shénme rén?	你家里有什么人？	What people are in your family?
	Yǒu wǒ tàitai gēn sānge háizi.	有我太太跟三个孩子。	There's my wife and two children.
7.	Nǐ jiāli yǒu shénme rén?	你家里有什么人？	What people are in your family?
	Jiù yǒu wǒ fùqin, mǔqin.	就有我父亲，母亲。	Just my father and mother.

Unit 4 Target List

1.	Tā míngtiān lái ma?	他明天来吗？	Is he coming tomorrow?
	Tā yǐjīng lái le.	他已经来了。	He has already come.
2.	Nǐ péngyou lái le ma?	你朋友来了吗？	Has your friend come?
	Tā hái méi(you) lái.	她还没来。	She hasn't come yet.
3.	Tā shi shénme shíhou dàode?	他是什么时候到的？	When did he arrive?
	Tā shi zuótiān dàode.	他是昨天到的。	He arrived yesterday.
4.	Nǐ shi yíge rén láide ma?	你是一个人来的吗？	Did you come alone?
	Bú shi, wǒ bú shi yíge rén láide.	不是，我不是一个人来的。	No, I didn't come alone.
5.	Nǐ něitiān zǒu?	你哪天走？	What day are you leaving?
	Wǒ jīntian zǒu.	我今天走。	I'm leaving today.

Unit 5 Target List

1.	Nǐ shi zài nǎr shēngde?	你是在哪儿生的？	Where were you born?
	Wǒ shi zài Dézhōu shēngde.	我是在得州生的。	I was born in Texas.
2.	Nǐmen xīngqījǐ zǒu?	你们星期几走？	What day of the week are you leaving?
	Wǒmen Xīngqītiān zǒu.	我们星期天走。	We are leaving on Sunday.
3.	Ní shi něinián shēngde?	你是哪年生的？	What year were you born?
	Wǒ shi Yī jiǔ sān jiǔ nián shēngde.	我是一九三九年生的。	I was born in 1939.
4.	Nǐ shi jǐyuè jíhào shēngde?	你是几月几号生的？	What is your month and day of birth?
	Wó shi Qíyue sìhào shēngde.	我是七月四号生的。	I was born on July 4.
5.	Nǐ duō dà le?	你多大了？	How old are you?
	Wǒ sān shi wǔ le.	我三十五了。	I'm 35.
6.	Nímem nánháizi dōu jǐsuì le?	你们男孩子都几岁了？	How old are your boys?
	Yíge jiǔsuì le, yíge liùsuì le.	一个九岁了，一个六岁了。	One is nine and one is six.

Unit 6 Target List

1.	Nǐ zhù duó jiǔ?	你住多久？	How long are you staying?
	Wǒ zhù yìnián.	我住一年。	I'm staying one year.
2.	Nǐ tàitai zài Xiānggǎng zhù duó jiǔ?	你太太在香港住多久？	How long is your wife staying in Hong Kong?
	Wǒ xiǎng tā zhù liǎngtiān.	我想她住两天。	I think she is staying two days.
3.	Nǐ xiǎng zài Táiwān zhù duó jiǔ?	你想在台湾住多久？	How long are you thinking of staying in Taiwan?
	Wǒ xiǎng zhù liùge yüè.	我想住六个月。	I'm thinking of staying six months.
4.	Nǐ láile duó jiǔ le?	你来了多久了？	How long have you been here?
	Wǒ láile liǎngge xīnqī le.	我来了两个星期。	I have been here two weeks.
5.	Nǐ tàitai zài Xiānggǎng zhùle dó jiǔ?	你太太在香港住了多久？	How long did your wife stay in Hong Kong?
	Tā zhùle liǎngtiān.	她住了两天。	She stayed two days.
6.	Lǐ Tàitai méi lái.	李太太没来。	Mrs. Lǐ didn't come.
7.	Nǐ cóngqián méi láiguo. Wǒ tàitai láiguo.	我从前没来过。我太太来过。	I have never been here before. My wife has been here.

Unit 7 Target List

1.	A:	Nín zài náli gōngzuò?	您在哪里工作？	Where do you work?
	B:	Wǒ zài Měiguó Guówùyàn gōngzuò.	我在美国国务院工作。	I work with the State Department.
2.	A:	Ní zai náli gōngzuò?	您在哪里工作？	Where do you work?
	B:	Wǒ shi xüsheng.	我是学生。	I'm student.
3.	A:	Nǐ lái zuò shénme?	您来做什么？	What did you come here to do?
	B:	Wǒ lái niàn shū.	我来念书。	I came here to study.
4.	A:	Nǐ niàn shénme?	你念什么？	What are you studying?
	B:	Wǒ xüé Zhōngwén.	我学中文。	I'm studying Chinese.
5.	A:	Nǐ zài dàxüé niànguo lìshǐ ma?	你在大学念过历史吗？	Did you study history in college?
	B:	Niànguo.	学念。	Yes.
6.	A:	Nǐmen huì shuō Zhōngwén ma?	你们会说中文吗？	Can you speak Chinese?
	B:	Wǒ tàitai bú huǐ shuō, wǒ huì shuō yìdiǎn.	我太太不会说，我会说一点。	My wife can't speak it; I can speak it a little.
7.	A:	Nǐde Zhōngguo huà hěn hǎo.	你的中国话很好。	Your Chinese is very good.
	B:	Náli, náli. Wǒ jiù huì shuō yìdiǎn.	哪里，哪里。我就说一点。	Not at all. I can speak only a little.
8.	A:	Nǐ shi zài náli xüéde Zhōngzén?	你是在哪里学的中文？	Where did you study Chinese?
	B:	Wó shi zài Huáshèngdùn xüéde.	我是在华盛顿学的。	I studied it in Washington.

Unit 8 Target List

1.	A:	Nǐ jīntiān hái yǒu kè ma?	你今天还有课吗？	Do you have any more classes today?
	B:	Méiyou kè le.	没有课了。	I don't have any more classes.
2.	A:	Nǐ cóngqián niàn Yīngwén niànle duó jiǔ?	你从前念英文念了多久？	How long did you study English?
	B:	Wǒ niàn Yīngwén niànle liùniàn.	我念英文念了六年。	I studied English for six years.
3.	A:	Nǐ niàn Fàwén niànle duó jiǔ le?	你念法文念了多久了？	How long have you been studying French?
	B:	Wǒ niànle yìnián le.	我念了一年了。	I've been studying it for one year.
4.	A:	Qǜnián wǒ hái bú huì xiě Zhōnggui zì.	去年我还不会写中国字。	Last year, I couldn't write Chinese characters.
	B:	Xiànzài wǒ huì xiě yìdiǎn le.	现在我会写一点了。	Now, I can write a little.
5.	A:	Nǐ fùqin shi jǖnrén ma?	你父亲是军人吗？	Is your father a military man?
	B:	Shì, tā shi hǎijǖn jǖnguān.	是，他是海军陆军。	Yes, he's a naval officer.
6.	A:	Wǒ jīntiān bù lái le.	我今天不来了。	I'm not coming today.
	B:	Wǒ bìng le.	我病了。	I'm sick.
7.	A:	Jīntiān hǎo le méiyou?	今天好了没有？	Are you better today?
	B:	Jīntiān hǎo le.	今天好了。	Today, I'm better.

Unit 1

Introduction

Topics covered in this unit

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

Material you will need

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

References

Reference List

(in Běijīng)

1.	A:	Qǐngwèn, nǐ zhù zai nǎr?	亲吻，你朱在哪儿？	May I ask, where are you staying?
	B:	Wǒ zhù zai Běijīng Fàndiàn.	握住在北京饭店。	I'm staying at the Beijing Hotel.
2.	A:	Nǐ zhù zai Mínzú Fàndiàn ma?	你住在民族饭店吗？	Are you staying at the Nationalities Hotel?
	B:	Shì, wǒ zhù zai Mínzú Fàndiàn.	是，我住在民族饭店吗。	Yes, I'm staying at the Nationalities Hotel.
3.	A:	Nǐ zhù zai něige fàndiàn?	你住在呢个饭店？	Which hotel are you staying at?
	B:	Wǒ zhù zai Běijīng Fàndiàn.	我住在北京饭店。	I'm staying ate the Beijing Hotel.
4.	A:	Něiwèi shì Zhāng tóngzhì?	哪位是张同志？	Which one is comrade Zhāng?
	B:	Tā shì Zhāng tóngzhì.	他是张同志。	She is comrade Zhāng.
5.	A:	Něige rén shì Méi tóngzhì?	哪个人是Méi同志？	Which person is comrade Méi?
	B:	Nèige rén shì Méi tóngzhì.	那个人是Méi同志。	That person is comrade Méi.
6.	A:	Něiwei shì Gāo tóngzhì?	哪位是局同志。	Which one is comrade Gāo?
	B:	Nèiwèi shì Gāo tóngzhì.	那位是局同志。	That one is comrade Gāo.
7.[a]	A:	Nǐ zhù zai zheìge fàndiàn ma?	你住在这个饭店吗？	Are you staying at this hotel?

	B:	Bù, wǒ bú zhù zai zheìge fàndiàn.	不，我不住在这个饭店。	No, I"m staying at this hotel.
8.	A:	Jiāng tóngzhì! nín zǎo.	蒋同志！您早。	Comrade Jiāng! Good morning.
	B:	Zǎo. Nuòwǎkè Nǔshì! nín hǎo.	早。Nuòwǎkè女士！您好。	Good morning, Miss Novak! How are you?
	A:	Wǒ hěn hǎo.	我很好	I'm very well.
9.	A:	Qǐngwèn, nǐ shì Měiguo nǎrde rén?	请问，你是美国哪儿人？	May I ask, where are you from in America?
	B:	Wǒ shì Jiāzhōu Jiùjīnshān rén.	我是加州旧金山人。	I'm from San Francisco, California.

[a]This exchange occurs on the C-l tape only.

Vocabulary

fàndiàn	饭店	hotel
-ge	个	general counter
hěn	很	very
Jiùjīnshān	旧金山	San Francisco
Mínzú Fàndiàn	民族饭店	Nationalities Hotel
něi-	哪-？	which
něige?	哪个	which?
nèige	那个	that
něiwei	哪位	which one (person)
nèiwèi	那位	that one (person)
nǚshì	女士	polite title for a married or unmarried woman) Ms. ; Lady
shì	是	yes, that's so.
-wèi	位	polite counter for people
zǎo	早	good morning
zhèi-	这-	this
zheìge	这个	this
zhèiwèi	这位	this one (person)
zhù	朱	to stay, to live

Reference Notes

Notes on № 1

1.	A:	Qǐngwèn, nǐ zhù zai nǎr?	亲吻，你朱在哪儿？	May I ask, where are you staying?
	B:	Wǒ zhù zai Běijīng Fàndiàn.	握住在北京饭店。	I'm staying at the Běijīng Hotel.

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 zài 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).[1] Literally, fànguǎnzi means "rice shop."

Notes on № 2

2.	A:	Nǐ zhù zai Mínzú Fàndiàn ma?	你住在民族饭店吗？	Are you staying at the Nationalities Hotel?
	B:	Shì, wǒ zhù zai Mínzú Fàndiàn.	是，我住在民族饭店吗。	Yes, I'm staying at the Nationalities Hotel.

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.

Notes on № 3-7

3.	A:	Nǐ zhù zai něige fàndiàn?	你住在呢个饭店？	Which hotel are you staying at?
	B:	Wǒ zhù zai Běijīng Fàndiàn.	我住在北京饭店。	I'm staying ate the Beijing Hotel.
4.	A:	Něiwèi shì Zhāng tóngzhì?	哪位是张同志？	Which one is comrade Zhāng?
	B:	Tā shì Zhāng tóngzhì.	他是张同志。	She is comrade Zhāng.

[1] Another word for "restaurant" is fànguǎnzi. The general word for "hotel" is lǚguǎn.

5.	A:	Něige rén shì Méi tóngzhì?	哪个人是Méi同志？	Which person is comrade Méi?
	B:	Nèige rén shì Méi tóngzhì.	那个人是Méi同志。	That person is comrade Méi.
6.	A:	Něiwei shì Gāo tóngzhì?	哪位是局同志。	Which one is comrade Gāo?
	B:	Nèiwèi shì Gāo tóngzhì.	那位是局同志。	That one is comrade Gāo.
7.	A:	Nǐ zhù zai zheìge fàndiàn ma?	你住在这个饭店吗？	Are you staying at this hotel?
	B:	Bù, wǒ bú zhù zai zheìge fàndiàn.	不，我不住在这个饭店。	No, I"m staying at this hotel.

Něige 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 něiguó 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 nay think of -ge as an ending which turns the bound word něi- into the full word něige.)

Něige rén/něiwèi: To be polite when referring to an adult, you say něiwèi or nèiwèi, 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?
Něiwèi		zhù zài Mínzú Fàndiàn.

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

Specifying words		Location words	
něige? (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.

Bù: A short negative answer is usually formed by bù plus a repetition of the verb used in the question. When a verb, like zhù (zài), cannot be repeated, bù is used as a short answer and is followed by a complete answer. Notice that when used by itself bù is in the Falling ton, but when followed by a Falling-tone syllable bù is in the Rising tone.

Bù, tā xiānzài bú zài zhèr. No, he's not here now.

Notes on № 8

8.	A:	Jiāng tóngzhì! nín zǎo.	蒋同志！您早。	Comrade Jiang! Good morning.
	B:	Zǎo. Nuòwǎkè Nǚshì! nín hǎo.	早。Nuòwǎkè女士！您好。	Good morning, Miss Novak! How are you?

Name as greeting: A greeting may consist simply of a person's name: Wáng tóngzhì! "Comrade Wáng!" The name may also be used with a greeting phrase: Wáng tóngzhì! Nín zǎo. "Comrade Wáng! Good morning." --or, in reverse order, Nín zǎo. Wáng tóngzhì! "Good morning. Comrade Wáng!" The name is pronounced as an independent exclamation acknowledging that person's presence and status. It is not de-emphasized like "Comrade Wáng," in the English sentence 11 Good morning, Comrade Wáng."

Nín zǎo means "good morning" --literally, "you are early." You may also say either nǐ zǎo or simply zǎo.

Nǚshì, "Ms.," is a formal, respectful title for a married or unmarried woman. It is used after a woman's own surname, not her husband's. Traditionally, this title was used for older, educated, and accomplished women.

In the PRC, where people use tóngzhì, "Comrade," in general only foreign women are referred to and addressed as (so-and-so) nǚshì. On Taiwan, however, any woman may be called (so-and-so) nǚshì in a formal context, such as a speech or an invitation.

Nín hǎo: This greeting may be said either with or without a question marker, just as in English we say "How are you?" as a question or "How are you?" as a simple greeting.

Nǐ hǎo ma? How are you?

Nǐ hǎo. How are you.

Also Just as in English, you may respond to the greeting by repeating it rather than giving an answer.

Lǐ tóngzhì! Nín hǎo. Comrade Lǐ! How are you.

Nín hǎo. Gāo tóngzhì! How are you. Comrade Gāo!

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'm Mǎ Mínglǐ.
Wǒ xìng Mǎ.	My surname is Mǎ.
Wǒ xìng Mǎ, jiào Mǎ Mínglǐ.	My surname is Mǎ; I'm called Mǎ Mínglǐ.

Wǒde Zhōngguó míngzi jiào Mǎ Mínglǐ.	My Chinese name is Mǎ Mínglǐ.

Notes on № 9

9.	A:	Qǐngwèn, nǐ shì Měiguo nǎrde rén?	请问，你是美国哪儿人？	May I ask, where are you from in America?
	B:	Wǒ shì Jiāzhōu Jiùjīnshān rén.	我是加州旧金山人。	I'm from San Francisco, California.

Order of place names: Notice that Jiāzhōu Jiùjīnshān is literally "California, San Francisco." In Chinese, the larger unit cones 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

Response drill

Respond according to the clue

	Question	Clue	Answer
1.	他/她住在哪儿？ Tā zhù zai nǎr? Where is he/she staying?	北京饭店 Běijīng Fàndiàn the Běijīng Hotel	他/她住在北京饭店。 Tā zhù zai Běijìng Fàndiàn. He/she is staying at the Běijīng Hotel.
2.	你爱人住在哪儿？ Nǐ àiren zhù zai nǎr? Where is your spouse staying?	民族饭店 Mínzú Fàndiàn the Nationalities Hotel	他/她住在民族饭店。 Tā zhù zai Mínzú Fàndiàn. He/she is staying at the Nationalities Hotel.
3.	李同志住在哪儿？ Lǐ Tóngzhì zhù zai nǎr? Where is comrade Lǐ staying?	这个饭店 zhèige fàndiàn this hotel	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn. He/she is staying at this hotel.
4.	方同志住在哪儿？ Fāng Tóngzhì zhù zai nǎr? Where is comrade Fāng staying?	那个饭店 nèige fàndiàn that hotel	他/她住在那个饭店。 Tā zhù zai nèige fàndiàn. He/she is staying at that hotel.
5.	陈同志住在哪儿？ Chén Tóngzhì zhù zai nǎr? Where is comrade Chén staying?	北京饭店 Běijīng Fàndiàn the Běijīng Hotel	他/她住在北京饭店。 Ta zhù zai Běijīng Fàndiàn. He/she is staying at the Běijīng Hotel.
6.	林同志住在哪儿？ Lín Tóngzhì zhù zai nǎr? Where is comrade Lín staying?	民族饭店 Mínzú Fàndiàn the Nationalities Hotel	他/她住在民族饭店。 Tā zhù zai Mínzú Fàndiàn. He/she is staying at the Nationalities Hotel.
7.	黄同志住在哪儿？ Huáng Tóngzhì zhù zai nǎr?	这个饭店	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn.

	Question	Clue	Answer
	Where is comrade Huáng staying?	zhèige fàndiàn this hotel	He/she is staying at this hotel.

Response drill

Table 2.1. Give affirmative response to all questions.

	Question	Answer
1.	局女士住在民族饭店吗？ Gāo Nǚshì zhù zai Mínzú fàndiàn ma? Is Mrs. Gāo staying at the Nationalities Hotel?	是，她住在民族饭店。 Shì, tā zhù zai Mínzú Fàndiàn, >Yes, she is staying at the Nationalities Hotel.
2.	张女士住在北京饭店吗？ Zhāng Nǚshì zhù zai Běijìng Fàndiàn ma? Is Mrs. Zhāng staying at the Beǐjīng Hotel?	是，她住在北京饭店。 Shì, tā zhù zai Běijīng Fàndiàn. Yes, she is staying at the Beǐjīng Hotel.
3.	江女士住在这个饭店吗？ Jiāng Nǚshì zhù zai zhèige fàndiàn ma? Is Mrs. Jiāng staying at this hotel?	是，她住在这个饭店。 Shì, tā zhù zai zhèige fàndiàn. Yes, she is staying at this hotel.
4.	黄女士住在那个饭店吗？ Huāng Nǚshì zhù zai nèige fàndiàn ma? Is Mrs. Huāng staying at that hotel?	是，她住在那个饭店。 Shì, tā zhù zai nèige fàndiàn. >Yes, she is staying at that hotel.
5.	王女士住在北京饭店吗？ Wáng Nǚshì zhù zai Běijīng Fàndiàn ma? >Is Mrs. Wáng staying at the Beǐjīng Hotel?	是，她住在北京饭店。 Shì, tā zhù zai Beǐjīng fàndiàn. Yes, she is staying at the Beǐjīng Hotel.
6.	林女士住在民族饭店吗？ Lín Nǚshì zhù zai Mínzú Fàndiàn ma? Is Mrs. Lín staying at the Nationalities Hotel?	是，她住在民族饭店。 Shì, tā zhù zai Mínzú Fàndiàn, Yes, she is staying at the Nationalities Hotel.
7.	毛女士住在这个饭店吗？ Máo Nǚshì zhù zai zhèige fàndiàn ma? Is Mrs. Máo staying at this hotel?	是，她住在这个饭店。 Shì, tā zhù zai zhèige fàndiàn. Yes, she is staying at this hotel.

Response drill

Table 2.2. Give negative response to all questions.

	Question	Answer
1.	蒋先生住在这个饭店吗？ Jiāng Xiānsheng zhù zai zhège fàndiàn ma? Is Mr. Jiāng staying at this hotel?	不是，他不住在这个饭店。 Bú shi, tā bú zhù zai zhège fàndiàn. No, he is not staying at this hotel.
2.	马先生住在那个饭店吗？ Mǎ Xiānsheng zhù zai nàge fàndiàn ma? Is Mr. Mǎ staying at that hotel?	不是，他不住在那个饭店。 Bú shi, tā bú zhù zai nàge fàndiàn. No, he is not staying at that hotel.
3.	李先生住在国宾大饭店吗？ Lǐ Xiānsheng zhù zai Guóbīn Dàfàndiàn ma? Is Mr. Lǐ staying at the Ambassador Hotel?	不是，他不住在国宾大饭店。 Bú shi, tā bú zhù zai Guóbīn Dàfàndiàn. No, he is not staying at the Ambassador Hotel.
4.	赵先生住在員山大饭店吗？ Zhào Xiānsheng zhù zai Yuánshān Dàfàndiàn ma? Is Mr. Zhào staying at the Yuánshān hotel?	不是，他不住在員山大饭店。 Bú shi, tā bú zhù zai Yuánshān Dàfàndiàn. No, he is not staying at the Yuánshān hotel.
5.	刘先生住在員山大饭店吗？ Liú Xiānsheng zhù zai Yuánshān Dàfàndiàn ma? Is Mr. Liú staying at the Yuánshān hotel?	不是，他不住在員山大饭店。 Bú shi, tā bú zhù zai Yánshān Dàfàndiàn. No, he is not staying at the Yuánshān hotel.
6.	唐先生住在那个饭店吗？ Táng Xiānsheng zhù zai nàge fàndiàn ma? Is Mr. Táng staying at that hotel?	不是，他不住在那个饭店。 Bú shi, tā bú zhù zai nàge fàndiàn. No, he is not staying at that hotel.
7.	宋先生住在这个饭店吗？ Sòng Xiānsheng zhù zai zhège fàndiàn ma? Is Mr. Sòng staying at this hotel.	不是，他不住在这个饭店。 Bú shi, tā bú zhù zai zhège fàndiàn. No, he is not staying at this hotel.

Response drill

Table 2.3. Give either a negative or an affirmative response, according to the clue.

	Question	Clue	Answer
1.	唐同志在这个饭店吗？ Táng Tóngzhì zhù zai zhèige fàndiàn ma? Is comrade Táng staying at this hotel?	这个饭店 zhèige fàndiàn this hotel	是，他/她住在这个饭店。 Shì, tā zhù zai zhèige fàndiàn. Yes, he/she is staying at this hotel.
2.	马同志住在那个饭店吗？ Mǎ Tóngzhì zhù zai nèige fàndiàn ma? Is comrade Mǎ staying at that hotel?	这个饭店 zhèige fàndiàn this hotel	不是，他/她不住在那个饭店。 Bú shi, tā bú zhù zai nèige fàndiàn. No, he/she is not staying at that hotel.
3.	李同志住在北京饭店吗？ Lǐ Tóngzhì zhù zai Běijīng fàndiàn ma? Is comrade Lǐ staying at the Běijīng Hotel?	北京饭店 Běijīng Fàndiàn Běijīng Hotel	是，他/她住在北京饭店。 Shì, tā zhù zai Běijīng Fàndiàn. Yes, he/she is staying at the Běijīng Hotel.
4.	赵同志住在民族饭店吗？ Zhào Tóngzhì zhù zai Mínzǔ fàndiàn ma? Is comrade Zhào staying at the Nationalities Hotel?	北京饭店 Běijīng Fàndiàn Běijīng Hotel	不是，他/她不住在民族饭店。 Bú shi, tā bú zhù zai Mínzú Fàndiàn. No, he/she is not staying at the Nationalities Hotel.
5.	刘同志住在这个饭店吗？ Liú Tóngzhì zhù zai zhèige fàndiàn ma? Is comrade Liú staying at this hotel?	那个饭店 nèige fàndiàn that hotel	不是，他/她不住在这个饭店。 Bú shi, tā bú zhù zai zhèige fàndiàn. No, he/she is not staying at this hotel.
6.	蒋同志住在那个饭店? Jiāng Tóngzhì zhù zai nèige fàndiàn ma?	那个饭店 nèige fàndiàn	是，他/她住在那个饭店。

	Question	Clue	Answer
	Is Comrade Jiāng staying at that hotel?	that hotel	Shì, tā zhù zai nèige fàndiàn. Yes, he/she is staying at that hotel.
7.	张同志住在北京饭店吗？ Zhāng Tóngzhì zhù zai Běijīng Fàndiàn ma? Is Comrade Zhāng staying at the Běijīng Hotel?	民族饭店 Mínzǔ Fàndiàn Nationalities Hotel	不是，他/她不住在北京饭店。 Bú shi, tā bú zhù zai Běijīng Fàndiàn. No, he/she is not staying at the Běijīng Hotel.

Transformation drill

Table 2.4. Change the less polite form Nèige rén and Zhèige rén to the more polite form Nèiwèi and Zhèiwèi.

	Question	Answer
1.	那个人是李同志。 Nèige rén shi Lǐ Tóngzhì That person is comrade Lǐ.	那位是李同志。 Nèiwèi shi Lǐ Tóngzhì. That one is comrade Lǐ.
2.	这个人是方同志。 Zhèige rén shi Fāng Tóngzhì. This person is comrade Fāng.	这位是方同志。 Zhèiwèi shi Fāng Tóngzhì. This one is comrade Fāng.
3.	那个人是蒋同志。 Nèige rén shi Jiāng Tóngzhì. That person is comrade Jiāng.	那位是蒋同志。 Nèiwèi shi Jiāng Tóngzhì. That one is comrade Jiāng.
4.	这个人是周同志。 Zhèige rén shi Zhōu Tóngzhì. This person is comrade Zhōu.	这位是周同志。 Zhèiwèi shi Zhōu Tóngzhì. This one is comrade Zhōu.
5.	那个人是张同志。 Nèige rén shi Zhāng Tóngzhì. That person is comrade Zhāng.	那位是张同志。 Nèiwèi shi Zhāng Tóngzhì. That one is comrade Zhāng.
6.	这个人是陈同志。 Zhèige rén shi Chén Tóngzhì. This person is comrade Chén.	这位是陈同志。 Zhèiwèi shi Chén Tóngzhì. This one is comrade Chén.
7.	那个人是胡同志。 Nèige rén shi Hú Tóngzhì. That person is comrade Hú.	那位是胡同志。 Nèiwèi shi Hú Tóngzhì. That one is comrade Hú.

Response drill

Table 2.5. Respond to nǎige fàndiàn? "which hotel according to the clue.

	Question	Clue	Answer
1.	他/她住在哪个饭店？ Tā zhù zai nǎige fàndiàn? Which hotel is he/she staying at?	民族饭店 Mínzú Fàndiàn the Nationalities Hotel	他/她住在民族饭店。 Tā zhù zai Mínzú Fàndiàn. He/she is staying at the Nationalities Hotel.
2.	张同志住在哪个饭店？ Zhāng Tóngzhì zhù zai nǎige fàndiàn? Which hotel is comrade Zhāng staying at?	北京饭店 Běijīng fàndiàn the Běijīng Hotel	他/她住在 Tā zhù zai Běijīng fàndiàn. He/she is staying at the Běijīng Hotel.
3.	蒋同志住在哪个饭店？ Jiāng Tóngzhì zhù zai nǎige fàndiàn? Which hotel is comrade Jiāng staying at?	哪个饭店 nèige fàndiàn that hotel	他/她住在 Tā zhù zai nèige fàndiàn. He/she is staying at that hotel.
4.	王统治住在哪个饭店？ Wáng Tóngzhì zhù zai nǎige fàndiàn? Which hotel is comrade Wáng staying at?	这个饭店 zhèige fàndiàn this hotel	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn. He/she is staying at this hotel.
5.	黄同志住在哪个饭店？ Huáng Tóngzhì zhù zai nǎige fàndiàn? Which hotel is comrade Huáng staying at?	民族饭店 Mínzú Fàndiàn the Nationalities Hotel	他/她住在民族饭店。 Tā zhù zai Mínzú fàndiàn. He/she is staying at the Nationalities Hotel.
6.	林同志住在哪个饭店？ Lín Tóngzhì zhù zai nǎige fàndiàn?	这个饭店 zhèige fàndiàn this hotel	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn. He/she is staying at this hotel.

	Question	Clue	Answer
	Which hotel is comrade Lín staying at?		
7.	刘同志住在哪个饭店？ Liú Tóngzhì zhù zai nǎige fàndiàn? Which hotel is comrade Liú staying at?	这个饭店 zhèige fàndiàn this hotel	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn. He/she is staying at this hotel.

Response drill

Table 2.6. Respond to nǎige rén "which person" with Nèige rén, "that person".

	Question	Answer
1.	请问，哪个人是王德贤？ Qǐnwèn, nǎige rén shi Wáng Déxián? May I ask, which person is Wáng Déxián?	那个人是王德贤。 Nèige rén shi Wáng Déxián. That person is Wáng Déxián.
2.	请问，哪个人是赵世民？ Qǐngwèn, nǎige rén shi Zhào Shìmín? May I ask, which person is Zhào Shìmín?	那个人是赵世民。 Nèige rén shi Zhào Shìmín. That person is Zhào Shìmín.
3.	请问，哪个人是林宝兰？ Qǐngwèn. nǎige rén shi Lín Bǎolán? May I ask, which person is Lín Bǎolán?	那个人是林宝兰。 Neìge rén shi Lín Bǎolán. That person is Lín Bǎolán.
4.	请问，哪个人是局廷峰？ Qǐngwèn, nǎige rén shi Gāo Tíngfēng? May I ask, which person is Gāo Tíngfēng?	那个人是局廷峰。 Neìge rén shi Gāo Tíngfēng. That person is Gāo Tíngfēng.
5.	请问，哪个人是张婉如？ Qǐngwèn, nǎige rén shi Zhāng Wǎnrú? May I ask, which person is Zhāng Wǎnrú?	那个人是张婉如。 Nèige rén shi Zhāng Wǎnrú. That person is Zhāng Wǎnrú.
6.	请问，哪个人是胡美玲？ Qǐngwèn, nǎige rén shi Hú Měilíng? May I ask, which person is Hú Měilíng?	那个人是胡美玲。 Nèige rén shi Hú Měilíng. That person is Hú Měilíng.
7.	请问，哪个人是宋知远？ Qǐngwèn, nǎige rén shi Sòng Zhīyuǎn? May I ask, which person is Sòng Zhīyuǎn?	那个人是宋知远。 nèige rén shi Sòng Zhīyuǎn. That person is Sòng Zhīyuǎn.

Transformation drill

Table 2.7. Ask the appropriate "which" or "where" question according to the statement.

	Question	Answer
1.	他/她老家在青岛。 Tā lǎojiā zài Qīngdǎo. His/her family is from Qīngdǎo.	他/她老家在哪儿？ Tā lǎojiā zài nǎr? Where is his/her family from?
2.	他/她现在在加拿大。 Tā xiànzài zài Jiānádà. He /she is in Canada now.	他/她现在在哪儿？ Tā xiànzài zài nǎr? Where is he/she now?
3.	他/她住在北京饭店。 Tā zhù zai Běijīng Fàndiàn. He/she is staying at the Běijīng Hotel.	他/她住在哪个饭店？ Tā zhù zai něige fàndiàn? In which hotel is he/she staying?
4.	他/她现在在山东。 Tā xiànzài zài Shāndōng. He /she is in Shāndōng now.	他/她现在在哪儿？ Tā xiànzài zài nǎr? Where is he/she now?
5.	他/她住在民族饭店。 Tā zhù zai Mínzú Fàndiàn. He/she is staying at the Nationalities Hotel.	他/她住在哪个饭店？ Tā zhù zai něige fàndiàn. In which hotel is he/she staying?
6.	他/她老家在湖北。 Tā lǎojiā zài Húběi. His/her family is from Húběi.	他/她老家在那儿？ Tā lǎojiā zài nǎr? Where is his/her family from?
7.	他/她现在在美国。 Tā xiànzài zài Měiguó. He/she is in America now.	他/她现在在哪儿？ Tā xiànzài zài nǎr? Where is he/she now?
8.	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn. He/she is staying at this hotel.	他/她住在哪个饭店？ Tā zhù zai něige fàndiàn? In which hotel is he/she staying?
9.	他/她老家在广东 Tā lǎojiā zài Guǎngdōng. His/her family is from Guǎngdōng.	他/她老家在那儿？ Tā lǎojiā zài nǎr? Where is his/her family from?

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

Material you will need

1. The C-l and P-l tapes9 the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 2D-1 tape.

References

Reference List

1.	A:	Nǐ zhù zài náli?	你住在哪理？	Where are you staying?
	B:	Wǒ zhù zài Guóbīn Dàfàndiàn.	我住在国宾大饭店：	I'm staying at the Ambassador Hotel.
2.	A:	Nǐ zhù zài náli?	你住在哪理？	Where are you staying?
	B:	Wǒ zhù zài zhèli.	我住在这理。	I'm staying here.
	A:	Tā ne?	他呢？	How about him?
	B:	Tā zhù zài nàli.	他住在那理。	He is staying there.
3.	A:	Nǐ zhù zài náli?	你住在哪理？	Where are you staying?
	B:	Wǒ zhù zài péngyou jiā.	我住在朋友家。	I'm staying at a friend's home.
4.	A:	Nǐ péngyou jiā zài náli?	你朋友家在哪理？	Where is your friend's house?
	B:	Tā jiā zài Dàlǐ Jiē.	他家在大力街。	His house is on Dàlǐ Street.
5.	A:	Nǐ péngyoude dìzhǐ shì ...?	你朋友的地质是。。。？	What is your friend's address?
	B:	Tā de dìzhǐ shì jiē Sìshièrhào.	他的地质是大力街四十二号。	His address is № 42 Dàlǐ Street.
6.[a]	A:	Nǐ shì Wèi Shàoxiào ba?	你是Wèi少校吧？	You are Major Weiss, aren't you?
	B:	Shìde.	是的。	Yes.

7.[b]	A:	Nà shì Guóbīn Dàfàndiàn ba?	那是国宾大饭店吧？	That is Ambassador Hotel, isn't it?
	B:	Shìde.	是的。	Yes.
8.	A:	Nǐ péngyou xiànzài zài náli gōngzuò?	你朋友现在在哪里工作？	Where does your friend work now?
	B:	Tā zài Táinán gōngzuò.	他在台南工作。	He works in Táinán.
9.[c]	A:	Nǐ zài náli gōngzuò?	你在哪里工作？	Where do you work?
	B:	Wǒ zài Wǔguānchù gōngzuò.	我在武官处工作。	I work at the Defense Attache's Office.
10.[d]	A:	Nǐ zài náli gōngzuò?	你在哪里工作？	Where do you work?
	B:	Wǒ zài yínháng gōngzuò.	我在银行工作。	I work at a bank.
11.[e]	A:	Nǐ péngyou zài Táiběi gōngzuò ma?	你朋友在台北工作吗？	Does your friend work in Taipei?
	B:	Tā bú zài Táiběi gōngzuò. Tā zài Táizhōng gōngzuò.	他不在台北工作。他在台中工作。	He doesn't work in Taipei; he works in Taichung.

[a]This exchange occurs on the C-1 tape only
[b]This exchange occurs on the P-1 tape only
[c]This exchange occurs on the C-1 tape only
[d]This exchange occurs on the P-1 tape only
[e]This exchange occurs on the C-1 tape only

Vocabulary

ba	吧	question marker expressing supposition of what answer will be
dàfàndiàn	大饭店	hotel
-de	的	possessive marker
dìzhǐ	地址	address
gōngzuò	工作	to work
Guóbīn Dàfàndiàn	国宾大饭店	Ambassador Hotel
-hào	–号	number (in address)
jiā	家	home, house
jiē	街	street
lù	路	road
nà-	那–	that
nàge	那	that (one)
náli	哪里	where
nàli	那里	there
péngyou	朋友	friend
shàoxiào	少校	major(military title)
Shìde	是的	Yes, that's so.
Wǔguānchù	武官处	defense attache office
yínháng	银行	bank
zài	在	to be in/at/on (prepositional verb)
zhè-	这	this
zhège	这个	this (one)
zhèli	这里	here
Dìyī Dàfàndiàn	第一大饭店	First Hotel
Měiguó Guójì Jiāoliú Zǒngshǔ	美国国际通信局	U.S. International Communications Agency
Měiguó Yínháng	美国银行	Bank of America
Táiwān Yínháng	台湾银行	Bank of Taiwan
Yóuzhèngjǔ	邮政局	post office

Reference Notes

Notes on №1-2

1.	A:	Nǐ zhù zài náli?	你住在哪理？	Where are you staying?
	B:	Wǒ zhù zài Guóbīn Dàfàndiàn.	我住在国宾大饭店：	I'm staying at the Ambassador Hotel.
2.	A:	Nǐ zhù zài náli?	你住在哪理？	Where are you staying?
	B:	Wǒ zhù zài zhèli.	我住在这理。	I'm staying here.
	A:	Tā ne?	他呢？	How about him?
	B:	Tā zhù zài nàli.	他住在那理。	He is staying there.

The word guóbǐn 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:

Peking	Other	
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.

Notes on №3-4

3.	A:	Nǐ zhù zài náli?	你住在哪理？	Where are you staying?
	B:	Wǒ zhù zài péngyou jiā.	我住在朋友家。	I'm staying at a friend's home.

4.	A:	Nǐ péngyou jiā zài náli?	你朋友家在哪理？	Where is your friend's house?
	B:	Tā jiā zài Dàlǐ Jiē.	他家在大力街。	His house is on Dàlǐ Street.

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.

Notes on №5

5.	A:	Nǐ péngyoude dìzhǐ shì ...?	你朋友的地质是。。。？	What is your friend's address?
	B:	Tā de dìzhǐ shì jiē Sìshièrhào.	他的地质是大力街四十二号。	His address is № 42 Dàlǐ street.

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 péngyǒu	-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		long or complex	
nǐ	jiā	Hú Měilíng	-de lǎojiā
wǒ	péngyou	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 Mg 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 "student are commonly used without -de, but may also be used with the marker.

You might expect the question Nǐ péngyoude dìzhǐ...? 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. [2]

Notes on №6-7

6.	A:	Nǐ shì Wèi Shàoxiào ba?	你是Wèi少校吧？	You are Major Weiss, aren't you?
	B:	Shìde.	是的。	Yes.
7.	A:	Nà shì Guóbīn Dàfàndiàn ba?	那是国宾大饭店吧？	That is Ambassador Hotel, isn't it?
	B:	Shìde.	是的。	Yes.

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 shi Wèi Shàoxiào ba?	Aren't you Major Weiss? You are Major Weiss, aren't you? You must be Major Weiss.
Nǐ shi Guóbǐn Dàfàndiàn ba?	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.

[2]The word dì- is sometimes translated "number," as in diyī, "number one" (See resource module on Numbers, tape 4.)

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 Guóbǐn Dàfàndiàn.
That		is the Ambassador Hotel.
Nà	-ge	shì Guóbǐn Dàfàndiàn.
That	one	is the Ambassador Hotel.

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

Nǎge (fàndiàn) shì Guóbǐn Dàfàndiàn?	Which one is the Ambassador Hotel?

Notes on №8-11

8.	A:	Nǐ péngyou xiànzài zài náli gōngzuò?	你朋友现在在哪里工作？	Where does your friend work now?
	B:	Tā zài Táinán gōngzuò.	他在台南工作。	He works in Táinán.
9.	A:	Nǐ zài náli gōngzuò?	你在哪里工作？	Where do you work?
	B:	Wǒ zài Wǔguānchù gōngzuò.	我在武官处工作。	I work at the Defense Attache's Office.
10.	A:	Nǐ zài náli gōngzuò?	你在哪里工作？	Where do you work?
	B:	Wǒ zài yínháng gōngzuò.	我在银行工作。	I work at a bank.
11.	A:	Nǐ péngyou zài Táiběi gōngzuò ma?	你朋友在台北工作吗？	Does your friend work in Taipei?
	B:	Tā bú zài Táiběi gōngzuò. Tā zài Táizhōng gōngzuò.	他不在台北工作。他在台中工作。	He doesn't work in Taipei; he works in Taichung.

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 náli? "Where do you live?" --literally, "You live at where?" Notice that in this sentence the prepositional verb phrase zài náli comes after the main verb zhù. In the sentence Nǐ zài náli gōngzuò? the prepositional verb phrase zài náli conies 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 náli zhù? or Nǐ zhù zài náli?. In other cases, the word order is fixed, as in Nǐ zài náli 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	bù	zài Táiběi	gōngzuò.

Drills

Response drill

Table 2.8.

	Question	Clue	Answer
1.	李先生住在那里？ Lǐ Xiānsheng zhù zai náli? Where is Mr. Lǐ staying?	国宾大饭店 Guóbīn Dàfàndiàn Ambassador Hotel	他住在国宾大饭店。 Tā zhù zai Guóbīn Dàfàndiàn. He is staying at the Ambassador Hotel.
2.	局先生住在那里？ Gāo Xiānsheng zhù zai náli? Where is Mr. Gāo staying?	員山大饭店 Yuánshān Dàfàndiàn Yuánshān hotel	他住在員山大饭店。 Tā zhù zai Yuánshān Dàfàndiàn. He is staying at the Yuánshān hotel.
3.	杨先生住在哪里？ Yáng Xiānsheng zhù zai náli? Where is Mr. Yáng staying?	第一大饭店 Dìyī Dàfàndiàn Grand Hotel	他住在第一大饭店。 Ta zhù zai Dìyī Dàfàndiàn. He is staying at the Grand Hotel.
4.	唐先生住在哪里？ Táng Xiānsheng zhù zai náli? Where is Mr. Táng staying?	这里 zhèli here	他住在这里。 tā zhù zài zhèli. He is staying here.
5.	司马先生住在哪里？ Sīmǎ Xiānsheng zhù zai náli? Where is Mr. Sīmǎ staying?	那里 nàli there	他住在那里？ Tā zhù zai nàli. He is staying there.
6.	王住在哪里？ Wáng Xiānsheng zhù zai náli? Where is Mr. Wáng staying?	第一大饭店 Dìyī Dàfàndiàn Grand Hotel	他住在第一大饭店。 Tā zhù zai Dìyī Dàfàndiàn. He is staying at the Grand Hotel.

Response drill

Table 2.9.

	Question	Clue	Answer
1.	他朋友家在那里？ Tā péngyou jiā zài náli? Where is your friend's house?	博愛路 Bóài Lù Bóài road	他家在博愛路。 Tā jiā zài Bóài Lù. Hi/her house is on Bóài road.
2.	李先生家在那里？ Lǐ Xiānsheng jiā zài náli? Where is Mr. Lǐ house?	敦化路 Dūnhuà Lù Dūnhuà road	他家在敦化路。 Tā jiā zài Dūnhuà Lù His house is on Dūnhuà road.
3.	王先生家在那里？ Wáng Xiānsheng jiā zài náli? Where is Mr. Wáng's house?	農安街 Nóngān Jiē Nóngān street	他家在農安街。 Tā jiā zài Nóngān Jiē. His house is on Nóngān street.
4.	胡先生家在那里？ Hú Xiānsheng jiā zài náli? Where is Mr. Hú's house?	南京路 Nánjīng Lù Nánjīng road	他家在南京路。 Tā jiā zài Nánjīng Lù His house is on Nánjīng road.
5.	马先生家在那里？ Mǎ Xiānsheng jiā zài náli? Where is Mr. Mǎ's house?	中山路 Zhōngshān Lù Zhōngshān road	他家在中山路。 Tā jiā zài Zhōngshān. His house is on Zhōngshān road.
6.	林先生家在那里？ Lín Xiānsheng jiā zài náli? Where is Mr. Lín's house?	浙江街 Zhèjiāng Jiē Zhèjiāng street	他家在浙江街。 Tā jiā zài Zhèjiāng Jiē. His house is on Zhèjiāng street.

Response drill

Table 2.10. According to each clue, respond with the appropriate street number on dàlǐ Jiē

	Question	Clue	Answer
1.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi ...? What is your friend's address?	四十二号 42 hào number 42	他/她的地质是大理解四十二号。 Tā de dìzhǐ shi dàlǐ Jiē Sìshièrhào. His/her address is number 42 dàlǐ street.
2.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi ...? What is your friend's address?	十四号 40 hào number 40	他/她的地质是大理解十四号。 Tā de dìzhǐ shi dàlǐ Jiē Sìshihào. His/her address is number 40 dàlǐ street.
3.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi ...? What is your friend's address?	九十五号 95 hào number 95	他/她的地质是大理解九十五号。 Tā de dìzhǐ shi dàlǐ Jiē Jiǔshi-wǔhào. His/her address is number 95 dàlǐ street.
4.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi ...? What is your friend's address?	二十六号 26 hào number 26	他/她的地质是大理解二十六号。 Tā de dìzhǐ shi dàlǐ Jiē Èr-shiliùhào. His/her address is number 26 dàlǐ street.
4.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi ...? What is your friend's address?	七十七号 77 hào number 77	他/她的地质是大理解七十七号。 Tā de dìzhǐ shi dàlǐ Jiē Qīshiqíhào. His/her address is number 77 dàlǐ street.
6.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi ...? What is your friend's address?	六十八号 68 hào number 68	他/她的地质是大理解六十八号。 Tā de dìzhǐ shi dàlǐ Jiē Liùshibáhào.

	Question	Clue	Answer
			His/her address is number 68 dàlǐ street.
7.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi ...? What is your friend's address?	四十四号 44 hào number 44	他/她的地质是大理解四十四号。 Tā de dìzhǐ shi dàlǐ Jiē Sìshisìhào. His/her address is number 44 dàlǐ street.

Response drill

Table 2.11. Give the appropriate Táiwān street addresses according to the clue.

	Question	Clue	Answer
1.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi...? What is your friend's address?	大理解十四三号 Dàlǐ Jiē 43 hào 43 dàlǐ street	他/她的地质是大理解十四三号。 Tā de dìzhǐ shi Dàlǐ Jiē Sìshièrhào. His/her address is number 43 dàlǐ street.
2.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi...? What is your friend's address?	博愛路九十四号 Bóài Lù 94 hào 94 Bóài road	他/她的地质是博愛路九十四号。 Tā de dìzhǐ shi Bóài Lù Jiǔshisìhào. His/her address is number 95 Bóài road.
3.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi...? What is your friend's address?	敦化路五十五好 Dūnhuà Lù 55 hào 55 Dūnhuà road	他/她的地质是敦化路五十五好。 Tā de dìzhǐ shi Dūnhuà Lù Wǔshiwǔhào. His/her address is number 55 Dūnhuà road.
4.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi...? What is your friend's address?	農安街七十五号 Nóngān Jiē 75 hào 75 Nóngān street	他/她的地质是農安街七十五号。 Tā de dìzhǐ shi Qīshiwǔhào. His/her address is number 75 Nóngān street.
5.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi...? What is your friend's address?	大理解四十二号 Dàlǐ Jiē 42 hào 42 dàlǐ street	他/她的地质是大理解四十二号。 Tā de dìzhǐ shi Dàlǐ Jiē Sìshièrhào. His/her address is number 42 dàlǐ street.
6.	你朋友的地质是。。。？ Nǐ péngyou de dìzhǐ shi...? What is your friend's address?	敦化路五十五号	他/她的地质是敦化路五十五号。

	Question	Clue	Answer
		Dūnhuà Lù 55 hào 55 Dūnhuà road	Tā de dìzhǐ shi Dūnhuà Lù Wǔshiwǔhào. His/her address is number 55 Dūnhuà road.
7.	你朋友的地质是。。。？ Nǐ péngyoud e dìzhǐ shi...? What is your friend's address?	博愛路九十四号 Bóài Lù 94 hào 94 Bóài road	他/她的地质是博愛路九十四号。 Tā de dìzhǐ shi Bóài Lù Jiǔshisìhào. His/her address is number 94 Bóài road.

Transformation drill

Table 2.12.

	Statement	Answer
1.	马太太家在 Mǎ Tàitai jiā zài Dàlǐ Jiē Sìshièrhào. Mǎ's house is at N°42 Dàlǐ street.	她的地质是大理解四十二号。 Tā de dìzhǐ shi Dàlǐ Jiē Sìshièrhào. Her address is N°42 Dàlǐ street.
2.	赵太太家在 Zhào Tàitai jiā zài Bóài Lù Jiǔshisìhào. Mrs. Zhào's house is at N°94 Bóài road.	她的地质是博愛路九十四号。 Tā de dìzhǐ shi Bóài Lú Jiǔshisìhào. Her address is N°94 Bóài road.
3.	李太太家在 Lǐ Tàitai jiā zài Dūnhuà Lù Wíshi-wǔhào. Mrs. Lǐ's house is at Dūnhuà road.	她的地质是敦化路五十五号。 Tā de dìzhǐ shi Dūnhuà Lù Wǔshi-wǔhào. Her address is N°55 Dūnhuà road.
4.	胡太太家在 Hú Tàitai jiā zài Nóngān Jiē Qīshi-wǔhào. Mrs. Hú's house is at N°75 Nóngān street.	她的地质是農安街七十五号。 Tā de dìzhǐ shi Nóngān Jiē Qīshi-wǔhào. Her address is N°75 Nóngān street.
5.	局太太家在 Gāo Tàitai jiā zài Dàlǐ Jiē Sìshièrhào. Mrs. Gāo's house is at N°42 Dàlǐ street.	她的地质是大理解四十二号。 Tā de dìzhǐ shi Dàlǐ Jiē Sìshièrhào. Her address is N°42 Dàlǐ street.
6.	王太太家在 Wáng Tàitai jiā zài Bóài Lù Jiǔshisìhào. Mrs. Wáng's house is at N°94 Bóài road.	她的地质是博愛路九十四号。 Tā de dìzhǐ shi Bóài Lú Jiǔshisìhào. Her address is N°94 Bóài road.
7.	林太太家在 Lín Tàitai jiā zài Dūnhuà Lù Wúshi-wǔhào. Mrs. Lín's house is at N°55 Dūnhuà road	她的地质是敦化路五十五号。 Tā de dìzhǐ shi Dūnhuà Lù Wúshi-wǔhào. Her address is N°55 Dūnhuà road.

Transformation drill

Table 2.13. Change each ma? question to a ba? question.

	Statement	Answer
1.	您是卫 Nín shì Wèi shàoxiào ma? Are you Major Weiss?	您是卫 Nín shì Wèi shàoxiào ba? You are Major Weiss, aren't you?
2.	他是张少校吗？ Tā shì Zhāng shàoxiào ma? Is he Major Zhāng?	他是张少校把？ Tā shì Zhāng shàoxiào ba? He is Major Zhāng, isn't he?
3.	您是黄小姐吗？ Nín shì Huáng xiǎojiě ma? Are you Miss Huáng?	您是黄小姐把？ Nín shì Zhāng xiǎojiě ba? You are Miss Huáng, aren't you?
4.	那是国宾大饭店吗？ Nà shì Guóbīn dàfàndiàn ma? Is that the Nationalities Hotel?	那是国宾大饭店把？ Nà shì Guóbīn dàfàndiàn ba? That is the Nationalities Hotel, isn't it?
5.	这是第一大饭店吗？ Zhè shì Dìyī dàfàndiàn ma? Is this the Grand Hotel?	这是第一大饭店把？ Zhè shì Dìyī dàfàndiàn ba? This is the Grand Hotel, isn't it?
6.	那位是王太太吗？ Nàwèi shì Wáng tàitai ma? Is that person Mrs. Wáng?	那位是王太太把。 Nàwèi shì Wáng tàitai ba? This person is Mrs. Wáng, isn't it?
7.	那是員山大饭店吗？ Nà shì Yuánshān Dàfàndiàn ma? Is that the Yuánshān hotel?	那是員山大饭店把？ Nà shì Yuánshān Dàfàndiàn ba? That is the Yuánshān hotel, isn't it?

Response drill

Table 2.14.

	Question	Clue	Answer
1.	他/她在那里工作？ Tā zài náli gōngzuò? Where dos he/she works?	台北 Táiběi Taipei	他/她在台北工作。 Tā zài Táiběi gōngzuò. He/she works in Taipei.
2.	他/她在那里工作？ Tā zài náli gōngzuò? Where dos he/she works?	台南 Táinán T'ai-nan	他/她在台南工作。 Tā zài Táinán gōngzuò. He/she works in T'ai-nan.
3.	他/她在那里工作？ Tā zài náli gōngzuò? Where dos he/she works?	台中 Táizhōng T'ai-chung	他/她在台中工作。 Tā zài Táizhōng gōngzuò. He/she works in T'ai-chung.
4.	他/她在那里工作？ Tā zài náli gōngzuò? Where dos he/she works?	高雄 Gāoxióng Kao-hsiung	他/她在高雄工作。 Tā zài Gāoxióng gōngzuò. He/she works in Kao-hsiung.
5.	他/她在那里工作？ Tā zài náli gōngzuò? Where dos he/she works?	基隆市 Jīlóng Chi-lung	他/她在基隆市工作。 Tā zài Jīlóng gōngzuò. He/she works in Chi-lung.
6.	他/她在那里工作？ Tā zài náli gōngzuò? Where dos he/she works?	台北 Táiběi Taipei	他/她在台北工作。 Tā zài Táiběi Gōngzuò. He/she works in Taipei.
7.	他/她在那里工作？ Tā zài náli gōngzuò? Where dos he/she works?	台中 Táizhōng T'ai-chung	他/她在台中工作。 Tā zài Táizhōng gōngzuò. He/she works in T'ai-chung.

Response drill

Table 2.15.

	Statement	Answer
1.	他/她在邮政局工作吗？ Tā zài yóuzhèngjǔ gōngzuò ma? Does he/she works at the post office?	对了，他/她在邮政局工作。 Duì le, tā zài yóuzhèngjǔ gōngzuò. Yes, he/she works at the post office.
2.	他/她在武官处工作吗？ Tā zài Wǔguānchù gōngzuò ma? Does he/she works at the military attache's office?	对了，他/她在武官处工作。 Duì le, tā zài Wǔguānchù gōngzuò. Yes, he/she works at the military attache's office.
3.	他/她在银行工作吗？ Tā zài yínháng gōngzuò ma? Does he/she works at the bank?	对了，他/她在银行工作。 Duì le, tā zài yínháng gōngzuò. Yes, he/she works at the bank?
4.	他/她在美国银行工作吗？ Tā zài Měiguó yínháng gōngzuò ma? Does he/she works at the American bank?	对了，他/她在国银行工作。 Duì le, tā zài Měiguó yínháng gōngzuò. Yes, he/she works at the American bank.
5.	他/她在台湾银行工作吗？ Tā zài Táiwān yīnhāng gōngzuò ma? Does he/she works at the Táiwān bank?	对了，他/她在台湾银行工作。 Duì le, tā zài Táiwān yínyáng gōngzuò. Yes, he/she works at the Táiwān bank.
6.	他/她在武官处工作吗？ Tā zài Wǔguānchù gōngzuò ma?	对了，他/她在武官处工作。

	Statement	Answer
	Does he/she works at the military attache's office?	Duì le, tā zài Wǔguānchù gōngzuò. Yes, he/she works at the military attache's office.
7.	他/她在邮政局工作吗？ Tā zài yóuhèngjǔ gōngzuò ma? Does he/she works at the post office?	对了，他/她在邮政局工作。 Duì le, tā zài yóuhèngjǔ gōngzuò. Yes, he/she works at the post office.

Transformation drill

Table 2.16. Add xiànzài, "now" to each statement.

	Statement	Answer
1.	周先生在台北工作。 Zhōu xiānsheng zài Táiběi gōngzuò. Mr. Zhōu works in Táiběi.	周先生在现在在台北工作。 Zhōu xiānsheng xiànzài zài Táiběi gōngzuò. Mr. Zhōu is working in Táiběi now.
2.	张先生在台中工作。 Zhāng xiānsheng zài Táizhōng gōngzuò. Mr. Zhāng works in Táizhōng.	张先生在现在在台中工作。 Zhāng xiānsheng xiànzài zài Táizhōng gōngzuò. Mr. Zhāng is working in Táizhōng now.
3.	胡小姐在台南工作。 Hú xiǎojiě zài Táinán gōngzuò. Miss Hú works in Táinán.	胡小姐在现在在台南工作。 Hú xiǎojiě xiànzài zài Táinán gōngzuò. Miss Hú is working in Táinán now.
4.	马小姐在高雄工作。 Mǎ xiǎojiě zài Gāoxióng gōngzuò. Miss Mǎ works in Gāoxióng.	马小姐在现在在高雄工作。 Mǎ xiǎojiě xiànzài zài Gāoxióng gōngzuò. Miss Mǎ is working in Gāoxióng now.
5.	赵先生在基隆市工作。 Zhāo xiānsheng zài Jīlóng gōngzuò. Mr. Zhāo works in Jīlóng.	赵先生在现在在基隆市工作。 Zhāo xiānsheng xiànzài zài Jīlóng gōngzuò. Mr. Zhāo is working in Jīlóng now.
6.	陈先生在台北工作。 Chén xiānsheng zài Táiběi gōngzuò. Mr. Chén works in Táiběi.	陈先生在现在在台北工作。 Chén xiānsheng xiànzài zài Táiběi gōngzuò. Mr. Chén is working in Táiběi now.
7.	蒋小姐在高雄工作。 Jiāng xiǎojiě zài Gāoxióng gōngzuò. Miss Jiāng works in Gāoxióng.	蒋小姐在现在在高雄工作。 Jiāng xiǎojiě xiànzài zài Gāoxióng gōngzuò. Miss Jiāng is working in Gāoxióng now.

Transformation drill

Table 2.17. Make each statement negative by changing zài to bú zài.

	Statement	Answer
1.	胡同志在北京工作。 Hú tóngzhì zài Běijīng gōngzuò. Comrade Hú works in Běijīng.	胡同志不在北京工作。 Hú tóngzhì bú zài Běijīng gōngzuò. Comrade Hú doesn't work in Běijīng.
2.	李同志在南京工作。 Lǐ tóngzhì zài Nánjīng gōngzuò. Comrade Lǐ works in Nánjīng.	李同志不在南京工作。 Lǐ tóngzhì bú zài Nánjīng gōngzuò. Comrade Lǐ doesn't work in Nánjīng.
3.	他/她在青岛工作。 Tā zài Qīngdǎo gōngzuò. He/she works in Qīngdǎo.	他/她不在青岛工作。 Tā bú zài Qīngdǎo gōngzuò. He/she doesn't work in Qīngdǎo.
4.	林同志在广州工作。 Lín tóngzhì zài Guǎnzhōu gōngzuò. Comrade Lín works in Guǎnzhōu.	林同志不在广州工作。 Lín tóngzhì bú zài Guǎnzhōu gōngzuò. Comrade Lín doesn't work in Guǎnzhōu.
5.	赵同志在上海工作。 Zhào tōngzhì zài Shànghǎi gōngzuò. Comrade Zhào works in Shànghǎi.	赵同志不在上海工作。 Zhào tōngzhì bú zài Shànghǎi gōngzuò. Comrade Zhào doesn't work in Shànghǎi.
6.	陈同志在青岛工作。 Chén tóngzhì zài Qīngdǎo gōngzuò. Comrade Chén works in Qīngdǎo.	陈同志不在青岛工作。 Chén tóngzhì bú zài Qīngdǎo gōngzuò. Comrade Chén doesn't work in Qīngdǎo.
7.	黄同志在北京工作。 Huáng tóngzhì zài Běijīng gōngzuò. Comrade Huáng works in Běijīng.	黄同志不在北京工作。 Huáng tóngzhì bú zài Běijīng gōngzuò. Comrade Huáng doesn't work in Běijīng.

Response drill

Table 2.18. Give negative responses to the questions, adding correct information according to the clue.

	Question	Clue	Answer
1.	胡小姐在台北工作吗？ Hú xiǎojiě zài Táiběi gōngzuò ma? Does Miss Hú work in Taipei?	台南 Táinán Tainan	她不在台北工作。她在台南工作。 Tā bú zài Táiběi gōngzuò; tā zài Táinán gōngzuò. She doesn't work in Taipei; whe works in Tainan.
2.	李太太在台中工作吗？ Lǐ tàitai zài Táizhōng gōngzuò ma? Does Ms Lǐ work in Táizhōng?	基隆市 Jīlóng Jīlóng	她不在台中工作。 她在基隆市工作。 Tā bú zài Táizhōng gōngzuò; tā zài Jīlóng gōngzuò. She doesn't work in Táizhōng; she works in Jīlóng.
3.	马先生在这里工作吗？ Mǎ xiānsheng zài zhèli gōngzuò ma? Does Mr. Mǎ work here?	高雄 Gāoxióng Gāoxióng	他不在这里工作。 他在高雄工作。 Tā bú zài zhèli gōngzuò; tā zài Gāoxiōng gōngzuò. He doesn't work here; he works in Gāoxiōng.
4.	他/她在武官处工作吗？ Tā zài Wúguānchù gōngzuò ma? Does he work in the military attaché's office.	台湾银行 Táiwān yínháng Bank of Taiwan	他/她不在武官处工作。 他/她在台湾银行工作。 Tā bú zài Wǔguānchù gōngzuò; tā zài Táiwān yínháng gōngzuò. He doesn't work in the military attaché's office; he works in the Bank of Taiwan.
5.	林先生在那里工作吗？ Lín xiānsheng zài nàli gōngzuò ma? Does Mr. Lín work there?	这里 zhèli here	他不在那里工作。 他在这里工作。 Tā bú zài nàli gōngzuò; tā zài zhèli gōngzuò. He doesn't work there; he works here.
6.	刘小姐在台北工作吗？ Liú xiǎojiě zài Táiběi gōngzuò ma?	台中 Táizhōng	她不在台北工作。她在台中工作。

	Question	Clue	Answer
	Does Miss Liú work in Taipei?	Táizhōng	Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò. She doesn't work in Taipei; she works in Táizhōng.

Response drill

Table 2.19. Give an affirmative or negative response according to each clue.

	Question	Clue	Answer
1.	他/她在台北工作吗？ Tā zài Táiběi gōngzuò ma? Does he/she work in Taipei?	台北 Táiběi Taipei	对了，他/她在台北工作吗。 Duì le, tā zaì Táiběi gōngzuo. Yes, he/she works in Taipei.
2.	他/她在台北工作吗？ Tā zài Táiběi gōngzuò ma? Does he/she work in Taipei?	台南 Táinán T'ai-nan	他/她不在台北工作。他/她在台南工作。 Tā bú zaì Táiběi gōngzuò; tā zài Táinán gōngzuò. No, he/she doesn't work in Taipei. he/she works in T'ai-nan.
3.	他/她在台中工作吗？ Tā zài Táizhōng gōngzuò ma? Does he/she work in T'ai-chung.	基隆市 Jīlóng Chi-lung	他/她不在台中工作吗。他/她在基隆市工作。 Tā bú zài Táizhōng gōngzuò; tā zài Jīlóng gōngzuò. No he/she doesn't work in T'ai-chung. He/she works in Chi-lung.
4.	他/她在这里工作吗？ Tā zài zhèli gōngzuò ma? Does he/she work here?	这里 zhèli here	对了，他/她在这里工作。 Duì le, tā zài zhèli gōngzuò. Yes, he/she works here.
5.	他/她在邮政局工作吗？ Tā zài yóuhèngjǘ gōngzuò ma? Does he/she work at the post office?	台湾银行 Táiwān yínháng bank of Taiwan	他/她不在邮政局工作吗。他/她在台湾银行工作吗。 Tā bú zài yóuhèngjǘ gōngzuo; tā zài Táiwān yínháng gōngzuò. He/she doesn't work at the post office. He/she works at the bank of Taiwan.
6.	他/她在武官处工作吗？ Tā zài Wǔguānchù gōngzuò ma? Does he/she work at the defense attache office?	这里 zhèli here	他/她不在武官处工作吗。他/她在这里工作。 Tā bú zài Wǔguānchù gōngzuò; tā zài zhèli gōngzuò.

	Question	Clue	Answer
			No, he/she doesn't work at the defense attache office. He/she works here.
7.	他/她在美国银行工作吗？ Tā zài Měiguó yínháng gōngzuò ma? Does he/she work at the bank of America?	美国银行 Měiguó yín-háng bank of America	对了，他/她在美国银行工作。 Duì le, tā zài Měiguó yínháng gōngzuò. Yes, he/she works at the bank of America.

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."

Material you will need

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

References

Reference List

1.	A:	Nǐmen yǒu háizi ma?	你们有孩子吗？	Do you have children?
	B:	Yǒu, wǒmen yǒu.	有，我们有。	Yes, we have.
2.	B:	Liú xiānsheng yǒu Měiguó péngyou ma?	刘先生有美国朋友吗？	Does Mr Liú have any American friends?
	B:	Tā meíyǒu Měiguó péngy-ou.	他没有美国朋友。	He doesn't have any American friends.
	A:	Tā yǒu Yīngguó péngyou.	他有英国朋友。	He has English friends. (or an English friend)
3.	A:	Nǐmen yǒu jǐge háizi?	你们有几个孩子？	How many children do you have?
	B:	Wǒmen yǒu sānge háizi.	我们有三个孩子。	We have three children.
4.	A:	Nǐmen yǒu jǐge nánháizi, jǐge nǚháizi?	你们有几个男孩子，几个女孩子？	How many boys and how many girls do you have?
	B:	Wǒmen yǒu liǎngge nán-háizi, yīge nǚháizi.	我们有两个男孩子，一个女孩子。	We have two boys and one girl.
5.	B:	Shì nánháizi, shì nǚháizi?	是男孩子，是女孩子？	Are they boys or girls?
	A:	Tāmen dōu shì nǚháizi.	他们都是女孩子。	All of them are girls.
6.	B:	Hú xiānsheng, tàitai ne? tāmen yǒu jǐge háizi?	胡先生，太太呢？他们有几个孩子？	How about Mr. and Mrs. Hú? How many children do they have?
	A:	Tāmen yǒu liǎngge háizi.	他们有两个孩子。	They have two children.

	B:	Shì nánháizi, shì nǚháizi?	是男孩子，是女孩子？	Are they boys or girls?
	A:	Dōu shì nǚháizi.	都是女孩子。	Both of them are girls.
7.	A:	Nǐmen háizi dōu zài zhèli ma?	你们孩子都在这里吗？	Are all your children here?
	B:	Bù, liǎngge zài zhèli, yíge hái zài Měiguó.	不，两个在这里，一个还在美国。	No. Two are here, and one is still in America.
8.	A:	Nǐ jiāli yǒu shénme rén?	你家里有什么人？	What people are (there) in your family?
	B:	Yǒu wǒ tàitai gēn sānge háizi.	有我太太跟三个孩子。	There's my wife and three children.
9.	B:	Nǐ jiāli yǒu shénme rén?	你家里有什么人？	What people are (there) in your family?
	A:	Jiù (yǒu) wǒ fùqin, mǔqin.	就（有）我父亲，母亲。	Just my father and mother.

Vocabulary

zhǐ	只	only
dìdi	弟弟	younger brother
gēge	哥哥	older brother
jiějie	姐姐	older sister
mèimei	妹妹	younger sister
xiōngdì	兄弟	brothers
jiěmèi	姐妹	sisters
xiōngdì jiěmèi	兄弟姐妹	brothers and sisters
fùmǔ	父母	parents
zǔfù	祖父	paternal grandfather
zǔmǔ	祖母	paternal grandmother
wàizǔfù	外祖父	maternal grandfather
wàizǔmǔ	外祖母	maternal grandmother
bàba	爸爸	papa, dad, father
māma	吗吗	momma, mom, mother
bàba	爸爸	papa, dad, father
dìdi	弟弟	younger brother
dōu	都	all, both
fùmǔ	父母	parents
fùqin	父亲	father
gēge	哥哥	older brother
gēn	跟	and, with, and (in addition to)
hái	还	still, yet
háizi	孩子	children, child
jǐ-	几 -	how many
jiāli	家里	family
jiějie	姐姐	older sister
jiěmèi	姐妹	sisters
jǐge	几个	how many
jiù	就	only, just
liǎng-	两	two
māma	妈妈	momma, mom, mother

méi	没	not, not to have
mèimei	妹妹	younger sister
mèiyou	没有	not to have, there is not
-men	们	plural suffix
mǔqin	母亲	mother
nán-	男 -	male
nánháizi	男孩子	boy
nǐmen	你们	you (plural)
nǚ-	奴 -	female
nǚháizi	奴孩子	girl
tāmen	他们	they, them
wàizǔfù	外祖父	maternal grandfather
wàizǔmǔ	外祖母	maternal grandmother
wǒmen	我们	we, us
xiōngdì	兄弟	brothers
xiōngdì jiěmèi	兄弟姐妹	brothers and sisters
yǒu	有	to have, there is
zhǐ	只	only
zǔfù	祖父	paternal grandfather
zǔmǔ	祖母	paternal grandmother
yíng le	赢了	I('ve) won

Reference Notes

Notes on №1

1.	A:	Nǐmen yǒu háizi ma?	你们有孩子吗？	Do you have children?
	B:	Yǒu, wǒmen yǒu.	有，我们有。	Yes, we have.

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

singular		plural	
wǒ	I	wǒmen	we
nǐ	you	nǐmen	you
tā	he/she	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.)

Háizi: Chinese nouns have the same form for singular and plural.

Háizi may be either "child" or "children."[3]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 háizi 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 háizi 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?"

Notes on №2

2.	B:	Liú xiānsheng yǒu Měiguó péngyou ma?	刘先生有美国朋友吗？	Does Mr Liú have any American friends?
	B:	Tā meíyǒu Měiguó péngy-ou.	他没有美国朋友。	He doesn't have any American friends.
	A:	Tā yǒu Yīngguó péngyou.	他有英国朋友。	He has English friends. (or an English friend)

Méiyou: All the verbs discussed so far form the negative with bù, with the single exception of yǒu, "to have," which has the irregular negative form méiyou.

[3]A few nouns referring to people may be made explicitly plural by adding -men . Háizimen can only be ''children"

Notes on №3-4

3.	A:	Nǐmen yǒu jǐge háizi?	你们有几个孩子？	How many children do you have?
	B:	Wǒmen yǒu sānge háizi.	我们有三个孩子。	We have three children.
4.	A:	Nǐmen yǒu jǐge nánháizi, jǐge nǚháizi?	你们有几个男孩子，几个女孩子？	How many boys and how many girls do you have?
	B:	Wǒmen yǒu liǎngge nán-háizi, yīge nǚháizi.	我们有两个男孩子，一个女孩子。	We have two boys and one girl.

In Peking speech, jǐ-, "how many," is usually used only when the number expected in an answer is about 10 or less. In many other parts of China, speakers use jl- no matter how large a number is expected in the answer.

Counters: In Chinese, a noun cannot be counted or specified (i.e., used with něi- "which," nèi-, "that," zhèi-, "this") without the addition of a bound word, a counter, to indicate the sort of thing being specified or counted. English has a few such counters, as "head" in "how many head of cattle" and "loaves" in " seven loaves of bread."

The counter used in a particular instance depends on the noun "being specified or counted. Many nouns have special counters. You have already learned the polite counter for persons, -wèi. Other special counters refer in some way to the kind of thing the noun represents. The word for "hotel," for instance, has a special counter -jiā, "house," used for counting or specifying business establishments.

The general counter -ge is used with nouns that do not have special counters. For example, there is no special counter for the word pùbù, "waterfall," so you would say yíge pùbù, "one waterfall." You have already found the general counter -ge in specifying expressions such as něige háizi, "which child," and zhèige fàndiàn,"this hotel."

You may find that, in colloquial speech, nouns that have special counters are sometimes used with -ge anyway, but this tendency is looked down upon by many speakers.

Here are the numbers 1 through 10 with the counter -ge:

yíge liǎngge sānge sìge wǔge liùge qíge báge jiǔge shíge

The number 2 has a special form before a counter: liǎng-. Notice that the words for 1, 2, and 8 have Rising tones before -ge, because -ge is basically a Falling-tone syllable. (See also Unit 5, notes on No. 9 and No. 10.)

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.

Notes on №5-7

5.	B:	Shì nánháizi, shì nǚháizi?	是男孩子，是女孩子？	Are they boys or girls?
	A:	Tāmen dōu shì nǚháizi.	他们都是女孩子。	All of them are girls.
6.	B:	Hú xiānsheng, tàitai ne? tāmen yǒu jǐge háizi?	胡先生，太太呢？他们有几个孩子？	How about Mr. and Mrs. Hú? How many children do they have?
	A:	Tāmen yǒu liǎngge háizi.	他们有两个孩子。	They have two children.
	B:	Shì nánháizi, shì nǚháizi?	是男孩子，是女孩子？	Are they boys or girls?
	A:	Dōu shì nǚháizi.	都是女孩子。	Both of them are girls.
7.	A:	Nǐmen háizi dōu zài zhèli ma?	你们孩子都在这里吗？	Are all your children here?
	B:	Bù, liǎngge zài zhèli, yíge hái zài Měiguó.	不，两个在这里，一个还在美国。	No. Two are here, and one is still in America.

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 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".)

Notes on №8-9

8.	A:	Nǐ jiāli yǒu shénme rén?	你家里有什么人？	What people are (there) in your family?
	B:	Yǒu wǒ tàitai gēn sānge háizi.	有我太太跟三个孩子。	There's my wife and three children.

9.	B:	Nǐ jiāli yǒu shénme rén?	你家里有什么人？	What people are (there) in your family?
	A:	Jiù yǒu wǒ fùqin, mǔqin.	就有我父亲，母亲。	Just my father and mother.

Literally, the phrase nǐ jiāli means "in your home" (jiā, "home"; -li, "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 háizi . "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:

Example 2.1. Example:

Wǒ bú xìng Lǐ, yě bú xìng Lǔ. Wǒ xìng Lǚ.

I'm not surnamed Lǐ and I'm not surnamed Lǔ. 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 háizi. number noun	There's my wife and 3 children.
Parallel				
Yǒu	liǎngge nánháizi number noun	,	yíge nǚháizi. number noun	There are 2 boys and one girl.

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 advert (like yě and dōu. The use of jiù to mean "only" is probably mostly confined to the Peking dialect.[4] Speakers from other parts of the country will not necessarily use jiù to mean "only" or understand it as such.

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

A more widely used and understood word for "only" is zhǐ. Thus the answer in exchange 9 could also be: Zhǐ yǒu wǒ fùqin, mǔqin.

Notes on additional 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."

	older	younger		
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:

	father's side	mother's side
grandfather	zǔfù	wàizǔfù
grandmother	zǔmǔ	wàizǔmǔ

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

Drills

Unit 4

Introduction

Topics covered in this unit

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

Material you will need

1. The C-l and P-l tapes» the Reference List and Reference Notes.
2. The C-2 and P-2 tapes» the Workbook.
3. The UD-1 tape.

References

Reference List

in Běijīng

1.	A:	Nǐ àiren lái ma?	你爱人来吗？	Is your wife coming?
	B:	Tā lái.	她来。	She is coming.
2.	A:	Nǐ àiren lái le ma?	你爱人来了吗？	Has your wife come?
	B:	Lái le, tā lái le.	来了，她来了。	Yes, she has come.
3.	A:	Nǐ àiren yě lái le ma?	你爱人也来了吗？	Has your wife come too?
	B:	Tā hái méi lái.	她还没来。	She hasn't come yet.
4.	A:	Tā shénme shíhou lái?	她什么时候来？	When is she coming?
	B:	Tā míngtiān lái.	她明天来。	She is coming tomorrow.
5.	A:	Nǐ péngyou shénme shíhou dào?	你朋友什么时候到？	When is your friend arriving?
	B:	Tā yǐjīng dào le.	他已经到了。	He has already arrived.
6.	A:	Tā shì shénme shíhou dàode?	她是什么时候到的？	When did she arrive?
	B:	Tā shì zuótiān dàode.	她是昨天到的。	She arrived Yesterday.
7.	A:	Nǐ shì yíge rén láide ma?	你是一个人来的吗？	Did you come alone?
	B:	Bú shì, wǒ bú shì yíge rén láide.	不是，我不是一个人来的。	No, I didn't come alone.

8.	A:	Nǐ shénme shíhou zǒu?	你什么时候走？	When are you leaving?
	B:	Wǒ jīntiān zǒu.	我今天走。	I'm leaving today.
9.	A:	Nǐ něitiān zǒu?	你哪天走？	What day are you leaving?
	B:	Wǒ jīntiān zǒu.	我今天走。	I'm leaving today.

Vocabulary

hòutiān	后天	the day after tomorrow
qiántiān	前天	the day before yesterday
tiāntiān	天天	every day
érzi	二字	son
nǚér	女儿	daughter
dào	到	to arrive
érzi	二字	son
hòutiān (hòutian)	后天	the day after tomorrow
jīntiān (jīntian)	今天	today
lái	来	to come
le	了	combined le: new-situation and completion marker
míngtiān (mīngtian)	明天	tomorrow
něitiān	哪天	what day
nǚér	女儿	daughter
qiántiān (qiántian)	前天	the day before Yesterday
shénme shíhou	什么时候	when
shì de	十的	focus construction
-tiān	天	day
tiāntiān	天天	every day
yíge rén	一个人	singly, alone
yǐjīng (yǐjing)	已经	already
zǒu	走	to leave
zuótiān	昨天	Yesterday
jiéhūn	结婚	to get married, to be married
méi jiéhūn	没结婚	not to be married
kěshi	可是	but
xiǎng	想	to think, to think that

Reference Notes

Notes on №1

1.	A:	Nǐ àiren lái ma?	你爱人来吗？	Is your wife coming?
	B:	Tā lái.	她来。	She is coming.

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 Táinán 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.

Notes on №2

2.	A:	Nǐ àiren lái le ma?	你爱人来了吗？	Has your wife come?
	B:	Lái le, tā lái le.	来了，她来了。	Yes, she has come.

Aspect: Le is an aspect marker. Through the use of 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 completeness 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.

Notes on №3

3.	A:	Nǐ àiren yě lái le ma?	你爱人也来了吗？	Has your wife come too?
	B:	Tā hái méi lái.	她还没来。	She hasn't come yet.

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

affirmative			lái		is coming.
negative		bù	lái		isn't coming.

affirmative			lái	le	has come (now).
negative	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 and méi may come between an adverb and a verb,

Méiyou, "not have" is used to negate the aspect of completion; that is, to say that a certain event did not take place. Méiyou may be shortened to méi. Here are three possible negative answers to the question.

Tā lái le ma? "Has he come?"

Tā	hái	méiyou	lái.	He hasn't come yet.
Tā	hái	méi	lái.	He hasn't come yet.
	hái	méiyou.		Not yet.

Notes on №4-5

4.	A:	Tā shénme shíhou lái?	她什么时候来？	When is she coming?
	B:	Tā míngtiān lái.	她明天来。	She is coming tomorrow.
5.	A:	Nǐ péngyou shénme shíhou dào?	你朋友什么时候到？	When is your friend arriving?
	B:	Tā yǐjīng dào le.	他已经到了。	He has already arrived.

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.

Notes on №6-7

6.	A:	Tā shì shénme shíhou dàode?	她是什么时候到的？	When did she arrive?
	B:	Tā shì zuótiān dàode.	她是昨天到的。	She arrived Yesterday.
7.	A:	Nǐ shì yíge rén láide ma?	你是一个人来的吗？	Did you come alone?
	B:	Bú shì, wǒ bú shì yíge rén láide.	不是，我不是一个人来的。	No, I didn't come alone.

(shì)...de: [5] 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:

The aspect marker le or its negative méi (you) is used when the center of interest is whether or not an action took place. For example, if you do not know whether Mr. Sun came or not, you would ask:

Tā léile méiyou?	Did he come?

and you would be answered either

Tā láile.	He came.

or

Tā méi lái.	He didn't come.

In this question and answer, you use le or its negative méi(you) because the focus is on whether the action took place or not.

The purpose of the (shì)...de construction, on the other hand, is to focus on additional information about a completed action; that is, the construction is used when the center of interest is NOT whether or not a certain action took place.

For example, once it has been established that Mr. Sun did in fact come, the (shì)...de construction will probably be used for any additional questions and answers about his coming. For example:

Tā shi shénme shíhou láide?	When did he come?
Tā shi zuótiān láide.	He came yesterday.
Tā shi yíge rén láide ma?	Did he come alone?
Tā shi yíge rén láide.	He came alone.

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

These questions and answers use the (shì)...de construction because you already know that Mr. Sun came and now you are asking for additional information about his visit. Many types of additional information can be focus points for which the (shì)...de construction is used.

In Tā shi shénme shíhou láide? the additional information is the time when something happens.

In Tā shi yíge rén láide ma? the information asked for is the manner in which something takes place.

Other possible focus points are place, cause of action, goal of action, and performer of action.

Now let's take a look at how shì and de function separately in this construction. The verb shì, coming before the phrase which is the center of interest, serves as a signal that what follows is emphasised. The verb "to "be" is often used in a similar way in English to mark the center of interest:

Tā shi zuótiān láide ma?	Was it yesterday that he came?

Another way of showing the center of interest in English is by word stress. Here is a comparison between focusing in Chinese with (shì)...de and focusing in English with stress:

Tā lái le ma?	Has he come?
Lái le.	Yes, he has.
Tā shi zuótiān láide ma?	Did he come YESTERDAY?
Shì, tā shi zuótiān láide.	Yes, YESTERDAY.

The marker de coming after the verb indicates completion. When the marker de is not used in the sentence, that sentence no longer describes a completed event. The marker shì by itself emphasizes something about the action.

Compare these sentences:

Tā shi jīntiān lái.	She is coming (later) today.
Tā shi jīntiān láide.	She came (earlier) today.

For the time being, you will not use shì without de.

The negative form of the (shì)...de construction is bú shi...de . Compare this with the negatives you have already learned:

Tā		shi	zuótiān		lái	-de	It was YESTERDAY that he came.
Tā	bú		zuótiān		lái	-de	It wasn't YESTERDAY that he came.

Tā					lái	le.	He has come.
Tā			hái	méi	lái.		He hasn't come.

Tā			míngtiān		lái.		He is coming tomorrow.
Tā			míngtiān	bù	lái.		He isn't coming tomorrow.

Notice that in a (shì)...de construction the negative bú precedes the verb shì rather than the main verb. Short answers are also formed with shì rather than with the main verb:

Nǐ shi yíge rén láide ma?	Did you come alone?
Shì, wǒ shì yíge rén láide.	Yes, I came alone.
Búshì, wǒ bú shi yíge rén láide.	No, I didn't come alone.

The (shì)...de construction is not used in every completed-action sentence containing a time, place, or manner phrase. If the center of interest is still whether or not the action took place, le is used. If, for example, you knew that someone was expected to come yesterday and you wanted to find out only whether he actually did come, the conversation might go as follows:

A:	Tā zuótiān méi lái ma?	Didn't he COME yesterday?
B:	Tā zuótiān lái le.	He DID COME yesterday.

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

Notes on №8-9

8.	A:	Nǐ shénme shíhou zǒu?	你什么时候走？	When are you leaving?
	B:	Wǒ jīntiān zǒu.	我今天走。	I'm leaving today.
9.	A:	Nǐ něitiān zǒu?	你哪天走？	What day are you leaving?
	B:	Wǒ jīntiān zǒu.	我今天走。	I'm leaving today.

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,zuótian, jīntian, míngtian, hòutian.

Drills

Criterion test

Appendices

Appendix

Appendix

Appendix

Appendix

Appendix

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.

Material 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.
3. The 5D-1 tape.

References

Reference List

1.	A:	Andesen Fūren, nǐ shì zài nǎr shēngde?	安德森夫人，你是在哪儿生的？	Mrs. Andersen, where were you born?
	B:	Wǒ shì zài Dézhōu shēngde.	我是在得州生的。	I was born in Texas.
2.	A:	Nǐmen shì Xīngqīsì dàode ma?	你们是星期四到的吗？	Did you arrive on Thursday?
	B:	Bú shì, wǒmen shì Xīngqīwǔ dàode.	不是，我们是星期五到的。	No, we arrived on Friday.
3.	A:	Nǐmen xīngqījǐ zǒu?	你们星期几走？	What day of the week are you leaving?
	B:	Wǒmen Xīngqītiān zǒu.	我们星期天走。	We are leaving on Sunday.
4.	A:	Nǐ shì něinián shēngde?	你是哪年生的？	What year are you born?
	B:	Wǒ shì Yī jiǔ sān jiǔ nián shēngde.	我是一九三九年生的。	I was born in 1939.
5.	A:	Nǐ shì jǐyüè shēngde?	你是几月生的？	What month were you born?
	B:	Wǒ shì Qíyüè shēngde.	我是七月生的。	I was born in July.
6.	A:	Nǐ shì jǐhào shēngde?	你是几号生的？	What day of the month were you born?
	B:	Wǒ shì Sìhào shēngde.	我是四号生的。	I was born on the fourth.
7.	A:	Nǐ duó dà le?	你多大了？	How old are you?

	B:	Wǒ èr shi sì le.	我二十四了。	I'm 24.
8.	A:	Nǐ duó dà le?	你多大了？	How old are you?
	B:	Wǒ sān shi wǔ le.	我三十五了。	I'm 35.
9.	A:	Nǐmen nǚháizi jǐsuì le?	你们女孩子几岁了？	How old is your girl?
	B:	Tā bāsuì le.	她八岁了。	She's eight years old.
10.	A:	Nǐmen nánháizi dōu jǐsuì le?	你们男孩子都几岁了？	How old are your boys?
	B:	Yíge jiǔsuì le, yíge liùsuì le.	一个九岁了，一个六岁了。	One is nine, and one is six.

Vocabulary

duó dà	多大	how old
hòunián (hòunian)	后年	the year after next
jǐhào	几号	what day of the month?
jīnnián (jīnnian)	今年	this year
jǐsuì	几岁	how old
jǐyüè	几月	what month
míngnián (míngnian)	明年	next year
něinián	哪年？	which year
niánnián (niánnian)	年年	every year
qiánnián (qiánnian)	前年	the year before last
qǜnián (qǜnian)	去年	last year
shàngge yüè	上个月	last month
shēng	生	to be born
-suì	岁	year (of age)
xiàge yüè	下个月	next month
Xīngqīèr	星期二	Tuesday
xīngqījǐ	星期几	what day of the week
Xīngqīliù	星期六	Saturday
Xīngqīsān	星期三	Wednesday
Xīngqīsì	星期四	Thursday
Xīngqītiān	星期日，星期天	Sunday
Xīngqīwǔ	星期五	Friday
Xīngqīyī	星期一	Monday
zheìge yüè	这个月	this month

Reference Notes

Notes on №1

1.	A:	Andesen Fūren, nǐ shì zài nǎr shēngde?	安德森夫人，你是在哪儿生的？	Mrs. Andersen, where were you born?
	B:	Wǒ shì zài Dézhōu shēngde.	我是在得州生的。	I was born in Texas.

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

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

Notes on №2-3

2.	A:	Nǐmen shì Xīngqīsì dàode ma?	你们是星期四到的吗？	Did you arrive on Thursday?
	B:	Bú shì, wǒmen shì Xīngqīwǔ dàode.	不是，我们是星期五到的。	No, we arrived on Friday.
3.	A:	Nǐmen xīngqījǐ zǒu?	你们星期几走？	What day of the week are you leaving?
	B:	Wǒmen Xīngqītiān zǒu.	我们星期天走。	We are leaving on Sunday.

Days of the week:

xīngqījǐ	What day of the week?
xīngqīyī	Monday
xīngqīèr	Tuesday
xīngqīsàn	Wednesday
xīngqīsì	Thursday
xingqīwǔ	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, occupies the position of a number and acts like a number: xīngqījǐ, "What number day of the week?"

Notes on №4

4.	A:	Nǐ shì něinián shēngde?	你是哪年生的？	What year are you born?
	B:	Wǒ shì Yī jiǔ sān jiǔ nián shēngde.	我是一九三九年生的。	I was born in 1939.

The word for "year," -nián is a bound word (like the word for "day," -tiān). The question word něinián, "which year," is formed with the bound word něi "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, T, and 8 keep their basic high tones. (See notes on No. 10 for cases in which these tones change.)

Notes on №5

5.	A:	Nǐ shì jǐyüè shēngde?	你是几月生的？	What month were you born?
	B:	Wǒ shì Qíyüè shēngde.	我是七月生的。	I was born in July.

Months:

jǐyüè?	What month?		
yíyüè	January	qíyüè	July
èryüè	February	báyüè	August
sānyüè	March	jiǔyüè	September
sìyüè	April	shíyüè	October
wǔyüè	May	shǐyīyüè	November
liùyüè	June	shíèryüè	December

Since the names of the months are formed with numbers, jǐ- "how many," is the appropriate question word to use for "what month." Jǐ- is used in Běijīng to ask for a number expected to be around 10 or 11.

Notice the tones on the words for 1, 7 and 8, which most Peking speakers pronounce as Rising before Falling-tone words such as yüè. The syllable -yī- in the word for "November," however, is usually pronounced with the High tone: shíyīyüè (See the notes on No, 10 for a summary of tone changes.)

Notes on №6

6.	A:	Nǐ shì jǐhào shēngde?	你是几号生的？	What day of the month were you born?
	B:	Wǒ shì Sìhào shēngde.	我是四号生的。	I was born on the fourth.

Days of the month are expressed by the number of the day followed by the bound word -haò. You will remember that -hào is also used in giving addresses.

In asking about days of the month, "how many," is used, even though the question may be answered by a number as high as 31. The month and day of the month may be given together. For example:

Nǐ shi jǐyüè jǐhào shēngde?	What is your month and day of birth?
Wǒ shi bāyüè jiǔhào shēngde.	I was born on August 9.

Notes on №7-8

7.	A:	Nǐ duó dà le?	你多大了？	How old are you?
	B:	Wǒ èr shi sì le.	我二十四了。	I'm 24.
8.	A:	Nǐ duó dà le?	你多大了？	How old are you?
	B:	Wǒ sān shi wǔ le.	我三十五了。	I'm 35.

Nǐ duō 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.

Note

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

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 méiyou sānshiwǔ. "I'm not 35."

Notes on №9

9.	A:	Nǐmen nǚháizi jǐsuì le?	你们女孩子几岁了？	How old is your girl?
	B:	Tā bāsuì le.	她八岁了。	She's eight years old.

-suì: In the traditional Chinese system of giving ages, a person is one -sui 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 shoving 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."

Notes on №10

10.	A:	Nǐmen nánháizi dōu jǐsuì le?	你们男孩子都几岁了？	How old are your boys?
	B:	Yíge jiǔsuì le, yíge liùsuì le.	一个九岁了，一个六岁了。	One is nine, and one is six.

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, bá: In the spoken language of Peking, the basic High tones of yī, qī 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 qī and bā of numbers ending in 7 and 8 are more likely to have Rising tones than the yī of numbers ending in 1 (which is usually in the High tone).

Compare:

shíqíhào	the 17th
shíyīyüè	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 yī, qī 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: Yījiǔbāliùnián 1986.

Notes on additional required vocabulary

Days	qiántiān	zuótiān	jīntiān	míngtiān	hòutiān
Years	qiánnián	qǜnián	jīnnián	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 qǜnián "last year."

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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.

Material you will need

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

References

Reference List

1.	A:	Nǐ zhù duó jiǔ?	你住多久？	How long are you staying?
	B:	Wǒ zhù yìnián.	我住一年。	I'm staying one year.
2.	A:	Nǐ tàitai zhù duó jiǔ?	你太太住多久？	How long is your wife staying?
	B:	Ta zhù liǎngtiān.	她住两天。	She is staying two days.
3.	A:	Nǐ tàitai zài Xiānggǎng zhù duó jiǔ?	你太太在香港住多久？	How long is your wife staying in Hong Kong?
	B:	Wǒ xiǎng tā zhù liǎngtiān.	我想她住两天。	I think she is staying two days.
4.	A:	Nǐ xiǎng zhù duò jiǔ?	你想住多久？	How long are you thinking of staying?
	B:	Wǒ xiǎng zhù yìnián.	我想住一年。	I'm thinking of staying one year.
5.	A:	Nǐ xiǎng zài Táiwān zhù duó jiǔ?	你想在台湾住多久？	How long are you thinking of staying in Taiwan?
	B:	Wǒ xiǎng zhù báge yüè.	我想住八个月。	I'm thinking of staying eight months.
6.	A:	Nǐ péngyou xiǎng zhù duó jiǔ?	你朋友想住多久？	How long is your friend thinking of staying?
	B:	Tā xiǎng zhù liǎngge xīngqī.	他想住两个星期。	He is thinking of staying two weeks.
7.	A:	Nǐ láile duó jiǔ le?	你来了多久了？	How long have you been there?
	B:	Wǒ láile sāntiān le.	我来了三天了。	I have been here three days.

8.	A:	Nǐ tàitai zài Xiānggǎng zhùle duó jiǔ?	你太太在香港住了多久？	How long did your wife stay in Hong Kong?
	B:	Tā zhùle liǎngtiān.	她住了两天。	She stayed two days.
9.	A:	Tā lái le ma?	他来了吗？	Did he come?
	B:	Lái le, tā lái le.	来了，他来了。	Yes, he came.
10.	A:	Tā lái le ma?	他来了吗？	Did he come?
	B:	Méi lái, tā méi lái.	没来，他没来。	No, he didn't come.
11.	A:	Nǐ cóngqián láiguo ma?	你从前来过吗？	Have you ever been here before?
	B:	Wǒ cóngqián méi láiguo.	我从前没来过。	I have never been here before.

Vocabulary

qù	去	to go
Niǔ Yuē	纽约	New York
cóngqián	从前	before
duó jiǔ	多久	how long
-guo	–过	experiential marker
xiǎng	想	to think that, to want to, would you like to
Xiānggǎng	香港	Hong Kong
xīngqī	星期	week
zhù	住	to live somewhere

Reference Notes

Notes on №1

1.	A:	Nǐ zhù duó jiǔ?	你住多久？	How long are you staying?
	B:	Wǒ zhù yìnián.	我住一年。	I'm staying one year.

Expressions like duó jiǔ, "how long," and yìnián "one year," called duration phrases, come after the verb.

Note

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

Notice the contrast with time-when phrases, like shénme shíhou, "when," and jīnnián "this year," which come before the verb.

If a duration phrase is used with the verb zhù, this phrase preempts the position after the verb; and any place phrase, like zài Běijīng, must come before the verb.

Yìnián: In telling how many years (giving an amount) no counter is used. The tone on yī, "one," changes to Falling before a Rising tone.

Notes on №2

2.	A:	Nǐ tàitai zhù duó jiǔ?	你太太住多久？	How long is your wife staying?
	B:	Ta zhù liǎngtiān.	她住两天。	She is staying two days.

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.)

Notes on №3-4

3.	A:	Nǐ tàitai zài Xiānggǎng zhù duó jiǔ?	你太太在香港住多久？	How long is your wife staying in Hong Kong?
	B:	Wǒ xiǎng tā zhù liǎngtiān.	我想她住两天。	I think she is staying two days.

4.	A:	Nǐ xiǎng zhù duò jiǔ?	你想住多久？	How long are you thinking of staying?
	B:	Wǒ xiǎng zhù yìnián.	我想住一年。	I'm thinking of staying one year.

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.

	I think he is coming tomorrow.
	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:

Nǐ xiǎng zǒu ma?	Would you like to leave? OR Do you want to go?
Wǒ bù xiǎng zǒu.	I don't want to leave.
Nǐ xiǎng zài Táiběi gōngzuò ma?	Do you want to work in Taipei?

Notes on №5-6

5.	A:	Nǐ xiǎng zài Táiwān zhù duó jiǔ?	你想在台湾住多久？	How long are you thinking of staying in Taiwan?
	B:	Wǒ xiǎng zhù báge yuè.	我想住八个月。	I'm thinking of staying eight months.
6.	A:	Nǐ péngyou xiǎng zhù duó jiǔ?	你朋友想住多久？	How long is your friend thinking of staying?
	B:	Tā xiǎng zhù liǎngge xīngqī.	他想住两个星期。	He is thinking of staying two weeks.

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

Compare:

sāntiān	3 days
sānnián	3 years
sānge xīngqī	3 weeks

sānge yuè	3 months

Notes on №7

7.	A:	Nǐ láile duó jiǔ le?	你来了多久了？	How long have you been there?
	B:	Wǒ láile sāntiān le.	我来了三天了。	I have been here three days.

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: láile duó jiǔ le.

Notes on №8

8.	A:	Nǐ tàitai zài Xiānggǎng zhùle duó jiǔ?	你太太在香港住了多久？	How long did your wife stay in Hong Kong?
	B:	Tā zhùle liǎngtiān.	她住了两天。	She stayed two days.

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 nàr 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 liǎnge háizi.	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	zhīdào to know

Aspect and verb types: Not every aspect marker in Chinese may be used with all typs8 of verbs. Completion le does not occur with state verbs. It does occur with action verbs.

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

Notes on №9-10

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

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 he 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.

Notes on №11

11.	A:	Nǐ cóngqián láiguo ma?	你从前来过吗？	Have you ever been here before?
	B:	Wǒ cóngqián méi láiguo.	我从前没来过。	I have never been here before.

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 láiguo 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 he reflected by the English word "ever," and in a negative statement by "never."

Nǐ	cóngqiān		lái	-guo	ma?	Have you ever been (come) here before?
Nǐ	cóngqián	méi	lái	-guo		I have never been (come) here before.
Nǐ	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 láiguo. 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.
Ta	méi	lái	-guo.

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Unit 7

Introduction

Topics covered in this unit

1. Topics Covered In This Unit
2. Where someone works.
3. Where and what someone has studied.
4. What languages someone can speak.
5. Auxiliary verbs.
6. General objects.

Material you will need

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

References

Reference List

1.	A:	Nǐn zài náli gōngzuò?	您在哪里工作？	Where do you work?
	B:	Wǒ zài Měiguó Guówùyàn gōngzuò.	我在美国国务院工作。	I work with the State Department.
2.	A:	Nǐn zài náli gōngzuò?	您在哪里工作？	Where do you work?
	B:	Wǒ shì xüésheng.	我是学生。	I'm a student.
3.	A:	Nǐn lái zuò shénme?	您来做什么？	What did you come here to do?
	B:	Wǒ lái niàn shū.	我来念书。	I came here to study.
4.	A:	Òu, wǒ yě shì xüésheng.	哦，我也是学生。	Oh, I'm a student too.
	B:	Qǐngwèn, nǐ niàn shénme?	请问，你念什么？	May I ask, what are you studying?
	B:	Wǒ niàn lìshǐ.	我念历史。	I'm studying history.
5.	A:	Kē xiānsheng, nǐ niàn shénme?	可先生，你念什么？	What are you studying, Mr. Cook?
	B:	Wǒ zài zhèli xüé zhōngwén.	我在这里学中文。	I'm studying Chinese here.
6.	A:	Qǐngwèn, nǐ xüéguo Yīngwén ma?	请问，你学过英文吗？	May I ask, have you ever studied English?
	B:	Xüéguo	学过。	Yes.
7.	A:	Qǐngwèn, nǐ huì shuō Yīngwén ma?	请问，你会说英文吗？	May I ask, can you speak English?
	B:	Wǒ huì shuō yìdiǎn.	我会说一点。	I can speak a little.

8.	A:	Nǐ tàitai yě huì shuō Zhōngguó huà ma?	你太太也会说中国话吗？	Can your wife speak Chinese too?
	B:	Bú huì, tā bú huì shuō.	不会，她不会说。	No, she can't.
9.	A:	Nǐde Zhōngguó huà hěn hǎo.	你的中国话很好。	Your Chinese is very good.
	B:	Náli, náli. wǒ jiù shuō yìdiǎn.	哪里，哪里。我就说一点。	Not at all, not at all. I can speak only a little.
10.	A:	Nǐ shì zài náli xüéde?	你是在哪里学的？	Where did you study it?
	B:	Wǒ shì zài Huáshèngdùn xüéde.	我是在华盛顿学的。	I studied it in Washington.
11.	A:	Nǐ shì zài dàxüé xüéde Yīngwén ma?	你是在大学学的英文吗？	Did you study English at college?
	B:	Shìde, wǒ shì zài Táiwān Dàxüé xüéde Yīngwén.	是的，我是在台湾大学学的英文。	Yes, I studied English at Taiwan University.

Vocabulary

jīngxüé	经学	classics
Rìwén	日文	Japanese language
wénxüé	文学	literature
zhènzhixüé	政治学	political science
nán	难	to be difficult
róngyi	容易	to be easy
xüéxí (xüéxi)	学习	to study, to learn
daxüé	大学	university
huà	话	language, words
huàshèngdùn	华盛顿	Washington
huì	会	to know how to, to can
jīngjixüé	经济学	economics
lìshǐ	历史	history
Měiguó Guówùyüàn	美国国务院	U.S. Department of State
nán	难	to be difficult
niàn (shū)	念书	to study
Rìwén	日文	Japanese language
shuō (huà)	说话	to speak, to talk
xüé	学	to study
xüéshēng (xüésheng)	学生	student
xüéxí (xüéxi)	学习	to study, to learn (PRC)
yìdiǎn	一点	a little
Yīngwén	英文	English
zhènzhixüé	政治学	political science
Zhōngwén	中文	Chinese
zuò	做	to do
shénme dìfang	什么地方	where, what place

Reference Notes

Notes on №1-2

1.	A:	Nǐn zài náli gōngzuò?	您在哪里工作？	Where do you work?
	B:	Wǒ zài Měiguó Guówùyüàn gōngzuò.	我在美国国务院工作。	I work with the State Department.
2.	A:	Nǐn zài náli gōngzuò?	您在哪里工作？	Where do you work?
	B:	Wǒ shì xüésheng.	我是学生。	I'm a student.

Zài Měiguó Guówùyüàn gōngzuò means either "work at the State Department" (i.e., at main State in Washington, D,C.) or "work in the organisation of the State Department" (no matter where assigned). Here the expression is translated loosely as "work with the State Department," meaning "in the organization.

Notes on №3-4

3.	A:	Nǐn lái zuò shénme?	您来做什么？	What did you come here to do?
	B:	Wǒ lái niàn shū.	我来念书。	I came here to study.
4.	A:	Òu, wǒ yě shì xüésheng.	哦，我也是学生。	Oh, I'm a student too.
	B:	Qǐngwèn, nǐ niàn shénme?	请问，你念什么？	May I ask, what are you studying?
	B:	Wǒ niàn lìshǐ.	我念历史。	I'm studying history.

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 nián 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 bu 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 shù le.	He has already studied.

Notes on №5-6

5.	A:	Kē xiānsheng, nǐ niàn shénme?	可先生，你念什么？	What are you studying, Mr. Cook?
	B:	Wǒ zài zhèli xüé zhōng-wén.	我在这里学中文。	I'm studying Chinese here.
6.	A:	Qǐngwèn, nǐ xüéguo Yīng-wén ma?	请问，你学过英文吗？	May I ask, have you ever studied English?
	B:	Xüéguo	学过。	Yes.

Xüé, "to study" #an action verb): You will recognize xüé from the word for "student," xüésheng. Xüé may refer to acquiring either knowledge or a skill. For example, you can xüé 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 xüé means "to learn." The following sentence may be interpreted two ways, depending on the situation.

Wǒ zài Měiguó yǐjīng xüéguo.	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 xüé for "learning" to speak Chinese and niàn for "studying' Chinese literature.

Notes on №7-8

7.	A:	Qǐngwèn, nǐ huì shuō Yīngwén ma?	请问，你会说英文吗？	May I ask, can you speak English?
	B:	Wǒ huì shuō yìdiǎn.	我会说一点。	I can speak a little.

8.	A:	Nǐ tàitai yě huì shuō Zhōngguó huà ma?	你太太也会说中国话吗？	Can tour wife speak Chinese too?
	B:	Bú huì, tā bú huì shuō.	不会，她不会说。	No, she can't.

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 qǜnián 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 qǜnián bú huì shuō Yīngwén, xiànzài huì le,	Last year he couldn’t speak English, but now he can.

Wǒ huì shuō yìdiǎn, "# 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.

Notes on №9

9.	A:	Nǐde Zhōngguó huà hěn hǎo.	你的中国话很好。	Your Chinese is very good.
	B:	Náli, náli. wǒ jiù shuō yìdiǎn.	哪里，哪里。我就说一点。	Not at all, not at all. I can speak only a little.

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 yìdiǎn.

Notes on №10-11

11.	A:	Nǐ shì zài dàxüé xüéde Yīngwén ma?	你是在大学学的英文吗？	Did you study English at college?
	B:	Shìde, wǒ shì zài Táiwān Dàxüé xüéde Yīngwén.	是的，我是在台湾大学学的英文。	Yes, I studied English at Taiwan University.

In the Peking dialect of Standard Chinese, which is the model for grammatical patterns presented in this course, the -de of a shì...de construction comes between the verb and its object. The object, therefore, is outside the shì...de construction. Compare "I studied here" with "I studied English here":

However, you may hear some Standard Chinese speakers who place the object inside the shì...de construction.

Wǒ	shì	zài zhèr	xüé	-de.	
Wǒ	shì	zài zhèr	xüé	-de	Yīngwén.

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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.

Material you will need

1. The C-l and P-l tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 8D-1 tape.

References

Reference List

1.	A:	Nǐ jīntiān hái yǒu kè ma?	你今天还有课吗？	Do you have any more classes today?
	B:	Měiyou kè le.	没有课了。	I don't have any more classes.
2.	A:	Nǐ cóngqián niàn Yīngwén niànle duó jiǔ?	你从前念英文念了多久？	How long did you study English?
	B:	Wǒ niàn Yīngwén niànle liǔnián.	我念英文念了六年。	I studied English for six years.
3.	A:	Nǐ xiànzài niàn shénme ne?	你现在念什么呢？	What are you studying now?
	B:	Wǒ niàn Fàwén ne.	我念法文	I'm studying French.
4.	A:	Nǐ niàn Fàwén niànle duó jiǔ le?	你念法文念了多久了？	How long have you studying French?
	B:	Wǒ niànle yìnián le.	我念了一年了。	I've have been studying it for one year.
5.	A:	Nǐ huì xiě Zhōngguo zì ma?	你会写中国字吗？	Can you write Chinese characters?
	B:	Huì yìdiǎn.	会一点。	I can a little.
6.	A:	Qǜnián wǒ hái bú huì xiě.	去年我还不会写。	Last year, I couldn't write them.
	B:	Xiànzài wǒ huì xiě yìdiǎn le.	现在我会写一点了。	Now, I can write a little.
7.	A:	Nǐ fùqin shi jǖnrén ma?	你父亲是军人吗？	Is your father a military man?
	B:	Shì, tā shi hǎijǖn jǖnguān.	是，他是海军陆军。	Yes, he is a naval officer.

8.	A:	Wǒ jīntiān bù lái le.	我今天不来了。	I'm not coming today.
	B:	Wǒ bìng le.	我病了。	I'm sick.
9.	A:	Jīntiān hǎo le méiyou?	今天好了没有？	Are you better today? (Are you recovered?)
	B:	Jīntiān hǎo le.	今天好了。	Today I'm better.

Vocabulary

kōngjǖn	空军	Air Force
lùjǖn	陆军	army
shìbīng	事兵	enlisted man
zuò shì	做事	to work
Déwén	德文	German language
bìng	病	to become ill
Déwén	德文	German language
Fàwén	法文	French language
hǎijǖn	海军	navy
jǖnguān	陆军	military officer
jǖnrén	军人	military person
kè	课	class
xiě	写	to write
zì	字	character

Reference Notes

Notes on №1

1.	A:	Nǐ jīntiān hái yǒu kè ma?	你今天还有课吗？	Do you have any more classes today?
	B:	Měiyou kè le.	没有课了。	I don't have any more classes.

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 xüé shénme?	What else do you want to study?

Méiyou...le: You will remember that in the negative of a completed action, méi or méiyou replaces the completion marker le is never used together with it.

Tā		lái	le.	He came.
Tā	méi(y-ou)	lái.		He did not come.

In the sentence Méiyou kè le, le is a new-situation marker, and méiyou is simply the negative of the full verb yǒu. (Remember that the verb yǒu is always made negative with méi, 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/méiyou...le: When the marker le for new situations is used with a negative verb, there are two possible meanings:

1. one is that something that was supposed to happen is now not going to happen.

2. 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 coining 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 shi wǒde péngyou le.	He is not my friend anymore.

Méiyou le.	There is no more.

Notes on №2

2.	A:	Nǐ cóngqián niàn Yīngwén niànle duó jiǔ?	你从前念英文念了多久？	How long did you study English?
	B:	Wǒ niàn Yīngwén niànle liǔnián.	我念英文念了六年。	I studied English for six years.

More on duration: In Unit 6 of this module, you learned to express duration in a sentence with no object (Wǒ zài Xiāngǎng zhùle liùge yüè 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 jīngjixüé, niánle yìnián.	He studied economics for one year.
Tā xüé Zhōngguo huà, xüéle sānge yüè 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.

Notes on №3

3.	A:	Nǐ xiànzài niàn shénme ne?	你现在念什么呢？	What are you studying now?
	B:	Wǒ niàn Fàwén ne.	我念法文	I'm studying French.

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.)

Notes on №4-5

4.	A:	Nǐ niàn Fàwén niànle duó jiǔ le?	你念法文念了多久了？	How long have you studying French?
	B:	Wǒ niànle yìnián le.	我念了一年了。	I've have been studying it for one year.
5.	A:	Nǐ huì xiě Zhōngguo zì ma?	你会写中国字吗？	Can you write Chinese characters?
	B:	Huì yìdiǎn.	会一点。	I can a little.

Xiě Zhōngguo zì: The verb xiě, "to write" can occur with specific objects, such as Zhōngguo zì, as well as with the general object zì. The combination xiě zìcan mean either "to write characters" or simply "to write."

Tā xiǎng xüé Zhōngguo zì.	He wants to learn to write Chinese characters.
Xiǎo dìdi 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.

Notes on №6

6.	A:	Qǜnián wǒ hái bú huì xiě.	去年我还不会写。	Last year, I couldn't write them.
	B:	Xiànzài wǒ huì xiě yìdiǎn le.	现在我会写一点了。	Now, I can write a little.

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.

Xiànzài 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 xiànzài 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.

Notes on №7-8

7.	A:	Nǐ fùqin shi jǖnrén ma?	你父亲是军人吗？	Is your father a military man?
	B:	Shì, tā shi hǎijǖn jǖnguān.	是，他是海军陆军。	Yes, he is a naval officer.
8.	A:	Wǒ jīntiān bù lái le.	我今天不来了。	I'm not coming today.
	B:	Wǒ bìng le.	我病了。	I'm sick.

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 m|i9 regardless of whether you are referring to past, present, or future.

Nǐ bìng le méiyou?	Are you sick?
Méiyou. Wǒ méi bing.	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		
		Completion le	Combined le	New-situation
Verbs	Action	X	X	X
	State			X
	Process	X	X	X

Examples:[6]

Action	Tā zuótiān gōngzuò le.	He worked yesterday. (completion Le)
	Tā yǐjīng lái le.	He has already come. (combined le)
	Gēge xiànzài niàn dàxüé le.	Older brother goes to college now. (new-situation le)[a]
State	Tā xiànzài huì xiě zì le.	He can write now. (new-situation le)
Process	Tā zuótiān bìng le.	He got sick yesterday. (completion le)
	Tā xiànzài bìng le.	He is sick.(combined le)
	Tā bìngle yíge yüé le.	He has been sick for one month now. (new-situation le and completion le)

[a]In affirmative sentences containing action verbs, the marker le for new situations is used to describe a change in a general habit.

		Verbs		
		Action	State	Process
Negation	bù	X	X	

[6]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.

	—negation of completion le	X		X
	—negation of combined le	X		X

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 qǜnián bù xiǎng niàn shū.	Last year, she didn't want to study.
Process	Tā jīntiān méi bìng.	He is not sick today.
	Tā hái méi hǎo.	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.

Notes on №9

9.	A:	Jīntiān hǎo le méiyou?	今天好了没有？	Are you better today? (Are you recovered?)
	B:	Jīntiān hǎo le.	今天好了。	Today I'm better.

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 veil") and would be incorrect without the le.

Jīntiān hǎo le méiyou? Questions may be formed from statements containing completion le or combined le by adding méiyou at the end of the statements.

You will learn more about forming questions in the first unit of the next module.

Tā láile méiyou?	Did he come?
Nǐ hǎole méiyou?	Are you recovered (from your illness)?

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Module 3: MONEY

The Money Module (MON) will provide you with the skills needed to exchange moneys make simple purchases, and discuss your purchases in Chinese.

Before starting this module, you must take and. pass the BIO Criterion Test. Prerequisites to units 4 and 5 of this module are tapes 5 and 6. Numbers resource module and tapes 3 and 4, Time and Dates resource module.

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

Objectives

Upon successful completion of this module, the student should be able to:

1. Comprehend the numbers 1 through 99,9997 including those numbers used In money expressions, and say them in Chinese when given English equivalents.
2. Give the English equivalent for any Chinese sentence in the MON Target Lists.
3. Say any Chinese sentence in the MON Target Lists when cued with its English equivalent.
4. Give the Chinese names, when given the English, for fifteen items to be bought .
5. Say that he wants to make a purchases, find out if the item is sold, ask to see it, find out the price, ask to see other similar items and either make the purchase or say he does not want to buy the item.
6. Talk in Chinese about the items he bought, the quantity he bought, the size and color of the items , and the price (cost) (including a comparison of his purchases with other Items).
7. Ask for change (specific denominations).
8. Say he wants to change money into local currency, find out where to change it, ask what the current exchange rate is, and complete the exchange using cash or traveler's checks.

Unit 1 Target List

1.	Wǒ xiǎng mǎi Yīngwén bào.	我想买英文报。	I would like to buy an English-language news-paper.
	Hǎo. Jiù zài zhèli.	好。就在那里。	Fine. They are right here.
2.	Zhège bào duōshao qián?	这个报多少钱？	How much is this news-paper?
	Zhège bào wǔkuài qián yífèn.	这个报五块钱一份。	This newspaper is five dollars a copy.

3.	Zhèli yǒu Měiguó zázhì meiyou?	这里有美国杂志没有？	Are there any American magazines here?
	Zhèli méiyou Měiguó zázhì.	这里没有美国杂志。	There aren't any American magazines here.
4.	Nǐmen zhèli mài Měiguó shū bu mai?	你们这里卖美国书不卖？	Do you sell American books here?
	Duìbuqǐ, Měiguó shū wǒmen bú mài.	对不起，美国书我们不卖。	I'm sorry, we don't sell American books.
5.	Bào, zázhì, yígòng duōshao qián?	报，杂志一共多少钱？	How much are the newspaper and magazine altogether?
	Yígòng sānshiwǔkuài qián.	一共三十五块钱。	Altogether, it's thirty-five dollars.
6.	Zhè liǎngzhāng dìtú duōshao qián?	这两张地图多少钱？	How much are these two maps?
	Sānshièrkuài qián.	三十二块钱。	Thirty-two dollars.
7.	Zhège duōshao qián? Sānshikuài qián yìběn.	这个多少钱？三十块钱一本。好，	How much is this one? Thirty dollars a copy.
	Hǎo, wǒ mǎi yìběn.	我买一本。	Fine, I'll buy one.
Additional required vocabulary (not presented on P-l and P-l tapes)			
8.	yífèn (r) bàozhǐ	一份(儿)报纸	one newspaper
9.	yìzhǐ bǐ	一支笔	one pen
10.	yìzhāng zhǐ	一张纸	one piece of paper
11.	yìběn zìdiǎn	一本字典	one dictionary
12.	Hàn-Yīng zìdiǎn	汉 - 英字典	Chinese-English dictionary
13.	Yīng-Hàn zìdiǎn	英 - 汉字典	English-Chinese dictionary
14.	huàxué	化学	chemistry

15.	shùxué	数学	mathematics

Unit 2 Target List

1.	Zhèige diǎnxin duōshao qián yìjīn?		How much is this kind of pastry per catty?
	Bāmáo qián yìjīn.		Eighty cents a catty.
	Qǐng nǐ gěi wǒ liǎngjīn.		Please give me two catties.
2.	Nín hái yào diǎnr shénme?		What else do you want?
	Wǒ bú yào shénme le.		I don't want anything else.
3.	Qìshuǐ duōshao qián yìpíng?		How much per bottle is the soda?
	Liǎngmáo wǔ.		Twenty-five cents.
4.	Zhèi shì sānkuài qián.		Here's 3 dollars.
	Zhǎo nǐ liùmáo wǔfēn qián.		Here's sixty-five cents change.
	Xièxie. Zàijiàn.		Thanks you. Good-bye.
5.	Nèige dà píngguǒ duōshao qián?		How much are those large apples.
	Dàde sìmáo wǔfēn qián yìjīn.		The large ones are forty-five cents a catty.
	Qǐng gěi wǒ sānjīn nèige xiǎode.		Please give me three catties of the small ones.
	Hǎo. Sānjīn yíkuài líng wǔ.		Certainly. Three catties are $1.05.
6.	júzi		oranges, tangerines
7.	píjiǔ		beer
8.	yíkuài féizào		one bar of soap
9.	zuò mǎimai		to do business
10.	dǎrén		adult

11.	xiǎoháizi		child

Unit 3 Target List

1.	Qǐng nǐ gěi wǒ kànkan nèige huāpíng.		Please give me that vase to look at.
	Něige? Zhèige lánde háishi zhèige hóngde?		Which one? This blue one or this red one?
	Nèi liǎngge dōu gěi wǒ kànkan, hǎo ma?		Give me both of them to look at. All right?
2.	Zhèi liǎngge xuésheng, něige hǎo?		Which of these two students is better?
	Sīmǎ Xìn hǎo.		Sīmǎ Xìn is better.
3.	Nèige hóng huāpíng zhēn hǎokàn.		That red vase is really beautiful.
	Nín yǒu dà yìdiǎnrde ma?		Do you have one little larger?
	Yǒu. Nǐ kàn zhèige zěnmeyàng?		We do. What do you think of this one?
	Hěn hǎo. Hǎo, qǐng gěi wǒ liǎngge ba.		It's very nice. Okay, how about giving me two, please.
4.	Něige lánde tài guì le.		That blue one is too expensive.
	Wǒ yào hóngde. Hóngde piányi.		I want the red one. The red one is cheaper.
5.	bái		to be white
6.	hēi		to be black
7.	huáng		to be yellow, to be brown
8.	lǜ		to be to be green
9.	jiù		to be old, to be used, to be worn
10.	xīn		to be new
11.	gāo		to be tall

12.	ǎi		to be short (of stature)
13.	gāoxìng		to be happy
14.	nánkàn		to be ugly
15.	yìbǎ yǔsǎn		one umbrella
16.	kàn		to read, to look at, to visit

Unit 4 Target List

1.	Wǒmen jiālide dōngxi, yǒude dào le, yǒude hái méi dào.		Some of our household things have arrived, and some haven't arrived yet.
2.	Tāmen màide pánziwǎn, yǒude zhēn hǎokàn.		Some of the dishes they sell are really beautiful.
	Kěshi guì yìdiǎn.		But they are a little expensive.
3.	Wǒ mǎide nàxie pánziwǎn dōu bú tài guì.		All those dishes I bought were not too expensive.
	Guìde wǒ méi mǎi.		I didn't buy the expensive ones.
4.	Nín mǎi shénme le?		What did you buy?
	Wǒ mǎile shíge dà pánzi.		I bought ten large plates.
5.	Nǐde fànwǎn shì shénme yánsède?		What color are your rice bowls?
	Shì lánde.		They're blue ones.
	Wǒ yě xǐhuān lánde.		I like blue ones too.
6.	Nǐde zhège chábēi hěn hǎo.Shì zài shěnme dìfang mǎide?		This teacup of yours is very nice. Where was it bought?

	Shǐ zài Dìyī Gōngsī mǎide.		It was bought at the First Company.
7.	yíge bīngxiāng		one refrigerator
8.	yìzhāng dìtǎn		one rug
9.	yíge shūjiàzi		one bookcase
10.	yìbǎ yǐzi		one chair
11.	yìzhāng zhuōzi		one table

Unit 5 Target List

1.	Máfan nǐ, wǒ zhèr yǒu yìbǎikuài Měijīnde lǚxíng zhǐpiào.		Sorry to bother you. I have one hundred U.S. dollars in traveler's checks here.
	Qǐng nǐ gěi wǒ huàn-huan.		Please change it for me.
2.	Nǐ yào shénme huàn?		How do you want to change it?
	Qǐng nǐ gěi wǒ liǎngzhāng wǔkuàide ba.		How about giving me two fives?
3.	Nǐmen shōu Měijīn ma?		Do you accept U.S. currency?
	Duìbuqǐ, wǒmen bù shōu Měijīn.		I'm sorry. We don't accept U.S. currency.
4.	Zhèr yǒu méiyou yīn-háng?		Is there a bank?
	Yǒu. Yínháng jiù zài nàr.		There is. The bank is right over there.
5.	Qǐngwèn, shì bu shi zài zhèr huàn qián?		May I ask, is it here that I change money?
	Shì, shì zài zhèr huàn.		Yes, you change here.
6.	Jīntiānde páijià shì duōshao?		What is today's exchange rate?
	Jīntiānde páijià shi yíkuài Mèijīn huàn		Today's exchange rate is one U.S. dollar to

	yíkuài jiǔmáo liù Rénmínbì.		one dollar and ninety-six cents in People currency.
7.	Xièxie.		Thank you.
8.	Búkèqi.		You are welcome.
9.	yíge diànshàn		one electric fan
10.	yíge diánshì		one television
11.	yíge shōuyīnjī		one radio
12.	yíge zhōng		one clock
13.	yíge shǒubiǎo		one wristwatch

Unit 6 Target List

1.	Nǐmen zhèli kéyi huàn Měijīn ma?		Can U.S. currency be changed here?
	Duìbuqǐ, bù kéyi. Nín děi zài Táiwān Yínháng huàn.		I'm sorry, that's not possible. You must change it at the Bank of Taiwan.
	Yínháng jǐdiǎn zhōng kāi mén, jǐdiǎn zhōng guān mén?		What time does the bank open, and what time does it close?
	Jiǔdiǎn zhōng kāi mén, sāndiǎn bàn guān mén.		It opens at nine o'clock and close at three-thirty.
	Wǒ yào huàn yìdiǎn Táibì.		I want to change some money into Taiwan currency.
	Hǎo. Yíkuài Měijīn huàn sānshibākuài Táibì.		Certainly. One U.S. dollar is thirty-eight dollars in Taiwan currency.
	Qǐng nǐ děngyiděng. Wǒ jiù lái.		Please wait a moment. I'll be right back.
	Qǐng gěi wǒ diǎn xiǎo piàzi, xíng bu xíng?		Please give me some small bills. Would that be all right?

	Méi shenme. It's nothing.		It's nothing.
	zǎochen (zǎochén)		early morning
	zǎoshang (zǎoshàng)		morning
	shàngwǔ (shàngwu)		forenoon, morning
	zhōngwǔ (zhōngwu)		noon
	xiàwǔ (xiàwu)		afternoon
	wǎnshang (zǎnshàng)		evening
	yèli		night
	bànyè		midnight
	jiàn		to meet
	mámahūhū		so-so, fair

Unit 1

Reference List

1.	A:	Zhèli yǒu Yīngwén bào ma?	这里有英文报吗？	Are there any English-language newspapers here?
	B:	Yǒu. Jiù zài nàli.	有。就在那里	Yes. They're right over there.
2.	A:	Zhèli yǒu Yīngwén bào meiyou?	这里有英文报没有？	Are there any English-language newspapers here?
	B:	Yǒu. Jiù zài nàli.	有。就在那里。	Yes. They're right there.
3.	A:	Wǒ xiǎng mǎi Yīngwén bào.	我想买英文报。	I would like to buy English-language newspaper.

	B:	Hǎo. Jiù zài zhèli.	好。就在那里。	Fine. They're right here.
4.	A:	Zhège duōshao qián?	这个多少钱？	How much is this one?
	B:	Wǔkuài qián.	五块钱。	Five dollars.
5.	A:	Zhège Zhōngwén bào duōshao qián?	这个中文报多少钱？	How much is the Chinese-language newspaper?
	B:	Sānkuài qián yífèn.	三块钱一份。	Three dollars a copy.
6.	A:	Nǐmen zhèli mài Měiguó zázhì bu mài?	你们这里卖美国书不卖？	Do you sell American magazines here?
	B:	Mài. Wǒmen zhèli mài.	卖。我们这里卖。	Yes, we sell them here.
7.	A:	Zhège duōshao qián?	这个多少钱？	How much is this one?
	B:	Sānshikuài qián yìběn.	三十块钱一本。	Thirty dollars a copy.
	A:	Hǎo, wǒ mǎi yìběn.	好。我买一本。	Fine, I'll buy one.
8.	A:	Nǐmen zhèli yǒu Měiguó shū meiyou?	你们这里有美国书没有？	Do you have American books here?
	B:	Duìbuqǐ, Měiguó shū wǒmen bú mài.	对不起，美国书我们不卖。	I'm sorry, we don't sell American books here.
9.	A:	Bào, zázhì, yígòng duōshao qián?	报杂志一共多少钱？	How much are the newspaper, the magazine altogether?
	B:	Bào wǔkuài, zázhì sānshikuài.	报无怪；杂志三十块。	The newspaper is five dollars; the magazine is thirty dollars.
	B:	Yígòng sānshiwǔkuài qián.	一共三十五块钱。	Altogether, it's thirty-five dollars.
10.	A:	Nǐmen zhèli mài dìtú bu mài?	你们这里卖地图不卖？	Do you sell maps here?
	B:	Mài. Zài nàli.	卖。在那里。	We do. They are other here.
11.	A:	Nín xiǎng mǎi shénme dìtú?	您想买什么地图？	What kind of map would you like to buy?
	B:	Wǒ xiǎng mǎi yìzhāng Táiběi dìtú.	我想买一张台北地图。	I would like to buy a map of Taipei.
12.	A:	Zhèzhāng Táiběi dìtú duōshao qián?	这张台北地图多少钱？	How much is this map of Taipei?
	B:	Shíèrkuài qián.	十二块钱。	Twelve dollars.

Vocabulary

yífèn (r) bàozhǐ	一份(儿)报纸	one newspaper
yìzhǐ bǐ	一支笔	one pen
yìzhāng zhǐ	一张纸	one piece of paper
yìběn zìdiǎn	一本字典	one dictionary
Hàn-Yīng zìdiǎn	汉 - 英字典	Chinese-English dictionary
Yīng-Hàn zìdiǎn	英 - 汉字典	English-Chinese dictionary
huàxué	化学	chemistry
shùxué	数学	mathematics
bào (yífèn)	报 (一份)	newspaper
bàozhǐ (yífèn)	报纸 (一份)	newspaper
-běn	- 本	volume
bǐ (yìzhī)	笔 (一支)	pen
dìtú (yìzhāng)	地图(一张)	map
duìbuqǐ	对不起	I'm sorry
duōshao	多少	how much, how many
-fèn (r)	- 份(儿)	copy
jiù	就	right, exactly (with reference to space)
-kuài	- 块	dollar (in context)
mǎi	买	to buy
mài	卖	to sell
qián	钱	money
shū (yìběn)	书 (一本)	book
xiǎng	想	to want to
xiǎngyixiǎng	想一想	to think it over
yīgòng	一共	altogether
zázhì (yìběn)	杂志(一本)	magazine
-zhāng	- 张	(counter for flat things, tables, paper, pictures, etc ...)
zhǐ (yìzhāng)	纸(一张)	paper
-zhǐ	- 支	(counter for straight, stick-like objects)
zìdiǎn (yìběn)	字典(一本)	dictionary

Reference Notes

Notes on № 1

1.	A:	Zhèli yǒu Yīngwén bào ma?	这里有英文报吗？	Are there any English-language newspapers here?
	B:	Yǒu. Jiù zài nàli.	有。就在那里	Yes. They're right over there.

Zhèli yǒu: The Chinese verb yǒu sometimes means "to have" and sometimes means "to be" in the sense of "to exist". In exchange 1, yǒu has the latter meaning. With this meaning, it often translates into English as "there is/are."

Topic-comment sentences: The subject of a Chinese sentence need not be the person who performs an action or experiences a state. Often, the relation ship between the subject and the rest of the sentence Is looser and can be analyzed as topic-comment.

A topic is a word or phrase at the beginning of a sentence which sets the scene for the rest of the sentence. The topic is a starting point for understanding a sentence, giving background Information and establishing the perspective for listeners. For this reason, time and place phrases are often used as topics.

Xhèli	yǒu	Yíngwén báo.
Here	there are	English-language newspapers.

A comment is the rest of the sentence which follows the topic. Here are some examples:

		He has a pen; he doesn't have paper. (literally, "Pen he has; paper he doesn't)
A:		Where are you calling from?
B:		Taiwan University
		As for this map, they sell it for ten dollars.

Clearly, the last two examples are meaningful only when the relationship between the initial nouns/pronouns and verbs is understood to be one of topic-comment, not the usual subject-predicate relation of actor-action.

While there is no single rule that tells you when to use topic-comment sentences in Chinese, some helpful generalizations can be made. These generalizations will be discussed as example-sentences appear in the Reference lists.

Jiù zài nàli, "They are right over here": You have learned jiù as "only," a synonym of zhǐ. In exchange 1, you see another use of jiù: "right," "exactly," "precisely." This word is often used to describe "right" where something is, and is followed by zài, "in/on."

Notes on № 2

2.	A:	Zhèli yǒu Yīngwén bào meiyou?	这里有英文报没有？	Are there any English-language newspapers here?
	B:	Yǒu. Jiù zài nàli.	有。就在那里。	Yes. They're right there.

Yǒu...méiyǒu: The first sentence in exchange 2 is a yes/no-choice question. This type of question is formed "by explicitly offering the listener a choice between an affirmative and a negative answer. The negative alternative is tacked onto the end of the sentence. Similar questions exist in English. But the English question would be an impatient one, while the Chinese question is an ordinary on:

Zhèli yǒu Yīngwén bào méiyou?

Are there say English-language newspaper here, or aren't there?

Neutral tones: Whether or not a syllable is pronounced in the Neutral tone often depends on the speed of speech and the mood the speaker is trying to convey, In informal conversation between native speakers, there are many more Neutral tones than in the more careful, deliberate speech of a language teacher speaking to foreign student . (Bear this point in mind when you find a discrepancy between the textbook marking of a word and the pronunciation of that word on tape.)

Most syllables in any stretch of spoken Chinese are neither completely ”Neutral” (i. e., with no audible change in pitch for the duration of the syllable) nor completely "full" in length and amplitude, These syllables will usually be somewhere in between the two extremes.

Zhèli yǒu Yīngwen bào meiyou? Are there any English-language newspapers here?

Zhěli yǒu Yīngwén bào méiyou"?

Often a syllable will not Bound like a full tone. But if you ask "Then is this syllable in the Neutral tone?" the answer will be "No, not exactly." There is no distinct dividing line between a syllable with a tone and a syllable in the Neutral tone. Very often, the most helpful answer to the question "Should this be pronounced in the Neutral tone?" is "Pronounce it the way you hear it." The language is taught in terms of four tones, but your ears hear more.

Notes on № 3

3.	A:	Wǒ xiǎng mǎi Yīngwén bào.	我想买英文报。	I would like to buy English-language newspaper.
	B:	Hǎo. Jiù zài zhèli.	好。就在那里。	Fine. They're right here.

The auxiliary verb xiǎng is sometimes translated as "would like to" or "to want to." Here are some examples of translations you have learned for xiǎng;

Wǒ xiǎng mǎi Yīngwén bào.	I'm thinking of buying an English-language newspaper. OR I would like to buy an English-language newspaper. OR I want to buy an English-language newspaper.
Wǒ xiǎng tā xiǎng míngtiān zǒu.	I think he is planning to leave tomorrow.
Wǒ hěn xiǎng niàn shú.	I very much want to study.
Wǒ bú tài xiǎng qù.	I don't want to go very much. ("tài" meaning "too," "excessively," appears in Unit 3)

Notes on № 4

4.	A:	Zhège duōshao qián?	这个多少钱？	How much is this one?
	B:	Wǔkuài qián.	五块钱。	Five dollars.

Zhège duōshao qián? In Chinese sentences that ask for and give prices, the word shì is usually omitted.

shì reappears, however, in negative and contrastive sentences: Zhège bú shì sìkuài qián, shì wǔkuài qián. "This (item) isn't four dollars; it's five dollars."

Wǔkuài qián literally means "five dollars money." The counter -kuài, "dollars," indicates the units of the general class "money" that are being counted (i.e., dollars as opposed to cents.)

Notes on № 5

5.	A:	Zhège Zhōngwén bào duōshao qián?	这个中文报多少钱？	How much is the Chinese-language newspaper?
	B:	Sānkuài qián yífèn.	三块钱一份。	Three dollars a copy.

Notice in the sentence Zhège Zhōngwén bào duōshao qián? that the general counter -ge is used rather than the specific counter -fèn, "copy." The counter -ge is often used in talking about the KIND of thing. In this case the question is about the price of ea newspaper as a publication, not about the price of a copy. The specific counter would be used to talk about a particular concrete object, as in a sentence like: "This copy of the China Post is torn."

Yífèn: In Chinese, when you talk about the unit price of an item, the unit is a counter. Notice that yífèn comes at the end of the sentence, just as "copy" does in English.

Notes on № 6

6.	A:	Nǐmen zhèli mài Měiguó zázhì bu mài?	你们这里卖美国书不卖？	Do you sell American magazines here?
	B:	Mài. Wǒmen zhèli mài.	卖。我们这里卖。	Yes, we sell them here.

Mài, "to sell," differs from the word mǎi, "to buy," only in its tone.

Nǐmen zhèli, "your place here," literally, "you here": Use Nǐmen zhèli when talking to someone who represents a stores a bank, or other institutions. By putting zhèli (zhèr), "here," or nàli (nàr), "there," after a person's name or a pronoun, you make a phrase referring to a place associated with the person. For example, nì nàli means "over there where you are now," and wǒ zhèli means "here where I am now," Use these phrases when you want to express the idea of an item being close to a person (not necessarily ownership).

Nǐ nàli yǒu bǐ méiou? Do you have a pen over there? (i.e., Is there a pen over there where you are?")

This kind of phrase is also used to mean a person's home: nǐ nàli, "your place" (used when the speaker is not at "your house"); wǒ zhèli: "my place" (used when the speaker is at home.)

A: Chén xǎojiě zài náli? Where is Miss Chén?

B: Tā zài Liú tàitài nàli She is at Mrs. Liú house.

Nǐmen zhèli mài Měiguó zázhì bu mài? In this sentence, Nǐmen zhèli is used as a topic. Literally, the sentence means: "As for your place here, are American magazines sold?"

Notes on № 7

7.	A:	Zhège duōshao qián?	这个多少钱？	How much is this one?
	B:	Sānshikuài qián yìběn.	三十块钱一本。	Thirty dollars a copy.
	A:	Hǎo, wǒ mǎi yìběn.	好。我买一本。	Fine, I'll buy one.

The counter běn, "volume", "copy," is used for both books and magazines.

Notes on № 8

8.	A:	Nǐmen zhèli yǒu Měiguó shū meiyou?	你们这里有美国书没有？	Do you have American books here?
	B:	Duìbuqǐ, Měiguó shū wǒmen bú mài.	对不起，美国书我们不卖。	I'm sorry, we don't sell American books here.

Duìbuqǐ, literally means "unable to face (you)." This word is used to say "I'm sorry" when you bump into a person, arrive late, and so on. It is not the word

for "I'm sorry" when you sympathize with someone else's misfortune (e.g., when a relative dies.)

Měiguó shū wǒmen bú mài.: In this sentence, Měiguó shū, the object of the verb mài, occurs at the beginning, in topic position. Here the order of the sentence element is : topic - subject - verb. Some speakers of English use the same word order. Compare:

Měiguó shū	wǒmen	bú mài.
American books	we	don't sell.

Notice that bú mài is not the ending of a yes/no-choice question. The phrase keeps its tones in this sentence.

Notes on № 9

9.	A:	Bào, zázhì, yígòng duōshao qián?	报杂志一共多少钱？	How much are the newspaper, the magazine altogether?
	B:	Bào wǔkuài, zázhì sānshikuài.	报无怪；杂志三十块。	The newspaper is five dollars; the magazine is thirty dollars.
	B:	Yígòng sānshiwǔkuài qián.	一共三十五块钱。	Altogether, it's thirty-five dollars.

Yígòng, "altogether,": In totaling something up, the items being totaled begin the sentence, in topic position, and are followed by the adverb Yígòng.

Notes on № 10-11

10.	A:	Nǐmen zhèli mài dìtú bu mài?	你们这里卖地图不卖？	Do you sell maps here?
	B:	Mài. Zài nàli.	卖。在那里。	We do. They are other here.
11.	A:	Nín xiǎng mǎi shénme dìtú?	您想买什么地图？	What kind of map would you like to buy?
	B:	Wǒ xiǎng mǎi yìzhāng Táiběi dìtú.	我想买一张台北地图。	I would like to buy a map of Taipei.

shénme dìtú literally means "what map?." In exchange 11, this phrase is used to mean "what kind of map."

yìzhāng: the counter -zhāng is used for flat objects. Literally, yìzhāng Táiběi dìtú means "one sheet Taipei map." In exchange 11, the phrase is translated as "a map of Taipei."

Notes on № 12

12.	A:	Zhèzhāng Táiběi dìtú duōshao qián?	这张台北地图多少钱？	How much is this map of Taipei?

	B:	Shíèrkuài qián.	十二块钱。	Twelve dollars.

Zhèzhāng dìtú: compare the two phrases which follow.

zhè		-zhāng	dìtú	this map
zhè	liǎng	-zhāng	dìtú	these two maps

In the first phrase, the counter -zhāng does not have a number in front of it. In effect, the number 1 was dropped after the specifier zhè. Notice that when a specifier and a number occur together in Chinese, the word order is just like English: Zhè liǎngzhāng dìtú, "these two maps."

13.	yífèn (r) bàozhǐ	one newspaper
14.	yìzhī bǐ	one pen
15.	yìzhāng zhǐ	one piece of paper
16.	yìběn zìdiǎn	one dictionary
17.	Hàn-Yīng zìdiǎn	Chinese-English dictionary
18.	Yīng-Hàn zìdiǎn	English-Chinese dictionary
19.	huàxué	chemistry
20.	shùxué	mathematics

Notes on additional required vocabulary:

bàozhǐ and bào, two words for "newspaper," are interchangeable.

Yìzhī bǐ: The counter for pens, -zhī, is the counter for straight, stick-like objects.

Hàn-Yīng zìdiǎn, Yīng-Hàn zìdiǎn: The word for "Chinese" in these expressions comes from the Han Dynasty (206 B.C. to A.D. 219.) Hàn is often used in titles to refer to the Chinese people and their language.

Drills

Unit 2

Reference List

Wǒ xiǎng mǎi diǎnr diǎnx-in.		I'm going to buy some pastries.
Zheìge xiǎo diǎnxin duōshao qián yìjīn?		How much are these small pastries per catty?
Bāmáo qián yìjīn.		Eighty cents a catty.
Gěi wǒ liǎngjīn.		Giüe me two catties.
Qǐng nǐ gěi wǒ liǎngjīn.		Please giüe me two cat-ties.
Nín hái yào diǎnr shén-me?		What else do you want?
Wǒ hái yào qìshuǐ.		I want some soda.
Duōshao qián yìpíng?		How much is it per bottle?
Liǎngmáo wǔfēn qián.		It's twenty-five cents.
Zhèi shi sānkuài qián.		Here's three dollars.
Zhǎo nǐ liùmáo wǔfēn qián.		Here's sixty-five cents (in) change.
Xièxie. Zàijiàn.		Thank yoi. Good-bye
Zàijiàn.		Good-bye
Dà píngguǒ duōshao qián yìjīn?		How much are the large apples per catty?
Dàde sìmáo wǔfēn qián yìjīn.		The large ones are forty-five cents a catty.

Xiǎode duōshao qián yìjinq?		How much per catty are the small ones?
Sānmáo wǔ.		Thirty-five cents.
Qǐng gěi wǒ sānjīn nèige xiǎode.		Please give me three catties of the small ones.
Hǎo. Sānjīn yíkuài líng wǔ.		Certainly. Three catties are $1.05.
Nín hái yào shénme?		What else do you want?
Wǒ búyào shénme le.		I don't want anything else.

Vocabulary

júzi		oranges, tangerines
píjiǔ		beer
yíkuài féizào		one bar of soap
zuò mǎimai		to do business
dàrén		adult
xiǎoháizi		child
dà		to be large
-de		marker of modification
diǎnr		a little, some
diǎnxin (yíkuài, yìjīn)		pastry, snack
-fēn		cent
gěi		to give
hái		also, additionally
-jīn		catty (1.1 pound)
-kuài		piece (counter)
líng		zero
mǎimai		business
-máo		dime
-píng		bottle
píngguǒ		apple
qǐng		please
qìshuǐ		soda, carbonated soft drink
xiǎo		to be small
xiǎohaízi		child
yào		to want
zàijiàn		good-bye
zhǎo		to give change

zuò mǎimai		to do business
gōngxiāo hézuòshè		supply and marketing co-operative

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