

Standard Chinese

A modular Approach

Standard Chinese: A modular Approach

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Colophon

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Note

This course was formatted by Eric Streit (eric@yojik.eu) using the docbook format from the pdf scanned documents found on:

<https://fsi-language.yojik.eu>

Ronald Grenier (Demi Puppet) is helping a lot with digitizing, proofreading)! Thanks a lot.

You can find the pdf, epub, odt versions on <https://git.yojik.eu/> (whole book or separate lessons)

The document will be edited with traditional characters, and converted to simplified later. The transformation from traditional to simplified is far more accurate than the other way I intended to do.

The tones in the book sentences will match how the word would sound when spoken in a sentence, not how it sounds in the dictionary.

I intend to do a French version later

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 O. 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 him¹ 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.

¹As 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 IN 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.

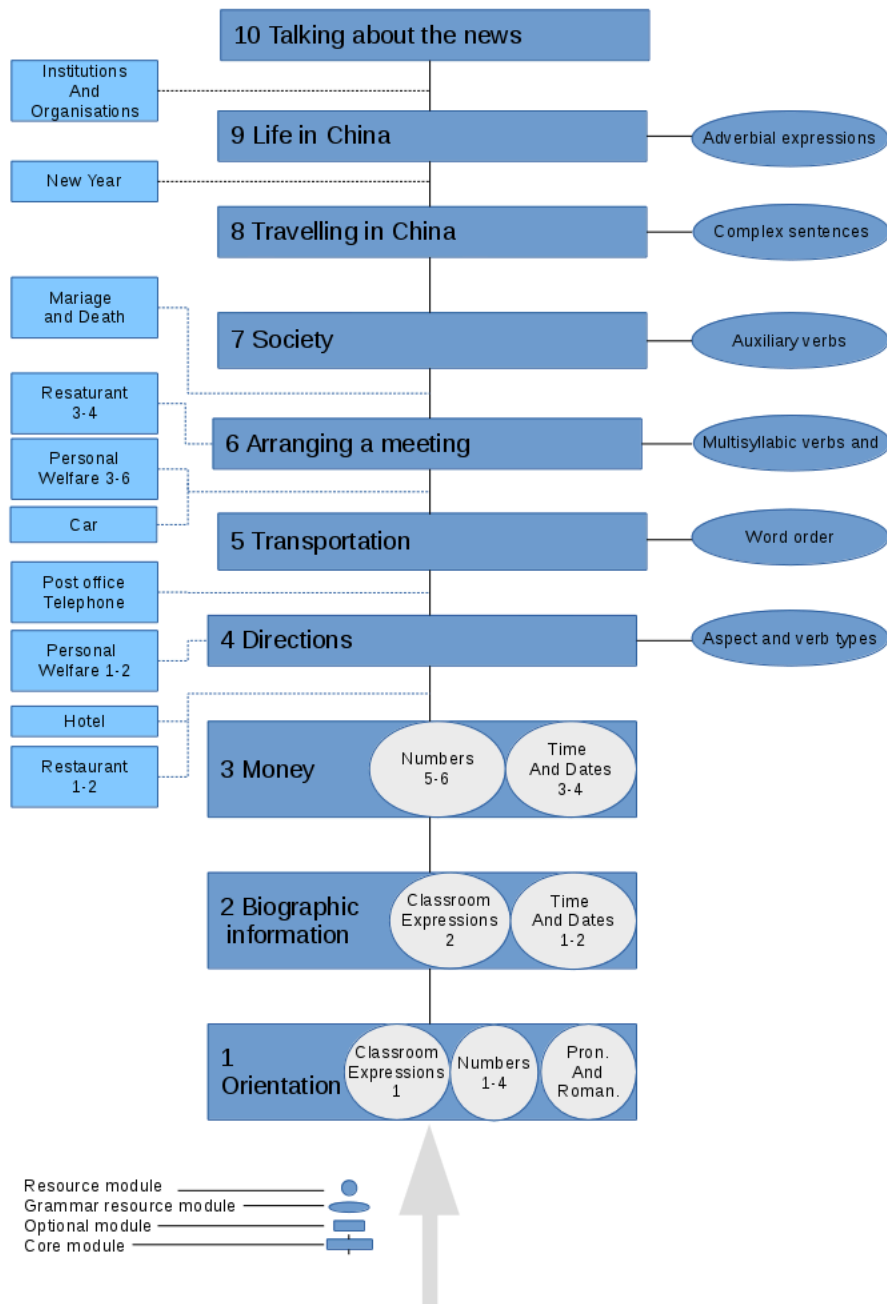
The eight optional modules focus on particular situations:

- 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 (NYR)
- INSTITUTIONS AND ORGANIZATIONS (I&O)

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

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

Standard Chinese : A modular approach



Inside a Core Module

Each core module has from four to eight units. A module also includes:

- Objectives: The module objectives are listed at the beginning of the text for each module. Read these before starting work on the first unit to fix in your mind what you are trying to accomplish and what you will have to do to pass the test at the end of the module.
- Target Lists: These follow the objectives in the text. They summarize the language content of each unit in the form of typical questions and answers on the

topic of that unit. Each sentence is given both in romanized Chinese and in English. Turn to the appropriate Target List before, during, or after your work on a unit, whenever you need to pull together what is in the unit.

- Review Tapes (R-1): The Target List sentences are given on these tapes. Except in the short Orientation Module, there are two R-1 tapes for each module.
- Criterion Test: After studying each module, you will take a Criterion Test to find out which module objectives you have met and which you need to work on before beginning to study another module.

Inside a Unit

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

1. Comprehension Tape 1 (C-1): This tape introduces all the new words and structures in the unit and lets you hear them in the context of short conversational exchanges. It then works them into other short conversations and longer passages for listening practice, and finally reviews them in the Target List sentences. Your goal when using the tape is to understand all the Target List sentences for the unit.
2. Production Tape 1 (P-1): This tape gives you practice in pronouncing the new words and in saying the sentences you learned to understand on the C-1 tape. Your goal when using the P-1 tape is to be able to produce any of the Target List sentences in Chinese when given the English equivalent.

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

3. Target List Review: In this first class activity of the unit, you find out how well you learned the C-1 and P-1 sentences. The teacher checks your understanding and production of the Target List sentences. He also presents any additional required vocabulary items, found at the end of the Target List, which were not on the C-1 and P-1 tapes.
4. Structural Buildup: During this class activity, you work on your understanding and control of the new structures in the unit. You respond to questions from your teacher about situations illustrated on a chalkboard or explained in other ways.

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

5. Drill Tape: This tape takes you through various types of drills based on the Target List sentences and on the additional required vocabulary.
6. Drills: The teacher may have you go over some or all of the drills in class, either to prepare for work with the tape, to review the tape, or to replace it.

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

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

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

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

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

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

Materials and Activities for a Unit

TAPED MATERIALS	WRITTEN MATERIALS	CLASS ACTIVITIES
C-1, P-1 Tapes	Target List	Target List Review
	Reference List	
	Reference Notes	
-----	-----	Structural Buildup
D-1 Tapes	Drills	Drills
C-2, P-2 Tapes	Reference Notes	Exercise Review
	C-2, P-2 Workbooks	
-----	-----	Communication Activities

Figure 1. *Wén 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 ([Mín](#)), a variant of which is spoken by a majority on Taiwan and hence called Taiwanese; and Hakka ([Kèjiā](#)), spoken in a belt above the Cantonese area, as well as by a minority on Taiwan. Cantonese, Fukienese, and Hakka are also widely spoken throughout Southeast Asia.

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

Some Characteristics of Chinese

To us, perhaps the most striking feature of spoken Chinese is the use of variation in tone (“tones” to distinguish the different meanings of syllables which would

otherwise sound alike. All languages, and Chinese is no exception, make use of sentence intonation to indicate how whole sentences are to be understood. In English, for example, the rising pattern in “He’s gone?” tells us that the sentence is meant as a question. The Chinese tones, however, are quite a different matter. They belong to individual syllables, not to the sentence as a whole. An inherent part of each Standard Chinese syllable is one of four distinctive tones. The tone does just as much to distinguish the syllable as do the consonants and vowels. For example, the only difference between the verb “to buy,” *mǎi* and the verb “to sell,” *mài*, is the Low tone (√ #) 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 ball-point pen.

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

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 went beyond simple pictorial representation. There are some characters in use today which are pictorial, like the character for “mouth.” There are also some which are directly symbolic, like our Roman numerals I, II, and III. (The characters for these numbers—the first numbers you learn in this course—are like the Roman numerals turned on their sides.) There are some which are indirectly symbolic, like our Arabic numerals 1, 2, and 3. But the most common type of character is complex, consisting of two parts: a “phonetic,” which suggests the pronunciation, and a “radical,” which broadly characterizes the meaning. Let’s take the following character as an example.

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 [yáng](#). This is the “phonetic.” It has been borrowed only for its sound value, [yáng](#). A speaker of Chinese encountering the above character for the first time could probably figure out that the only Chinese word that sounds like [yáng](#) and means something like “water,” is the word [yáng](#) meaning “ocean,” We, as speakers of English, might not be able to figure it out. Moreover, phonetics and radicals seldom work as neatly as in this example. But we can still learn to make good use of these hints at sound and sense.

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

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

publications paginate like Western publications, and the characters are written horizontally, from left to right.

BACKGROUND NOTES: ABOUT CHINESE PERSONAL NAMES AND TITLES

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

The most common pattern for Chinese names is a single-syllable surname followed by a two-syllable given name:²

Máo Zédōng (Mao Tse-tung)

Zhōu Ēnlái (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:

Zhū Dé (Chu De) : Marshal Zhu De, the communist general 朱德

Lín Biāo (Lin Piao)

Hú Shì (Hu Shih)

Jiāng Qīng (Chiang Ch'ing—Mme Mao Tse-tung)

There are a few two-syllable surnames.

These are usually followed by single-syllable given names:

Sīmǎ Guāng (Ssu-ma Kuang)

Ōuyáng Xiū (Ou-yang Hsiu)

Zhūgě Liàng (Chu-ke Liang)

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

Sīmǎ Xiāngrú (Ssu-ma Hsiang-ju)

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

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.

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

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

The title "Mr." is [Xiānsheng](#).

[Mǎ Xiānsheng](#)

[Mǎ Mínglǐ Xiānsheng](#)

The title "Mrs." is [Tàitai](#). It follows the husband's full name or surname alone.

[Mǎ Tàitai](#)

[Mǎ Mínglǐ Tàitai](#)

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

Tapes for ORN and associated resource modules

Orientation (ORN)					
Unit 1	1 C-1	1 P-1	1&2 D-1		
Unit 2	2 C-1	2 P-1			
Unit 3	3 C-1	3 P-1	3 D-1	3 C-2	3 P-2
Unit 4	4 C-1	4 P-1	4 D-1	4 C-2	4 P-2

Pronunciation and Romanization (P&R)					
P&R 1	P&R 2	P&R 3	P&R 4	P&R 5	P&R 6

Numbers			
NUM 1	NUM 2	NUM 3	NUM 4

Classroom Expressions (CE)
CE 1

Unit 1 Target List

- | | | | |
|----|---------------------------------|----------|---------------------------------|
| 1. | A: Nǐ shì shéi? | 你是誰？ | 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? | 你姓什麼？ | 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/她是誰？ | Who is He/she? |
| | B: Tā shì Mǎ Mínglǐ. | 他是馬明理。 | He is Mǎ Mínglǐ. |
| | A: Tā shì Mǎ Xiānsheng. | 他是馬先生。 | He is Mr. Mǎ. |
| | B: Tā shì Mǎ Tàitai. | 她是馬太太。 | She is Mrs. Mǎ. |
| | A: Tā shì Mǎ Xiǎojiě? | 她是馬小姐。 | She is Miss Mǎ. |
| | B: Tā shì Mǎ Tóngzhì | 他/她是馬同志。 | He/she is Comrade Mǎ. |
| 4. | A: Wáng Xiānsheng, tā shì shéi? | 王先生，他是誰？ | Mr. Wáng, who is he? |
| | B: Tā shì Mǎ Mínglǐ Xiānsheng. | 他是馬明理先生。 | He is Mr. Mǎ Mínglǐ. |
| 5. | A: Xiānsheng, tā shì shéi? | 先生，她是誰？ | Sir, who is she? |
| | B: Tā shì Mǎ Mínglǐ Tàitai. | 她是馬明理太太。 | She is Mrs. Mǎ Mínglǐ. |
| 6. | A: Tóngzhì, tā shì shéi? | 同志，她是誰？ | Comrade, who is she? |

B: Tā shì Fāng Bǎolán 她是方寶蘭 She is Comrade Fāng
Tóngzhì. 同志。 Bǎolán.

Unit 2 Target List

- | | | | |
|----|------------------------------|---------|-----------------------------------|
| 1. | A: Nǐ shì Wáng Xiānsheng ma? | 你是王先生嗎？ | Are you Mr. Wáng? |
| | B: Wǒ shì Wáng Dànián. | 我是王大年。 | I am Wáng Dànián. |
| | A: Wǒ bú shì Wáng Xiānsheng. | 我不是王先生。 | I'm not Mr. Wáng. |
| 2. | A: Nǐ xìng Wáng ma? | 你姓王嗎？ | 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? | 您貴姓？ | Your surname? (POLITE) |
| | B: Wǒ xìng Wáng. | 我姓王。 | My surname is Wáng. |
| 4. | A: Nǐ jiào shénme? | 你叫什麼？ | What is your given name? |
| | B: Wǒ jiào Dànián. | 我叫大年。 | My given name is Dànián (Daniel). |
| 5. | A: Nǐ hǎo ma? | 你好嗎？ | How are you? |
| | B: Wǒ hǎo. Nǐ ne? | 我好。你呢？ | I'm fine. And you? |
| | A: Hǎo. Xièxie. | 好。謝謝。 | Fine, thank you. |

Additional required vocabulary (not presented on P-1 and P-1 tapes)

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

Unit 3 Target List

- | | | | | |
|----|----|---------------------------------|------------|---------------------------|
| 1. | A: | Nǐ shì Měiguó rén ma? | 你是美國人嗎？ | Are you an American? |
| | B: | Shì. | 是。 | Yes (I am). |
| | B: | Bú shì. | 不是。 | No (I'm not). |
| 2. | A: | Nǐ shì Zhōngguó rén ma? | 你是中國人嗎？ | Are you Chinese? |
| | B: | Shì, wǒ shì Zhōngguó rén. | 是，我是中國人。 | Yes, I'm Chinese. |
| | B: | Bú shì, wǒ bú shì Zhōngguó rén. | 不是，我不是中國人。 | No, I'm not Chinese. |
| 3. | A: | Nǐ shì něiguó rén? | 你是哪國人？ | What is your nationality? |
| | B: | Wǒ shì Měiguó rén. | 我是美國人。 | I'm an American. |
| | B: | Wǒ shì Zhōngguó rén. | 我是中國人。 | I'm Chinese. |
| | B: | Wǒ shì Yīngguó rén. | 我是英國人。 | I'm English. |
| 4. | A: | Nǐ shì nǎrde rén? | 你是哪兒的人？ | 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-1 and P-1 tapes)

- | | | | |
|----|---|----|---------|
| 5: | Déguó | 德國 | Germany |
| 6: |  Pronunciation tip | 俄國 | Russia |
| | Éguó: Mainland,
Èguó: Taiwan | | |

Èguó (Éguó)

- 7: Fàguó (Fǎguó) 法國 France
- 8: Riběn 日本 Japan

Unit 4 Target List

- | | | | |
|----|---|---------------|---|
| 1. | A: Āndésēn Xiānsheng, nǐ shì nǎrde rén? | 安德森先生，你是哪兒的人？ | 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? | 他是英國人嗎？ | Is he English? |
| | B: Bú shì, tā bú shì Yīngguó rén. | 不是，他不是英國人。 | No, he is not English. |
| | A: Tā àiren ne? | 他愛人呢？ | And his wife? |
| | B: Tā yě bú shì Yīngguó rén. | 她也不是英國人。 | She isn't English either. |
| 3. | A: Qǐngwèn, nǐ lǎojiā zài nǎr? | 請問，你老家在哪兒？ | May I ask, where is your family from? |
| | B: Wǒ lǎojiā zài Shāndōng. | 我老家在山東。 | My family is from Shāndōng |
| 4. | A: Qīngdǎo zài zhèr ma? | 青島在這兒嗎？ | Is Qīngdǎo here? (pointing to a map) |
| | B: Qīngdǎo bú zài nàr, zài zhèr. | 青島不在那兒，在這兒。 | Qīngdǎo isn't there; it's here. (pointing to a map) |
| 5. | A: Nǐ àiren xiànzài zài nǎr? | 你愛人現在在哪兒？ | Where is your spouse now? |
| | B: Tā xiànzài zài Jiānádà. | 她現在在見那大。 | He/she is in Canada now. |

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 found on the maps on pages 80-81.

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.," "Mrs.," etc.).

Prerequisites to the Unit

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

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

Materials You Will Need

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

About the C-1 and P-1 Tapes

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

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

With the P-1 tape, you learn to put together these sentences. You learn to pronounce each new word and use each new structure. When the recorded instructions direct you to pronounce a word or say a sentence, do so out loud. It is important for you to hear yourself speaking Chinese, so that you will know whether you are pronouncing the words correctly. Making the effort to say the expression

is a big part of learning it. It is one thing to think about how a sentence should be put together or how it should sound. It is another thing to put it together that way or make it sound that way. Your goal when using the P-1 tape is to produce the Target List expressions in Chinese when given English equivalents. At the end of each P-1 tape is a review of the Target List which you can go over until you have mastered the expressions.

At times, you may feel that the material on a tape is being presented too fast. You may find that there is not enough time allowed for working out the meaning of a sentence or saying a sentence the way you want to. When this happens, stop the tape. If you want to, rewind; Use the control buttons on your machine to make the tape manageable for you 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-1 and P-1 tapes.

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

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

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

About the Drills

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

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

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

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

The five basic types of drills are described below.

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? | 你是誰？ | Who are you? |
| | B: Wǒ shì Wáng Dànián. | 我是王大年。 | I'm Wáng Dànián. |
| 2. | A: Nǐ shì shéi? | 你是誰？ | Who are you? |
| | B: Wǒ shì Hú Měilíng. | 我是胡美玲。 | I'm Hú Měilíng. |
| 3. | A: Tā shì shéi? | 他是誰？ | Who is he? |
| | B: Tā shì Mǎ Mínglǐ | 他是馬明理。 | He is Mǎ Mínglǐ. |
| 4. | A: Tā shì Mǎ Mínglǐ. | 他是馬明理。 | He is Mǎ Mínglǐ. |
| | B: Tā shì Hú Měilíng. | 她是胡美玲。 | She is Hú Měilíng. |
| 5. | A: Nǐ xìng shénme? | 你姓什麼？ | What is your surname? |
| | B: Wǒ xìng Wáng. | 我姓王。 | My surname is Wáng. |
| 6. | A: Tā xìng shénme? | 他姓什麼？ | What is his surname? |
| | B: Tā xìng Mǎ. | 他姓馬。 | His surname is Mǎ. |
| 7. | A: Tā shì shéi? | 他是誰？ | Who is he? |
| | B: Tā shì Mǎ Xiānsheng. | 他是馬先生。 | He is Mr. Mǎ . |
| 8. | A: Tā shì shéi? | 他是誰？ | Who is he? |
| | B: Tā shì Mǎ Mínglǐ Xiānsheng. | 他是馬明理先生。 | He is Mr. Mǎ Mínglǐ. |
| 9. | A: Wáng Xiānsheng, tā shì shéi? | 王先生，他是誰？ | Mr. Wáng, who is he? |

- B: Tā shì Mǎ Mínglǐ Xiānsheng. 他是馬明理先生。 He is Mr. Mǎ Mínglǐ.
10. A: Xiānsheng, tā shì shéi? 先生，他是誰？ Sir, who is he?
 B: Tā shì Mǎ Xiānsheng 他是馬先生。 He is Mr. Mǎ.
11. A: Xiānsheng, tā shì shéi? 先生，她是誰？ Sir, who is she?
 B: Tā shì Mǎ Tàitai. 她是馬太太。 She is Mrs. Mǎ.
12. A: Wáng Xiānsheng, tā shì shéi? 王先生，她是誰？ Mr. Wáng, who is she?
 B: Tā shì Mǎ Mínglǐ Tàitai. 她是馬明理太太。 She is Mrs. Mǎ Mínglǐ.
13. A: Wáng Xiānsheng, tā shì shéi? 王先生，她是誰？ Mr. Wáng, who is she?
 B: Tā shì Mǎ Xiǎojiě. 她是馬小姐。 She is miss Mǎ.
14. A: Tā shì shéi? 他是誰？ Who is he?
 B: Tā shì Mǎ Mínglǐ Tóngzhì. 他是馬明理同志。 He is comrade Mínglǐ.
15. A: Tóngzhì, tā shì shéi? 同志，她是誰？ Comrade, who is she?
 B: Tā shì Fāng Bǎolán. 她是方寶蘭。 She is Fāng Bǎolán.
16. A: Tóngzhì, tā shì shéi? 同志，她是誰？ Comrade, who is she?
 B: Tā shì Fāng Bǎolán Tóngzhì. 她是方寶蘭同志。 She is comrade Fāng Bǎolán.

Vocabulary

nǐ	你	you
shéi	誰	who
shénme	什麼	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 shì shéi? | 你是誰？ | Who are you? |
| | B: | Wǒ shì Wáng Dànián. | 我是王大年。 | I'm Wáng Dànián. |
| 2. | A: | Nǐ shì shéi? | 你是誰？ | Who are you? |
| | B: | Wǒ shì Hú Měilíng. | 我是胡美玲。 | I'm Hú Měilíng. |
| 3. | A: | Tā shì shéi? | 他是誰？ | Who is he? |
| | B: | Tā shì Mǎ Mínglǐ | 他是馬明理。 | He is Mǎ Mínglǐ. |
| 4. | A: | Tā shì Mǎ Mínglǐ. | 他是馬明理。 | He is Mǎ Mínglǐ. |
| | B: | Tā shì 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 Běijīng.” That verb expresses location.) The verb *shì* is in the Neutral tone (with no accent mark) except when emphasized.

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

Wǒ	shì	Wáng Dànián.	I am Wáng Dànián.
Nǐ	shì	Hú Měilíng.	You are Hú Měilíng.
Tā	shì	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 shì shéi?* is actually too direct for most situations, although it is all right from teacher to student or from student to student. (A more polite question is introduced in Unit 2.)

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

Tā	shì	shéi?	Who is he?
Tā	shì	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? 你姓什麼? What is your sur-
name?
B: Wǒ xìng Wáng. 我姓王。 My surname is Wáng.
6. A: Tā xìng shénme? 他姓什麼? What is his surname?
B: Tā xìng Mǎ. 他姓馬。 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 shì shéi? 他是誰? Who is he?
 B: Tā shì Mǎ Xiānsheng. 他是馬先生。 He is Mr. Mǎ .
8. A: Tā shì shéi? 他是誰? Who is he?
 B: Tā shì Mǎ Mínglǐ Xiānsheng. 他是馬明理先生。 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	shì	Mǎ	Mínglǐ	
Tā	shì	Mǎ		Xiānsheng.
Tā	shì	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 Xiānsheng*.

Notes on № 9-12

9. A: Wáng Xiānsheng, tā 王先生，他是誰？ Mr. Wáng, who is he?
shì shéi?
B: Tā shì Mǎ Mínglǐ Xiānsheng. 他是馬明理先生。 He is Mr. Mǎ Mínglǐ.
10. A: Xiānsheng, tā shì 先生，他是誰？ Sir, who is he?
shéi?
B: Tā shì Mǎ Xiānsheng 他是馬先生。 He is Mr. Mǎ.
11. A: Xiānsheng, tā shì 先生，她是誰？ Sir, who is she?
shéi?
B: Tā shì Mǎ Tàitai. 她是馬太太。 She is Mrs. Mǎ.
12. A: Wáng Xiānsheng, tā 王先生，她是誰？ Mr. Wáng, who is she?
shì shéi?
B: Tā shì Mǎ Mínglǐ Tàitai. 她是馬明理太太。 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 王先生，她是誰？ Mr. Wáng, who is she?
shì shéi?
B: Tā shì Mǎ Xiǎojiě. 她是馬小姐。 She is miss Mǎ.
14. A: Tā shì shéi? 他是誰？ Who is he?
B: Tā shì Mǎ Mínglǐ 他是馬明理同志。 He is comrade Mínglǐ.
Tóngzhì.
15. A: Tóngzhì, tā shì shéi? 同志，她是誰？ Comrade, who is she?
B: Tā shì Fāng Bǎolán. 她是方寶蘭。 She is Fāng Bǎolán.
16. A: Tóngzhì, tā shì shéi? 同志，她是誰？ Comrade, who is she?
B: Tā shì Fāng Bǎolán 她是方寶蘭同志。 She is comrade Fāng
tóngzhì. Bǎolán.

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

Drills

Substitution drill.

	Cue	Answer
1.	Mǎ Mínglǐ 馬明理	Tā shì Mǎ Mínglǐ 他是馬明理。 He is Mǎ Mínglǐ.
2.	Hú Měilíng 胡美玲	Tā shì Hú Měilíng 她是胡美玲。 She is Hú Měilíng.
3.	Wáng Dànián 王大年	Tā shì Wáng Dànián 他是王大年。 He is Wáng Dànián.
4.	Lǐ Shìmín 李世民	Tā shì Lǐ Shìmín 他是李世民。 He is Lǐ Shìmín.
5.	Liú Lìróng 劉麗容	Tā shì Liú Lìróng 她是劉麗容。 She is Liú Lìróng.
6.	Zhāng Bǎolán 張寶蘭	Tā shì Zhāng Bǎolán. 她是張寶蘭。 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 shì shéi? 你是誰?	Wáng Dànián 王大年	Wǒ shì Wáng Dànián. 我是王大年。
	Who are you?		I am Wáng Dànián.
2.	Nǐ shì shéi? 你是誰?	Hú Měilíng 胡美玲	Wǒ shì Hú Měilíng. 我是胡美玲。
	Who are you?		I am Hú Měilíng.
3.	Nǐ shì shéi? 你是誰?	Liú Shìmín 李世民	Wǒ shì Liú Shìmín. 我是李世民。
	Who are you?		I am Liú Shìmín.
4.	Nǐ shì shéi? 你是誰?	Chén Huìrán 陳蕙然	Wǒ shì Chén Huìrán. 我是陳蕙然。
	Who are you?		I am Chén Huìrán.
5.	Nǐ shì shéi? 你是誰?	Huáng Déxián 黃德賢	Wǒ shì Huáng Déxián. 我是黃德賢。
	Who are you?		I am Huáng Déxián.
6.	Nǐ shì shéi? 你是誰?	Zhào Wǎnrú 趙婉如	Wǒ shì Zhào Wǎnrú. 我是趙婉如。
	Who are you?		I am Zhào Wǎnrú.
7.	Nǐ shì shéi? 你是誰?	Jiǎng Bīngyíng 蔣冰瑩	Wǒ shì Jiǎng Bīngyíng. 我是蔣冰瑩。
	Who are you?		I am Jiǎng Bīngyíng.
8.	Nǐ shì shéi? 你是誰?	Gāo Yǒngpíng 高永平	Wǒ shì Gāo Yǒngpíng. 我是高永平。
	Who are you?		I am Gāo Yǒngpíng.

Response drill.

	Question	Cue	Answer
1.	Tā shì shéi? 他是誰？	Mǎ Xiānsheng 馬先生	Tā shì Mǎ Xiānsheng. 他是馬先生。
	Who is he?	Mr. Mǎ	He is Mr. Mǎ.
2.	Tā shì shéi? 她是誰？	Hú Tàitai 胡太太	Tā shì Hú Tàitai. 她是胡太太。
	Who is she?	Mrs. Hú	She is Mrs. Hú.
3.	Tā shì shéi? 他是誰？	Máo xiānsheng 毛先生	Tā shì Máo Xiānsheng. 他是毛先生。
	Who is he?	Mr. Máo	He is Mr. Máo.
4.	Tā shì shéi? 他是誰？	Zhāng Tóngzhì 張同志	Tā shì Zhāng Tóngzhì. 他是張同志。
	Who is he?	Comrade Zhāng	He is Comrade Zhāng.
5.	Tā shì shéi? 她是誰？	Liú Xiǎojiě 劉小姐	Tā shì Liú Xiǎojiě. 她是劉小姐。
	Who is she?	Miss Liú	She is Miss Liú.
6.	Tā shì shéi? 他是誰？	Mǎ Xiānsheng 馬先生	Tā shì Mǎ Xiānsheng. 他是馬先生
	Who is he?	Mr. Mǎ	He is Mr. Mǎ.
7.	Tā shì shéi? 她是誰？	Zhào Tàitai 趙太太	Tā shì Zhào Tàitai. 她是趙太太。
	Who is she?	Mrs. Zhào	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，嗎？ | 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? | 你是王先生嗎？ | 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? | 你是馬先生嗎？ | 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? | 你是馬先生嗎？ | Are you Mr. Mǎ? |
| | B: | Wǒ bú shì Mǎ Xiānsheng. | 我不是馬先生。 | 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? | 你姓方嗎？ | 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? | 你姓馬嗎？ | Is your surname Mǎ? |
| | B: | Bú xìng Mǎ. Xìng Wáng. | 不姓馬。(我)姓王。 | My surname isn't Mǎ. My surname is Wáng. |

9. A: Nín guìxìng? 您貴姓? Your surname? (polite)
B: Wǒ xìng Wáng. 我姓王。 My surname is Wáng.
10. A: Nǐ jiào shénme? 你叫什麼? 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，謝謝。 Fine, thanks.

Vocabulary

a	阿	suffix added to the end of any sentence
bù/bú	不	not
bú shì	不是	not to be
guìxìng	貴姓	honorable name
hǎo	好	to be fine, to be well, ok, good
jiào	叫	to be called, named
ma	嗎	question marker at the end of the sentence
míngzi	名字	given name, full name
ne	呢	question marker
xièxie	謝謝	thank you

Reference Notes

Notes on № 1-3

1. A: Tā shi Wáng Tàitai ma? 她是王太太，嗎？ Is she Mrs. Wáng?
 B: Tā shi Wáng Tàitai. 她是王太太。 She is Mrs. Wáng.
2. A: Nǐ shi Wáng Xiānsheng ma? 你是王先生嗎？ Are you Mr. Wáng?
 B: Wǒ shi Wáng Dànián. 我是王大年。 I'm Wáng Dànián.
3. A: Nǐ shi Mǎ Xiānsheng ma? 你是馬先生嗎？ Are you Mr. Mǎ.
 B: Wǒ shi 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,”

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

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

Notes on № 4-5

4. A: Nǐ shi Mǎ Xiānsheng ma? 你是馬先生嗎？ Are you Mr. Mǎ?
 B: Wǒ bú shi Mǎ Xiānsheng. 我不是馬先生。 I'm not Mr. Mǎ.
5. A: Wǒ shi Wáng Dànián. 我是王大年。 I am Wáng Dànián.
 B: Wǒ bú shi 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 **bú**. But remember that **bù** is the basic form. That is the form the syllable takes when it stands alone as a short “no” answer—**bù**—and when it is discussed, as in “**bù** means ‘not’.”

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

Wǒ		shì		Wáng Dànián.
I		am		Wáng Dànián.
Wǒ	bú	shì		Mǎ Xiānsheng.
I		am	not	Mǎ Xiānsheng.

Notes on № 6-8

6. A: **Nǐ xìng Fāng ma?** 你姓方嗎？ 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?** 你姓馬嗎？ Is your surname **Mǎ**?
 B: **Bú xìng Mǎ. Xìng Wáng.** 不姓馬。(我) My surname isn't **Mǎ**. My
 姓王。 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 guìxìng?** 您貴姓？ 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 guìxìng?** is “Your surname?” The implied question is understood, and the “sentence” consists of the subject alone.

Notes on № 10

10. A: **Nǐ jiào shénme?** 你叫什麼？ 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? **Wó** **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** I'm fine. And you?
 呢？
 A: **Hǎo**, **xièxie**. **好，謝謝。** Fine, thanks.

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

Xiè is the verb "to thank." "I thank you" would be **Wǒ xièxie ni**. **Xièxie** is often repeated: **Xièxie**, **xièxie**.

Notes on № 13

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

Drills

Transformations drill

Table 1.1. Create a question from the statement

Statement	Answer
1. Tā shì Wáng Xiānsheng. 他是王先生。 He is Mr. Wáng .	Tā shì Wáng Xiānsheng ma? 他是王先生嗎？ Is he Mr. Wáng?
2. Tā shì Hú Tàitai. 她是胡太太。 She is Mrs. Hú	Tā shì Hú Tàitai ma? 她是胡太太嗎？ Is she Mrs. Hú?
3. Tā shì Liú Tóngzhì. 他是劉同志 He is comrade Liú.	Tā shì Liú Tóngzhì ma? 他是劉同志嗎？ Is he comrade Liú?
4. Tā shì Zhāng Xiǎojiě. 她是張小姐 She is Miss Zhāng.	Tā shì Zhāng Xiǎojiě ma? 她是張小姐嗎？ Is she Miss Zhāng?
5. Tā shì Mǎ Xiānsheng. 他是馬先生。 He is Mr. Mǎ.	Tā Shì Mǎ Xiānsheng ma? 他是馬先生嗎？ Is he Mr. Mǎ?
6. Tā shì Fāng Xiǎojiě. 她是方小姐。 She is Miss Fāng.	Tā shì Fāng Xiǎojiě ma? 她是方小姐嗎？ Is she Miss Fāng?
7. Tā shì Lín Tóngzhì. 他是林同志。 He is comrade Lín.	Tā shì Lín Tóngzhì ma? 他是林同志嗎？ Is he comrade Lín?

Response drill

Table 1.2. Respond by affirmative.

Statement	Answer
1. Tā shì Wáng Xiānsheng ma? 他是王先生嗎? Is he Mr. Wáng?	Shì. Tā shì Wáng Xiānsheng. 是。他是王先生。 Yes. He is Mr. Wáng.
2. Tā shì Zhào Tàitai ma? 她是趙太太嗎? Is she Mrs. Zhào?	Shì. Tā shì Zhào Tàitai. 是。她是趙太太。 Yes. She is Mrs. Zhào.
3. Tā shì Chén Tóngzhì ma? 她是陳同志嗎? Is she comrade Chén?	Shì. Tā shì Chén Tóngzhì. 是。她是陳同志。 Yes. She is comrade Chén.
4. Tā shì Liú Xiǎojiě ma? 她是劉小姐嗎? Is she Miss Liú?	Shì. Tā shì Liú Xiǎojiě. 是。她是劉小姐。 Yes. She is Miss Liú.
5. Tā shì Sòng Xiānsheng ma? 他是宋先生嗎? Is he Mr. Sòng?	Shì. Tā shì Sòng Xiānsheng. 是。他是宋先生。 Yes. He is Mr. Sòng.
6. Tā shì Sūn Tàitai ma? 她是孫太太嗎? Is she Mrs. Sūn?	Shì. Tā shì Sūn Tàitai. 是。她是孫太太。 Yes. She is Mrs. Sūn.
7. Tā shì Zhāng Xiānsheng ma? 他是張先生嗎? Is he Mr. Zhāng?	Shì. Tā shì Zhāng Xiānsheng. 是。他是張先生。 Yes. He is Mr. Zhāng.

Response drill

Table 1.3. All your answers will be negative. Give the correct name according to the cue.

Statement	Cue	Answer
1. Tā shì Wáng Xiānsheng ma? 他是王先生嗎? Is he Mr. Wáng?	Liú 劉	Bú shì. Tā shì Liú Xiānsheng. 不是。他是劉先生。 No. He is Mr. Liú .
2. Tā shì Gāo Xiǎojiě ma? 她是高小姐嗎? Is she Miss Gāo?	Zhào 趙	Bú shì. Tā shì Zhào Xiǎojiě. 不是。她是趙小姐。 No. She is Miss Zhào.
3. Tā shì Huáng Tóngzhì ma? 她是黃同志嗎? Is she comrade Huáng?	Wáng 王	Bú shì. Tā shì Wáng Tóngzhì. 不是。她是王同志。 No. She is comrade Wáng.
4. Tā shì Yáng Tàitai ma? 她是楊太太嗎? Is she Mrs. Yáng?	Jiǎng 蔣	Bú shì. Tā shì Jiǎng Tàitai. 不是。她是蔣太太。 No. She is Mrs. Jiǎng.
5. Tā shì Mǎ Xiānsheng ma? 他是馬先生嗎? Is he Mr. Mǎ?	Máo 毛	Bú shì. Tā shì Máo Xiānsheng. 不是。他是毛先生。 No. He is Mr. Máo.
6. Tā shì Zhōu Xiǎojiě ma? 她是周小姐嗎? Is she Miss Zhōu?	Zhào 趙	Bú shì. Tā shì Zhào Xiǎojiě. 不是。她是趙小姐。 No. She is Miss Zhào.
7. Tā shì Jiāng Xiānsheng ma? 他是江先生嗎? Is he Mr. Jiāng?	Jiǎng 蔣	Bú shì. Tā shì Jiǎng Xiānsheng. 不是。他是蔣先生。 No. He is Mr. Jiǎng .

Response drill

Table 1.4. This drill is a combination of the two previous drills. Give an affirmative or a negative answer according to the cue.

Statement	Cue	Answer
1. Tā shì Liú Tàitai ma? 她是劉太太嗎? Is she Mrs. Liú?	Liú 劉	Shì. Tā shì Liú Tàitai. 是。她是劉太太。 Yes. She is Mrs. Liú.
2. Tā shì Liú Tàitai ma? 她是劉太太嗎? Is she Mrs. Liú?	Huáng 黃	Bú shì. Tā shì Huáng Tàitai. 不是。她是黃太太。 No. She is Mrs. Huáng.
3. Tā shì Wáng Xiānsheng ma? 他是王先生嗎? Is he Mr. Wáng?	Wáng 王	Shì. Tā shì Wáng Xiānsheng. 是。他是王先生。 Yes He is Mr. Wáng.
4. Tā shì Gāo Tàitai ma? 她是高太太嗎? Is she Mrs. Gāo?	Zhào 趙	Bú shì. Tā shì Zhào Tàitai. 不是。她是趙太太。 No. She is Mrs. Zhào.
5. Tā shì Táng Xiǎojiě ma? 她是唐小姐嗎? Is she Miss Táng?	Táng 唐	Shì. Tā shì Táng Xiǎojiě. 是。她是唐小姐。 Yes. She is Miss Táng.
6. Tā shì Huáng Xiānsheng ma? 他是黃先生嗎? Is he Mr. Huáng?	Wáng 王	Bú shì. Tā shì Wáng Xiānsheng. 不是。他不是王先生。 No. He is Mr. Wáng.
7. Tā shì Zhāng Tàitai ma? 她是張太太嗎? Is she Mrs. Zhāng?	Jiāng 江	Bú shì. Tā shì Jiāng Tàitai. 不是。她是江太太。 No. She is Mrs. Jiāng.

Transformation drill

Table 1.5. Transform the sentence using **xìng**.

Statement	Answer
1. Nǐ shì Zhāng Xiānsheng ma? 你是張先生嗎？ Are you Mr. Zhāng?	Nǐ xìng Zhāng ma? 你姓張嗎？ Is your surname Zhāng?
2. Nǐ shì Zhào Tàitai ma? 你是趙太太嗎？ Are you Mrs. Zhào?	Nǐ xìng Zhào ma? 你姓趙嗎？ Is your surname Zhào?
3. Nǐ shì Jiǎng Xiǎojiě m? 你是蔣小姐嗎？ Are you Miss Jiǎng?	Nǐ xìng Jiǎng ma? 你姓蔣嗎？ Is your surname Jiǎng?
4. Nǐ shì Liú Tóngzhì ma? 你是劉同志嗎？ Are you Comrade Liú?	Nǐ xìng Liú ma? 你姓劉嗎？ Is your surname Liú?
5. Nǐ shì Sòng Tàitai ma? 你是宋太太嗎？ Are you Mrs. Sòng?	Nǐ xìng Sòng ma? 你姓宋嗎？ Is your surname Sòng?
6. Nǐ shì Lǐ Xiānsheng ma? 你是李先生嗎？ Are you Mr. Lǐ?	Nǐ xìng Lǐ ma? 你姓李嗎？ Is your surname Lǐ?
7. Nǐ shì Sūn Tóngzhì ma? 你是孫同志嗎？ Are you Comrade Sūn?	Nǐ xìng Sūn ma? 你姓孫嗎？ Is your surname Sūn?

Transformation drill

Table 1.6. Transform the sentence in a negative one.

Statement	Answer
1. Wǒ xìng Zhāng. 我姓張。 My surname is Zhāng.	Wǒ bú xìng Zhāng. 我不姓張。 My surname is not Zhāng.
2. Wǒ xìng Chén. 我姓陳。 My surname is Chén.	Wǒ bú xìng Chén. 我不姓陳。 My surname is not Chén.
3. Wǒ xìng Huáng. 我姓黃。 My surname is Huáng.	Wǒ bú xìng Huáng. 我不姓黃。 My surname is not Huáng.
4. Wǒ xìng Gāo. 我姓高。 My surname is Gāo.	Wǒ bú xìng Gāo. 我不姓高。 My surname is not Gāo.
5. Wǒ xìng Sūn. 我姓孫。 My surname is Sūn.	Wǒ bú xìng Sūn. 我不姓孫。 My surname is not Sūn.
6. Wǒ xìng Zhāng. 我姓張。 My surname is Zhāng.	Wǒ bú xìng Zhāng. 我不姓張。 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

Table 1.7. Transform the sentence using **bú xìng**.

Statement	Answer
1. Wǒ bú shì 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 shì 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 bú shì Chén Xiānsheng. 我不是陳先生。 I'm not Mr. Chén.	Wǒ bú xìng Chén. 我不姓陳。 My surname is not Chén.
4. Wǒ bú shì 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 shì 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 shì Jiǎng Xiānsheng. 我不是蔣先生。 I'm not Mr. Jiǎng.	Wǒ bú xìng Jiǎng. 我不姓蔣。 My surname is not Jiǎng.
7. Wǒ bú shì 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

Table 1.8. Transform the sentence according to the model.

Statement	Cue	Answer
<p>1. Tā bú shì Wáng Xiānsheng. 他不是王先生。 He is not Mr. Wáng.</p>	<p>Huáng 黃</p>	<p>Tā bú shì Wáng Xiānsheng, tā xìng Huáng. 他不是王先生，他姓黃。 He is not Mr. Wáng, his surname is Huáng.</p>
<p>2. Tā bú shì Jiǎng Tàitai. 她不是蔣太太。 She is not Mrs. Jiǎng.</p>	<p>Jiāng 江</p>	<p>Tā bú shì Jiǎng Tàitai, tā xìng Jiāng. 她不是蔣太太，她姓江。 She is not Mrs. Jiǎng, her surname is Jiāng.</p>
<p>3. Tā bú shì Liú Tóngzhì. 他不是劉同志。 He is not comrade Liú.</p>	<p>Lín 林</p>	<p>Tā bú shì Liú Tóngzhì, tā xìng Lín. 他不是劉同志，他姓林。 He is not comrade Liú, his surname is Lín.</p>
<p>4. Tā bú shì Sòng Xiǎojiě. 她不是宋小姐。 She is not Miss Sòng.</p>	<p>Sūn 孫</p>	<p>Tā bú shì Sòng Xiǎojiě, tā xìng Sūn. 她不是宋小姐，她姓孫。 She is not Miss Sòng, her surname is Sūn.</p>
<p>5. Tā bú shì Zhào Xiānsheng. 他不是趙先生。 He is not Mr. Zhào.</p>	<p>Zhōu 周</p>	<p>Tā bú shì Zhào Xiānsheng, tā xìng Zhōu. 他不是趙先生，他姓周。 He is not Mr. Zhào, his surname is Zhōu .</p>
<p>6. Tā bú shì Jiāng Tóngzhì. 他不是江同志。 He is not Comrade Jiāng.</p>	<p>Zhāng 張</p>	<p>Tā bú shì Jiāng Tóngzhì, tā xìng Zhāng. 他不是江同志，他姓張。 He is not Comrade Jiāng, his surname is Zhāng.</p>

Statement	Cue	Answer
7. Tā bú shì Sūn Tàitai. 她不是孫太太。 She is not Mrs. Sūn.	Sòng 宋	Tā bú shì Sūn Tàitai, tā xìng Sòng. 她不是孫太太，她姓宋。 She is not Mrs. Sūn, her surname is Sòng.

Expansion drill

Table 1.9. Expand the sentence using the model.

Statement	Cue	Answer
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. 我不姓孫。 My surname is not Sūn.	Sòng 宋	Wǒ bú xìng Sūn, xìng Sòng. 我不姓孫，姓宋。 My surname is not Sūn, it's Sóng.
3. Wǒ bú xìng Yáng. 我不姓楊。 My surname is not Yáng.	Táng 唐	Wǒ bú xìng Yáng, xìng Táng. 我不姓楊，姓唐。 My surname is not Yáng, it's Táng.
4. Wǒ bú xìng Jiǎng. 我不姓蔣。 My surname is not Jiǎng.	Zhāng 張	Wǒ bú xìng Jiǎng, xìng Zhāng. 我不姓蔣，姓張。 My surname is not Jiǎng, it's Zhāng.
5. Wǒ bú xìng Zhōu. 我不姓周。 My surname is not Zhōu.	Zhào 趙	Wǒ bú xìng Zhōu, xìng Zhào. 我不姓周，姓趙。 My surname is not Zhōu, it's Zhào.
6. Wǒ bú xìng Wáng. 我不姓王。 My surname is not Wáng.	Huáng 黃	Wǒ bú xìng Wáng, xìng Huáng. 我不姓王，姓黃。 My surname is not Wáng, it's Huáng.
7. Wǒ bú xìng Jiāng. 我不姓江。 My surname is not Jiāng.	Jiǎng 蔣	Wǒ bú xìng Jiāng, xìng Jiǎng. 我不姓江，姓蔣。 My surname is not Jiāng, it's Jiǎng.

Response drill

Table 1.10. Respond according to the cue and the model.

Statement	Cue	Answer
1. Tā shì Wáng Xiānsheng ma? 他是王先生嗎? 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? 他是王先生嗎? Is he Mr. Wáng?	Huáng 黃	Tā bú shì Wáng Xiānsheng, tā xìng Huáng. 他不是王先生，他姓黃。 His is not Mr. Wáng. His surname is Huáng.
3. Tā shì Liú Tàitai ma? 她是劉太太嗎? Is she Mrs. Liú?	Lín 林	Tā bú shì Liú Tàitai. Tā xìng Lín. 她不是劉太太。她姓林。 She is not Mrs. Liú. Her surname is Lín.
4. Tā shì Chén Xiǎojiě ma? 她是陳小姐嗎? Is she Miss Chén?	Chén 陳	Shì. Tā shì Chén Xiǎojiě. 是。她是陳小姐。 Yes. She is Miss Chén.
5. Tā shì Máo Xiānsheng ma? 他是毛先生嗎? Is he Mr. Máo?	Máo 毛	Shì. Tā shì Máo Xiānsheng. 是。他是毛先生。 Yes. He is Mr. Máo.
6. Tā shì Jiāng Tóngzhì ma? 他是江同志嗎? Is He/she Comrade Jiāng?	Zhāng 張	Tā bú shì Jiāng Tóngzhì. Tā xìng Zhāng. 他不是江同志。他姓張。 He/she isn't Comrade Jiāng. His/her surname is Zhāng.
7. Tā shì Sòng Tàitai ma? 她是宋太太嗎?	Sòng 宋	Shì. Tā shì Sòng Tàitai.

Statement	Cue	Answer
Is she Mrs. Sòng ?		是。她是宋太太。 Yes. She is Mrs. Sòng .
8. Tā shì Lǐ Xiānsheng ma? Is he Mr. Lǐ ? 他是李先生嗎？	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

Table 1.11. Respond according to the model.

Statement	Answer part 1	Answer part 2
1. Wǒ xìng Wáng. 我姓王。 My surname is Wáng.	Tā xìng shénme? 他姓什麼？ What is his surname?	Tā xìng Wáng. 他姓王。 His surname is Wáng.
2. Wǒ xìng Chén. 我姓陳。 My surname is Chén.	Tā xìng shénme? 他姓什麼？ What is his surname?	Tā xìng Chén. 他姓陳。 His surname is Chén.
3. Wǒ xìng Liú. 我姓劉。 My surname is Liú.	Tā xìng shénme? 他姓什麼？ What is his surname?	Tā xìng Liú. 他姓劉。 His surname is Liú.
4. Wǒ xìng Huáng. 我姓黃。 My surname is Huáng.	Tā xìng shénme? 他姓什麼？ What is his surname?	Tā xìng Huáng. 他姓黃。 His surname is Huáng.
5. Wǒ xìng Sòng. 我姓宋。 My surname is Sòng.	Tā xìng shénme? 他姓什麼？ What is his surname?	Tā xìng Sòng. 他姓宋。 His surname is Sòng.
6. Wǒ xìng Lǐ. 我姓李。 My surname is Lǐ.	Tā xìng shénme? 他姓什麼？ 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? 他姓什麼？ What is his surname?	Tā xìng Wáng. 他姓王。 His surname is Wáng.

Transformation drill

Table 1.12. Transform the statement according to the model.

Statement	Answer part 1	Answer part 2
<p>1. Wǒ xìng Wáng jiào Dànián. 我姓王叫大年。</p> <p>My surname is Wáng, and my given name is Dànián.</p>	<p>Nǐ xìng Wáng jiào shénme? 你姓王叫什麼？</p> <p>Your surname is Wáng, and what is your given name?</p>	<p>Dànián. 大年。</p>
<p>2. Wǒ xìng Hú jiào Měilíng. 我姓胡叫美玲。</p> <p>My surname is Hú, and my given name is Měilíng.</p>	<p>Nǐ xìng Hú jiào shénme? 你姓胡叫什麼？</p> <p>Your surname is Hú, and what is your given name?</p>	<p>Měilíng. 美玲。</p>
<p>3. Wǒ xìng Lǐ jiào Shìyīng. 我姓李叫世英。</p> <p>My surname is Lǐ, and my given name is Shìyīng.</p>	<p>Nǐ xìng Lǐ jiào shénme? 你姓李叫什麼？</p> <p>Your surname is Lǐ, and what is your given name?</p>	<p>Shìyīng. 世英。</p>
<p>4. Wǒ xìng Fāng jiào Bǎolán. 我姓方叫寶蘭。</p> <p>My surname is Fāng, and my given name is Bǎolán.</p>	<p>Nǐ xìng Fāng jiào shénme? 你姓方叫什麼？</p> <p>Your surname is Fāng, and what is your given name?</p>	<p>Bǎolán. 寶蘭。</p>
<p>5. Wǒ xìng Sūn jiào Déxián. 我姓孫叫德賢。</p> <p>My surname is Sūn, and my given name is Déxián.</p>	<p>Nǐ xìng Sūn jiào shénme? 你姓孫叫什麼？</p> <p>Your surname is Sūn, and what is your given name?</p>	<p>Déxián. 德賢。</p>
<p>6. Wǒ xìng Chén jiào Huìrán. 我姓陳叫蕙然。</p> <p>My surname is Chén, and my given name is Huìrán.</p>	<p>Nǐ xìng Chén jiào shénme? 你姓陳叫什麼？</p> <p>Your surname is Chén, and what is your given name?</p>	<p>Huìrán. 蕙然。</p>
<p>7. Wǒ xìng Zhāng jiào Zhènghàn. 我姓張叫正翰。</p>	<p>Nǐ xìng Zhāng jiào shénme? 你姓張叫什麼？</p>	<p>Zhènghàn. 正翰。</p>

Statement

我姓張叫振漢。

My surname is **Zhāng**, and my given name is **Zhèn hàn**.

Answer part 1

你姓張叫什麼？

Your surname is **Zhāng**, and what is your given name?

Answer part 2

振漢。

Combination drill

Table 1.13. Transform the sentence according to the model.

Statement	Answer
<p>1. Tā xìng Chén. Tā jiào Bǎolán. 他姓陳。他叫寶蘭。</p> <p>Her surname is Chén. Her given name is Bǎolán.</p>	<p>Tā xìng Chén, jiào Bǎolán. 他姓陳，叫寶蘭。</p> <p>Her surname is Chén, given name Bǎolán.</p>
<p>2. Tā xìng Lǐ. Tā jiào Mínglǐ. 他姓李。他叫明理。</p> <p>Her surname is Lǐ. Her given name is Mínglǐ.</p>	<p>Tā xìng Lǐ, jiào Mínglǐ. 他姓李，叫明理。</p> <p>Her surname is Lǐ, given name Mínglǐ.</p>
<p>3. Tā xìng Hú. Tā jiào Bǎolán. 他姓胡。他叫寶蘭。</p> <p>Her surname is Hú. Her given name is Bǎolán.</p>	<p>Tā xìng Hú, jiào Bǎolán. 他姓胡，叫寶蘭。</p> <p>Her surname is Hú, given name Bǎolán.</p>
<p>4. Tā xìng Jiāng. Tā jiào Déxián. 他姓江。他叫德賢。</p> <p>Her surname is Jiāng. Her given name is Déxián.</p>	<p>Tā xìng Jiāng, jiào Déxián. 他姓江，叫德賢。</p> <p>Her surname is Jiāng, given name Déxián.</p>
<p>5. Tā xìng Zhōu. Tā jiào Zǐyàn. 他姓周。他叫紫燕。</p> <p>Her surname is Zhōu. Her given name is Zǐyàn.</p>	<p>Tā xìng Zhōu, jiào Zǐyàn. 他姓周，叫紫燕。</p> <p>Her surname is Zhōu, given name Zǐyàn.</p>
<p>6. Tā xìng Zhāng. Tā jiào Tíngfēng. 他姓張。他叫廷峯。</p> <p>Her surname is Zhāng. Her given name is Tíngfēng.</p>	<p>Tā xìng Zhāng, jiào Tíngfēng. 他姓張，叫廷峯。</p> <p>Her surname is Zhāng, given name Tíngfēng.</p>
<p>7. Tā xìng Chén. Tā jiào Huìrán. 他姓陳。他叫蕙然。</p>	<p>Tā xìng Chén, jiào Huìrán. 他姓陳，叫蕙然。</p>

Statement

Her surname is **Chén**. Her given name is **Huìrán**.

Answer

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

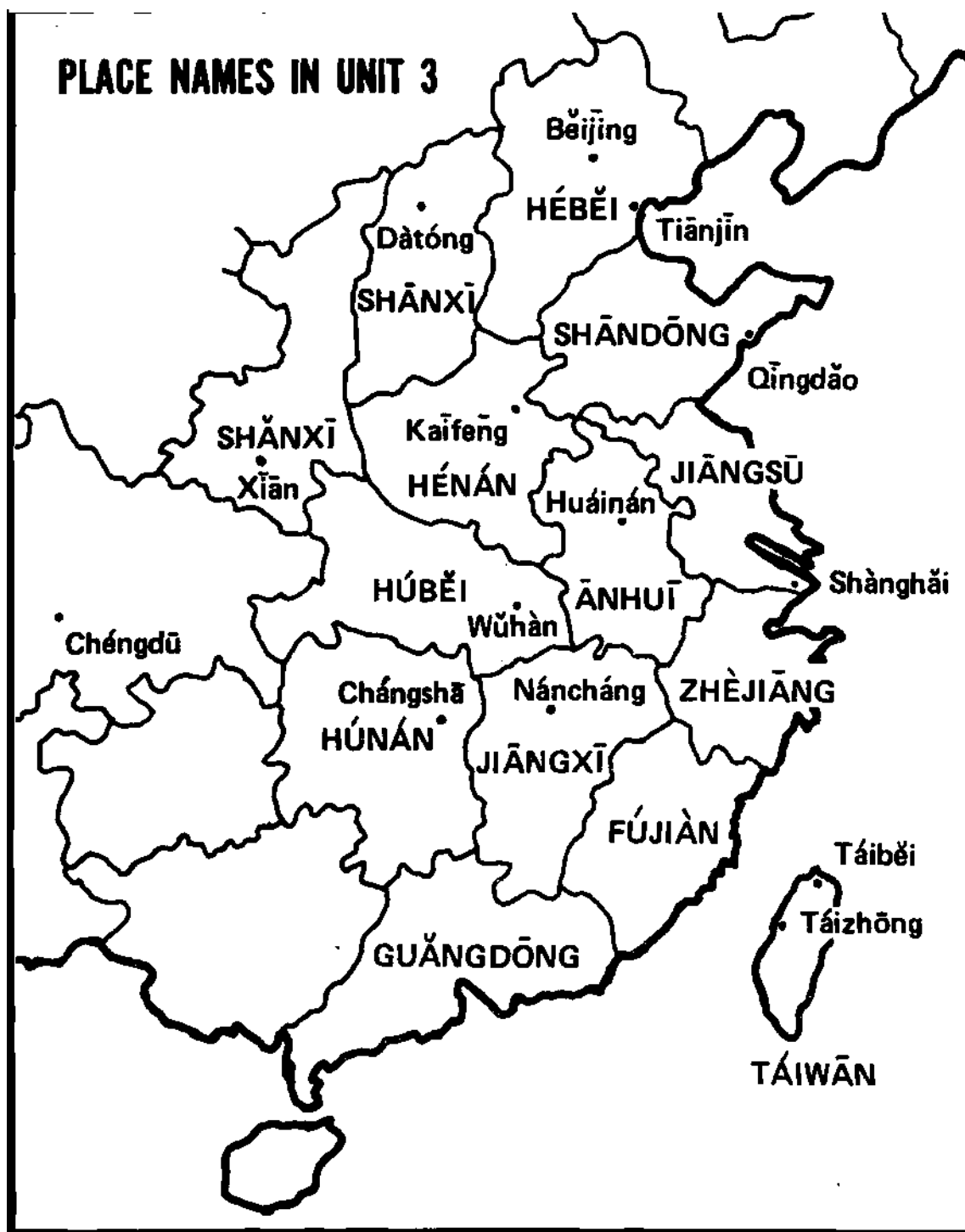
- | | | | | |
|----|----|--|-------------|------------------------------------|
| 1. | A: | Nǐ shì Měiguó rén ma? | 你是美國人嗎？ | Are you American? |
| | B: | Wǒ shì Měiguó rén. | 我是美國人。 | I'm American. |
| 2. | A: | Nǐ shì Zhōngguó rén ma? | 你是中國人嗎？ | Are you Chinese? |
| | B: | Wǒ shì Zhōngguó rén. | 我是中國人。 | I'm Chinese. |
| 3. | A: | Wáng Xiānsheng, nǐ shì Yīngguó rén ma? | 王先生，你是英國人嗎？ | Mr. Wáng , are you English? |
| | B: | Wǒ bú shì Yīngguó rén. | 我不是英國人。 | I'm not English. |
| 4. | A: | Nǐ shì Zhōngguó rén ma? | 你是中國人嗎？ | Are you Chinese? |
| | B: | Bú shì. | 不是。 | No. |
| | A: | Nǐ shì Měiguó rén ma? | 你是美國人嗎？ | Are you American? |
| | B: | Shì. | 是。 | Yes, I'm. |
| 5. | A: | Mǎ Xiǎojiě shì Měiguó rén ma? | 馬小姐是美國人嗎？ | Is Miss Mǎ an American? |
| | B: | Bú shì, tā bú shì Měiguó rén. | 不是，他不是美國人。 | No, she is not an American. |
| | A: | Tā shì Zhōngguó rén ma? | 他是中國人嗎？ | Is she Chinese? |
| | B: | Shì, tā shì Zhōngguó rén. | 是，他是中國人。 | Yes, she is Chinese. |
| 6. | A: | Nǐ shì nǎiguó rén? | 你是哪國人？ | What is your nationality? |

- B: Wǒ shì Měiguó rén. 我是美國人。 I'm American.
7. A: Tā shì něiguó rén? 他是哪國人? What is his nationality?
 B: Tā shì Yīngguó rén. 他是英國人。 He is English.
8. A: Nǐ shì nǎrde rén? 他是哪兒的人? Where are you from?
 B: Wǒ shì Shànghǎi rén. 我是上海人。 I'm from Shànghǎi.
9. A: Tā shì Fāng Bǎolán de Xiānsheng. 他是方寶蘭的先生。 He is Fāng Bǎolán's husband.
10. A: Tā shì nǎrde rén? 他是哪兒的人? Where is he from?
 B: Tā shì Shāndōng rén. 他是山東人。 He's from Shāndōng.
11. A: Nǐ shì nǎrde rén? 你是哪兒的人? Where are you from?
 B: Wǒ shì Jiāzhōu rén. 我是加州人。 I'm Californian.
12. A: Nǐ shì Měiguó rén ma? 你是美國人嗎? Are you an American?
 B: Nǐ shì něiguó rén? 你是哪國人? What's your nationality?
 A: Nǐ shì nǎrde rén? 你是哪兒的人? Where are you from?

Vocabulary

-de	的	possessive marker
Déguó	德國	Germany
Èguó Éguó	俄國	Russia
Fàguó Fǎguó	法國	France
-guó	國	country
Jiāzhōu	加州	California
Měiguó	美國	America, United States
nǎr	哪兒	where?
něi-	哪	which?
něiguó	哪國	which country?
rén	人	person
Rìběn	日本	Japan
Shāndōng	山東	a province name
Shànghǎi	上海	a city name
Yīngguó	英國	England
Zhōngguó	中國	China

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



Reference Notes

Notes on № 1-3

1. A: Nǐ shì Měiguó rén ma? 你是美國人嗎？ Are you American?
 B: Wǒ shì Měiguó rén. 我是美國人。 I'm American.
2. A: Nǐ shì Zhōngguó rén ma? 你是中國人嗎？ Are you Chinese?
 B: Wǒ shì Zhōngguó rén. 我是中國人。 I'm Chinese.
3. A: Wáng Xiānsheng, nǐ shì Yīngguó rén ma? 王先生，你是英國人嗎？ Mr. Wáng, are you English?
 B: Wǒ bú shì Yīngguó rén. 我不是英國人。 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 shì Měiguó rén .	他是美國人。	He is an American (noun phrase)
Tā shì Zhōngguó rén.	他是中國人。	He is Chinese (adjective)
Tā shì Shāndōng rén.	他是山東人。	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: Měiguó.)

Notes on № 4-5

4. A: Nǐ shì Zhōngguó rén ma? 你是中國人嗎？ Are you Chinese?
 B: Bú shì. 不是。 No.

- | | | | | |
|----|----|-------------------------------|------------|-----------------------------|
| | A: | Nǐ shì Měiguó rén ma? | 你是美國人嗎？ | Are you American? |
| | B: | Shì. | 是。 | Yes, I'm. |
| 5. | A: | Mǎ Xiǎojiě shì Měiguó rén ma? | 馬小姐是美國人嗎？ | Is Miss Mǎ an American? |
| | B: | Bú shì, tā bú shì Měiguó rén. | 不是，他不是美國人。 | No, she is not an American. |
| | A: | Tā shì Zhōngguó rén ma? | 他是中國人嗎？ | Is she Chinese? |
| | B: | Shì, tā shì Zhōngguó rén. | 是，他是中國人。 | 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 něiguó rén?** 你是哪國人?
 B: **Wǒ shì Měiguó rén.** 我是美國人。
7. A: **Tā shì něiguó rén?** 他是哪國人?
 B: **Tā shì Yīngguó rén.** 他是英國人。

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?** 他是哪兒的人?
 B: **Wǒ shì Shànghǎi rén.** 我是上海人。
9. A: **Tā shì Fāng Bǎolán de xiānsheng.** 他是方寶蘭的先生?
 B: **Tā shì Shāndōng rén.** 他是山東人。
10. A: **Tā shì nǎrde rén?** 他是哪兒的人?
 B: **Tā shì Shāndōng rén.** 他是山東人。
11. A: **Nǐ shì nǎrde rén?** 你是哪兒的人?
 B: **Wǒ shì Jiāzhōu rén.** 我是加州人。

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 shì Měiguó rén ma? 你是美國人嗎? Are you an American?
- B: Nǐ shì nǎiguó rén? 你是哪國人? What's your nationality?
- A: Nǐ shì nǎrde rén? 你是哪兒的人? Where are you from?

Drills

Response Drill

Table 1.14. All responses will be affirmative.

Statement	Answer
1. Tā shì Zhōngguó rén ma? 他是中國人嗎? Is he Chinese?	Tā shì Zhōngguó rén. 他是中國人。 He is Chinese.
2. Tā shì Rìběn rén ma? 他是日本人嗎? Is he Japanese?	Tā shì Rìběn rén. 他是日本人。 He is Japanese.
3. Tā shì Zhōngguó rén ma? 他是中國人嗎? Is he Chinese?	Tā shì Zhōngguó rén. 他是中國人。 He is Chinese.
4. Tā shì Měiguó rén ma? 他是美國人嗎? Is he American?	Tā shì Měiguó rén. 他是美國人。 He is American.
5. Tā shì Déguó rén ma? 他是德國人嗎? Is he German.	Tā shì Déguó rén. 他是德國人。 He is German.
6. Tā shì Jiānádà rén ma? 他是加拿大人嗎? Is he Canadian?	Tā shì Jiānádà rén. 他是加拿大人。 He is Canadian.
7. Tā shì Fàguó rén ma? 他是法國人嗎? Is he French.	Tā shì Fàguó rén. 他是法國人。 He is French.

Response Drill

Table 1.15. Answer according to the model.

Statement	Cue	Answer
1. Tā shì Jiānádà rén ma? 他是加拿大人嗎? Is he Canadian?	Yīngguó England 英國	Tā bú shì Jiānádà rén. Shì Yīngguó rén. 他不是加拿大人。是英國人。 He not Canadian. (He) is English.
2. Tā shì Rìběn rén ma? 他是日本人嗎? Is he Japanese?	Zhōngguó China 中國	Tā bú shì Rìběn rén. Shì Zhōngguó rén. 他不是日本人。是中國人。 He is not Japanese. (He) is Chinese.
3. Tā shì Yīngguó rén ma? 他是英國人嗎? Is he English?	Měiguó America 美國	Tā bú shì Yīngguó rén. Shì Měiguó rén. 他不是英國人。是美國人。 He is not English. (He) is American.
4. Tā shì Měiguó rén ma? 他是美國人嗎? Is he American?	Jiānádà Canada 加拿大	Tā bú shì Měiguó rén, Shì Jiānádà rén. 他不是美國人。是加拿大人。 He is not American. (He) is Canadian.
5. Tā shì Èguó rén ma? 他是俄國人嗎? Is he Russian?	Déguó Germany 德國	Tā bú shì èguó rén. Shì Déguó rén. 他不是俄國人。是德國人。 He is not Russian. (He) is German.
6. Tā shì Yuènnán rén ma? 他是越南人嗎?	Zhōngguó China	Tā bú shì Yuènnán rén. Shì Zhōngguó rén. 他不是越南人。是中國人。

Statement	Cue	Answer
Is he Vietnamese?	中國	He is not Vietnamese. (He) is Chinese.
7. Tā shì Fàguó rén ma? 他是法國人嗎? Is he French?	Yīngguó England 英國	Tā bú shì Fàguó rén. Shì Yīngguó rén. 他不是法國人。是英國人。 He is not French. (He) is English.

Response Drill

Table 1.16. Answer according to the cue.

Statement	Cue	Answer
1. Tā shì nǚguó rén? 他是哪國人? What is his nationality?	Fàguó France 法國	Tā shì Fàguó rén. 他是法國人。 He is French.
2. Tā shì nǚguó rén? 他是哪國人? What is his nationality?	Zhōngguó China 中國	Tā shì Zhōngguó rén. 他是中國人。 He is Chinese.
3. Tā shì nǚguó rén? 他是哪國人? What is his nationality?	Měiguó America 美國	Tā shì Měiguó rén. 他是美國人。 He is American.
4. Tā shì nǚguó rén? 他是哪國人? 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 nǚguó rén? 他是哪國人? What is his nationality?	Rìběn Japan 日本	Tā shì Rìběn rén. 他是日本人。 He is Japanese.
6. Tā shì nǚguó rén? 他是哪國人? What is his nationality?	Èguó Russian 俄國	Tā shì Èguó rén. 他是俄國人。 He is Russian.
7. Tā shì nǚguó rén? 他是哪國人? What is his nationality?	Déguó German 德國	Tā shì Déguó rén. 他是德國人。 He is German.

Response Drill

Table 1.17. Respond according to the cue.

Statement	Cue	Answer
1. Tā shì nǎrde rén? 他是哪兒的人? 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? 他是哪兒的人? Where is he from?	Shànghǎi 上海	Tā shì Shànghǎi rén. 他是上海人。 He is from Shànghǎi.
3. Tā shì nǎrde rén? 他是哪兒的人? Where is he from?	Chángshā 長沙	Tā shì Chángshā rén. 他是長沙人。 He is from Chángshā.
4. Tā shì nǎrde rén? 他是哪兒的人? Where is he from?	Táizhōng 臺中	Tā shì Táizhōng rén. 他是臺中人。 He is from Táizhōng.
5. Tā shì nǎrde rén? 他是哪兒的人? Where is he from?	Táiběi 臺北	Tā shì Táiběi rén. 他是臺北人。 He is from Táiběi.
6. Tā shì nǎrde rén? 他是哪兒的人? Where is he from?	Tiānjīn 天津	Tā shì Tiānjīn rén. 他是天津人。 He is from Tiānjīn.
7. Tā shì nǎrde rén? 他是哪兒的人? Where is he from?	Běijīng 北京	Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.

Transformation Drill

Table 1.18. Transform the sentence according to the model.

Statement	Answer
1. Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.	Tā shì nǎrde rén? 他是哪兒的人? Where is he from?
2. Tā shì Zhōngguó rén. 他是中國人。 He is from China.	Tā shì nǎiguó rén? 他是哪國人? Where is he from?
3. Tā shì Jiānádà rén. 他是加拿大人。 He is from Canada.	Tā shì nǎiguó rén? 他是哪國人? Where is he from?
4. Tā shì Táiběi rén. 他是臺北人。 He is from Táiběi.	Tā shì nǎrde rén? 他是哪兒的人? Where is he from?
5. Tā shì Shànghǎi rén. 他是上海人。 He is from Shànghǎi.	Tā shì nǎrde rén? 他是哪兒的人? Where is he from?
6. Tā shì Yīngguó rén. 他是英國人。 He is from England.	Tā shì nǎiguó rén? 他是哪國人? Where is he from?
7. Tā shì Měiguó rén. 他是美國人。 He is from America.	Tā shì nǎiguó rén? 他是哪國人? Where is he from?
8. Tā shì Táizhōng rén.	Tā shì nǎrde rén?

Statement

他是臺中人。

He is from Táizhōng.

Answer

他是哪兒的人？

Where is he from?

Transformation Drill

Table 1.19. Transform the sentence according to the model.

1. Tā shì Lǐ Tàitai. 她是李太太。 She is Mrs. Lǐ.	Tā bú shì Lǐ Tàitai. 她不是李太太。 She is not Mrs. Lǐ.
2. Tā xìng Gāo. 他姓高。 Her surname is Gāo.	Tā bú xìng Gāo. 他不姓高。 Her surname is not Gāo.
3. Tā shì Táiběi rén. 她是臺北人。 Hi is from Táiběi.	Tā bú shì Táiběi rén. 她不是臺北人。 Hi is not from Táiběi.
4. Tā xìng Liú. 他姓劉。 Her surname is Liú.	Tā bú xìng Liú. 他不姓劉。 Her surname is not Liú.
5. Tā shì Měiguó rén. 她是美國人。 She is American.	Tā bú shì Měiguó rén. 她不是美國人。 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

Table 1.20. Transform the sentence according to the model.

Statement	Answer
1. Tā xìng Hú. 他姓胡。 His surname is Hú.	Tā xìng Hú ma? 他姓胡嗎？ Is his surname Hú?
2. Tā shì Běijīng rén. 他是北京人。 He is from Běijīng.	Tā shì Běijīng rén ma? 他是北京人嗎？ Is he from Běijīng?
3. Tā shì Wáng Dànián. 他是王大年。 He is Wáng Dànián.	Tā shì Wáng Dànián ma? 他是王大年嗎？ Is he Wáng Dànián?
4. Tā xìng Lín. 她姓林。 Her surname is Lín.	Tā xìng Lín ma? 她姓林嗎？ Is her surname Lín?
5. Tā shì Zhōngguó rén. 她是中國人。 She is Chinese.	Tā shì Zhōngguó rén ma? 她是中國人嗎？ Is she Chinese?

Transformation Drill

Table 1.21. Ask the question corresponding to the statement.

- | | |
|---|--|
| 1. Tā xìng Zhāng.
他姓張。
His surname is Zhāng. | Tā xìng shénme?
他姓什麼？
What's his surname? |
| 2. Tā shì Běijīng rén.
他是北京人。
He is from Běijīng. | Tā shì nǎrde rén?
他是哪兒的人？
Where is he from? |
| 3. Tā shì Wáng Dànián.
他是王大年。
He is Wáng Dànián. | Tā shì shéi?
他是誰？
Who is he? |
| 4. Tā shì Rìběn rén.
他是日本人。
He is Japanese. | Tā shì nǎiguó rén?
他是哪國人？
What is his nationality? |
| 5. Tā shì Shāndōng rén.
他是山東人。
He is from Shāndōng. | Tā shì nǎrde rén?
他是哪兒的人？
Where is he from? |
| 6. Tā shì Chén Tóngzhì.
他是陳同志。
He is comrade Chén. | Tā shì shéi?
他是誰？
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? | 請問，你是哪兒的人？ | 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? | 請問，安德森夫人是哪兒的人？ | May I ask, where is Mrs. Andersen from? |
| | B: Tā yě shì Dézhōu rén. | 她也是德州人。 | She is from Texas too. |
| 3. | A: Tā shì Yīngguó rén ma? | 她是英國人嗎？ | Is he English? |
| | B: Bú shì, tā bú shì Yīngguó rén. | 不是，他不是英國人。 | No, he is not English. |
| | A: Tā àiren ne? | 他愛人呢？ | And his wife? |
| | B: Tā yě bú shì Yīngguó rén. | 她也並不是英國人。 | She isn't English either. |
| 4. | A: Qǐngwèn, Qīngdǎo zài nǎr? | 請問，青島在哪兒？ | May I ask, where is Qīngdǎo? |
| | B: Qīngdǎo zài Shāndōng. | 青島在山東。 | Qīngdǎo is in Shāndōng. |
| 5. | A: Qǐngwèn, nǐ lǎojiā zài nǎr? | 請問，你老家在哪兒？ | 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. | 我老家在山東。 | My family is from Shāndōng. |
| 6. | A: Chén Shìmín Tóngzhì zài nǎr? | 陳世民同志在哪兒？ | Where is comrade Chén Shìmín? |
| | B: Tā zài nàr. | 他在那兒。 | He's there. |

7. A: Qīngdǎo zài nǎr? 青島在哪兒? Where is Qīngdǎo?
B: Zài zhèr. 在這兒。 It's here.
8. A: Nǐ àiren xiànzài zài nǎr? 你愛人現在在哪兒? Where is your wife now?
B: Wǒ àiren xiànzài zài Jiānádà. 我愛人現在在加拿大。 My wife is in Canada now.

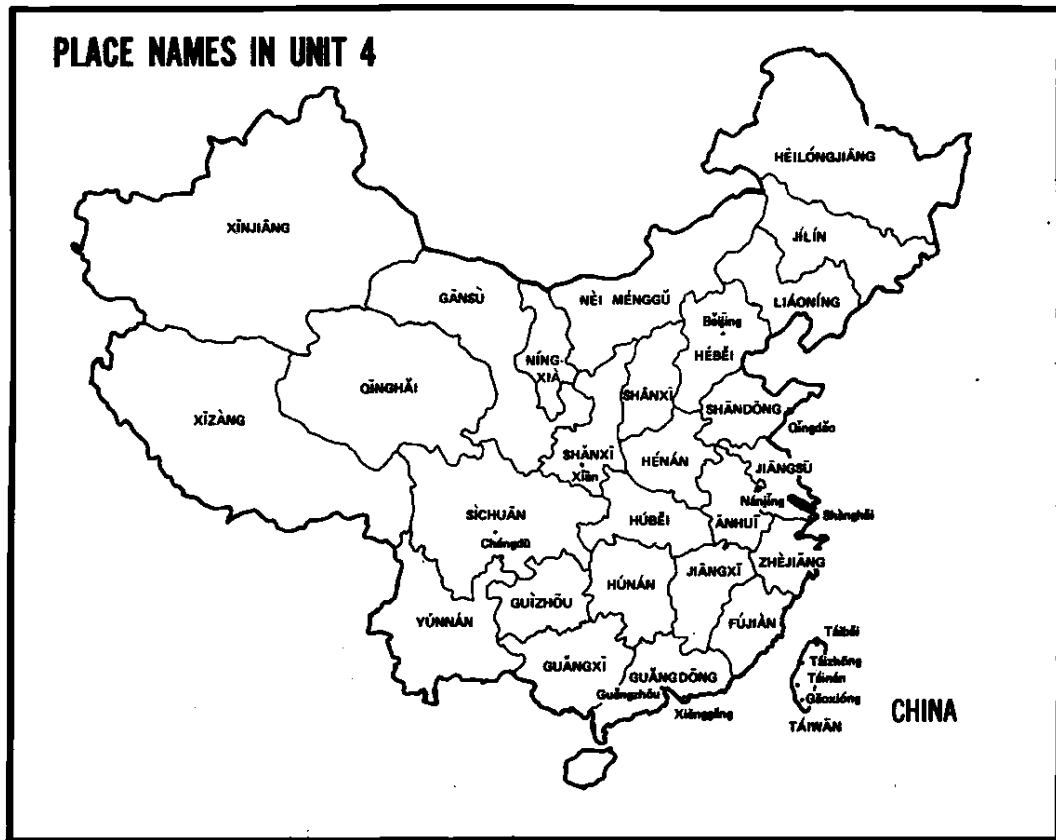
Vocabulary

àiren	愛人	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)	那兒	there
Qīngdǎo	青島	a city name
Qǐngwèn	請問	May I ask?
xiànzài	現在	now
yě	也	also, too, either
zài	在	to be in/at/one
zhèr	這兒	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? 請問，你是哪兒的人？ 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? 請問，安德森夫人是哪兒的人？ May I ask, where is Mrs. Andersen from?
- B: Tā yě shì Dézhōu rén. 他也是德州人。 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 **Dàiwéi 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 1.22. PRC

Dàwéi	Āndésēn	Xiānsheng
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Table 1.23. 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 **Taitai**, depending on her status. The term **Fūren** is an especially respectful term used to address the wife of a high-ranking official or businessman. **Fūren** is also used this way on Taiwan.

An unmarried foreign woman in the PRC may be addressed as **xXiǎojiě** “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?** 他是英國人嗎？ Is she English?
 B: **Bú shì, tā bú shì Yīngguó rén.** 不是，他不是英國人。 No, he is not English.
 A: **Tā àiren ne?** 他愛人呢？ And his wife?
 B: **Tā yě bú shì Yīngguó rén.** 她也**不是**英國人。 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 shì Yīngguó rén.	她也是英國人。	She is English too. She is also English.
Tā yě bú shì Yīngguó rén.	她也 不是 英國人。	She is not English either. She is also not English.

Notes on № 4

4. A: **Qǐngwèn, Qīngdǎo zài nǎr?** 請問，青島在哪兒？ May I ask, where is **Qīngdǎo**?

B: Qīngdǎo zài Shāndōng. 青島在山東。 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? 請問，你老家在哪兒？ May I ask, where is your family from?
- B: Wǒ lǎojiā zài Āndàlǜè. 我老家在安大略。 My family is from Ontario.
- B: Wǒ lǎojiā zài Shāndōng. 我老家在山東。 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 (Āndàlǜè, Shāndōng). Nǐ lǎojiā shì nǎr? (translated into English as “What is your original home?” asks about the IDENTITY of the town you come from. That question is answered with shì plus the name of the town (or city): Wǒ lǎojiā shì Jiùjīnshān (Qīngdǎo, Shànghǎi).

Compare:

Wó lǎojiā zài Guǎngdōng.	我老家在廣東。	My original home is in Guǎngdōng.
Wǒ lǎojiā shì Guǎngzhōu.	我老家是廣州。	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? 陳世民同志在哪兒？ Where is comrade Chén Shìmín?
- B: Tā zài nàr. 他在那兒。 He’s there.

7.	A:	Qīngdǎo zài nǎr?	青島在哪兒？	Where is Qīngdǎo?
	B:	Zài zhèr.	在這兒。	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	你愛人現在在哪兒？	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	我愛人現在在加拿大。	My wife is in Canada now.

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

nǎr	哪兒	where
nàr (nèr)	那兒	there
zhèr	這兒	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?	你愛人現在在哪兒？	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 **Beijǐng**:

Country:	Mǎdīng Xiānsheng xiànzài zài Zhōngguó ma? Tā xiànzài zài Zhōngguó. He is here now.
City:	Mǎdīng 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 **Jiānádà**.

Drills

Response Drill

Table 1.24. Respond to the question “Where is He/she from?” according to the cue.

Statement	Cue	Answer
1. Tā shì nǎrde rén? 他/她是哪兒的人? 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/她是哪兒的人? Where is He/she from?	Shāndōng 山東	Tā shì Shāndōng rén. 他/她是山東人。 He/she is from Shāndōng.
3. Tā shì nǎrde rén? 他/她是哪兒的人? 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/她是哪兒的人? Where is He/she from?	Jiāngsū 江蘇	Tā shì Jiāngsū rén. 他/她是江蘇人。 He/she is from Jiāngsū.
5. Tā shì nǎrde rén? 他/她是哪兒的人? Where is He/she from?	Guāngdōng 廣東	Tā shì Guāngdōng rén. 他/她是廣東人。 He/she is from Guāngdōng.
6. Tā shì nǎrde rén? 他/她是哪兒的人? 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/她是哪兒的人?	Sìchuān 四川	Tā shì Sìchuān rén. 他/她是四川人。

Statement	Cue	Answer
Where is He/she from?		He/she is from Sìchuān.

Transformation Drill

Table 1.25. Ask the appropriate “where” question, as in the example.

Statement	Answer
<p>1. Zhāng Tóngzhì fūren shì Běijīng rén. 張同志夫人是北京人。 Comrade Zhāng’s wife is from Běijīng.</p>	<p>Qǐngwèn, Zhāng fūren shì nǎrde rén? 請問張夫人是哪兒的人？ May I ask, where is Mrs. Zhāng from?</p>
<p>2. Huáng Tóngzhì fūren shì Shànghǎi rén. 黃同志夫人是上海人。 Comrade Huáng’s wife is from Shànghǎi.</p>	<p>Qǐngwèn, Huáng fūren shì nǎrde rén? 請問黃夫人是哪兒的人？ May I ask, where is Mrs. Huáng from?</p>
<p>3. Wáng Tóngzhì fūren shì Nánjīng rén. 王同志夫人是南京人。 Comrade Wáng’s wife is from Nánjīng.</p>	<p>Qǐngwèn, Wáng fūren shì nǎrde rén? 請問黃夫人是哪兒的人？ May I ask, where is Mrs. Wáng from?</p>
<p>4. Lǐ Tóngzhì fūren shì Guǎngzhōu rén. 李同志夫人是廣州人。 Comrade Lǐ’s wife is from Guǎngzhōu.</p>	<p>Qǐngwèn, Lǐ fūren shì nǎrde rén? 請問李夫人是哪兒的人？ May I ask, where is Mrs. Lǐ from?</p>
<p>5. Zhào tóngzhì fūren shì Xiānggǎng rén. 趙同志夫人是香港。 Comrade Zhào’s wife is from Xiānggǎng.</p>	<p>Qǐngwèn, Zhào fūren shì nǎrde ren? 請問趙夫人是哪兒的人？ May I ask, where is Mrs. Zhào from?</p>
<p>6. Máo Tóngzhì fūren shì Qīngdǎo rén. 毛同志夫人是青島人。</p>	<p>Qǐngwèn, Máo fūren shì nǎrde rén? 請問毛夫人是哪兒的人？ May I ask, where is Mrs. Máo from?</p>

Statement	Answer
Comrade Máo's wife is from Qīngdǎo .	
7. Chén Tóngzhì fūren shì Běijīng rén. 陳同志夫人是北京人。 Comrade Chén's wife is from Xiāng-gǎng .	Qǐngwèn, Chén fūren shì nǎrde rén? 請問陳夫人是哪兒的人？ May I ask, where is Mrs. Chén from?

Transformation Drill

Table 1.26. Change affirmative statements to negative statements.

Statement	Answer
1. Tā shì Héběi rén. 他/她是河北人。 He/she is from Héběi.	Tā bú shì Héběi rén. 他/她不是河北人。 He/she is not from Héběi.
2. Tā shì Shāndōng rén. 他/她是山東人。 He/she is from Shāndōng.	Tā bú shì Shāndōng rén. 他/她不是山東人。 He/she is not from Shāndōng.
3. Tā shì Jiāngsū rén. 他/她是江蘇人。 He/she is from Jiāngsū.	Tā bú shì Jiāngsū rén. 他/她不是江蘇人。 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 rén. 他/她是湖南人。 He/she is from Húnán.	Tā bú shì Húnán rén. 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

Table 1.27. Add **yě** to the statement.

Statement	Answer
1. Tā shì Héběi rén. 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 rén. 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 rén. 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 rén. 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 rén. 他/她是江蘇人。 He/she is from Jiāngsū	Tā yě shì Jiāngsū rén. 他/她也是江蘇人。 He/she is from Jiāngsū too.
6. Tā shì Shāndōng rén. 他/她是山東人。 He/she is from Shāndōng	Tā yě shì Shāndōng rén. 他/她也是山東人。 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

Table 1.28. Add *yě* to the statement.

Statement	Answer
<p>1. Zhào Xiānsheng bú shì Táiwān rén. 趙先生不是臺灣人。 Mr. Zhào isn't from Táiwān.</p>	<p>Zhào Xiānsheng yě bú shì Táiwān rén. 趙先生也不是臺灣人。 Mr. Zhào isn't from Táiwān either.</p>
<p>2. Lǐ Xiānsheng bú shì Táiběi rén. 李先生不是臺北人。 Mr. Lǐ isn't from Táiběi.</p>	<p>Lǐ Xiānsheng yě bú shì Táiběi rén. 李先生也不是臺北人。 Mr. Lǐ isn't from Táiběi either.</p>
<p>3. Wáng Xiānsheng bú shì Táizhōng rén. 王先生不是臺中人。 Mr. Wáng isn't from Táizhōng.</p>	<p>Wáng Xiānsheng yě bú shì Táizhōng rén. 王先生也不是臺中人。 Mr. Wáng isn't from Táizhōng either.</p>
<p>4. Huáng Xiānsheng bú shì Tánán rén. 黃先生不是臺南人。 Mr. Huáng isn't from Tánán.</p>	<p>Huáng Xiānsheng yě bú shì Tánán rén. 黃先生也不是臺南人。 Mr. Huáng isn't from Tánán either.</p>
<p>5. Liú Xiānsheng bú shì Táidōng rén. 劉先生不是臺東人。 Mr. Liú isn't from Táidōng.</p>	<p>Liú Xiānsheng yě bú shì Táidōng rén. 劉先生也不是臺東人。 Mr. Liú isn't from Táidōng either.</p>
<p>6. Hú Xiānsheng bú shì Jīlóng rén. 胡先生不是基隆市人。 Mr. Hú isn't from Jīlóng.</p>	<p>Hú Xiānsheng yě bú shì Jīlóng rén. 胡先生也不是基隆市人。 Mr. Hú isn't from Jīlóng either.</p>
<p>7. Chén Xiānsheng bú shì Gāoxióng rén. 陳先生不是高雄人。 Mr. Chén isn't from Gāoxióng.</p>	<p>Chén Xiānsheng yě bú shì Gāoxióng rén. 陳先生也不是高雄人。 Mr. Chén isn't from Gāoxióng either.</p>

Statement

Mr. **Chén** isn't from **Gāoxióng**.

Answer

Mr. **Chén** isn't from **Gāoxióng** either.

Response drill

Table 1.29. Give a negative answer to the statements..

Question	Answer
<p>1. Mǎ Tóngzhì shì Běijīng rén ma? 馬同志是北京人嗎？ Is comrade Mǎ from Běijīng?</p>	<p>Tā bú shì Běijīng rén. 他/她不是北京人。 He/she isn't from Běijīng.</p>
<p>2. Tā àiren ne? 他/她愛人呢？ And his/her spouse?</p>	<p>Tā àiren yě bú shì Běijīng rén. 他/她愛人也不是北京人。 He/she isn't from Běijīng either.</p>
<p>3. Zhāng Tóngzhì shì Shànghǎi rén ma? 張同志是上海人嗎？ Is comrade Zhāng from Shànghǎi?</p>	<p>Tā bú shì Shànghǎi rén. 他/她不是上海人。 He/she isn't from Shànghǎi.</p>
<p>4. Tā àiren ne? 他/她愛人呢？ And his/her spouse?</p>	<p>Tā yě bú shì Shànghǎi rén. 他/她也並非上海人。 He/she isn't from Shànghǎi either.</p>
<p>5. Jiāng Tóngzhì shì Nánjīng rén ma? 蔣同志是南京人嗎？ Is comrade Jiāng from Nánjīng?</p>	<p>Tā bú shì Nánjīng rén. 他/她不是南京。 He/she isn't from Nánjīng.</p>
<p>6. Tā àiren ne? 他/她愛人呢？ And his/her spouse?</p>	<p>Tā yě bú shì Nánjīng rén. 他/她也並非南京人。 He/she isn't from Nánjīng either.</p>
<p>7. Chén Tóngzhì shì Guǎngzhōu rén ma? 陳同志是廣州人嗎？ Is comrade Chén from Guǎngzhōu?</p>	<p>Tā bú shì Guǎngzhōu rén. 他/她不是廣州人。 He/she isn't from Guǎngzhōu.</p>

Question	Answer
<p>8. Tā àiren ne? 他/她愛人呢? And his/her spouse?</p>	<p>Tā yě bú shì Guǎngzhōu rén. 他/她也不是廣州人。 He/she isn't from Guǎngzhōu either.</p>
<p>9. Sūn Tóngzhì shì Chéngdū rén ma? 孫同志是成都人嗎? Is comrade Sūn from Chéngdū?</p>	<p>Tā bù shì Chéngdū rén. 他/她不是成都人。 He/she isn't from Chéngdū.</p>
<p>10. Tā àiren ne? 他/她愛人呢? And his/her spouse?</p>	<p>Tā yě bú shì Chéngdū rén. 他/她也不是成都人。 He/she isn't from Chéngdū either.</p>
<p>11. Máo Tóngzhì shì Qīngdǎo rén ma? 毛同志是青島人嗎? Is comrade Máo from Qīngdǎo?</p>	<p>Tā bú shì Qīngdǎo rén. 他/她不是青島人。 He/she isn't from Qīngdǎo.</p>
<p>12. Tā àiren ne? 他/她愛人呢? And his/her spouse?</p>	<p>Tā yě bú shì Qīngdǎo rén. 他/她也不是青島人。 He/she isn't from Qīngdǎo either.</p>
<p>13. Yáng Tóngzhì shì Běijīng rén ma? 楊同志是北京人嗎? Is comrade Yáng from Běijīng?</p>	<p>Tā bú shì Běijīng rén. 他/她不是北京人。 He/she isn't from Běijīng.</p>
<p>14. Tā àiren ne? 他/她愛人呢? And his/her spouse?</p>	<p>Tā yě bú shì Běijīng rén. 他/她也不是北京人。 He/she isn't from Běijīng either.</p>

Response Drill

Table 1.30. Respond according to the cue.

Statement	Cue	Answer
1. Qǐngwèn, Qīngdǎo zài nǎr? 請問青島在哪兒? May I ask, where is Qīngdǎo?	Shāndōng 山東	Qīngdǎo zài Shāndōng. 青島在山東。 Qīngdǎo is in Shāndōng.
2. Qǐngwèn, Nánjīng zài nǎr? 請問南京在哪兒? May I ask, where is Nánjīng?	Jiāngsū 江蘇	Nánjīng zài Jiāngsū. 南京在江蘇。 Nánjīng is in Jiāngsū.
3. Qǐngwèn, Guǎngzhōu zài nǎr? 請問廣州在哪兒? May I ask, where is Guǎngzhōu?	Guǎngdōng 廣東	Guǎngzhōu zài Guǎngdōng. 廣州在廣東。 Guǎngzhōu is in Guǎngdōng.
4. Qǐngwèn, Shànghǎi zài nǎr? 請問上海在哪兒? May I ask, where is Shànghǎi?	Jiāngsū 江蘇	Shànghǎi zài Jiāngsū. 上海在江蘇。 Shànghǎi is in Jiāngsū.
5. Qǐngwèn, Běijīng zài nǎr? 請問北京在哪兒? 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? 請問青島在哪兒? May I ask, where is Qīngdǎo?	Shāndōng 山東	Qīngdǎo zài Shāndōng. 青島在山東。 Qīngdǎo is in Shāndōng.
7. Qǐngwèn, Shànghǎi zài nǎr? 請問上海在哪兒? May I ask, where is Shànghǎi.	Jiāngsū 江蘇	Shànghǎi zài Jiāngsū. 上海在江蘇。 Shànghǎi is in Jiāngsū.

Transformation Drill

Table 1.31. Transform the statement according to the model.

Statement	Answer
<p>1. Lín Tóngzhì shì Húběi rén. 林同志是河北。 Comrade Lín is from Húběi.</p>	<p>Lín Tóngzhìde lǎojiā zài Húběi. 林同志的老家在河北。 Comrade Lín's family is from Húběi.</p>
<p>2. Wáng Tóngzhì shì Shānxī rén. 王同志是山西。 Comrade Wáng is from Shānxī.</p>	<p>Wáng Tóngzhìde lǎojiā zài Shānxī. 王同志的老家在山西。 Comrade Wáng's family is from Shānxī.</p>
<p>3. Huáng Tóngzhì shì Shānxī rén. 黃同志是山西。 Comrade Huáng is from Shānxī.</p>	<p>Huáng Tóngzhìde lǎojiā zài Shānxī. 黃同志的老家在山西。 Comrade Huáng's family is from Shānxī.</p>
<p>4. Gāo Tóngzhì shì Fújiàn rén. 高同志是福建。 Comrade Gāo is from Fújiàn.</p>	<p>Gāo Tóngzhìde lǎojiā zài Fújiàn. 高同志的老家在福建。 Comrade Gāo's family is from Fújiàn.</p>
<p>5. Lǐ tóngzhì shì Sìchuān rén. 李同志是四川。 Comrade Lǐ is from Sìchuān.</p>	<p>Lǐ Tóngzhìde lǎojiā zài Sìchuān. 李同志的老家在四川。 Comrade Lǐ's family is from Sìchuān.</p>
<p>6. Zhōu Tóngzhì shì Zhèjiāng rén. 周同志是浙江。 Comrade Zhōu is from Zhèjiāng.</p>	<p>Zhōu Tóngzhìde lǎojiā zài Zhèjiāng. 周同志的老家在浙江。 Comrade Zhōu's family is from Zhèjiāng.</p>
<p>7. Máo Tóngzhì shì Húnán rén. 毛同志是湖南。 Comrade Máo is from Húnán.</p>	<p>Máo Tóngzhìde lǎojiā zài Húnán. 毛同志的老家在湖南。 Comrade Máo's family is from Húnán.</p>

Statement

Comrade **Máo** is from **Húnán**.

Answer

Comrade **Máo's** family is from **Húnán**.

Response Drill

Table 1.32. Respond according to the cue.

Statement	Cue	Answer
1. Tā àiren zài nǎr? 他/她愛人在哪兒? Where is his/her spouse?	Měiguó 美國	Tā àiren xiànzài zài Měiguó. 他/她愛人現在在美國。 His/Her spouse is in America now.
2. Tā àiren zài nǎr? 他/她愛人在哪兒? Where is his/her spouse?	Jiānádà 加拿大	Tā àiren xiànzài zài Jiānádà. 他/她愛人現在在加拿大。 His/Her spouse is in Canada now.
3. Tā àiren zài nǎr? 他/她愛人在哪兒? Where is his/her spouse?	Yīngguó 英國	Tā àiren xiànzài zài Yīngguó. 他/她愛人現在在英國。 His/Her spouse is in England now.
4. Tā àiren zài nǎr? 他/她愛人在哪兒? Where is his/her spouse?	Déguó 德國	Tā àiren xiànzài zài Déguó. 他/她愛人現在在德國。 His/Her spouse is in Germany now.
5. Tā àiren zài nǎr? 他/她愛人在哪兒? Where is his/her spouse?	Měiguó 美國	Tā àiren xiànzài zài Měiguó. 他/她愛人現在在美國。 His/Her spouse is in America now.
6. Tā àiren zài nǎr? 他/她愛人在哪兒? Where is his/her spouse?	Fàguó 法國	Tā àiren xiànzài zài Fàguó. 他/她愛人現在在法國。 His/Her spouse is in France now.
7. Tā àiren zài nǎr?	Èguó	Tā àiren xiànzài zài Èguó.

Statement	Cue	Answer
他/她愛人在哪兒？	俄國	他/她愛人現在在俄國。
Where is his/her spouse?		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 Province	State or	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 by an American, Timothy Young, now that he is living in Taipei. His Chinese surname is:

- a. *Yáng*
- b. *Tíngfēng*
- c. *Yáng Tíngfēng*

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: *má*

- 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: *nín*

- 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.

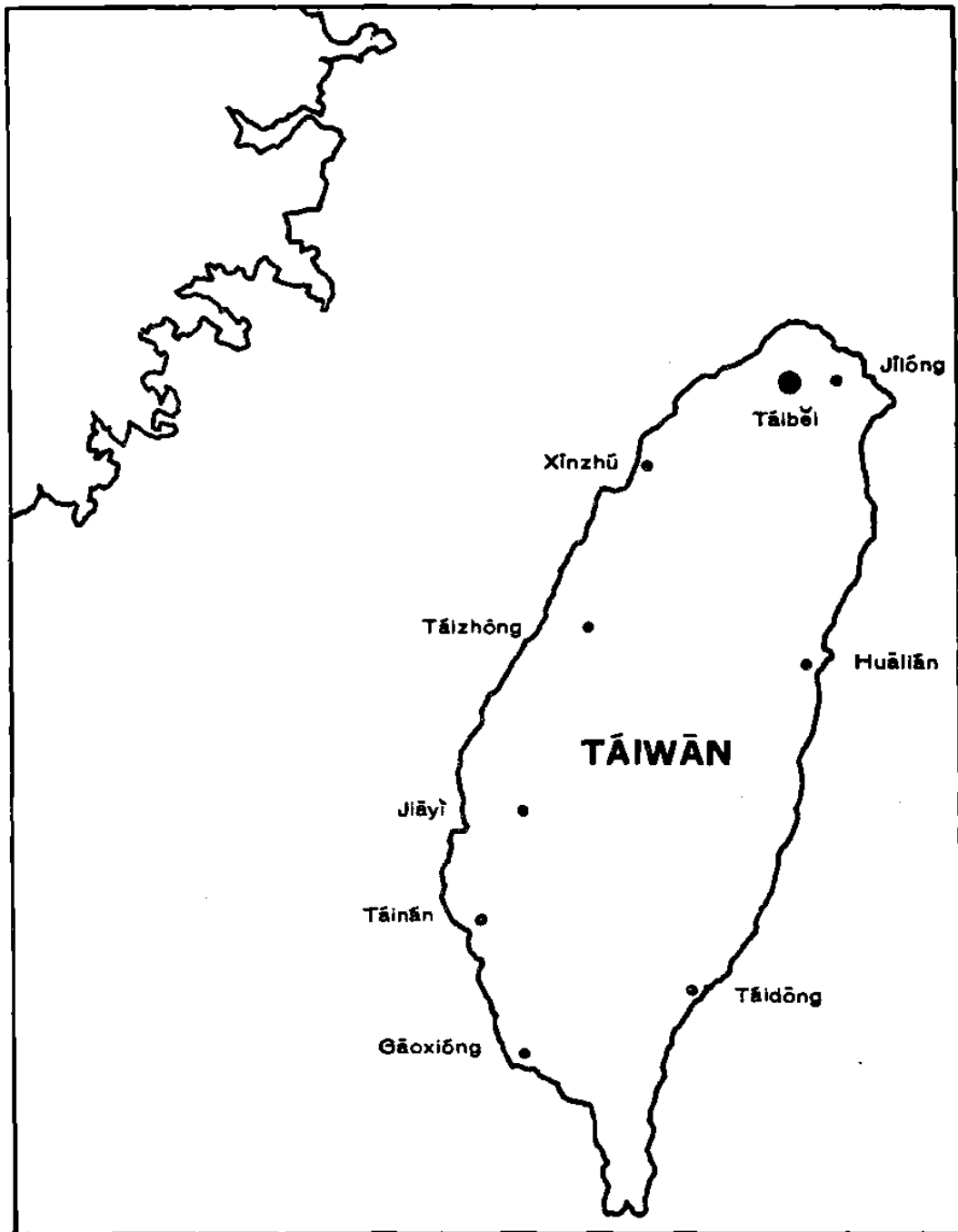
4. This section tests your ability to produce sentences in Chinese. Your instructor will say an English sentence from the Target Lists, and you translate it into Chinese. Your Chinese sentence must “be correct,” both in grammar and in content.
5. This section tests your ability to make conversational 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	阿拉巴馬	Ālābāmǎ
Alaska	阿拉斯加	Ālāsījiā
Arizona	亞利桑那	Yàlīsāngnà
Arkansas	阿肯色	Ākěnsè, Akānsàsī
California	加州, 加利福尼亞	Jiāzhōu, Jiālǐfóniyà
Colorado	科羅拉多	Kēluólādūō
Connecticut	康涅狄格, 康乃狄克	Kāngnièdígé, Kāngnǎidígé
Delaware	特拉華	Tèlāhuá, Délāwēi (ěr)
Florida	弗羅裏達	Fóluólǐdá
Georgia	喬治亞, 佐治亞	Qiáozhìyà, Zuǒzhìyà
Hawaii	夏威夷	Xiàwēiyí
Idaho	愛達荷	Àidáhé
Illinois	伊利諾	Yìlìnuò (sī)
Indiana	印第安納	Yìndiànnà
Iowa	愛奧華	Yīāhuá, Àiāhuá
Kansas	堪薩斯	Kānsàsī
Kentucky	肯塔基	Kěntǎjī
Louisiana	路易斯安那	Lùyìsīānnà
Maine	緬因	Miǎnyīn
Maryland	馬里蘭	Mǎlǐlán
Massachusetts	馬薩諸塞	Mǎsāzhūsài, Mǎshěng
Michigan	密歇根,	Mìxīgēn, Mìzhīān
Minnesota	明尼蘇達	Míngní-sūdǎ
Mississippi	密西西比	Mìxīxībǐ
Missouri	密蘇里	Mìsūlǐ
Montana	蒙大納	Méngdàna
Nebraska	內布拉斯加	Nèibùlāsījiā
Nevada	內華達	Nèihuádá
New Hampshire	新罕布什爾	Xīn Hānbùshí'ěr, Xīn Hǎn- bùxià
New Jersey	新澤西	Xīn Zéxī
New Mexico	新墨西哥	Xīn Mòxīgē

New York	紐約	Niǔyuē
North Carolina	北卡羅來納	Běi Kǎluóláinà, Běi Kǎluólínnà
North Dakota	北達科他	Běi Dákētā, Běi Dákēdá
Ohio	俄亥俄	Éhàié
Oklahoma	俄克拉荷馬	Ékèlāhémǎ, Ākèlāhémǎ
Oregon	俄勒岡	Élègāng
Pennsylvania	賓州, 賓夕法尼亞, 賓西法尼亞	Bīnxhōu, Bīnxīfǎníyà, Bīnxīfǎnníyà
Rhode Island	羅得島	Luódé Dǎo, Luódédàilán
South Carolina	南卡羅來納	Nán Kǎluóláinà, Nán Kǎluólínnà
South Dakota	南達科他	Nán Dákētā
Tennessee	田納西	Tiánnàxī
Texas	得克薩斯	Dézhōu, Dékèsàsī
Utah	猶他	Yóutā, Yōuta
Vermont	佛蒙特	Wēiméngtè, Fóméngtè
Virginia	維吉尼亞, 弗吉尼亞	Wēijíniyà, Fójíniyà
Washington	華盛頓	Huáshèngdùn
West Virginia	西弗吉尼亞	Xī Fójíniyà
Wisconsin	威斯康星	Wēisīkāngxīn(g)
Wyoming	懷俄明	Huáiyémíng

Appendix 5: Canadian Provinces

Alberta	阿爾伯塔, 艾伯塔	(Yǎbódá) Ā'ěrbótǎ, Àibótǎ
British Columbia	英屬哥倫比亞	Yīngshǔ Gēlúnbǐyà
Manitoba	馬尼托巴	Mǎnnítuōbā
New Brunswick	新不倫瑞克	Xīn Bùlúnzīwéikè
Newfoundland	紐芬蘭與拉布拉多	Niǔfēnlándǎo
Northwest Territories	西北領地	Xīběilíngdì
Nova Scotia	新斯科舍	Xīn Sīkèshe
Ontario	安大略省	Āndàlüè
Prince Edward Island	愛德華島	Àidéhuádǎo
Quebec	魁北克	Kuíbèkè
Saskatchewan	薩克其萬, 萨斯喀彻温	Sàkèqíwàn, Sàsīkāchēwēn
Yukon	育空	Yùkōng

Appendix 6: Common Chinese Names

Note

Wikipedia has a nice page about Chinese names, more complete than this short list. Take a look here: https://en.wikipedia.org/wiki/List_of_common_Chinese_surnames#Mainland_China,_Hong_Kong,_Macau,_and_Taiwan

Table 1.33. Surnames

Huáng	黃	Zhōu	周	Liú	劉
Wáng	王	Jiāng	江	Chén	陳
Zhāng	張	Jiǎng	蔣	Yáng	楊
Lǐ	李	Gāo	高	Sīmǎ	司馬
Zhào	趙	Lín	林	Oūyáng	歐陽
Máo	毛	Sūn	孫	Hú	胡
Táng	唐	Sòng	宋	Wú	吳
Mǎ	馬	Fāng	方	Liáng	梁
Qián	錢	Zēng	曾	Hé	何

Table 1.34. Given names (male)

Dáilǐ	達禮	Yǒngpíng	永平	Shàowén	紹文
Mínglǐ	明理	Zìqiáng	自強	Shìyīng	世英
Dànián	大年	Jié	傑	Tíngfēng	廷峯
Shìmín	世民	Zhīyuǎn	知遠	Chéng	誠
Huá	華	Guóquán	國權	Zhènàn	振漢
Déxián	德賢				

Table 1.35. Given names (female)

Juān	娟	Huìwén	蕙文	Mínzhēn	敏貞
Lìróng	麗容	Défen	德芬	Huìrán	蕙然
Wǎnrú	婉如	Lù	露	Bīngyíng	冰瑩
Xiùfēng	秀風	Yùzhēn	玉珍	Zǐyàn	紫燕
Qiǎoyún	巧雲	Měilì	美麗		

Appendix 7: Chinese Provinces

Pinyin spelling	Chinese spelling	Map spelling
Ānhuī	安徽	Anhwei
Fújiàn	福建	Fukien
Gānsù	甘肅	Kansu
Guǎngdōng	廣東	Kvangtung
Guànzhōu	官洲島	Kvangsi
Guǐzhōu	貴州	Kveichou
Hébuǐ/Héběi	河北	Hopeh
Hēilóngjiāng	黑龍江	Heilungkiang
Hénán	河南	Honan
Húběi	湖北	Hupeh
Húnán	湖南	Hunan
Jiāngsū	江蘇	Kiangsu
Jiāngxī	江西	Kiangsi
Jílín	吉林	Kirin
Liáoníng	遼寧	Liaoning
Nèiměnggǔ	內蒙古	Inner Mongolia
Níngxià	寧夏	Ninghai
Qīnghǎi	青海	Tsinghai
Shāndōng	山東	Shantung
Shānxī	山西	Shansi
Shǎnxī	陝西	Shensi
Sìchuān	四川	Szechuan
Táiwān	臺灣	Taiwan
Xīnjiāng	新疆	Xinjiang
Xīzàng	西藏	Tibet
Yúnnán	雲南	Yunnan
Zhèjiāng	浙江	Chekiang

Appendix 8: Chinese Cities

Pinyin spelling	Chinese spelling	Map spelling
Běijīng	北京	Peking
Chángshā	長沙	Ch`ang-sha
Chéngdū	成都	Ch`eng-tu
Dàtóng	大同	Ta-t`ung
Gāoxióng	高雄	Kao-hsiung
Guǎngzhōu	廣州	Canton
Hángzhōu	杭州	Hang-chou
Hánkǒu	漢口	Han-k`ou
Hǎinán	海南	Huai-nan
Jīlóng	基隆	Chi-lung
Kāifēng	開封	K`ai-feng
Nánchāng	南昌	Nan-ch`ang
Nánjīng	南京	Nanking
Qīngdǎo	青島	Tsingtao
Shànghǎi	上海	Shanghai
Táiběi	臺北	Taipei
Táidōng	臺東	T`ai-tung
Táinán	臺南	T`ai-nan
Táizhōng	臺中	T`ai-chung
Tiānjīn	天津	Tientsin
Wúchāng	武昌	Wu-ch`ang
Wǔhàn	武漢	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-1	1 P-1	1&2 D-1	1 C-2	1 P-2
Unit 2:	2	C-1	2 P-1		2 C-2	2 P-2
Unit 3:	3	C-1	3 P-1	3&4 D-1	3 C-2	3 P-2
Unit 4:	4	C-1	4 P-1		4 C-2	4 P-2
Unit 5:	5	C-1	5 P-1	5&6 D-1	5 C-2	5 P-2
Unit 6:	6	C-1	6 P-1		6 C-2	6 P-2
Unit 7:	7	C-1	7 P-1	7&8 D-1	7C-2	7 P-2
Unit 8:	8	C-1	8 P-1		8 C-2	8 P-2

Units 1-4 R-1

Units 5-8 R-1

Classroom Expressions (CE)

CE 2

Time and Dates (T&D)

T&D 1 T&D 2

Unit 1 Target List

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

Unit 2 Target List

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

Unit 3 Target List

- | | | | |
|----|--|---|---|
| 1. | Nǐmen yǒu hái-zi ma?
Yǒu, wǒmen yǒu. | 你们有孩子
有，我们有。 | Do you have children?
Yes, we have. |
| 2. | Liú Xiānsheng méiyǒu
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?

Wǒmen yǒu liǎnge nán-háizi, yíge nǚháizi. | 你们有几个男孩子，几个女孩子？

我们有两个男孩子，一个女孩子。 | How many boys and how many girls do you have?

We have two boys and one girl. |
| 4. | Hú Xiānsheng, Hú tài-tai yǒu jǐge hái-zi?

Tāmen yǒu liǎngge hái-zi.

Shì nánháizi, shì nǚháizi?

Dōu shì nǚháizi. | 胡先生，胡太太有几个孩子？

他们有两个孩子。

是男孩子，是女孩子？

都是女孩子。 | How many children do Mr. and Mrs. Hú have?

They have two children.

Are they boys or girls?

Both of them are girls. |
| 5. | Nǐmen hái-zi dōu zài zhèlǐ ma?

Bù. Liǎngge zài zhèlǐ, yíge hái zài Měiguó. | 你们孩子都在这里吗？

不，两个在这里，一个还在美国。 | Are all your children here?

No. Two are here, and one is still in America. |
| 6. | Nǐ jiālǐ yǒu shénme rén?

Yǒu wǒ tài-tai gēn sānge hái-zi. | 你家里有什么人？

有我太太跟三个孩子。 | What people are in your family?

There's my wife and two children. |
| 7. | Nǐ jiālǐ yǒu shénme rén?

Jiù yǒu wǒ fùqin, mǔqin. | 你家里有什么人？

就有我父亲，母亲。 | What people are in your family?

Just my father and mother. |

Unit 4 Target List

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

Unit 5 Target List

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

Unit 6 Target List

- | | | | |
|----|--|-----------------------|--|
| 1. | Nǐ zhù duō jiǔ?
Wǒ zhù yìnián. | 你住多久?
我住一年。 | How long are you staying?
I'm staying one year. |
| 2. | Nǐ tàitai zài Xiānggǎng zhù duō jiǔ?
Wǒ xiǎng tā zhù liǎngtiān. | 你太太在香港住多久?
我想她住两天。 | How long is your wife staying in Hong Kong?
I think she is staying two days. |
| 3. | Nǐ xiǎng zài Táiwān zhù duō jiǔ?
Wǒ xiǎng zhù liùge yuè. | 你想在台湾住多久?
我想住六个月。 | How long are you thinking of staying in Taiwan?
I'm thinking of staying six months. |
| 4. | Nǐ lái le duō jiǔ le?
Wǒ lái le liǎngge xīnqī le. | 你来了多久了?
我来了两个星期。 | How long have you been here?
I have been here two weeks. |
| 5. | Nǐ tàitai zài Xiānggǎng zhù le duō jiǔ?
Tā zhù le liǎngtiān. | 你太太在香港住了多久?
她住了两天。 | How long did your wife stay in Hong Kong?
She stayed two days. |
| 6. | Lǐ Tàitai méi lái. | 李太太没来。 | Mrs. Lǐ didn't come. |
| 7. | Wǒ cóngqián méi lái guo. Wǒ tàitai lái guo. | 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 nǎlǐ gōngzuò?
B: Wǒ zài Měiguó Guówùyuàn gōngzuò. | 您在哪里工作?
我在美国国务院工作。 | Where do you work?
I work with the State Department. |
| 2. | A: Nǐ zài nǎlǐ gōngzuò?
B: Wǒ shì xuéshēng. | 您在哪里工作?
我是学生。 | Where do you work?
I'm student. |
| 3. | A: Nǐ lái zuò shénme?
B: Wǒ lái niàn shū. | 您来做什么?
我来念书。 | What did you come here to do?
I came here to study. |
| 4. | A: Nǐ niàn shénme?
B: Wǒ xué Zhōngwén. | 你念什么?
我学中文。 | What are you studying?
I'm studying Chinese. |
| 5. | A: Nǐ zài dàxué niànguò lìshǐ ma?
B: Niànguò. | 你在大学念过历史吗?
念过。 | Did you study history in college?
Yes. |
| 6. | A: Nǐmen huì shuō Zhōngwén ma?
B: Wǒ tàitai bú huì shuō, wǒ huì shuō yìdiǎn. | 你们会说中文吗?
我太太不会说，我会说一点。 | Can you speak Chinese?
My wife can't speak it; I can speak it a little. |
| 7. | A: Nǐde Zhōngguó huà hěn hǎo.
B: Nǎlǐ, nǎlǐ. Wǒ jiù huì shuō yìdiǎn. | 你的中国话很好。
哪里，哪里。我就说一点。 | Your Chinese is very good.
Not at all. I can speak only a little. |
| 8. | A: Nǐ shì zài nǎlǐ xuéde Zhōngzén?
B: Wó shì zài Huáshèngdùn xuéde. | 你是在哪里学的中文?
我是在华盛顿学的。 | Where did you study Chinese?
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: Méi you kè le.
没有课了。 | I don't have any more classes. |
| 2. | A: Nǐ cóngqián niàn Yīngwén niànle duō jiǔ?
你从前念英文念了多久? | How long did you study English? |
| | B: Wǒ niàn Yīngwén niànle liùnián.
我念英文念了六年。 | I studied English for six years. |
| 3. | A: Nǐ niàn Fàwén niànle duō 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: Qùnián wǒ hái bú huì xiě Zhōngguó 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 shì jūnrén ma?
你父亲是军人吗? | Is your father a military man? |
| | B: Shì, tā shì hǎijūn jūnguān.
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 méi you?
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 *něige*, "which."

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 drill tape (1D-1).

References

Reference List

(in Běijīng)

- | | | | |
|-----------------|-----------------------------------|-------------|--|
| 1. | A: Qǐngwèn, nǐ zhù zai nǎr? | 请问，你朱在哪儿？ | May I ask, where are you staying? |
| | B: Wǒ zhù zai Běijīng Fàndiàn. | 我住在北京饭店。 | 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 nǎige fàndiàn? | 你住在哪个饭店？ | Which hotel are you staying at? |
| | B: Wǒ zhù zai Běijīng Fàndiàn. | 我住在北京饭店。 | I'm staying at the Beijing Hotel. |
| 4. | A: Nǎiwèi 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: Nǎige rén shì Méi tóngzhì? | 哪个人是梅同志？ | Which person is comrade Méi? |
| | B: Nèige rén shì Méi tóngzhì. | 那个人是梅同志。 | That person is comrade Méi. |
| 6. | A: Nǎiwèi shì Gāo tóngzhì? | 哪位是高同志。 | Which one is comrade Gāo? |
| | B: Nèiwèi shì Gāo tóngzhì. | 那位是高同志。 | That one is comrade Gāo. |
| 7. ^a | A: Nǐ zhù zai zhege fàndiàn ma? | 你住在这个饭店吗？ | Are you staying at this hotel? |

B: **Bù, wǒ bú zhù zai zheige fàndiàn.** 不, 我不住在这个饭店。
No, I'm staying at this hotel.

8. A: **Jiāng tóngzhì! nín zǎo.** 江同志! 您早。
Comrade **Jiāng!** Good morning.

B: **Zǎo. Nuòwǎkè Nǚshì! 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.

Tone sandhi

There is a one sandhi shift here for 2 3rd tones in a row to **hén hǎo**.

9. A: **Qǐngwèn, nǐ shì Měiguó 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.

^aThis exchange occurs on the C-1 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) Mrs. ; Lady
shì	是	yes, that's so.
-wèi	位	polite counter for people
zǎo	早	good morning
zhèi-	这-	this
zhèige	这个	this
zhèiwèi	这位	this one (person)
zhù	住	to stay, to live

Reference Notes

Notes on № 1

1. A: Qǐngwèn, nǐ zhù zai nǎr? 请问, 你朱在哪儿?
May I ask, where are you staying?
- B: Wǒ zhù zai Běijīng Fàndiàn. 我住在北京饭店。
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。
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 nǎige fàndiàn? 你住在哪个饭店?
Which hotel are you staying at?
- B: Wǒ zhù zai Běijīng Fàndiàn. 我住在北京饭店。
I'm staying at the Beijing Hotel.
4. A: Nǎiwèi 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.

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

5. A: Nǎige rén shì Méi tóngzhì? 哪个人是梅同志?
 B: Nèige rén shì Méi tóngzhì. 那个人是梅同志。
6. A: Nǎiwei shì Gāo tóngzhì? 哪位是高同志?
 B: Nèiwèi shì Gāo tóngzhì. 那位是高同志。
7. A: Nǐ zhù zai zheige fàndiàn ma? 你住在这个饭店吗?
 B: Bù, wǒ bú zhù zai zheige fàndiàn. 不, 我不住在这个饭店。

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

Nǎige rén/nèiwèi: To be polite when referring to an adult, you say nǎiwèi 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?
Nǎiwèi		zhù zài Mínhú Fàndiàn.

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

Specifying words		Location words	
nǎige? (nǎge?)	which	nǎr	where
nèige (nàge)	that	nàr (nèr)	there
zhèige (zhège)	this	zhèr (zhàr)	here

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

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

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 tone, 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. 江同志！您早。 Comrade Jiang! Good morning.
- B: Zǎo. Nuòwǎkè Nǚshì! nín hǎo. 早。 Nuòwǎkè Nǚshì! 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 Měiguó nǎrde rén? 请问，你是美国哪儿的人？ 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 comes before the smaller. Similarly, in the question *Nǐ shì Měiguó nǎrde rén?* the name of the country comes before the question word *nǎr*, which is asking for a more detailed location. The larger unit is usually repeated in the answer:

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

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

Drills

Response drill

Respond according to the cue

Table 2.1. Respond according to the cue.

Question	Cue	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 Běijīng 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?	民族饭店	他/她住在民族饭店。

Question	Cue	Answer
<p>Lín Tóngzhì zhù zài nǎr? Where is comrade Lín staying?</p>	<p>Mínzú Fàndiàn the Nationalities Hotel</p>	<p>Tā zhù zài Mínzú Fàndiàn. He/she is staying at the Nationalities Hotel.</p>
<p>7. 黄同志住在哪儿? Huáng Tóngzhì zhù zài nǎr? Where is comrade Huáng staying?</p>	<p>这个饭店 zhèige fàndiàn this hotel</p>	<p>他/她住在这个饭店。 Tā zhù zài zhèige fàndiàn. He/she is staying at this hotel.</p>

Response drill

Table 2.2. Give affirmative response to all questions.

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

Question	Answer
<p>7. 毛女士住在这个饭店吗？</p> <p>Máo Nǚshì zhù zai zhèige fàndiàn ma?</p> <p>Is Mrs. Máo staying at this hotel?</p>	<p>是，她住在这个饭店。</p> <p>Shì, tā zhù zai zhèige fàndiàn.</p> <p>Yes, she is staying at this hotel.</p>

Response drill

Table 2.3. Give negative response to all questions.

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

Question	Answer
<p>7. 宋先生住在这个饭店吗？</p> <p>Sòng Xiānsheng zhù zai zhège fàndiàn ma?</p> <p>Is Mr. Sòng staying at this hotel.</p>	<p>不是，他不住在这个饭店。</p> <p>Bú shì, tā bú zhù zai zhège fàndiàn.</p> <p>No, he is not staying at this hotel.</p>

Response drill

Table 2.4. Give either a negative or an affirmative response, according to the cue.

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

Question	Cue	Answer
Is comrade Liú staying at this hotel?		No, he/she is not staying at this hotel.
6. 蒋同志住在那个饭店?	那个饭店	是, 他/她住在那个饭店。
Jiāng Tóngzhì zhù zai nèige fàndiàn ma?	nèige fàndiàn	Shì, tā zhù zai nèige fàndiàn.
Is Comrade Jiāng staying at that hotel?	that hotel	Yes, he/she is staying at that hotel.
7. 张同志住在北京饭店吗?	民族饭店	不是, 他/她不住在北京饭店。
Zhāng Tóngzhì zhù zai Běijīng Fàndiàn ma?	Mínzǔ Fàndiàn	Bú shì, tā bú zhù zai Běijīng Fàndiàn.
Is Comrade Zhāng staying at the Běijīng Hotel?	Nationalities Hotel	No, he/she is not staying at the Běijīng Hotel.

Transformation drill

Table 2.5. Change the less polite form *Nèige rén* and *Zhèige rén* to the more polite form *Nèiwèi* and *Zhèiwèi*.

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

Response drill

Table 2.6. Respond to **něige fàndiàn?** "which hotel according to the cue.

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

Question	Cue	Answer
Which hotel is comrade Huáng staying at?		He/she is staying at the Nationalities Hotel.
6. 林同志住在哪个饭店? Lín Tóngzhì zhù zai nǐge fàndiàn?	这个饭店 zhèige fàndiàn this hotel	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn.
Which hotel is comrade Lín staying at?		He/she is staying at this hotel.
7. 刘同志住在哪个饭店? Liú Tóngzhì zhù zai nǐge fàndiàn?	这个饭店 zhèige fàndiàn this hotel	他/她住在这个饭店。 Tā zhù zai zhèige fàndiàn.
Which hotel is comrade Liú staying at?		He/she is staying at this hotel.

Response drill

Table 2.7. Respond to *něige rén* "which person" with *Nèige rén*, "that person".

Question	Answer
<p>1. 请问，哪个人是王德贤？</p> <p><i>Qǐnwèn, něige rén shì Wáng Déxián?</i></p> <p>May I ask, which person is <i>Wáng Déxián</i>?</p>	<p>那个人是王德贤。</p> <p><i>Nèige rén shì Wáng Déxián.</i></p> <p>That person is <i>Wáng Déxián</i>.</p>
<p>2. 请问，哪个人是赵世民？</p> <p><i>Qǐngwèn, něige rén shì Zhào Shìmín?</i></p> <p>May I ask, which person is <i>Zhào Shìmín</i>?</p>	<p>那个人是赵世民。</p> <p><i>Nèige rén shì Zhào Shìmín.</i></p> <p>That person is <i>Zhào Shìmín</i>.</p>
<p>3. 请问，哪个人是林宝兰？</p> <p><i>Qǐngwèn, něige rén shì Lín Bǎolán?</i></p> <p>May I ask, which person is <i>Lín Bǎolán</i>?</p>	<p>那个人是林宝兰。</p> <p><i>Nèige rén shì Lín Bǎolán.</i></p> <p>That person is <i>Lín Bǎolán</i>.</p>
<p>4. 请问，哪个人是高廷峰？</p> <p><i>Qǐngwèn, něige rén shì Gāo Tíngfēng?</i></p> <p>May I ask, which person is <i>Gāo Tíngfēng</i>?</p>	<p>那个人是高廷峰。</p> <p><i>Nèige rén shì Gāo Tíngfēng.</i></p> <p>That person is <i>Gāo Tíngfēng</i>.</p>
<p>5. 请问，哪个人是张婉如？</p> <p><i>Qǐngwèn, něige rén shì Zhāng Wǎnrú?</i></p> <p>May I ask, which person is <i>Zhāng Wǎnrú</i>?</p>	<p>那个人是张婉如。</p> <p><i>Nèige rén shì Zhāng Wǎnrú.</i></p> <p>That person is <i>Zhāng Wǎnrú</i>.</p>
<p>6. 请问，哪个人是胡美玲？</p> <p><i>Qǐngwèn, něige rén shì Hú Měilíng?</i></p> <p>May I ask, which person is <i>Hú Měilíng</i>?</p>	<p>那个人是胡美玲。</p> <p><i>Nèige rén shì Hú Měilíng.</i></p> <p>That person is <i>Hú Měilíng</i>.</p>

Question	Answer
<p>7. 请问，哪个人是宋知远？</p> <p>Qǐngwèn, nǎige rén shì Sòng Zhīyuǎn?</p> <p>May I ask, which person is Sòng Zhīyuǎn?</p>	<p>那个人是宋知远。</p> <p>Nèige rén shì Sòng Zhīyuǎn.</p> <p>That person is Sòng Zhīyuǎn.</p>

Transformation drill

Table 2.8. Ask the appropriate "which" or "where" question according to the statement.

Statement	Question
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 zài Běijīng Fàndiàn. He/she is staying at the Běijīng Hotel.	他/她住在哪个饭店？ Tā zhù zài nǎige 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 zài Mínzú Fàndiàn. He/she is staying at the Nationalities Hotel.	他/她住在哪个饭店？ Tā zhù zài nǎige 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?

Statement	Question
8. 他/她住在这个饭店。 Tā zhù zài zhèige fàndiàn. He/she is staying at this hotel.	他/她住在哪个饭店？ Tā zhù zài 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-1 and P-1 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 nǎlǐ? | 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 Amba-
sador Hotel. |
| 2. | A: Nǐ zhù zài nǎlǐ? | 你住在哪
理？ | Where are you staying? |
| | B: Wǒ zhù zài zhèlǐ. | 我住在
这里。 | I'm staying here. |
| | A: Tā ne? | 他呢？ | How about him? |
| | B: Tā zhù zài nǎlǐ. | 他住在
那里。 | He is staying there. |
| 3. | A: Nǐ zhù zài nǎlǐ? | 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 nǎlǐ? | 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 péngyou de dìzhǐ shì ...? | 你朋友的
地质是……？ | What is your friend's ad-
dress? |
| | B: Tā de dìzhǐ shì jīè Sīshìèrhào. | 他的地质
是大力街四
十二号。 | His address is № 42 Dàlǐ
Street. |
| 6. ^a | A: Nǐ shì Wèi Shǎoxiǎo ba? | 你是魏少
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?
 B: *Shìde.* 是的。
8. A: *Nǐ péngyou xiànzài zài nǎli gōngzuò?* 你朋友现在在哪里工作?
 B: *Tā zài Táinán gōngzuò.* 他在台南工作。
- 9.^c A: *Nǐ zài nǎli gōngzuò?* 你在哪里工作?
 B: *Wǒ zài Wǔguānchù gōngzuò.* 我在武官处工作。
- 10.^d A: *Nǐ zài nǎli gōngzuò?* 你在哪里工作?
 B: *Wǒ zài yínháng gōngzuò.* 我在银行工作。
- 11.^e A: *Nǐ péngyou zài Táiběi gōngzuò ma?* 你朋友在台北工作吗?
 B: *Tā bú zài Táiběi gōngzuò. Tā zài Táizhōng gōngzuò.* 他不在台北工作。他在台中工作。

^aThis exchange occurs on the C-1 tape only

^bThis exchange occurs on the P-1 tape only

^cThis exchange occurs on the C-1 tape only

^dThis exchange occurs on the P-1 tape only

^eThis 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	一号	number (in address)
jiā	家	home, house
jiē	街	street
lù	路	road
nà-	那一	that
nàge	那个	that (one)
nǎli	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 Zōngshǔ	美国国际通 信高	U.S. International Communications Agency
Měiguó Yínháng	美国银行	Bank of America
Táiwān Yínháng	台湾银行	Bank of Taiwan
Yóuzhèngjú	邮政高	post office

Reference Notes

Notes on №1-2

1. A: **Nǐ zhù zài náli?** 你住在哪
理?
B: **Wǒ zhù zài Guóbīn Dàfàndiàn.** 我住在国宾
大饭店。
- Where are you staying?
I'm staying at the Amba-
sador Hotel.
2. A: **Nǐ zhù zài náli?** 你住在哪
理?
B: **Wǒ zhù zài zhèli.** 我住在
这
理。
A: **Tā ne?** 他呢?
B: **Tā zhù zài nàli.** 他住在
那
理。
- Where are you staying?
I'm staying here.
How about him?
He is staying there.

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

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

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

Compare:

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?
B: **Wǒ zhù zài péngyou jiā.** 我住在朋友
家。
- Where are you staying?
I'm staying at a friend's
home.

4. A: **Nǐ péngyou jiā zài nǎlǐ?** 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 péngyou de dìzhǐ shì ...?** 你朋友的地质是……? What is your friend's address?
 B: **Tā de dìzhǐ shì jī èr sì shí èr hào.** 他的地质是大力街四十二号。 His address is № 42 Dàlǐ street.

Péngyou de 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 péngyou de 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 big part in the decision.

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

You might expect the question *Nǐ péngyou de 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?* 你是魏少校吧? 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:

<i>Nǐ shì Wèi Shàoxiào ba?</i>	Aren't you Major Weiss?
	You are Major Weiss, aren't you?
	You must be Major Weiss.
<i>Nà shì Guóbīn Dàfàndiàn ba?</i>	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.

²The word *di-* is sometimes translated "number," as in *dìyī*, "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?
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Notes on №8-11

8. A: **Nǐ péngyou xiànzài zài nǎli gōngzuò?** 你朋友现在在哪里工作?
 B: **Tā zài Táinán gōngzuò.** 他在台南工作。
9. A: **Nǐ zài nǎli gōngzuò?** 你在哪里工作?
 B: **Wǒ zài Wǔguānchù gōngzuò.** 我在武官处工作。
10. A: **Nǐ zài nǎli gōngzuò?** 你在哪里工作?
 B: **Wǒ zài yínháng gōngzuò.** 我在银行工作。
11. A: **Nǐ péngyou zài Táiběi gōngzuò ma?** 你朋友在台北工作吗?
 B: **Tā bú zài Táiběi gōngzuò. Tā zài Táizhōng gōngzuò.** 他不在台北工作。他在台中工作。

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

Zài gōngzuò: Compare these two sentences:

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

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

You have also seen **zài** used as a prepositional verb in the sentence **nǐ zhù zài nǎli?** "Where do you live?" —literally, "You live at where?" Notice that in this sentence the prepositional verb phrase **zài nǎli** comes after the main verb **zhù**. In the sentence **Nǐ zài nǎli gōngzuò?** the prepositional verb phrase **zài nǎli** comes before the main verb **gōngzuò**. Many things, such as stress, contrast, and other objects in the sentence, can influence the order of the prepositional verb phrase and the main verb.

In some cases, either order may be used, as in **Nǐ zài nǎli zhù?** or **Nǐ zhù zài nǎli?** In other cases, the word order is fixed, as in **Nǐ zài nǎli gōngzuò?** For text examples, it will be pointed out whether or not the word order may be changed, and the reasons will be given.

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

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

Drills

Response drill

Table 2.9. Answer according to the cue

Question	Cue	Answer
<p>1. 李先生住在那里？ Lǐ Xiānsheng zhù zài nǎlǐ? Where is Mr. Lǐ staying?</p>	<p>国宾大饭店 Guóbīn Dàfàndiàn Ambassador Hotel</p>	<p>他住在国宾大饭店。 Tā zhù zài Guóbīn Dàfàndiàn. He is staying at the Ambassador Hotel.</p>
<p>2. 高先生住在那里？ Gāo Xiānsheng zhù zài nǎlǐ? Where is Mr. Gāo staying?</p>	<p>圆山大饭店 Yuánshān Dàfàndiàn Yuánshān hotel</p>	<p>他住在圆山大饭店。 Tā zhù zài Yuánshān Dàfàndiàn. He is staying at the Yuánshān hotel.</p>
<p>3. 杨先生住在哪里？ Yáng Xiānsheng zhù zài nǎlǐ? Where is Mr. Yáng staying?</p>	<p>第一大饭店 Dìyī Dàfàndiàn Grand Hotel</p>	<p>他住在第一大饭店。 Tā zhù zài Dìyī Dàfàndiàn. He is staying at the Grand Hotel.</p>
<p>4. 唐先生住在哪里？ Táng Xiānsheng zhù zài nǎlǐ? Where is Mr. Táng staying?</p>	<p>这里 zhèlǐ here</p>	<p>他住在这里。 Tā zhù zài zhèlǐ. He is staying here.</p>
<p>5. 司马先生住在哪里？ Sīmǎ Xiānsheng zhù zài nǎlǐ? Where is Mr. Sīmǎ staying?</p>	<p>那里 nàlǐ there</p>	<p>他住在那里。 Tā zhù zài nàlǐ. He is staying there.</p>

Question	Cue	Answer
6. 王住在哪里？ Wáng Xiānsheng zhù zai nǎli? 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 2.10. Answer according to the cue.

Question	Cue	Answer
1. 他朋友家在那里？ Tā péngyou jiā zài nǎlǐ? 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 nǎlǐ? 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 nǎlǐ? Where is Mr. Wáng's house?	农安街 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 nǎlǐ? 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 nǎlǐ? Where is Mr. Mǎ's house?	中山路 Zhōng-shān Lù Zhōng-shān 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 nǎlǐ? 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 2.11. According to each cue, respond with the appropriate street number on **dàlǐ Jiē**

Question	Cue	Answer
<p>1. 你朋友的地质是……？</p> <p>Nǐ péngyou de dìzhǐ shì ...?</p> <p>What is your friend's address?</p>	<p>四十二号</p> <p>42 hào</p> <p>number 42</p>	<p>他/她的地质是大理解四十二号。</p> <p>Tā de dìzhǐ shì dàlǐ Jiē Sìshíèrhào.</p> <p>His/her address is number 42 dàlǐ street.</p>
<p>2. 你朋友的地质是……？</p> <p>Nǐ péngyou de dìzhǐ shì ...?</p> <p>What is your friend's address?</p>	<p>十四号</p> <p>40 hào</p> <p>number 40</p>	<p>他/她的地质是大理解十四号。</p> <p>Tā de dìzhǐ shì dàlǐ Jiē Sìshíhào.</p> <p>His/her address is number 40 dàlǐ street.</p>
<p>3. 你朋友的地质是……？</p> <p>Nǐ péngyou de dìzhǐ shì ...?</p> <p>What is your friend's address?</p>	<p>九十五号</p> <p>95 hào</p> <p>number 95</p>	<p>他/她的地质是大理解九十五号。</p> <p>Tā de dìzhǐ shì dàlǐ Jiē Jiùshíwǔhào.</p> <p>His/her address is number 95 dàlǐ street.</p>
<p>4. 你朋友的地质是……？</p> <p>Nǐ péngyou de dìzhǐ shì ...?</p> <p>What is your friend's address?</p>	<p>二十六号</p> <p>26 hào</p> <p>number 26</p>	<p>他/她的地质是大理解二十六号。</p> <p>Tā de dìzhǐ shì dàlǐ Jiē Èrshíliùhào.</p> <p>His/her address is number 26 dàlǐ street.</p>
<p>4. 你朋友的地质是……？</p> <p>Nǐ péngyou de dìzhǐ shì ...?</p> <p>What is your friend's address?</p>	<p>七十七号</p> <p>77 hào</p> <p>number 77</p>	<p>他/她的地质是大理解七十七号。</p> <p>Tā de dìzhǐ shì dàlǐ Jiē Qīshíqīhào.</p>

Question	Cue	Answer
		His/her address is number 77 dàlǐ street.
<p>6. 你朋友的地质是……？</p> <p>Nǐ péngyou de dìzhǐ shì ...?</p> <p>What is your friend's address?</p>	<p>六十八号</p> <p>68 hào</p> <p>number 68</p>	<p>他/她的地质是大理解六十八号。</p> <p>Tā de dìzhǐ shì dàlǐ Jiē Liùshíbáhào.</p> <p>His/her address is number 68 dàlǐ street.</p>
<p>7. 你朋友的地质是……？</p> <p>Nǐ péngyou de dìzhǐ shì ...?</p> <p>What is your friend's address?</p>	<p>四十四号</p> <p>44 hào</p> <p>number 44</p>	<p>他/她的地质是大理解四十四号。</p> <p>Tā de dìzhǐ shì dàlǐ Jiē Sìshísìhào.</p> <p>His/her address is number 44 dàlǐ street.</p>

Response drill

Table 2.12. Give the appropriate **Táiwān** street addresses according to the cue.

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

Question	Cue	Answer
What is your friend's address?	42 dàlǐ street	His/her address is number 42 dàlǐ street.
6. 你朋友的地质是……？ Nǐ péngyou de dìzhǐ shì...?	敦化路五十五号	他/她的地质是敦化路五十五号。
What is your friend's address?	Dūnhuà Lù 55 hào	Tā de dìzhǐ shì Dūnhuà Lù Wǔshiwǔhào.
	55 Dūnhuà road	His/her address is number 55 Dūnhuà road.
7. 你朋友的地质是……？ Nǐ péngyou de dìzhǐ shì...?	博愛路九十四号	他/她的地质是博愛路九十四号。
What is your friend's address?	Bóài Lù 94 hào	Tā de dìzhǐ shì Bóài Lù Jiǔshísìhào.
	94 Bóài road	His/her address is number 94 Bóài road.

Transformation drill

Table 2.13. Transform the sentence according to the model.

Statement	Answer
<p>1. 马太太家在大理解四十二号。</p> <p>Mǎ Tàitai jiā zài Dàlǐ Jiē Sìshìèrhào.</p> <p>Mǎ's house is at N°42 Dàlǐ street.</p>	<p>她的地质是大理解四十二号。</p> <p>Tā de dìzhǐ shì Dàlǐ Jiē Sìshìèrhào.</p> <p>Her address is N°42 Dàlǐ street.</p>
<p>2. 赵太太家在博愛路九十四号。</p> <p>Zhào Tàitai jiā zài Bóài Lù Jiǔshìsìhào.</p> <p>Mrs. Zhào's house is at N°94 Bóài road.</p>	<p>她的地质是博愛路九十四号。</p> <p>Tā de dìzhǐ shì Bóài Lù Jiǔshìsìhào.</p> <p>Her address is N°94 Bóài road.</p>
<p>3. 李太太家在敦化路五十五号。</p> <p>Lǐ Tàitai jiā zài Dūnhuà Lù Wúshíwǔhào.</p> <p>Mrs. Lǐ's house is at Dūnhuà road.</p>	<p>她的地质是敦化路五十五号。</p> <p>Tā de dìzhǐ shì Dūnhuà Lù Wúshíwǔhào.</p> <p>Her address is N°55 Dūnhuà road.</p>
<p>4. 胡太太家在農安街七十五号</p> <p>Hú Tàitai jiā zài Nóngān Jiē Qīshíwǔhào.</p> <p>Mrs. Hú's house is at N°75 Nóngān street.</p>	<p>她的地质是農安街七十五号。</p> <p>Tā de dìzhǐ shì Nóngān Jiē Qīshíwǔhào.</p> <p>Her address is N°75 Nóngān street.</p>
<p>5. 高太太家在大理解四十二号。</p> <p>Gāo Tàitai jiā zài Dàlǐ Jiē Sìshìèrhào.</p> <p>Mrs. Gāo's house is at N°42 Dàlǐ street.</p>	<p>她的地质是大理解四十二号。</p> <p>Tā de dìzhǐ shì Dàlǐ Jiē Sìshìèrhào.</p> <p>Her address is N°42 Dàlǐ street.</p>
<p>6. 王太太家在博愛路九十四号。</p> <p>Wáng Tàitai jiā zài Bóài Lù Jiǔshìsìhào.</p> <p>Mrs. Wáng's house is at N°94 Bóài road.</p>	<p>她的地质是博愛路九十四号。</p> <p>Tā de dìzhǐ shì Bóài Lù Jiǔshìsìhào.</p> <p>Her address is N°94 Bóài road.</p>

Statement	Answer
<p>7. 林太太家在敦化路五十五号。</p> <p>Lín Tàitai jiā zài Dūnhuà Lù Wúshiwǔhào.</p> <p>Mrs. Lín's house is at N°55 Dūnhuà road</p>	<p>她的地质是敦化路五十五号。</p> <p>Tā de dìzhǐ shì Dūnhuà Lù Wúshiwǔhào.</p> <p>Her address is N°55 Dūnhuà road.</p>

Transformation drill

Table 2.14. Change each **ma?** question to a **ba?** question.

Statement	Answer
1. 您是魏少校吗？ 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. 那是圆山大饭店吗？ Nà shì Yuánshān Dàfàndiàn ma? Is that the Yuánshān hotel?	那是圆山大饭店把？ Nà shì Yuánshān Dàfàndiàn ba? That is the Yuánshān hotel, isn't it?

Response drill

Table 2.15. Answer according to the cue.

Question	Cue	Answer
1. 他/她在那里工作？ Tā zài nǎlǐ 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 nǎlǐ 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 nǎlǐ 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 nǎlǐ 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 nǎlǐ gōngzuò? Where dos he/she works?	基隆 Jīlóng Chi-lung	他/她在基隆工作。 Tā zài Jīlóng gōngzuò. He/she works in Chi-lung.
6. 他/她在那里工作？ Tā zài nǎlǐ 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 nǎlǐ 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 2.16. Answer with a positive answer.

Question	Answer
<p>1. 他/她在邮政高工作吗？ Tā zài yóuzhèngjǔ gōngzuò ma? Does he/she work at the post office?</p>	<p>对了，他/她在邮政高工作。 Dùì le, tā zài yóuzhèngjǔ gōngzuò. Yes, he/she works at the post office.</p>
<p>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?</p>	<p>对了，他/她在武官处工作。 Dùì le, tā zài Wǔguānchù gōngzuò. Yes, he/she works at the military at- tache's office.</p>
<p>3. 他/她在银行工作吗？ Tā zài yínháng gōngzuò ma? Does he/she works at the bank?</p>	<p>对了，他/她在银行工作。 Dùì le, tā zài yínháng gōngzuò. Yes, he/she works at the bank?</p>
<p>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?</p>	<p>对了，他/她在美国银行工作。 Dùì le, tā zài Měiguó yínháng gōngzuò. Yes, he/she works at the American bank.</p>
<p>5. 他/她在台湾银行工作吗？ Tā zài Táiwān yínháng gōngzuò ma? Does he/she works at the Táiwān bank?</p>	<p>对了，他/她在台湾银行工作。 Dùì le, tā zài Táiwān yínháng gōngzuò. Yes, he/she works at the Táiwān bank.</p>
<p>6. 他/她在武官处工作吗？ Tā zài Wǔguānchù gōngzuò ma? Does he/she works at the military attache's office?</p>	<p>对了，他/她在武官处工作。 Dùì le, tā zài Wǔguānchù gōngzuò. Yes, he/she works at the military at- tache's office.</p>
<p>7. 他/她在邮政高工作吗？</p>	<p>对了，他/她在邮政高工作。</p>

Question

Tā zài yóuzhèngjú gōngzuò ma?

Does he/she work at the post office?

Answer

Duì le, tā zài yóuzhèngjú gōngzuò.

Yes, he/she works at the post office.

Transformation drill

Table 2.17. Add **xiànzài**, "now" to each statement.

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

Statement	Answer
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 2.18. Make each statement negative by changing **zài** to **bú zài**.

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

Statement	Answer
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 2.19. Give negative responses to the questions, adding correct information according to the cue.

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

Question	Cue	Answer
Does Mr. Lín work there?	here	<p>Tā bú zài nàlǐ gōngzuò; tā zài zhèlǐ gōngzuò.</p> <p>He doesn't work there; he works here.</p>
<p>6. 刘小姐在台北工作吗？</p> <p>Liú xiǎojiě zài Táiběi gōngzuò ma?</p> <p>Does Miss Liú work in Taipei?</p>	<p>台中</p> <p>Táizhōng</p> <p>Táizhōng</p>	<p>她不在台北工作。她在台中工作。</p> <p>Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.</p> <p>She doesn't work in Taipei; she works in Táizhōng.</p>

Response drill

Table 2.20. Give an affirmative or negative response according to each cue.

Question	Cue	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。 Dùi le, tā zài Táiběi gōngzuò. 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 zài 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 Jīlóng Chi-lung	他/她不在台中工作吗。他/她在基隆工作。 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 zhèlì gōngzuò ma? Does he/she work here?	这里 zhèlì here	对了, 他/她在这里工作。 Dùi le, tā zài zhèlì gōngzuò. Yes, he/she works here.
5. 他/她在邮政高工作吗? Tā zài yóuzhèngjū gōngzuò ma? Does he/she work at the post office?	台湾银行 Táiwān yínháng bank of Taiwan	他/她不在邮政高工作。他/她在台湾银行工作吗。 Tā bú zài yóuzhèngjū gōngzuò; tā zài Táiwān yínháng gōngzuò.

Question	Cue	Answer
<p>6. 他/她在武官处工作吗？</p> <p>Tā zài Wǔguānchù gōngzuò ma?</p> <p>Does he/she work at the defense attache office?</p>	<p>这里</p> <p>zhèli</p> <p>here</p>	<p>He/she doesn't work at the post office. He/she works at the bank of Taiwan.</p> <p>他/她不在武官处工作。 他/她在这里工作。</p> <p>Tā bú zài Wǔguānchù gōngzuò; tā zài zhèli gōngzuò.</p> <p>No, he/she doesn't work at the defense attache office. He/she works here.</p>
<p>7. 他/她在美国银行工作吗？</p> <p>Tā zài Měiguó yínháng gōngzuò ma?</p> <p>Does he/she work at the bank of America?</p>	<p>美国银行</p> <p>Měiguó yínháng</p> <p>bank of America</p>	<p>对了，他/她在美国银行工作。</p> <p>Duì le, tā zài Měiguó yínháng gōngzuò.</p> <p>Yes, he/she works at the bank of America.</p>

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-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: Nǐmen yǒu hái-zi 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 méiyǒu Měiguó péngyou. | 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 hái-zi? | 你们有几个孩子？ | How many children do you have? |
| | B: Wǒmen yǒu sānge hái-zi. | 我们有三个孩子。 | We have three children. |
| 4. | A: Nǐmen yǒu jǐge nánhái-zi, jǐge nǚhái-zi? | 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 nánhái-zi, yīge nǚhái-zi. | 我们有两个男孩子，一个女孩子。 | We have two boys and one girl. |
| 5. | B: Shì nánhái-zi, shì nǚhái-zi? | 是男孩子，是女孩子？ | Are they boys or girls? |
| | A: Tāmen dōu shì nǚhái-zi. | 他们都是女孩子。 | All of them are girls. |
| 6. | B: Hú xiānsheng, tàitai ne? tāmen yǒu jǐge hái-zi? | 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 hái zi. 他们有两个孩子。 They have two children.
- B: Shì nán hái zi, shì nǚ hái zi? 是男孩子，是女孩子？ Are they boys or girls?
- A: Dōu shì nǚ hái zi. 都是女孩子。 Both of them are girls.
7. A: Nǐmen hái zi dōu zài zhè lǐ ma? 你们孩子都在这里吗？ Are all your children here?
- B: Bù, liǎngge zài zhè lǐ, yí ge hái zi zài Měi guó. 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 jiā lǐ yǒu shén me rén? 你家里有什么人？ What people are (there) in your family?
- B: Yǒu wǒ tài tai gēn sān ge hái zi. 有我太太跟三个孩子。 There's my wife and three children.
9. B: Nǐ jiā lǐ yǒu shén me rén? 你家里有什么人？ What people are (there) in your family?
- A: Jiù (yǒu) wǒ fù qin, mǔ qin. 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	妈妈	momma, mom, mother
dōu	都	all, both
fùqin	父亲	father
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
jǐge	几个	how many
jiù	就	only, just
liǎng-	两	two
méi	没	not, not to have
mèiyǒu	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-	女—	female
nǚháizi	女孩子	girl
tāmen	他们	they, them
wǒmen	我们	we, us
yǒu	有	to have, there is
zhǐ	只	only
yíng le	赢了	I('ve) won

Reference Notes

Notes on №1

1. A: **Nǐmen yǒu hái zi 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 hái zi is a perfectly good sentence, even though the only accurate translation is the clumsy "We have one or more children." We would prefer to have enough information to translate it either as "We have a child" or as "We have children."

At times this ambiguity is an advantage. When you ask **Nǐmen yǒu hái zi ma?** you do not, after all, know whether you are referring to one child or to more than one child. To cover both bets in the same way in English, we have to say "Do you have any children?"

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 méiyǒu Měiguó péngyou.** 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)

Méi you: 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**.

³A 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 hái zi?** 你们有几个孩子?
 B: **Wǒmen yǒu sānge hái zi.** 我们三个孩子。
4. A: **Nǐmen yǒu jǐge nán hái zi, jǐge nǚ hái zi?** 你们有几个男孩子, 几个女孩子?
 B: **Wǒmen yǒu liǎngge nán hái zi, yīge nǚ hái zi.** 我们两个男孩子, 一个女孩子。

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 **ji-** 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 **yīge pùbù**, "one waterfall." You have already found the general counter **-ge** in specifying expressions such as **něige hái zi**, "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**:

yīge liǎngge sānge sìge wǔge liùge qīge bāge 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, **nán péng you**, "boyfriend," and **nǚ tóng zhì** "(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?* 胡先生，太
tāmen yǒu jǐge hái zi? 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 hái zi.* 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 hái zi dōu zài zhè li ma?* 你们孩子都
在这里吗？ Are all your children
here?
B: *Bù, liǎngge zài zhè li, yíge hái zi hái zài Měi guó.* 不，两个在
这里，一个
还在美国。 No. Two are here, and one
is still in America.

Shì nánháizi, shì 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 jiā li yǒu shén me 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:

- as "have," with a personal subject: **Wǒmen yǒu sānge háizi** . "We have three children."
- 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 Lǚ. Wǒ xìng Lǚ.

I'm not surnamed **Lǐ** and I'm not surnamed **Lǚ**. I'm surnamed **Lǚ**.

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

Not parallel				
Yǒu	wǒ tàitai Possessor noun	gēn	sānge 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. A more widely used and understood word for "only" is zhǐ. Thus the answer in exchange 9 could also be: Zhǐ yǒu wǒ fùqīn, mǔqīn.

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."

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

Drills

Response Drill

Table 2.21. Give affirmative answers, using **yǒu**.

Statement	Answer
<p>1. 他/她有美国朋友吗？</p> <p>Tā yǒu Měiguó péngyou ma?</p> <p>Does he/she have any American friend?</p>	<p>有，他/她有美国朋友。</p> <p>Yǒu, tā yǒu Měiguó péngyou.</p> <p>Yes, he/she has some American friend.</p>
<p>2. 他/她有中国朋友吗？</p> <p>Tā yǒu Zhōngguó péngyou ma?</p> <p>Does he/she have any Chinese friend?</p>	<p>有，他/她有中国朋友。</p> <p>Yǒu, tā yǒu Zhōngguó péngyou.</p> <p>Yes, he/she has some Chinese friend.</p>
<p>3. 他/她有德国朋友吗？</p> <p>Tā yǒu Déguó péngyou ma?</p> <p>Does he/she have any German friend?</p>	<p>有，他/她有德国朋友。</p> <p>Yǒu, tā yǒu Déguó péngyou.</p> <p>Yes, he/she has some German friend.</p>
<p>4. 他/她有日本朋友吗？</p> <p>Tā yǒu Rìběn péngyou ma?</p> <p>Does he/she have any Japanese friend?</p>	<p>有，他/她有日本朋友。</p> <p>Yǒu, tā yǒu Rìběn péngyou.</p> <p>Yes, he/she has some Japanese friend.</p>
<p>5. 他/她有加拿大朋友吗？</p> <p>Tā yǒu Jiānádà péngyou ma?</p> <p>Does he/she have any Canadian friend?</p>	<p>有，他/她有加拿大朋友。</p> <p>Yǒu, tā yǒu Jiānádà péngyou.</p> <p>Yes, he/she has some Canadian friend.</p>
<p>6. 他/她有俄国朋友吗？</p> <p>Tā yǒu èguó péngyou ma?</p>	<p>有，他/她有俄国朋友。</p> <p>Yǒu, tā yǒu èguó péngyou.</p>

Statement	Answer
Does he/she have any Russian friend?	Yes, he/she has some Russian friend.
7. 他/她有英国朋友吗？	有，他/她有英国朋友。
Tā yǒu Yīngguó péngyou ma?	Yǒu, tā yǒu Yīngguó péngyou.
Does he/she have any English friend?	Yes, he/she has some English friend.

Response drill

Table 2.22. Give affirmative answers using **yǒu**.

Statement	Answer
1. 他/她有哥哥吗? Tā yǒu gēge ma? Does he/she have an older brother?	有, 他/她有哥哥。 Yǒu, tā yǒu gēge. Yes, he/she has an older brother.
2. 他/她有姐姐吗? Tā yǒu jiějie ma? Does he/she have an older sister?	有, 他/她有姐姐。 Yǒu, tā yǒu jiějie. Yes, he/she has an older sister.
3. 他/她有弟弟吗? Tā yǒu dìdi ma? Does he/she have a younger brother?	有, 他/她有弟弟。 Yǒu, tā yǒu dìdi. Yes, he/she has a younger brother.
4. 他/她有妹妹? Tā yǒu mèimei ma? Does he/she have a younger sister?	有, 他/她有妹妹。 Yǒu, tā yǒu mèimei. Yes, he/she has a younger sister.
5. 他/她们有孩子吗? Tāmen yǒu hái zi ma? Does he/she have children?	有, 他/她们有孩子。 Yǒu, tāmen yǒu hái zi. Yes, he/she has children.
6. 他/她们有男孩子? Tāmen yǒu nán hái zi ma? Does he/she have boys?	有, 他/她们有男孩子。 Yǒu, tāmen yǒu nán hái zi. Yes, he/she has boys.
7. 他/她们有女孩子? Tāmen yǒu nǚ hái zi ma? Does he/she have girls?	有, 他/她们有女孩子。 Yǒu, tāmen yǒu nǚ hái zi. Yes, he/she has girls.

Response drill

Table 2.23. Give negative answers using **méiyou**.

Statement	Answer
<p>1. 张先生有姐姐吗？</p> <p>Zhāng xiānsheng yǒu jiějie ma?</p> <p>Does Mr. Zhāng have an older sister?</p>	<p>没有，张先生没有姐姐。</p> <p>Méi you, Zhāng xiānsheng méiyou jiějie.</p> <p>No, Mr. Zhāng doesn't have an older sister.</p>
<p>2. 王先生有路女子吗？</p> <p>Wáng xiānsheng yǒu nǚháizi ma?</p> <p>Does Mr. Wáng have a daughter?</p>	<p>没有，王先生没有女孩子。</p> <p>Méi you, Wáng xiānsheng méiyou nǚháizi.</p> <p>No, Mr. Wáng doesn't have a daughter.</p>
<p>3. 林先生有妹妹吗？</p> <p>Lín xiānsheng yǒu mèimei ma?</p> <p>Does Mr. Lín have a younger sister?</p>	<p>没有，林先生没有妹妹。</p> <p>Méi you, Lín xiānsheng méiyou mèimei.</p> <p>No, Mr. Lín doesn't have a younger sister.</p>
<p>4. 马太太有哥哥吗？</p> <p>Mā tàitai yǒu gēge ma?</p> <p>Does Mrs. Mā have an older brother?</p>	<p>没有，马太太没有哥哥。</p> <p>Méi you, Mā tàitai méiyou gēge.</p> <p>No, Mrs. Mā doesn't have an older brother.</p>
<p>5. 黄小姐有弟弟吗？</p> <p>Huáng xiǎojiě yǒu dìdi ma?</p> <p>Does Miss Huáng have a younger brother?</p>	<p>没有，黄小姐没有弟弟。</p> <p>Méi you, Huáng xiǎojiě méiyou dìdi.</p> <p>No, Miss Huáng doesn't have a younger brother.</p>
<p>6. 马先生，马太太有孩子吗？</p> <p>Mǎ xiānsheng, Mǎ tàitai yǒu háiizi ma?</p> <p>Do Mr. Mǎ, Mrs. Mǎ have children?</p>	<p>没有，马先生，马太太没有孩子。</p> <p>Méi you, Mǎ xiānsheng, Mǎ tàitai méiyou háiizi.</p>

Statement	Answer
	No, Mr. Mǎ , Mrs. Mǎ don't have children.
7. 杨太太有男孩子吗？ Yáng tàitai yǒu nánháizi ma? Does Mrs. Yáng have boys?	没有，杨太太没有男孩子。 Méi you, Yáng tàitai méiyǒu nánháizi. No, Mrs. Yáng doesn't 'have boys.

Response drill

Table 2.24. Give a negative or affirmative response to each question according to the cue.

Question	Cue	Answer
1. 你有弟弟吗？ Nǐ yǒu dìdì ma? Do you have a younger brother?	有 yǒu yes	有，我有弟弟。 Yǒu, wǒ yǒu dìdì. Yes, I have a younger brother.
2. 你有弟弟吗？ Nǐ yǒu dìdì ma? Do you have an older brother?	没有 méiyou no	没有，我没有弟弟。 Méi you, wǒ méiyou dìdì. No, I don't have an older brother.
3. 他/她有妹妹吗？ Tā yǒu mèimei ma? Does he/she have a younger sister?	没有 méiyou no	没有，他/她没有妹妹。 Méi you, tā méiyou mèimei. No, he/she doesn't have a younger sister.
4. 王同志有哥哥吗？ Wáng tóngzhì yǒu gēge ma? Does comrade Wáng have an older brother?	有 yǒu yes	有，王同志有哥哥。 Yǒu, Wáng tóngzhì yǒu gēge. Yes, comrade Wáng has an older brother.
5. 他们有孩子吗？ Tāmen yǒu hái zi ma? Do you have children?	有 yǒu yes	有他们有孩子。 Yǒu, tāmen yǒu hái zi. Yes, we have children.
6. 高同志有英国朋友吗？ Gāo tóngzhì yǒu Yīngguó péngyou ma? Does comrade Gāo have an English friend?	没有 méiyou no	没有，高同志没有英国朋友。 Méi you, Gāo tóngzhì méiyou Yīngguó péngyou. No, comrade Gāo doesn't have an English friend.

Question	Cue	Answer
7. 陈先生有法国朋友吗？ Chén xiānsheng yǒu Fàguó péngyou ma? Does Mr. Chén have a French friend?	有 yǒu yes	有，陈先生有法国朋友。 Yǒu, Chén xiānsheng yǒu Fàguó péngyou. Yes, Mr. Chén has a French friend.

Transformation drill

Table 2.25. Change each **ma** question to a **jǐ** question.

Statement	Answer
1. 他们有孩子吗？ Tāmen yǒu hái'izi ma? Do they have any children?	他们有几个孩子？ Tāmen yǒu jǐge hái'izi? How many children do they have?
2. 王先生有姐姐吗？ Wáng xiānsheng yǒu jiějie ma? Does Mr. Wáng have an older sister?	王先生有几个姐姐？ Wáng xiānsheng yǒu jǐge jiějie? How many older sisters does have Mr Wáng?
3. 他们有男孩子吗？ Tāmen yǒu nánhái'izi ma? Do they have any boys?	他们有几个男孩子？ Tāmen yǒu jǐge nánhái'izi? How many boys do they have?
4. 你们有女孩子吗？ Nǐmen yǒu nǚhái'izi ma? Do you have daughters?	你们有几个女孩子？ Nǐmen yǒu jǐge nǚhái'izi? How many daughters do you have?
5. 方小姐有哥哥吗？ Fāng xiǎojiě yǒu gēge ma? Does Miss Fāng have an older brother?	方小姐有几个哥哥？ Fāng xiǎojiě yǒu jǐge gēge? How many older brothers does Miss Fāng have?
6. 赵太太有弟弟吗？ Zhào tàitai yǒu dìdi ma? Does Mrs. Zhào have a younger brother?	赵太太有几个弟弟？ Zhào tàitai yǒu jǐge dìdi? How many younger brothers does Mrs. Zhào have?
7. 他/她有中国朋友吗？ Tā yǒu Zhōngguó péngyou ma? Does he/she have a Chinese friend?	他/她有几个中国朋友？ Tā yǒu jǐge Zhōngguó péngyou?

Statement

Answer

How many Chinese friends does he/
she have?

Response drill

Table 2.26. Respond to the questions according to the cue.

Question	Cue	Answer
<p>1. 张同志有几个孩子？</p> <p>Zhāng tóngzhì yǒu jǐge hái- zi?</p> <p>How many children does comrade Zhāng have?</p>	2	<p>张同志有两个孩子。</p> <p>Zhāng tóngzhì yǒu liǎngge hái-zi.</p> <p>Comrade Zhāng has 2 chil- dren.</p>
<p>2. 赵同志有几个女孩子？</p> <p>Zhào tóngzhì yǒu jǐge nǚhái-zi?</p> <p>How many daughters does comrade Zhào have?</p>	1	<p>赵同志有一个女孩子。</p> <p>Zhào tóngzhì yǒu yíge nǚhái-zi.</p> <p>Comrade Zhào has 1 daugh- ter.</p>
<p>3. 陈同志有几个男孩子？</p> <p>Chén tóngzhì yǒu jǐge nán- hái-zi?</p> <p>How many boys does com- rade Chén have?</p>	3	<p>陈同志有三个男孩子。</p> <p>Chén tóngzhì yǒu sāngè nán- hái-zi.</p> <p>Comrade Chén has 3 boys.</p>
<p>4. 江同志有几个美国朋友？</p> <p>Jiāng tóngzhì yǒu jǐge Měiguó péngyou.</p> <p>How many American friends does comrade Jiāng have?</p>	5	<p>江同志有五个美国朋友。</p> <p>Jiāng tóngzhì yǒu wǔge Měiguó péngyou.</p> <p>Comrade Jiāng has 5 Ameri- can friends.</p>
<p>5. 方同志有几个妹妹？</p> <p>Fāng tóngzhì yǒu jǐge mèimei?</p> <p>How many younger sisters does comrade Fāng have?</p>	1	<p>方同志有一个妹妹。</p> <p>Fāng tóngzhì yǒu yíge mèimei.</p> <p>Comrade Fāng has 1 younger sister.</p>
<p>6. 王先生有几个中国朋友？</p> <p>Wáng xiānsheng yǒu jǐge Zhōngguó péngyou?</p>	2	<p>王先生有两个中国朋友。</p> <p>Wáng xiānsheng yǒu liǎngge Zhōngguó péngyou.</p>

Question	Cue	Answer
How many Chinese friends does Mr. Wáng have?		Mr. Wáng has 2 Chinese friends.
7. 他/她有几个哥哥？ Tā yǒu jǐge gēge? How many older brothers does he/she have?	3	他/她有三个哥哥。 Tā yǒu sānge gēge. He/she has 3 older brothers.

Expansion drill

Table 2.27. Add te cues to the questions.

Question	Cue	Answer
<p>1. 他/她有一个男孩子？</p> <p>Tā yǒu jǐge nánháizi?</p> <p>How many sons does he/she have?</p>	<p>女孩子</p> <p>nǚháizi</p> <p>daughter</p>	<p>他有几个男孩子，几个女孩子？</p> <p>Tā yǒu jǐge nánháizi, jǐge nǚháizi?</p> <p>How many sons and how many daughters does he/she have?</p>
<p>2. 黄先生有几个美国朋友？</p> <p>Huáng xiānsheng yǒu jǐge Měiguó péngyou?</p> <p>How many American friends does Mr. Huáng have?</p>	<p>法国朋友</p> <p>Fàguó péngyou</p> <p>French friend</p>	<p>黄先生有几个美国朋友，几个法国朋友？</p> <p>Huáng xiānsheng yǒu jǐge Měiguó péngyou, jǐge Fàguó péngyou?</p> <p>How many American friends and how many French friends does Mr. Huáng have?</p>
<p>3. 李太太有几个哥哥？</p> <p>Lǐ tàitai yǒu jǐge gēge?</p> <p>How many older brothers does Mrs. Lǐ have?</p>	<p>弟弟</p> <p>dìdi</p> <p>younger brother</p>	<p>李太太有几个哥哥，几个弟弟？</p> <p>Lǐ tàitai yǒu jǐge gēge, jǐge dìdi?</p> <p>How many older brothers and how many younger brothers does Mrs. Lǐ have?</p>
<p>4. 孙小姐有几个姐姐？</p> <p>Sūn xiǎojiě yǒu jǐge jiějie?</p> <p>How many older sisters does Miss Sūn have?</p>	<p>妹妹</p> <p>mèimei</p> <p>younger sister</p>	<p>孙小姐有几个姐姐，几个妹妹？</p> <p>Sūn xiǎojiě yǒu jǐge jiějie, jǐge mèimei?</p> <p>How many older sisters and how many younger sisters does Miss Sūn have?</p>
<p>5. 他们有几个英国朋友？</p>	<p>德国朋友</p>	<p>他们有几个英国朋友，几个德国朋友？</p>

Question	Cue	Answer
<p>Tāmen yǒu jǐge Yīngguó péngyou?</p> <p>How many English friends do they have?</p>	<p>Déguó péngyou</p> <p>German friend</p>	<p>Tāmen yǒu jǐge Yīngguó péngyou, jǐge Déguó péngyou?</p> <p>How many English and German friends do they have?</p>
<p>6. 宋先生有几个男孩子？</p> <p>Sòng xiānsheng yǒu jǐge nánháizi?</p> <p>How many sons does Mr. Sòng have?</p>	<p>女孩子</p> <p>nǚháizi</p> <p>daughter</p>	<p>宋先生有几个男孩子，几个女孩子？</p> <p>Sòng xiānsheng yǒu jǐge nánháizi, jǐge nǚháizi?</p> <p>How many sons and how many daughters does Mr. Sòng have?</p>
<p>7. 他/她有几个哥哥？</p> <p>Tā yǒu jǐge gēge?</p> <p>How many older brothers does he/she have?</p>	<p>姐姐</p> <p>jiějie</p> <p>older sister</p>	<p>他/她有几个哥哥，几个姐姐？</p> <p>Tā yǒu jǐge gēge, jǐge jiějie?</p> <p>How many older brother sand how many older sisters does he/she have?</p>

Response drill

Table 2.28. Answer according to the cue.

Question	Cue	Answer
<p>1. 他/她有几个男孩子，几个女孩子？</p> <p>Tā yǒu jǐge nánháizi, jǐge nǚháizi?</p> <p>How many sons and how many daughters does he/she have?</p>	2	<p>他/她就有两个男孩子，没有女孩子。</p> <p>Tā jiù yǒu liǎngge nánháizi, méiyǒu nǚháizi.</p> <p>He/she has only two sons, no daughters.</p>
<p>2. 李先生有几个哥哥，几个姐姐？</p> <p>Lǐ xiānsheng yǒu jǐge gēge, jǐge jiějie?</p> <p>How many older brothers and how many older sisters does Mr. Lǐ have?</p>	1	<p>他/她就有一个哥哥，没有姐姐。</p> <p>Tā jiù yǒu yíge gēge, méiyǒu jiějie.</p> <p>He/she has only one older brother and no older sister.</p>
<p>3. 张小姐有几个姐姐，几个妹妹？</p> <p>Zhāng xiǎojiě yǒu jǐge jiějie, jǐge mèimei?</p> <p>How many older sisters and how many younger sisters does Miss Zhāng have?</p>	2	<p>他/她就有两个姐姐，没有妹妹。</p> <p>Tā jiù yǒu liǎngge jiějie, méiyǒu mèimei.</p> <p>He/she has only two older sisters and no younger sister.</p>
<p>4. 周太太有几个哥哥，几个弟弟？</p> <p>Zhōu tàitai yǒu jǐge gēge, jǐge dìdi?</p> <p>How many older brothers and how many younger brothers does Mrs. Zhōu have?</p>	1	<p>他/她就有一个哥哥，没有弟弟。</p> <p>Tā jiù yǒu yíge gēge, méiyǒu dìdi.</p> <p>He/she has only one older brother, no younger brother.</p>
<p>5. 胡先生有几个弟弟，几个妹妹？</p>	2	<p>他就有两个弟弟，没有妹妹。</p>

Question	Cue	Answer
<p>Hú xiānsheng yǒu jǐge dìdi, jǐge mèimei?</p> <p>How many younger brothers and how many younger sisters does Mr. Hú have?</p>		<p>Tā jiù yǒu liǎngge dìdi, méiyǒu mèimei.</p> <p>He has only two younger brothers and no younger sister.</p>
<p>6. 他/她有几个法国朋友，几个德国朋友？</p> <p>Tā yǒu jǐge Fàguó péngyou, jǐge Déguó péngyou?</p> <p>How many French friends and how many German friends does he/she have?</p>	<p>2</p>	<p>他/她就有两个法国朋友，没有德国朋友。</p> <p>Tā jiù yǒu liǎngge Fàguó péngyou, méiyǒu Déguó péngyou.</p> <p>He/she has only two French friends and no German friend.</p>
<p>7. 他们有几个男孩子，几个女孩子？</p> <p>Tāmen yǒu jǐge nánháizi, jǐge nǚháizi?</p> <p>How many sons and how many daughters do they have?</p>	<p>1</p>	<p>他们只有一个男孩子，没有女孩子。</p> <p>Tāmen jiù yǒu yíge nánháizi, méiyǒu nǚháizi.</p> <p>They have only one son and no daughter.</p>

Response drill

Table 2.29. Respond according to the cue.

Question	Cue	Answer
<p>1. 他/她有几个男孩子，几个女孩子？</p> <p>Tā yǒu jǐge nánháizi, jǐge nǚháizi?</p> <p>How many sons and how many daughters does he/she have?</p>	2, 3	<p>他/她有两个男孩子，三个女孩子。</p> <p>Tā yǒu liǎngge nánháizi, sānge nǚháizi.</p> <p>He/she has 2 sons and 3 daughters.</p>
<p>2. 周同志有几个哥哥，几个弟弟？</p> <p>Zhōu tóngzhì yǒu jǐge gēge, jǐge dìdì?</p> <p>How many older brothers and how many younger brothers does comrade Zhōu have?</p>	1, 2	<p>周同志有一个哥哥，两个弟弟。</p> <p>Zhōu tóngzhì yǒu yíge gēge, liǎngge dìdì.</p> <p>Comrade Zhōu has one older brother and two younger brothers.</p>
<p>3. 张同志有几个姐姐，几个妹妹？</p> <p>Zhāng tóngzhì yǒu jǐge jiějie, jǐge mèimei?</p> <p>How many older sisters and how many younger sisters does comrade Zhāng have.</p>	3, 1	<p>张同志有三个姐姐，一个妹妹。</p> <p>Zhāng tóngzhì yǒu sānge jiějie, yíge mèimei.</p> <p>Comrade Zhāng has 3 older sisters and one younger sister.</p>
<p>4. 他们有几个中国朋友，几个日本朋友？</p> <p>Tāmen yǒu jǐge Zhōngguó péngyou, jǐge Rìběn péngyou?</p> <p>How many Chinese friends and how many Japanese friends do they have?</p>	5, 1	<p>他们有五个中国朋友，一个日本朋友。</p> <p>Tāmen yǒu wǔge Zhōngguó péngyou, yíge Rìběn péngyou.</p> <p>They have 5 Chinese friends and one Japanese friend.</p>
<p>5. 陈同志有几个英国朋友，几个德国朋友？</p>	3, 2	<p>陈同志有三个英国朋友，两个德国朋友。</p>

Question	Cue	Answer
<p>Chén tóngzhì yǒu jǐge Yīngguó péngyou, jǐge Déguó péngyou?</p> <p>How many English friends and how many German friends does comrade Chén have?</p>		<p>Chén tóngzhì yǒu sānge Yīngguó péngyou, liǎngge Déguó péngyou.</p> <p>Comrade Chén has 3 English friends and 3 German friends.</p>
<p>6. 刘同志有几个男孩子，几个女孩子？</p> <p>Liú tóngzhì yǒu jǐge nánháizi, jǐge nǚháizi?</p> <p>How many sons and how many daughters does comrade Liú have?</p>	<p>2, 2</p>	<p>刘同志有两个男孩子，两个女孩子。</p> <p>Liú tóngzhì yǒu liǎngge nánháizi, liǎngge nǚháizi.</p> <p>Comrade Liú has 2 sons and 2 daughters.</p>
<p>7. 他/她有几个姐姐，几个哥哥？</p> <p>Tā yǒu jǐge jiějie, jǐge gēge?</p> <p>How many older sisters and how many older brothers does he/she have?</p>	<p>1, 3</p>	<p>他/她有一个姐姐，三个哥哥。</p> <p>Tā yǒu yíge jiějie, sānge gēge.</p> <p>He/she has one older sister and 3 older brothers.</p>

Response drill

Table 2.30. The speaker will ask you 2 questions for each exchange. Use the number cue to answer the first question. Answer the second question with **Dōu** and the first alternative.

Question	Cue	Answer
1. 请问，他们有几个孩子？ Qǐnwèn, tāmen yǒu jǐge háizi? May I ask, how many children do you have?	2 2 2	他们有两个孩子。 Tāmen yǒu liǎngge háizi. They have 2 children.
2. 是男孩子，是女孩子？ Shì nánháizi, shì nǚháizi? Are they boys or girls?	都 Dōu all	都是男孩子。 Dōu shì nánháizi. Both of them are boys.
3. 请问，他/她有几个兄弟？ Qǐnwèn, tā yǒu jǐge xiōngdì? May I ask, how many brothers does he/she have?	3 3 3	他/她有三个兄弟。 Tā yǒu sāngē xiōngdì. He/she has 3 brothers.
4. 是哥哥，是弟弟？ Shì gēge, shì dìdì? Are they older or younger brothers?	都 Dōu all	都是哥哥。 Dōu shì gēge. All of them are older brothers.
5. 请问，他/她有几个姐妹？ Qǐngwèn, tā yǒu jǐge jiěmèi? May I ask, how many sisters does he/she have?	2 2 2	他/她有两个姐妹。 Tā yǒu liǎngge jiěmèi. He/she has 2 sisters.
6. 是姐姐，是妹妹？ Shì jiějie, shì mèimei?	都 Dōu all	都是姐姐。 Dōu shì jiějie.

Question	Cue	Answer
Are they older or younger sisters?		Both of them are older sisters.
7. 请问, 他/她有几个中国朋友?	4	他/她有四个中国朋友。
Qǐngwèn, tā yǒu jǐge Zhōngguó péngyou?	4	Tā yǒu sìge Zhōngguó péngyou.
May I ask, how many Chinese friends does he/she have?	4	He/she has 4 Chinese friends.
8. 是男朋友, 是女朋友?	都	都是男朋友。
Shì nán péngyou, shì nǚ péngyou?	Dōu	Dōu shì nán péngyou.
Are they male or female friends?	all	All of them are male friends.
9. 请问, 他/她有几个美国朋友?	2	他/她有两个美国朋友。
Qǐngwèn, tā yǒu jǐge Měiguó péngyou?	2	Tā yǒu liǎngge Měiguó péngyou.
May I ask, how many American friends does he/she have?	2	He/she has 2 American friends.
10. 是男朋友, 是女朋友?	都	都是男朋友。
Shì nán péngyou, shì nǚ péngyou?	Dōu	Dōu shì nán péngyou.
Are they male or female friends?	all	Both of them are male friends.
11. 请问, 他/她有几个孩子。	3	他/她有三个孩子。
Qǐngwèn, tā yǒu jǐge háizi?	3	Tā yǒu sāngè háizi.
May I ask, how many children does he/she have?	3	He/she has 3 children.
12. 是男孩子, 是女孩子?	都	都是男孩子。
Shì nán háizi, shì nǚ háizi?	Dōu	Dōu shì nán háizi.

Question	Cue	Answer
Are they boys or girls?	all	All of them are boys.
13. 请问，他们有几个孩子。	5	他们有五个孩子。
Qǐngwèn, tāmen yǒu jǐge háizi?	5	Tāmen yǒu wǔge háizi.
May I ask, how many children do they have?	5	They have 5 children.
14. 是男孩子，是女孩子？	都	都是男孩子。
Shì nánháizi, shì nǚháizi?	Dōu	Dōu shì nánháizi.
Are they boys or girls?	all	All of them are boys.

Substitution drill

Table 2.31. Substitute the cue .

Question	Cue	Answer
<p>1. 请问，你们家里有什么人？</p> <p>Qǐngwèn, nǐmen jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in your family?</p>	<p>他们</p> <p>tāmen</p> <p>they</p>	<p>请问，他们家里有什么人？</p> <p>Qǐngwèn, tāmen jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in their family?</p>
<p>2. 请问，他们家里有什么人？</p> <p>Qǐngwèn, tāmen jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in their family?</p>	<p>方先生</p> <p>Fāng xiānsheng</p> <p>Mr. Fāng</p>	<p>请问，方先生有什么人？</p> <p>Qǐngwèn, Fāng xiānsheng jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in Mr. Fāng family?</p>
<p>3. 请问，方先生家里有什么人？</p> <p>Qǐngwèn, Fāng xiānsheng jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in Mr. Fāng family?</p>	<p>张小姐</p> <p>Zhāng xiǎojiě</p> <p>Miss Zhāng</p>	<p>请问，张小姐家里有什么人？</p> <p>Qǐngwèn, Zhāng xiǎojiě jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in Miss Zhāng family?</p>
<p>4. 请问，张小姐家里有什么人？</p> <p>Qǐngwèn, Zhāng xiǎojiě jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in Miss Zhāng family?</p>	<p>李明理</p> <p>Lǐ Mínglǐ</p> <p>Lǐ Mínglǐ</p>	<p>请问，李明理家里有什么人？</p> <p>Qǐngwèn, Lǐ Mínglǐ jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in Lǐ Mínglǐ family?</p>
<p>5. 请问，李明理家里有什么人？</p> <p>Qǐngwèn, Lǐ Mínglǐ jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in Lǐ Mínglǐ family?</p>	<p>你哥哥</p> <p>nǐ gēge</p> <p>your older brother</p>	<p>请问，你哥哥家里有什么人？</p> <p>Qǐngwèn, nǐ gēge jiāli yǒu shénme rén?</p>

Question	Cue	Answer
<p>6. 请问，你哥哥家里有什么人？</p> <p>Qǐngwèn, nǐ gēge jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in your older brother's family?</p>	<p>你朋友</p> <p>nǐ péngyou</p> <p>your friend</p>	<p>May I ask, what people are (there) in your older brother's family?</p> <p>请问，你朋友家里有什么人？</p> <p>Qǐngwèn nǐ péngyou jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in your friend's family?</p>
<p>7. 请问，你朋友家里有什么人？</p> <p>Qǐngwèn, nǐ péngyou jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in your friend's family?</p>	<p>你爸爸</p> <p>nǐ bàba</p> <p>your father</p>	<p>请问，你爸爸家里有什么人？</p> <p>Qǐngwèn, nǐ bàba jiāli yǒu shénme rén?</p> <p>May I ask, what people are (there) in your father's family?</p>

Expansion drill

Table 2.32. Add the cue and *gēn* to each sentence.

Question	Cue	Answer
1. 他/她有一个孩子。 Tā yǒu yíge hái'zi. He/she has one child.	太太 tàitai wife	有他/她太太跟一个孩子。 Yǒu tā tàitai gēn yíge hái'zi. There are his wife and one child.
2. 胡先生有一个妹妹。 Hú xiānsheng yǒu yíge mèimei. Mr. Hú has one younger sister.	母亲 mǔqin mother	有他母亲跟一个妹妹。 Yǒu tā mǔqin gēn yíge mèimei. There are his mother and one younger sister.
3. 李小姐有两个弟弟。 Lǐ xiǎojiě yǒu liǎngge dìdi. Miss Lǐ has 2 younger brothers.	姐姐 jiějie older sister	有她姐姐跟两个弟弟。 Yǒu tā jiějie gēn liǎngge dìdi. There are her older sister and two younger brothers.
4. 刘先生有一个女孩子。 Liú xiānsheng yǒu yíge nǚhái'zi. Mr. Liú has one daughter.	母亲 mǔqin mother	有他母亲跟一个女孩子。 Yǒu tā mǔqin gēn yíge nǚhái'zi. There are his mother and one daughter.
5. 林太太有三个男孩子。 Lín tàitai yǒu sānge nánhái'zi. Mrs. Lín has 2 boys.	先生 xiānsheng husband	有她先生跟三个男孩子。 Yǒu tā xiānsheng gēn sānge nánhái'zi. There are her husband and 3 boys.
6. 他/她有一个姐姐。 Tā yǒu yíge jiějie. He has one older sister.	父亲 fùqin father	有他/她父亲跟一个姐姐。 Yǒu tā fùqin gēn yíge jiějie.

Question	Cue	Answer
		There are his/her older sister and his/her father.
<p>7. 王先生有四个孩子。</p> <p>Wāng xiānsheng yǒu sìge háizi.</p> <p>Mr. Wāng has 4 children.</p>	<p>太太</p> <p>tàitai</p> <p>wife</p>	<p>有他太太跟四个孩子。</p> <p>Yǒu tā tàitai gēn sìge háizi.</p> <p>There are his wife and 4 children.</p>

Response drill

Table 2.33. Answer to the question according to the cue.

Question	Cue	Answer
<p>1. 他们孩子都在这里吗？</p> <p>Tāmen háizi dōu zài zhèli ma?</p> <p>Are all of their children here?</p>	<p>美国</p> <p>Měiguó</p> <p>America</p>	<p>不，一个在这里，一个还在美国。</p> <p>Bù, yíge zài zhèli, yíge hái zài Měiguó.</p> <p>No, one is here, and one is still in America.</p>
<p>2. 他/她哥哥，姐姐都在这里吗？</p> <p>Tā gēge, jiějie dōu zài zhèli ma?</p> <p>Are his/her older brother and older sister both here?</p>	<p>加州</p> <p>Jiāzhōu</p> <p>California</p>	<p>不，一个在这里，一个还在加州。</p> <p>Bù, yíge zài zhèli, yíge hái zài Jiāzhōu.</p> <p>No, one is here, and one is still in California.</p>
<p>3. 他/她美国朋友都在这里吗？</p> <p>Tā měiguó péngyou dōu zài zhèli ma?</p> <p>Are his/her American friends all here?</p>	<p>台中</p> <p>Táizhōng</p> <p>T'ai-chung</p>	<p>不，一个在，一个还在台中。</p> <p>Bù, yíge zài zhèli, yíge hái zài Táizhōng.</p> <p>No, one is here, and one is still in T'ai-chung.</p>
<p>4. 他/她弟弟，妹妹都在中国吗？</p> <p>Tā dìdi, mèimei dōu zài Zhōngguó ma?</p> <p>Are his/her younger brother and younger sister both here?</p>	<p>德州</p> <p>Dézhōu</p> <p>Texas</p>	<p>不，一个在中国，一个还在德州。</p> <p>Bù, yíge zài Zhōngguó, yíge hái zài Dézhōu.</p> <p>No, one is in China, one is still in Texas.</p>
<p>5. 王先生的孩子都在德州吗？</p> <p>Wáng zīānsheng de háizi dōu zài Dézhōu ma?</p>	<p>加州</p> <p>Jiāzhōu</p> <p>California</p>	<p>不，一个在德州，一个还在加州。</p> <p>Bù, yíge zài Dézhōu, yíge hái zài Jiāzhōu.</p>

Question	Cue	Answer
<p>Are Mr. Wáng's children all here?</p>		<p>No, one is in Texas, and one is still in California.</p>
<p>6. 那两位先生都在上海吗？ Nèi liǎngwèi xiānsheng dōu zài Shànghǎi ma? Are they both in Shànghǎi?</p>	<p>青岛 Qīngdǎo Qīngdǎo</p>	<p>不，一个在上海，一个还在青岛。 Bù, yíge zài Shànghǎi, yíge hái zài Qīngdǎo. No, one is in Shànghǎi, one is in Qīngdǎo.</p>
<p>7. 他们孩子都在香港吗？ Tāmen háizi dōu zài Xiāngǎng ma? Are their children all in Hong-Kong?</p>	<p>美国 Měiguó America</p>	<p>不，一个在香港，一个还在美国。 Bù, yíge zài Xiāngǎng, yíge hái zài Měiguó. No, one is in Hong-Kong, one is still in America.</p>

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-1 and P-1 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
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 dào de? | 她是什么时
候到的? | When did she arrive? |
| | B: Tā shì zuótiān dào de. | 她是昨天到
的。 | She arrived yesterday. |
| 7. | A: Nǐ shì yíge rén lái de ma? | 你是一个人
来的吗? | Did you come alone? |
| | B: Bú shì, wǒ bú shì yíge rén lái de. | 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 nǎitiān zǒu? 你哪天走? What day are you leaving?
B: Wǒ jīntiān zǒu. 我今天走。 I'm leaving today.

Vocabulary

érzi	二字	son
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 (míngtian)	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	是的	emphatic agreement
-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 Tàinán gōngzuò.** as "He works in Tainan" assuming a present context. But in a past context we could translate it as "He worked in Tainan; and in a future context we could translate it as "He will work in Tainan." The verb form **gōngzuò** does not tell you what time is being talked about. You have to look elsewhere for that information, perhaps to a time expression like "last year" or "now" or "tomorrow," or to the conversational setting.

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,

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

Tā lái le ma? "Has he come?"

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

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 dào de?** 她是什么时候到的?
 B: **Tā shì zuótiān dào de.** 她是昨天到的。
7. A: **Nǐ shì yíge rén lái de ma?** 你是一个人来的吗?
 B: **Bú shì, wǒ bú shì yíge rén lái de.** 不是，我不是一个人来的。

(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 lái le méiyǒu?	Did he come?
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and you would be answered either

Tā lái le.	He came.
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or

Tā méi lái.	He didn't come.
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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 shì shénme shíhou lái de?	When did he come?
Tā shì zuótiān lái de.	He came yesterday.
Tā shì yíge rén lái de ma?	Did he come alone?
Tā shì yíge rén lái de.	He came alone.

⁵On 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 shì shénme shíhou lái de?* the additional information is the time when something happens.

In *Tā shì yíge rén lái de 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:

<i>Tā shì zuótiān lái de ma?</i>	Was it yesterday that he came?
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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:

<i>Tā lái le ma?</i>	Has he come?
<i>Lái le.</i>	Yes, he has.
<i>Tā shì zuótiān lái de ma?</i>	Did he come YESTERDAY?
<i>Shì, tā shì zuótiān lái de.</i>	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:

<i>Tā shì jīntiān lái.</i>	She is coming (later) today.
<i>Tā shì jīntiān lái de.</i>	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 shì...de*. Compare this with the negatives you have already learned:

<i>Tā</i>		<i>shì</i>	<i>zuótiān</i>		<i>lái</i>	<i>-de</i>	It was YESTERDAY that he came.
<i>Tā</i>	<i>bú</i>		<i>zuótiān</i>		<i>lái</i>	<i>-de</i>	It wasn't YESTERDAY that he came.

<i>Tā</i>					<i>lái</i>	<i>le.</i>	He has come.
<i>Tā</i>			<i>hái</i>	<i>méi</i>	<i>lái.</i>		He hasn't come.

<i>Tā</i>			<i>míngtiān</i>		<i>lái.</i>		He is coming tomorrow.
<i>Tā</i>			<i>míngtiān</i>	<i>bù</i>	<i>lái.</i>		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 shì yíge rén lái de ma?	Did you come alone?
Shì, wǒ shì yíge rén lái de.	Yes, I came alone.
Búshì, wǒ bú shì yíge rén lái de.	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 nǎitiān 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

Transformation drill

Table 2.34. Transform the question according to the model.

	Question	Answer
	你爱人来吗？	你爱人来了吗？
1.	Nǐ àiren lái ma? Is your spouse coming?	Nǐ àiren lái le ma? Has your spouse come?
	你父母走吗？	你父母走了吗？
2.	Nǐ fùmǔ zǒu ma? Are your parents leaving?	Nǐ fùmǔ zǒu le ma? Have your parents left?
	你朋友走吗？	你朋友走了吗？
3.	Nǐ péngyou zǒu ma? Is your friend leaving?	Nǐ péngyǒu zǒu le ma? Has your friend left?
	你哥哥走吗？	你哥哥走了吗？
4.	Nǐ gēge zǒu ma? Is your older brother leaving?	Nǐ gēge zǒu le ma? Has your older brother left?
	你姐姐来吗？	你姐姐来了吗？
5.	Nǐ jiějie lái ma? Is your older sister coming?	Nǐ jiějie lái le ma? Has your older sister come?
	你妹妹来吗？	你妹妹来了吗？
6.	Nǐ mèimei lái ma? Is your younger sister coming?	Nǐ mèimei lái le ma? Has your younger sister come?
	你弟弟走吗？	你弟弟走了吗？
7.	Nǐ dìdi zǒu ma?	Nǐ dìdi zǒu le ma?

Question

Is your younger brother leaving?

Answer

Has your younger brother left?

Transformation drill

Table 2.35. Transform the question according to the model.

	Question	Answer
	他/她来了吗？	他/她已经来了吗？
1.	Tā lái le ma? Has he/she come?	Tā yǐjīng lái le ma? Has he/she already come?
	毛同志到了吗？	毛同志已经到了吗？
2.	Máo tóngzhì dào le ma? Has comrade Máo arrived?	Máo tóngzhì yǐjīng dào le ma? Has comrade Máo already arrived?
	李同志走了吗？	李同志已经走了吗？
3.	Lǐ tóngzhì zǒu le ma? Has comrade Lǐ left?	Lǐ tóngzhì yǐjīng zǒu le ma? Has comrade Lǐ already left?
	马同志走了吗？	马同志已经走了吗？
4.	Mǎ tóngzhì zǒu le ma? Has comrade Mǎ left?	Mǎ tóngzhì yǐjīng zǒu le ma? Has comrade Mǎ already left?
	张同志来了吗？	张同志已经来了吗？
5.	Zhāng tóngzhì lái le ma? Has comrade Zhāng come?	Zhāng tóngzhì yǐjīng lái le ma? Has comrade Zhāng already come?
	黄同志到了吗？	黄同志已经到了吗？
6.	Huáng tóngzhì dào le ma? Has comrade Huáng arrived?	Huáng tóngzhì yǐjīng dào le ma? Has comrade Huáng already arrived?
	孙同志走了吗？	孙同志已经走了吗？
7.	Sūn tóngzhì zǒu le ma? Has comrade Sūn left?	Sūn tóngzhì yǐjīng zǒu le ma? Has comrade Sūn already left?

Response drill

Table 2.36. Answer to the question according to the model.

Question	Answer
他/她来了吗? 1. Tā lái le ma? Has he/she come?	他/她还没来。 Tā hái méi lái. He/she hasn't come yet.
王同志走了吗? 2. Wáng tóngzhì zǒu le ma? Has Comrade Wáng left?	他还没走。 Tā hái méi zǒu. Comrade Wáng hasn't left yet.
李同志到了吗? 3. Lǐ tóngzhì dào le ma? Has Comrade Lǐ arrive yet?	他还没到。 Tā hái méi dào. He hasn't arrive yet.
胡同志来了吗。 4. Hú tóngzhì lái le ma? Has comrade Hú come?	他还没来。 Tā hái méi lái. He hasn't come yet.
赵同志来了吗? 5. Zhào tóngzhì lái le ma? Has comrade Zhào come?	他还没来。 Tā hái méi lái. He hasn't come yet.
刘同志走了吗? 6. Liú tóngzhì zǒu le ma? Has Comrade Liú left?	他还没走。 Tā hái méi zǒu. He hasn't left yet.
孙同志来了吗? 7. Sūn tóngzhì lái le ma? Has comrade Sūn come?	他还没来。 Tā hái méi lái. He hasn't come yet.

Response drill

Table 2.37. Answer to the question according to the model.

Question	Answer
1. 他/她走了吗? Tā zǒu le ma? Has he/she left?	走了, 他/她已经走了。 Zǒu le, tā yǐjīng zǒu le. Yes, he/she has already left.
2. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人也已经走了。 Tā àiren yě yǐjīng zǒu le. His/her spouse has already left too.
3. 他/她来了吗? Tā lái le ma? Has he/she come?	来了, 他/她 Lái le, tā yǐjīng lái le. Yes, he/she has already come.
4. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人也已经来了。 Tā àiren yě yǐjīng lái le. His/her spouse has already come too.
5. 他/她到了吗? Tā dào le ma? Has he/she arrived?	到了, 他/她已经到了。 Dào le, tā yǐjīng dào le. Yes, he/she has already arrived.
6. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人也已经到了。 Tā àiren yě yǐjīng dào le. His/her spouse has already arrived too.
7. 李同志走了走吗? Lǐ tóngzhì zǒu le ma? Has comrade Lǐ left?	走了, 他已经走了。 Zǒu le, tā yǐjīng zǒu le. Yes, he has already left.

Question	Answer
<p>他/她哥哥呢？</p> <p>8. Tā gēge ne? And his older brother?</p>	<p>他/她哥哥也已经走了。</p> <p>Tā gēge yě yǐjīng zǒu le. His older brother has already left too.</p>
<p>王同志来了吗？</p> <p>9. Wáng tóngzhì lái le ma? Has comrade Wáng come?</p>	<p>来了，他已经来了。</p> <p>Lái le, tā yǐjīng lái le. Yes, he has already come.</p>
<p>他爱人呢？</p> <p>10. Tā àiren ne? And his spouse?</p>	<p>他爱人也已经来了。</p> <p>Tā àiren yě yǐjīng lái le. His spouse has already come too.</p>
<p>赵先生到了吗？</p> <p>11. Zhào xiānsheng dào le ma? Has Mr. Zhào arrived?</p>	<p>到了，他已经到了。</p> <p>Dào le, tā yǐjīng dào le. Yes, he has already arrived.</p>
<p>他弟弟呢？</p> <p>12. Tā dìdi ne? And his younger brother.</p>	<p>他弟弟也已经到了。</p> <p>Tā dìdi yě yǐjīng dào le. His younger brother has already arrived too.</p>
<p>张同志走了吗？</p> <p>13. Zhāng tóngzhì zǒu le ma? Has comrade Zhāng left?</p>	<p>走了，他已经走了。</p> <p>Zǒu le, tā yǐjīng zǒu le. Yes, he has already left.</p>
<p>陈同志呢？</p> <p>14. Chén tóngzhì ne? And comrade Chén?</p>	<p>陈同也已经走了。</p> <p>Chén tóngzhì yě yǐjīng zǒu le. Comrade Chén has already left too.</p>

Response drill

Table 2.38. Answer to the question according to the model.

Question	Answer
1. 他/她来了吗? Tā lái le ma? Has he/she come?	他/她还没来。 Tā hái méi lái. He/she hasn't come yet.
2. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人也还没来。 Tā àiren yě hái méi lái. His/her spouse hasn't come yet either.
3. 他/她走了吗? Tā zǒu le ma? Has he/she left?	他/她还没走。 Tā hái méi zǒu. He/she hasn't left yet.
4. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人也还没走。 Tā àiren yě hái méi zǒu. His/her spouse hasn't left yet either.
5. 他/她到了吗? Tā dào le ma? Has he/she arrived?	他/她还没到。 Tā hái méi dào. He/she hasn't arrived yet.
6. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人也还没到。 Tā àiren yě hái méi dào. His/her spouse hasn't arrived yet either.
7. 方女士来了吗? Fāng nǚshì lái le ma? Has Ms. Fāng come?	方女士还没来。 Fāng nǚshì hái méi lái. Ms. Fāng hasn't come yet.

	Question	Answer
	她弟弟呢？	她弟弟也还没来。
8.	Tā dìdi ne? And her younger brother?	Tā dìdi yě hái méi lái. Her younger brother hasn't come yet either.
	李先生到了吗？	李先生还没到。
9.	Lǐ xiānsheng dào le ma? Has Mr. Lǐ arrived?	Lǐ xiānsheng hái méi dào. Mr. Lǐ hasn't arrived yet.
	他父母呢？	她父母也还没到。
10.	Tā fùmǔ ne? And his parents?	Tā fùmǔ yě hái méi dào. His parents haven't come yet either.
	陈同志走了吗？	陈同志还没走。
11.	Chén tóngzhì zǒu le ma? Has comrade Chén left?	Chén tóngzhì hái méi zǒu. Comrade Chén hasn't left yet?
	江同志呢？	江同志也还没走。
12.	Jiāng tóngzhì ne? And comrade Jiāng?	Jiāng tóngzhì yě hái méi zǒu. Comrade Jiāng hasn't left yet either.
	他/她母亲到了吗？	他/她母亲还没到。
13.	Tā mǔqin dào le ma? Has his/her mother arrived?	Tā mǔqin hái méi dào. His/her mother hasn't arrived yet.
	他/她姐姐呢？	他/她姐姐也还没到。
14.	Tā jiějie ne? And his/her older sister?	Tā jiějie yě hái méi dào. His/her older sister hasn't arrived yet either.

Response drill

Table 2.39. Give an affirmative response to the first question in each exchange, and include **hái** and **méi**. in your response to the second question.

Question	Answer
1. 他/她走了吗? Tā zǒu le ma? Has he/she left?	他/她已经走了。 Tā yǐjīng zǒu le. He/she has already left.
2. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人还没走。 Tā àiren hái méi zǒu. His/her spouse hasn't left yet.
3. 他/她来了吗? Tā lái le ma? Has he/she come?	他/她已经来了。 Tā yǐjīng lái le. He/she has already come.
4. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人还没来。 Tā àiren hái méi lái. His/her spouse hasn't come yet.
5. 他/她到了吗? Tā dào le ma? Has he/she arrived?	他/她已经到了。 Tā yǐjīng dào le. He/she has arrived.
6. 他/她爱人呢? Tā àiren ne? And his/her spouse?	他/她爱人还没到。 Tā àiren hái méi dào. His/her spouse hasn't arrived yet.
7. 王先生走了吗? Wáng xiānsheng zǒu le ma? Has Mr. Wáng left?	王先生已经走了。 Wáng xiānsheng yǐjīng zǒu le. Mr. Wáng has already left.

Question	Answer
<p>他母亲呢？</p> <p>8. Tā mǔqīn ne? And his mother?</p>	<p>她母亲还没走。</p> <p>Tā mǔqīn hái méi zǒu. His mother hasn't left yet.</p>
<p>钱同志来了吗？</p> <p>9. Qián tóngzhì lái le ma? Has comrade Qián come?</p>	<p>钱同志已经来了。</p> <p>Qián tóngzhì yǐjīng lái le. Comrade Qián has already come.</p>
<p>江同志呢？</p> <p>10. Jiāng tóngzhì ne? And comrade Jiāng?</p>	<p>江同志还没来。</p> <p>Jiāng tóngzhì hái méi lái. Comrade Jiāng hasn't come yet.</p>
<p>毛女士到了吗？</p> <p>11. Máo nǚshì dào le ma? Has Mrs. Máo arrived?</p>	<p>毛女士已经到了。</p> <p>Máo nǚshì yǐjīng dào le. Mrs. Máo has already arrived.</p>
<p>她妹妹呢？</p> <p>12. Tā mèimei ne? And her younger sister?</p>	<p>他妹妹还没到。</p> <p>Tā mèimei hái méi dào. Her younger sister hasn't arrived yet.</p>
<p>曾夫人走了吗？</p> <p>13. Zēng fūren zǒu le ma? Has Mrs. Zēng left?</p>	<p>曾夫人已经走了。</p> <p>Zēng fūren yǐjīng zǒu le. Mrs. Zēng has already left.</p>
<p>他母亲呢？</p> <p>14. Tā mǔqīn ne? And his mother?</p>	<p>他母亲还没走。</p> <p>Tā mǔqīn hái méi zǒu. His mother hasn't left yet.</p>

Response drill

Table 2.40. Respond to the question according to the model.

Question	Answer
他/她来了吗？ 1. Tā lái le ma? Has he/she come?	他/她还没来。 Tā hái méi lái. He/she hasn't come yet.
他/她爱人呢？ 2. Tā àiren ne? And is/her spouse?	他/她爱人已经来了。 Tā àiren yǐjīng lái le. His/her spouse has already come.
他/她走了吗？ 3. Tā zǒu le ma? Has he/she left?	他/她还没走。 Tā hái méi zǒu. He/she hasn't left yet.
他/她爱人呢？ 4. Tā àiren ne? And his/her spouse?	他/她爱人已经走了。 Tā àiren yǐjīng zǒu le. His/her spouse has already left.
他/她到了吗？ 5. Tā dào le ma? Has he/she arrived?	他/她还没到。 Tā hái méi dào. He/she hasn't arrived yet.
他/她爱人呢？ 6. Tā àiren ne? And his/her spouse?	他/她爱人已经到了。 Tā àiren yǐjīng dào le. His/her spouse has already arrived.
高同志来了吗？ 7. Gāo tóngzhì lái le ma? Has comrade Gāo come?	高同志还没来。 Gāo tóngzhì hái méi lái. Comrade Gāo hasn't come yet.

	Question	Answer
	孙同志呢？	孙同志已经来了。
8.	Sūn tóngzhì ne? And comrade Sūn?	Sūn tóngzhì yǐjīng lái le. Comrade Sūn has already come.
	张先生来了吗？	张先生还没来。
9.	Zhāng xiānsheng lái le ma? Has Mr. Zhāng come?	Zhāng xiānsheng hái méi lái. Mr. Zhāng hasn't come yet.
	他弟弟呢？	他弟弟已经来了。
10.	Tā dìdi ne? And his younger brother?	Tā dìdi yǐjīng lái le. His younger brother has already come.
	他/她母亲到了吗？	他/她母亲还没到。
11.	Tā mǔqin dào le ma? Has his/her mother arrived?	Tā mǔqin hái méi dào. His/her mother hasn't arrived yet.
	他/她妹妹呢？	他/她妹妹已经到了。
12.	Tā mèimei ne? And his/her younger sister?	Tā mèimei yǐjīng dào le. His/her younger sister has already arrived.
	王女士走了吗？	王女士还没走。
13.	Wāng nǚshì zǒu le ma? Has Mrs. Wāng left.	Wāng nǚshì hái méi zǒu. Mrs. Wāng hasn't left yet.
	张女士呢？	张女士已经走了。
14.	Zhāng nǚshì ne? And Mrs. Zhāng?	Zhāng nǚshì yǐjīng zǒu le. Mrs. Zhāng has already left.

Response drill

Table 2.41. Respond to each question with a completed-action answer or a yet-to-be-completed answer, depending on the cue.

Question	Cue	Answer
他/她走了吗? 1. Tā zǒu le ma? Has he/she left?	昨天 zuótiān yesterday	他/她已经走了。 Tā yǐjīng zǒu le. He/she has already left.
他/她呢? Tā àiren ne? 2. And his/her spouse?	昨天 zuótiān yesterday	他/她爱人也已经走了。 Tā àiren yě yǐjīng zǒu le. His/her spouse has already left too.
他/她来了吗? Tā lái le ma? 3. Has he/she come?	明天 míngtiān tomorrow	他/她还没来。 Tā hái méi lái. He/she hasn't come yet.
他/她爱人呢? Tā àiren ne? 4. And his/her spouse?	明天 míngtiān tomorrow	他/她爱人也还没来。 Tā àiren yě hái méi lái. His/her spouse hasn't come either.
他/她到了? Tā dào le ma? 5. Has he/she arrived?	昨天 zuótiān yesterday	他/她已经到了。 Tā yǐjīng dào le. He/she hasn't already yet.
他/她爱人呢? Tā àiren ne? 6. And his/her spouse?	明天 míngtiān tomorrow	他/她爱人还没到。 Tā àiren hái méi dào. His/her spouse hasn't arrived either.

Question	Cue	Answer
他/她走了吗？	明天	他/她还没走。
7. Tā zǒu le ma? Has he/she left?	míngtiān tomorrow	Tā hái méi zǒu. He/she hasn't left yet.
他/她哥哥呢？	昨天	他/她哥哥已经走了。
8. Tā gēge ne? And his/her older brother?	zuótiān yesterday	Tā gēge yǐjīng zǒu le. His/her older brother hasn't left either.
赵同志到了吗？	昨天	赵同志已经到了。
9. Zhào tóngzhì dào le ma? Has comrade Zhào arrived?	zuótiān yesterday	Zhào tóngzhì yǐjīng dào le. Comrade Zhào has already arrived.
王同志呢？	昨天	王同志也已经到了。
10. Wáng tóngzhì ne? And comrade Wáng?	zuótiān yesterday	Wáng tóngzhì yě yǐjīng dào le. Comrade Wáng has already arrived too.
他/她父母走了吗？	明天	他/她父母还没走。
11. Tā fùmǔ zǒu le ma? Have his/her parents left?	míngtiān tomorrow	Tā fùmǔ hái méi zǒu. His/her parents hasn't left yet.
他们孩子呢？	昨天	他们孩子已经走了。
12. Tāmen háizi ne? And their children?	zuótiān yesterday	Tāmen háizi yǐjīng zǒu le. Their children have already left.
他/她爱人来了呢？	昨天	他/她爱人已经来了。
13. Tā àiren lái le ma? Has his/her spouse come?	zuótiān yesterday	Tā àiren yǐjīng lái le. His/her spouse has already come.

Question	Cue	Answer
		His/her spouse has already come.
14. 他们孩子呢? Tāmen háizi ne? And his children?	明天 míngtiān tomorrow	他们孩子还没来。 Tāmen háizi hái méi lái. His children haven't come yet.

Response drill

Table 2.42. Respond according to the clue.

	Question	Cue	Answer
	他/她什么时候来？	明天	他/她明天来。
1.	Tā shénme shíhou lái? When is he/she coming?	míngtiān tomorrow	Tā míngtiān lái. He/she is coming tomorrow.
	李先生什么时候走？	今天	他今天走。
2.	Lǐ xiānsheng shénme shíhou zǒu? When is Mr. Lǐ leaving?	jīntiān today	Tā jīntiān zǒu. He is leaving today.
	胡小姐什么时候到？	明天	她明天到。
3.	Hú xiǎojiě shénme shíhou dào? When is Miss Hú arriving?	míngtiān tomorrow	Tā míngtiān dào. She is arriving tomorrow.
	张个什么时候来	后天	他后天来。
4.	Zhāng xiānsheng shénme shíhou lái? When is Mr. Zhāng coming?	hòutiān the day after tomorrow	Tā hòutiān lái. He is coming the day after tomorrow.
	王小姐什么时候到？	今天	她今天到。
5.	Wáng xiǎojiě shénme shíhou dào? When is Miss Wáng arriving?	jīntiān today	Tā jīntiān dào. She is arriving today.
	他/她什么时候走？	后天	他/她后天走。
6.	Tā shénme shíhou zǒu? When is he/she leaving?	hòutiān the day after tomorrow	Tā hòutiān zǒu. He/she is leaving the day after tomorrow.

Transformation drill

Table 2.43. For each item, ask "which day.."

	Cue	Answer
	他/她来。	他/她哪天来？
1.	Tā lái. He/she is coming.	Tā nēitiān lái? What day is he/she coming?
	王先生走。	王先生哪天走？
2.	Wáng xiānsheng zǒu. Mr. Wáng is leaving.	Wáng xiānsheng nēitiān zǒu? What day is Mr. Wáng leaving?
	李太太到。	李太太哪天到？
3.	Lǐ tàitai dào. Mrs. Lǐ is arriving?	Lǐ tàitai nēitiān dào? What day is Mrs. Lǐ arriving?
	胡太太走。	胡太太哪天走？
4.	Hú tàitai zǒu. Mrs. Hú is leaving.	Hú tàitai nēitiān zǒu. What day is Mrs. Hú leaving?
	张先生到。	张先生哪天到？
5.	Zhāng xiānsheng dào. Mr. Zhāng is arriving.	Zhāng xiānsheng nēitiān dào? What day is Mr. Zhāng arriving?
	黄太太来。	黄太太哪天来。
6.	Huáng tàitai lái. Mrs. Huáng is coming.	Huáng tàitai nēitiān lái? What day is Mrs. Huáng coming?
	他/她走。	他/她哪天走？
7.	Tā zǒu. He/she is leaving.	Tā nēitiān zǒu? What day is he/she leaving?

Transformation drill

Table 2.44. Transform the statement according to the model

	Statement	Answer
	他/她什么时候来？	他/她是什么时候来的？
1.	Tā shénme shíhou lái? When is he/she coming?	Tā shì shénme shíhou lái de? When did he/she come?
	王先生什么时候到？	王先生是什么时候到的？
2.	Wáng xiānsheng shénme shíhou dào? When is Mr. Wáng arriving?	Wáng xiānsheng shì shénme shíhou dào de? When did Mr. Wáng arrive?
	李太太什么时候走？	李太太是什么时候走的？
3.	Lǐ tàitai shénme shíhou zǒu? When is Mrs. Lǐ leaving?	Lǐ tàitai shì shénme shíhou zǒu de? When did Mrs. Lǐ leave?
	胡先生什么时候来？	胡先生是什么时候来的？
4.	Hú xiānsheng shénme shíhou lái? When is Mr. Hú coming?	Hú xiānsheng shì shénme shíhou lái de? When did Mr. Hú come?
	黄太太什么时候到？	黄太太是什么时候到的？
5.	Huáng tàitai shénme shíhou dào? When is Mrs. Huāng arriving?	Huáng tàitai shì shénme shíhou dào de? When did Mrs. Huāng arrive?
	林太太什么时候走？	林太太是什么时候走的？
6.	Lín tàitai shénme shíhou zǒu? When is Mrs. Lín leaving?	Lín tàitai shì shénme shíhou zǒu de? When did Mrs. Lín leave?
	他/她什么时候来？	他/她是什么时候来的？
7.	Tā shénme shíhou lái? When is he/she coming?	Tā shì shénme shíhou lái de? When did he/she come?

Statement

When is he/she coming?

Answer

When did he/she come?

Transformation drill

Table 2.45. Respond with a *shì...de* sentence when the cue makes it appropriate.

	Question	Cue	Answer
1.	他/她来。 Tā lái. He/she is coming.	明天 míngtiān tomorrow	他/她明天来。 Tā míngtiān lái. He/she is coming tomorrow.
2.	他/她来了。 Tā lái le. He/she has come.	昨天 zuótiān yesterday	他/她是昨天来的。 Tā shì zuótiān lái de. He/she has come yesterday.
3.	王太太走。 Wáng tàitai zǒu. Mrs. Wáng is leaving.	今天 jīntiān today	王太太今天走。 Wáng tàitai jīntiān zǒu. Mrs. Wáng is leaving today.
4.	黄太太走了。 Huáng tàitai zǒu le. Mrs. Huáng has left.	前天 qiántiān the day before yesterday	黄太太是前天走的。 Huáng tàitai shì qiántiān zǒu de. Mrs. Huáng left the day before yesterday.
5.	李先生来。 Lǐ xiānsheng lái. Mr. Lǐ is coming.	后天 hòutiān the day after tomorrow	李先生后天来。 Lǐ xiānsheng hòutiān lái. Mr. Lǐ is coming the day after tomorrow.
6.	林先生来了。 Lín xiānsheng lái le. Mr. Lín has come.	昨天 zuótiān yesterday	林先生是昨天来的。 Lín xiānsheng shì zuótiān lái de. Mr. Lín came yesterday.

Question	Cue	Answer
<p>马小姐到了。</p> <p>Mǎ xiǎojiě dào le.</p> <p>7. Miss Mǎ has arrived.</p>	<p>前天</p> <p>qiántiān</p> <p>the day before yesterday</p>	<p>马小姐是前天到的。</p> <p>Mǎ xiǎojiě shì qiántiān dàode.</p> <p>Miss Mǎ has arrived the day before yesterday.</p>

Response drill

Table 2.46. Give affirmative responses to the questions.

	Question	Answer
	他/她是昨天来的？	是的。他/她是昨天来的。
1.	Tā shì zuótiān láide ma? Did he/she come yesterday?	Shìde. Tā shì zuótiān láide. Yes, he/she came yesterday.
	王先生是今天到的马？	是的。王先生是今天到的。
2.	Wáng xiānsheng shì jīntiān dào de ma? Did Mr. Wáng arrived today?	Shìde. Wáng xiānsheng shì jīntiān dào de. Yes, Mr. Wáng arrived today.
	李同志是前天走的马？	是的。李同志是前天走的。
3.	Lǐ tóngzhì shì qiántiān zǒu de ma? Did comrade Lǐ leave the day before yesterday?	Shìde. Lǐ tóngzhì shì qiántiān zǒu de. Yes, comrade Lǐ left the day before yesterday.
	毛夫人明天来马？	是的。毛夫人明天来。
4.	Máo fūren míngtiān lái ma? Is Mrs. Máo coming tomorrow?	Shìde. Máo fūren míngtiān lái. Yes, Mrs. Máo is coming tomorrow.
	他们孩子后天到马？	是的。他们孩子后天到。
5.	Tāmen háizi hòutiān dào ma? Are their children arriving the day after tomorrow?	Shìde. Tāmen háizi hòutiān dào. Yes, their children are arriving the day after tomorrow.
	他/她父母今天走马？	是的。他/她父母今天走。
6.	Tā fùmǔ jīntiān zǒu ma? Are his/her parents leaving?	Shìde. Tā fùmǔ jīntiān zǒu. Yes, his/her parents are leaving today.
7.	张女士是昨天来的马？	是的。张女士是昨天来的。

Question	Answer
Zhāng nǚshì shì zuótiān lái de ma? Did Mrs. Zhāng come yesterday?	Shìde. Zhāng nǚshì shì zuótiān lái de. Yes, Mrs. Zhāng did come yesterday.

Response drill

Table 2.47. Give negative responses to the *shì... de* questions.

	Question	Answer
	他/她是昨天来的马？	不。他/她不是昨天来的。
1.	Tā shì zuótiān láide ma? Did he/she come yesterday?	Bù. Tā bú shì zuótiān láide. No, he/she didn't come yesterday.
	蒋先生是今天道德马？	不。蒋先生不是今天到的。
2.	Jiāng xiānsheng shì jīntiān dào de ma? Did Mr. Jiāng arrive today?	Bù. Jiāng xiānsheng bú shì jīntiān dào de. No, Mr. Jiāng didn't arrive today.
	张同志是前天走的马？	不。张同志不是前天走的。
3.	Zhāng tóngzhì shì qiántiān zǒu de ma? Did Comrade Zhāng leave the day before yesterday?	Bù. Zhāng tóngzhì bú shì qiántiān zǒu de. No, Comrade Zhāng didn't leave day before yesterday.
	他们是昨天来的马？	不。他们不是昨天来的。
4.	Tāmen shì zuótiān láide ma? Did they come yesterday?	Bù. Tāmen bú shì zuótiān láide. No, they didn't come yesterday.
	他们孩子是前天到的马？	不。他们孩子不是前天到的。
5.	Tāmen háizi shì qiántiān dào de ma? Did their children arrive the day before yesterday?	Bù. Tāmen háizi bú shì qiántiān dào de. No, their children didn't arrive the day before yesterday.
	何同志是今天走的马？	不。何不是今天走的。
6.	Hé tóngzhì shì jīntiān zǒu de ma? Did comrade Hé leave today?	Bù. Hé tóngzhì bú shì jīntiān zǒu de. No, comrade Hé didn't leave today.

Question	Answer
7. 他/她爱人是昨天来的吗? Tā àiren shì zuótiān láide ma? Did his/her spouse come yesterday?	不。他/她爱人不是昨天来的。 Bù. Tā àiren bú shì zuótiān láide. No, his/her spouse didn't come yesterday.

Response drill

Table 2.48. According to the cues, give an affirmative or a negative response to each *shì...de* question.

Question	Cue	Answer
1. 他/她是昨天来的马? Tā shì zuótiān láide ma? Did he/she come yesterday?	affirmative	是的。他/她是昨天来的。 Shìde. Tā shì zuótiān láide. Yes, he/she came yesterday.
2. 他/她是昨天来的马? Tā shì zuótiān láide ma? Did he/she come yesterday?	negative	不。他/她不是昨天来的。 Bù. Tā bú shì zuótiān láide. No, he/she didn't come yesterday.
3. 王同志是前天到的马? Wáng tóngzhì shì qiántiān dào de ma? Did comrade Wáng arrive the day before yesterday?	negative	不。王同志不是前天到的。 Bù. Wáng tóngzhì bú shì qiántiān dào de. No, comrade Wáng didn't arrive the day before yesterday.
4. 他/她哥哥是今天来的马? Tā gēge shì jīntiān láide ma? Did his/her older brother come today?	negative	不。他/她哥哥不是今天来的。 Bù. Tā gēge bú shì jīntiān láide. No, his/her older brother didn't come today.
5. 李先生是今天走的马? Lǐ xiānsheng shì jīntiān zǒu de ma?	negative	不。李先生不是今天走的。 Bù. Lǐ xiānsheng bú shì jīntiān zǒu de.

Question	Cue	Answer
Did Mr. Lǐ leave today?		No, Mr. Lǐ didn't leave today.
赵夫人是昨天到的马?	affirmative	是的。赵夫人是昨天到的。
6. Zhào fūren shì zuótiān dào de ma? Did Mrs. Zhào arrive yesterday?		Shì de. Zhào fūren shì zuótiān dào de. Yes, Mrs. Zhào did arrive yesterday.
他们孩子是前天走的马?	negative	不。他们孩子不是前天走的。
7. Tāmen háizi shì qiántiān zǒu de ma? Did their children leave the day before yesterday?		Bù. Tāmen háizi bú shì qiántiān zǒu de. No, their children didn't leave the day before yesterday.
孙女士是昨天到的马?	negative	不。孙女士不是昨天到的。
8. Sūn nǚshì shì zuótiān dào de ma? Did Mrs. Sūn arrive yesterday?		Bù. Sūn nǚshì bú shì zuótiān dào de. No, Mrs. Sūn didn't arrive yesterday.

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 jǐyuè shēngde? | 你是几月生的？ | What month were you born? |
| | B: Wǒ shì Qíyuè 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 shí 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 shí wǔ le. 我三十五了。 I'm 35.
9. A: Nǐmen nǚháizi jǐsùì 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 jǐsùì le? 你们男孩子都几岁了? How old are your boys?
B: Yíge jiǔsùì le, yíge liùsùì 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
jǐsù	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
qùnián (qùnian)	去年	last year
shàngge yuè	上个月	last month
shēng	生	to be born
-sui	岁	year (of age)
xiàge yuè	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
Xīngqītīān	星期日, 星期天	Sunday
Xīngqīwǔ	星期五	Friday
Xīngqīyī	星期一	Monday
zhège yuè	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
Xīngqīwǔ	Friday

Xīngqīliù	Saturday
Xīngqītiān	Sunday

Until now, you have always seen **jǐ**, "how many," at the beginning of a word (**jǐge háizi**, **jǐwèi xiānsheng**, **jǐhào**). In **xīngqījǐ**, **-jǐ** is at the end of the word. In both places, 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 nǎinián shēngde?** 你是哪年生的? What year are you born?
 的?
 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 **nǎinián**, "which year," is formed with the bound word **nǎi** "which."

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

Notes on №5

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

Months:

jǐyüè?	What month?		
yíyüè	January	qīyüè	July
èryüè	February	báyüè	August
sānyüè	March	jiǔyüè	September
sìyüè	April	shíyüè	October
wǔyüè	May	shíyīyüè	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 **-hào**. 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 shì jǐyüè jǐhào shēngde?	What is your month and day of birth?
Wǒ shì 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 shí 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 shí 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 méiyǒu sānshíwǔ**. "I'm not 35."

Notes on №9

9. A: **Nǐmen nǚháizi jǐsuì le?** 你们女孩子几岁了?
 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 showing what kind of thing a number is counting.

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

Notes on №10

10. A: **Nǐmen nánháizi dōu jǐsuì le?** 你们男孩子都几岁了?
 B: **Yíge jiǔsuì le, yíge liùsuì le.** 一个九岁了, 一个六岁了。

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

Compare:

shíqīhào	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**, **qí** and **bā**.

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

Notes on additional required vocabulary

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

Note

added by Eric Streit with the explanations given by a Chinese native about the drills I and the use of suìshù 岁数 and Niánjì 年纪

- suìshù 岁数 and Niánjì 年纪 usually and mostly refer to OLDER people that you ask for. suìshù 岁数 is very spoken though. And less polite.
- For kids especially, you only need to do 多大了? duó dà le? or 几岁了? jǐsuì le?
- with 几岁了? neither suìshù 岁数 nor Niánjì 年纪.

Drills

Response Drill

Table 2.49. According to the cues, give an answer to each *shì...de* question.

	Question	Cue	Answer
1.	<p>请问，他/她是在那儿生的？</p> <p>Qǐngwèn, tā shì zài nǎr shēngde?</p> <p>May I ask, where was he/she born?</p>	<p>德州</p> <p>Dézhōu</p> <p>Texas</p>	<p>他/她是在德州生的。</p> <p>Tā shì zài Dézhōu shēngde.</p> <p>He/she was born in Texas.</p>
2.	<p>请问，你爱人是在那儿生的？</p> <p>Qǐngwèn, nǐ àiren shì zài nǎr shēngde?</p> <p>May I ask, where was your spouse born?</p>	<p>加州</p> <p>Jiāzhōu</p> <p>California</p>	<p>他/她是在加州生的。</p> <p>Tā shì zài Jiāzhōu shēngde.</p> <p>He/she was born in California.</p>
3.	<p>请问，他/她爱人是在那儿生的？</p> <p>Qǐngwèn, tā àiren shì zài nǎr shēngde?</p> <p>May I ask, where was his/her spouse born?</p>	<p>上海</p> <p>Shànghǎi</p> <p>Shànghǎi</p>	<p>他/她是在上海生的。</p> <p>Tā shì zài Shànghǎi shēngde.</p> <p>He/she was born in Shànghǎi.</p>
4.	<p>请问，你孩子是在那儿生的？</p> <p>Qǐngwèn, nǐ háizi shì zài nǎr shēngde?</p> <p>May I ask, where was your child born?</p>	<p>四川</p> <p>Sìchuān</p> <p>Sìchuān</p>	<p>他/她是在四川生的。</p> <p>Tā shì zài Sìchuān shēngde.</p> <p>He/she was born in Sìchuān</p>
5.	<p>请问，你们女孩子是在那儿生的？</p>	<p>北京</p>	<p>她是在北京生的。</p>

	Question	Cue	Answer
	Qǐngwèn, nǐmen nǚháizi shì zài nǎr shēngde? May I ask, where was your daughter born?	Běijīng Běijīng	Tā shì zài Běijīng shēngde. She was born in Běijīng.
	请问，你们男孩子是在那儿生的？	我住在马萨诸塞州	他是在我住在马萨诸塞州生的。
6.	Qǐngwèn, nǐmen nánháizi shì zài nǎr shēngde? May I ask, where was your son born?	mǎsàzhūsāi zhōu (Mázhōu) Massachusetts	Tā shì zài mǎsàzhūsāi zhōu (Mázhōu) shēngde. He was born in Massachusetts.
	请问，曾先生是在那儿生的？	纽约	他是在纽约生的。
7.	Qǐngwèn, Zēng xiānsheng shì zài nǎr shēngde? May I ask, where was Mr. Zēng born?	Niǔ Yūē New York	Tā shì zài Niǔ Yūē shēngde. He was born in New York.

Substitution drill

Table 2.50. Transform the question according to the model.

	Question	Answer	Answer
1.	<p>请问，你是什么时候走？</p> <p>Qǐngwèn, nǐ shénme shíhou zǒu?</p> <p>May I ask, when are you leaving?</p>	<p>哪天</p> <p>něitiān</p> <p>what day</p>	<p>请问，你哪天走？</p> <p>Qǐngwèn, nǐ něitiān zǒu?</p> <p>May I ask, what day are you leaving?</p>
2.	<p>请问，你哪天走？</p> <p>Qǐngwèn, nǐ něitiān zǒu?</p> <p>May I ask, what day are you leaving?</p>	<p>几月</p> <p>jǐyue</p> <p>what month</p>	<p>请问，你几月走？</p> <p>Qǐngwèn, nǐ jǐyue zǒu?</p> <p>May I ask, what month are you leaving?</p>
3.	<p>请问，你几月走？</p> <p>Qǐngwèn, nǐ jǐyue zǒu?</p> <p>May I ask, what month are you leaving?</p>	<p>几号</p> <p>jǐhào</p> <p>what day of the month</p>	<p>请问，你几号走？</p> <p>Qǐngwèn, nǐ jǐhào zǒu?</p> <p>May I ask, what day of the month are you leaving?</p>
4.	<p>请问，你几号走？</p> <p>Qǐngwèn, nǐ jǐhào zǒu?</p> <p>May I ask, what day of the month are you leaving?</p>	<p>哪年</p> <p>něinián</p> <p>what year</p>	<p>请问，你哪年走？</p> <p>Qǐngwèn, nǐ něinián zǒu?</p> <p>May I ask, what year are you leaving?</p>
5.	<p>请问，你哪年走？</p> <p>Qǐngwèn, nǐ něinián zǒu?</p> <p>May I ask, May I ask, what year are you leaving?</p>	<p>几月几号</p> <p>jǐyue jǐhào</p> <p>what month and what day of the month</p>	<p>请问，你几月几号走？</p> <p>Qǐngwèn, nǐ jǐyue jǐhào zǒu?</p> <p>May I ask, what month, what day of the month are you leaving?</p>

Question	Answer	Answer
<p>6. 请问，你几月几号走？ Qǐngwèn, nǐ jǐ yuē jǐ hào zǒu? May I ask, what month, what day of the month are you leaving?</p>	<p>星期几 xīngqījǐ what day of the week</p>	<p>请问，你星期几走？ Qǐngwèn, nǐ xīngqījǐ zǒu? May I ask, what day of the week are you leaving?</p>

Substitution drill

Table 2.51. According to the cues, give an affirmative or a negative response to each *shì...de* question.

	Question	Cue	Answer
	我们星期一走。	星期二	我们星期二走。
1.	Wǒmen xīngqīyī zǒu. We are leaving on Monday.	Xīngqīèr Tuesday	Wǒmen Xīngqīèr zǒu. We are leaving on Tuesday.
	我们星期二走。	星期三	我们星期三走。
2.	Wǒmen Xīngqīèr zǒu. We are leaving on Tuesday.	Xīngqīsān Wednesday	Wǒmen Xīngqīsān zǒu. We are leaving on Wednesday.
	我们星期三走。	星期四	我们星期四走。
3.	Wǒmen Xīngqīsān zǒu. We are leaving on Wednesday.	Xīngqīsì Thursday	Wǒmen Xīngqīsì zǒu. We are leaving on Thursday.
	我们星期四走。	星期几	我们星期几走？
4.	Wǒmen Xīngqīsì zǒu. We are leaving on Thursday.	Xīngqījǐ what day of the week	Wǒmen Xīngqījǐ zǒu? What day of the week are we leaving?
	我们星期几走？	星期五	我们星期五走。
5.	Wǒmen Xīngqījǐ zǒu? What day of the week are we leaving?	Xīngqīwǔ Friday	Wǒmen Xīngqīwǔ zǒu. We are leaving on Friday.
	我们星期五走。	星期天	我们星期天走。
6.	Wǒmen Xīngqīwǔ zǒu. We are leaving on Friday.	Xīngqītiān Sunday	Wǒmen Xīngqītiān zǒu. We are leaving on Sunday.
	我们星期天走。	星期六	我们星期六走。
7.	Wǒmen Xīngqītiān zǒu.	Xīngqīliù Saturday	Wǒmen Xīngqīliù zǒu.

	Question	Cue	Answer
	We are leaving on Sunday.	Saturday	We are leaving on Saturday.
	我们星期六走。	星期一	我们星期一走。
8.	Wǒmen Xīngqīliù zǒu.	Xīngqīyī	Wǒmen Xīngqīyī zǒu.
	We are leaving on Saturday.	Monday	We are leaving on Monday.

Response drill

Table 2.52. According to the cues, give an affirmative or a negative response to each *shì...de* question.

Question	Cue	Answer
1. 你孩子是哪天生的? Nǐ háizi shì nǎinián shēngde? What year was your child born?	1971	他/她是一九七一年生的。 Tā shì yījiǔqīyīnián shēngde. He/she was born in 1971.
2. 李先生是哪年生的? Lǐ xiānsheng shì nǎinián shēngde? What year was Mr. Lǐ born?	1944	他是一九四四年生的。 Tā shì yījiūsìnián shēngde. He was born in 1944.
3. 你弟弟是哪年生的? Nǐ dìdì shì nǎinián shēngde? What year was your younger brother born?	1940	他是一九四零年生的。 Tā shì yījiūsìlíngnián shēngde. He/she was born in 1940.
4. 哪个孩子是哪年生的? Nǎige háizi shì nǎinián shēngde? What year was that child born?	1967	他/她是一九六七年生的。 Tā shì yījiǔliùqīnián shēngde. He/she was born in 1967.
5. 这个男孩子是哪年生的? Zhèige nánháizi shì nǎinián shēngde? What year was this boy born?	1968	他是一九六八生的。 Tā shì yījiǔliùbānián shēngde. He was born in 1968.
6. 那个人是哪年生的? Nèige rén shì nǎinián shēngde?	1927	他/她是一九二七年生的。 He/she was born in 1927.

Question	Cue	Answer
What year was that person born?		Tā shì yījiùèrqīnián shēngde. He/she was born in 1927.
他/她是哪年生的? Tā shì něinián shēngde?	1933	他/她是一九三三年生的。
7. What year was he/she born?		Tā shì yījiūsānsānnián shēngde. He/she was born in 1933.

Response drill

Table 2.53. According to the cues, give an affirmative or a negative response to each *shì...de* question.

	Question	Cue	Answer
	他/她是几月生的？	二月	他/她是二月生的。
1.	Tā shì jǐyuè shēngde? What month was he/she born?	Èryuè February	Tā shì Èryuè shēngde. He/she was born in February.
	他/她爱人是几月生的？	五月	他/她是五月生的。
2.	Tā àiren shì jǐyuè shēngde? What month was his/her spouse born?	Wǔyuè May	Tā shì Wǔyuè shēngde. He/she was born in May.
	张同志是几月生的？	四月	他/她是四月生的。
3.	Zhāng tóngzhì shì jǐyuè shēngde? What month was comrade Zhāng born?	Sìyuè April	Tā shì Sìyuè shēngde. He was born in April.
	王同志是几月生的？	十一月	他/她是十一月生的。
4.	Wāng tóngzhì shì jǐyuè shēngde? What month was comrade Wāng born?	Shíyīyuè November	Tā shì Shíyīyuè shēngde. He/she was born in November.
	你爱人是几月生的？	八月	他/她是八月生的。
5.	Nǐ àiren shì jǐyuè shēngde? What month was your spouse born?	Bāyuè August	Tā shì Bāyuè shēngde. He/she was born in August.
	你哥哥是几月生的？	十二月	他是十二月生的。
6.	Nǐ gēge shì jǐyuè shēngde? What month was your older brother born?	Shíèryuè December	Tā shì Shíèryuè shēngde. He was born in December.

Question	Cue	Answer
<p>7. 他/她妹妹是几月生的？ Ta mèimei shì jǐyüè shēngde? What month was your younger sister born?</p>	<p>六月 Liùyüè June</p>	<p>她是六月生的。 Tā shì Liùyüè shēngde. She was born in June.</p>

Expansion drill

Table 2.54. According to the cues, give an affirmative or a negative response to each *shì...de* question.

	Question	Cue	Answer
1.	他/她是一月生的。 Tā shì yíyuè shēngde. He/she was born in January.	一号 yíhào first	他/她是一月一号生的。 Tā shì yíyuè yíhào shēngde. He/she was born in January first.
2.	他/她是一月生的。 Tā shì yíyuè shēngde. He/she was born in January.	十一号 shíyīhào 11th	他/她是一月十一号生的。 Tā shì yíyuè shíyīhào shēngde. He/she was born on the 11th of January.
3.	他/她是一月生的。 Tā shì yíyuè shēngde. He/she was born in January.	二十六号 èrshíliùhào 26th	他/她是一月二十六号生的。 Tā shì yíyuè èrshíliùhào shēngde. He/she was born on the 26th of January.
4.	他/她是一月上的。 Tā shì yíyuè shēngde. He/she was born in January.	七号 qīhào 7th	他/她是一月七号生的。 Tā shì yíyuè qīhào shēngde. He/she was born on the 7th of January.
5.	他/她是一月生的。 Tā shì yíyuè shēngde. He/she was born in January.	十四号 shísihào 14th	他/她是一月十四号生的。 Tā shì yíyuè shísihào shēngde. He/she was born on the 14th of January.

	Question	Cue	Answer
	他/她是一月生的。 Tā shì yíyuè shēngde.	二十八号 èrshibāhào	他/她是一月二十八号生的。 Tā shì yíyuè èrshibāhào shēngde.
6.	He/she was born in January.	28th	He/she was born on the 28th of January.
	他/她是一月生的。 Tā shì yíyuè shēngde.	十号 shíhào	他/她是一月十号生的。 Tā shì yíyuè shíhào shēngde.
7.	He/she was born in January.	10th	He/she was born on the 10th of January.

Response drill

Table 2.55. According to the cues, give an affirmative or a negative response to each *shì...de* question.

Question	Cue	Answer
1. 你们女孩子几岁了? Nǐmen nǚhāizi jǐsuì le? How old is your daughter?	5	她五岁了。 Ta wǔsuì le. She is five.
2. 他们男孩子几岁了? Tāmen nánhāizi jǐsuì le? How old is their boy?	11	他十一岁了。 Tā shíyīsuì le. He is 11.
3. 胡太太女孩子几岁了? Hú tàitai nǚhāizi jǐsuì le? How old is Mrs. Hú daughter?	13	她十三岁了。 Tā shí sānsuì le. She is 13.
4. 他/她妹妹几岁了? Ta mèimei jǐsuì le? How old is his/her younger sister?	7	她七岁了。 Ta qīsuì le. She is 7.
5. 你男孩子几岁了? Nǐ nánhāizi jǐsuì le? How old is your boy?	6	他六岁了。 Ta liùsuì le. He is 6.
6. 你女孩子几岁了? Nǐ nǚhāizi jǐsuì le? How old is your daughter?	4	她四岁了。 Tā sìsuì le. She is 4.
7. 那个男孩子几岁了? Nèige nánhāizi jǐsuì le? How old is that boy?	8	他八岁了。 Tā bāsuì le. He is 8.

Response drill

Table 2.56. According to the cues, give an affirmative or a negative response to each *shì...de* question.

Question	Cue	Answer
1. 他/她多大了? Tā duó dà le? How old is he/she?	35	他/她三十五了。 Tā sānshiwǔ le. He/she is 35.
2. 你哥哥多大了? Nǐ gēge duó dà le? How old is your older brother?	44	他四十四了。 Tā sìshísì le. He is 44.
3. 你弟弟多大了? Nǐ dìdi duó dà le? How old is your younger brother?	30	他三十了。 Tā sānshí le. He is 30.
4. 他/她姐姐多大了? Ta jiějie duó dà le? How old is his/her older sister?	47	她四十七了。 Tā sìshíqī le. She is 47.
5. 你妹妹多大了? Nǐ mèimei duó dà le? How old is your younger sister?	32	她三十二了。 Tā sānshìèr le. She is 32.
6. 他/她爱人多大了? Ta àiren duó dà le? How old is his/her spouse?	28	他/她二十八了。 Tā èrshíbā le. He/she is 28.
7. 王同志多大了? Wáng tóngzhì duó dà le?	41	他四十一了。 Ta sìshíyī le.

Question	Cue	Answer
How old is comrade Wáng?		He/she is 41.

Response drill

Table 2.57. According to the cues, give an affirmative or a negative response to each *shì...de* question.

Question	Cue	Answer
1. 您母亲多大岁数了? Nín mǔqīn duó dà suìshu le? How old is your mother?	65	她六十五岁了。 Tā liùshiwǔsui le. She is 65.
2. 您父亲多大岁数了? Nín fùqīn duó dà suìshu le? How old is your father?	67	她六十七岁了。 Tā liùshiqīsui le. He is 67.
3. 他/她姐姐多大岁数了? Tā jiějie duó dà suìshu le? How old is his/her older sister?	46	她四十六岁了。 Tā sìshiliùsui le. She is 46.
4. 他/她哥哥多大岁数了? Tā gēge duó dà suìshu le? How old is his/her older brother?	44	他四十四岁了。 Tā sìshìsìsui le. He is 44.
5. 张先生多大岁数了? Zhāng xiānsheng duó dà suìshu le? How old is Mr. Zhāng?	72	他七十二岁了。 Tā qīshìèrsui le. He is 72.
6. 王太太多大岁数了? Wáng tàitai duó dà suìshu le? How old is Mrs. Wáng?	59	她五十九岁了。 Tā wǔshíjiǔsui le. She is 59.
7. 王太太妹妹多大岁数了? Wáng tàitai mèimei duó dà suìshu le? How old is Mrs. Wáng's younger sister?	58	她五十八岁了。 Tā wǔshíbāsui le.

Question	Cue	Answer
<p>Wáng tàitai mèimei duó dà suìshu le?</p> <p>How old is Mrs. Wáng's younger sister?</p>		<p>She is 58.</p>

Substitution drill

Table 2.58. Transform the question according to the model.

Question	Answer
<p>他/她是五月来的。</p> <p>1. Tā shì wǔ yuè lái de.</p> <p>He/she came in May.</p>	<p>哦。他/她是上个月来的。</p> <p>Où. Tā shì shàng ge yuè lái de.</p> <p>Oh. He/she came last month.</p>
<p>他/她七月来。</p> <p>2. Tā qī yuè lái.</p> <p>He/she is coming in July.</p>	<p>哦。他/她下个月来。</p> <p>Où. Tā xià ge yuè lái.</p> <p>Oh. He/she is coming next month.</p>
<p>他/她六月来。</p> <p>3. Tā liù yuè lái.</p> <p>He/she is coming in June.</p>	<p>哦。他/她这个月来。</p> <p>Où. Tā zhè ge yuè lái.</p> <p>Oh. He/she is coming this month.</p>
<p>他/她是六月来的。</p> <p>4. Tā shì liù yuè lái de.</p> <p>He/she is came in June.</p>	<p>哦。他/她这个月来的。</p> <p>Où. Tā shì zhè ge yuè lái de.</p> <p>Oh. He/she came in June.</p>
<p>他/她是五月到的。</p> <p>6. Tā shì wǔ yuè dào de.</p> <p>He/she arrived in May.</p>	<p>哦。他/她是上个月到的。</p> <p>Où. Tā shì shàng ge yuè dào de.</p> <p>Oh. He/she is arrived last month.</p>
<p>他/她是六月走的。</p> <p>7. Tā shì liù yuè zǒu de.</p> <p>He/she left on June.</p>	<p>哦。他/她是这个月走的。</p> <p>Où. Tā shì zhè ge yuè zǒu de.</p> <p>Oh. He/she left this month.</p>

Transformation drill

Table 2.59. Transform the question according to the model.

	Statement	Question
1.	他/她是一九三五年生的。 Tā shì yījiūsānwǔnián shēngde. He/she was born in 1935.	他/她是哪年生的？ Tā shì něinián shēngde? What year was he/she born?
2.	他/她是四月来的。 Tā shì sìyüè láide. He/she came in April.	他/她是几月来的？ Tā shì jǐyüè láide? What month did he/she come?
3.	他/她是星期五走的。 Tā shì xīngqīwǔ zǒude. He/she left on Friday.	他/她是星期几走的？ Tā shì xīngqījǐ zǒude? What day of the week did he/she leave?
4.	他/她是七号到的。 Tā shì qīhào dàode. He/she has arrived on the seventh.	他/她是几号到的？ Tā shì jǐhào dàode? What day of the month did he/she arrive?
5.	他/她是一九七四年来的。 Tā shì yījiūqīsìnián láide. He/she has come in 1974.	他/她是哪年来的？ Tā shì něinián láide? What year did he/she come?
6.	他/她是星期天走的。 Tā shì xīngqītiān zǒude. He/she has left on Sunday.	他/她是星期几走的？ Tā shì xīngqījǐ zǒude? What day did he/she leave.
7.	他/她是九月生的。 Tā shì jiǔyüè shēngde. He/she was born in September.	他/她是几月生的？ Tā shì jǐyüè shēngde? What month was he/she born?

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

References

Reference List

- | | | | |
|----|---|------------|---|
| 1. | A: Nǐ zhù duō 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 duō 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 duō 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 duō jiǔ? | 你想在台湾住多久？ | How long are you thinking of staying in Taiwan? |
| | B: Wǒ xiǎng zhù bāge yuè. | 我想住八个月。 | I'm thinking of staying eight months. |
| 6. | A: Nǐ péngyou xiǎng zhù duō 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 duō 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 duō jiǔ? 你太太在香港住了多久?
B: Tā zhùle liǎngtiān. 她住了两天。
9. A: Tā lái le ma? 他来了吗?
B: Lái le, tā lái le. 来了, 他来了。
10. A: Tā lái le ma? 他来了吗?
B: Méi lái, tā méi lái. 没来, 他没来。
11. A: Nǐ cóngqián lái guo ma? 你从前来过吗?
B: Wǒ cóngqián méi lái guo. 我从前没来过。
- How long did your wife stay in Hong Kong?
She stayed two days.
- Did he come?
Yes, he came.
- Did he come?
No, he didn't come.
- Have you ever been here before?
I have never been here before.

Vocabulary

qù	去	to go
Niǔ Yūē	纽约	New York
cóngqián	从前	in the past
duō jiǔ	多久	how long
-guo	一过	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 duō 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 **duō 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 comes before the verb.

Nǐ shénme shíhou			When are you leaving?
Nǐ	zhù	duō jiǔ?	How long are you staying?

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.

Wǒ		zhù	zài Běijīng.	I'm living in Běijīng.
Nǐ	zài Běijīng	zhù	duō jiǔ?	How long are you staying in Běijīng?

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 duō jiǔ?** 你太太住多久？ How long is your wife staying?
 B: **Tā 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 duō 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 duō 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.

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

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

In Chinese, it is: "I think he is not going" *Wǒ xiǎng tā bú qù.*

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

Here are other examples:

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 duō jiǔ? 你想在台湾住多久? How long are you thinking of staying in Taiwan?
- B: Wǒ xiǎng zhù bāge yuè. 我想住八个月。 I'm thinking of staying eight months.
6. A: Nǐ péngyou xiǎng zhù duō 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 lái le duō jiǔ le? 你来了多久了? How long have you been there?
- B: Wǒ lái le 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: lái le duō jiǔ le.

Notes on №8

8. A: Nǐ tàitai zài Xiānggǎng zhù le duō jiǔ? 你太太在香港住了多久? How long did your wife stay in Hong Kong?
- B: Tā zhù le 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 zhù le sāntiān.	I stayed there three days.
Wǒ zài nàr zhù le 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 liǎng hái zi.	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 types of verbs. Completion le does not occur with state verbs. It does occur with action verbs.

AC-TION	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 lái guo ma? 你从前来过吗? Have you ever been here before?
 B: Wǒ cóngqián méi lái guo. 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 lái guo** means "He came" with the specification that he is not there anymore -that is, he came and left.

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

Nǐ	cóngqián		lái	-guo	ma?	Have you 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 lái guo.** does have a **-guo**. The negative adverb **méi** is used to negate both completion **le** and **-guo**.

Tā		lái	le.
Tā	méi	lái	
Tā		lái	-guo.
Tā	méi	lái	-guo.

Drills

Table 2.60. Respond according to the cue.

	Question	Cue	Answer
1.	张先生住多久? Zhāng xiānsheng zhù duō yíge yuè jiǔ? How long is Mr. Zhāng staying?	一个月 one month	张先生住一个月。 Zhāng xiānsheng zhù yíge yuè. Mr. Zhāng is staying one month.
2.	王小姐住多久? Wáng xiǎojiě zhù duō jiǔ? How long is Miss Wáng staying?	两个星期 liǎngge xīnqī two weeks	王小姐住两个星期。 Wáng xiǎojiě zhù liǎngge xīnqī. Miss Wáng is staying two weeks.
3.	胡太太住多久? Hú tàitai zhù duō jiǔ? How long is Mrs. Hú staying?	三个月 sānge yuè three months	胡太太住三个月。 Hú tàitai zhù sānge yuè. Mrs. Hú is staying three months.
4.	他/她住多久? Tā zhù duō jiǔ? How long is he/she staying?	四个星期 sìge xīnqī four weeks	他/她住四个星期。 Tā zhù sìge xīnqī. He/she is staying four weeks.
5.	他太太住多久? Tā tàitai zhù duō jiǔ? How long is his wife staying?	两个星期 liǎngge xīnqī two weeks	他太太住两个星期。 Tā tàitai zhù liǎngge xīnqī. His wife is staying two weeks.
6.	李小姐住多久? Lǐ xiǎojiě zhù duō jiǔ? How long is Miss Lǐ staying?	五个月 wǔge yuè five months	李小姐住五个月。 Lǐ xiǎojiě zhù wǔge yuè. Miss Lǐ is staying five months.

	Question	Cue	Answer
	她先生住多久？	六个星期	她先生住六个星期。
7.	Tā xiānsheng zhù duō jiǔ? How long is her husband staying?	liùge xīngqī six weeks	Tā xiānsheng zhù liùge xīngqī. Her husband is staying six weeks.

Response drill

Table 2.61. Respond according to the cue.

	Question	Cue	Answer
	张同志住多久？	三天	张同志住三天。
1.	Zhāng tóngzhi zhù duō jiǔ? How long is comrade Zhāng staying?	sāntiān three days	Zhāng tóngzhi zhù sāntiān. Comrade Zhāng is staying three days.
	他/她母亲住多久？	一年	他/她母亲住一年。
2.	Tā mǔqin zhù duō jiǔ? How long is his/her mother staying?	yìnián one year	Tā mǔqin zhù yìnián. His/her mother is staying one year.
	他/她父亲住多久？	五天	他/她住五天。
3.	Tā fùqin zhù duō jiǔ? How long is his/her father staying?	wǔtiān five days	Tā fùqin zhù wǔtiān. His/her father is staying five days.
	王同志住多久？	八天	王同志住八天。
4.	Wáng tóngzhi zhù duō jiǔ? How long is comrade Wáng staying?	bātiān eight days	Wáng tóngzhi zhù bātiān. Comrade Wáng is staying eight days.
	李姐姐住多久？	两年	我姐姐住两年。
5.	Nǐ jiějie zhù duō jiǔ? How long is your older sister staying?	liǎngnián two years	Wǒ jiějie zhù liǎngnián. My older sister is staying two years.
6.	胡同志住多久？	四天	胡同志之四天。

Question	Cue	Answer
Hú tóngzhì zhù duō jiǔ?	sìtiān	Hú tóngzhì zhù sìtiān.
How long is comrade Hú staying?	four days	Comrade Hú is staying four days.
他/她住多久？	三年	他/她住三年。
7. Tā zhù duō jiǔ?	sānnián	Tā zhù sānnián.
How long is How long is he/she staying?	three years	He/she is staying three years.

Response drill

Table 2.62. Respond according to the cue.

	Question	Cue	Answer
1.	他/她母亲住多久? Tā mǔqīn zhù duō jiǔ? How long is his/her mother staying?	两个月 liǎngge yuè two months	他/她母亲住两个月。 Tā mǔqīn zhù liǎngge yuè. His/her mother is staying two months.
2.	他/她妹妹住多久? Tā mèimei zhù duō jiǔ? How long is his/her younger sister staying?	一个星期 yíge xīngqī one week	他/她妹妹住一个星期。 Tā mèimei zhù yíge xīngqī. His/her younger sister is staying one week.
3.	张太太住多久? Zhāng tàitai zhù duō jiǔ? How long is Mrs. Zhāng staying?	九天 jiǔtiān nine days	张太太住九天。 Zhāng tàitai zhù jiǔtiān. Mrs. Zhāng is staying nine days.
4.	他/她哥哥住多久? Tā gēge zhù duō jiǔ? How long is his/her older brother staying?	四个星期 sìge xīngqī four weeks	他/她哥哥住四个星期。 Tā gēge zhù sìge xīngqī. His/her older brother is staying four weeks.
5.	王先生住多久? Wáng xiānsheng zhù duō jiǔ? How long is Mr. Wáng staying?	一个月 yíge yuè one month	王先生住一个月。 Wáng xiānsheng zhù yíge yuè. Mr. Wáng is staying one month.
6.	他/她弟弟住多久? Tā dìdi zhù duō jiǔ? How long is his/her younger brother staying?	一年 yìnián one year	他/她弟弟住一年。 Tā dìdi zhù yìnián. His/her younger brother is staying one year.
7.	他/她姐姐住多久?	十天	他/她姐姐住十天。

Question	Cue	Answer
Tā jiějie zhù duō jiǔ?	shítiān	Tā jiějie zhù shítiān.
How long is his/her older sister staying?	ten days	His/her older sister is staying ten days.

Response drill

Table 2.63. Expand the response according to the model and the cue.

	Question	Cue	Answer
1.	张太太的哥哥住多久？ Zhāng tàिताide gēge zhù duō jiǔ? How long is Mrs. Zhāng's older brother staying?	香港 xiānggǎng Hong Kong	张太太的哥哥在香港住多久？ Zhāng tàिताide gēge zài xiānggǎng zhù duō jiǔ? How long is Mrs. Zhāng's older brother staying in Hong Kong?
2.	曾小姐的妹妹住多久？ Zēng xiǎojiěde mèimei zhù duō jiǔ? How long is Miss Zēng's younger sister staying?	中国 Zhōngguó China	曾小姐的妹妹在中国住多久？ Zēng xiǎojiěde mèimei zài Zhōngguó zhù duō jiǔ? How long is Miss Zēng's younger sister staying in China?
3.	陈同志的姐姐住多久？ Chén tóngzhìde jiějie zhù duō jiǔ? How long is comrade Chén's older sister staying?	上海 Shānghǎi Shānghǎi	陈同志的姐姐在上海住多久？ Chén tóngzhìde jiějie zài Shānghǎi zhù duō jiǔ? How long is comrade Chén's older sister staying in Shānghǎi?
4.	钱同志的爱人住多久？ Qián tóngzhìde àiren zhù duō jiǔ? How long is comrade Qián's spouse staying?	美国 Měiguó America	钱同志的爱人在美国住多久？ Qián tóngzhìde àiren zài Měiguó zhù duō jiǔ? How long is comrade Qián's spouse staying in America?
5.	曹小姐的父亲住多久？ Cáo xiǎojiěde fùqīn zhù duō jiǔ?	青岛 Qīngdǎo Qīngdǎo	曹小姐的父亲在青岛住多久？

Question	Cue	Answer
How long is Miss Cáo 's father staying?		<p>Cáo xiǎojiě de fùqin zài Qīngdǎo zhù duō jiǔ?</p> <p>How long is Miss Cáo's father staying in Qīngdǎo?</p>
6. 夏先生的母亲住多久?	北京	夏先生的母亲在北京住多久?
Xia xiāngshengde mǔqin zhù duō jiǔ?	Běijīng	Xia xiāngshengde mǔqin zài Běijīng zhù duō jiǔ?
How long is Mr. Xià 's mother staying?	Běijīng	<p>How long is Mr. Xià's mother staying in Běijīng?</p>

Expansion drill

Table 2.64. Transform the sentence according to the model.

	Statement	Answer
1.	他/她几天? Tā zhù jǐtiān? How many days is he/she staying?	他/她想住几天? Tā xiǎng zhù jǐtiān? How many days is he/she planning on staying?
2.	胡先生住几个月? Hú xiānsheng zhù jǐge yuè? How many months is Mr. Hú staying?	胡先生想住几个月? Hú xiānsheng xiǎng zhù jǐge yuè? How many months is Mr. Hú planning on staying?
3.	王太太住几个星期? Wáng tàitai zhù jǐge xīngqī? How many weeks is Mrs. Wáng staying?	王太太想住几个星期? Wáng tàitai xiǎng zhù jǐge xīngqī? How many weeks is Mrs. Wáng planning on staying?
4.	他先生住几年? Tā xiānsheng zhù jǐnián? How many years is Mr. Tā staying?	他先生想住几年? Tā xiānsheng xiǎng zhù jǐnián? How many years is Mr. Tā planning on staying?
5.	周小姐住几个月? Zhōu xiǎojiě zhù jǐge yuè? How many months is Miss Zhōu staying?	周小姐想住几个月? Zhōu xiǎojiě xiǎng zhù jǐge yuè? How many months is Miss Zhōu planning on staying?
6.	我父亲住几个星期? Wǒ fùqīn zhù jǐge xīngqī? How many weeks is my father staying?	我父亲想住几个星期? Wǒ fùqīn xiǎng zhù jǐge xīngqī? How many weeks is my father planning on staying?
7.	他/她妹妹住几天? Tā mèimei zhù jǐtiān?	他/她妹妹想住几天? Tā mèimei xiǎng zhù jǐtiān?

Statement	Answer
How many days is hi/her younger sister staying?	How many days is hi/her younger sister planning on staying?

Transformation drill

Table 2.65. Transform the sentence according to the model.

Question	Answer
<p>他/她住一个星期。</p> <p>1. Tā zhù yíge xīngqī. He/she is staying one week.</p>	<p>我想他/她住一个星期。</p> <p>Wǒ xiǎng tā zhù yíge xīngqī. I think he/she is staying one week.</p>
<p>他/她住两年。</p> <p>2. Tā zhù liǎngnián. He/she is staying two years.</p>	<p>我想他/她住两年。</p> <p>Wǒ xiǎng tā zhù liǎngnián. I think he/she is staying two years.</p>
<p>他/她住三个月。</p> <p>3. Tā zhù sānge yuè. He/she is staying three months.</p>	<p>我想他/她住三个月。</p> <p>Wǒ xiǎng tā zhù sānge yuè. I think he/she is staying three months.</p>
<p>他/她住两个星期。</p> <p>4. Tā zhù liǎngge xīngqī. He/she is staying two weeks.</p>	<p>我想他/她住两个星期。</p> <p>Wǒ xiǎng tā zhù liǎngge xīngqī. I think he/she is staying two weeks.</p>
<p>他/她七天。</p> <p>5. Tā zhù qītiān. He/she is staying seven days.</p>	<p>我想他/她住七天。</p> <p>Wǒ xiǎng tā zhù qītiān. I think he/she is staying seven days.</p>
<p>他/她住十年。</p> <p>6. Tā zhù sìnián. He/she is staying four years.</p>	<p>我想他/她住十年。</p> <p>Wǒ xiǎng tā zhù sìnián. I think he/she is staying four years.</p>
<p>他/她六个月。</p> <p>7. Tā zhù liùge yuè. He/she is staying six months.</p>	<p>我想他/她住六个月。</p> <p>Wǒ xiǎng tā zhù liùge yuè. I think he/she is staying six months.</p>

Expansion drill

Table 2.66. Transform the sentence according to the model.

	Statement	Answer
	他/她住一个星期。	他/她住了一个星期。
1.	Tā zhù yíge xīngqī. He/she is staying one week.	Tā zhùle yíge xīngqī. He/she stayed one week.
	马同志住一年。	马同志住了一年。
2.	Mǎ tóngzhì zhù yìnián. Comrade Mǎ is staying one year.	Mǎ tóngzhì zhùle yìnián. Comrade Mǎ stayed one year.
	王同志住四个月。	王同志住了四个月。
3.	Wáng tóngzhì zhù sìge yuè. Comrade Wáng is staying four months.	Wáng tóngzhì zhùle sìge yuè. Comrade Wáng stayed four months.
	曾同志住五天。	曾同志住了五天。
4.	Zēng tóngzhì zhù wǔtiān. Comrade Zēng is staying five days.	Zēng tóngzhì zhùle wǔtiān. Comrade Zēng stayed five days.
	我住两个星期。	我住了两个星期。
5.	Wǒ zhù liǎngge xīngqī. I'm staying two weeks.	Wǒ zhùle liǎngge xīngqī. I stayed two weeks.
	他/她孩子住刘天。	他/她孩子住了刘天。
6.	Tā háizi zhù liùtiān. His/her children are staying six days.	Tā háizi zhùle liùtiān. His/her children stayed six days.
	他/她妹妹住两年。	他/她妹妹住了两年。
7.	Tā mèimei zhù liǎngnián. His/her younger sister is staying two years.	Tā mèimei zhùle liǎngnián. His/her younger sister stayed two years.

Transformation drill

Table 2.67. Transform the sentence according to the model.

	Question	Answer
1.	他/她住了三天。 Tā zhùle sāntiān. He/she stayed three days	他/她住了三天了。 Tā zhùle sāntiān le. He/she has stayed three days.
2.	我住了一个星期。 Wǒ zhùle yíge xīngqī. I stayed one week.	我住了一个星期了。 Wǒ zhùle yíge xīngqī le. I have stayed one week.
3.	他/她住了两个月。 Tā fùqin zhùle liǎngge yuè. His/her father stayed two months.	他/她父亲住了两个月了。 Tā fùqin zhùle liǎngge yuè le. His/her father has stayed two months.
4.	他/她姐姐住了十一天。 Tā jiějie zhùle shíyītiān. His/her older sister stayed eleven days.	他/她姐姐住了十一天了。 Tā jiějie zhùle shíyītiān le. His/her older sister has stayed eleven days.
5.	王先生住了一年。 Wáng xiānsheng zhùle yìnián. Mr. Wáng stayed one year.	王先生住了一年了。 Wáng xiānsheng zhùle yìnián le. Mr. Wáng has stayed one year.
6.	王太太住了三个星期。 Wáng tàitai zhùle sānge xīngqī. Mrs. Wáng stayed three weeks.	王太太住了三个星期了。 Wáng tàitai zhùle sānge xīngqī le. Mrs. Wáng has stayed three weeks.
7.	胡小姐住了七天。 Hú xiǎojiě zhùle qītiān. Miss Hú stayed seven days.	胡小姐住了七天了。 Hú xiǎojiě zhùle qītiān le. Miss Hú has stayed seven days.

Transformation drill

Table 2.68. Respond by adding **xiǎng zhù**, or **zhùle** + duration phrase + **le** to each statement, according to the clue.

Question	Cue	Answer
他/她住一天。 1. Tā zhù yìtiān. He/she is staying one day.	还没来 hái měi lái didn't come yet	他/她想住一天。 Tā xiǎng zhù yìtiān. He/she is planning on staying one day.
他/她住一天。 2. Tā zhù yìtiān. He/she is staying one day.	已经走了 yǐjīng zǒu le already left	他/她住了一天。 Tā zhùle yìtiān. He/she stayed one day.
他/她住一天。 3. Tā zhù yìtiān. He/she is staying one day.	还在这儿 hái zài zhèr already here	他/她住了一天了。 Tā zhùle yìtiān le. He/she has stayed one day.
他/她住两个星期。 4. Tā zhù liǎngge xīngqī. He/she is staying two weeks.	已经周了 yǐjīng zǒu le already left	他/她住了两个星期。 Tā zhùle liǎngge xīngqī. He/she stayed two weeks.
他/她住三天。 5. Tā zhù sāntiān. He/she is staying three days.	还没来 hái méi lái didn't come yet	他/她想住三天。 Tā xiǎng zhù sāntiān. He/she is planning of staying three days.
他/她住一年。 6. Tā zhù yìnián. He/she is staying one year.	还在这儿 hái zài zhèr already here	他/她住了一年了。 Tā zhùle yìnián le. He/she has stayed one year.
他/她住五个星期。 7. Tā zhù wǔge xīngqī. He/she is staying five weeks.	已经周了 yǐjīng zǒu le already left	他/她住了五个星期。 Tā zhùle wǔge xīngqī. He/she stayed five weeks.

Question	Cue	Answer
He/she is staying five weeks.		

Transformation drill

Table 2.69. Transform the sentence according to the model.

	Statement	Answer
1.	他/她星期一来，星期三走。 Tā xīngqīyī lái, xīngqīsān zǒu. He/she is coming on Monday, leaving on Wednesday.	他/她想住兩天。 Tā xiǎng zhù liǎngtiān. He/she is planning on staying two days.
2.	他/她一月来，四月走。 Tā yíyuè lái, sìyuè zǒu. He/she is coming on January, leaving on April.	他/她想住三个月。 Tā xiǎng zhù sāngē yuè. He/she is planning on staying three months.
3.	他/她五月来，七月走。 Tā wǔyuè lái, qíyuè zǒu. He/she is coming on May, leaving on September.	他/她想住两个月。 Tā xiǎng zhù liǎnggè yuè. He/she is planning on staying four months.
4.	他/她一号来，六号走。 Tā yíhào lái, liùhào zǒu. He/she is coming the first of the month, leaving the sixth.	他/她想住五天。 Tā xiǎng zhù wǔtiān. He/she is planning on staying five days.
5.	他/她六月来，十月走。 Tā liùyuè lái, shíyuè zǒu. He/she is coming on June, leaving on October.	他/她想住四个月。 Tā xiǎng zhù sìgè yuè. He/she is planning on staying four months.
6.	他/她一九七六年来，一九七八年走。 Tā yījiǔqīliùnián lái, yījiǔqībānián zǒu. He/she is coming in 1976, leaving in 1978.	他/她想住两年。 Tā xiǎng zhù liǎngnián. He/she is planning on staying two years.

	Statement	Answer
	他/她星期五来, 下个星期一走。	他/她想住三天。
7.	Tā xīngqīwǔ lái, xiàge xīngqīyī zǒu. He/she is coming on Friday, leaving next Monday .	Tā xiǎng zhù sāntiān. He/she is planning on staying three days.

Transformation drill

Table 2.70. Transform the sentence according to the model.

	Statement	Answer
1.	他/她是二号来的，四号走的。 Tā shì èrhào láide, sìhào zǒude. He/she came on the second, left on the fourth.	他/她住了两天。 Tā zhùle liǎngtiān. He/she stayed two days.
2.	他/她是一九七一年来的，一九七四年走的。 Tā shì yǐjiǔqīyīnián láide, yījiǔqīsìnián zǒude. He/she came in 1971, left in 1974.	他/她住了三年。 Tā zhùle sānnián. He/she stayed three years.
3.	他/她是三月来的，五月走的。 Tā shì sānyuè láide, wǔyuè zǒude. He/she came in April, left in May.	他/她住了两个月。 Tā zhùle liǎngge yuè. He/she stayed two months.
4.	他/她是星期二来的，星期六走的。 Tā shì xīngqīèr láide, xīngqīliù zǒude. He/she came on Tuesday, left on Saturday.	他/她住了四天。 Tā zhùle sìtiān. He/she stayed four days.
5.	他/她是九号来的，十一号走的。 Tā shì jiǔhào láide, shíyīhào zǒude. He/she came on the ninth, left on the eleventh.	他/她住了两天。 Tā zhùle liǎngtiān. He/she stayed two days.
6.	他/她是昨天来的，今天走的。 Tā shì zuótiān láide, jīntiān zǒude.	他/她住了一天。 Tā zhùle yìtiān.

Statement	Answer
He/she came yesterday , left today.	He/she stayed one day.
他/她是上个月三十一号来的，这个月五号走的。	他/她住了五天。 Tā zhùle wǔtiān.
7. Tā shì shàngè yuè sānshíyíhào lái de, zhèige yuè wǔhào zǒu de. He/she came the 31st last month, left on the 5th this month.	He/she stayed five days.

Transformation drill

Table 2.71. Transform the sentence according to the model.

	Question	Cue	Answer
1.	他/她明天不来。 Tā míngtiān bù lái. He/she isn't coming tomorrow.	昨天 zuótiān yesterday	他/她昨天没来。 Tā zuótiān méi lái. He/she didn't come yesterday.
2.	他/她后天不走。 Tā hòutiān bú zǒu. He/she isn't leaving the day after tomorrow.	前天 qiántiān the day before yesterday	他/她前天没走。 Tā qiántiān méi zǒu. He/she didn't leave the day before yesterday.
3.	他/她明年不来。 Tā míngnián bù lái. He/she isn't coming next year.	去年 qùnián last year	他/她去年没来。 Tā qùnián méi lái. He/she didn't come last year.
4.	他/她下个月不走。 Tā xiàge yuè bù zǒu. He/she isn't leaving next month.	上个月 shàngge yuè last month	他/她上个月没走。 Tā shàngge yuè méi zǒu. He/she didn't leave last month.
5.	他/她下个星期不来。 Tā xiàge xīngqī bù lái. He/she isn't coming next week.	上个星期 shàngge xīngqī last week	他/她上个星期没来。 Tā shàngge xīngqī méi lái. He/she didn't come last week.
6.	他/她后年不来。 Tā hòunián bù lái. He/she isn't coming the year after next.	天年 qiánnián the year before last	他/她天年没来。 Tā qiánnián méi lái. He/she didn't come the year before last.
7.	他/她今天不走。 Tā jīntiān bù zǒu. He/she isn't leaving today.	今天 jīntiān today	他/她今天没走。 Tā jīntiān méi zǒu. He/she didn't leave today.

Question	Cue	Answer
Tā jīntiān bú zòu.	jīntiān	Tā jīntiān méi zǒu.
He/she isn't leaving today.	today	He/she didn't leave today.

Transformation drill

Table 2.72. Transform the sentence according to the model.

	Question	Answer
1.	他/她来了吗? Tā lái le ma? Did he/she come?	他/她来过吗? Tā lái guo ma? Has he/she ever been here?
2.	他/她爱人来了吗? Tā ài ren lái le ma? Did his/her spouse come?	他/她爱人来过吗? Tā ài ren lái guo ma? Has his/her spouse ever been here?
3.	他/她母亲来了吗? Tā mǔ qin lái le ma? Did his/her mother come?	他/她母亲来过吗? Tā mǔ qin lái guo ma? Has his/her mother ever been here?
4.	胡同志来了吗? Hú tóng zhì lái le ma? Did comrade Hú come?	胡同志来过吗? Hú tóng zhì lái guo ma? Has comrade Hú ever been here?
5.	他/她弟弟来了吗? Tā dì dì lái le ma? Has his/her younger brother come?	他/她弟弟来过吗? Tā dì dì lái guo ma? Did his/her younger brother ever been here?
6.	王大年来了吗? Wáng Dà nián lái le ma? Did Wáng Dà nián come?	王大年来过吗? Wáng Dà nián lái guo ma? Has Wáng Dà nián ever been here?
7.	赵同志来了吗? Zhào tóng zhì lái le ma? Did comrade Zhào come?	赵同志来过吗? Zhào tóng zhì lái guo ma? Has comrade Zhào ever been here?

Response drill

Table 2.73. Give a negative response to each question.

	Question	Answer
	王小姐来了吗？	王小姐没来。
1.	Wáng xiǎojiě lái le ma? Did Miss Wáng come?	Wáng xiǎojiě méi lái. Miss Wáng didn't come.
	林先生来了吗？	林先生没来。
2.	Lín xiānsheng lái le ma. Did Mr. Lín come?	Lín xiānsheng méi lái. Mr. Lín didn't come.
	刘太太来了吗？	刘太太没来。
3.	Liú tàitai lái le ma? Did Mrs. Liú come?	Liú tàitai méi lái. Mrs. Liú didn't come.
	他/她来了吗？	他/她没来。
4.	Tā lái le ma? Did he/she come?	Tā méi lái. He/she didn't come.
	黄先生来了吗？	黄先生没来。
5.	Huáng xiānsheng lái le ma? Did Mr. Huáng come?	Huáng xiānsheng méi lái. Mr. Huáng didn't come.
	陈小姐来了吗？	陈小姐没来。
6.	Chén xiǎojiě lái le ma? Did Miss Chén come?	Chén xiǎojiě méi lái. Miss Chén didn't come.
	孙太太来了吗？	孙太太没来。
7.	Sūn tàitai lái le ma? Did Mrs. Sūn come?	Sūn tàitai méi lái. Mrs. Sūn didn't come.

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-1 and P-1 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: Nín zài nǎlǐ gōngzuò? | 您在哪里工作？ | Where do you work? |
| | B: Wǒ zài Měiguó Guówùyuan gōngzuò. | 我在美国国务院工作。 | I work with the State Department. |
| 2. | A: Nín zài nǎlǐ gōngzuò? | 您在哪里工作？ | Where do you work? |
| | B: Wǒ shì xuésheng. | 我是学生。 | I'm a student. |
| 3. | A: Nín 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: Ò, wǒ yě shì xuésheng. | 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? | 柯先生，你念什么？ | What are you studying, Mr. Cook? |
| | B: Wǒ zài zhèlǐ xué zhōngwén. | 我在这里学中文。 | I'm studying Chinese here. |
| 6. | A: Qǐngwèn, nǐ xuéguo Yīngwén ma? | 请问，你学过英文吗？ | May I ask, have you ever studied English? |
| | B: Xuéguo | 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 yídiǎn. | 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?
 B: Bú huì, tā bú huì shuō. 不会, 她不会说。
 Can your wife speak Chinese too?
 No, she can't.
9. A: Nǐde Zhōngguó huà hěn hǎo. 你的中国话很好。
 B: Nǎli, nǎli. wǒ jiù shuō yìdiǎn. 哪里, 哪里。我就说一点。
 Your Chinese is very good.
 Not at all, not at all. I can speak only a little.
10. A: Nǐ shì zài nǎli xuéde? 你是在哪里学的?
 B: Wǒ shì zài Huáshèngdùn xuéde. 我是在华盛顿学的。
 Where did you study it?
 I studied it in Washington.
11. A: Nǐ shì zài dàxué xuéde Yīngwén ma? 你是在大学学的英文吗?
 B: Shìde, wǒ shì zài Táiwān Dàxué xuéde Yīngwén. 是的, 我是在台湾大学学的英文。
 Did you study English at college?
 Yes, I studied English at Taiwan University.

Vocabulary

jīngxué	经学	Confucian classics
Rìwén	日文	Japanese language
wénxué	文学	literature
zhèngzhìxué	政治学	political science
nán	难	to be difficult
róngyì	容易	to be easy
dàxué	大学	university
huà	话	language, words
Huáshèngdùn	华盛顿	Washington
huì	会	to know how to, to can
jīngjìxué	经济学	economics
lìshǐ	历史	history
Měiguó Guówùyuàn	美国国务院	U.S. Department of State
nán	难	to be difficult
niàn (shū)	念书	to study
shuō (huà)	说话	to speak, to talk
xué	学	to study
xuéshēng (xuésheng)	学生	student
xuéxí (xuéxi)	学习	to study, to learn (PRC)
yìdiǎn	一点	a little
Yīngwén	英文	English
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: **Nín zài nǎlǐ 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: **Nín zài nǎlǐ gōngzuò?** 您在哪里工作?
Where do you work?
B: **Wǒ shì xüesheng.** 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: **Nín 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: **Ò, wǒ yě shì xüesheng.** 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 niàn shūde.	I came to study.
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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 yǐjǐng niàn shù le.	He has already studied.

Notes on №5-6

5. A: Kē xiānsheng, nǐ niàn shénme? 柯先生，你念什么？
 B: Wǒ zài zhèlǐ xué zhōngwén. 我在这里学中文。
 What are you studying, Mr. Cook?
 I'm studying Chinese here.
6. A: Qǐngwèn, nǐ xuéguo Yīngwén ma? 请问，你学过英文吗？
 B: Xuéguo. 学过。
 May I ask, have you ever studied English?
 Yes.

Xué, "to study" (an action verb): You will recognize **xué** from the word for "student," **xuésheng**. **Xué** may refer to acquiring either knowledge or a skill. For example, you can **xué** history, economics, a language, piano and tennis. On the other hand, **niàn** is used for "study" in the sense of taking a course or courses in a field of knowledge. **Niàn** is not used for a skill.

In some contexts, the verb **xué** means "to learn." The following sentence may be interpreted two ways, depending on the situation.

Wǒ zài Měiguó yǐjīng xuéguo.

I learned it in America. (e.g., how to use chopsticks)

OR

I studied it in America.

(e.g., the Chinese language)

Zhōngwén is used for either the Chinese spoken language or the written language including literature. In general, use **xué** for "learning" to speak Chinese and **niàn** for "studying" Chinese literature.

Notes on №7-8

7. A: Qǐngwèn, nǐ huì shuō Yīngwén ma? 请问，你会说英文吗？
 B: Wǒ huì shuō yìdiǎn. 我会说一点。
 May I ask, can you speak English?
 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?
 B: **Bú huì, tā bú huì shuō.** 不会, 她不会说。
- Can your wife speak Chinese too?
 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 qùnián bú huì shuō Yīngwén.	He couldn't speak English last year.
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When the marker **le** is used, it is the aspect marker for new situations.

Tā qùnián bú huì shuō Yīngwén, xiànzài huì le,	Last year he couldn't speak English, but now he can.
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Wǒ huì shuō yìdiǎn, "I can speak a little": The word **yìdiǎn**, literally "a dot," functions as a noun. It is used in a sentence to mean "a little bit" where a noun object, such as **Yīngwén**, "English," might be used.

Yìdiǎn may not be used directly after an auxiliary verb, which must be followed by another verb.

Shuō, "to speak," "to talk," is another example of a verb which must always have an object. **Shuō** must be followed by either:

- 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.
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OR

- 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。
 B: **Náli, náli. wǒ jiù shuō yìdiǎn.** 哪里, 哪里。我就说一点。
- Your Chinese is very good.
 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 dàxué xūede Yīngwén ma?** 你是在大学学的英文吗?
Did you study English at college?
- B: **Shìde, wǒ shì zài Táiwān Dàxué xūede 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	xūe	-de.	
Wǒ	shì	zài zhèr	xūe	-de	Yīngwén.

Drills

Response drill

Table 2.74.

	Question	Cue	Answer
1.	他/她在哪里工作? Tā zài nǎlǐ gōngzuò? Where does he/she works?	国务院 Guówùyüàn Department of State	他/她在国务院工作。 Tā zài Guówùyüàn gōngzuò. He/she works with the Department of State.
2.	他/她在哪里工作? Tā zài nǎlǐ gōngzuò? Where does he/she works?	邮政高 yóuzhèngjú post office	他/她在邮政高工作。 Tā zài yóuzhèngjú gōngzuò. He/she works at the post office.
3.	他/她在哪里工作? Tā zài nǎlǐ gōngzuò? Where does he/she works?	银行 yínháng bank	他/她在银行工作。 Tā zài yínháng gōngzuò. He/she works at the bank.
4.	他/她在哪里工作? Tā zài nǎlǐ gōngzuò? Where does he/she works?	武官处 Wǔguānchù defense attache office	他/她在武官处工作。 Tā zài Wǔguānchù gōngzuò. He/she works at the defense attache office.
5.	他/她在哪里工作? Tā zài nǎlǐ gōngzuò? Where does he/she works?	国宾大饭店 Guóbīn Dàfàndiàn Ambassador Hotel	他/她在国宾大饭店工作。 Tā zài Guóbīn Dàfàndiàn gōngzuò. He/she works at the Ambassador Hotel.
6.	他/她在哪里工作? Tā zài nǎlǐ gōngzuò?	北京大饭店 Běijīng Dàfàndiàn	他/她在北京大饭店工作。

Question	Cue	Answer
Where does he/she works?	Běijīng Grand Hotel	Tā zài Běijīng Dàfàndiàn gōngzuò. He/she works at the Běijīng Grand Hotel.
他/她在哪里工作？	民族饭店	他/她在族饭店工作。
7. Tā zài nǎlǐ gōngzuò?	Mínzǔ Fàndiàn	Tā zài Mínhú Fàndiàn gōngzuò.
Where does he/she works?	Nationalities Hotel	He/she works at the Nation- alities Hotel.

Expansion drill

Table 2.75.

	Question	Cue	Answer
1.	他/她是学生，他/她学中文。 Tā shì xüesheng, tā xüé zhōngwén. He/she is a student, he/she studies Chinese.	这里 zhèli here	他/她是学生，他/她在这里学中文。 Tā shì xüesheng, tā zài zhèli xüé zhōngwén. He/she is a student, he/she studies Chinese here.
2.	他/她是学生，他/她学中国化。 Tā shì xüesheng, tā xüé zhōngguó huà. He/she is a student, he/she studies Chinese.	那里 nàli there	他/她是学生，他/她在那里学中国化。 Tā shì xüesheng, tā zài nàli xüé zhōngguó huà. He/she is a student, he/she studies Chinese there.
3.	他/她是学生，他/她念什么？ Tā shì xüesheng, tā nián shénme? He/she is a student, what does he/she study?	这里 zhèli here	他/她是学生，他/她在这里念什么？ Tā shì xüesheng, tā zài zhèli nián shénme? He/she is a student, what does he/she study here?
4.	他/她是学生，他/她念历史。 Tā shì xüesheng, tā nián lìshǐ. He/she is a student, he/she studies history.	哪里 nàli? there?	他/她是学生，他/她在那里念历史？ Tā shì xüesheng, tā zài nàli nián lìshǐ? He/she is a student, does he/she study history there?
5.	他/她是学生，他/她念文学。 Tā shì xüesheng, tā nián wénxüé. He/she is a student, he/she studies literature.	这里 zhèli here	他/她是学生，他/她在这里念文学。 Tā shì xüesheng, tā zài zhèli nián wénxüé. He/she is a student, he/she studies literature here.

Question	Cue	Answer
<p>6. 他/她是学生，他/她学 法文。 Tā shì xūesheng, tā xué fàwén. He/she is a student, he/she studies French.</p>	<p>那里 nàli there</p>	<p>他/她是学生，他/她在 那里学法文。 Tā shì xūesheng, tā zài nàli xué fàwén. He/she is a student, he/she studies French there.</p>
<p>7. 他/她是学生，他/她学 什么？ Tā shì xūesheng, tā xué shénme? He/she is a student, what does he/she study?</p>	<p>这里 zhèli here</p>	<p>他/她是学生，他/她在 这里学什么？ Tā shì xūesheng, tā zài zhèli xué shénme? He/she is a student, what does he/she study here?</p>

Response drill

Table 2.76.

	Question	Cue	Answer
1.	请问，他/她念什么？ Qǐngwèn, tā niàn shénme? May I ask, what is he/she studying?	经济学 jīngjìxué economics	他/她念经济学。 Tā niàn jīngjìxué. He/she studies economics.
2.	请问，王大年念什么？ Qǐngwèn, Wáng Dànián niàn shénme? May I ask, what is Wáng Dànián studying?	文学 wénxué literature	他念文学。 Tā niàn wénxué. He studies literature.
3.	请问，方小姐念什么？ Qǐngwèn, Fāng xiǎojiě niàn shénme? May I ask, what is Miss Fāng studying?	中国文学 zhōngguó wénxué Chinese literature	她念中国文学。 Tā niàn zhōngguó wénxué. She studies Chinese literature.
4.	请问，他/她妹妹念什么？ Qǐngwèn, tā mèimei niàn shénme? May I ask, what is his/her younger sister studying?	政治学 zhèngzhìxué political science	她念政治学。 Tā niàn zhèngzhìxué. She studies political science.
5.	请问，他/她爱人念什么？ Qǐngwèn, tā àiren niàn shénme? May I ask, what is his/her spouse studying?	历史 lìshǐ history	他/她念历史。 Tā niàn lìshǐ. He/she studies history.
6.	请问，孙蕙然念什么？	中国历史	她念中国历史。 Tā niàn Zhōngguó lìshǐ.

Question	Cue	Answer
Qǐngwèn, Sūn Huìrán niàn shénme? May I ask, what is Sūn Huìrán studying?	zhōngguó lìshǐ Chinese history	She studies Chinese history.
7. Tā nánháizi niàn shénme? May I ask, what is his/her boy studying?	经济学 jīngjixué economics	他念经济学。 Tā niàn jīngjixué. He/she studies economics.

Transformation drill

Table 2.77.

	Question	Answer
1.	王先生念历史。 Wáng xiānsheng niàn lìshǐ. Mr. Wáng is studying history.	王先生来念历史。 Wáng xiānsheng lái niàn lìshǐ. Mr. Wáng is coming to study history.
2.	马先生念文学。 Mǎ xiānsheng niàn wénxué. Mr. Mǎ is studying literature.	马先生来念文学。 Mǎ xiānsheng lái niàn wénxué. Mr. Mǎ is coming to study literature.
3.	张先生念经济学。 Zhāng xiānsheng niàn jīngjixué. Mr. Zhāng is studying economics.	张先生来念经济学。 Zhāng xiānsheng lái niàn jīngjixué. Mr. Zhāng is coming to study economics.
4.	李先生念日文。 Lǐ xiānsheng niàn rìwén. Mr. Lǐ is studying the Japanese language.	李先生来念日文。 Lǐ xiānsheng lái niàn rìwén. Mr. Lǐ is coming to study the Japanese language.
5.	他/她念历史。 Tā niàn lìshǐ. He/she is studying history.	他/她来念历史。 Tā lái niàn lìshǐ. He/she is coming to study history.
6.	胡先生念英文。 Hú xiānsheng niàn yīngwén. Mr. Hú is studying English.	胡先生来念英文。 Hú xiānsheng lái niàn yīngwén. Mr. Hú is coming to study English.
7.	陈先生念法文。 Chén xiānsheng niàn fǎwén. Mr. Chén is studying French.	陈先生来念法文。 Chén xiānsheng lái niàn fǎwén. Mr. Chén is coming to study French.

Question

Mr. **Chén** is studying French.

Answer

Mr. **Chén** is coming to study French.

Response drill

Table 2.78.

	Question	Cue	Answer
1.	孙同志来做什么？ Sūn tóngzhì lái zuò shénme? What did comrade Sūn come to do?	工作 gōngzuò to work	他/她来工作。 Tā lái gōngzuò. He/she is coming to work.
2.	马孙同志来做什么？ Mǎ tóngzhì lái zuò shénme? What did comrade Mǎ come to do?	念书 niàn shū to study	他/她来念书。 Tā lái niàn shū. He/she is coming to study.
3.	陈孙同志来做什么？ Chén tóngzhì lái zuò shénme? What did comrade Chén come to do?	学日文 xué rìwén to study Japanese	他/她来学日文。 Tā lái xué rìwén. He/she is coming to study Japanese.
4.	他/她来做什么？ Tā lái zuò shénme? What did he/she Chén come to do?	念历史 niàn lìshǐ to study history	他/她来念历史。 Tā lái niàn lìshǐ. He/she is coming to study history.
5.	黄先生来做什么？ Huáng xiānsheng lái zuò shénme? What did Mr. Huáng come to do?	念政治学 niàn zhèngzhìxué to study political science	他来念政治学。 Tā lái niàn zhèngzhìxué. He is coming to study political science.
6.	钱同志来做什么？ Qián tóngzhì lái zuò shénme?	学英文 xué yīngwén to study English	他/她来学英文。 Tā lái xué yīngwén. He/she is coming to study English.

Question	Cue	Answer
What did comrade Qián come to do?		
他/她来做什么？	工作	他/她来工作。
7. Tā lái zuò shénme?	gōngzuò	Tā lái gōngzuò.
What did he/she come to do?	to work	He/she is coming to work.

Response drill

Table 2.79.

	Question	Answer
1.	<p>请问，他/她来念书吗？</p> <p>Qǐngwèn, tā lái niàn shū ma?</p> <p>May I ask, did he/she come to study?</p>	<p>对了，他/她来念书。</p> <p>Duì le, tā lái niàn shū.</p> <p>Yes, he/she came to study.</p>
2.	<p>请问他/她来念中文吗？</p> <p>Qǐngwèn, tā lái niàn zhōngwén ma?</p> <p>May I ask, did he/she come to study Chinese?</p>	<p>对了，他/她来念中文。</p> <p>Duì le, tā lái niàn zhōngwén.</p> <p>Yes, he/she came to study Chinese.</p>
3.	<p>请问，他/她来念经济学吗？</p> <p>Qǐngwèn, tā lái niàn jīngjìxué ma?</p> <p>May I ask, did he/she come to study economics?</p>	<p>对了，他/她来念经济学。</p> <p>Duì le, tā lái niàn jīngjìxué.</p> <p>Yes, he/she came to study economics.</p>
4.	<p>请问他/她妹妹来念英文吗？</p> <p>Qǐngwèn, tā mèimei lái niàn yīngwén ma?</p> <p>May I ask, did his/her younger sister come to study English?</p>	<p>对了，她来念英文。</p> <p>Duì le, tā lái niàn yīngwén.</p> <p>Yes, she came to study English.</p>
5.	<p>请问，陈先生来念政治学吗？</p> <p>Qǐngwèn, Chén xiānsheng lái niàn zhèngzhìxué ma?</p> <p>May I ask, did Mr. Chén come to study political science?</p>	<p>对了，他来念政治学。</p> <p>Duì le, tā lái niàn zhèngzhìxué.</p> <p>Yes, he came to study political science.</p>
6.	<p>请问，王先生来学法文吗？</p> <p>Qǐngwèn, Wáng xiānsheng lái xué fǎwén ma?</p> <p>May I ask, did Mr. Wáng come to learn French?</p>	<p>对了，他来学法文。</p> <p>Duì le, tā lái xué fǎwén.</p> <p>Yes, he came to learn French.</p>

Question	Answer
7. 请问, 张小姐来学日文吗? Qǐngwèn, Zhāng xiǎojiě lái xué rìwén ma? May I ask, did Miss Zhāng come to learn Japanese?	对了, 她来学日文。 Duì le, tā lái xué rìwén. Yes, she came to learn Japanese.

Response drill

Table 2.80.

	Question	Answer
1.	<p>他/她是在大学学的中文吗？</p> <p>Tā shì zài dàxué xuéde zhōngwén ma?</p> <p>Did he/she study Chinese in college?</p>	<p>是的，他/她是在大学学的中文。</p> <p>Shìde, tā shì zài dàxué xuéde zhōngwén.</p> <p>Yes, he/she studied Chinese in college.</p>
2.	<p>他/她是在美国学的中文吗？</p> <p>Tā shì zài Měiguó xuéde zhōngwén ma?</p> <p>Did he/she learn Chinese in America?</p>	<p>是的，他/她是在美国学的中文。</p> <p>Shìde, tā shì zài Měiguó xuéde zhōngwén.</p> <p>Yes, he/she learned Chinese in America.</p>
3.	<p>他/她是在台湾大学念的英文吗？</p> <p>Tā shì zài Táiwān Dàxué niànde yīngwén ma?</p> <p>Did he/she study English in Taiwan?</p>	<p>是的，他/她是在台湾大学念的英文。</p> <p>Shìde, tā shì zài Táiwān Dàxué niànde yīngwén.</p> <p>Yes, he/she studied English in Taiwan.</p>
4.	<p>他/她是在美国念的历史吗？</p> <p>Tā shì zài Měiguó niànde lìshǐ ma?</p> <p>Did he/she study history in America?</p>	<p>是的，他/她是在美国念的历史。</p> <p>Shìde, tā shì zài Měiguó niànde lìshǐ.</p> <p>Yes, he/she studied history in America.</p>
5.	<p>他/她是在加州念的政治学吗？</p> <p>Tā shì zài Jiāzhōu niànde zhèngzhixué ma?</p> <p>Did he/she study political science in California?</p>	<p>是的，他/她是在加州念的政治学。</p> <p>Shìde, tā shì zài Jiāzhōu niànde zhèngzhixué.</p> <p>Yes, he/she studied political science in California.</p>

Question	Answer
<p>他/她是在中国念的中国文学吗？</p> <p>6. Tā shì zài zhōngguó niànde zhōngguó wénxué ma?</p> <p>Did he/she study Chinese literature in China?</p>	<p>是的，他/她是在中国念的中国文学。</p> <p>Shìde, tā shì zài Zhōngguó niànde zhōngguó wénxué.</p> <p>Yes, he/she studied Chinese literature in China.</p>
<p>他/她是在华盛顿念的经济学吗？</p> <p>7. Tā shì zài Huáshèngdùn niànde jīngjixué ma?</p> <p>Did he/she study economics in Washington?</p>	<p>是的，他/她是在华盛顿念的经济学。</p> <p>Shìde, tā shì zài Huáshèngdùn niànde jīngjixué.</p> <p>Yes, he/she studied economics in Washington.</p>

Note

All these sentences could be translated with "is coming" instead of "did come".

Response drill

Table 2.81. Give negative responses to all the questions, and complete your answers according to the cues.

	Question	Cue	Answer
1.	他/她是在中国学的中国话吗? Tā shì zài zhōngguó xuéde Zhōngguó huà ma? Did he/she study Chinese in China?	美国 Měiguó America	不是, 他/她是在美国学的中国话。 Bú shì, tā shì zài Měiguó xuéde Zhōngguó huà. No, he/she studied Chinese in America.
2.	他/她是在美国念的法文吗? Tā shì zài Měiguó niànde Fàwén ma? Did he/she study French in America.	加拿大 Jiānádà Canada	不是, 他/她是在加拿大念的法文。 Bú shì, tā shì zài Jiānádà niànde Fàwén. No, he/she studied French in Canada.
3.	他/她是在台湾大学念的政治学吗? Tā shì zài Táiwān Dàxué niànde zhèngzhixué ma? Did he/she study political science in a Taiwan University?	美国大学 Měiguó Dàxué American University	不是, 他/她是在美国大学念的政治学。 Bú shì, tā shì zài Měiguó Dàxué niànde zhèngzhixué. No, he/she studied political science in an American University.
4.	他/她是在英国念的英国文学吗? Tā shì zài Yīngguó niànde Yīngguó wénxué ma? Did he/she study English literature in England?	美国大学 Měiguó Dàxué American University	不是, 他/她是在美国大学念的英国文学。 Bú shì, tā shì zài Měiguó Dàxué niànde Yīngguó wénxué. No, he/she studied English literature in an American University.
5.	他/她是在加州念的经济学吗? Tā shì zài Jiāzōng niànde jīngjìxué ma? Did he/she study economics in California?	台湾大学 Táiwān Dàxué	不是, 他/她是在台湾大学念的经济学。 Bú shì, tā shì zài Táiwān Dàxué niànde jīngjìxué. No, he/she studied economics in Taiwan University.

Question	Cue	Answer
<p>Tā shì zài Jiāzhōu niànde jīngjixué ma?</p> <p>Did he/she study economics in California?</p>	<p>National Taiwan University</p>	<p>Bú shì, tā shì zài Táiwān Dàxué niànde jīngjixué.</p> <p>No, he/she studied economics in a Taiwan national university.</p>
<p>他/她是在中国念的中国历史吗?</p> <p>6. Tā shì zài Zhōngguó niànde Zhōngguó lìshǐ ma?</p> <p>Did he/she study Chinese history in China?</p>	<p>加州大学 Jiāzhōu Dàxué University of California</p>	<p>不是, 他/她是在加州大学念的中国历史。</p> <p>Bú shì, tā shì zài Jiāzhōu Dàxué niànde Zhōngguó lìshǐ.</p> <p>No, he/she studied Chinese history in the California university.</p>
<p>他/她是在加拿大念的中文吗?</p> <p>7. Tā shì zài Jiānádà niànde Zhōngwén ma?</p> <p>Did he/she study the Chinese language in Canada?</p>	<p>台湾 Táiwān Taiwan</p>	<p>不是, 他/她是在台湾念的中文。</p> <p>Bú shì, tā shì zài Táiwān niànde zhōngwén.</p> <p>No, he/she studied the Chinese language in Taiwan.</p>

Response drill

Table 2.82. Give negative or affirmative responses to all the questions according to the cues.

	Question	Cue	Answer
1.	他/她是在华盛顿学的中国话吗? Tā shì zài Huáshèngdùn xüéde Zhōngguó huà ma? Did he/she study Chinese in Washington?	华盛顿 Huáshèngdùn Washington	是的, 他/她是在华盛顿学的中国话。 Shìde, tā shì zài Huáshèngdùn xüéde Zhōngguó huà. he/she studied Chinese in Washington.
2.	他/她是在台湾大学念的中国历史吗? Tā shì zài Táiwān Dàxüé niànde Zhōngguó lìshǐ ma? Did he/she study Chinese history in Taiwan University?	美国大学 Měiguó Dàxüé American University	不是, 他/她是在美国大学念的中国历史。 Bú shì, tā shì zài Měiguó Dàxüé niànde Zhōngguó lìshǐ. No, he/she studied Chinese history in an American University.
3.	他/她是在大学学的中文吗? Tā shì zài dàxüé xüéde Zhōngwén ma? Did he/she learn Chinese in college?	大学 dàxüé college	是的, 他/她是在大学学的中文。 Shìde, tā shì zài dàxüé xüéde Zhōngwén. Yes, he/she learned Chinese in college.
4.	他/她是在台湾大学念的中国文学吗? Tā shì zài Táiwān Dàxüé niànde Zhōngguó wénxüé ma? Did he/she study Chinese literature in National Taiwan University?	加州大学 Jiāzhōu Dàxüé University of California	不是, 他/她是在加州大学念的中国文学。 Bú shì, tā shì zài Jiāzhōu Dàxüé niànde Zhōngguó wénxüé. No, he/she studied Chinese literature in the University of California.
5.	他/她是在美国大学念的文学吗?	美国大学	是的, 他/她是在美国大学念的文学。

	Question	Cue	Answer
	Tā shì zài Měiguó Dàxué niànde wénxué ma? Did he/she study literature in the American University?	Měiguó Dàxué American University	Shìde, tā shì zài Měiguó Dàxué niànde wénxué. Yes, he/she studied literature in the University of America.
6.	他/她是在加州念的政治学吗? Tā shì zài Jiāzhōu Dàxué niànde zhèngzhixué ma? Did he/she study political science in a University of California?	台湾大学 Táiwān Dàxué Taiwan University	不是, 他/她是在台湾大学念的政治学。 Bú shì, tā shì zài Táiwān Dàxué niànde shèngzhixué. No, he/she studied political science in Taiwan University.
7.	他/她是在法国念的法文吗? Tā shì zài Fàguó niànde Fàwén ma? Did he/she study French in France?	美国 Měiguó America	不是, 他/她是在美国念的法文。 Bú shì, tā shì zài Měiguó niànde Fàwén. No, he/she studied French in University of America.

Substitution drill

Table 2.83.

	Question	Cue	Answer
1.	你会说英文吗? Nǐ huì shuō Yīngwén ma? Can you speak English?	德文 Déwén German	你会说德文吗? Nǐ huì shuō Déwén ma? Can you speak German?
2.	你会说德文吗? Nǐ huì shuō Déwén ma? Can you speak German?	日文 Rìwén Japanese	你会说日文吗? Nǐ huì shuō Rìwén ma? Can you speak Japanese?
3.	你会说日文吗? Nǐ huì shuō Rìwén ma? Can you speak Japanese?	法文 Fàwén French	你会说法文吗? Nǐ huì shuō Fàwén ma? Can you speak French?
4.	你会说法文吗? Nǐ huì shuō Fàwén ma? Can you speak French?	中国话 Zhōngguó huà Chinese (language)	你会说中国话吗? Nǐ huì shuō Zhōngguó huà ma? Can you speak Chinese?
5.	你会说中国话吗? Nǐ huì shuō Zhōngguó huà ma? Can you speak Chinese?	德国话 Déguó huà German (language)	你会说德国话吗? Nǐ huì shuō Déguó huà ma? Can you speak German?
6.	你会说的国话吗? Nǐ huì shuō Déguó ma? Can you speak German?	俄国话 èguó huà Russian (language)	你会说俄国话吗? Nǐ huì shuō èguó huà ma? Can you speak Russian?

Combination drill

Table 2.84.

	Question	Cue	Answer
1.	我学中文。 Wǒ xué Zhōngwén. I'm studying Chinese.	日文 Rìwén Japanese	我学中文，我也学日文。 Wǒ xué Zhōngwén, wǒ yě xué Rìwén. I'm studying Chinese, and I'm studying Japanese too.
2.	我学法文。 Wǒ xué Fàwén. I'm studying French.	他/她 tā he/she	我学中文，他/她也学中文。 Wǒ xué Zhōngwén, tā yě xué Zhōngwén. I'm studying French, and he/she is studying Chinese too.
3.	他/她学法文。 Tā xué Fàwén. He/she is studying French.	德文 Déwén German	他/她学法文，他/她也学德文。 Tā xué Fàwén, tā yě xué Déwén. He/she is studying French, and he/she is studying German too.
4.	我学法文。 Wǒ xué Fàwén. I'm studying French.	他/她 tā he/she	我学法文，他/她也学法文。 Wǒ xué Fàwén, tā yě xué Fàwén. I'm studying French, and he/she is studying French too.
5.	我学政治学。 Wǒ xué zhèngzhixué.	他/她 tā he/she	我学政治学，他/她也学政治学。

Question	Cue	Answer
I'm studying political science.		Wǒ xué zhèngzhixué, tā yě xué zhèngzhixué.
		I'm studying political science, and he/she is studying political science too.
我学政治学。	经济学	我学政治学，我也学经济
Wǒ xué zhèngzhixué.	jīngjixué	学。
6. I'm studying political science.	economics	Wǒ xué zhèngzhixué, wǒ yě xué jīngjixué.
		I'm studying political science, and I'm studying economics too.
我学文学。	历史	我学文学，我也学历史。
Wǒ xué wénxué.	lìshǐ	
7. I'm studying literature.	history	Wǒ xué wénxué, wǒ yě xué lìshǐ.
		I'm studying literature, and I'm studying history too.

Combination drill

Table 2.85.

	Question	Answer
1.	林先生在华盛顿。他学过法文。 Lín xiānsheng zài Huáshèngdùn. Tā xuéguo Fàwén. Mr. Lín was in Washington. He studied French.	林先生在华盛顿学过法文。 Lín xiānsheng zài Huáshèngdùn xuéguo Fàwén. Mr. Lín studied French in Washington.
2.	黄小姐在美国。她念过政治学。 Huáng xiǎojiě zài Měiguó. Tā niànguó zhèngzhixué. Miss Huáng was in America. She studied political science.	黄小姐在美国念过政治学。 Huáng xiǎojiě zài Měiguó niànguó zhèngzhixué. Miss Huáng studied political science in America.
3.	刘太太在加州大学。她念过经济学。 Liú tàitai zài Jiāzhōu Dàxué. Tā niànguó jīngjixué. Mrs. Liú was in the University of California. She studied economics.	刘太太在加州大学念过经济学。 Liú tàitai zài Jiāzhōu Dàxué niànguó jīngjixué. Mrs. Liú studied economics in the University of California.
4.	宋先生在美国。他念过历史。 Sòng xiānsheng zài Měiguó. Tā niànguó lìshǐ. Mr. Sòng was in America. He studied history.	宋先生在美国念过历史。 Sòng xiānsheng zài Měiguó niànguó lìshǐ. Mr. Sòng studied history in America.
5.	他/她在北京。他/她学过中文。 Tā zài Běijīng. Tā xuéguo Zhōngwén. He/she was in Běijīng. He/she learned Chinese.	他/她在北京学过中文。 Tā zài Běijīng xuéguo zhōngwén. He/she learned Chinese in Běijīng.

	Question	Answer
	孙小姐在加拿大他念英国文学。	孙小姐在加拿大念过英国文学。
6.	Sūn xiǎojiě zài Jiānádà. Tā niànguo Yīngguó wénxué. Miss Sūn was in Canada. She studied English.	Sūn xiǎojiě zài Jiānádà niànguo Yīngguó wénxué. Miss Sūn studied English in Canada.
	他/她在中国。他/她念过中国文学。	他/她在中国念过中国文学。
7.	Tā zài Zhōngguó. Tā niànguo Zhōngguó wénxué. He/she was in China. He/she studied Chinese literature.	Tā zài Zhōngguó niànguo Zhōngguó wénxué. He/she studied Chinese literature in China.

Response drill

Table 2.86. Give an affirmative or a negative response to each question, according to the cues.

	Question	Cue	Answer
	你会说英文吗？	学过	我会说一点。
1.	Nǐ huì shuō Yīngwén ma? Can you speak English?	xuéguo have studied	Wǒ huì shuō yìdiǎn. I can speak a little.
	你会说英文吗？	没学过	我不会说。
2.	Nǐ huì shuō Yīngwén ma? Can you speak English?	méi xuéguo haven't studied	Wǒ bú huì shuō. I can't speak it.
	你会说中文吗？	学过	我会说一点。
3.	Nǐ huì shuō Zhōngwén ma? Can you speak Chinese?	xuéguo have studied	Wǒ huì shuō yìdiǎn. I can speak Chinese a little.
	他/她会说德文吗？	没学过	他/她不会说。
4.	Tā huì shuō Déwén ma? Can he/she speak German?	méi xuéguo haven't studied	Tā bú huì shuō. He cannot speak it.
	你会说日文吗？	学过	我会说一点。
5.	Nǐ huì shuō Rìwén ma? Can you speak Japanese?	xuéguo have studied	Wǒ huì shuō yìdiǎn. I can speak Japanese a little.
	他/她会说英国话吗？	学过	他/她会说一点。
6.	Tā huì shuō Yīngguó huà ma? Can he/she speak English?	xuéguo have studied	Tā huì shuō yìdiǎn. He/she can speak a little.
	你会说法文吗？	没学过	我不会说。
7.	Nǐ huì shuō Fàwén ma?	méi xuéguo	Wǒ bú huì shuō.

Question	Cue	Answer
Can you speak French?	haven't studied	I cannot speak it.

Response drill

Table 2.87. Give an affirmative or a negative response to each question, according to the cues.

	Question	Cue	Answer
1.	他/她会说中国话吗? Tā huì shuō Zhōngguó huà ma? Can he/she speak Chinese?	学过 xuéguo have studied	会, 他/她会说中国话。 Huì, tā huì shuō Zhōngguó huà. Yes, he/she can speak Chinese.
2.	他/她会说中国话吗? Tā huì shuō Zhōngguó huà ma? Can he/she speak Chinese?	没学过 méi xuéguo haven't studied	不会, 他/她会说中国话。 Bú huì, tā bú huì shuō Zhōngguó huà. No, he/she cannot speak Chinese.
3.	他/她爱人会说法文吗? Tā àiren huì shuō Fàwén ma? Can his/her spouse speak French?	学过 xuéguo have studied	会, 他/她爱人会说法文。 Huì, tā àiren huì shuō Fàwén. Yes, his/her spouse can speak French.
4.	他/她父亲会说日文吗? Tā fùqin huì shuō Rìwén ma? Can his/her father speak Japanese?	没学过 méi xuéguo haven't studied	不会, 他父亲不会说日文。 Bú huì, tā fùqin bú huì shuō Rìwén. No, his/her father cannot speak Japanese.
5.	李同志会说德文吗? Lǐ tóngzhì huì shuō Déwén ma? Can comrade Lǐ speak German?	没学过 méi xuéguo haven't studied	不会, 李同志不会说德文。 Bú huì, Lǐ tóngzhì bú huì shuō Déwén. No, comrade Lǐ cannot speak German.

Question	Cue	Answer
<p>王同志会说英文吗？</p> <p>6. Wáng tóngzhì huì shuō Yīngwén ma?</p> <p>Can comrade Wáng speak English?</p>	<p>学过</p> <p>xuéguo</p> <p>have studied</p>	<p>会，王同志会说英文。</p> <p>Huì, Wáng tóngzhì huì shuō Yīngwén.</p> <p>Yes, comrade Wáng can speak English.</p>
<p>陈同志会说法文吗？</p> <p>7. Chén tóngzhì huì shuō Fǎwén ma?</p> <p>Can comrade Chén speak French?</p>	<p>学过</p> <p>xuéguo</p> <p>have studied</p>	<p>会，陈同志会说法文。</p> <p>Huì, Chén tóngzhì huì shuō Fǎwén.</p> <p>Yes, comrade Chén can speak French.</p>

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

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: Měiyǒu kè le. | 没有课了。 | I don't have any more classes. |
| 2. | A: Nǐ cóngqián niàn Yīngwén niànle duō jiǔ? | 你从前念英文念了多久? | How long did you study English? |
| | B: Wǒ niàn Yīngwén niànle liùnián. | 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 duō 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 Zhōngguó 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: Qùnián 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 fùqīn shì jūnrén ma? | 你父亲是军人吗? | Is your father a military man? |
| | B: Shì, tā shì hǎijūn jūnguān. | 是, 他是海军军官。 | 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 méiyǒu? 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

kōngjūn	空军	Air Force
lùjūn	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
hǎijūn	海军	navy
jūnguān	军官	military officer
jūnrén	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: **Měiyǒu 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 xué shénme?	What else do you want to study?

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

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

In the sentence **Méi you kè le**, **le** is a new-situation marker, and **méiyǒu** is simply the negative of the full verb **yǒu**. (Remember that the verb **yǒu** is always made negative with **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/méiyǒu...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 coming now. [Either he was expected to come but changed his mind, or he used to come at this time but now has stopped.]
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In the context of a conversation, the meaning of the sentence would become clear.

Here are more-examples with the "anymore" meaning:

Tā bú niàn shū le.	He is not going to study anymore.[He will no longer attend college.]
Tā bú shì wǒde péngyou le.	He is not my friend anymore.

Méi you le.

| There is no more.

Notes on №2

2. A: **Nǐ cóngqián niàn Yīngwén niànle duō jiǔ?** 你从前念英文念了多久?
 B: **Wǒ niàn Yīngwén niànle liùnián.** 我念英文念了六年。
- How long did you study English?
 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 yuè le.**). In this unit, you learn one way to express the duration of an activity which involves using both a verb and an object (e.g., "studying economics"). In such cases, the verb appears twice in the sentence: first when the object is stated, and again when the duration is stated.

Tā niàn jīngjixué, niánle yìnián.	He studied economics for one year.
Tā xué Zhōngguó huà, xuéle sānge yuè le.	He has been studying Chinese for three months.

Notice that aspect markers do not occur after the first verb in each sentence, but only after the second verb and at the end of the second sentence.

Notes on №3

3. A: **Nǐ xiànzài niàn shénme ne?** 你现在念什么呢?
 B: **Wǒ niàn Fǎwén ne.** 我念法文。
- What are you studying now?
 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 Fǎwén niànle duō jiǔ le?** 你念法文念了多久了?
 B: **Wǒ niànle yìnián le.** 我念了一年了。
- How long have you studying French?
 I've have been studying it for one year.
5. A: **Nǐ huì xiě Zhōngguó zì ma?** 你会写中国字吗?
 B: **Huì yìdiǎn.** 会一点。
- Can you write Chinese characters?
 I can a little.

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

Tā xiǎng xué Zhōngguó zì.	He wants to learn to write Chinese characters.
Xiǎo dìdi sìsui 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.
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Notes on №6

6. A: **Qùnián 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 shì jūnrén ma?** 你父亲是军
人吗? Is your father a military
man?
- B: **Shì, tā shì hǎijūn jūnguān.** 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 **méi** regardless of whether you are referring to past, present, or future.

Nǐ bìng le méiyǒu?	Are you sick?
Méi you. Wǒ méi bìng.	No. I'm not sick.

(State verbs are always made negative with **bù**.)

Another reason for putting verbs into categories according to the type of meaning is to discover how verbs behave in sentences. Knowing whether a verb is in the action, state, or process category, you will know what aspect markers and negatives may be used with that verb. In the following charts, a check mark means that this combination of verb and aspect occurs in the language.

		Aspect Markers		
		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 dàxué 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 yuē le.	He has been sick for one month now. (new-situation le and completion le)

^aIn 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

⁶Most 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	bù	X	X	
	—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 qùnián 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 méiyǒu? 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 well") and would be incorrect without the **le**.

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

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

Tā lái méiyǒu?	Did he come?
Nǐ hǎole méiyǒu?	Are you recovered (from your illness)?

Drills

Response drill

Table 2.88.

	Question	Answer
1.	他/她今天还有课吗？ Tā jīntiān hái yǒu kè ma? Does he have any more class today?	他/她没有课了。 Tā méiyǒu kè le. He doesn't have any more classes.
2.	他/她今天还来吗？ Tā jīntiān hái lái ma? Is he/she still coming today?	他/她不来了。 Tā bù lái le. He/she is not coming.
3.	他/她现在还会说中国话吗？ Tā xiànzài hái huì shuō Zhōngguó huà ma? Does he/she still speak Chinese now?	他/她不会说中国话了。 Tā bú huì shuō Zhōngguó huà le. He/she can't speak Chinese anymore.
4.	他/她现在还有中国书吗？ Tā xiànzài hái yǒu Zhōngguó shū ma? Does he/she still have Chinese books now?	他/她没有中国书了。 Tā méiyǒu Zhōngguó shū le. He/she has no more Chinese books anymore.
5.	他/她还念历史吗？ Tā hái niàn lìshǐ ma? Does he/she still study history?	他/她不念历史了。 Tā bú niàn lìshǐ le. He/she doesn't study history anymore.
6.	他/她现在还在空军工作吗？ Tā xiànzài hái zài kōngjūn gōngzuò ma? Does he/she still work in the Air Force now?	他/她不在空军工作。 Tā bú zài kōngjūn gōngzuò. He/she is not working in the Air Force.

Question	Answer
Is he/she still working in the Air Force?	He/she does not work in the Air Force anymore.
他/她现在还想走吗？	他/她不想走了。
7. Tā xiànzài hái xiǎng zǒu ma?	Tā bù xiǎng zǒu le.
Does he/she still want to leave now?	He/she doesn't want to go anymore.

Expansion drill

Table 2.89.

Question	Answer
<p>他/她从前念历史。 Tā cóngqián niàn lìshǐ.</p> <p>1. He/she formerly studied history.</p>	<p>他/她从前念历史，现在不念了。 Tā cóngqián niàn lìshǐ, xiànzài bú niàn le.</p> <p>He/she formerly studied history, but now he/she doesn't anymore.</p>
<p>他/她从前念书。 Tā cóngqián niàn shū.</p> <p>2. He/she used to study.</p>	<p>他/她从前念书，现在不念了。 Tā cóngqián niàn shū, xiànzài bú niàn le.</p> <p>He/she used to study, now he/she doesn't anymore.</p>
<p>他/她从前在陆军做事。 Tā cóngqián zài lùjūn zuò shì.</p> <p>3. He/she used to be in the Army.</p>	<p>他/她从前在陆军做事，现在不在陆军做事了。 Tā cóngqián zài lùjūn zuò shì, xiànzài bú zài lùjūn zuò shì le.</p> <p>He/she used to be in the Army, but he/she doesn't anymore.</p>
<p>他/她从前不会。 Tā cóngqián bú huì.</p> <p>4. He/she used to not.</p>	<p>他/她从前不会，现在会了。 Tā cóngqián bú huì, xiànzài huì le.</p> <p>He/she used to not, but now he/she does.</p>
<p>他/她从前不知道。 Tā cóngqián bù zhīdào.</p> <p>5. He/she never knew before.</p>	<p>他/她从前不知道，现在知道了。 Tā cóngqián bù zhīdào, xiànzài zhīdào le.</p> <p>He/she never knew before, but he/she knows now.</p>

Question	Answer
<p>6. 他/她中文从前不很好。 Tāde Zhōngwén cóngqián bù hěn hǎo. He/she wasn't very good at Chinese.</p>	<p>他/她中文从前不很好，现在很好了。 Tāde Zhōngwén cóngqián bù hěn hǎo, xiànzài hěn hǎo le. He/she wasn't very good at Chinese, but he/she is now.</p>
<p>7. 他/她从前会说法国话。 Tā cóngqián huì shuō Fàguó huà. He/she used to speak French.</p>	<p>他/她从前会说法国话，现在不会了。 Tā cóngqián huì shuō Fàguó huà, xiànzài bú huì le. He/she used to speak French, now he/she doesn't.</p>

Transformation drill

Table 2.90.

	Question	Cue	Answer
1.	他/她念过政治学。 Tā niànguo zhèngzhixué. He/she has studied political science.	多久 duō jiǔ how long	他/她念政治学，念了多久？ Tā niàn zhèngzhixué, niànle duō jiǔ? How long did he/she study political science?
2.	他/她念过经济学。 Tā niànguo jīngjixué. He/she has studied economics.	几年 jǐnián how many years	他/她念经济学，念了几年？ Tā niàn jīngjixué, niànle jǐnián? How many years did he/she study economics?
3.	他/她念过中国文学。 Tā niànguo Zhōngguó wénxué. He/she has studied literature.	多久 duō jiǔ how long	他/她念中国文学，念了多久？ Tā niàn Zhōngguó wénxué, niànle duō jiǔ? How long did he/she study literature?
4.	他/她学过日文？ Tā xuéguo Rìwén. He/she has learned Japanese.	几个月 jǐge yuè how many months	他/她学日文，学了几个月？ Tā xué Rìwén, xuéle jǐge yuè? How many months did he/she learn Japanese?
5.	他/她在空军做过事。 Tā zài kōngjūn zuòguo shì. He/she has worked in the Air Force.	多久 duō jiǔ how long	他/她在空军做事，做了多久？ Tā zài kōngjūn zuò shì, zuòle duō jiǔ? How long did he/she work in the Air Force?

	Question	Cue	Answer
6.	<p>他/她念过中国历史。 Tā niànguo Zhōngguó lìshǐ.</p> <p>He/she has studied Chinese history.</p>	<p>多久 duō jiǔ</p> <p>how long</p>	<p>他/她念中国历史，念了多久？ Tā niàn Zhōngguó lìshǐ, niànle duō jiǔ?</p> <p>How long did he/she study history?</p>
7.	<p>他/她念过英国文学。 Tā niànguo Yīngguó wénxué.</p> <p>He/she has studied English literature.</p>	<p>几年 jǐnián</p> <p>how many years</p>	<p>他/她念英国文学，念了几年？ Tā niàn Yīngguó wénxué, niànle jǐnián?</p> <p>How many years did he/she study literature?</p>

Transformation drill

Table 2.91.

	Question	Cue	Answer
1.	他/她现在念历史。 Tā xiànzài niàn lìshǐ. He/she is studying history now.	多久 duō jiǔ how long	他/她念历史，念了多久了？ Tā niàn lìshǐ, niànle duō jiǔ le? How long has he been studying history?
2.	他/她现在学日文。 Tā xiànzài xué Rìwén. He/she is studying Japanese now.	几个月 jǐge yuè how many months	他/她学日文，学了几个月？ Tā xué Rìwén, xuéle jǐge yuè? How many months has he been studying Japanese?
3.	他/她现在念英文。 Tā xiànzài niàn Yīngwén. He/she is studying English now.	几个月 jǐge yuè how many months	他/她念了英文，念了几个月了？ Tā niànle Yīngwén, niànle jǐge yuè le? How many months has he been studying English?
4.	他/她现在在海军做事。 Tā xiànzài zài hǎijūn zuò shì. He/she is now working in the Navy.	几年 jǐnián how many years	他/她在海军做事，作了几年了？ Tā zài hǎijūn zuò shì, zuòle jǐnián le? How many years has he been working in the Navy?
5.	他/她现在学中国话。 Tā xiànzài xué Zhōngguó huà. He/she is learning Chinese now.	多久 duō jiǔ how long	他/她中国话，学了多久了？ Tā xué Zhōngguó huà, xuéle duō jiǔ le? How long has he/she been learning Chinese?

Question	Cue	Answer
<p>6. 他/她现在在陆军做事。 Tā xiànzài zài lùjūn zuò shì. He/she is working in the Army now.</p>	<p>几年 jǐnián how many years</p>	<p>他/她在陆军做事，作了几年了？ Tā zài lùjūn zuò shì, zuòle jǐnián le? How many years has he/she been working in the Army?</p>
<p>7. 他/她现在在银行做事。 Tā xiànzài zài yínháng zuò shì. He/she is working in a bank now.</p>	<p>几年 jǐnián how many years</p>	<p>他/她在银行做事，作了几年了？ Tā zài yínháng zuò shì, zuòle jǐnián le? How many years has he/she been working in the bank?</p>

Transformation drill

Table 2.92.

	Question	Cue	Answer
1.	他/她现在还念历史呢。 Tā xiànzài hái niàn lìshǐ ne. He/she is still studying history.	多久 duō jiǔ how long	他/她念历史，还想念多久？ Tā niàn lìshǐ, hái xiǎng niàn duō jiǔ? How much longer is he/she going to study history?
2.	他/她现在还念中国文学呢。 Tā xiànzài hái niàn Zhōngguó wènxué ne. He/she is still studying Chinese literature.	多久 duō jiǔ how long	他/她念中国历史，还想念多久？ Tā niàn Zhōngguó wènxué, hái xiǎng niàn duō jiǔ? How much longer is he/she going to study Chinese literature?
3.	他/她现在还学日文呢。 Tā xiànzài hái xué Rìwén ne. He/she is still learning Japanese.	几个月 jǐge yuè how many months	他/她学日文，还想学几个月？ Tā xué Rìwén, hái xiǎng xué jǐge yuè? How much longer is he/she going to learn Japanese?
4.	他/她现在还在陆军做事呢。 Tā xiànzài hái zài lùjūn zuò shì ne. He/she is still working for the Army.	多久 duō jiǔ how long	他/她在陆军做事，还想做多久？ Tā zài lùjūn zuò shì, hái xiǎng zuò duō jiǔ?
5.	他/她现在还学中国话呢。 Tā xiànzài hái xué Zhōngguó huà ne.	多久 duō jiǔ how long	他/她学中国话 他/她在陆军做事，还想学多久？ Tā xué Zhōngguó huà, hái xiǎng xué duō jiǔ?

Question	Cue	Answer
He/she is still learning Chinese.		How long is he/she going to learn Chinese?
他/她现在还念政治学呢。	多久 duō jiǔ	他/她念政治学，还想念多久？
6. Tā xiànzài hái niàn zhèngzhìxué ne.	how long	Tā niàn zhèngzhìxué, hái xiǎng niàn duō jiǔ?
He/she is still studying political science.		How long is he/she going to study political science?
他/她现在还念经济学呢。	多久 duō jiǔ	他/她念经济学，还想念多久？
7. Tā xiànzài hái niàn jīngjìxué ne.	how long	Tā niàn jīngjìxué, hái xiǎng niàn duō jiǔ?
He/she is still studying economics.		How long is he/she going to study economics?

Transformation drill

Table 2.93.

	Question	Answer
1.	他/她现在念历史。 Tā xiànzài niàn lìshǐ. He is studying history now.	他/她念历史，念了多久了？ Tā niàn lìshǐ, niànle duō jiǔ le? How long has he studied history?
2.	他/她念过历史。 Tā niànguò lìshǐ. He studied history.	他/她念历史，念了对久？ Tā niàn lìshǐ, niànle duō jiǔ? How long did he study history?
3.	他/她现在还念历史。 Tā xiànzài hái niàn lìshǐ. He/she is still studying history.	他/她念历史，还想念多久？ Tā niàn lìshǐ, hái xiǎng niàn duō jiǔ? How long does he/she plan to study history?
4.	他/她现在念中国文学。 Tā xiànzài niàn Zhōngguó wènxué. He/she is now studying Chinese literature.	他/她念中国文学，念了多久了？ Tā niàn Zhōngguó wènxué, niànle duō jiǔ le? How long has he/she been studying Chinese literature?
5.	他/她念过中国文学。 Tā niànguò Zhōngguó wènxué. He/she has studied Chinese literature.	他/她念中国文学，念了多久？ Tā niàn Zhōngguó wènxué, niànle duō jiǔ? How long did he/she study Chinese literature?
6.	他/她现在还念日文。 Tā xiànzài hái niàn Rìwén. He/she is still studying Japanese.	他/她念日文，还想念多久？ Tā niàn Rìwén# hái xiǎng niàn duō jiǔ?

Question	Answer
	How long does he/she plan to study Japanese?
<p>他/她念过日文。</p> <p>7. Tā niànguo Rìwén. He/she has studied Chinese.</p>	<p>他/她念日文，念了多久？</p> <p>Tā niàn Rìwén, niànle duō jiǔ?</p> <p>How long has he/she been studying Japanese?</p>
<p>他/她学过英文。</p> <p>8. Tā xuéguo Yīngwén. He/she has learned English.</p>	<p>他/她学英文，学了多久？</p> <p>Tā xué Yīngwén, xuéle duō jiǔ?</p> <p>How long has he/she been learning English?</p>
<p>他/她现在还学英文。</p> <p>9. Tā xiànzài hái xué Yīngwén. He/she is still learning English.</p>	<p>他/她学英文，还想学多久？</p> <p>Tā xué Yīngwén, hái xiǎng xué duō jiǔ?</p> <p>How long does he/she plan to learn English.</p>
<p>他/她现在在空军做事。</p> <p>10. Tā xiànzài zài kōngjūn zuò shì. He/she now works for the Air Force.</p>	<p>他/她在空军做事，做了多久了？</p> <p>Tā zài kōngjūn zuò shì, zuòle duō jiǔ le?</p> <p>how long has he/she been working for the Air Force?</p>

Expansion drill

Table 2.94.

	Question	Answer
1.	他/她写了吗? Tā xiě le ma? Did he/she write?	他/她还没写。 Tā hái méi xiě. He/she still hasn't written.
2.	他/她来了吗? Tā lái le ma? Did he/she come?	他/她还没来。 Tā hái méi lái. He/she still hasn't come.
3.	他/她好了吗? Tā hǎo le ma? Did he/she get better?	他/她还没好。 Tā hái méi hǎo. He/she still hasn't got better.
4.	他/她懂了吗? Tā dǒng le ma? Did he/she understand?	他/她还没懂。 Tā hái méi dǒng. He/she still hasn't understood.
5.	他/她走了吗? Tā zǒu le ma? Did he/she leave?	他/她还没走。 Tā hái méi zǒu. He/she still hasn't left?
6.	他/她听了吗? Tā tīng le ma? Did he/she listen?	他/她还没听。 Tā hái méi tīng. He/she still hasn't listened?
7.	他/她学了吗? Tā xué le ma? Did he/she learn?	他/她还没学。 Tā hái méi xué. He/she still hasn't learned.

Response drill

Table 2.95.

	Question	Answer
1.	<p>他/她从前不会写中国字。现在呢？</p> <p>Tā cóngqián bú huì xiě Zhōngguó zì. Xiànzài ne?</p> <p>In the past he/she couldn't write Chinese characters. And now?</p>	<p>他/她还不会写中国字。</p> <p>Tā hái bú huì xiě Zhōngguó zì.</p> <p>He/she still can't write Chinese characters.</p>
2.	<p>他/她从前不想学日文。现在呢？</p> <p>Tā cóngqián bù xiǎng xué Rìwén. Xiànzài ne?</p> <p>In the past he/she didn't want to learn Japanese. And now?</p>	<p>他/她还不学日文。</p> <p>Tā hái bù xiǎng xué Rìwén.</p> <p>He/she still doesn't want to learn Japanese.</p>
3.	<p>他/她从前不念历史。现在呢？</p> <p>Tā cóngqián bú niàn lìshǐ. Xiànzài ne?</p> <p>In the past he/she didn't learn history. And now?</p>	<p>他/她还不念历史。</p> <p>Tā hái bú niàn lìshǐ.</p> <p>He/she still doesn't learn history.</p>
4.	<p>他/她从前不懂法文。现在呢？</p> <p>Tā cóngqián bù dǒng Fàwén. Xiànzài ne?</p> <p>In the past he/she didn't understand French. And now?</p>	<p>他/她还不懂法文。</p> <p>Tā hái bù dǒng Fàwén.</p> <p>He/she still doesn't understand French.</p>
5.	<p>他/她们没有孩子。现在呢？</p> <p>Tāmen cóngqián méiyǒu hái zi. Xiànzài ne?</p> <p>In the past they didn't have children. And now?</p>	<p>他/她们还没有孩子。</p> <p>Tāmen hái méiyǒu hái zi.</p> <p>They still doesn't have any children.</p>

Question	Answer
<p>他/她从前不会说德国话。现在呢？</p> <p>6. Tā cóngqián bú huì shuō Déguó huà. Xiànzài ne?</p> <p>In the past he/she couldn't speak German. And now?</p>	<p>他/她还不会说德国话。</p> <p>Tā hái bú huì shuō Déguó huà.</p> <p>He/she still doesn't speak German.</p>
<p>他/她从前不想学英文。现在呢？</p> <p>7. Tā cóngqián bù xiǎng xué Yīngwén. Xiànzài ne?</p> <p>In the past he/she didn't want to learn English. And now?</p>	<p>他/她还不学英文。</p> <p>Tā hái bù xiǎng xué Yīngwén.</p> <p>He/she still doesn't want to learn English.</p>

Response drill

Table 2.96.

	Question	Cue	Answer
1.	他/她从前不会写中国字。 Tā cóngqián bú huì xiě Zhōngguó zì. In the past, he/she couldn't write Chinese characters.	now he/she can	他/她从前不会写，现在会写了。 Tā cóngqián bú huì xiě, xiànzài huì xiě le. In the past, he/she couldn't write, now he/she can.
2.	他/她从前会写中国字。 Tā cóngqián huì xiě Zhōngguó zì. In the past he/she could write Chinese characters	no longer	他/她从前会写，现在不会写了。 Tā cóngqián huì xiě, xiànzài bú huì xiě le. In the past he/she could write, now he/she can't.
3.	他/她从前不会写中国字。 Tā cóngqián bú huì xiě Zhōngguó zì. In the past he/she couldn't write Chinese characters.	still can't	他/她从前不会写，现在还不会写。 Tā cóngqián bú huì xiě, xiànzài hái bú huì xiě. In the past he/she couldn't write, now he/she still can't.
4.	他/她从前不懂法文。 Tā cóngqián bù dǒng Fàwén. In the past he/she didn't understand French.	now he/she can	他/她从前不懂，现在懂了。 Tā cóngqián bù dǒng, xiànzài dǒng le. In the past he/she didn't understand, now he/she can.
5.	他/她从前懂法文。 Tā cóngqián dǒng Fàwén. In the past he/she did understand French.	no longer	他/她从前懂，现在不懂了。 Tā cóngqián dǒng, xiànzài bù dǒng le.

Question	Cue	Answer
		In the past he/she did understand, now he/she cannot anymore.
6. 他/她从前不懂法文。 Tā cóngqián bù dǒng Fàwén. In the past he/she didn't understand French.	still can't	他/她从前不懂，现在还不 懂。 Tā cóngqián bù dǒng, xiànzài hái bù dǒng. In the past he/she didn't understand, now he/she still can't.
7. 他/她从前不想学英文。 Tā cóngqián bù xiǎng xué Yīngwén. In the past he/she didn't want to learn English.	now he/she does	他/她从前不想学，现在想学了。 Tā cóngqián bù xiǎng xué, xiànzài xiǎng xué le. In the past he/she didn't want to learn, now he/she wants to.
8. 他/她从前想学英文。 Tā cóngqián xiǎng xué Yīngwén. In the past he/she did want to learn English.	no longer	他/她从前想学，现在不想学了。 Tā cóngqián xiǎng xué, xiànzài bù xiǎng xué le. In the past he/she did want to learn, now he/she doesn't want to anymore.
9. 他/她从前不想学英文。 Tā cóngqián bù xiǎng xué Yīngwén. In the past he/she didn't want to learn English.	still doesn't	他/她从前不想学，现在还不 想学。 Tā cóngqián bù xiǎng xué, xiànzài hái bù xiǎng xué. In the past he/she didn't want to learn, now he/she still doesn't want to.
10. 他/她从前不念历史。 Tā cóngqián bú niàn lìshǐ. In the past he/she didn't study history.	now he/she does	他/她从前不念，现在念了。 Tā cóngqián bú niàn, xiànzài niàn le.

Question	Cue	Answer
<p>11. In the past he/she did study history.</p>	<p>no longer</p>	<p>In the past he/she didn't study, now she does study.</p> <p>他/她从前念历史。 Tā cóngqián niàn lìshǐ.</p> <p>他/她从前念，现在不念了。 Tā cóngqián niàn, xiànzài bú niàn le.</p> <p>In the past he/she did study, now he/she doesn't anymore.</p>
<p>12. In the past he/she didn't study history.</p>	<p>still doesn't</p>	<p>他/她从前不念历史。 Tā cóngqián bú niàn lìshǐ.</p> <p>他/她从前不念，现在还不念。 Tā cóngqián bú niàn, xiànzài hái bú niàn.</p> <p>In the past he/she didn't study, now he/she still doesn't.</p>

Transformation drill

Table 2.97.

	Question	Answer
1.	我写字了。 Wǒ xiě zì le. I wrote.	我写字了, 他/她没写字。 Wǒ xiě zì le, tā méi xiě zì. I wrote, he/she didn't write.
2.	我懂了。 Wǒ dǒng le. I understood.	我懂了, 他/她没懂。 Wǒ dǒng le, tā méi dǒng. I understood, he/she didn't.
3.	我来了。 Wǒ lái le. I came.	我来了, 他/她没来。 Wǒ lái le, tā méi lái. I came, he/she didn't.
4.	我走了。 Wǒ zǒu le. I left.	我走了, 他/她没走。 Wǒ zǒu le, tā méi zǒu. I left, he/she didn't.
5.	我坐了。 Wǒ zuò le. I sat.	我坐了, 她没坐。 Wǒ zuò le, tā méi zuò. I sat, he/she didn't.
6.	我听了。 Wǒ tīng le. I listened.	我听了, 他/她没听。 Wǒ tīng le, tā méi tīng. I listened, he/she didn't.
7.	我学了。 Wǒ xué le. I learned.	我学了, 她没学。 Wǒ xué le, tā méi xué. I learned, he/she didn't.

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 99,999 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 newspaper.

Hǎo. Jiù zài zhèlǐ.

好。就在这里。

Fine. They are right here.

2. Zhège bào duōshao qián?

这个报多少钱？

How much is this newspaper?

Zhège bào wǔkuài qián yí fèn.

这个报五块钱一份。

This newspaper is five dollars a copy.

3. Zhèlǐ yǒu Měiguó zázhi meiyǒu?

这里有美国杂志没有？

Are there any American magazines here?

Zhèlǐ méiyǒu Měiguó zázhi.

这里没有美国杂志。

There aren't any American magazines here.

4. Nǐmen zhèlǐ mài Měiguó shū bu mài?

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, zázhi, yí gòng duōshao qián?

报，杂志一共多少钱？

How much are the newspaper and magazine altogether?

Yí gòng sānshíwǔkuài 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?

Sānshìèrkuài 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。

How much is this one? Thirty dollars a copy.

Hǎo, wǒ mǎi yìběn.

好，我买一本。

Fine, I'll buy one.

Additional required vocabulary (not presented on P-1 and P-1 tapes)

8. yí fèn (r) bào zhǐ

一份(儿)报纸

one newspaper

9. yì zhī bǐ

一支笔

one pen

10. yì zhāng zhǐ

一张纸

one piece of paper

11. yì běn zì diǎn

一本字典

one dictionary

12. Hànyīng zì diǎn

汉英词典

Chinese-English dictionary

13. **Yīng-Hàn zìdiǎn**
英汉词典
English-Chinese dictionary

14. **huàxué**
化学
chemistry

15. **shùxué**
数学
mathematics

Unit 2 Target List

1. Zhèige diǎnxīn duōshǎo qián yìjīn?

这个小的点心多少钱一斤？

How much is this kind of pastry per catty?

Bāmáo qián yìjīn.

八毛钱一斤。

Eighty cents a catty.

Qǐng nǐ gěi wǒ liǎngjīn.

请你给我两斤。

Please give me two catties.

2. Nín hái yào diǎnr shénme?

您还要点儿什么？

What else do you want?

Wǒ bú yào shénme le.

我不要什么了。

I don't want anything else.

3. Qìshuǐ duōshǎo qián yìpíng?

汽水多少钱一瓶？

How much per bottle is the soda?

Liǎngmáo wǔ.

两毛五

Twenty-five cents.

4. Zhèi shì sānkuài qián.

这是三块钱。

Here's 3 dollars.

Zhǎo nǐ liùmáo wǔfēn qián.

找你六毛五分钱。

Here's sixty-five cents change.

Xièxie. Zàijàn.

谢谢。再见。

Thanks you. Good-bye.

5. Nèige dà píngguǒ duōshao qián?

那个大苹果多少钱？

How much are those large apples.

Dàde sì máo wǔ fēn qián yì jīn.

大的四毛五分钱一斤。

The large ones are forty-five cents a catty.

Qǐng gěi wǒ sān jīn nèige xiǎode.

请给我三斤那个小的

Please give me three catties of the small ones.

Hǎo. Sān jīn yí kuài líng wǔ.

好。三斤一块令五。

Certainly. Three catties are \$1.05.

6. júzi

橘子

oranges, tangerines

7. píjiǔ

啤酒

beer

8. yíkuài féizào

一块肥皂

one bar of soap

9. zuò mǎimai

做买卖

to do business

10. dàrén

大人

adult

11. xiǎoháizi

小孩子
child

Unit 3 Target List

1. Qǐng nǐ gěi wǒ kànkàn nèige huāpíng.

请你给我看看那个花瓶。

Please give me that vase to look at.

Něige? Zhèige lán de háishi zhèige hóng de?

哪个？这个蓝的还是这个红的？

Which one? This blue one or this red one?

Nèi liǎngge dōu gěi wǒ kànkàn, hǎo ma?

那两个都给我看看，好吗？

Give me both of them to look at. All right?

2. Zhèi liǎngge xuésheng, nǐge hǎo?

这两个学生，哪个好？

Which of these two students is better?

Sīmǎ Xìn hǎo.

司马信好。

Sīmǎ Xìn is better.

3. Nèige hóng huāpíng zhēn hǎokàn.

哪个红花瓶真好看。

That red vase is really beautiful.

Nín yǒu dà yìdiǎnr de ma?

您有大一点儿的吗？

Do you have one little larger?

Yǒu. Nǐ kàn zhèige zěnmeyàng?

有。你看这个怎么样？

We do. What do you think of this one?

Hěn hǎo. Hǎo, qǐng gěi wǒ liǎngge ba.

很好。好，请给我两个吧。

It's very nice. Okay, how about giving me two, please.

4. Něige lán de tài guì le.

那个蓝得太贵了。

That blue one is too expensive.

Wǒ yào hóngde. Hóngde piányi.

我要红的. 红的便宜

I want the red one. The red one is cheaper.

5. bái

白

to be white

6. hēi

黑

to be black

7. huáng

黄

to be yellow, to be brown

8. lǜ

绿

to be to be green

9. jiù

旧

to be old, to be used, to be worn

10. xīn

新

to be new

11. gāo

高

to be tall

12. ǎi

矮

to be short (of stature)

13. gāoxìng

高兴

to be happy

14. nánkàn

难看

to be ugly

15. yìbǎ yǔsǎn

一把雨伞

one umbrella

16. kàn

看

to read, to look at, to visit

Unit 4 Target List

1. **Wǒmen jiālides dōngxi, yǒude dào le, yǒude hái méi dào.**
我们家里的东西，有的到了，有的还没到。
Some of our household things have arrived, and some haven't arrived yet.
2. **Tāmen mài de pánziwǎn, yǒude zhēn hǎokàn.**
他们卖的盘子碗，有的真好看。
Some of the dishes they sell are really beautiful.

Kěshi guì yìdiǎn.
可是贵一点。
But they are a little expensive.
3. **Wǒ mǎi de nàxiē pánziwǎn dōu bú tài guì.**
我买的那些盘子碗都不太贵。
All those dishes I bought were not too expensive.

Guì de wǒ méi mǎi.
贵的我没买。
I didn't buy the expensive ones.
4. **Nín mǎi shénme le?**
您买什么了？
What did you buy?

Wǒ mǎi le shíge dà pánzi.
我买了十个大盘子。
I bought ten large plates.
5. **Nǐde fànwǎn shì shénme yánsède?**
你的饭碗是什么颜色的？
What color are your rice bowls?

Shì lán de.
是蓝的。
They're blue ones.

Wǒ yě xǐhuān lán de.

我也喜欢蓝的。

I like blue ones too.

6. Nǐde zhège chábēi hěn hǎo. Shì zài shěnmē dìfāng mǎide?

你的这个茶杯很好。是在什么地方买的？

This teacup of yours is very nice. Where was it bought?

Shǐ zài Dìyī Gōngsī mǎide.

是在第一公司买的。

It was bought at the First Company.

7. yíge bīngxiāng

一个冰箱

one refrigerator

8. yìzhāng dìtǎn

一张地毯

one rug

9. yíge shūjiàzi

一个书架子

one bookcase

10. yìbǎ yǐzi

一把椅子

one chair

11. yìzhāng zhuōzi

一张桌子

one table

Unit 5 Target List

1. **Máfan nǐ, wǒ zhèr yǒu yìbǎikuài Měijīnde lǚxíng zhǐpiào.**

那烦你，我这儿有一百块美金的旅行支票。

Sorry to bother you. I have one hundred U.S. dollars in traveler's checks here.

Qǐng nǐ gěi wǒ huànhuan.

请你给我换换。

Please change it for me.

2. **Nǐ yào zěnmě huàn?**

你要怎么换？

How do you want to change it?

Qǐng nǐ gěi wǒ liǎngzhāng wǔkuàide bǎ.

请你给我两张五块的把。

How about giving me two fives?

3. **Nǐmen shōu Měijīn ma?**

你们收美金吗？

Do you accept U.S. currency?

Duìbuqǐ, wǒmen bù shōu Měijīn.

对不起，我们不受美金。

I'm sorry. We don't accept U.S. currency.

4. **Zhèr yǒu méiyǒu yínháng?**

这儿有没有银行？

Is there a bank?

Yǒu. Yínháng jiù zài nàr.

有。银行在那儿。

There is. The bank is right over there.

5. **Qǐngwèn, shì bu shì zài zhèr huàn qián?**

请问，是不是在这儿换钱？

May I ask, is it here that I change money?

Shì, shì zài zhèr huàn.

是，是在这儿换。

Yes, you change here.

6. Jīntiānde páijià shì duōshao?

今天的牌价是多少？

What is today's exchange rate?

Jīntiānde páijià shì yíkuài Mèijīn huàn yíkuài jiǔmáo liù Rénmínbì.

今天的牌价是一块美金换一块九毛六人民币。

Today's exchange rate is one U.S. dollar to one dollar and ninety-six cents in People currency.

7. Xièxie.

谢谢。

Thank you.

8. Búkèqi.

不客气。

You are welcome.

9. yíge diànshàn

一个电扇

one electric fan

10. yíge diànshì

一个电视

one television

11. yíge shōuyīnjī

一个收音机

one radio

12. yíge zhōng

一个钟

one clock

13. yíge shǒubiǎo

一个手表

one wristwatch

Unit 6 Target List

1. Nǐmen zhèlǐ kěyǐ huàn měijīn ma?

你们这里可以换美金吗？

Can U.S. currency be changed here?

Duìbuqǐ, bù kěyǐ. Nín děi zài Táiwān Yínháng huàn.

对不起，不可以。您得在台湾银行换。

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?

银行几点中开门，几点中关门？

What time does the bank open, and what time does it close?

Jiǔdiǎn zhōng kāi mén, sāndiǎn bàn guān mén.

九点中开门，三点半关门。

It opens at nine o'clock and close at three-thirty.

Wǒ yào huàn yìdiǎn Táibì.

我要换一点台币。

I want to change some money into Taiwan currency.

Hǎo. Yíkuài měijīn huàn sānshíbākuài Táibì.

好。一块美金换三十八块台币。

Certainly. One U.S. dollar is thirty-eight dollars in Taiwan currency.

Qǐng nǐ děngyíděng. Wǒ jiù lái.

请你等一等。我就来。

Please wait a moment. I'll be right back.

Qǐng gěi wǒ diǎn xiǎo piàozi, xíng bu xíng?

请给我点小票子，行不行？

Please give me some small bills. Would that be all right?

Méi shenme.

没什么。

It's nothing.

zǎochen (zǎochén)

早晨

early morning

zǎoshang (zǎoshàng)

早上

morning

shàngwǔ (shàngwu)

上午

forenoon, morning

zhōngwǔ (zhōngwu)

中午

noon

xiàwǔ (xiàwu)

下午

afternoon

wǎnshang (wǎnshàng)

晚上

evening

yèli

夜里

night

bànyè

半夜

midnight

jiàn

见

to meet

mámahūhū

马马虎虎

so-so, fair

Unit 1

References

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 nàlǐ.
有。就在那里
Yes. They're right over there.
2. A: Zhèli yǒu Yīngwén bào meiyǒu?
这里有英文报没有?
Are there any English-language newspapers here?
B: Yǒu. Jiù zài nàlǐ.
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 zhèlǐ.
好。就在那里。
Fine. They're right here.
4. A: Zhège duōshǎo qián?
这个多少钱?
How much is this one?
B: Wǔkuài qián.
五块钱。
Five dollars.
5. A: Zhège Zhōngwén bào duōshǎo qián?
这个中文报多少钱?
How much is the Chinese-language newspaper?
B: Sānkuài qián yí fèn.
三块钱一份。
Three dollars a copy.
6. A: Nǐmen zhèlǐ mài Měiguó zázhì bù mài?
你们这里卖美国杂志不卖?

- Do you sell American magazines here?
B: **Mài. Wǒmen zhèlǐ mài.**
卖。我们这里卖。
Yes, we sell them here.
7. A: **Zhège duōshǎo 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 zhèlǐ yǒu Měiguó shū meiyǒu?**
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, yìgòng duōshǎo 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: **Yìgòng sānshiwǔkuài qián.**
一共三十五块钱。
Altogether, it's thirty-five dollars.
10. A: **Nǐmen zhèlǐ mài dìtú bù mài?**
你们这里卖地图不卖?
Do you sell maps here?
B: **Mài. Zài nàlǐ.**
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

yí fèn (r) bào zhǐ	一份(儿)报纸	one newspaper
yì zhī bǐ	一支笔	one pen
yì zhāng zhǐ	一张纸	one piece of paper
yì běn zì diǎn	一本字典	one dictionary
Hàn-Yīng zì diǎn	汉-英字典	Chinese-English dictionary
Yīng-Hàn zì diǎn	英-汉字典	English-Chinese dictionary
huà xué	化学	chemistry
shù xué	数学	mathematics
bào (yí fèn)	报 (一份)	newspaper
bào zhǐ (yí fèn)	报纸 (一份)	newspaper
-běn	一本	volume
bǐ (yì zhī)	笔 (一支)	pen
dì tú (yì zhāng)	地图(一张)	map
duì bu qǐ	对不起	I'm sorry
duō shǎo	多少	how much, how many
-fèn (r)	一份(儿)	copy
jiù	就	right, exactly (with reference to space)
-kuài	一块	dollar (in context)
mǎi	买	to buy
mài	卖	to sell
qián	钱	money
shū (yì běn)	书 (一本)	book
xiǎng	想	to want to
xiǎng yì xiǎng	想一想	to think it over
yì gòng	一共	altogether
zá zhì (yì běn)	杂志(一本)	magazine
-zhāng	一张	(counter for flat things, tables, paper, pictures, etc ...)
zhǐ (yì zhāng)	纸(一张)	paper
-zhī	一支	(counter for straight, stick-like objects)
zì diǎn (yì běn)	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.

Zhèli	yǒu	Yīngwén bào.
Here	there are	English-language newspapers.

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

	Bǐ, tā yǒu; zhǐ, tā méiyǒu .	He has a pen; he doesn't have paper. (literally, "Pen he has; paper he doesn't")
A:	Nǐ shì nǎr?	Where are you calling from?
B:	Wǒ shì Táiwān Dàxué.	Taiwan University
	Zhèzhāng dìtú mài shíkuài qián.	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 meiyǒu?*

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 one:

Zhèli yǒu Yīngwén bào méiyǒu?

Are there any 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 Yīngwén bào meiyǒu? Are there any English-language newspapers here?

Zhèli yǒu Yīngwén bào méiyǒu?"

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 zhèlǐ.

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 shù.	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 sīkuài 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 yí fèn.

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."

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

Notes on № 6

6. A: *Nǐmen zhèli mài Měiguó zázhi 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 méiyǒu? 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 nàli?* Where is Miss *Chén*?

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

Nǐmen zhèli mài Měiguó zázhi 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 zhèlǐ yǒu Měiguó shū meiyǒu?

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, yìgòng duōshǎo 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: Yìgòng 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**.

In many situations you will hear prices given without the word **qián**.

Notes on № 10-11

10. A: **Nǐmen zhèlǐ mài dìtú bù mài?**
你们这里卖地图不卖?
Do you sell maps here?
- B: **Mài. Zài nàlǐ.**
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."

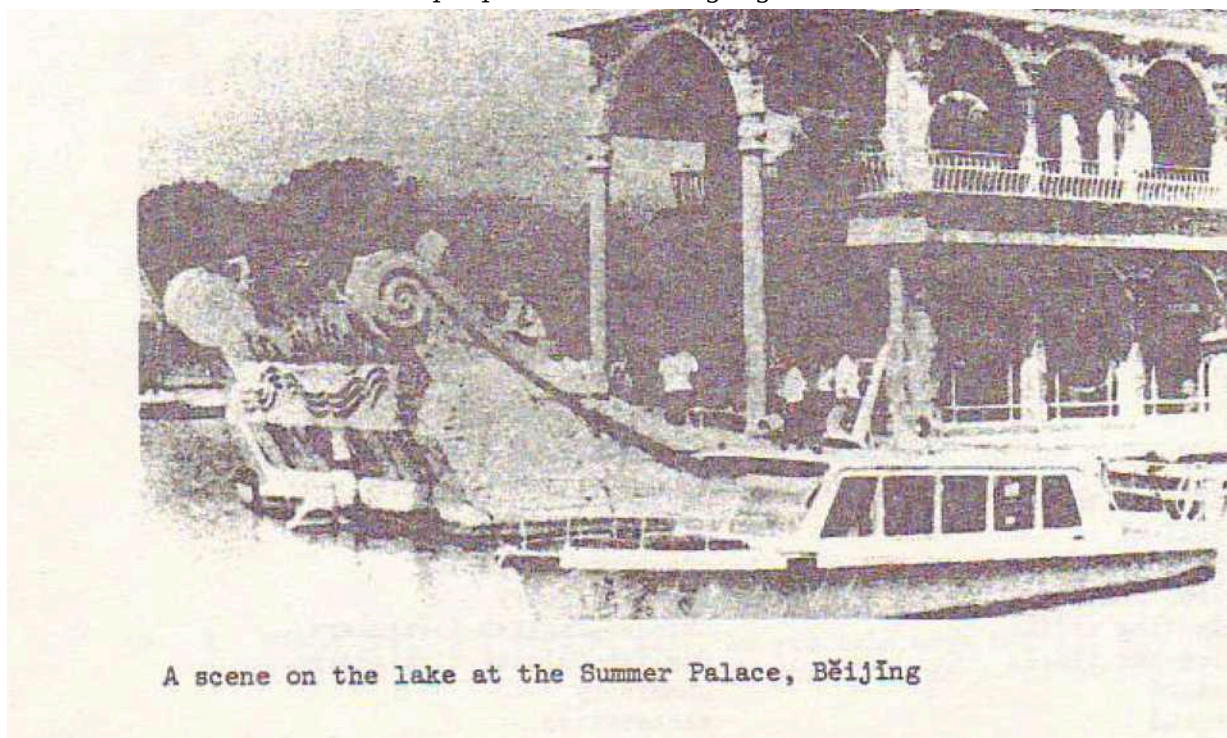
13.	yífèn (r) bàozhǐ	一份(儿)报纸	one newspaper
14.	yìzhī bǐ	一支笔	one pen
15.	yìzhāng zhǐ	一张纸	one piece of paper
16.	yìběn zìdiǎn	一本字典	one dictionary
17.	Hàn-Yīng zìdiǎn	汉英字典	Chinese-English dictionary
18.	Yīng-Hàn zìdiǎn	英汉字典	English-Chinese dictionary
19.	huàxué	化学	chemistry
20.	shùxué	数学	mathematics

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.



A scene on the lake at the Summer Palace, Běijīng

Unit 2

References

Reference List

1. A: **Wǒ xiǎng mǎi diǎnr diǎnxin.**
我想买点儿点心。
I'm going to buy some pastries.
2. A: **Zhègè xiǎo diǎnxin duōshao qián yìjīn?**
这个小点心多少钱一斤？
How much are these small pastries per catty?

B: **Bā máo qián yìjīn.**
八毛钱一斤。
Eighty cents a catty.
3. A: **Gěi wǒ liǎngjīn.**
给我两斤。
Give me two catties.
4. A: **Qǐng nǐ gěi wǒ liǎngjīn.**
请李给我两斤。
Please give me two catties.
5. B: **Nín hái yào diǎnr shénme?**
您还要点儿什么？
What else do you want?

A: **Wǒ hái yào qìshuǐ.**
我还要汽水
I want some soda.
6. A: **Duōshao qián yìpíng?**
多少钱一平？
How much is it per bottle?

B: Liǎngmáo wǔfēn qián.

两毛五分钱。

It's twenty-five cents.

7. A: Zhèi shì sānkuài qián.

这是三块钱。

Here's three dollars.

B: Zhǎo nǐ liùmáo wǔfēn qián.

找你牛六毛五分钱。

Here's sixty-five cents (in) change.

A: Xièxie. Zàijiàn.

谢谢。再见。

Thank you. Good-bye

B: Zàijiàn.

再见。

Good-bye

8. A: Dà píngguǒ duōshao qián yìjīn?

大苹果多少钱一斤??

How much are the large apples per catty?

B: Dàde sìmáo wǔfēn qián yìjīn.

大的四毛五分钱一斤。

The large ones are forty-five cents a catty.

9. A: Xiǎode duōshao qián yìjīnq?

小的多少钱一斤?

How much per catty are the small ones?

B: Sānmáo wǔ.

三毛五。

Thirty-five cents.

10. A: Qǐng gěi wǒ sānjīn nèige xiǎode.

请给我三斤那个小的。

Please give me three catties of the small ones.

B: Hǎo. Sānjīn yíkuài líng wǔ.

好。三经一块零五。

Certainly. Three catties are \$1.05.

11. B: **Nín hái yào shénme?**

您还要什么？

What else do you want?

A: **Wǒ búyào shénme le.**

我不要什么了。

I don't want anything else.

Vocabulary

júzi	橘子	oranges, tangerines
píjiǔ	啤酒	beer
yíkuài féizào	一块肥皂	one bar of soap
zuò mǎimai	做买卖	to do business
dàrén	大人	adult
xiǎoháizi	小孩子	child
dà	大	to be large
-de	的	marker of modification
diǎnr	点儿	a little, some
diǎnxin (yíkuài, yìjīn)	点心 (一块, 一斤)	pastry, snack
-fēn	分	cent
gěi	给	to give
hái	还	also, additionally
-jīn	斤	catty (1.1 pound)
-kuài	块	piece (counter)
líng	零	zero
mǎimai	买卖	business
-máo	毛	dime
-píng	瓶	bottle
píngguǒ	苹果	apple
qǐng	请	please
qìshuǐ	汽水	soda, carbonated soft drink
xiǎo	小	to be small
xiǎohaizi	小孩子	child
yào	要	to want
zàijiàn	再见	good-bye
zhǎo	找	to give change
zuò mǎimai	做买卖	to do business
gōngxiāo hézuòshè	供销合作社	supply and marketing cooperative



Reference Notes

Notes on №1

1. A: **Wǒ xiǎng mǎi diǎnr diǎnxin.**

我想买点儿点心。

I'm going to buy some pastries.

Diǎnr: The word **yìdiǎnr** (or **yìdiǎn**) is a combination of the number **yī**, "one," and the counter **diǎn**, "a dot", "a little bit." The number **yī** is often toneless, or, in this case, dropped when its meaning is "a" rather than "one".

The **Běijīng** version of this word, written **diǎnr** or **yìdiǎnr** is actually pronounced as if written **diǎr** or **yìdiǎr**. These words rhyme with the English "tar,"

Notes on №2

2. A: **Zheige xiǎo diǎnxin duōshao qián yìjīn?**

这个小点心多少钱一斤？

How much are these small pastries per catty?

- B: **Bāmáo qián yìjīn.**

八毛钱一斤。

Eighty cents a catty.

A **jīn** is a unit of weight, usually translated as "catty." In most parts of China a **jīn** equals 1.1 pound.

Bāmáo i You must use the equivalent of "eight dimes" to say "eighty cents." It is wrong to say **bāshífēn** for "eighty cents."

Notes on №3-4

3. A: **Gěi wǒ liǎngjīn.**

给我两斤。

Give me two catties.

4. A: **Qǐng nǐ gěi wǒ liǎngjīn.**

清李给我两斤。

Please give me two catties.

Indirect object: Notice that the indirect object, **wǒ**, precedes the direct object, **liǎngjīn**, just as "me" precedes "two catties" in English.

Gěi	wǒ	liǎngjīn.
Give	me	two catties.

Polite request: A blunt imperative in Chinese has the same word order as a command in English: (**nǐ**), verb, indirect object, direct object. To make a polite re-

quest in Chinese, start off with **qǐng**, "please," or **qǐng nǐ** "please you." More literally **qǐng** means "to ask," "to request," but the idiomatic equivalent of **qǐng** and **qǐng nǐ** is "please." Here are the three types of imperatives.

		gěi	wǒ	liǎngjīn.	Give me two cattles.
Qǐng		gěi	wǒ	liǎngjīn.	Please give me two cattles
Qǐng	nǐ	gěi	wǒ	liǎngjīn.	OR Give me two cattles, please.

Notes on №5

5. B: **Nín hái yào diǎnr shénme?**

您还要点儿什么？

What else do you want?

A: **Wǒ hái yào qìshuǐ.**

我还要汽水

I want some soda.

Hái: in exchange 5, **hái** something like "in addition": "What do you want a little of in addition?" Since **hái** is an adverb, it is placed before the verb.

Qìshuǐ, "soda," refers to a carbonated soft drink, not to club soda.

Notes on №6

6. A: **Duōshao qián yìpíng?**

多少钱一瓶？

How much is it per bottle?

B: **Liǎngmáo wǔfēn qián.**

两毛五分钱。

It's twenty-five cents.

Tone change for **yī**: The number 1, **yǐ**, changes tone when followed by another syllable. When followed by a syllable with a Falling tone, **yī** has a Rising tone. When followed "by syllables with High, Rising, or Low tones, has a Falling tone.

High Tone follows	Rising Tone follows	Low Tone follows	Falling Tone follows
yìjīn	yìpíng	yìběn	yífèn
yìzhāng	yìmáo	yìdiǎn	yíkuài
yìzhī	yìnián		yíyuè
yìtiān			

Liǎngmáo wǔfēn qián: Notice that "twenty-five cents" is expressed in Chinese as dimes plus cents: "two dimes and five cents."

Notes on №7

7. A: **Zhèi shì sānkuài qián.**

这是三块钱。

Here's three dollars.

B: Zhǎo nǐ liùmáo wǔfēn qián.

找你六毛五分钱。

Here's sixty-five cents (in) change.

A: Xièxie. Zàijiàn.

谢谢。再见。

Thank you. Good-bye

B: Zàijiàn.

再见。

Good-bye

Zhèi: In the first sentence of exchange 7, zhèi is used without an attached counter. A specifier was also used without a counter in Nèi shì Mínhú Fàndiàn. "That's the Nationalities Hotel."

The verb zhǎo means "to give change." Zhǎo nǐ liùmáo wǔfēn qián means something like "I'm giving you sixty-five cents in change."

Notes on №8-9

8. A: Dà píngguǒ duōshao qián yìjīn?

大苹果多少斤？

How much are the large apples per catty?

B: Dàde sìmáo wǔfēn qián yìjīn.

大的四毛五分钱一斤。

The large ones are forty-five cents a catty.

9. A: Xiǎode duōshao qián yìjīn?

小的多少钱一斤？

How much per catty are the small ones?

B: Sānmáo wǔ.

三毛五。

Thirty-five cents.

The words dàde and xiǎode are translated as "large ones" and "small ones." The nonspecific noun "ones" may be used because the specific thing being talked about (apples) was mentioned in an earlier sentence. The marker -de shows that dà and xiǎo modify a noun mentioned earlier in the conversation. Like their English translations "big ones" and "small ones," dàde and xiǎode act as nouns.

Sānmáo wǔ is an abbreviated way of giving a price. The last unit of money (In this case, fēn "cent") and the word for "money," qián are left out. The unit omitted is always the next unit below the unit which is expressed. For instance, "three dollars and fifty cents" is sānkuài wǔ.

You know that the unit omitted is máo "dimes," because it is the next unit below kuài, "dollars." A one-unit price such as "three dollars" or cents can never be

abbreviated this way, because there would be no way of determining the unit marker omitted.

Notes on №10

10. A: Qǐng gěi wǒ sānjīn nèige xiǎode.

请给我三经那个小的。

Please give me three catties of the small ones.

B: Hǎo. Sānjīn yīkuài líng wǔ.

好。三经一块零五。

Certainly. Three catties are \$1.05.

Sānjīn nèige xiǎode: The elements of this phrase appear in the following order: number, counter, specifier, noun, (in Chinese, units of measure, like *jīn*, act as counters.) Earlier, you learned phrases whose element a appeared in a different order: specifier, number, counter, noun, (*zhèi liǎngzhāng dìtú*). In both cases, the word order for the constructions is the same in Chinese and English.

sān	-jīn		nèige		xiǎode
three	catties	of	those		small ones

nèi	sān		-jīn		xiǎode
those	three		catties	of	small ones

Zèige is translated as "those" in the first sentence of exchange 10. Strictly speaking, **nèige** can refer only to one item, since **-ge** is the counter for units. The apples, however, are regarded collectively as one category of things.

Yīkuài líng wǔ: In a price, the word **líng** is always used for a "zero" in the dimes position. In **yīkuài líng wǔ**, **líng** appears in the "dimes" place, so you know that **wǔ** must refer to cents.

Notes on №11

11. B: Nín hái yào shénme?

您还要什么？

What else do you want?

A: Wǒ búyào shénme le.

我不要什么了。

I don't want anything else.

Bú yào shénme: The unstressed (and often toneless) word **shénme** corresponds to the indefinite pronoun "anything" in negative sentences.

Nǐ	yào	shénme?	Wǒ	bú yào	shénme
You	want	what thing?	I	don't want	anything.

This construction is commonly used to say "I don't want (I'm not buying, I'm not reading) anything MUCH."

Nǐ mǎi shénme?	What are you buying?
Wǒ bù mǎi shenme, zhǐ mǎi yí fèn bào.	I'm not buying anything much; I'm just buying a newspaper.

Le: In the second sentence of exchange 11, new situation **le** is used in a negative sentence. The sentence says that NOW Mr. Andersen does not want anything (while before, of course, he did want things.)

12.	júzi	橘子	oranges
13.	píjiǔ	啤酒	beer
14.	yíkuài féizào	一块肥皂	one bar of soap
15.	zuò mǎimai	做买卖	to do business
16.	dàren	大人	adult
17.	xiǎoháizi	小孩子	child

Notes on Additional Required Vocabulary

Júzi: In earlier modules, this word would have been written **júzi**. Starting in the Money Module, the umlaut (") will be written only after n and l, following the normal spelling rule in Pinyin romanization. You will have to remember that the letter u after j, q, x, and y is pronounced as if it were written **ü**.

Yíkuài féizào: The counter used for soap is **-kuài**. It literally means "a lump" but is also translated as a "piece."

Zuò mǎimai, "to do business/trade"

Tā lái zuò mǎimai le.	He has come to do business.
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Dàren, "adult," literally, "big person"

Tā yǐjīng shì dàren le.	He is already an adult.
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Xiǎoháizi: Although **háizi** means "child," the expression more commonly used is **xiǎoháizi**, literally, "small child."

Drills

Unit 3

References

Reference List

(in Běijīng)

- | | | | | |
|----|----|--|-----------------|--|
| 1. | A: | Qǐng ni gěi wǒ kànkàn nèige huāpíng. | 请你给我看看那个花瓶？ | Please give me that vase to look at. |
| 2. | B: | Něige? Zhèige lán de, háishi zhèige hóng de? | 哪个？这个兰的，还是这个红的？ | Which one? This blue one or this red, one? |
| 3. | A: | Nèi liǎngge dōu gěi wǒ kànkàn, hǎo ma? | 那两个都给我看看，好吗？ | Give me both of them to look at. All right? |
| | B: | Hǎo. | 好。 | Certainly. |
| 4. | A: | Lán de tài guì le. | 蓝的太贵了。 | The blue one is too expensive. |
| 5. | A: | Wǒ mǎi hóng de ba. Hóng de piányi. | 我买红的把。红的便宜。 | I'll buy the red one, I guess. The red one is cheaper. |
| | B: | Èng, hóng de piányi. | ??, 红的便宜。 | Mm, the red one is cheaper. |

6. C: Zhèi liǎngge xuésheng, nǐge hǎo? 这两个学生，哪个好？
 D: Sīmǎ Xìn hǎo. 司马信好。 Sīmǎ Xìn is better. Which of these two students is better?
7. A: Nǐ yǒu dà yìdiǎnrde ma? 你有大一点儿的吗？
 B: Yǒu. Nín kàn zhèige zěnmeyàng? 有。您看这个怎么样？
 We do. What do you think of this one?
8. A: Zhèige dàde zhēn hǎokàn. 这个大的真好看。
 This large one is really nice looking.
9. A: Hǎo, wǒ mǎi dàde ba. 好我买大的把。
 B: Nín yào jǐge? 您要几个？
 A: Qǐng gěi wǒ liǎngge ba. 请给我两个把。
 Okay, I'll buy the large one, I guess.
 How many do you want?
 How about giving me two, please.

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

10. bái 白 to be white
11. hēi 黑 to be black
12. huáng 黄 to be yellow, to be brown
13. lǜ 绿 to be green
14. jiù 旧 to be old, to be used, to be worn
15. xīn 新 to be new
16. gāo 高 to be tall
17. ǎi 矮 to be short (of stature)
18. gāoxìng 高兴 to be happy

19.	nánkàn	难看	to be ugly
20.	yìbǎ yǔsǎn	一把雨伞	one umbrella
21.	kàn	看	to read, to look at, to visit

Vocabulary

ǎi	矮	to be short (of stature)
-bǎ	把	counter for things with handles
bái	白	to be white
gāo	高	to be tall
gāoxìng	高兴	to be happy
guì	贵	to be expensive
háishi	还是	or
hǎo	好	to be better
hǎokàn	好看	to be beautiful, to be nice looking
hēi	黑	to be black
hóng	红	to be red
huáng	黄	to be yellow, to be brown
huāpíng	花瓶	vase
jiù	旧	to be old, to be used, to be worn
kàn	看	to think (express an opinion)
kànkàn	看看	to read, to look at, to visit, to look at
lán	蓝	to be blue
lǜ	绿	to be green
nánkàn	难看	to be ugly
piányi	便宜	to be inexpensive, to be cheap
tài	太	too (excessive)
xīn	新	to be new
yǔsǎn	雨伞	umbrella
zěnmeyàng	怎么样	to be how, how is __?
zhēn	真	really

Reference Notes

Notes on №1

1. A: Qǐng ni gěi wǒ kànkàn 请你给我看看那个花瓶？
 nèige huāpíng. Please give me that vase to look at.

Reduplication of action verbs: In the sentence above, the action verb **kàn** appears in reduplicated form: **kànkàn** [stress on first syllable; second syllable unstressed, usually toneless]. The reduplicated verb could also have been formed with **yī** between the two syllables: **kànyikan**, literally, "to look one look." **kànyikan** or **kàn** is used when you want to say "to have/take a look (at something)."

Many but not all, action verbs may be reduplicated. Of the verbs you learned, **niàn**, **shuō**, **tīng**, **xiě**, and **xiǎng** may be reduplicated this way.

Reduplication is another way of indicating aspect.

 Note

The aspect marker **-guo**, **le**, and **ne** have already been introduced. For the meaning of the word "aspect," see BIO, Unit 4.

By using a reduplicated verb, you express the INDEFINITENESS of an action. Use a reduplicated verb when the duration or extent of an action or the amount verb object is indefinite. For example, saying **Qǐng nǐ gěi wǒ kànkàn** indicate an indefinite duration for the action of looking at the vase.

There are several reasons for using a reduplicated verb to indicate finite action. In the Reference List sentence above, a speaker asks permission to look at something; therefore, his request must be tentative and undemanding.

Reduplicated verbs are not commonly used with the aspect marker **le** (perhaps because stressing both the indefiniteness and the completion of action would not be consistent). When completion **le** does occur with reduplicated verb, the marker is placed after the first half of that verb before the second half. The second half of the reduplicated verb then resembles an object, as in "looked one look" or "thought a thought."

Wǒ kànle kàn nèige huāpíng.	I looked at that vase.
-----------------------------	------------------------

kàn and **xiǎng** are the two verbs you have learned which may take **le** when reduplicated.

To make a reduplicated verb negative (with **bù** or **méi**) would be as wrong as saying in English "I don't look at it a little." To say that an action was not performed, is habitually not performed, or will not be performed, use the simple form of the verb, not the reduplicated form:

Zhèifèn bào, wǒ hái méiyǒu kàn.	I haven't read this paper yet.
Wǒ bú kàn Zhōngwén bào.	I don't read Chinese newspapers.
Wǒ bú kàn zhèige.	I'm not going to read this.

The objects of reduplicated action verbs cannot be indefinite. For example, it is wrong to say because **Qǐng nǐ gěi wǒ kànkàn yige huāpíng**, because **yige huāpíng** "a vase," is indefinite—which vase is not known. However, reduplicated verbs may have noun objects which are specified, like "that vase."

Example 3.1. Examples

Niànnian shū, kànkàn bàodōu hěnhǎo.	Studying a little and reading a little are both nice.
Tā jiù shì shuōshuō.	He's just talking.
Nǐ tīngtīng tā shuō shénme.	Listen to what he is saying.
Tā tiāntiān dōu kànkàn shū, xiěxiě zì.	Every day he reads a little and writes characters a bit.
Ni xiǎngxiǎng tā xìng shénme.	Try to think what his surname is.

 Note

Notice that in some of the examples the verb **kàn** means "to read," not "to look at."

Notes on №2

2. B: Nǐge? Zhège lánde, 哪个? 这个
háishi zhège hóngde? 兰的, 还是
这个红的?
- Which one? This blue one or this red, one?

means 11 or. If In a choice-type ^estion without hīshi#bpth choices muet include a vert; but in & question containing hīshi> the second verb may be omitted-

Notes on №3

3. A: Nèi liǎngge dōu gěi wǒ 那两个都给
kànkàn, hǎo ma? 我看看, 好吗?
- B: Hǎo. 好。
- Give me both of them to look at. All right?
- Certainly.

Notes on №4

4. A: Lánde tài guì le. 蓝的太贵了。
- The blue one is too expensive.

Notes on №5

5. A: Wǒ mǎi hóngde ba. 我买红的把。红的便宜。
Hóngde piányi.
- B: Èng, hóngde piányi. 嗯, 红的便宜。
- I'll buy the red one, I guess. The red one is cheaper.
- Mm, the red one is cheaper.

Notes on №6

6. C: Zhèi liǎngge xuésheng, nǐge hǎo? 这两个学生，哪个好？
 D: Sīmǎ Xìn hǎo. 司马信好。 Sīmǎ Xìn is better.
 Which of these two students is better?

Notes on №7

7. A: Nǐ yǒu dà yìdiǎnrde ma? 你有一点儿的吗？
 B: Yǒu. Nín kàn zhèige zěnmeyàng? 有。您看这个怎么样？
 Do you have one a little larger?
 We do. What do you think of this one?

Notes on №8-9

8. A: Zhèige dàde zhēn hǎokàn. 这个大的真好看。
 This large one is really nice looking.
9. A: Hǎo, wǒ mǎi dàde ba. 好我买大的把。
 B: Nín yào jǐge? 您要几个？
 A: Qǐng gěi wǒ liǎngge ba. 请给我两个把。
 Okay, I'll buy the large one, I guess.
 How many do you want?
 How about giving me two, please.

Drills

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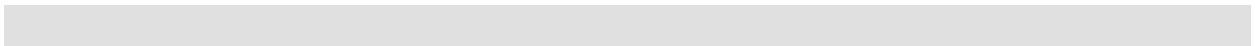
Notes on №

Notes on №

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Drills



Blank writing area consisting of ten horizontal grey bars.

Unit 5

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Drills

15 horizontal grey bars for writing.

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Drills

12 horizontal grey bars for writing answers.

Module 4: Directions

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Unit 2 Target List

Unit 3 Target List

Unit 4 Target List

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Unit 6 Target List

Unit 7 Target List

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Unit 2

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Topics covered in this unit

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Unit 3

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Topics covered in this unit

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Unit 5

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Unit 6

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Topics covered in this unit

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Unit 7

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Unit 8

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Module 5: Transportation

Student Textbook

Objectives

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

1. Give the English equivalent for any Chinese sentence in the TRN Target Lists.
2. Say any Chinese sentence in the TRN Target Lists when cued with its English equivalent.
3. Use the bus system: find out which buses go to a specific destination, at what times they leave, how often they run, where to buy tickets, where to change buses (if necessary), when the last bus of the day leaves, and where his stop is.
4. Take a taxi: hail one, tell the driver where to go, and use commands such as "hurry," "slow down," and "stop here."
5. Use the train system: find out which trains go to a specific destination, at what times they leave, when and where to buy tickets, whether or not tickets are available for a train leaving on a specific date at a specific time, the distance to the destination, the duration of the train trip to that place, which platform the train leaves from, what to do with luggage, and whether or not the train has a dining car.
6. Take a plane: reserve a ticket for a certain date and time; find out whether or not the flight is direct, the duration of the flight, and traveling time to the airport; and arrange for transportation to the airport.
7. Describe in detail a trip (taken in the past or planned for the future): places visited (which places and what they are like), traveling companions, transportation for the trip, length of stay, number of previous trips to the same places.

Unit 1 Target List

1. **Dào Xīméndīng qù, zuò jǐlù chē?**
到西門町去，坐幾路車？
What bus do you take to get to **Xīméndīng**?

Zuò Shíbālù.
坐十八路。
Take Number 18.
2. **Shíbālù chē duō bu duo?**
十八路車多不多？
Are there many Number 18 buses?

Bù hěn duō.
不很多。
Not very many.
3. **Měi gé jǐfēn zhōng yǒu yìbān chē?**
每隔幾分鐘有一班車？
How often is there a bus?
4. **Wǒ měige Xīngqīliù dōu qù kàn diànyǐng.**
我每個星期六都去看電影。
I go to see a movie every Saturday.
5. **Zuìhòu yìbān chē shì jǐdiǎn zhōng?**
最後一班車是幾點鐘？
What time is the last bus?
6. **Zhèbān chē shì bu shì qù Xīméndīng?**
這班車是不是去西門町？
Does this bus go to **Xīméndīng**?

Shì. Shàng chē ba!
是。上車吧！
Yes. Get on!
7. **Dào Xīméndīngde shíhou, qǐng gàosong wǒ.**

到西門町的時候，請告訴我。

When we get to **Xīméndīng**, please tell me.

8. **Wǒ shì bu shì zài zhèlǐ xià chē?**

我是不是在這裏下車？

Is it here that I get off?

Bú shì. Xià yízhàn.

不是。下一站。

No. The next stop.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

9. **shàng-**

上

last, previous (something)

10. **tóu-**

頭

first (something)

11. **gàosu**

告訴

to tell, to inform (alternate pronunciation for **gàosong**)

12. **shǎo**

少

to be few

13. **xià chē**

下車

to get off the bus; "Out, please!"

14. **yǒu(de) shíhou**

有(的)時候

sometimes

15. **chéng**

城

city

Unit 2 Target List

1. *Dào zhǎnlǎnguǎn yǒu meiyǒu zhídáchē?*

到展覽館有沒有直達車？

Is there a direct bus to the exhibition hall?

Měiyǒu. Zuò Yīlù chē, zuò dao Xīdān huàn chē.

沒有。坐一路車，坐到西單換車。

No. Take the Number 1 bus; take it to *Xīdān* and change buses.

2. *Zánmen zài nǎr mǎi piào?*

咱們在哪兒買票？

Where do we buy tickets?

Zài chēshàng mǎi piào.

在車上買票。

We buy tickets on the bus.

3. *Hǎo, xiànzài zǒu ba!*

好，現在走吧。

Okay, let's go now!

4. *Èi! Zánmen bú shì zuòguò zhàn le ba?*

誒！咱們不是坐過站了吧？

Hey! Haven't we gone past our stop?

Hái méi ne. Xià yízhàn cái xià chē.

還沒呢。下一站才下車。

Not yet. We don't get off until the next stop.

5. *Láojià, Shíwǔlù qìchēzhàn zài nǎr?*

勞駕，十五路汽車站在哪兒？

Excuse me, where is the Number 15 bus stop?

Jiù zài nèige lùkǒurshàng.

就在那個路口兒上。

It's (just) on that corner.

6. *gōnggòng qìchē*

公共汽車

public bus (local)

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

7. -li

裏

in (locational ending)

8. -shang

上

on

9. shàng ban

上班

to start work, to go to work

10. xià bān

下班

to get off from work, to leave work

Unit 3 Target List

1. Wǒ yào zuò jìchéngchē dào huǒchēzhàn qù.
我要計程車到火車站去。
I want to take a taxi to the train station.
2. Wǒ zhǐ yǒu zhè liǎngjiàn xíngli.
我只有這兩件行李。
I have only these two suitcases.

Hǎo, wǒ ba xíngli fàng zai qiánbian.
好，我把行李放在前邊。
Okay, I'll put the suitcases in front.
3. Nǐ kāide tài kuài le!
你開得太快了！
You are driving too fast!
4. Tā kāi chē, kāide bú kuài.
他開車，開得不快。
He doesn't drive fast.
5. Wǒmen yǒu shíjiān, láidejí.
我們有時間，來得及。
We have time. We can make it in time.
6. Qǐng màn yìdiǎn kāi.
請慢一點開。
Please drive a little slower.
7. Bié kāi nàme kuài!
別開那麼快！
Don't drive so fast!
8. Qǐng ni zài qiánbian nèige yínháng tīng yíxià.
請你在前邊那個銀行聽一下。
Please stop at that bank up ahead for a moment.
9. Bú yòng zhǎo le.

不用找了。

Keep the change.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

10. chūzū qìchē

出租汽車

taxi (PRC)

11. lái bù jí

來不及

can't make it in time

12. qìchē

汽車

car, motor vehicle

13. zhè me

這麼

so, to this extent, in this way

14. zèn me

怎麼

so, to this extent, in this way

Unit 4 Target List

1. Wǒ xiǎng qù Tánán wán jǐtiān.

我想去臺南玩幾天。

I'm thinking of going to Tainan to relax for a few days.

2. Nǐ shuō shì zuò huǒchē qu hǎo ne, háishi zuò Gōnglùjú qu hǎo e?

你說是坐火車去好呢，還是坐公路局去好呢？

Would you say it's better to go by train or to go by bus?

Zuò huǒchē qu hǎo. Dào Tánán qù zuò Gōnglùjú bú dà fāngbian.

坐火車去好。到臺南去坐公路局不大方便。

It's better to go by train. To go to Tainan, it's not very convenient to take the bus.

3. Zuò huǒchē děi xiān mǎi piào ma?

坐火車得先買票嗎？

If I take the train, is it necessary to buy tickets ahead of time?

Nǐ zuìhǎo liǎngsāntiān yǐqián qù mǎi piào.

你最好兩三天以前去買票。

It would be best for you to go to buy your tickets two or three days ahead of time.

Zuò Gōnglùjú ne?

坐公路局呢？

And if I take the bus?

Bú bì xiān mǎi piào.

不必先買票。

It's not necessary to buy tickets ahead of time.

4. Nǐ yào zuò shénme shíhoude chē?

你要做什麼時候的車？

What train do you want to take?

Wǒ yào zuò shàngwǔde chē.

我要坐上午的車。

I want to take a morning train.

5. Duìbuqǐ, shàngwǔde piào dōu màiwán le.
對不起，上午的票都賣完了。
I'm sorry, the tickets for the morning trains are all sold out.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

6. chuán
船
boat, ship
7. dìtiě
地鐵
subway (abbreviation for dìxià tiědào)
8. dìxià huǒchē
地下火車
underground train, subway
9. wán (wǎnr)
玩(兒)
to play, to relax, to enjoy oneself
10. -wán
完
to be finished (occurs in compound verbs of result)

Unit 5 Target List

1. Wǒ xiǎng dào Nánjīng qù kànkàn.

我想到南京去看看。

I would like to go to Nánjīng to look around.

Nǐ jìhua něitiān qù?

你計劃哪天去？

What day do you plan to go?

Míngtiān huòshì hòutiān qù dōu kényi.

明天或是後天去都可以。

Tomorrow and (or) the day after are both possible.

2. Shànghǎi lí Nánjīng yǒu duó yuǎn?

上海離南京有多遠。

How far is Shanghai from Nánjīng?

Yǒu liǎngbǎiwǔshíduō gōnglǐ.

有兩百五十多公里。

It's over 250 kilometers.

3. Zuò huǒchē yào zǒu duōshao shíhou?

坐火車要走多少時候。

How long does it take to go by train?

Yào zǒu sìge bàn xiǎoshí.

要走四個半小時。

It takes four and a half hours.

4. Zhèi shì wǒ dìyīcì dào Nánjīng qù. Yǐqián méi qùguo.

這是我第一次到南京去。以前沒去過。

This will be the first time I have gone to Nánjīng. I haven't gone there before.

5. Bànge xiǎoshí gòu le.

半個小時夠了。

Half an hour is enough.

6. Wǒ xīwang xiàwǔ líkāi zhè.

我希望下午離開這兒。

I hope to leave here in the afternoon.

Shísāndiǎn líng wǔfēn yǒu yí tàng tèkuài.

十三點零五分有一趟特快。

There's an express at 1305.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

7. **dǎsuan**
打算
to plan to

8. **huòzhě (huòzhe)**
或者
or (alternate form of **huòshi**)

9. **yǐhòu**
以後
afterwards, later on, in the future

10. **zhōngtóu**
鐘頭
hour (alternate word for **xiǎoshí**)

Unit 6 Target List

1. Huǒchē jǐdiǎn zhōng kāi?

火車幾點鐘開？

What time does the train leave?

Shíbādiǎn wǔshiwǔfēn fā chē.

十八點五十五分發車。

It departs at 1855.

2. Qǐng nǐ bǎ nǐde hùzhào hé lǚxíngzhèng gěi wo.

請你把你的護照和旅行證給我。

Please give me your passport and travel permit.

3. Dào Shànghǎi qùde chē zài dìjǐ zhàntái?

到上海取得車在第幾站臺？

On which platform is the train to Shànghǎi?

4. Bú yòng jí. Hái zǎo ne. Nǐ xiān zài zhèige jiēdàishì xiūxi xiūxi.

不用急。還早呢。你先在這個接待室休息休息。

No need to be anxious. It's still early. First, rest a bit in this waiting room.

5. Wǒ zhèijiàn xíngli zěnmé bàn? Shì bu shì kéyǐ náshàng chē qu?

我這件行李怎麼辦？是不是可以拿上車去。

What should I do about this suitcase of mine? May I take it onto the train?

Kéyǐ bǎ xíngli náshàng chē qu.

可以把行李拿上車去。

You may take the suitcase onto the train.

6. Zhèibān chē yǒu cānchē ba?

這班車有餐車吧？

This train has a dining car, I suppose?

Yǒu. Yǒu Zhōngcān, yě yǒu Xīcān.

有。有中餐，也有西餐。

Yes. There's Chinese food and there's also Western food.

Hǎojíle.

好極了。

Great.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

7. bān

搬

to move

8. náshangqu

拿上去

to take up

9. náshanglai

拿上來

to bring up

10. áxiaqu

拿下去

to take down

11. náxialai

拿下來

to bring down

12. pǎo

跑

to run

13. wǎn

晚

to be late

14. yuètái

月臺

train platform (alternate word for [zhàntái](#), more common in Taiwan)

Unit 7 Target List

1. Lǎo Sòng, zěnmeyàng? Máng ne?
老宋，怎麼樣？忙呢？
Song, how are things going? Are you busy?

Bù zěnmé máng.
不怎麼忙。
Not especially busy.
2. Qǐng nǐ gěi wǒ dìng yìzhāng fēijī piào.
請你給我訂一張飛機票。
Please reserve a plane ticket for me.
3. Piào dìnghǎo le.
票訂好了。
The ticket has been reserved.

Něibān fēijī? Jǐdiǎn zhōng qǐfēi?
哪班飛機？幾點鐘起飛？
Which flight? What time does it take off?
4. Zhèibān fēijī zhí fēi Guǎngzhōu ma?
這班飛機直飛廣州嗎？
Does this flight go directly to **Guǎngzhōu**?
5. Cóng Sānlǐtún dào fēijīchǎng yào duōshao shíjiān?
從三里屯到飛機場要多少時間？
How much time does it take to go from **Sānlǐtún** to the airport?
6. Rúguǒ wǒ bādiǎn zhōng líkāi jiā, láidejí ba?
如果我八點鐘離開家，來得及吧？
If I leave home at eight o'clock, I can make it in time. Right?
7. Qǐng nǐ pài ge chē lái jiē wǒ, sòng wǒ dào fēijīchǎng qù.
請你派個車來接我，送我到飛機場去。
Please send a car to pick me up and take me to the airport.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

8. **hǎo le**
好了
to be satisfactorily completed

9. **ǔguǎn**
旅館
hotel

10. **shuōhǎo le**
說好了
to have come to an agreement (about something); (something) has been agreed on

11. **xiǎnghǎo le**
想好了
to have reached a conclusion (about something); (something) has been thought out

12. **yàoshi**
要是
if (alternate word for **rúguǒ**)

13. **zuòhǎo le**
做好了
to have finished doing (something); (something) has been finished

Unit 8 Target List

1. Hǎo jiǔ méi jiàn, nín chū mén le ba?

好久沒見，您出門了吧？

I haven't seen you in a long time. You have been away, I suppose?

2. Nín wèishénme gāng huílai yòu qù le ne?

您為什麼剛回來又去了呢？

Why did you go again when you had just come back from there?

Wǒ zhècì dào Guǎngzhōu qù shì yīnwei wǒ yǒu yige hěn hǎode péngyou cóng Xiānggǎng lái.

我這次到廣州去是因為我有一個很好的朋友從香港來。

This time I went to **Guǎngzhōu** because I had a very good friend coming there from Hong Kong.

3. Wǒmen yǒu yìnián méi jiàn le.

我們有一年沒見了。

We had not seen each other for a year.

Tā qǐng wo péi ta yìqǐ qù lǚxíng.

她請我陪她一起去旅行。

She asked me to accompany her (in her) travels.

4. Sānge yuè yǐqián tā hái bù zhīdào néng bu néng lái.

三個月以前她還不知道能不能來。

Three months ago she didn't know yet whether she would be able to come or not.

5. Nǐmen dōu qùguo shénme dìfang?

你們都去過什麼地方？

What places did you go to?

6. Hángzhōu gēn Sūzhōu zhēn shì piàoliang.

杭州跟蘇州真是漂亮。

Hángzhōu and **Sūzhōu** are really beautiful.

7. Yǒu jīhuì wǒ yào zài qù yíci.

有機會我要再去一次。

If I have the chance, I would like to go again.

8. Zhèixiē dìfang nǐ dōu qùguo le ba?
這些地方你都去過了吧？
You have gone to all those places, I suppose?
- Méi dōu qùguo.
沒都去過。
I haven't been to all of them.
9. huí guó
回國
to return to one's native country
10. huí jiā
回家
to come/go home
11. huíqu
回去
to go back

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

12. rènao
熱鬧
to be lively/bustling/noisy
13. yǒu yìsi
有意思
to be interesting
14. méi(yǒu) yìsi
沒(有)意思
to be uninteresting
15. suǒyǐ (suóyi)
所以
therefore, so

Unit 1

References

Reference List

- A: **Dào Xīméndīng qù, zuò jǐlù chē?**
到西門町去，坐幾路車？
What bus do you take to get to **Xīméndīng**?

B: **Zuò Shíbālù.**
坐十八路。
Take Number 18.
- A: **Shíbālù chē duō bu duo?**
十八路車多不多？
Are there many Number 18 buses?

B: **Bù hěn duō.**
不很多。
Not very many.
- A: **Měi gé duōshao shíhou yǒu yìbān chē?**
每隔多少時候有一班車。
How much time is there between buses?

B: **Měi gé èrshífēn zhōng yǒu yìbān.**
每隔二十分鐘有一班。
There's one every twenty minutes.
- C: **Wǒ měige Xīngqīliù dōu qù kàn diànyǐng.**
我每個星期六都去看電影。
I go to see a movie every Saturday.
- A: **Zuìhòu yìbān chē shì jǐdiǎn zhōng?**
最後一班車是幾點鐘？
What time is the last bus?

B: **Shíyīdiǎn shífēn.**
十一點十分。
Eleven-ten.
十一點十分。
- D: **Zhèbān chē shì bu shì qù Xīméndīng?**
這班車是不是去西門町？
Does this bus go to **Xīméndīng**?

E: **Shì. Shàng chē ba!**

- 是。上車吧！
Yes, Get on!
7. A: **Dào Xīméndīngde shíhou, qǐng gàosong wǒ.**
到西門町的時候，請告訴我。
When we get to **Xīméndīng**, please tell me.
F: **Hǎo.**
好。
Okay.
8. A: **Hái yǒu jǐzhàn dào Xīméndīng?**
還有幾站到西門町？
How many more stops are there to (before) **Xīméndīng**?
F: **Xià yízhàn jiù shì Xīméndīng.**
下一站就是西門町。
The next stop is **Xīméndīng**.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

9. **shàng-**
上
last, previous (something)
10. **shàng-**
tóu-
頭
first (something)
11. **gàosu**
告訴
to tell, to inform (alternate pronunciation for **gàosong**)
12. **shǎo**
少
to be few
13. **xià chē**
下車
to get off the bus; "Out, please!"
14. **yǒu(de) shíhou**
有(的)時候
sometimes
15. **chéng**
城
city

Vocabulary

-bān	班	(counter for regularly scheduled trips of buses, planes, subways, trains, etc.)
chē	車	vehicle, bus, car
chéng	城	city
duō	多	to be many
-fēn	分	a minute
gàosong	告誦	to tell, to inform
gàosu	告訴	to tell, to inform
gé	隔	to separate, to divide off
jǐlù chē	幾路車	what number bus
měi-	每	every, each
shàng	上	to get on
shàng-	上	last, previous (something)
shǎo	少	to be few
tóu-	頭	first (something)
xià	下	to get off
xià-	下	next (something)
xià chē	下車	to get off the bus; “Out, please!”
Xīmēndīng	西門町	(an area of Taipei)
yǒu(de) shíhou	有(的)時候	sometimes
zhàn	站	a stop, a station
zuìhòu	最後	last, final (something)

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

Běihǎi Gōngyuán	北海公園	(a famous park in Běijīng)
biēde shíhou	別的時候	other times
Dōngjīng	東京	Tokyo
fàng jià	放假	to close for a holiday
hǎowán	好玩	to “be fun (lit. , “good for relaxing”)
huì	會	will
sījī	司機	driver of a hired vehicle
zǒu ba	走吧	let’s go

Reference Notes

Notes on №1-2

1. A: **Dào Xīméndīng qù, zuò jǐlù chē?**
到西門町去，坐幾路車？
What bus do you take to get to **Xīméndīng**?
B: **Zuò Shíbālù.**
坐十八路。
Take Number 18.
2. A: **Shíbālù chē duō bu duo?**
十八路車多不多？
Are there many Number 18 buses?
B: **Bù hěn duō.**
不很多。
Not very many.

Xīméndīng literally means “West Gate ding”—**dīng** being a Japanese term for “district.” **Xīméndīng** is the area of Taipei which surrounds the former west gate of the city. Today the district includes many shops, department stores, and movie theaters.

Lù is the word for “route.” The question **jǐlù?** asks for the route number of the bus.

Zuò, “to ride/to go by/to take [a conveyance]”:

 Note

Zuò appeared earlier in **Zuò diàntī dào èrlou**, “Take the elevator to the second floor.”

Here **zuò** (literally, “to sit”) means to go by some means of transportation which the passenger is inside of (e.g., car, plane, boat, train, bus, elevator—NOT a motor-cycle or a horse). In exchange 1, **zuò** is used as a main verb. It can also be used as a prepositional verb, as in

Nǐ zěnmē qù?
你怎麼去？
How are you going? (i.e., by what means of transportation)
Wǒ zuò huǒchē qù.
我坐火車去。
I am going by train.

“**Duō**, “to be many/much,” is an adjectival verb. There are several points to remember about **duō**:



Note

Adjectival verbs are one type of STATE verb. See BIO, Unit 6.

- a. Adjectival verbs are sometimes used before a noun to modify it (e.g., **xīn zhuōzi**, “new table”; **dà fángzi**, “big house”). However, when **duō** is used in this way, it must be modified, for example, by **hěn** or **tài**.

Tā mǎile hěn duō dōngxi.
他買了很多東西。
He bought a lot of things.
Běijīng jiēshang yǒu hěn duō cèsuǒ.
比較街上有很多廁所。
There are many toilets on the streets of Běijīng.

- b. Much more often, however, **duō** is used as the main verb of a sentence.

Nǐde shū zhēn duō!
你的書很多。
You really have a lot of books!
Jīntiān jiēshangde rén hěn duō.
今天的街上的人很多。
There are a lot of people out today, (literally, “on the streets today”) [16]

- c. Often it does not occur to students to use **duō** as the main verb of a sentence because in English they do not usually say “The students are many.” They would say “There are many students,” with “many” as an adjective preceding “students.” Compare:

Zhèrde rén hěn duō.
這兒的人很多。
There are a lot of people here.
Láide rén hěn duō.
來的人很多。
A lot of people came.

NOTE: **Shǎo**, “to be few,” is used in almost the same ways as **duō**. (See Notes on Additional Required Vocabulary.)

Notes on №3

3. A: Měi gé duōshao shíhou yǒu yìbān chē?
每隔多少時候有一班車。

How much time is there between buses?

B: **Měi gé èrshifēn zhōng yǒu yìbān.**

每隔二十分鐘有一班。

There's one every twenty minutes.

Měi- is the word for “each,” “every.”

Gé is a verb meaning “to separate,” “to divide.” It is used for intervals of time between regularly occurring events (e.g., “every half hour”). In exchange 3, **gé** refers to the length of time between buses.

měi gé duōshao shíhou
每隔多少時候
(every divide-off [interval] how much time) “(every) how often”

The first sentence could also be translated as “How often is there a bus?” or “How often do the buses run?”

Example 5.1. **Yìbān chē:**

The counter **-bān** is used for scheduled trips, or runs, of a vehicle. **Yìbān chē** is one bus run.

Example 5.2. **Èrshifēn zhōng:**

The counter **-fēn**, for minutes, is usually followed by **zhōng**, “clock.” (**Zhōng** means “o'clock” in telling time.) “One minute” is **yìfēn zhōng**.

Měi	gé	èrshifēn zhōng	yǒu	yìbān	chē.
每	隔	二十分鐘	有	一班	車。
each	interval	twenty minutes	there is	one [run]	bus

“There’s a bus every twenty minutes.”

Notes on №4

4. C: **Wǒ měige Xīngqīliù dōu qù kàn diànyǐng.**

我每個星期六都去看電影。

I go to see a movie every Saturday.

Měige: When used with a noun, **měi-** acts as a specifier and must be followed by a counter or a noun that does not require a counter.

měi(ge) rěn	每(個)人	every person
měizhāng zhuōzi	每個桌子	every table
měitiān	每天	every day

Dōu, “all”: Here the adverb **dōu** implies “each and every,” or “without exception”—“every Saturday, without exception.” When the subject of a sentence is specified by **měi-**, the following verb is usually modified by the adverb **dōu**.

Notes on №5

5. A: **Zuìhòu yìbān chē shì jǐdiǎn zhōng?**

最後一班車是幾點鐘？

What time is the last bus?

B: **Shíyīdiǎn shífēn.**

十一點十分。

Eleven-ten.

十一點十分。

Zuìhòu yìbān chē: Zuì is the word for “most,” or “-est.” Zuìhòu means “latest,” or “last.” Note the order in which the elements of this phrase appear:

zuìhòu	yì	-ban	chē
最後	一	班	車
last	one	run	bus

“the last bus”

Both the number and the counter are required in this phrase.

Compare:

tóu	yì	-ban	chē	“the first bus”
頭	一	班	車	
xià	yì	-ban	chē	“the next bus”
下	一	班	車	
shàng	yì	-ban	chē	“the last (previous) bus”
上	一	班	車	

(See Note on No. 8 and Notes on Additional Required Vocabulary for xià-, “next”; shàng-, “last,” “previous”; and tóu-, “first.”)

Notes on №6

6. D: **Zhèbān chē shì bu shì qù Xīméndīng?**

這班車是不是去西門町？

Does this bus go to Xīméndīng?

E: **Shì. Shàng chē ba!**

是。上車吧！

Yes, Get on!

Shì bu shì qù, “does it go to”:* The use of **shì bu shì qù** rather than **qù bu qu** in this sentence implies that the speaker has an idea that the bus does go to Xīméndīng and wants to make sure. (**Zhèbān chē qù bu qu Xīméndīng?** would also be correct.)

*For a discussion of the use of **shì bu shì** before another verb to form a question, see MON, Unit 5, notes on No. 8.

Qù Xīméndīng, “go to **Xīméndīng**”: The destination directly follows the main verb **qù**. You now know two ways to indicate destination:

Wo dào Xīméndīng qù. 我到西門町去。	I am going to Xīméndīng.
Wo qù Xīméndīng. 我去西門町。	

The two forms are equally widely used.

Shàng chē: This verb has several meanings. In the Directions Module, the meaning was “to go up” in **Shàng lóu, yòubian jiù shì mài dìtúde**. In this exchange, the meaning of **shàng** is “to get on/in [a vehicle].”

Notes on №7

7. A: **Dào Xīméndīngde shíhou, qǐng gàosong wǒ.**

到西門町的時候，請告訴我。

When we get to **Xīméndīng**, please tell me.

F: **Hǎo.**

好。

Okay.

Dào Xīméndīngde shíhou means “when we arrive in **Xīméndīng**.” If you want to say, in Chinese, “when [something happens],” add **-de shíhou** to the phrase which names the happening.

In English, “when” can mean either “during the same time” (e.g., “when I was a student”) or “immediately after” (e.g., “when the light turns green”). In Chinese, however, two different expressions are used for the two meanings: **-de shíhou** for “at the same time” and **yǐhòu** for “immediately after.”

Wǒ zài Xiānggǎngde shíhou hěn xǐhuan qù kàn diànyǐng. 我在香港的時候很喜歡去看電影。
When [i.e., while] I was in Hong Kong, I liked to go to the movies very much.
Wǒ dào le Táiběi yǐhòu, mǎi le hěn duō Zhōngwén shū. 我到了臺北以後，買了很多中文書。
When [i.e., after] I got to Taipei, I bought a lot of Chinese books.

Notes on №8

8. A: **Hái yǒu jǐzhàn dào Xīméndīng?**

還有幾站到西門町？

How many more stops are there to (before) *Xīméndīng*?

F: *Xià yízhàn jiù shì Xīméndīng.*

下一站就是西門町。

The next stop is *Xīméndīng*.

Xià yízhàn: Here *xià* means “the next.” It is a specifier. *Xià* is usually followed by a numeral or a counter, as in the following examples:

<i>xiàge yuè</i>	next month
下個月	
<i>xià yíbān chē</i>	the next bus
下一班車	

The phrase *xià yízhàn* contains no counter because *-zhàn*, like *-nián* and *-tiān*, is not used with a counter.

Notes on Additional Vocabulary

9. *shàng-*
上
last, previous (something)
10. *tóu-*
頭
first (something)
11. *gàosu*
告訴
to tell, to inform (alternate pronunciation for *gàosong*)
12. *shǎo*
少
to be few
13. *xià chē*
下車
to get off the bus; "Out, please!"
14. *yǒu(de) shíhou*
有(的)時候
sometimes
15. *chéng*

城

city

The specifier **shàng-**, “last,” “previous,” is used in the same patterns as **xià-**.

shàngge yuè	last month
上個月	
shàng yìbān chē	the previous bus
上一班車	

Tóu-, “first,” literally “head”: Let’s contrast **dì-** and **tóu-**: **Dì-** has no meaning of its own. Its function is to make a cardinal number into an ordinal number: for example, **sān**, “three,” becomes **dīsān**, “third,” as in **dīsānge mén**, “the third door.” **Tóu-** has a meaning of its own: “first,” as in **tóusānge mén**, “the first three doors.”

Tóu- is always followed by at least a number plus a counter (or a noun that does not require a counter).

tóuliǎngge rén	the first two people
頭兩個人	
tóusānběn	the first three volumes
頭三本	
tóusìtiān	the first four days
頭四天	

Notice that **tóuliǎngge**, “the first two,” and **dìèrge**, “the second one,” must use different words for “two,” because

tóuliǎngge	(COUNTING)
頭兩個	
dìèrge	(NOT COUNTING)
第二個	

Tóuyige, “the first one,” and **dìyige**, “the first one,” are similar in meaning and often interchangeable.

Gàosu, “to tell”: **Gaosong** is the usual colloquial pronunciation in **Běijīng** speech. **Gàosu** is the usual colloquial pronunciation in many other places in China, including Taiwan. The fact that, in a Taipei setting, the first speaker in exchange 7 uses **gàosong** tells you that he is almost certainly not a native of Taiwan.

Shǎo, “to be few”: Most of the comments about **duō** in these Reference Notes (exchange 2) also apply to the adjectival verb **shǎo**. Most frequently **shǎo** is used as the main verb of a sentence.

Wǒde qián bù shǎo.
我的錢不少。
I have quite a bit of money.

Zài Táiwān méiyǒu gōngzuòde rén hěn shǎo.

在臺灣沒有工作的人很少。

There are few people in Taiwan who do not have Jobs.

One point deserves special attention: Although you may say **hěn duō shū** for “a lot of books,” you may not say **hěn shǎo shū**. **Hěn shǎo** can rarely modify a noun which follows—and neither can **tài shǎo**, **zhēn shǎo**, and related expressions.

Xià chē, “to get off [a vehicle],” may be used to signal that you wish to get off—that this is your stop. The expression would be translated as “Out, please,” or “Getting off, getting off,” used by passengers in crowded buses and elevators.

Yǒu(de) shíhou, “sometimes,” precedes the verb of a sentence, as other time expressions do.

Tā yǒude shíhou kàn Yīngwén bào.	He sometimes reads English newspapers.
他有的時候看英文報	
Wǒ yǒu shíhou zuò Shíbālù chē.	Sometimes I take the Number 18 bus.
我有時候坐十八路車。	

Originally, **chéng** meant “city wall.” This early meaning still affects modern usage: you must say “going INto the city,” not just “to the city.”

Tā jīntiān dào chénglǐtōu qù.	He is going to the city today.
他今天到城裏頭去。	

Vocabulary booster

Modes of Transportation

bicycle	[Běijīng] zìxíngchē	自行車
	[Táiwān] jiǎotàchē	腳踏車
boat	chuán	船
motorboat	qìtǐng	汽艇
rowboat	huátǐng	划艇
sailboat	fānchuán	帆船
sampan	shānbǎn	舢舨
bus	gōnggòng qìchē	公共汽車
coach (long-distance)	chángtú qìchē	長途汽車
car (automobile)	qìchē	汽車
	chēzi	車子
	chē	車
helicopter	zhíshēngfēijī	直升飛機
horseback riding	qí mǎ	騎馬

Module 5: Transportation

jeep	jípǔchē	吉普車
motorcycle	mótuōchē	摩托車
plane	fēijī	飛機
jet	[PRC] pēnqìshì fēijī	噴氣式飛機
	[Táiwān] pēnshèshì fēijī	噴射式飛機
	[Táiwān] pēnshèjī	噴射機
subway	dìxiàtiě	地下鐵
	dìtiě	地鐵
	dìxià huǒchē	地下火車
taxi	chūzū qìchē	出租汽車
	[PRC] chūzū chē	出租車
	[Táiwān] jìchéngchē	計程車
train	huǒchē	火車
trolley	diànchē	電車
truck	kǎchē	卡車
walking	zǒu lù	走路

Drills

Unit 2

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Unit 3

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Unit 7

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Unit 8

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Module 6: Arranging a meeting

The Meeting Module (MTG) will provide you with the skills needed to arrange meetings or social gatherings, to greet people, to make introductions, and to accept or decline invitations in Chinese.

Before starting this module, you must take and pass the TRN Criterion Test.

The MTG Criterion Test will focus largely on this module, but material from ORN, BIO, MON, DIR, TRN, and associated resource modules is also included.

Objectives

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

1. Give the English equivalent for any Chinese sentence in the MTG Target Lists.
2. Say any Chinese sentence in the MTG Target Lists when cued with English equivalent.
3. Make and respond to introductions with appropriate polite questions and answers.
4. Make phone calls and leave messages.
5. Arrange a meeting (time and place) with someone by talking with him or his secretary either in person or by phone.
6. Request that the time of a meeting be changed.
7. Invite a person to lunch, deciding on the time and the restaurant.
8. Arrange a social gathering for a specific time of day, inviting guests to his home and encouraging them to accept the invitation.
9. Greet guests upon their arrival at his home.
10. Accept/decline a social/business invitation with the appropriate degree of politeness.

Unit 1 Target List

1. Wèi, nǐ shì Zhū Kēzhǎng ma?

喂, 你是朱科長嗎?

Hello. Are you Section Chief Zhū?

Shì. Nín shì něiwèi?

是。您是哪位?

Yes. Who is this, please?

Wǒ shì Wēilián Mǎdīng

我是威廉馬丁。

I'm William Martin.

Òu, Mǎdīng Xiānsheng, hǎo jiǔ bú jiàn.

哦, 馬丁先生, 好久不見。

Oh, Mr. Martin—I haven't seen you for a long time.

2. Wǒ yǒu diǎnr shì xiǎng gēn nín dāngmiàn tán. tán.

我有點兒事想跟您當面談談。

I have something I would like to talk with you about in person.

3. Nín yǒu gōngfu meiyǒu?

您有功夫沒有?

Do you have any free time?

4. Shénme shíhòu duì nín héshì?

什麼時候對您合適?

What time would suit you?

5. Sāndiǎn bǐ liǎngdiǎn fāngbiān yìdiǎnr. Yīnwei wǒ yìhuìr chūqu, yěxǔ liǎngdiǎn huíbulái.

三點比兩點方便一點兒。因為一會兒出去, 也許兩點回不來。

Three would be more convenient than two. Since I'm going out in a little while, I might not be able to get back by two.

Nàme#wǒ sāndiǎn zhōng zài lóuxiàde huìkèsì děng nín.

那麼, 我三點鐘在樓下的會客室等您。

Well then, I'll wait for you in the reception room downstairs at three o'clock.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

6. huídelái
回得來
to be able to get back in time

7. kòng(r)
空(兒)
free time, spare time

8. lóushàng
樓上
upstairs

9. shāngliang
商量
to discuss, to talk over

10. yǒu kòng(r)
有空(兒)
to have free time

Unit 2 Target List

1. Wèi, Měidàsī.
喂, 美大司。
Hello. Department of American and Oceanic Affairs.

Wǒ shì Jiānádà Dàshìguǎnde Qiáozhì Dáfēi. Wǒ yǒu yíjiàn shì xiǎng gēn Wáng Kēzhǎng jiǎng-yíjiǎng.
我是加拿大大使館的喬治達菲。我有一件事想跟王科長講一講。
I am George Duffy of the Canadian Embassy. I have something I would like to discuss with Section Chief Wáng.
2. Wáng Kēzhǎng xiànzài zài kāi huì. Děng tā kāiwán huì wǒ gàosong tā gěi ni huí diànhuà.
王科長現在在開會。等她開完會我告訴告訴她給你回電話。
Section Chief Wáng is at a meeting now. When she is finished with the meeting, I will tell her to return your call.
3. Hǎo, xièxie ni.
好, 謝謝你。
Fine. Thank you.

Bú xiè.
不謝。
Don't mention it.
4. Nǐ dǎ diànhuà lái de shíhou wǒ méi shíjiān gēn ni shuō huà.
你打電話來的時候我沒時間跟你說話。
When you called here, I didn't have time to speak with you.

Méi guānxi.
沒關係。
It doesn't matter.
5. Wǒ gěi ni dǎ diànhuà de mùdì shì xiǎng gēn ni dāngmiàn tán tán.
我給你打電話目的是想跟你當面談談。
The reason I called you is that I would like to talk with you in person.

Nǐ míngtiān néng bu néng dào wǒ zhèr lái?
你明天能不能到我這兒來?
Can you come over here tomorrow?

Kéyi. Míngtiān shénme shíhou dōu kéyi.

你明天能不能到我這兒來？

Yes. Any time tomorrow would be fine.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

6. guānxi
關係
relation, relationship, connection
7. jiǎng huà
講話
to speak, to talk; a speech
8. lǐngshìguǎn
領事館
consulate
9. shìqing (yíjiàn)
事情 (一件)
matter, business, affair
10. sīzhǎng
司長
department chief
11. yǒu guānxi
有關係
to relate to, to have a bearing on, to matter

Unit 3 Target List

1. Wǒ xiǎng xiàge Xīngqīliù qǐng nín dào wǒmen jiā lái chī ge biànfàn.

我想下個星期六請您到我們家來吃個便飯。

I would like to invite you to come to our house for a simple meal on Saturday of next week.

Nín hébì zhème kèqi?

您何必這麼客氣？

Why is it necessary to be so polite?

2. Wǒ yǒu yige Měiguó péngyou zài Táiwān Dàxué jiāo shū. Hěn xiǎng gěi nǐmen liǎngwèi jièshao jièshao.

我有一個美國朋友在臺灣大學教書。很想給你們兩位介紹介紹。

I have an American friend who teaches at Táiwān University. I would very much like to introduce the two of you.

Nà tài hǎo le!

你太好了！

That's wonderful!

3. Wǒ hěn xīwang gēn ni péngyou tán tán.

我很希望跟你朋友談談。

I wish very much to talk with your friend.

Búguò, kǒngpà wǒde Yīngwén bù xíng.

不過，恐怕我的英文不行。

However, I'm afraid that my English isn't good enough.

Búdàn shuōde bù hǎo, yǒu shíhou yě tīngbudǒng.

不但說得不好，有時候也聽不懂。

Not only don't I speak well, (but) sometimes I can't understand what I hear either.

4. Nǐ shuōde gēn Měiguó rén yíyàng hǎo.

你說得跟美國人一樣。

You speak as well as an American.

5. Wǒ méi qǐng shénme rén; hěn suíbiàn.

我沒請什麼人；很隨便。

I haven't invited anyone special; it's very informal.

Nà jiù xiān xiè le.

那就先謝了。

Well then, I'll thank you in advance.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

6. **bù tóng**
不同
to be different
7. **chá**
茶
tea
8. **chī fàn**
吃飯
to eat, to have a meal
9. **dànshi**
但是
but
10. **érqiě**
而且
furthermore, moreover
11. **fàn**
飯
(cooked) rice
12. **hē**
喝
to drink
13. **jiāo shū**
教書
to teach

Unit 4 Target List

1. Hé Jiàoshòu, huānyíng, huānyíng. Qǐng jìn.
何教授，歡迎，歡迎。請進。
Professor Hollins, welcome. Please come in.

Zhè shì yìdiǎn xiǎo yìsi.
這是一點小意思。
Here is a small token of appreciation.
2. Wǒ zhīdao nín xǐhuan shānshuǐ huà.
我知道您喜歡山水畫。
I know you like landscape painting.

Tèbié qǐng péngyou gěi nín huàle yìzhāng.
特別請朋友給您畫一張。
I asked a friend to paint one especially for you.
3. Zhèiwèi shì Hé Jiàoshòu, zài Táidà jiāo shū.
這位是何教授，在台大教書。
This is Professor Hollins, who teaches at **Táiwān** University.

Jiǔyǎng, jiǔyǎng.
久仰，久仰。
Glad to meet you.
4. Wǒ hái yǒu hěn duō bù shóuxide dìfang yào xiàng nín qǐngjiào.
我還有很多不熟悉的地方要向您請教。
There is still much I'm not familiar with that I need to ask your advice about.
5. Xīwang yǐhòu yǒu jīhui duō jiànmiàn.
希望以後有機會多見面。
I hope that in the future we will have an opportunity to meet more.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

6. fāngfǎ
方法

method, way, means

7. fǎzi

法子

method, way

8. huàr

畫兒

painting (Běijīng pronunciation)

9. qǐng zuò

請坐

please sit down

10. shèhuìxué

社會學

sociology

11. túshūguǎn

圖書館

library

12. zuò

坐

to sit

Unit 5 Target List

1. Wài.

喂

Hello.

Wèi, shì Wàijiāobù ma? Wǒ yào zhǎo Lín Sīzhǎng shuō huà.

喂，外交部嗎？我要找林司長說話。

Hello. Is this the Ministry of Foreign Affairs? I want to speak with Department Chief Lin.

Nín shì nǎr a?

您是那兒啊？

Who is this?

Wǒ shì Fǎguó Shāngwù Jīngjìguān.

我是法國商務經濟官。

I am the French Commercial/Economics Officer.

2. Lín Sīzhǎng zhèihuìr bú zài. Nín yào liú ge huàr ma?

林司長這會兒不在。

Department Chief Lin is not here at the moment. Would you like to leave a message?

3. Wǒ bǎ nín de diànhuà hàomǎ xiě xià lái.

我把您的電話號兒寫下來。

I'll write down your phone number.

4. Duìbuqǐ, nǐ gāngcái gěi wǒ da diànhuà, wǒ bú zài.

對不起，你剛才給我打電話，我不在。

I'm sorry. When you called me just now, I wasn't in.

5. Wǒ nàitiān gēn nín yuēhǎole jīntiān dào nín bàngōngshì qu tán tan.

我那天跟您約好了今天到辦公室去談談。

The other day I made an appointment with you to go to your office today for a talk.

Yīnwei wǒ yǒu yíjiàn yào jǐn de shì, suǒyǐ bù néng jīntiān qù.

因為我有一件要緊的事，所以不能今天去。

Because I have an urgent business matter, I can't go today.

Gǎi dào míngtiān xíng bu xíng?

改到明天行不行？

Would it be all right to change it [the appointment] to tomorrow?

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

6. háishi
還是
still
7. wàiguó
外國
foreign, abroad
8. wàiguó rén
外國人
foreigner (non-Chinese)
9. wūzi (yìjiān)
屋子 (一間)
room
10. yāo
幺
one (telephone pronunciation)

Unit 6 Target List

1. Wǒmen dào Dōngmén Cāntīng qù chī zhōngfàn, hǎo bu hǎo?
我們到東門餐廳去吃中飯，好不好？
Let's go to the East Gate Restaurant to eat lunch. Okay?

Dōngménde cài méiyǒu Dàhuáde cài nàme hǎo.
東門的菜沒有大華菜那麼好。
The food at the East Gate isn't as good as the food at the Great China.
2. Suírán bú tài hǎo, kěshi lí zhèlǐ jìn.
雖然不太好，可是離這裏近。
Even though it [East Gate] is not too good, it is close to us.

Hái yǒu yíge xīn kāide fànguǎnzi lí wǒmen zhèlǐ gèng jìn.
還有一個新開的飯館子離我們這裏更近。
There is also a newly opened restaurant that is even closer to us.
3. Tāmen nàlǐde cài fēicháng hǎo. Jīntiān wǒ qǐng nǐ dào nàlǐ qù chī.
它們那裏菜非常好。今天我請你到那裏去吃。
The food there is extremely good. Today I am going to invite you to go there to eat.

Nà bù hǎo yìsi!
那不好意思！
I can't let you do that! (That would be too embarrassing!)
4. Dàhuáde cài yòu hǎo yòu piányi.
大華的菜又好又便宜。
The food at the Great China is both good and cheap.

Yě yǒu hǎoxiē cài biéde dìfang chībuzháo.
也有好些菜別的地方吃不找。
They also have a good many dishes that you can't find (at) other places.
5. Nǐ shuōde dìfang yíding hǎo.
你說的地方一定好。
Any place you suggest is sure to be good.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

6. **bù yídìng**
不一定
not necessarily; it's not definite

7. **kànfǎ**
看法
opinion, view

8. **wǎnfàn**
晚飯
supper, dinner

9. **xiǎngfǎ**
想法
idea, opinion

10. **yìxiē**
一些
some, several, a few

11. **zǎofàn**
早飯
breakfast

12. **zuòfǎ**
做法
way of doing things, method, practice

Unit 7 Target List

1. Wǒ yǒu yíjiàn shì xiǎng gēn nín dǎtīng dǎtīng.

我有一件事想跟您打聽打聽。

I have something I would like to ask you about.

Tīngshuō nín nàbian xīn lái le yíwèi Fāng Xiānsheng; tāde míngzi wǒ wàngji le.

聽說您那邊新來了一位方先生；他的名字我忘記了。

I have heard that you recently had a Mr. Fāng join you. I have forgotten his given name.

2. Bú cuò, Fāng Dé míng shì shàngge líbài pài dào wǒmen zhèlǐ lái de.

不錯，方德明是上個禮拜派到我們這裏來的。

That's right. Fāng Dé míng was sent over here last week.

Zěnmē? Nǐ rènshi ta ma?

怎麼？你認識他嗎？

Why? Do you know him?

3. Wǒ shì Jiāzhōu Dàxué bìyè de.

我是加州大學畢業的。

I graduated from the University of California.

4. Nǐ néng bu néng mǎshàng dào wǒ bàn gōngshì lái?

你能不能馬上到我辦公室來？

Can you come to my office right away?

Méi wèntí. Chàbùduō bàn ge zhōngtóu jiù dào.

沒問題。差不多半個鐘頭就到。

No problem. I'll be there in about half an hour.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

5. jìde

記得

to remember

6. rènde

認得

to recognize, to know (alternate word for [rènshi](#))

7. [rènshi zì](#)

認識字

to know how to read (literally, “to recognize characters”)

8. [wàng](#)

忘

to forget (alternate word for [wàngji](#), especially in the sense of forgetting to DO something)

9. [wánquán](#)

完全

completely

10. [xiǎngqilai](#)

想起來

to think of, to remember

11. [zuǒyòu](#)

左右

approximately

Unit 8 Target List

1. Wài, zhè shì Lǐbīnsī.

喂，這是禮賓司。

Hello. This is the Protocol Department.

Wèi, wǒ shì Láidēng Dàshǐde mìshū.

喂，我是萊登大使的秘書。

Hello. I am Ambassador Leyden's secretary.

2. Dàshǐ jiēzháo nǐmende qǐngtiē le.

大使接著你們的請帖了。

The ambassador received your invitation.

Hěn kěxī yīnwei tā yǒu shì, Báyue jiǔhào bù néng lái.

很可惜因為他有事，八月九號不能來。

Unfortunately, because he has a previous engagement, he cannot come on August 9#

Qǐng nǐ zhuǎngào Qiáo Bùzhǎng.

請你轉告譙部長。

Please inform Minister Qiao.

Hěn bàoqiàn.

很抱歉。

I'm very sorry.

3. Hěn yíhàn, tā bù néng lái.

很遺憾，他不能來。

We very much regret that he cannot come.

Wǒ tì nǐ zhuǎngào yíxià.

我替你轉告一下。

I will pass on the message for you.

4. Xīwang yǐhòu zài zhǎo jīhuì jù yíjù ba.

希望以後在找機會聚一聚吧。

I hope that later we will find another opportunity to get together.

5. Zhēn bù qiǎo, méi bànfa qù.
真不巧，沒辦法去。
I really couldn't make that; I have no way of going.
6. Wǒmen yǒu jǐge tóngxué jìhua dào Chángchéng qù wánr.
我們有幾個同學計劃到長城去玩兒。
A few of us students are planning to go to the Great Wall for an outing.

ADDITIONAL REQUIRED VOCABULARY

(not presented on C-1 and P-1 tapes)

7. dàjiā
大家
everybody, everyone
8. jiēdào
接到
to receive (alternate form of jiēzhào)
9. tóngshì
同事
fellow worker, colleague
10. yīnggāi
應該
should, ought to, must

Unit 1

References

Reference List

1. B: **Wéi.**
喂
Hello.
A: **Wài, nǐ shì Zhū Kēzhǎng ma?**
喂，你是朱科長嗎？
Hello. Are you Section Chief Zhū?
B: **Shì. Nín shì něiwèi?**
是。您是哪位？
Yes. Who is this, please?
A: **Wǒ shì Wēilián Mǎdīng.**
我是威廉馬丁。
I'm William Martin.
B: **Òu, Mǎdīng Xiānsheng, hǎo jiǔ bú jiàn. Nǐ hǎo a?**
哦，馬丁先生，好久不見。你好啊？
Oh, Mr. Martin—I haven't seen you for quite a while. How are you?
A: **Hǎo. Nǐ hǎo a?**
好。你好啊？
Fine. How are you?
2. A: **Wǒ yǒu diǎnr shì xiǎng gēn nín dāngmiàn tán.**
我有點兒事想跟您當面談談。
I have something I would like to talk with you about in person.
3. A: **Bù zhīdào nín yǒu gōngfu meiyǒu.**
不知道您有工夫沒有。
I don't know whether you have the time or not.
B: **Yǒu gōngfu.**
有功夫。
I have the time.
4. A: **Shénme shíhòu duì nín héshì?**
什麼時候對您合適？
What time would suit you?
B: **Jīntiān, míngtiān dōu kěyǐ.**
今天，明天都可以。

- Either today or tomorrow would be fine.
5. A: Jīntiān xiàwǔ liǎngdiǎn zhōng fāngbian ma?
今天下午兩點鐘方便嗎?
Would two o'clock today be convenient?
- B: Sāndiǎn bǐ liǎngdiǎn fāngbian yìdiǎnr.
三點比兩點方便一點兒。
Three would be more convenient than two.
6. B: Yīnwei wǒ yìhuìr chūqu, yěxǔ liǎngdiǎn huíbulái.
因為我一會兒出去，也許兩點回不來。
Since I'm going out in a little while, I might not be able to get back by two.
7. B: Nàme, wǒ sāndiǎn zhōng zài lóuxiàde huìkèsì děng nín.
那麼，我三點鐘在樓下的會客室等您。
Well then, I'll wait for you in the reception room downstairs at three o'clock.
- A: Hǎo, sāndiǎn jiàn.
好，三點見。
Fine. I'll see you at three.
8. huídelái
回得來
to be able to get back in time
9. kòng(r)
空兒
free time, spare time
10. lóushàng
樓上
upstairs
11. shāngliang
商量
to discuss, to talk over
12. yǒu kòng(r)
有空兒
to have free time

Vocabulary

bǐ	比	compared with, than
dāngmiàn	當面	in person, face to face
duì	對	to, towards; with regard to, with respect to
gōngfu	功夫	free time, spare time
héshì	合適	to be suitable, to be appropriate, to fit
huíbulái	回不來	to be unable to get back
huídelái	回得來	to be able to get back in time
huìkèshì (huìkèshǐ)	會客室	reception room
kēzhǎng	科長	section chief
kòng(r)	空兒	free time, spare time
lóushàng	樓上	upstairs
lóuxià	樓下	downstairs
nàme	那麼	well, then, in that case
shāngliang	商量	to discuss, to talk over
tán	談	to chat, to talk about
wéi	喂	hello (telephone greeting)
yěxǔ	也許	perhaps, maybe
yìhuǐr	一會兒	a moment
yǒu gōngfu	有功夫	to have free time
yǒu kòng(r)	有空兒	to have free time
chūkǒu gōngsī	出口公司	export company
huì kè	會客	to receive guests
xiē	些	several, some
yǒu yòng	有用	to be useful

Reference Notes

Notes on №1

1. B: **Wéi.**
喂
Hello.
- A: **Wài, nǐ shì Zhū Kēzhǎng ma?**
喂，你是朱科長嗎？
Hello. Are you Section Chief Zhū?
- B: **Shì. Nín shì nǎiwèi?**
是。您是哪位？
Yes. Who is this, please?
- A: **Wǒ shì Wēilián Mǎdīng.**
我是威廉馬丁。
I'm William Martin.
- B: **Òu, Mǎdīng Xiānsheng, hǎo jiǔ bú jiàn. Nǐ hǎo a?**
哦，馬丁先生，好久不見。你好啊？
Oh, Mr. Martin—I haven't seen you for quite a while. How are you?
- A: **Hǎo. Nǐ hǎo a?**
好。你好啊？
Fine. How are you?

Wéi is a greeting used in telephone conversations for “hello.” Some speakers pronounce this greeting as **wài**. Unlike most Chinese words, **wèi** has no fixed tone. The intonation varies according to the speaker's mood.

Kēzhǎng: **Kē** means “section,” and **zhǎng** means “head of an organization.” Here are some examples of how **-zhǎng**, “chief,” “head,” is used:

kē	科	section
kēzhǎng	科長	section chief
chù	處	division
chùzhǎng	處長	division chief
xuéxiào	學校	school
xiàozhǎng	校長	principal, headmaster

Nín shì nǎiwèi? Note the use of the polite terms **nín** and **nǎiwèi**. In the English translation, politeness is expressed by the use of the more indirect “Who is this” instead of “Who are you” and also by “please.”

Hǎo jiǔ bú jiàn, “I haven't seen you for quite a while,” is interchangeable with **hǎo jiǔ méi jiàn**.

Notes on №2

2. A: **Wǒ yǒu diǎnr shì xiǎng gēn nín dāngmiàn tán.**

我有點兒事想跟您當面談談。

I have something I would like to talk with you about in person.

Gēn: In No. 2 the word **gēn** is a prepositional verb translated as “with.” The preposition **gēn**, “with,” differs from the conjunction **gēn**, “and,” in two important ways: a) where stress may be placed b) where the negative may be placed.

(a) When **gēn** is used as the conjunction “and,” both items being joined are stressed and keep their tones. When **gēn** is used as the prepositional verb “with,” a pronoun which follows is unstressed and loses its tone. Notice the contrasting tones on **tā** in the following sentences:

1. When **gēn** is used as the conjunction “and,” both items being joined are stressed and keep their tones. When **gēn** is used as the prepositional verb “with,” a pronoun which follows is unstressed and loses its tone. Notice the contrasting tones on **tā** in the following sentences:

我跟他都來了。	Both he and I came.
Wǒ gēn tā dōu lái le.	
我跟他來。	I'll come with him.
Wǒ gēn tā lái.	

2. (b) To make negative a sentence containing the conjunction **gēn**, “and,” the negative is placed with the main verb. In sentences containing the prepositional verb **gēn**, “with,” the negative precedes the prepositional verb. (You have seen this pattern with other prepositional verbs, for example, **zài** [see BIO, Unit 2, notes on Nos. 8-11].) Notice the contrasting positions of the negatives in the examples below:

我跟他都沒有去。	Neither he nor I went.
Wǒ gēn tā dōu méiyǒu qù.	
我沒有跟他去。	I didn't go with him.
Wǒ méiyǒu gēn tā qù.	

Dāngmiàn means “face-to-face.” Literally, **dāng** means “in the presence of,” and **miàn** means “face.”

Notes on №3

3. A: **Bù zhīdào nín yǒu gōngfu meiyǒu.**

不知道您有工夫沒有。

I don't know whether you have the time or not.

- B: **Yǒu gōngfu.**

有功夫。

I have the time.

Notes on №4

4. A: **Shénme shíhòu duì nín héshì?**
什麼時候對您合適？
What time would suit you?
- B: **Jīntiān, míngtiān dōu kényi.**
今天，明天都可以。
Either today or tomorrow would be fine.

Notes on №5

5. A: **Jīntiān xiàwǔ liǎngdiǎn zhōng fāngbian ma?**
今天下午兩點鐘方便嗎？
Would two o'clock today be convenient?
- B: **Sāndiǎn bǐ liǎngdiǎn fāngbian yìdiǎnr.**
三點比兩點方便一點兒。
Three would be more convenient than two.

Notes on №6

6. B: **Yīnwei wǒ yìhuìr chūqu, yěxǔ liǎngdiǎn huíbulái.**
因為我一會兒出去，也許兩點回不來。
Since I'm going out in a little while, I might not be able to get back by two.

Notes on №7

7. B: **Nàme, wǒ sāndiǎn zhōng zài lóuxiàde huìkèsì děng nín.**
那麼，我三點鐘在樓下的會客室等您。
Well then, I'll wait for you in the reception room downstairs at three o'clock.
- A: **Hǎo, sāndiǎn jiàn.**
好，三點見。
Fine. I'll see you at three.

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