Standard Chinese A modular Approach

Standard Chinese: A modular Approach				

Table of Contents

Colophon	viii
Preface	ix
Introduction	xi
About the course	xi
Background Notes: About Chinese	xviii
1. Module 1: Orientation	1
Objectives	2
Tapes for ORN and associated resource modules	3
Unit 1 Target List	4
Unit 2 Target List	5
Unit 3 Target List	6
Unit 4 Target List	7
Unit 1	9
Introduction	
References	
Drills	
Unit 2	
Introduction	
References	
Drills	
Unit 3	
Introduction	
References	
Drills	
Unit 4	
Introduction	
References	
Drills	
Criterion Test	
Part I	
Part II	
Part III	
Appendices	
Appendix 1: Map of China	
Appendix 2: Map of Taiwan	
Appendix 3: Countries and Regions	
Appendix 4: American States	
Appendix 5: Canadian Provinces	
Appendix 6: Common Chinese Names	
Appendix 7: Chinese Provinces	
Appendix 8: Chinese Cities	
2. Module 2: Biographic Information	
Objectives	
Tapes for BIO and associated modules	93
Unit 1 Target List	
Unit 2 Target List	
Unit 3 Target List	
Unit 4 Target List	
Unit 5 Target List	
Unit 6 Target List	
Unit 7 Target List	
Unit 8 Target List	
Unit 1	
Introduction	
References	
110101011000	100

Standard Chinese

	Drills	110
	Unit 2	124
	Introduction	
	References	
	Drills	
	Unit 3	
	Introduction	
	References	
	Drills	144
	Unit 4	145
	Introduction	
	References	
	Drills	
	Criterion test	
	Appendices	
	Unit 5	
	Introduction	
	References	. 157
	Drills	164
	Criterion test	165
	Appendices	
	Unit 6	
	Introduction	
	References	
	Drills	
	Criterion test	
	Appendices	
	Unit 7	
	Introduction	
	References	. 181
	Drills	188
	Criterion test	
	Appendices	
	Unit 8	
	Introduction	
	References	
	Drills	
	Criterion test	
	Appendices	
3.	Module 3: MONEY	
	Objectives	203
	Unit 1 Target List	. 203
	Unit 2 Target List	. 205
	Unit 3 Target List	
	Unit 4 Target List	
	Unit 5 Target List	
	Unit 6 Target List	
	Unit 1	
	Reference List	
	Vocabulary	
	Unit 2	
	Unit 3	
	Unit 4	224
	Unit 5	226
	Unit 6	228

List of Figures

1. Wen wu Temple in central Taiwan (courtesy of Thomas Madden)	xvi
2. Strokes order	xx
3. Running style writing	xxi
4. Running style writing	xxi
1.1. On a Beijing street (courtesy of Pat Fox)	
1.2. 0021-FSI-StandardChinese-Module01ORN-StudentText-7.png	50
1.3. 0021-FSI-StandardChinese-Module010RN-StudentText-8.png	65

List of Tables

1.1. PRC	66
1.2. TAIWAN	. 66
1.3. Surnames	. 89
1.4. Given names (male)	
1.5. Given names (female)	
2.1. Response according to the clue	
2.2. Give affirmative response to all questions	112
2.3. Give negative response to all questions	113
2.4. Give either a negative or an affirmative response, according to the	
clue.	114
2.5. Change the less polite form Nèige rén and Zhèige rén to the more po-	
lite form Nèiwèi and Zhèiwèi.	116
2.6. Respond to něige fàndiàn? "which hotel according to the clue	117
2.7. Respond to něige rén "which person" with Nèige rén, "that person"	118
2.8. Ask the appropriate "which" or "where" question according to the	
statement.	119

List of Examples

1.1. Here is an English example of a substitution drill:	12
1.2. Here is an English example of a transformation drill, in which the stu-	
dent is changing affirmative sentences into negative ones:	. 12
1.3. Here is an English example of a response drill:	13
1.4. Here is an English example of an expansion drill:	13
1.5. Here is an English example of a combination drill:	13
1.6. Examples	
2.1 Example:	

Colophon

This publication is to be used primarily in support of instructing military personnel as part of the Defense Language Program (resident and nonresident). Inquiries concerning the use of materials, including requests for copies, should be addressed to:

Defense Language Institute

Foreign Language Center

Nonresident Training Division

Presidio of Monterey, CA 93944-5006

Topics in the areas of politics, international relations, mores, etc., which may be considered as controversial from some points of view, are sometimes included in the language instruction for DLIFLC students since military personnel may find themselves in positions where a clear understanding of conversations or written materials of this nature will be essential to their mission. The presence of controversial statements -- whether real or apparent -- in DLIFLC materials should not be construed as representing the opinions of the writers, the DLIFLC, or the Department of Defense.

Actual brand names and businesses are sometimes cited in DLIFLC instructional materials to provide instruction in pronunciations and meanings. The selection of such proprietary terms and names is based solely on their value for instruction in the language. It does not constitute endorsement of any product or commercial enterprise, nor is it intended to invite a comparison with other brand names and businesses not mentioned.

In DLIFLC publications, the words he, him, and/or his denote both masculine and feminine genders. This statement does not apply to translations of foreign language texts.

The DLIFLC may not have full rights to the materials it produces. Purchase by the customer does net constitute authorization for reproduction, resale, or showing for profit. Generally, products distributed by the DLIFLC may be used in any not-for-profit setting without prior approval from the DLIFLC.

Preface

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

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

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

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

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

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

All Chinese language material was prepared or selected by Chuan 0. Chao, Yingchi Chen, Hsiao-Jung Chi, Eva Diao, Jan Hu, Tsung-mi Li, and Yunhui C. Yang, assisted for part of the time by Chieh-fang Ou Lee, Ying-ming Chen, and Joseph Yu Hsu Wang. Anna Affholder, Mei-li Chen, and Henry Khuo helped in the preparation of a preliminary corpus of dialogues.

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

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

The English script was read by Ms. Barale, Ms. Barry, Mr. Basciano, Ms. Ellis, Ms. Pola, and Ms. Strype.

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

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

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

James R. Frith, Chairman

Chinese Core Curriculum Project Board

Introduction

About the course

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

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

- The focus is on communicating in Chinese in practical situations the obvious ones you will encounter upon arriving in China. You will be communicating in Chinese most of the time you are in class. You will not always "be talking about real situations, " but you will almost always be purposefully exchanging information in Chinese.
- This focus on communicating means that the teacher is first of all your conversational partner. Anything that forces him 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 mon-

DIRECTIONS (DIR) Asking directions in a city or in a build-

Taking buses, taxis, trains, and planes, TRANSPORTATION (TRN)

including finding out schedule information, buying tickets, and making reser-

vations.

ARRANGING A MEETING (MTG) Arranging a business meeting or a so-

cial get-together, changing the time of an appointment, and declining an invi-

tation.

Talking about families, relationships SOCIETY (SOC)

> between people, cultural roles in traditional society, and cultural trends in

modern society.

Making travel arrangements and visit-TRAVELING IN CHINA (TRL)

ing a kindergarten, the Great Wall, the Ming Tombs, a commune, and a factory.

LIFE IH CHINA (LIC) Talking about daily life in Beijing street

> committees, leisure activities, traffic and transportation, buying and ra-

tioning, housing.

Talking about government and party TALKING ABOUT THE NEWS (TAN)

> policy changes described in newspapers the educational system agricultural policy, international policy, ideologi-

cal 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 OP-TIONAL 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 ROMANIZA-The sound system of Chinese and the

TION (P&R)

Pinyin system of romanization.

NUMBERS (NUM)

Numbers up to five digits.

CLASSROOM EXPRESSIONS (CE)

Expressions basic to the classroom

learning situation.

TIME AND DATES (T&D)

Dates, days of the week, clock time,

parts of the day.

GRAMMAR

Aspect and verb types, word order, multisyllabic verbs and auxiliary

verbs, complex sentences, adverbial

expressions.

Each module consists of tapes and a student textbook.

The eight optional modules focus on particular situations:

- RESTAURANT (RST)
- HOTEL (HTL)
- PERSONAL WELFARE (WLF)
- POST OFFICE AND TELEPHONE (PST/TEL)
- CAR (CAR)
- CUSTOMS SURROUNDING MARRIAGE, BIRTH, MD DEATH (MBD)
- NEW YEAR'S CELEBRATION (NYH)
- INSTITUTIONS AND ORGANIZATIONS (1&0)

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

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

10 Talking about the news Institutions And Organisations 9 Life in China Adverbial expressions New Year 8 Travelling in China Complex sentences Mariage and Death 7 Society Auxiliary verbs Resaturant 6 Arranging a meeting Multisyllabic verbs and Personal Welfare 3-6 Car Word order 5 Transportation Post office Telephone 4 Directions Aspect and verb types Personal Welfare 1-2 Hotel Numbers Restaurant 3 Money And Dates 3-4 Classroom Time 2 Biographic Expressions And Dates information 1-2 Classroom Pron. Numbers Expressions And Orientation Roman Resource module Grammar resource module Optional module -Core module

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

Inside a Unit

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

- 1. Comprehension Tape 1 (C-l): This tape introduces all the new words and structures in the unit and lets you hear them in the context of short conversational exchanges. It then works them into other short conversations and longer passages for listening practice, and finally reviews them in the Target List sentences. Your goal when using the tape is to understand all the Target List sentences for the unit.
- 2. Production Tape 1 (P-l): This tape gives you practice in pronouncing the new words and in saying the sentences you learned to understand on the C-l tape. Your goal when using the P-l tape is to be able to produce any of the Target List sentences in Chinese when given the English equivalent.
 - The C-l and P-l tapes, not accompanied by workbooks, are "portable," in the sense that they do not tie you down to your desk. However, there are some written materials for each unit which you will need to work into your study routine. A text Reference List at the beginning of each unit contains the sentences from the C-l and P-l tapes. It includes both the Chinese sentences and their English equivalents. The text Reference Notes restate and expand the comments made on the C-l and P-l tapes concerning grammar, vocabulary, pronunciation, and culture. After you have worked with the C-l and P-l tapes, you go on to two class activities:
- 3. Target List Review: In this first class activity of the unit, you find out how well you learned the C-l and P-l sentences. The teacher checks your understanding and production of the Target List sentences. He also presents any additional required vocabulary items, found at the end of the Target List, which were not on the C-l and P-l tapes.
- 4. Structural Buildup: During this class activity, you work on your understanding and control of the new structures in the unit. You respond to questions from your teacher about situations illustrated on a chalkboard or explained in other ways.

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

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

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

- 7. Comprehension Tape 2 (C-2): This tape provides advanced listening practice with exercises containing long, varied passages which fully exploit the possibilities of the material covered. In the C-2 Workbook you answer questions about the passages.
- 8. Production Tape 2 (P-2): This tape resembles the Structural Buildup in that you practice using the new structures of the unit in various situations. The P-2 Workbook provides instructions and displays of information for each exercise.

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

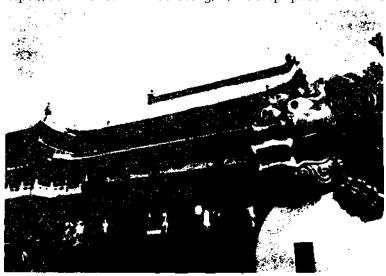
- 9. Exercise Review: The teacher reviews the exercises of the C-2 tape by reading or playing passages from the tape and questioning you on them. He reviews the exercises of the P-2 tape by questioning you on information displays in the P-2 Workbook.
- 10Communication Activities: Here you use what you have learned in the unit for the purposeful exchange of information. Both fictitious situations (in Communication Games) and real-world situations involving you and your classmates (in "interviews") are used.

Materials and Activities for a Unit

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

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

By Photo by CEphoto, Uwe Aranas or alternatively © CEphoto, Uwe Aranas, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=51438668



Introduction

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 Guăngdōng, widely spoken in Chinese communities in the United States; Fukienese (Mǐn), a variant of which is spoken by a majority on Taiwan and hence called Taiwanese; and Hakka (Kèjiā), spoken in a belt above the Cantonese area, as well as by a minority on Taiwan. Cantonese, Fukienese, and Hakka are also widely spoken throughout Southeast Asia.

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

Some Characteristics of Chinese

To us, perhaps the roost striking feature of spoken Chinese is the use of variation in tone ("tones" to distinguish the different meanings of syllables which would otherwise sound alike. All languages, and Chinese is no exception, make use of

sentence intonation to indicate how whole sentences are to be understood. In English, for example, the rising pattern in "He's gone?" tells us that the sentence is meant as a question. The Chinese tones, however, are quite a different matter. They belong to individual syllables, not to the sentence as a whole. An inherent part of each Standard Chinese syllable is one of four distinctive tones. The tone does just as much to distinguish the syllable as do the consonants and vowels. For example, the only difference between the verb "to buy," mǎi and the verb "to sell," mài, is the Low tone (#) 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 tian, "sky," \mp , and tian, "to add," "to increase," π . 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: må

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

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

BACKGROUND NOTES: ABOUT CHINESE CHARACTERS

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

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

Figure 2. Strokes order



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

Figure 3. Running style writing



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

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

Figure 4. Running style writing



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

Many dictionaries classify characters in terms of the radicals. According to one of the two dictionary systems used, there are 176 radicals; in the other system, there are 2l4. There are over a thousand phonetics.

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

BACKGROUND NOTES: ABOUT CHINESE PERSONAL NAMES AND TITLES

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

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

Máo Zédong (Mao Tse-tung)

Zhōu Enlái (Chou En-lai)

Jiǎng Jièshí (Chiang Kai-shek)

Sòng Qìnglíng (Soong Ch'ing-ling --- Mme Sun Yat-sen)

Sòng Měilíng (Soong Mei-ling--Mme Chiang Kai-shek)

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

Zhu De (Chu Teh)

Lín Biāo (Lin Piao)

Hú Shì (Hu Shih)

Jiang Qĭng (Chiang Ch'ing—Mme Mao Tse-tung)

There are a few two-syllable surnames.

These are usually followed by single-syllable given names:

Sīmă Guāng (Ssu-ma Kuang)

Ōuyáng Xiū (Ou-yang Hsiu)

Zhūgĕ Liàng (Chu-ke Liang)

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

Sīmă Xiāngrú (Ssu-ma Hsiang-ju)

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

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

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

The title "Mr." is Xiansheng.

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

Mă Xiansheng

Mă Mínglĭ Xiānsheng

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

Mă Tàitai

Mă Mínglĭ Tàitai

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

Mă Xiăojiě

Mă Défen Xiăojiě

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:

Mă Tóngzhì

Mă Mínglĭ 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. Mă Mínglĭ' s wife would be:

Fang Tóngzhì

Fāng Băolán 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. Mă Míngli's and Fāng Bǎolán's grown daughter could be

Mă Tŏngzhì

Mă Děfen Tóngzhì

Their grown son could be

Fāng Tóngzhì

Fāng Zìgiáng Tóngzhì

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

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

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

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

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

Module 1: Orientation

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

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

Objectives

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

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

Tapes for ORN and associated resource modules

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

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

Numbers			
NUM 1	NUM 2	NUM 3	NUM 4

Classroom Expressions (CE)
CE 1

Unit 1 Target List

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

Unit 2 Target List

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

Unit 3 Target List

	1.	A:	Nĭ shì Měiguo rén ma?	你是美国人吗?	Are you an American?
		B:	Shì.	是。	Yes (I am).
		B:	Bú shì.	不是。	No (I'm not).
	2.	A:	Nĭ shì Zhōngguo rén ma?	你是中国人吗?	Are you Chinese?
		B:	Shì, wǒ shì Zhōngguo rén.	是 , 我是中国 人。	Yes, I'm Chinese.
		В:	Bú shì, wǒ bú shì Zhōng- guo rén.	不是,我不是中 国人。	No, I'm not Chinese.
	3.	A:	Nĭ shì neĭguó rén?	你是哪国人?	What is your nationality?
		B:	Wǒ shì Měiguo rén.	我是美国人。	I'm an American.
		B:	Wǒ shì Zhōngguo rén.	我是中国人。	I'm Chinese.
		B:	Wǒ shì Yīngguó rén.	我是英国人。	I'm English.
	4.	A:	Nĭ shì nărde rén?	你是哪儿的人?	Where are you from?
		B:	Wǒ shì Jiāzhōu rén.	我是加州人。	I'm a Californian.
		B:	Wǒ shì Shànghǎi rén.	我是上海人。	I'm from Shanghai.
Additional required vocabulary (not presented on C-l and P-l tapes)					
	5:		Déguó	德国	Germany
	6:		Èguó (Éguó)	俄国	Russia
	7:		Fàguó (Făguó)	法国	France
	8:		Rìběn	日本	Japan
	- •				J - I

Unit 4 Target List

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

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

6. Learn the pronunciation and location of any five cities and five provinces of China found on the maps on pages 90-81.

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.," etc.).

Prerequisites to the Unit

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

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

Materials You Will Need

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

About the C-I and P-I Tapes

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

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

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

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

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

About the Reference List and the Reference Notes

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

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

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

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

About the Drills

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

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

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

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

The five basic types of drills are described below.

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

Example 1.1. Here is an English example of a substitution drill:

- T: Are you an American?
- S: Are you an American?
- T: (cue) English
- S: Are you English?
- T: (cue) French
- S: Are you French?
- 2. Transformation Drills: On the basis of a model provided at the beginning of the drill, the student makes a certain change in each sentence the teacher says.

Example 1.2. Here is an English example of a transformation drill, in which the student is changing affirmative sentences into negative ones:

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

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

Example 1.3. Here is an English example of a response drill:

- T: What is his name? (cue) Harris
- S: His name is Harris.
- T: What is her name? (cue) Noss
- S: Her name is Noss.
- 4. Expansion Drills: The student adds something to a pattern sentence as cued by the teacher.

Example 1.4. Here is an English example of an expansion drill:

- T: He isn't Chinese, (cue) Japanese.
- S: He isn't Chinese. He's Japanese.
- T: She isn't German. (cue) French.
- S: She isn't German. She's French.
- 5. Combination Drills: On the basis of a model given at the beginning of the drill, the student combines two phrases or sentences given by the teacher into a single utterance.

Example 1.5. Here is an English example of a combination drill:

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

References

Reference list

1.	A:	Nǐ shì shéi?	你是谁?	Who are you?
	B:	Wŏ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
2.	A:	Nǐ shì shéi?	你是谁?	Who are you?
	B:	Wǒ shì Hú Měilíng.	我是胡美玲。	I'm Hú Měilíng.
3.	A:	Tā shì shéi?	他是谁?	Who is he?
	B:	Tā shì Mǎ Mínglǐ	他是马明理。	He is Må Mínglǐ.
4.	A:	Tā shì Mǎ Mínglǐ.	他是马明理。	He is Må Mínglǐ.
	B:	Tā shì Hú Měilíng.	她是胡美玲。	She is Hú Měilíng.
5.	A:	Nǐ xìng shénme?	你姓什么?	What is your surname?
	В:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
6.	A:	Tā xìng shénme?	他姓什么?	What is his surname?
	B:	Tā xìng Mǎ.	他姓马。	His surname is Må.
7.	A:	Tā shì shéi?	他是谁?	Who is he?
	В:	Tā shì Mǎ xiānsheng.	他是马先生。	He is Mr. Må .
0		m= 1) 1 //0	/II. E. VA. 6	T471 . 1 O
8.	A:	Tā shì shéi?	他是谁?	Who is he?
	В:	Tā shì Mǎ Mínglǐ xiān- sheng.	他是马明理先 生。	He is Mr. Må Mínglǐ.
		onong.	°	
9.	A:	Wáng xiānsheng, tā shì	王先生,他是	Mr. Wáng, who is he?
		shéi?	谁?	<i>3,</i>
	B:	Tā shì Mǎ Mínglǐ xiān-	他是马明理先	He is Mr. Må Mínglǐ.
		sheng.	生。	
10.	A:	Xiānsheng, tā shì shéi?	先生,他是谁?	Sir, who is he?
10.	A: B:		元王,他走证: 他是马先生。	He is Mr. Må.
	D;	Tā shì Mǎ xiānsheng	心走一兀土。	116 15 IVII. IVId.
11.	A:	Xiānsheng, tā shì shéi?	先生,她是谁?	Sir, who is she?
11.	н. В:	Tā shì Mǎ tàitai.	九王,龙廷谋: 她是马太太。	She is Mrs. Mă.
	υ.	ra om ria wittir,	\2\C_3\\\\\\	5115 15 1-115, 1-14,
12.	A:	Wáng xiānsheng, tā shì	王先生,她是	Mr. Wáng, who is she?
_,		shéi?	谁?	3, 1-20 -50 -50-50

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

Vocabulary

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

Reference notes

Notes on № 1-4

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

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

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

Wŏ	shi	Wáng Dànián.	I am Wáng Dànián.
Nĭ	shi	Hú Měilíng.	You are Hú Měilíng.
Τā	shi	Mǎ MÍnglǐ.	He is Mǎ MÍnglĭ.

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 $t\bar{a}$ is equivalent to both "he" and "she." (and it), but the writing is different: he \rightarrow \not thus, she \rightarrow \not thus, it \rightarrow \dot thus, it \dot thus

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

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

Tā	shi	shéi?	Who is he?
Tā	shi	Mă Mínglǐ?	He is Mǎ Mínglǐ.

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

Notes on № 5-6

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

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

Wŏ	shi	Wáng Dànián.
I	am	Wáng Dànián.
Wŏ	xìng	Wáng.
I	am surnamed	Wáng.

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

Nĭ	shi	shéi?
You	are	who?
		1./
Ni	xìng	shénme?
You	are surnamed	what?

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

Notes on № 7-8

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

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

Tā	shi	Mǎ	Mínglĭ	
Tā	shi	Mǎ		Xiānsheng.
Τā	shi	Mǎ	Mínglĭ	Xiānsheng.

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

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

Notes on № 9-12

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

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

Notes on № 13-16

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

See the Background Notes on Chinese Personal Names and Titles for $t\acute{o}ngzhì$. "Comrade," and the use of maiden names.

Drills

Substitution drill.

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

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

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

	question	cue	answer
1.	Tā shi shéi?	Mă xiānsheng	Tā shi Mǎ xiānsheng.
	他是谁?	马先生	他是马先生。
	Who is he?	Mr. Mǎ	He is Mr. Mă.
2.	Tā shi shéi?	Hú tàitai	Tā shi Hú tàitai.
	她是谁?	胡太太	她是胡太太。
	Who is she?	Mrs. Hú	She is Mrs. Hú.
3.	Tā shi shéi?	Máo xiānsheng	Tā shi Máo xiānsheng.
	他是谁?	毛先生	他是毛先生。
	Who is he?	Mr. Máo	He is Mr. Máo.
4.	Tā shi shéi?	Zhāng tóngzhì	Tā shi Zhāng tōngzhì.
	他是谁?	张同志	他是张同志。
	Who is he?	Comrade Zhāng	He is Comrade Zhāng.
5.	Tā shi shéi?	Liú xiǎojiě	Tā shi Liú xiǎojiě.
	她是谁?	刘小姐	她是刘小姐。
	Who is she?	Miss Liú	She is Miss Liú.
6.	Tā shi shéi?	Mă xiānsheng	Tā shi Mǎ xiānsheng.
	他是谁?	马先生	他是马先生
	Who is he?	Mr. Mǎ	He is Mr. Mă.
7.	Tā shi shéi?	Zhào tàitai	Tā shi Zhào tàitai.
	她是谁?	赵太太	她是赵太太。
	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		TT 1 1 147/ 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	····	T 1 16 T17/ 2
1.	A:	Tā shì Wáng tàitai ma?	她是王太太 , 吗?	Is she Mrs. Wáng?
	B:	Tā shì Wáng tàitai.	她是王太太。	she is Mrs. Wáng.
2.	A:	Nǐ shì Wáng xiānsheng ma?	你是王先生吗?	Are you Mr. Wáng?
	В:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
3.	A:	Nǐ shì Mǎ xiānsheng ma?	你是马先生吗?	Are you Mr. Mă.
	В:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
4.	A:	Nǐ shì Mǎ xiānsheng ma?		Are you Mr. Mǎ?
	В:	Wǒ bú shì Mǎ xiānsheng.	我不是马先生。	I'm not Mr. Mă.
5.	A:	Wǒ shì Wáng Dànián.	我是王大年。	I am Wáng Dànián.
	В:	Wǒ bú shì Wáng Dànián.	我不是王大年。	I am not Wáng Dànián.
6.	A:	Nǐ xìng Fāng ma?	你姓方吗?	Is your surname Fang?
	В:	Wǒ bú xìng Fāng	我不姓方。	My surname isn't Fang.
7.	A:	Wŏ xìng Wáng.	我姓王。	My surname is Wáng.
	В:	Wǒ bú shì Wáng.	我不姓王。	My surname isn't Wáng.
8.	A:	Nǐ xìng Mǎ ma?	你姓马吗?	Is your surname Mă?
	В:	Bù xìng Mǎ. Xìng Wáng.	不姓马。 (我)姓 王。	My surname isn't Mǎ. My surname is Wáng.
9.	A:	Nín guìxing?	您贵姓?	Your surname? (polite)
	В:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
10.	A:	Nǐ jiào shénme?	你叫什么?	What is your given name?
	В:	Wǒ jiào Dànián.	我叫大年。	My given name is Dànián.
11.	A:	Nǐ hǎo a?	你好阿?	How are you?
	В:	Wǒ hǎo.	我好。	I'm fine.
12.	A:	Nǐ hǎo a?	你好阿?	How are you?
	B:	Wǒ hǎo. Nǐ ne?	我好,你呢?	I'm fine. And you?

A: Hǎo, xièxie.

好,谢谢。

Fine, thanks.

Vocabulary

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

Reference notes

Notes on № 1-3

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

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

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

Notes on № 4-5

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

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

Example 1.6. Examples

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

Almost all of the first few verbs you learn happen to be in the Falling tone, and so take $b\dot{u}$. But remember that $b\dot{u}$ 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 $b\acute{u}$ shi, the original Falling tone of shì still causes $b\grave{u}$ to "be pronounced with a Rising tone: $b\acute{u}$.

Wŏ		shi		Wáng Dànián.
I		am		Wáng Dànián.
Wŏ	bú	shi		Mă Xiānsheng.
I		am	not	Mă Xiānsheng.

Notes on № 6-8

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

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

Notes on № 9

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

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

Guixing is a polite noun, "surname." Gui means "honorable." Xing which you have learned as the verb "to be surnamed" is in this case a noun, "surname."

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

Notes on № 10

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

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 wo and ni change to Rising tones before the Low tone of hao: Ní hao a? hao.

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.

Wŏ	hǎo
I	am fine

Nĭ	hǎo	a?
You	are fine	?

Notes on № 12

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

The marker $\frac{ne}{n}$ makes a question out of the single work $\frac{ni}{n}$, "you": "And you?" or "How about you?"

Notes on № 13

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

Drills

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

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

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

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

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

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

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

Expansion drill

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

Expansion drill

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

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

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

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

Combination drill

1.	Tā xìng Chén. Tā jiào Bǎolán.	Tā xìng Chén, jiào Bǎolán.
	他姓陈。他叫宝兰。	他姓陈,叫宝兰。
	Her surname is Chén. Her given name is Bǎolán.	Her surname is Chén, given name Bǎolán.
2.	Tā xìng Lǐ. Tā jiào Mínglǐ.	Tā xìng Lǐ, jiào Mínglǐ.
	他姓李。他叫明理。	他姓李,叫明理。
	Her surname is Lǐ. Her given name is Mínglǐ.	Her surname is Lǐ, given name Mínglǐ.
3.	Tā xìng Hú. Tā jiào Bǎolán.	Tā xìng Hú, jiào Bǎolán.
	他姓胡。他叫宝兰。	他姓胡,叫宝兰。
	Her surname is Hú. Her given name is Bǎolán.	Her surname is Hú, given name Bǎolán.
4.	Tā xìng Jiāng. Tā jiào Déxián.	Tā xìng Jiāng, jiào Déxián.
	他姓江。他叫德贤。	他姓江 , 叫德贤。
	Her surname is Jiāng. Her given name is Déxián.	Her surname is Jiāng, given name Déxián.
5.	Tā xìng Zhōu. Tā jiào Zǐyàn.	Tā xìng Zhōu, jiào Zǐyàn.
	他姓周。他叫紫燕。	他姓周,叫紫燕。
	Her surname is Zhōu. Her given name is Zǐyàn.	Her surname is Zhōu, given name Zǐyàn.
6.	Tā xìng Zhāng. Tā jiào Tíngfēng.	Tā xìng Zhāng, jiào Tíngfēng.
	他姓张。他叫廷峰。	他姓张,叫廷峰。
	Her surname Zhāng. Her given name is Tíngfēng.	Her surname is Zhāng, given name Tíngfēng.
7.	Tā xìng Chén. Tā jiào Huìrán.	Tā xìng Chén, jiào Huìrán.
	他姓陈。他叫蕙然。	他姓陈,叫蕙然。
	Her surname is Chén. Her given name is Huìrán.	Her surname is Zhāng, given name Huìrán.

Unit 3

Introduction

Topics covered in this unit

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

Prerequisites to the unit

- 1. P&R 5 and P&R 6 (Tapes 5 and 8 of the resource module on Pronunciation and Romanization.)
- 2. NUM 1 and NUM 2 (Tapes 1 and 3 of the resource module on Numbers), the numbers from 1 to 10.

Material you will need

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

References

Reference List

1.	A:	Nǐ shì Měiguó rén ma?	你是美国人吗?	Are you American?
	B:	Wŏ shì Měiguó rén.	我是美国人。	I'm American.
2.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗?	Are you Chinese?
	B:	Wǒ shì Zhōngguó rén.	我是中国人。	I'm Chinese.
		33		
3.	A:	Wáng xiānsheng, nǐ shì	王先生,你是英	Mr. Wáng, are you Eng-
٥.		Yīngguó rén ma?	国人吗?	lish?
	B:	Wǒ bú shì Yīngguó rén.	我不是英国人。	I'm not English.
				ū
4.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗?	Are you Chinese?
	B:	Bú shì.	不是。	No.
	A:	Nǐ shì Měiguó rén ma?	你是美国人吗?	Are you American?
	B:	Shì.	是。	Yes, I'm.
	ъ.	om.	ư	100, 1 111.
5.	A:	Mă xiǎojiě shì Měiguo	马小姐是美国人	Is Miss Må an American?
٥.	71.	rén ma?	吗?	is miss the diffinition diff.
	B:	Bú shì, tā bú shì Měiguó	不是,他不是美	No, she is not an Ameri-
		rén.	国人。	can.
	A:	Tá shì Zhōngguó rén ma?	他是中国人吗?	Is she Chinese?
	B:	Shì, tā shì Zhōngguó rén.	是,他是中国	Yes, she is Chinese.
			人。	
6.	A:	Nǐ shì něiguó rén?	你是哪国人?	What is your nationality?
	B:	Wŏ shì Měiguó rén.	我是美国人。	I'm American.
7.	A:	Tā shì něiguó rén?	他是哪国人?	What is his nationality?
	B:	Tā shì Yīngguó rén.	他是英国人。	He is English.
8.	A:	Nǐ shì nărde rén?	他是哪儿的人?	Where are you from?
	B:	Wǒ shì Shànghǎi rén.	我是上海人。	I'm from Shànghǎi.
				U
9.	A:	Tā shì Fāng Bǎolánde	他是方宝兰的先	He is Fang Bǎolán's hus-
		xiānsheng.	生。	band.
10.	A:	Tā shì nărde rén?	他是哪儿的人?	Where is he from?
	B:	Tā shì Shāndōng rén.	他是山东人。	He's from Shāndōng.
		<i>y</i> .		 .

11.	A:	Nǐ shì nărde rén?	你是哪儿的人?	Where are you from?
	B:	Wŏ shì Jiāzhōu rén.	我是加州人。	I'm Californian.
12.	A:	Nǐ shǐ Měiguó rén ma?	你是美国人吗?	Are you an American?
		1 11 0111 1 1019 tto 1 011 111tt	13-XCXCIIIX () .	i ii o j o di dili i iiii o i io dili
		Nǐ shì něiguó rén?	你是哪国人?	What's your nationality?

Vocabulary

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

PLACE NAMES IN UNIT 3 Beijing HÉBĚI 🤋 Tiānjīn Dàtóng (SHĀNXĪ SHĀNDŌNG Qingdao SHĂNXĪ Kaifeng HÉNÁN (Huáinán JIÃNGSŪ Xiān HÚBĚI Shànghǎi ÄNHUĪ . Wǔhàn Chéngdū ZHÈJIĀNG Náncháng Chángshã **HÚNÁN** JIĀNGXĪ FÚJIÀN Táiběi Táizhöng . GUĂNGDŌNG TÁIWĀN

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

Reference Notes

Notes on № 1-3

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

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

Tā shi Meĭguó rén .	他是美国人。	He is an American (noun phrase)
Tā shi Zhōngguó rén.	他是中国人。	He is Chinese (adjective)
Tā shi Shāndōng rén.		Hi is from Shāndōng. (prepositional phrase)

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

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

Notes on № 4-5

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

The short "yes" answer shì is really the verb "am" of the longer, more complete answer. The short "no" answer $b\acute{u}$ shì is really the "am not" of the longer answer.

It is possible to reduce a "no" answer to $b\grave{u}$ (note the Falling tone), but polite usage requires that you follow it up with a more complete answer. Both the short answers $s\grave{h}$ and $b\acute{u}$ $s\grave{h}$ are commonly followed by complete answers.

Notes on № 6-7

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

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

něi-	guo	rén
which	country	person

Notice that the syllable -guó, "country," in the phrase $n\check{e}igu\acute{o}$ rén may lose its rising tone.

Notes on № 8-11

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

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

năr	-de	rén
where	's	person

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

Fāng Bǎolán	-de	xiānsheng
Fāng Bǎolán	's	husband

Notes on № 12

12. A: Nǐ shǐ Měiguó rén ma? 你是美国人吗? Are you an American?

Module 1: Orientation

B: Nǐ shì něiguó rén? 你是哪国人? What's your nationality?
A: Nǐ shì nǎrde rén? 你是哪儿的人? Where are you from?

Drills

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

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

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

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

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

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

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

1.	Tā xìng Zhāng.	Tā xìng shénme?
	他姓张。	他姓什么?
	His surname is Zhāng.	What's his surname?
2.	Tā shì Běijīng rén.	Tā shì nărde rén?
	他是北京人。	他是哪儿的人?
	He is from Běijīng.	Where is he from?
3.	Tā shì Wáng Dànián.	Tā shì shéi?
	他是王大年。	他是谁?
	He is Wáng Dànián.	Who is he?
4.	Tā shì Rìběn rén.	Tā shì něiguó rén?
	他是日本人。	他是哪国人?
	He is Japanese.	What is his nationality?
5.	Tā shì Shāndōng rén.	Tā shì nărde rén?
	他是山东人。	他是哪儿的人?
	He is from Shāndōng.	Where is he from?
6.	Tā shì Chén tōngzhì.	Tā shì shéi?
	他是陈同志。	他是谁?
	He is comrade Chén.	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 nărde rén?	请问 ,你是哪儿 的人 ?	May I ask, where are you from?
	В:	Wǒ shì Dézhōu rén.	我是德州人。	I'm from Texas.
2.	A:	Qǐngwèn, Āndésen fūren shì nărde rén?	请问,安德森夫 人是哪儿的人?	May I ask, where is Mrs. Andersen from?
	В:	Tā shì Dézhōu rén.	她是德州人。	She is from Texas too.
3.	A:	Tā shì Yīngguó rén ma?	她是英国人吗?	Is he English?
	B:	Bú shì, tā bú shì Yīngguó rén.	不是,他不是英 国人。	No, he is not English.
	A:	Tā àiren ne?	他爱人呢?	And his wife?
	B:	Tā yě bú shì Yīngguó rén.	他也不是英国 人。	She isn't English either.
4.	A:	Qǐngwèn, Qīngdǎo zài nǎr?	请问,青岛在哪 儿?	May I ask, where is Qīngdǎo?
	В:	Qīngdǎo zài Shāndōng.	青岛在山东。	Qīngdǎo is in Shāndōng.
5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	请问 ,你老家在哪儿?	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Āndàlüè.	我老家在安大 略。	My family is from Ontario.
	В:	Wŏ lǎojiā zài Shāndōng.	我老家在山东。	My family is from Shāndōng.
6.	A:	Chén Shìmín tóngzhì zài năr?	陈世民同志在哪 儿?	Where is comrade Shìmín?
	В:	Tā zài nàr.	他在那儿。	He's there.
7.	A:	Qīngdǎo zài nǎr?	青岛在哪儿?	Where is Qingdao?
	В:	Zài zhèr.	在这儿。	It's here.
8.	A:	Nǐ àiren xiànzài zài năr?	你爱人现在在哪 儿?	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	我爱人现在在加 拿大。	My wife is in Canada now.

Vocabulary

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

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

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

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



Reference Notes

Notes on № 1

1. A: Qǐngwèn, nǐ shì nǎrde 请问, 你是哪儿 May I ask, where are you rén? 的人? 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

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

Notes on № 2

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

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

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

Table 1.1. PRC

Dàwéi	Āndésēn	Xiānsheng

Table 1.2. TAIWAN

Ān	Désēn	Xiānsheng
Ān	Dàwèi	Xiānsheng

Titles: In the PRC, a foreign man is addressed as Xiānsheng, and a married woman as either Fūren or Taìtai, depending on her status. The term Fūren is an

especially respectful term used to address the wife of a high-ranking official or businessman. Fūren is also used this way on Taiwan.

An unmarried foreign woman in the PRG may be addressed as xiǎojiě "Miss." Married or unmarried women may be addressed as Nǚshì. or "Ma'am." Nǚshì will be introduced in BIO, Unit 1.

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

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

Notes on № 3

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

Airen, 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 nărde rén) is not needed when the possessive relationship is felt to be very close. (See also the notes on No. 5.)

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

Tā yě shi Yĭngguo rén.	她也是英国人。	She is English too.	
ra ye sin ringguo ren.	, 地也走 失 国人。	She is also English.	
TTT		She is not English either.	
Tā yě bú shi Yǐngguo rén.	炮也个走央国人。 	She is also not English.	

Notes on № 4

4.	A:	Qǐngwèn, Qīngdǎo zài năr?	请问,青岛在哪 儿?	May I ask, where is
	B:	Qīngdǎo zài Shāndōng.		Qīngdǎo is in Shāndōng.

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

Notes on № 5

5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	请问,你老家在 哪儿?	May I ask, whe family from?	nere i	s your
	В:	Wŏ lǎojiā zài Āndàlüè.	我老家在安大 略。	My family is fr	om O	ntario.
	В:	Wŏ lǎojiā zài Shāndōng.	我老家在山东。	My family Shāndōng.	is	from

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 LO-CATION of the town you come from.

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

Compare:

Wó lǎojiā zài Guǎngdōng.	My original home is in Guăngdōng.
Wŏ lǎojiā shi Guǎngzhōu.	My original home is Guăngzhōu.

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 năr?	陈世民同志在哪 儿?	Where is comrade Shìmín?
	B:	Tā zài nàr.	他在那儿。	He's there.
7.	A:	Qīngdǎo zài nǎr?	青岛在哪儿?	Where is Qīngdǎo?
	В:	Zài zhèr.	在这儿。	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	你爱人现在在哪 儿?	Where is your wife now?

B: Wǒ àiren xiànzài zài 我爱人现在在加 My wife is in Canada now. Jiānádà. 拿大。

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

nǎr	哪儿	where
nàr (nèr)	那儿	there
zhèr	这儿	here

Notice that the question word nar is in the Low tone, while the answer words nar and zher are both in the Falling tone. Also notice that the vowel sound in zher is different from that in nar and nar. (Some speakers prefer ner to nar.) 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 năr?	你爱人现在在哪儿?	Where is your wife now?
Tā zài Běijīng.	她在北京。	She's in Běijīng (now).

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

In English, the words "here" and "there" are used to refer to locations of any size. In Chinese, however, zhèr and nàr are usually not used for cities, provinces, and countries (with the exception that you may use zhèr to refer to the city you are in). Instead, you repeat the name of the place.

Compare these two exchanges in Beijing:

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

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

Drills

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

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

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

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

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

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

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

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

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

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: fei...fei

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: fan...fang and then repeat fang.

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: pang...pang 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 o	Present Location
Comrade Zhào			
Mr. Johnson (Yuēhànsūn)			
Comrade Zhào's husband			
Mrs. Johnson			

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

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

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

Part II

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

For example,

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

- a. Yáng
- b. Tíngféng
- c. Yáng Tíngféng

Part III

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

For example, you might say:

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

For example, you might say:

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

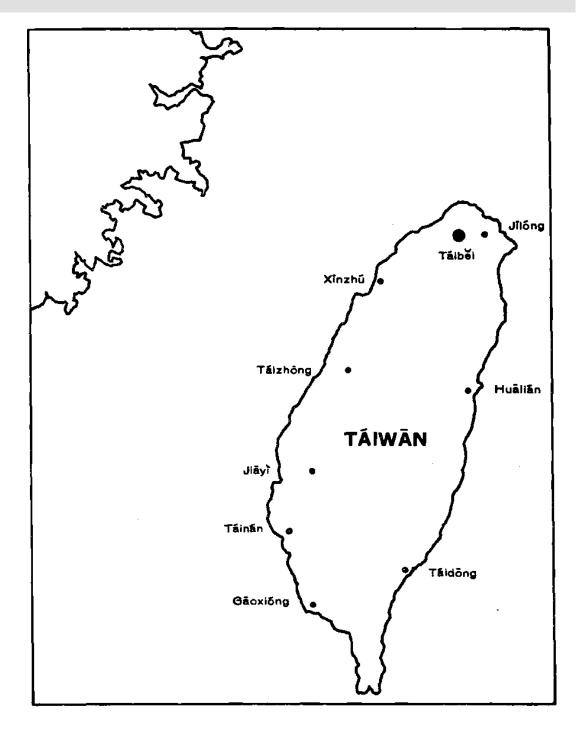
- 4. This section tests your ability to produce sentences in Chinese. Your instructor will say an English sentence from the Target Lists, and you translate it into Chinese. Your Chinese sentence must "be correct," both in grammar and in content.
- 5. This section tests your ability to make conversational use of the material covered in this module. Although limited in scope, this conversation between you and your instructor represents a situation which you are likely to encounter in the real world. As in any conversation, you are free to ask for a repetition or rephrasing of a sentence, or you may volunteer information on the subject. It is not so much the correctness of your pronunciation and grammar that is being tested as it is your ability to communicate effectively.

Appendices

Appendix 1: Map of China



Appendix 2: Map of Taiwan



Appendix 3: Countries and Regions

Appendix 4: American States

Alabama阿拉巴马ĀlābāmǎAlaska阿拉斯加ĀlāsǐjiāArizona亚利桑那Yàlìsāngnà

Arkansas阿肯色Ākěnsè, AkānsàsīCalifornia加州, 加利福尼亚Jiāzhōu, Jiālìfóníyà

Colorado科罗拉多KēluólāduōConnecticut康涅狄格, 康乃狄克Kāngnièdígé,
Kāngnǎidígé

Delaware 特拉华 Tèlāhuá, Délāwēi (ěr)

Florida 弗罗里达 Fóluólǐdá

Georgia 乔治亚, 佐治亚 Qiáozhìyà, Zuǒzhìyà

Hawaii夏威夷XiàwēiyíIdaho爱达荷ÀidáhéIllinois伊利诺Yīlìnuò (sī)Indiana印第安纳YìndiànnàIowa爱奥华Yīāhuá, Àiāhuá

Kansas堪萨斯KānsàsīKentucky肯塔基KěntǎjīLouisiana路易斯安那LùyìsīānnàMaine缅因MiǎnyīnMaryland马里兰Mǎlǐlán

Massachusetts 马萨诸塞 Măsāzhūsài, Măshěng Michigan 密歇根, Mìxīgēn, Mìzhíān 明尼苏达 Minnesota Míngnísūdá Mississippi 密西西比 Mìxīxībǐ Missouri 密苏里 Mìsūli Montana 蒙大纳 Méngdànà

Nebraska 内布拉斯加 Nèibùlāsījiā
Nevada 内华达 Nèihuádá

New Hampshire 新罕布什尔 Xīn Hānbùshíěr, Xīn Hǎn-

bùxià

New Jersey新泽西Xīn ZéxīNew Mexico新墨西哥Xīn MòxīgēNew York纽约Niǔyuē

North Carolina 北卡罗来纳 Běi Kǎluóláinà, Běi

Kăluólínnà

North Dakota 北达科他 Běi Dákētā, Běi Dákēdá

Ohio 俄亥俄 Éhàié

Oklahoma 俄克拉荷马 Ékèlāhémǎ, Ākèlāhémǎ

Oregon 俄勒冈 Élègāng

Module 1: Orientation

Pennsylvania 宾州, 宾夕法尼亚, 宾西法尼亚 Bīnxhōu, Bīnxīfǎníyà,

Bīnxīfánníyà

Rhode Island 罗得岛 Luódé Dǎo, Luódéàilán South Carolina 南卡罗来纳 Nán Kǎluóláinà, Nán

Kăluólínnà

South Dakota南达科他Nán DákētāTennessee田纳西Tiánnàxī

Texas 得克萨斯 Dézhōu, Dékèsàsī

Utah X他 Yóutā, Yōuta

Vermont佛蒙特Wēiméngtè, FóméngtèVirginia维吉尼亚, 弗吉尼亚Wēijíníyà, FójíníyàWashington华盛顿HuáshèngdùnWest Virginia西弗吉尼亚Xī FójíníyàWisconsin威斯康星Wēisīkāngxīn(g)

Appendix 5: Canadian Provinces

Alberta 阿尔伯塔, 艾伯塔 (Yǎbódá) Ā'ěrbótǎ, Àibótǎ

British Columbia 英属哥伦比亚 Yīngshǔ Gēlúnbǐyà

Manitoba 马尼托巴 Mànnítuōbā

New Brunswick 新不伦瑞克 Xīn Bùlúnzīwéikè

Newfoundland 纽芬兰与拉布拉多 Niǔfēnlándǎo

Northwest Territories 西北领地 Xīběilíngdì Nova Scotia 新斯科舍 Xīn Sīkèshè

Ontario 安大略省 Āndàlüè
Prince Eduard Island 爱德华岛 Àidéhuádǎo

Quebec 魁北克 Kuíběkè

Saskatchewan萨斯喀彻温SākèqíwànYukon育空Yùkōng

Appendix 6: Common Chinese Names

Table	1 3	S111	rnar	nac
rabie	\perp .0	ı. oui	Hall	1169

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

Table 1.4. Given names (male)

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

Table 1.5. Given names (female)

Juān	娟	Huìwén	蕙文	Mínzhēn	敏贞
Lìróng	丽容	Défēn	德芬	Huìrán	蕙然
Wănrú	婉如	Lù	露	Bīngyíng	冰莹
Xiùfèng	秀风	Yùzhēn	玉珍	Zĭyàn	紫燕
Oiǎovún	巧云	Měilì	美丽		

Appendix 7: Chinese Provinces

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

Appendix 8: Chinese Cities

Běijīng 北京 Peking Chángshā 长沙 Ch'ang-sha Chéngdū 成都 Ch'eng-tu Dàtóng 大同 Ta-t'ung Gāoxióng 高雄 Kao-hsiung Guǎnzhōu 广州 Canton Hángzhōu 杭州 Hang-chou Hánkǒu 汉口 Han-k'ou Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 五常 Wu-ch'ang Wǔhàn 武汉 Wu-han	Pinyin spelling	Chinese spelling	Map spelling
Chéngdū 成都 Ch'eng-tu Dàtóng 大同 Ta-t'ung Gāoxióng 高雄 Kao-hsiung Guǎnzhōu 广州 Canton Hángzhōu 杭州 Hang-chou Hánkǒu 汉口 Han-k'ou Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng 五常 Wu-ch'ang	Běijīng	北京	Peking
Dàtóng 大同 Ta-t'ung Gāoxióng 高雄 Kao-hsiung Guǎnzhōu 广州 Canton Hángzhōu 杭州 Hang-chou Hánkǒu 汉口 Han-k'ou Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-tung Tiānjīn 天津 Tientsin Wúchāng	Chángshā	长沙	Ch'ang-sha
Gāoxióng Guǎnzhōu 广州 Canton Hángzhōu 杭州 Hang-chou Hánkǒu 汉口 Han-k'ou Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南京 Nan-ch'ang Nánjīng Qīngdǎo 青岛 Shànghǎi 上海 Shanghai Táiběi 右北 Taipei Táidōng 右東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng Tiānjīn 天津 Tientsin Wúchāng	Chéngdū	成都	Ch'eng-tu
Guǎnzhōu 广州 Canton Hángzhōu 杭州 Hang-chou Hánkǒu 汉口 Han-k'ou Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Tǎiběi 台北 Taipei Tǎidōng 台東 T'ai-tung Tǎinán 台南 T'ai-nan Tǎizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Dàtóng	大同	Ta-t'ung
Hángzhōu 杭州 Hang-chou Hánkǒu 汉口 Han-k'ou Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Gāoxióng	高雄	Kao-hsiung
Hánkǒu 汉口 Han-k'ou Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Guǎnzhōu	广州	Canton
Háinán 海南 Huai-nan Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Hángzhōu	杭州	Hang-chou
Jīlóng 基隆市 Chi-lung Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Hánkǒu	汉口	Han-k'ou
Kāifēng 开封 K'ai-feng Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Tǎinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Háinán	海南	Huai-nan
Nánchāng 南昌 Nan-ch'ang Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Jīlóng	基隆市	Chi-lung
Nánjīng 南京 Nanking Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng 五常 Wu-ch'ang	Kāifēng	开封	K'ai-feng
Qīngdǎo 青岛 Tsingtao Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng 五常 Wu-ch'ang	Nánchāng	南昌	Nan-ch'ang
Shànghǎi 上海 Shanghai Táiběi 台北 Taipei Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng	Nánjīng	南京	Nanking
Táiběi台北TaipeiTáidōng台東T'ai-tungTáinán台南T'ai-nanTáizhōng台中T'ai-chungTiānjīn天津TientsinWúchāng五常Wu-ch'ang	Qīngdǎo	青岛	Tsingtao
Táidōng 台東 T'ai-tung Táinán 台南 T'ai-nan Táizhōng 台中 T'ai-chung Tiānjīn 天津 Tientsin Wúchāng 五常 Wu-ch'ang	Shànghǎi	上海	Shanghai
Táinán台南T'ai-nanTáizhōng台中T'ai-chungTiānjīn天津TientsinWúchāng五常Wu-ch'ang	Táiběi	台北	Taipei
Táizhōng台中T'ai-chungTiānjīn天津TientsinWúchāng五常Wu-ch'ang	Táidōng	台東	T'ai-tung
Tiānjīn天津TientsinWúchāng五常Wu-ch'ang	Táinán	台南	T'ai-nan
Wúchāng 五常 Wu-ch'ang	Táizhōng	台中	T'ai-chung
	Tiānjīn	天津	Tientsin
Wǔhàn 武汉 Wu-han	Wúchāng	五常	Wu-ch'ang
	Wǔhàn	武汉	Wu-han
Xiān 西安 Sian	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.
- 10Take part in a short Chinese conversation, using expressions included in the BIO Target List sentences.

Tapes for BIO and associated modules

Biographic information (BIO)

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

Units 1-4 R-1

Units 5-8 R-1

Classroom Expressions (CE)

CE 2

Time and Dates (T&D)

T&D 1 T&D 2

Unit 1 Target List

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

Unit 2 Target List

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

我在武官处工作。

我在银行工作。

attache's office.

I work at a bank.

gōngzuò.

gōngzuò.

Wǒ zài yínháng

Unit 3 Target List

1.		你们有孩子	Do you have children?
	Yŏu, wŏmen yŏu.	有,我们有。	Yes, we have.
2.	<u> </u>	刘先生没有美国朋友。	Mr. Liú doesn't have
	Měiguó péngyou.		any American friends.
3.	J J J	你们有几个男孩子,几个女	
	háizi, jǐge nǚháizi?	孩子?	how many girls do you have?
	Wómen yŏu liǎnge nán- haizi, yíge nǚháizi.	我们有两个男孩子,一个女孩子。	We have two boys and one girl.
			9-1-0 9-1-1
4.	Hú Xiānsheng, Hú tài- tai yŏu jĭge háizi?	胡先生,胡太太有几个孩 子?	How many children do Mr. and Mrs. Hú have?
	Tāmen yŏu liǎngge háizi.	他们有两个孩子。	They have two children.
	Shi nánháizi, shi nůháizi?	是男孩子,是女孩子?	Are they boys or girls?
	Dōu shi nǚháizi.	都是女孩子。	Both of them are girls.
5.	Nǐmen háizi dōu zài zhèli ma?	你们孩子都在这里吗?	Are all your children here?
	Bù. Liǎngge zài zhèli, yíge hái zài Měiguó.	不,两个在这里,一个还在 美国。	No. Two are here, and one is still in America.
6.	Nǐ jiāli yǒu shénme rén?	你家里有什么人?	What people are in your family?
	Yǒu wǒ tàitai gēn sānge háizi.	有我太太跟三个孩子。	There's my wife and two children.
	sange naizi.		two cimuren.
7.	Nĭ jiāli yŏu shénme rén?	你家里有什么人?	What people are in your family?
	Jiù yǒu wǒ fùqin, mǔqin.	就有我父亲,母亲。	Just my father and mother.

Unit 4 Target List

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

Unit 5 Target List

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

Unit 6 Target List

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

been here.

láiguo.

Unit 7 Target List

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

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

Unit 1

Introduction

Topics covered in this unit

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

Material you will need

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

References

Reference List

(in Běijīng)

1.	A:	Qǐngwèn, nǐ zhù zai năr?	亲吻,你朱在哪 儿?	May I ask, where are you staying?
	В:	Wǒ zhù zai Běijīng Fàndiàn.	握住在北京饭 店。	I'm staying at the Beijing Hotel.
2.	A:	Nǐ zhù zai Mínzú Fàndiàn ma?	你住在民族饭店 吗?	Are you staying at the Nationalities Hotel?
	В:	Shì, wǒ zhù zai Mínzú Fàndiàn.	是,我住在民族 饭店吗。	Yes, I'm staying at the Nationalities Hotel.
3.	A:	Nǐ zhù zai něige fàndiàn?	你住在呢个饭 店?	Which hotel are you staying at?
	В:	Wǒ zhù zai Běijīng Fàndiàn.	我住在北京饭 店。	I'm staying ate the Beijing Hotel.
4.	A:	Něiwèi shì Zhāng tóngzhì?	哪位是张同志?	Which one is comrade Zhāng?
	В:	Tā shì Zhāng tóngzhì.	他是张同志。	She is comrade Zhāng.
5.	A:	Něige rén shì Méi tóngzhì?	哪个人是Méi同 志?	Which person is comrade Méi?
	В:	Nèige rén shì Méi tóngzhì.	那个人是Méi同 志。	That person is comrade Méi.
6.	A:	Něiwei shì Gāo tóngzhì?	哪位是局同志。	Which one is comrade Gão?
	В:	Nèiwèi shì Gāo tóngzhì.	那位是局同志。	That one is comrade Gāo.
7. ^a	A:	Nǐ zhù zai zheìge fàndiàn ma?	你住在这个饭店 吗?	Are you staying at this hotel?
	В:	Bù, wǒ bú zhù zai zheìge fàndiàn.	不,我不住在这 个饭店。	No, I"m staying at this hotel.
8.	A:	Jiāng tóngzhì! nín zǎo.	蒋同志!您早。	Comrade Jiāng! Good morning.
	В:	Zǎo. Nuòwǎkè Nǔshì! nín hǎo.	早。Nuòwǎkè 女 士!您好。	Good morning, Miss Novak! How are you?
	A:	Wǒ hěn hǎo.	我很好	I'm very well.

9. A: Qǐngwèn, nǐ shì Měiguo 请问, 你是美国 nǎrde rén? 哪儿人?

May I ask, where are you from in America?

B: Wǒ shì Jiāzhōu Jiùjīnshān 我是加州旧金山 rén. 人。

I'm from San Francisco, California.

^aThis exchange occurs on the C-l tape only.

Vocabulary

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

Reference Notes

Notes on № 1

- 1. A: Qǐngwèn, nǐ zhù zai nǎr? 亲吻, 你朱在哪 May I ask, where are you 儿? staying?

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

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

Notes on № 2

A: Nǐ zhù zai Mínzú Fàndiàn 你住在民族饭店 ma?
B: Shì, wǒ zhù zai Mínzú 是,我住在民族 Fàndiàn.
Tre you staying at the Nationalities Hotel?
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 za	ai něig	e fànd:	iàn?	你住在呢个饭 店?	Which hotel are you staying at?
	В:	Wŏ zh Fàndiàn.		i Bě	ijīng	我住在北京饭 店。	I'm staying ate the Beijing Hotel.
4.	A:	Něiwèi tóngzhì?	shì	Zł	nāng	哪位是张同志?	Which one is comrade Zhāng?
	В:	Tā shì Zh	nāng tớ	ngzhì.	•	他是张同志。	She is comrade Zhāng.
5.	A:	Něige tóngzhì?	rén	shì	Méi	哪个人是Méi同 志?	Which person is comrade $M\acute{e}i$?
	B:	Nèige tóngzhì.	rén	shì	Méi	那个人是Méi同 志。	That person is comrade $M\acute{e}i$.

 $^{^1\!}$ Another word for "restaurant" is fànguǎnzi. The general word for "hotel" is lǎguǎn.

6.	A:	Něiwei shì Gāo tóngzhì?	哪位是局同志。	Which	one	is	comrade
				Gāo?			

B: Nèiwèi shì Gāo tóngzhì. 那位是局同志。 That one is comrade Gāo.

7. A: Nǐ zhù zai zheìge fàndiàn 你住在这个饭店 Are you staying at this homa? 吗? tel?

B: Bù, wǒ bú zhù zai zheìge 不,我不住在这 No, I"m staying at this hofàndiàn. 个饭店。 tel.

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

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

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

Nèiwèi	Měiguó rén	shì shéi?
Něiwèi		zhù zài Mínzú Fàndiàn.

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

Specifyir	ng words	Location words		
něige? (năge?)	which	năr	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": năge? nàge, and zhège.

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

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

Notes on № 8

8. A: Jiāng tóngzhì! nín zǎo. 蒋同志!您早。 Comrade Jiang! Good morning.

B: Zǎo. Nuòwǎkè Nǔshì! nín 早。Nuòwǎkè 女 Good morning, Miss Nohǎo. 士!您好。 vak! 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.

Nushì, "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) nushì. On Taiwan, however, any woman may be called (so-and-so) nushì 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 hảo ma? How are you?

Nǐ hảo. 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 hảo. Comrade Lǐ! How are you.

Nín hảo. Gão tóngzhì! How are you. Comrade Gão!

Literally, hen means "very." The word often accompanies adjectival verbs (like hao, "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, Mă Mínglǐ. Here are some other ways:

Wǒ shì Mǎ Mínglǐ.	I'm Mǎ Mínglǐ.
Wǒ xìng Mǎ.	My surname is Mă.
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 Mă Mínglǐ.

Notes on № 9

9.	A:	Qǐngwèn, nǐ shì Měiguo nărde rén?		May I ask, where are you from in America?
	В:	Wǒ shì Jiāzhōu Jiùjīnshān rén.	我是加州旧金山 人。	I'm from San Francisco, California.

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

question Nǐ shì Měiguó nărde rén? the name of the country comes before the question word năr, which is asking for a more detailed location. The larger unit is usually repeated in the answer:

Nǐ shì	Shāndōng	năr	-de	rén?
Wŏ shì	Shāndōng	Qīngdǎo		rén.

Literally, Jiùj \bar{i} nsh \bar{a} n means "Old Gold Mountain." The Chinese gave this name to San Francisco during the Gold Rush days.

Drills

Table 2.1. Response according to the clue

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

Module 2: Biographic Information

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

Table 2.2. Give affirmative response to all questions.

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

Table 2.3. Give negative response to all questions.

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

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

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

Module 2: Biographic Information

Question	Clue	Answer
Zhāng Tóngzhì zhù zai Běijīng Fàndiàn ma?		Bú shi, tā bú zhù zai Běi- jīng 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
1.	那个人是李同志。	那位是李同志。
	Nèige rén shi Lǐ Tóngzhì	Nèiwèi shi Lǐ Tóngzhì.
	That person is comrade Lǐ.	That one is comrade Lĭ.
2.	这个人是方同志。	这位是方同志。
	Zhèige rén shi Fāng Tóngzhì.	Zhèiwèi shi Fāng Tóngzhì.
	This person is comrade Fang.	This one is comrade Fang.
3.	那个人是蒋同志。	那位是蒋同志。
	Nèige rén shi Jiāng Tóngzhì.	Nèiwèi shi Jiāng Tóngzhì.
	That person is comrade Jiāng.	That one is comrade Jiāng.
4.	这个人是周同志。	这位是周同志。
	Zhèige rén shi Zhōu Tóngzhì.	Zhèiwèi shi Zhōu Tóngzhì.
	This person is comrade Zhōu.	This one is comrade Zhōu.
5.	那个人是张同志。	那位是张同志。
	Nèige rén shi Zhāng Tóngzhì.	Nèiwèi shi Zhāng Tóngzhì.
	That person is comrade Zhāng.	That one is comrade Zhāng.
6.	这个人是陈同志。	这位是陈同志。
	Zhèige rén shi Chén Tóngzhì.	Zhèiwèi shi Chén Tóngzhì.
	This person is comrade Chén.	This one is comrade Chén.
7.	那个人是胡同志。	那位是胡同志。
	Nèige rén shi Hú Tóngzhì.	Nèiwèi shi Hú Tóngzhì.
	That person is comrade Hú.	That one is comrade Hú.

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

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

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

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

Transformation drill

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

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

 Module 2: Diographic illion	

Module 2: Biographic Information			

Module 2: Biographic information	

Unit 2

Introduction

Topics covered in this unit

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

Material you will need

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

References

Reference List

 A: Nǐ zhù zài náli? 你住在哪理? Where are you stayi: B: Wǒ zhù zài Guóbīn 我住在国宾大饭店: I'm staying at the Ar sador Hotel. A: Nǐ zhù zài náli? 你住在哪理? Where are you stayi: B: Wǒ zhù zài zhèli. 我住在这理。 I'm staying here. A: Tā ne? 他呢? How about him? B: Tā zhù zài nàli. 他住在那理。 He is staying there. A: Nǐ zhù zài náli? 你住在哪理? Where are you stayi: B: Wǒ zhù zài péngyou jiā. 我住在朋友家。 I'm staying at a fri 	mbas-
Dàfàndiàn. 店: sador Hotel. 2. A: Nǐ zhù zài náli? 你住在哪理? Where are you stayi: B: Wǒ zhù zài zhèli. 我住在这理。 I'm staying here. A: Tā ne? 他呢? How about him? B: Tā zhù zài nàli. 他住在那理。 He is staying there. 3. A: Nǐ zhù zài náli? 你住在哪理? Where are you stayi:	ng?
B: Wǒ zhù zài zhèli. 我住在这理。 I'm staying here. A: Tā ne? 他呢? How about him? B: Tā zhù zài nàli. 他住在那理。 He is staying there. 3. A: Nǐ zhù zài náli? 你住在哪理? Where are you staying	
B: Wǒ zhù zài zhèli. 我住在这理。 I'm staying here. A: Tā ne? 他呢? How about him? B: Tā zhù zài nàli. 他住在那理。 He is staying there. 3. A: Nǐ zhù zài náli? 你住在哪理? Where are you staying	
A: Tā ne? 他呢? How about him? B: Tā zhù zài nàli. 他住在那理。 He is staying there. 3. A: Nǐ zhù zài náli? 你住在哪理? Where are you staying the sta	
B: Tā zhù zài nàli. 他住在那理。 He is staying there. 3. A: Nǐ zhù zài náli? 你住在哪理? Where are you staying the staying there.	a-2
3. A: Nǐ zhù zài náli? 你住在哪理? Where are you stayi	
	n ar 2
	a. ?
B: Wǒ zhù zài péngyou jiā. 我住在朋友家。 I'm staying at a fri	ng:
home.	end's
4. A: Nǐ péngyou jiā zài náli? 你朋友家在哪里? Where is your fri phouse?	end's
B: Tā jiā zài Dàlǐ Jiē. 他家在大力街。 His house is on Street.	Dàlĭ
5. A: Nǐ péngyoude dìzhǐ 你朋友的地质 What is your friend 是。。。?	's ad-
B: Tā de dìzhǐ shì jiē 他的地质是大力 His address is № 42 Sìshièrhào.	2 Dàlĭ
6. ^a A: Nǐ shì Wèi Shàoxiào ba? 你是Wèi少校吧? You are Major V	Weiss,
B: Shìde. 是的。 Yes.	
7. ^b A: Nà shì Guóbīn Dàfàndiàn 那是国宾大饭店 ba? 那是国宾大饭店吧? That is Ambassador tel, isn't it?	r Ho-
B: Shìde. 是的。 Yes.	
8. A: Nǐ péngyou xiànzài zài 你朋友现在在哪 Where does your fu náli gōngzuò? 型工作? work now?	riend
B: Tā zài Táinán gōngzuò. 他在台南工作。 He works in Táinán.	
9. ^c A: Nǐ zài náli gōngzuò? 你在哪里工作? Where do you work?)
B: Wǒ zài Wǔguānchù 我在武官处工 I work at the Defens	
gōngzuò. 作。 tache's Office.	

10. ^d	A:	Nǐ zài náli gōngzuò?	你在哪里工作?	Where do you work?
	B:	Wŏ zài yínháng gōngzuò.	我在银行工作。	I work at a bank.
11. ^e	A:	Nǐ péngyou zài Táiběi gōngzuò ma?	你朋友在台北工 作吗?	Does your friend work in Taipei?
	B:	Tā bú zài Táiběi gōngzuò. Tā zài Táizhōng gōngzuò.	他不在台北工 作。他在台中工 作。	He doesn't work in Taipei; he works in Taichung.

^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
dìzhĭ	地址	address
gōngzuò	工作	to work
Guóbīn Dàfàndiàn	国宾大饭店	Ambassador Hotel
-hào	-号	number (in address)
jiā	家	home, house
jiē	街	street
lù	路	road
nà-	那—	that
nàge	那	that (one)
náli	哪里	where
nàli	那里	there
péngyou	朋友	friend
shàoxiào	少校	major(military title)
Shìde	是的	Yes, that's so.
Wŭguānchù	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 Zŏngshů	美国国 际Jiāoliú Zŏngshǔ	U.S. International Communications Agency
Měiguó Yínháng	美国银行	Bank of America
Táiwān Yínháng	台湾银行	Bank of Taiwan
Yóuzhèngjű	邮政局	post office

Reference Notes

Notes on №1-2

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

The word guóbĭn actually refers to any official state guest, not just an ambassador. (The word for "ambassador" is dàshĭ) 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	
năr	náli	where
nàr	nàli	there
zhèr	zhèli	here

Notice the difference in tone "between năr 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: $n\check{a} + -l\check{l} = n\acute{a}li$.

Notes on №3-4

3.	A:	Nǐ zhù zài náli?	你住在哪理?	Where are you staying?
	В:	Wŏ zhù zài péngyou jiā.	我住在朋友家。	I'm staying at a friend's home.
4.	A:	Nǐ péngyou jiā zài náli?	你朋友家在哪 理?	Where is your friend's house?
	B:	Tā jiā zài Dàlǐ Jiē.	他家在大力街。	His house is on Dàlǐ Street.

The possessive relationships in péngyou jiā, "friend's house," nǐ péngyou jiā, "your friend's house," and tā jiā, "his house," are unmarked, while the English

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

Notes on №5

5.		Nǐ péngyoude shì?			What is your friend's address?
	В:	Tā de dìzhǐ sh Sìshièrhào.	ì jiē		His address is № 42 Dàlĭ street.

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

nǐ péngyŏu	-de	dìzhĭ
your friend	's	address

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

wŏde	my
nĭde	your
tāde	his/her

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

short or simple		long or complex	
nĭ	jiā	Hú Měilíng	-de lǎojiā
wŏ	péngyou	nǐ péngyou	-de dìzhĭ
		Lǐ Xiānsheng péngyou	-de tàitai

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

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

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

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

-hào: A street number is always given with the bound word -hào, "number," after it. 2

Notes on №6-7

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

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

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

	Aren't you Major Weiss?
Nǐ shi Wèi Shàoxiào ba?	You are Major Weiss, aren't you?
	You must be Major Weiss.
	Isn't that the Ambassador Hotel?
Nǐ shi Guóbǐn Dàfàndiàn ba?	That is the Ambassador Hotel, isn't it?
	That must be the Ambassador Hotel.

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

The short answer shide is an expanded form of the short answer shi, with the same meaning: "Yes, that's so." Shide 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.

 $^{^2}$ The word dì- is sometimes translated "number," as in dìyī, "number one" (See resource module on Numbers, tape 4.)

That	one	is the Ambassador Hotel.
------	-----	--------------------------

However, the question form $n\tilde{a}$ - $(n\check{e}i$ -) is a bound word.

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

Notes on №8-11

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

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

Zài gōngzuò: Compare these two sentences:

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

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

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

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

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

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

Drills

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 dou "all."
- 5. Several ways to express "and."

Material you will need

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

References

Reference List

1.	A:	Nĭmen yŏu háizi ma?	你们有孩子吗?	Do you have children?
	B:	Yǒu, wǒmen yǒu.	有,我们有。	Yes, we have.
2.	В:	Liú xiānsheng yŏu Měiguó péngyou ma?	刘先生有美国朋 友吗?	Does Mr Liú have any American friends?
	В:	Tā meíyŏu Měiguó péngyou.	他没有美国朋 友。	He doesn't have any American friends.
	A:	Tā yŏu Yīngguó péngyou.	他有英国朋友。	He has English friends. (or an English friend)
	_	NTV V 1/1 10	/_ />	TT 1:11 1
3.	A:	Nǐmen yǒu jǐge háizi?	你们有几个孩 子?	How many children do you have?
	В:	Wŏmen yŏu sānge háizi.	我们有三个孩子。	We have three children.
4.	A:	Nĭmen yŏu jĭge nánháizi, jĭge nŭháizi?	你们有几个男孩 子,几个女孩 子?	How many boys and how many girls do you have?
	В:	Wŏmen yŏu liǎngge nán- háizi, yīge nǚháizi.	我们有两个男孩 子,一个女孩 子。	We have two boys and one girl.
		01\ / 1 / 1 \ 1\ *1 / 1 \ 2		A .1 1 .1.0
5.	В:	Shì nánháizi, shì nữháizi?	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.	В:	Hú xiānsheng, tàitai ne? tāmen yŏu jĭge háizi?	胡先生,太太 呢?他们有几个 孩子?	How about Mr. and Mrs. Hú? How many children do they have?
	A:	Tāmen yŏu liǎngge háizi.	他们有两个孩 子。	They have two children.
	В:	Shì nánháizi, shì nǚháizi?	是男孩子,是女 孩子?	Are they boys or girls?
	A:	Dōu shì nǚháizi.	都是女孩子。	Both of them are girls.
7.	A:	Nǐmen háizi dōu zài zhèli ma?	你们孩子都在这 里吗?	Are all your children here?
	В:	Bù, liǎngge zài zhèli, yíge hái zài Měiguó.	不,两个在这 里,一个还在美 国。	No. Two are here, and one is still in America.

Module 2: Biographic Information

8.	A:	Nǐ jiāli yǒu shénme rén?	你家里有什么 人?	What people are (there) in your family?
	В:	Yǒu wǒ tàitai gēn sānge háizi.	有我太太跟三个 孩子。	There's my wife and three children.
9.	В:	Nǐ jiāli yǒu shénme rén?	你家里有什么 人?	What people are (there) in your family?
	A:	Jiù (yǒu) wǒ fùqin, mǔqin.	就(有)我父 亲,母亲。	Just my father and mother.

Vocabulary

zhĭ	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
zŭfù	祖父	paternal grandfather
zǔmǔ	祖母	paternal grandmother
wàizǔfù	外祖父	maternal grandfather
wàizǔmǔ	外祖母	maternal grandmother
bàba	爸爸	papa, dad, father
māma	吗吗	momma, mom, mother
bàba	爸爸	papa, dad, father
dìdi	弟弟	younger brother
dōu	都	all, both
fùmǔ	父母	parents
fùqin	父亲	father
gēge	哥哥	older brother
gēn	跟	and, with, and (in addition to)
hái	还	still, yet
háizi	孩子	children, child
jǐ-	几 -	how many
jiāli	家里	family
jiějie	姐姐	older sister
jiěmèi	姐妹	sisters
jĭge	几个	how many
jiù	就	only, just
liǎng-	两	two
māma	妈妈	momma, mom, mother
méi	没	not, not to have
mèimei	妹妹	younger sister
mèiyou	没有	not to have, there is not
-men	们	plural suffix
mŭqin	母亲	mother
nán-	男 -	male

nánháizi	男孩子	boy
nĭmen	你们	you (plural)
nů-	奴 -	female
nůháizi	奴孩子	girl
tāmen	他们	they, them
wàizǔfù	外祖父	maternal grandfather
wàizǔmǔ	外祖母	maternal grandmother
wŏmen	我们	we, us
xiōngdì	兄弟	brothers
xiōngdì jiěmèi	兄弟姐妹	brothers and sisters
yŏu	有	to have, there is
zhĭ	只	only
zŭfù	祖父	paternal grandfather
zŭmŭ	祖母	paternal grandmother
yíng le	赢了	I('ve) won

Reference Notes

Notes on №1

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

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

sing	ular	plu	ral
wŏ	I	wŏmen	we
nĭ	you	nĭmen	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." 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.

Women you haizi 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 Nimen you haizi 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.		Liú xiānsheng yŏu Měiguó péngyou ma?		Does Mr Liú have any American friends?
	B:	Tā meíyŏu Měiguó péngyou.	他没有美国朋 友。	He doesn't have any American friends.
	A:	Tā yŏu Yīngguó péngyou.	他有英国朋友。	He has English friends. (or an English friend)

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

 $[\]overline{{}^3}$ A few nouns referring to people may be made explicitly plural by adding -men . Háizimen can only be "children"

Notes on №3-4

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

In Peking speech, $j\check{i}$ -, "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 jlno matter how large a number is expected in the answer.

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

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

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

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

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

yíge liǎngge sānge sìge wǔge liùge qíge báge jiǔge shíge

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

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

"And": In Chinese, a word for "and" is not needed between parallel phrases like liǎngge nánháizi, yíge nǚháizi "two boys, (and) one girl."

A pause is usual between the two phrases, but even the pause is sometimes omitted.

Notes on №5-7

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

Shi nánháizi, shi nǔháizi? 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.)

Dou may usually be translated in a sentence as "all (of)," or, if it refers to only two things, as both (of)." Literally, dou 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 ye, "also".)

Notes on №8-9

8.	A:	Nǐ jiāli yǒu shénme rén?	你家里有什么 人?	What people are (there) in your family?
	B:	Yǒu wǒ tàitai gēn sānge háizi.	有我太太跟三个 孩子。	There's my wife and three children.
9.	В:	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 you means "to "be," "to exist." You have now seen it translated two ways:

- 1. as "have," with a personal subject: Women you sange haizi . "We have three children."
- 2. as "there is/are," in the so-called impersonal construction: Nǐ jiāli yǒu shénme rén? "What people are (there) in your family?"

In exchange 8, the verb you 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." Gen is the word for "and" when joining nouns or noun phrases. Ye is the word for "and" when Joining verbs, verb phrases, or whole sentences:

Example 2.1. Example:

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

I'm not surnamed Lǐ and I'm not surnamed Lǔ. I'm surnamed Lǔ.

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				
Yŏu	wŏ tàitai	gēn	sānge háizi.	There's my wife and 3 children.	
	Possessor noun		number noun	o omiai om	
	Parallel				
Yǒu liǎngge nánháizi ,			yíge nůháizi.	There are 2 boys and one girl.	
	number noun		number noun	g	

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 yĕ and dōu. The use of jiù to mean "only" is probably mostly confined to the Peking dialect. Speakers from other parts of the country will not necessarily use jiù to mean "only" or understand it as such. A more widely used and understood word for "only" is zhǐ. Thus the answer in exchange 9 could also be: Zhǐ yǒu wǒ fùqin, mǔqin.

Notes on additional vocabulary

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

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

Module 2: Biographic Information

	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	zŭfù	wàizǔfù
grandmother	zǔmǔ	wàizǔmǔ

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

Drills

Unit 4

Introduction

Topics covered in this unit

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

Material you will need

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

References

Reference List

in Běijīng

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

Vocabulary

hòutiān	后天	the day after tomorrow
qiántiān	前天	the day before yesterday
tiāntiān	天天	every day
érzi	二字	son
nůér	女儿	daughter
dào	到	to arrive
érzi	二字	son
hòutiān (hòutian)	后天	the day after tomorrow
jīntiān (jīntian)	今天	today
lái	来	to come
le	了	combined le: new-situation and completion marker
míngtiān (mīngtian)	明天	tomorrow
něitiān	哪天	what day
nůér	女儿	daughter
qiántiān (qiántian)	前天	the day before Yesterday
shénme shíhou	什么时候	when
shì de	十的	focus construction
-tiān	天	day
tiāntiān	天天	every day
yíge rén	一个人	singly, alone
yĭjīng (yĭjing)	已经	already
zŏu	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?
	В:	Tā lái.	她来。	She is coming.

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

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

Notes on №2

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

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

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

Le is used in exchange 2 to indicate two aspects-completion and new situation, (it is, however, often used to indicate only one aspect.)

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

Notes on №3

3.	A:	Nǐ àiren yĕ 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 yĕ, hái always precedes the verb, although not always directly. Elements such as the negatives and méi may come between an adverb and a verb,

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

Tā lái le ma? "Has he come?"

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

Notes on №4-5

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

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

Notes on №6-7

6.	A:	Tā	shì	shénme	shíhou	她是什么时候到	When did she arrive?
		dào	de?			的?	

	B:	Tā shì zuótiān dàode.	她是昨天到的。	She arrived Yesterday.
7.	A:	Nǐ shì yíge rén láide ma?	你是一个人来的 吗?	Did you come alone?
	В:	Bú shì, wǒ bú shì yíge rén láide.	不是,我不是一 个人来的。	No, I didn't come alone.

(shì)...de: ⁵ This is another way to indicate the aspect of completion. The aspect marker le and the pattern (shì...de) perform different functions and convey different meanings. This is how they are different:

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

Tā léile méiyou? Did he come?

and you would be answered either

Tā láile.	He came.
ra rane.	rie came.

or

Tā méi lái.	He didn't come.
-------------	-----------------

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Compare these sentences:

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

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

The negative form of the (shi)...de construction is $b\acute{u}$ shi...de . Compare this with the negatives you have already learned:

Tā		shi	zuótiān		lái	-de	It was YESTERDAY that he came.
Tā	bú		zuótiān		lái	-de	It wasn't YESTERDAY that he came.
						*	
Tā					lái	le.	He has come.
Tā			hái	méi	lái.		He hasn't come.
Tā			míngtiā	n	lái.		He is coming tomorrow.
Tā			míngtiā	rbù	lái.		He isn't coming tomorrow.

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

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

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

A: Tā zuótiān méi lái ma? Didn't he COME yesterday?	
---	--

B: Tā zuótiān lái le. He DID COME yesterday.

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

Notes on №8-9

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

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

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

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

Drills

Criterion test

Appendices
Appendix

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 Füren, nǐ shì zài năr shēngde?	安德森夫人,你 是在哪儿生的?	Mrs. Andersen, where were you born?
	В:	Wǒ shì zài Dézhōu shēngde.	我是在得州生 的。	I was born in Texas.
2.	A:	Nĭmen shì Xīngqīsì dàode ma?	你们是星期四到 的吗?	Did you arrive on Thursday?
	В:	Bú shì, wŏmen shì Xīngqīwǔ dàode.	不是,我们是星期五到的。	No, we arrived on Friday.
3.	A:	Nǐmen xīngqījĭ zŏu?	你们星期几走?	What day of the week are you leaving?
	В:	Wŏmen Xīngqītiān zŏu.	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?
	В:	Wǒ shì Yī jiǔ sān jiǔ nián shēngde.	我是一九三九年生的。	I was born in 1939.
5.	A:	Nǐ shì jǐyüè shēngde?	你是几月生的?	What month were you born?
	В:	Wǒ shì Qíyüè shēngde.	我是七月生的。	I was born in July.
6.	A:	Nǐ shì jǐhào shēngde?	你是几号生的?	What day of the month were you born?
	В:	Wŏ 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?
	В:	Wŏ èr shi sì le.	我二十四了。	I'm 24.
8.	A:	Nǐ duó dà le?	你多大了?	How old are you?
	В:	Wŏ sān shi wǔ le.	我三十五了。	I'm 35.
9.	A:	Nĭmen nŭháizi jĭsuì le?	你们女孩子几岁 了?	How old is your girl?
	B:	Tā básuì le.	她八岁了。	She's eight years old.

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

Vocabulary

duó dà	多大	how old
hòunián (hòunian)	后年	the year after next
jĭhào	几号	what day of the month?
jīnnián (jīnnian)	今年	this year
jĭsuì	几岁	how old
jĭyüè	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 yüè	上个月	last month
shēng	生	to be born
-suì	岁	year (of age)
xiàge yüè	下个月	next month
Xīngqīèr	星期二	Tuesday
xīngqījĭ	星期几	what day of the week
Xīngqīliù	星期六	Saturday
Xīngqīsān	星期三	Wednesday
Xīngqīsì	星期四	Thursday
Xīngqītiān	星期日,星期天	Sunday
Xīngqīwŭ	星期五	Friday
Xīngqīyī	星期一	Monday
zheìge yüè	这个月	this month

Reference Notes

Notes on №1

1.			sen F hēngo		安德森夫人,你 是在哪儿生的?			where
	В:	Wŏ shēn		zài	我是在得州生 的。	I was	born in Texa	S.

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

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

Notes on №2-3

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

Days of the week:

xīngqījĭ	What day of the week?
xīngqīyī	Monday
xīngqīèr	Tuesday
xīngqīsàn	Wednesday
xīngqīsì	Thursday
xingqīwǔ	Friday
xīngqīliù	Saturday
xīngqītiān	Sunday

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

Notes on №4

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

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

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

Notes on №5

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

Months:

jĭyüè?	What month?		
yíyüè	January	qíyüè	July
èryüè	February	báyüè	August
sānyüè	March	jiǔyüè	September
sìyüè	April	shíyüè	October
wŭyüè	May	shĭyīyüè	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?		What day of the month were you born?
	B:	Wǒ shì Sìhào shēngde.	我是四号生的。	I was born on the fourth.

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

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

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

Notes on №7-8

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

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

The marker le_which ends these sentences calls attention to the fact that something is true now that was not true before.

Note

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

Le has only this new-situation meaning in these sentences. It has no meaning of completion, since in fact, there is no completed event.

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

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

Notice that neither answer contains a verb. The verb that has been left out is you "to have." The verb may not be left out in the negative: Wo méiyou sānshiwu. "I'm not 35."

Notes on №9

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

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

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

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

Notes on №10

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

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

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

Compare:

shíqíhào	the 17th
shíyīyüè	November

In all cases, the High tone is more likely to be kept in rapid speech. You may also encounter speakers who never make changes in the tones of $y\bar{i}$, $q\bar{i}$ and $b\bar{a}$.

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

Notes on additional required vocabulary

Days	qiántiān	zuótiān	jīntiān	mīngtiān	hòutiān
Years	qiánnián	qünián	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 qunián "last year."

Drills

Criterion test

Appendices
Appendix

Unit 6

Introduction

Topics covered in this unit

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

Material you will need

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

References

Reference List

1.	A:	Nǐ zhù duó jiǔ?	你住多久?	How long are you staying?
	B:	Wŏ zhù yìnián.	我住一年。	I'm staying one year.
2.	A:	Nǐ tàitai zhù duó jiǔ?	你太太住多久?	How long is your wife staying?
	B:	Ta zhù liǎngtiān.	她住两天。	She is staying two days.
3.	A:	Nǐ tàitai zài Xiānggǎng zhù duó jiǔ?	你太太在香港住 多久?	How long is your wife staying in Hong Kong?
	В:	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?
	В:	Wǒ xiǎng zhù yìnián.	我想住一年。	I'm thinking of staying one year.
5.	A:	Nǐ xiǎng zài Táiwān zhù duó jiǔ?	你想在台湾住多 久?	How long are you thinking of staying in Taiwan?
	В:	Wǒ xiǎng zhù báge yüè.	我想住八个月。	I'm thinking of staying eight months.
6.	A:	Nǐ péngyou xiǎng zhù duó jiǔ?	你朋友想住多 久?	How long is your friend thinking of staying?
	В:	Tā xiǎng zhù liǎngge xīngqī.	他想住两个星 期。	He is thinking of staying two weeks.
7.	A:	Nǐ láile duó jiǔ le?	你来了多久了?	How long have you been there?
	В:	Wŏ láile sāntiān le.	我来了三天了。	I have been here three days.
8.	A:	Nǐ tàitai zài Xiānggǎng zhùle duó jiǔ?	你太太在香港住 了多久?	How long did your wife stay in Hong Kong?
	B:	Tā zhùle liǎngtiān.	她住了两天。	She stayed two days.
9.	A:	Tā lái le ma?	他来了吗?	Did he come?

Module 2: Biographic Information

	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?	
	В:	Méi lái, tā méi lái.	没来 , 他没来。	No, he didn't come.	
11.	A:	Nǐ cóngqián láiguo ma?	你从前来过吗?	Have you ever been here before?	
	В:	Wǒ cóngqián méi láiguo.	我从前没来过。	I have never been here before.	

Vocabulary

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

Reference Notes

Notes on №1

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

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

Note

"One day" is vitiān. The tone on vī changes to Falling before a High-tone.

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

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

Yìnián: In telling how many years (giving an amount) no counter is used. The tone on $y\bar{\imath}$, "one," changes to Falling before a Rising tone.

Notes on №2

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

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

Notes on №3-4

3.		Nǐ tàitai zài Xiānggǎng zhù duó jiǔ?		How long is your wife staying in Hong Kong?
	В:	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?		How long are you thinking of staying?
	В:	Wŏ xiǎng zhù yìnián.	我想住一年。	I'm thinking of staying one year.

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

I think he is coming tomorrow.
I think he is not going.

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

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

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

Here are other examples:

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

Notes on №5-6

5.	A:	Nǐ xiǎng zài Táiwān zhù duó jiǔ?	你想在台湾住多 久?	How long are you thinking of staying in Taiwan?
	B:	Wǒ xiǎng zhù báge yüè.	我想住八个月。	I'm thinking of staying eight months.
6.	A:	Nǐ péngyou xiǎng zhù duó jiǔ?	你朋友想住多 久?	How long is your friend thinking of staying?
	В:	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
sänge xīngqī	3 weeks
sānge yüè	3 months

Notes on №7

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

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

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

Notes on №8

8.		Nǐ tàitai zài Xiānggǎng zhùle duó jiǔ?		How long did your wife stay in Hong Kong?
	B:	Tā zhùle liǎngtiān.	她住了两天。	She stayed two days.

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

Wǒ zài nàr zhùle sāntiān.	I stayed there three days.
	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 háizi.	shíhou	tāmen	zhĭ	yŏu	liǎnge	At that time they had only two children.
Tā qün	ián bú z	ài Shàn	ghǎi,	zài I	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
xing to be surnamed	zài to be at
xiǎng to want to	zhīdào to know

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

4.0	Tā yǐjīng dào le.	He has already arrived.	
AC- TION	Tā gōngzuòle yìnián.	He worked one year.	
1101	Tā lái le ma?	Did he come?	
	Tā qùnián bú zài zhèr.	He wasn't here last year.	
STATE	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?
	В:	Méi lái, tā méi lái.	没来 , 他没来。	No, he didn't come.

Compare the two possible interpretations of the question $T\bar{a}$ lái le ma? and the answers they receive:

Completion le					
Tā		lái	le	ma?	Did she come?

Completion le					
Tā lái le. She came.					
Tā	méi	lái			She didn't come.

Combined le						
Tā lái le ma? Has he come?						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

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

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

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

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

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

Let's contrast -guo with completion le: both le and -guo express completion, but -guo stresses that an action is no longer being performed, or that a state resulting from a process no longer exists.

For example, $T\bar{a}$ lái le. means "He came," or "He has come," not indicating whether or not he is still there.

But Tā láiguo means "He came" with the specification that he is not there anymore -that is, he came and left.

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

Module 2: Biographic Information

Nĭ	cóngqi	ān	lái	-guo	ma?	Have you ever been (come) here before?
Nĭ	cóngqi	án éi	lái	-guo		I have never been (come) here before.
Nĭ	cóngqi	án	lái	-guo		I have been (come) here before

The negative of $T\bar{a}$ lái le. does not include a le, but the negative of $T\bar{a}$ láiguo. does have a -guo . The negative adverb méi is used to negate both completion le and -guo.

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

Drills

Criterion test

Appendices
Appendix

Unit 7

Introduction

Topics covered in this unit

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

Material you will need

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

References

Reference List

	В:	TATY YEARY (C)		
		Wǒ zài Měiguó Guówùyàn gōngzuò.	我在美国国务院 工作。	I work with the State Department.
2.	A:	Nĭn zài náli gōngzuò?	您在哪里工作?	Where do you work?
	В:	Wǒ shì xüésheng.	我是学生。	I'm a student.
3.	A:	Nĭn lái zuò shénme?	您来做什么?	What did you come here to do?
	В:	Wǒ lái niàn shū.	我来念书。	I came here to study.
4.	A:	Òu, wǒ yě shì xüésheng.	哦,我也是学 生。	Oh, I'm a student too.
	В:	Qǐngwèn, nǐ niàn shén- me?	请问,你念什么?	May I ask, what are you studying?
	В:	Wŏ niàn lìshĭ.	我念历史。	I'm studying history.
5.	A:	Kē xiānsheng, nǐ niàn shénme?	可先生,你念什么?	What are you studying, Mr. Cook?
	В:	Wǒ zài zhèli xüé zhōng- wén.	我在这里学中 文。	I'm studying Chinese here.
6.	A:	Qǐngwèn, nǐ xüéguo Yīngwén ma?	请问,你学过英 文吗?	May I ask, have you ever studied English?
	В:	Xüéguo	学过。	Yes.
7.	A:	Qǐngwèn, nǐ huì shuō Yīngwén ma?	请问,你会说英 文吗?	May I ask, can you speak English?
	B:	Wŏ huì shuō yìdiǎn.	我会说一点。	I can speak a little.
8.	A:	Nǐ tàitai yě huì shuō Zhōngguó huà ma?	你太太也会说中 国话吗?	Can your wife speak Chinese too?
	В:	Bú huì, tā bú huì shuō.	不会,她不会说。	No, she can't.
9.	A:	Nǐde Zhōngguó huà hěn hǎo.	你的中国话很 好。	Your Chinese is very good.

	В:	Náli, náli. wŏ jiù shuō yìdiǎn.	哪里,哪里。我 就说一点。	Not at all, not at all. I can speak only a little.
10.	A:	Nǐ shì zài náli xüéde?	你是在哪里学 的?	Where did you study it?
	В:	Wǒ shì zài Huáshèngdùn xüéde.	我是在华盛顿学 的。	I studied it in Washington.
11.	A:	Nǐ shì zài dàxüé xüéde Yīngwén ma?	你是在大学学的 英文吗?	Did you study English at college?
	В:	Shìde, wǒ shì zài Táiwān Dàxüé xüéde Yīngwén.	是的,我是在台 湾大学学的英 文。	Yes, I studied English at Taiwan University.

Vocabulary

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

Reference Notes

Notes on №1-2

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

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

Notes on №3-4

3.	A:	Nĭn lái zuò shénme?	您来做什么?	What did you come here to do?
	B:	Wǒ lái niàn shū.	我来念书。	I came here to study.
4.	A:	Òu, wŏ yĕ shì xüésheng.	哦,我也是学 生。	Oh, I'm a student too.
	В:	Qǐngwèn, nǐ niàn shén- me?	请问,你念什么?	May I ask, what are you studying?
	B:	Wŏ niàn lìshĭ.	我念历史。	I'm studying history.

Purpose: When lái, "to come," is followed by another verb, the second verb expresses the purpose of the subject's coming. The "purpose of coming" may be emphasized by the shì...de construction, with the marker shì before the verb lái:

Wǒ shì lái nián shūde. I came to study.

Niàn shū: Niàn by itself means "to read aloud." When followed by an object, the expression means "to study." Shū is "book(s)," but niàn shū simply means "to study." Shū is used as a general object, standing for whatever is being studied.

Niàn lìshǐ: When you are talking about studying a particular subject, niàn is followed by the name of that subject rather than by the general object shū.

To have the meaning "to study," niàn must be followed by either the general object shū or a specific object such as the name of a subject.

Verb types: Zuò, "to do," and niàn (shū), "to study," are action verbs. Both are made negative with bu when referring to actions not yet finished Both may take completion le_{o} r 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?	可先生,你念什么?	What are you studying, Mr. Cook?
	B:	Wǒ zài zhèli xüé zhōng- wén.	我在这里学中 文。	I'm studying Chinese here.
6.	A:	Qǐngwèn, nǐ xüéguo Yīngwén ma?	请问,你学过英 文吗?	May I ask, have you ever studied English?
	B:	Xüéguo	学过。	Yes.

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

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

	I learned it in America.(e.g., how to use chopsticks)
Wŏ zài Měiguó yǐjīng xüéguo.	OR
o Lai i roigao yijinig naogao.	I studied it in America.
	(e.g., the Chinese language)

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

Notes on №7-8

7.	A:	Qĭngwèn, nǐ huì shuō Yīngwén ma?	请问,你会说英文吗?	May I ask, can you speak English?
	B:	Wŏ huì shuō yìdiǎn.	我会说一点。	I can speak a little.
8.	A:	Nǐ tàitai yě huì shuō Zhōngguó huà ma?	你太太也会说中 国话吗?	Can tour wife speak Chinese too?
	В:	Bú huì, tā bú huì shuō.	不会,她不会说。	No, she can't.

Huì, "to know how to," "can," is an auxiliary verb. It is used before the main verb to express an attitude toward the action or to express the potential of action. Xiǎng, "to want to," "would like to," is also an auxiliary verb. "Should," "must," and "may" are other examples of auxiliary verbs. All auxiliary verbs in Chinese are state verbs, which means that bù is always used to make them negative.

Auxiliary verbs never take the aspect marker le for completed action, regardless of whether you are talking about past, present, or future.

Tā qùnián bú huì shuō Yīngwén. He couldn't speak English last year.

When the marker le is used, it is the aspect marker for new situations.

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

Wǒ huì shuō yìdiǎn, "# can speak a little": The word yìdiǎn, literally "a dot," functions as a noun. It is used in a sentence to mean "a little bit" where a noun object, such as Yīngwén, "English," might be used.

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

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

1. the general object huà, "words," in which case the meaning of shuō huà is simply "to speak," "to talk," as in:

Tā hái méi shuō huà. He hasn't yet spoken.

OR

2. a specific object such as the name of a language.

Bú huì: The short yes/no answer to a question containing the auxiliary verb huì is formed with huì rather than with the main verb.

Zhōngguó huà: This expression refers only to the spoken language, in contrast to Zhōngwén, which refers to both the spoken and written language.

Notes on №9

9.	A:	Nĭde hǎo.	Zhōn	gguó	huà	hěn	你的中 好。	P国话很	₹	Your good.	Chinese	is	very
	В:	Náli, yìdiǎi		wŏ	jiù	shuō	445.337	哪里。 -点。			all, not at		I can

Literally, náli means "where." As a reply to a compliment, we have translated náli as "not at all." In China, it has traditionally been considered proper and a matter of course to deny any compliment received, no matter how much truth there is to it. Many people still regard xièxie "thank you," as an immodest reply to a compliment, since that would amount to agreeing that the compliment was completely correct.

Jiù, "only": As was noted in Unit 3, notes on Nos. 8-9, jiù meaning "only" is not as widely understood as zhǐ. The last sentence in exchange 9 could Just as well be Wǒ zhǐ huì shuō yìdiǎn.

Notes on №10-11

11.	A:	Nǐ shì zài dàxüé	xüéde 你是在大学学的	Did you study English at
		Yīngwén ma?	英文吗?	college?

B:	Shìde, wǒ shì zài Táiwān	是的,我是在台	Yes, I studied English at
	Dàxüé xüéde Yīngwén.	湾大学学的英	Taiwan University.
		文。	

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.

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

Drills

Criterion test

Appendices
Appendix

Unit 8

Introduction

Topics covered in this unit

- 1. More on duration phrases.
- 2. The marker le for new situations in negative sentences.
- 3. Military titles and 'branches of service,
- 4. The marker ne.
- 5. Process verbs.

Material you will need

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

References

Reference List

1.	A:	Nǐ jīntiān hái yǒu kè ma?	你今天还有课 吗?	Do you have any more classes today?
	В:	Měiyou kè le.	没有课了。	I don't have any more classes.
2.	A:	Nǐ cóngqián niàn Yīng- wén niànle duó jiǔ?	你从前念英文念 了多久?	How long did you study English?
	В:	Wŏ niàn Yīngwén niànle liŭnián.	我念英文念了六 年。	I studied English for six years.
3.	A:	Nǐ xiànzài niàn shénme ne?	你现在念什么 呢?	What are you studying now?
	B:	Wǒ niàn Fàwén ne.	我念法文	I'm studying French.
4.	A:	Nǐ niàn Fàwén niànle duó jiǔ le?	你念法文念了多 久了?	How long have you studying French?
	В:	Wŏ niànle yìnián le.	我念了一年了。	I've have been studying it for one year.
5.	A:	Nǐ huì xiě Zhōngguo zì ma?	你会写中国字 吗?	Can you write Chinese characters?
	В:	Huì yìdiǎn.	会一点。	I can a little.
6.	A:	Qünián wŏ hái bú huì xiě.	去年我还不会 写。	Last year, I couldn't write them.
	В:	Xiànzài wǒ huì xiě yìdiǎn le.	现在我会写一点 了。	Now, I can write a little.
		_		
7.	A:	Nǐ fùqin shi jūnrén ma?	你父亲是军人 吗?	Is your father a military man?
	В:	Shì, tā shi hǎijūn jūnguān.	是,他是海军陆 军。	Yes, he is a naval officer.
8.	A:	Wŏ jīntiān bù lái le.	我今天不来了。	I'm not coming today.
	B:	Wŏ bìng le.	我病了。	I'm sick.
9.	A:	Jīntiān hǎo le méiyou?	今天好了没有?	Are you better today? (Are you recovered?)

B: Jīntiān hǎo le. 今天好了。 Today I'm better.

Vocabulary

kōngjūn	空军	Air Force
lùjṻ́n	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
hǎijṻ́n	海军	navy
jṻnguān	陆军	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?		Do you have any more classes today?
	В:	Měiyou kè le.	没有课了。	I don't have any more classes.

Hái, "additionally," "also": You have already learned the word hái used as an adverb meaning "still." In this exchange you learn a second way to use hái.

Nǐ hái xiǎng zǒu ma?	Do you still want to leave?
Nǐ hái yào xüé shénme?	What else do you want to study?

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

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

In the sentence Méiyou kè le, le is a new-situation marker, and méiyou is simply the negative of the full verb yǒu. (Remember that the verb yǒu is always made negative with méi, never with bù.)

Tā		yŏu kè		Now he has class. [Due to a change in the schedule, he now has class at this time.]
Tā	méi-	yŏu kè	le.	He doesn't have any more classes.

Bù...le/méiyou...le: When the marker le for new situations is used with a negative verb, there are two possible meanings:

- 1. one is that something that was supposed to happen is now not going to happen.
- 2. the other is that something that was happening is not happening anymore.

Thus the following sentence is ambiguous:

In the context of a conversation, the meaning of the sentence would become clear.

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

Tā bú niàn shū le.	He is not going to study anymore.[He will no longer attend college.]				
Tā bú shi wŏde péngyou le.	He is not my friend anymore.				
Méiyou le.	There is no more.				

Notes on №2

2.	A:	Nǐ cóngqián niàn Yīng- wén niànle duó jiǔ?	你从前念英文念 了多久?	How long did you study English?
		Wǒ niàn Yīngwén niànle liǔnián.		I studied English for six years.

More on duration: In Unit 6 of this module, you learned to express duration in a sentence with no object (Wǒ zài Xiāngǎng zhùle liùge yüè le.). In this unit, you learn one way to express the duration of an activity which involves using both a verb and an object (e.g. , "studying economics"). In such cases, the verb appears twice in the sentence: first when the object is stated, and again when the duration is stated.

Tā niàn jīngjixüé, niánle yìnián.	He studied economics for one year.
Tā xüé Zhōngguo huà, xüéle sānge yüè	He has been studying Chinese for three
le.	months.

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

Notes on №3

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

Ne is an aspect marker used to emphasize the fact that something is in progress. With action verbs, ne indicates that the action is going on.

With state verbs, ne shows that the state exists. With some process verbs, ne indicates that the process is going on. Ne may not be used with certain process verbs. (See also notes on No. 8, about verbs.)

Notes on №4-5

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

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

Tā xiǎng xüé Zhōngguo zì.	He	wants	to	learn	to	write	Chinese
	cha	racters	•				

Xiǎo dìdi sìsuì le, yǐjīng huì	1	ounger brother is four years old eady can write.	
	allu all e	eauy 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."

Wŏ huì Yīngwén.	I know English.

Notes on №6

6.	A:	Qầnián wờ hái bú huì xiě.	去年我还不会 写。	Last year, I couldn't write them.
	В:	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 xiĕ yìdiǎn le.: The marker used is le for new situations. It is always placed at the end of a sentence.

The time word xiànzài comes at the beginning of the sentence here. Most time words of more than one syllable may come either before or after the subject, but in either case before the verb.

Notes on №7-8

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

The verb bing, "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"). Bing is typical of process verbs: not only is an action described (coming down with an illness) but also a resulting state (being ill). Because of this typical combination, process verbs are sometimes thought of as combining the semantic characteristics of action and state verbs.

One of the main purposes of talking about verbs in terms of action, state, and process is to draw attention to the fact that the Chinese way of expressing something may not correspond to the English.

For instance,

"I am sick" in Chinese is Wǒ bìng le. ("I have gotten sick"). For "I am not sick," you say Wǒ méi bìng. ("I didn't get sick").

Process verbs are always made negative with m|i9 regardless of whether you are referring to past, present, or future.

Nǐ bìng le méiyou?	Are you sick?
Méiyou. Wǒ méi bing.	No. I'm not sick.

(State verbs are always made negative with bù.)

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

		Aspect Markers		
		Completion le	Combined le	New-situation
	Action	X	X	X
Verbs	State			X
	Process	X	X	X

Examples:⁶

	Tā zuótiān gōngzuò le.	He worked yesterday. (completion Le)
Action	Tā yǐjīng lái le.	He has already come. (combined le)
11001011	Gēge xiànzài niàn dàxüé le.	Older brother goes to college now. (new-situation le) ^a
State	Tā xiànzài huì xiě zì le.	He can write now. (new-situation le)
	Tā zuótiān bìng le.	He got sick yesterday. (completion le)
Process	Tā xiànzài bìng le.	He is sick.(combined le)
1100000	Tā bìngle yíge yüé 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
	bù	X	X	
Negation	—negation of completion le	X		X
	—negation of combined le	X		X

Examples:

	Tā bú niàn shū.	He doesn't (isn't going to) study
Action	Tā méi niàn shū.	He didn't study.
	Tā hái méi niàn shū.	He hasn't studied yet,

 $^{^6}$ Most of the time you can figure out from a verb's meaning the semantic category in which that verb belongs. However, process verbs may not be so predictable.

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.
110063	Tā hái méi hǎo.	He hasn't yet recovered.

Notice that only action verbs use the whole range of negatives to mark the negative of future or present action, completed action, or new situations. State verbs use the negative prefix bù even when referring to past states. Process verbs use the negative prefix méi even when referring to something in the present.

If you find a verb occurring with a negative or an aspect marker you had not expected, you might discuss with your teacher how the verb behaves in terms of these charts. You might discover that what you thought was a state verb is actually a process verb, or vice versa.

Notes on №9

9.	A:	Jīntiān hǎo le méiyou?		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 hao and the process verb hao 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 hai 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 bing and hao, 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 Wŏ hǎo le. ("I have become veil") and would be incorrect without the le.

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

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

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

Drills

Criterion test

Appendices
Appendix

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

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

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

Objectives

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

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

Unit 1 Target List

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

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

Unit 2 Target List

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

Unit 3 Target List

1.	Qǐng nǐ gěi wǒ kànkan nèige huāpíng.	Please give me that vase to look at.
	Něige? Zhèige lánde háishi zhèige hóngde?	Which one? This blue one or this red one?
	Nèi liǎngge dōu gĕi wŏ kànkan, hǎo ma?	Give me both of them to look at. All right?
2.	Zhèi liǎngge xuésheng, něige hǎo?	Which of these two students is better?
	Sīmă Xìn hǎo.	Sīmă Xìn is better.
3.	Nèige hóng huāpíng zhēn hǎokàn.	That red vase is really beautiful.
	Nín yǒu dà yìdiǎnrde ma?	Do you have one little larger?
	Yǒu. Nǐ kàn zhèige zěn- meyàng?	We do. What do you think of this one?
	Hěn hào. Hào, qǐng gěi wǒ liàngge ba.	It's very nice. Okay, how about giving me two, please.
4.	Něige lánde tài guì le.	That blue one is too expensive.
	Wǒ yào hóngde. Hóngde piányi.	I want the red one. The red one is cheaper.
5.	bái	to be white
6.	hēi	to be black
7.	huáng	to be yellow, to be brown
8.	lù	to be to be green
0.	lu	to be to be green
9.	jiù	to be old, to be used, to be worn
10.	xīn	to be new
10.		50 50 HeW
11.	gão	to be tall
12.	ăi	to be short (of stature)
12,		to be offer (of statute)

13.	gāoxìng	to be happy
14.	nánkàn	to be ugly
15.	yìbă yǔsǎn	one umbrella
16.	kàn	to read, to look at, to visit

Unit 4 Target List

1.	Wŏmen jiālide dōngxi, yŏude dào le, yŏude hái méi dào.	Some of our house-hold things have arrived, and some haven't arrived yet.
2.	Tāmen màide pánzi- wăn, yŏude zhēn hǎokàn.	Some of the dishes they sell are really beautiful.
	Kěshi guì yìdiǎn.	But they are a little expensive.
3.	Wǒ mǎide nàxie pánzi- wǎn dōu bú tài guì.	All those dishes I bought were not too expensive.
	Guìde wŏ méi mǎi.	I didn't buy the expensive ones.
_	N/ Y: 1/	147 . 1:1 1 0
4.	Nín mǎi shénme le?	What did you buy?
	Wǒ mǎile shíge dà pánzi.	I bought ten large plates.
5.	Nǐde fànwǎn shì shén- me yánsède?	What color are your rice bowls?
	Shì lánde.	They're blue ones.
	Wǒ yě xǐhuān lánde.	I like blue ones too.
6.	Nǐde zhège chábēi hěn hǎo.Shì zài shěnme dì- fang mǎide?	This teacup of yours is very nice. Where was it bought?
	Shǐ zài Dìyī Gōngsī mǎide.	It was bought at the First Company.
7	/1=	
7.	yíge bīngxiāng	one refrigerator

8.	yìzhāng dìtǎn	one rug
9.	yíge shūjiàzi	one bookcase
10.	yìbă yĭzi	one chair
11.	yìzhāng zhuōzi	one table

Unit 5 Target List

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

7.	Xièxie.	Thank you.
8.	Búkèqi.	You are welcome.
9.	yíge diànshàn	one electric fan
10.	yíge diánshì	one television
11.	yíge shōuyīnjī	one radio
12.	yíge zhōng	one clock
13.	yíge shǒubiǎo	one wristwatch

Unit 6 Target List

1.	Nĭmen zhèli kéyi huàn Měijīn ma?	Can U.S. currency be changed here?
	Duìbuqǐ, bù kéyi. Nín děi zài Táiwān Yínháng huàn.	I'm sorry, that's not possible. You must change it at the Bank of Taiwan.
	Yínháng jǐdiǎn zhōng kāi mén, jǐdiǎn zhōng guān mén?	What time does the bank open, and what time does it close?
	Jiǔdiǎn zhōng kāi mén, sāndiǎn bàn guān mén.	It opens at nine o'clock and close at three-thirty.
	Wŏ yào huàn yìdiǎn	I want to change some
	Táibì.	money into Taiwan currency.
	Hǎo. Yíkuài Měijīn huàn sānshibākuài Táibì.	Certainly. One U.S. dollar is thirty-eight dollars in Taiwan currency.
	Qĭng nĭ děngyiděng. Wŏ jiù lái.	Please wait a moment. I'll be right back.
	Qĭng gĕi wŏ diǎn xiǎo piàzi, xíng bu xíng?	Please give me some small bills. Would that be all right?
	Méi shenme. It's nothing.	It's nothing.

zǎochen (zǎochén)	early morning
zǎoshang (zǎoshàng)	morning
shàngwǔ (shàngwu)	forenoon, morning
zhōngwǔ (zhōngwu)	noon
xiàwǔ (xiàwu)	afternoon
wånshang (zånshàng)	evening
N1:	
yèli	night
bànyè	midnight
Dailye	manight
jiàn	to meet
Jimi	to most
mámahūhū	so-so, fair

Unit 1

Reference List

1.	A:	Zhèli yǒu Yīngwén bào ma?	这里有英文报吗?	Are there any English-language newspapers here?
	В:	Yǒu. Jiù zài nàli.	有。就在那里	Yes. They're right over there.
2.	A:	Zhèli yǒu Yīngwén bào meiyou?	这里有英文报没有?	Are there any English-language newspapers here?
	В:	Yǒu. Jiù zài nàli.	有。就在那里。	Yes. They're right there.
3.	A:	Wǒ xiǎng mǎi Yīng- wén bào.	我想买英文报。	I would like to buy English-language newspaper.
	В:	Hǎo. Jiù zài zhèli.	好。就在那里。	Fine. They're right here.
4.	A:	Zhège duōshao qián?	这个多少钱?	How much is this one?
	B:	Wǔkuài qián.	五块钱。	Five dollars.

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

Vocabulary

yífèn (r) bàozhĭ	-份(儿)报纸	one newspaper
yìzhĭ bĭ	一支笔	one pen
yìzhāng zhǐ	一张纸	one piece of paper
yìběn zìdiǎn	一本字典	one dictionary
Hàn-Yīng zìdiǎn	汉 - 英字典	Chinese-English dictionary
Yīng-Hàn zìdiǎn	英 - 汉字典	English-Chinese dictionary

huàxué	化学	chemistry
shùxué	数学	mathematics
bào (yífèn)	报(一份)	newspaper
bàozhĭ (yífèn)	报纸 (一份)	newspaper
-běn	- 本	volume
bǐ (yìzhī)	笔(一支)	pen
dìtú (yìzhāng)	地图(一张)	map
duìbuqĭ	对不起	I'm sorry
duōshao	多少	how much, how many
-fèn (r)	- 份(儿)	copy
jiù	就	right, exactly (with reference to space)
-kuài	- 块	dollar (in context)
mǎi	买	to buy
mài	卖	to sell
qián	钱	money
shū (yìběn)	书(一本)	book
xiǎng	想	to want to
xiǎngyixiǎng	想一想	to think it over
yīgòng	一共	altogether
zázhì (yìběn)	杂志(一本)	magazine
-zhāng	- 3K	(counter for flat things, tables, paper, pictures, etc)
zhĭ (yìzhāng)	纸(一张)	paper
-zhĭ	- 支	(counter for straight, stick-like objects)
zìdiǎn (yìběn)	字典(一本)	dictionary

Reference Notes

Notes on № 1

1.		Zhèli yǒu Yīngwén bào ma?		Are there any English-language newspapers here?
	В:	Yŏu. Jiù zài nàli.	有。就在那里	Yes. They're right over there.

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

Topic-comment sentences: The subject of a Chinese sentence need not be the person who performs an action or experiences a state. Often, the relation ship

between the subject and the rest of the sentence Is looser and can be analyzed as topic-comment.

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

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

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

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

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

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

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

Notes on № 2

2.		Zhèli yǒu Yīngwén bào meiyou?		Are there any English-language newspapers here?
	В:	Yǒu. Jiù zài nàli.	有。就在那里。	Yes. They're right there.

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

Zhèli yǒu Yīngwén bào méiyou?

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

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

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

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

Zhěli yǒu Yīngwén bào méiyou"?

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



Notes on № 3

3.		Wǒ xiǎng mǎi Yīng- wén bào.		I would like to buy English-language newspaper.
	В:	Hǎo. Jiù zài zhèli.	好。就在那里。	Fine. They're right here.

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

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

Notes on № 4

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

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

shì reappears, however, in negative and contrastive sentences: Zhège bú shì sìkuài gián, shì wǔkuài gián. "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	这个中文报多少钱?	How much is the Chi-
			duōshao qián?		nese-language news-
					paper?
		B:	Sānkuài qián yífèn.	三块钱一份。	Three dollars a copy.

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

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

Notes on № 6

6.		Nĭmen Měigu	zhèli ó zázhì bu]这里卖美国书不卖?	Do yo maga			
	B:	Mài. mài.	Wŏmen	zhèli	卖。	我们这里卖。	Yes, here.	we	sell	them

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

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

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

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

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

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

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

Notes on № 7

7.	A:	Zhège duōshao qián?	这个多少钱?	How much is this one?
	В:	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 ben, "volume", "copy," is used for both books and magazines.

Notes on № 8

8.			你们这里有美国书没有?		rican
	Měiguó shū meiyo	u?		books here?	
	Duìbuqĭ, Měiguó	shū		I'm sorry, we	
	wŏmen bú mài.		美国书我们不卖。	sell American b	ooks
				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	wŏmen	bú mài.
American books	we	don't sell.

Notice that $b\acute{u}$ mài is not the ending of a yes/no-choice question. The phrase keeps its tones in this sentence.

Notes on № 9

9.	Bào, zázhì, duōshao qián?		报杂志一	How much are the newspaper, the maga zine altogether?
	Bào wǔkuài, sānshikuài.	zázhì	报无怪;	 The newspaper is five dollars; the magazine is thirty dollars.

	B:	Yígòng	sānshiwŭkuài	一共三十五块钱。	Altogether,	it's	thir-
		qián.			ty-five dollar	rs.	

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

Notes on № 10-11

10.	A:	Nǐmen zhèli mài dìtú bu mài?	你们这里卖地图不卖?	Do you sell maps here?
	В:	Mài. Zài nàli.	卖。在那里。	We do. They are other here.
11.	A:	Nín xiǎng mǎi shénme dìtú?	您想买什么地图?	What kind of map would you like to buy?
	B:	Wŏ 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.		Zhèzhāng Táiběi dìtú duōshao qián?		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) bàozhĭ	one newspaper
14.	yìzhī bǐ	one pen
15.	yìzhāng zhǐ	one piece of paper
16.	yìběn zìdiǎn	one dictionary
17.	Hàn-Yīng zìdiǎn	Chinese-English dictionary
18.	Yīng-Hàn zìdiǎn	English-Chinese dictionary
19.	huàxué	chemistry

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

	Drills
I.	Jnit 2

Reference List

Wǒ xiǎng mǎi diǎnr diǎnxin.		going ries.	to	buy	some

Zheìge xiǎo diǎnxin duōshao qián yìjīn?	How much are these small pastries per catty?
Bāmáo qián yìjīn.	Eighty cents a catty.
Gěi wŏ liǎngjīn.	Giüe me two catties.
Qǐng nǐ gĕi wŏ liǎngjīn.	Please giüe me two catties.
Nín hái yào diǎnr shén- me?	What else do you want?
Wŏ hái yào qìshuǐ.	I want some soda.
Duōshao qián yìpíng? Liǎngmáo wǔfēn qián.	How much is it per bottle? It's twenty-five cents.
	·
Zhèi shi sānkuài qián.	Here's three dollars.
Zhǎo nǐ liùmáo wǔfēn qián.	Here's sixty-five cents (in) change.
Xièxie. Zàijiàn.	Thank yoi. Good-bye
Zàijiàn.	Good-bye
Dà píngguŏ duōshao qián yìjīn?	How much are the large apples per catty?
Dàde sìmáo wǔfēn qián yìjīn.	The large ones are forty-five cents a catty.
Xiǎode duōshao qián yìjinq?	How much per catty are the small ones?
Sānmáo wǔ.	Thirty-five cents.
Qĭng gĕi wŏ sānjīn nèige xiǎode.	Please give me three catties of the small ones.
Hǎo. Sānjīn yíkuài líng wǔ.	Certainly. Three catties are \$1.05.
Nín hái yào shénme?	What else do you want?
Wǒ búyào shénme le.	I don't want anything else.

Vocabulary

júzi	oranges, tangerines
píjiǔ	beer
yíkuài féizào	one bar of soap

zuò măimai	to do business
dàrén	adult
xiǎoháizi	child
dà	to be large
-de	marker of modification
diǎnr	a little, some
diǎnxin (yíkuài, yìjīn)	pastry, snack
-fēn	cent
gěi	to give
hái	also, additionally
-jīn	catty (1.1 pound)
-kuài	piece (counter)
líng	zero
mǎimai	business
-máo	dime
-píng	bottle
píngguŏ	apple
qĭng	please
qìshuĭ	soda, carbonated soft drink
xiǎo	to be small
xiǎohaízi	child
yào	to want
zàijiàn	good-bye
zhǎo	to give change
zuò mǎimai	to do business
gōngxiāo hézuòshè	supply and marketing co- operative

Reference Notes

Notes on № Notes on №

	Not	es on №	
	Not	es on №	
	Not	es on №	
	Not	es on №	
	Not	es on №	
	Not	es on №	
	ı	Drills	

Unit 3
Reference List
Vocabulary
, , ,
Reference Notes
Notes on №
NOCCS OIL NE
Notes on №

No	tes on №	
No	tes on №	
No	tes on №	
No	tes on №	
No	tes on №	
NO	CCS OTT NE	
No	tes on №	
	Drills	

Unit 4
Reference List
Vocabulary
Reference Notes
Notes on №

No	otes on №	
No	otes on №	
No	otes on №	
No	otes on №	
No	otes on №	
No	otes on №	
No	otes on №	
	Drills	

Unit 5
Reference List
Vocabulary
Vocabulary
Reference Notes
Notes on №

Notes on №							
Notes on №							
	Notes on №						
		Not	tes on №				
		T					
		Not	tes on №				
Notes on №							
Notes on №							

Drills					
Unit 6					
Reference List					
Vocabulary					
Reference Notes					

Notes on №							
	Notes on №						
Notes on №							
	Notes on №						
		Not	tes on №				
Notes on №							
Notes on №							
[
		Not	tes on №				

	Drills	