

STANDARD CHINESE

A MODULAR APPROACH

STUDENT TEXT

MODULE 1: ORIENTATION

MODULE 2: BIOGRAPHIC INFORMATION

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PREFACE

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

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

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

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

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

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

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

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

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

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

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

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



James R. Frith, Chairman
Chinese Core Curriculum Project Board

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INTRODUCTION

SECTION I: ABOUT THE COURSE

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

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

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

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

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

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

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

How the Course Is Organized

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

Ten situational modules form the core of the course:

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

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

STUDENT TEXT, MODULES 1 and 2

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

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

Each module consists of tapes and a student textbook.

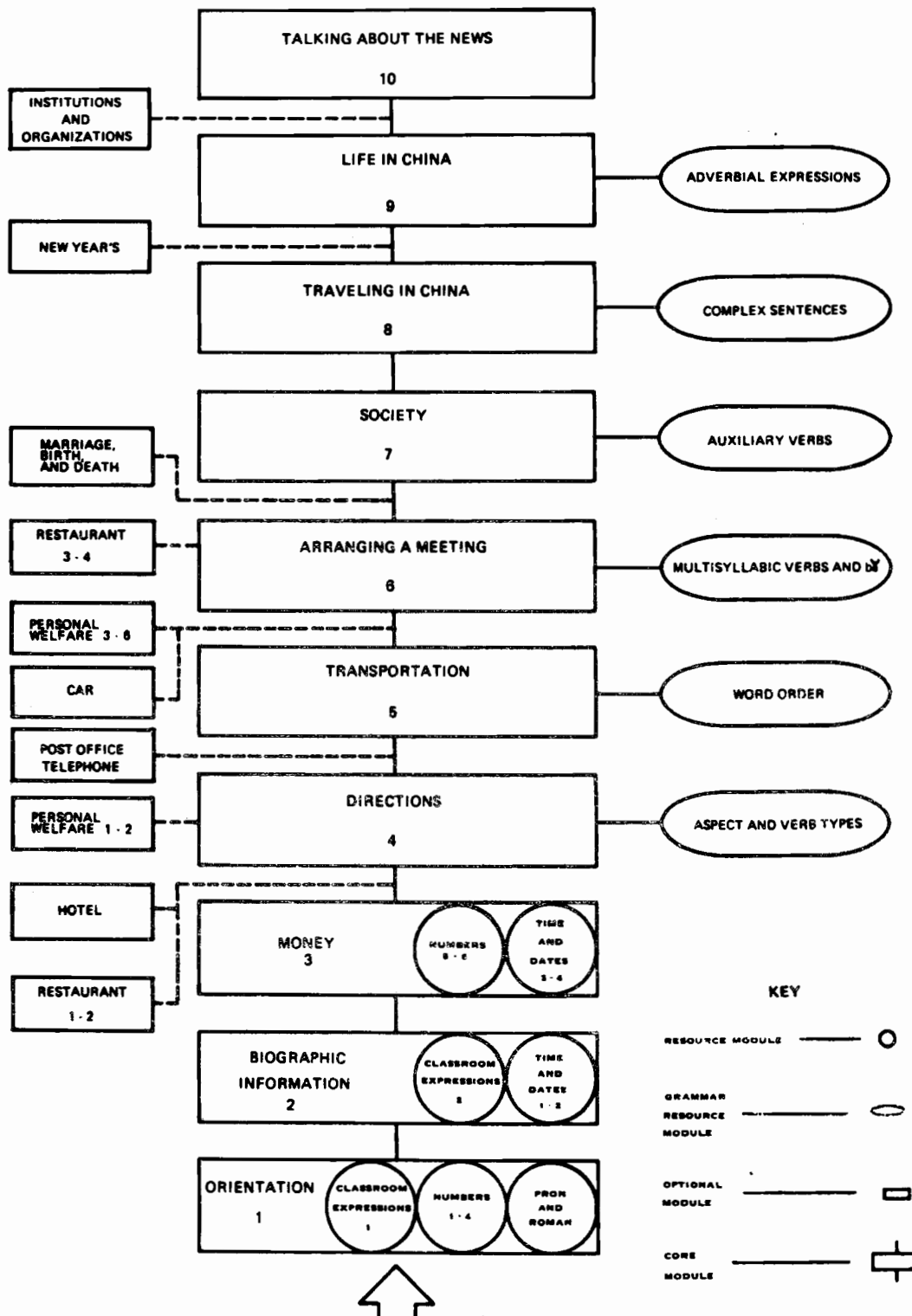
The eight optional modules focus on particular situations:

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

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

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

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TALKING ABOUT THE NEWS
10

INSTITUTIONS AND ORGANIZATIONS

LIFE IN CHINA
9

ADVERBIAL EXPRESSIONS

NEW YEAR'S

TRAVELING IN CHINA
8

COMPLEX SENTENCES

SOCIETY
7

AUXILIARY VERBS

MARRIAGE, BIRTH AND DEATH

ARRANGING A MEETING
6

MULTISYLLABIC VERBS AND 的

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TRANSPORTATION
5

WORD ORDER

PERSONAL WELFARE 3-8

CAR

POST OFFICE TELEPHONE

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MONEY
3

NUMBERS 5-8 TIME AND DATES 3-4

HOTEL

RESTAURANT 1-2

BIOGRAPHIC INFORMATION
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CLASSROOM EXPRESSIONS 1 TIME AND DATES 1-2

ORIENTATION
1

CLASSROOM EXPRESSIONS 1 NUMBERS 1-4 PHON AND ROMAN

KEY

- RESOURCE MODULE — ○
- GRAMMAR RESOURCE MODULE — ◌
- OPTIONAL MODULE — □
- CORE MODULE — ◻

Inside a Core Module

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

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

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

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

Inside a Unit

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

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

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

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

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

STUDENT TEXT, MODULES 1 and 2

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

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

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

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

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

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

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

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

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

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

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

STUDENT TEXT, MODULES 1 and 2

Materials and Activities for a Unit

TAPED MATERIALS

C-1, P-1 Tapes

D-1 Tapes

C-2, P-2 Tapes

WRITTEN MATERIALS

Target List
Reference List
Reference Notes

Drills

Reference Notes
C-2, P-2 Workbooks

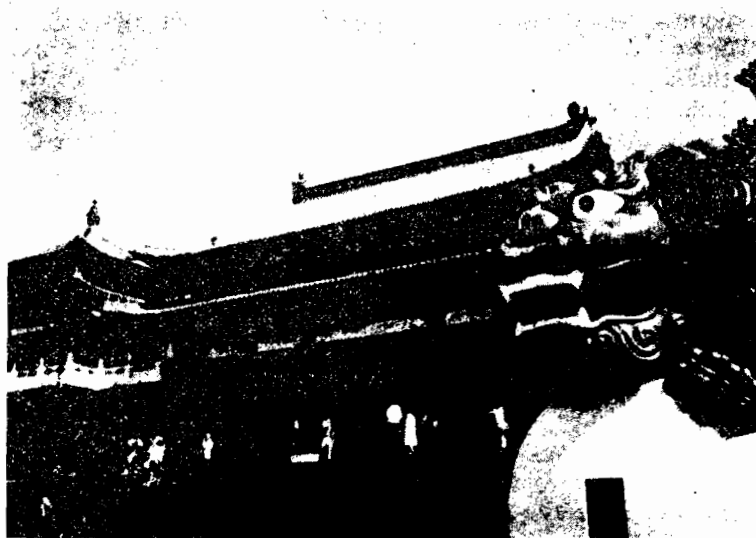
CLASS ACTIVITIES

Target List Review

Structural Buildup
Drills

Exercise Review

Communication Activities



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

SECTION II

BACKGROUND NOTES: ABOUT CHINESE

The Chinese Languages

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

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

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

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

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

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

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

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

Some Characteristics of Chinese

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

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

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

Written Chinese

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

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

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

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

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

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

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

BACKGROUND NOTES: ABOUT CHINESE CHARACTERS

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

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



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



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

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

洋

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

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

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

BACKGROUND NOTES: ABOUT CHINESE PERSONAL NAMES AND TITLES

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

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

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

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

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

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

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

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

Sīmǎ Xiāngrú (Ssu-ma Hsiang-ju)

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

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

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

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

The title "Mr." is Xiānsheng.

Mǎ Xiānsheng
Mǎ Mínglǐ Xiānsheng

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

Mǎ Tàitai
Mǎ Mínglǐ Tàitai

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

Mǎ Xiǎojiě
Mǎ Défēn Xiǎojiě

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

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

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

Mǎ Tóngzhì
Mǎ Mínglǐ Tóngzhì

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

Fāng Tóngzhī
Fāng Bǎolán Tóngzhī

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

Mǎ Tóngzhī
Mǎ Défēn Tóngzhī

Their grown son could be

Fāng Tóngzhī
Fāng Zìqiáng Tóngzhī

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

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

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

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

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

MODULE 2: BIOGRAPHIC INFORMATION

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

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

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

OBJECTIVES

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

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

BIO

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

TAPES FOR BIO AND ASSOCIATED RESOURCE MODULES

Biographic Information (BIO)

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

Units 1-4 R-1

Units 5-8 R-1

Classroom Expressions (CE)

CE 2

Time and Dates (T&D)

T&D 1 T&D 2

UNIT 1 TARGET LIST

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

UNIT 2 TARGET LIST

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

- | | |
|---|---|
| 3. Nǐ shì Wèi Shàoxiào ba?
Shìde. | You are Major Weiss, aren't you?
Yes. |
| 4. Nà shì Guóbīn Dàfàndiàn ba?

Shìde, nà shì Guóbīn Dàfàndiàn.

Nǐ zhù zài nàlǐ ma?
Bù, wǒ zhù zài zhèlǐ. | That is the Ambassador Hotel, isn't it?

Yes, that's the Ambassador Hotel.

Are you staying there?
No, I'm staying here. |
| 5. Nǐ péngyou zài Táiběi gōngzuò ma?

Tā bú zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò. | Does your friend work in Taipei?

He doesn't work in Taipei; he works in Taichung. |
| 6. Nǐ zài nàlǐ gōngzuò?
Nǐ zài Wǔguānchù gōngzuò.
OR
Wǒ zài yínháng gōngzuò. | Where do you work?
I work at the defense attache's office.
I work at a bank. |

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

- | | |
|-------|------|
| 7. lù | road |
|-------|------|

UNIT 3 TARGET LIST

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

- | | |
|---|---|
| <p>4. Hú Xiānsheng Hú Tàitai yǒu jǐge hái'izi?
Tāmen yǒu liǎngge hái'izi.
Shì nánhái'izi, shì nǚhái'izi?
Dōu shì nǚhái'izi.</p> | <p>How many children do Mr. and Mrs. Hú have?
They have two children.
Are they boys or girls?
Both of them are girls.</p> |
| <p>5. Nǐmen hái'izi dōu zài zhèli ma?
Bù, liǎngge zài zhèli, yíge hái zài Měiguó.</p> | <p>Are all your children here?
No. Two are here, and one is still in America.</p> |
| <p>6. Nǐ jiāli yǒu shénme rén?
Yǒu wǒ tàitai gēn sānge hái'izi.</p> | <p>What people are in your family?
There's my wife and three children.</p> |
| <p>7. Nǐ jiāli yǒu shénme rén?
Jiù yǒu wǒ fùqin, mǔqin</p> | <p>What people are in your family?
Just my father and mother.</p> |

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

- | | |
|--------------------|----------------------|
| 8. zhǐ | only |
| 9. dìdì | younger brother |
| 10. gēge | older brother |
| 11. jiějie | older sister |
| 12. mèimei | younger sister |
| 13. xiōngdì | brothers |
| 14. jiěmèi | sisters |
| 15. xiōngdì jiěmèi | brothers and sisters |
| 16. fùmǔ | parents |
| 17. zǔfù | paternal grandfather |
| 18. zǔmǔ | paternal grandmother |
| 19. wàizǔfù | maternal grandfather |
| 20. wàizǔmǔ | maternal grandmother |
| 21. bàba | papa, dad, father |
| 22. māma | momma, mom, mother |

UNIT 4 TARGET LIST

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

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

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

UNIT 5 TARGET LIST

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

- | | |
|---|---|
| 3. Nǐ shì něinián shēngde?
Wǒ shì Yījiūsānjiǔnián shēngde. | What year were you born?
I was born in 1939. |
| 4. Nǐ shì jīyüè jǐhào shēngde?
Wǒ shì Qīyüè sīhào shēngde. | What is your month and day of birth?
I was born on July 4. |
| 5. Nǐ duō dà le?
Wǒ sānshiwǔ le. | How old are you?
I'm 35. |
| 6. Nǐmen nánhái zi dōu jǐsuì le?
Yíge jiǔsuì le, yíge liùsuì le. | How old are your boys?
One is nine, and one is six. |

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

- | | |
|--------------|----------------------|
| 7. hòunián | the year after next |
| 8. jīnián | this year |
| 9. míngnián | next year |
| 10. qiánnián | the year before last |
| 11. qùnián | last year |
| 12. niánnián | every year |

UNIT 6 TARGET LIST

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

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

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

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

UNIT 7 TARGET LIST

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

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

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

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

UNIT 8 TARGET LIST

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

BIO

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

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

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

UNIT 1

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Běijīng)

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

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

VOCABULARY

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

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

REFERENCE NOTES

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

Notes on No. 1

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

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

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

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

Note on No. 2

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

3. A: Nǐ zhù zai něige fàndiàn? Which hotel are you staying at?
B: Wǒ zhù zai Běijīng Fàndiàn. I'm staying at the Běijīng Hotel.
4. B: Něiwèi shì Zhāng Tóngzhǐ? Which one is Comrade Zhāng?
A: Tā shì Zhāng Tóngzhǐ. She is Comrade Zhāng.

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

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

Notes on Nos. 3-7

Nǐge 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 nǐge rén, "which person," the bound word něi- is attached to the general counter -ge. (You will learn more about counters in Unit 3. For now, you may think of -ge as an ending which turns the bound word něi- into the full word nǐge.)

Nǐge rén/Nǐwèi: To be polite when referring to an adult, you say nèiwèi or nǐwèi, 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:

Nǐwèi	Měiguó rén	shì shéi?
Nǐwèi		zhù zai Míngzú Fāndiàn?

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

specifying words			location words		
nǐge?	(nǎge?)	(which?)	nǎr?		(where?)
nèige	(nàge)	(that)	nàr	(nèr)	(there)
zhèige	(zhège)	(this)	zhèr	(zhàr)	(here)

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

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

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

Bù, tā xiānzai bú zài zher. No, he's not here now.

8. B: Jiāng Tóngzhì! Nín zǎo. Comrade Jiāng! Good morning.
 A: Zǎo. Nuōwǎkè Nǚshì! Nín Good morning. Miss Novak! How
 hǎo. are you.
 B: Wǒ hěn hǎo. I'm very well.

Notes on No. 8

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 "Good morning, Comrade Wáng."

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

Nǚshì, "Ms.," is a formal, respectful title for a married or unmarried woman. It is used after a woman's own surname, not her husband's. Traditionally, this title was used for older, educated, and accomplished women. In the PRC, where people use Tóngzhì, "Comrade," in general only foreign women are referred to and addressed as (so-and-so) Nǚshì. On Taiwan, however, any woman may be called (so-and-so) Nǚshì in a formal context, such as a speech or an invitation.

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

Nǐ hǎo ma? How are you?
 Nǐ hǎo. How are you.

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

Lǐ Tóngzhì! Nín hǎo. Comrade Lǐ! How are you.
Nín hǎo. Gāo Tóngzhì! How are you. Comrade Gāo!

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

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

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

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

Notes on No. 9

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

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

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

DRILLS

A. Response Drill

Respond according to the cues.

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā zhù zai nǎr?
(cue) Běijīng Fàndiàn
(Where is he/she staying?) | <u>You</u> : Tā zhù zai Běijīng Fàndiàn.
(He/she is staying at the Běijīng Hotel.) |
| 2. Nǐ àiren zhù zai nǎr?
Mínzú Fàndiàn
(Where is your spouse staying?) | Tā zhù zai Mínzú Fàndiàn.
(He/she is staying at the Nationalities Hotel.) |
| 3. Lǐ Tóngzhǐ zhù zai nǎr?
zhèige fàndiàn
(Where is Comrade Lǐ staying?) | Tā zhù zai zhèige fàndiàn.
(He/she is staying at this hotel.) |
| 4. Fāng Tóngzhǐ zhù zai nǎr?
nèige fàndiàn
(Where is Comrade Fāng staying?) | Tā zhù zai nèige fàndiàn.
(He/she is staying at that hotel.) |
| 5. Chén Tóngzhǐ zhù zai nǎr?
Běijīng Fàndiàn
(Where is Comrade Chén staying?) | Tā zhù zai Běijīng Fàndiàn.
(He/she is staying at the Běijīng Hotel.) |
| 6. Lín Tóngzhǐ zhù zai nǎr?
Mínzú Fàndiàn
(Where is Comrade Lín staying?) | Tā zhù zai Mínzú Fàndiàn.
(He/she is staying at the Nationalities Hotel.) |
| 7. Huáng Tóngzhǐ zhù zai nǎr?
zhèige fàndiàn
(Where is Comrade Huáng staying?) | Tā zhù zai zhèige fàndiàn.
(He/she is staying at this hotel.) |

B. Response Drill

Give affirmative responses to all questions.

- | | |
|---|---|
| 1. <u>Speaker</u> : Gāo Nǚshì zhù zai
Mínzú Fàndiàn ma?
(Is Miss Gāo staying
at the Nationalities
Hotel?) | <u>You</u> : Shì, tā zhù zai Mínzú Fàndiàn.
(Yes, she is staying at the
Nationalities Hotel.) |
| 2. Zhāng Nǚshì zhù zai Běijīng
Fàndiàn ma? | Shì, tā zhù zai Běijīng Fàndiàn. |

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

C. Response Drill

Give negative responses to all questions.

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

D. Response Drill

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

- | | |
|---|---|
| 1. <u>Speaker</u> : Táng Tóngzhī zhù zai zhèige fàndiàn ma?
(cue) zhèige fàndiàn
(Is Comrade Táng staying at this hotel?) | <u>You</u> : Shì, tā zhù zai zhèige fàndiàn.
(Yes, he is staying at this hotel.) |
| OR Mǎ Tóngzhī zhù zai nèige fàndiàn ma?
(cue) zhèige fàndiàn
(Is Comrade Mǎ staying at this hotel?) | Bú shì, tā bú zhù zai nèige fàndiàn.
(No, he isn't staying at that hotel.) |
| 2. Mǎ Tóngzhī zhù zai nèige fàndiàn ma? zhèige fàndiàn | Bú shì, tā bú zhù zai nèige fàndiàn. |
| 3. Lǐ Tóngzhī zhù zai Běijīng Fàndiàn ma? Běijīng Fàndiàn | Shì tā zhù zai Běijīng Fàndiàn. |
| 4. Zhào Tóngzhī zhù zai Míngzú Fàndiàn ma? Běijīng Fàndiàn | Bú shì, tā bú zhù zai Míngzú Fàndiàn. |
| 5. Liú Tóngzhī zhù zai zhèige fàndiàn ma? nèige fàndiàn | Bú shì, tā bú zhù zai zhèige fàndiàn. |
| 6. Jiāng Tóngzhī zhù zai nèige fàndiàn ma? nèige fàndiàn | Shì, tā zhù zai nèige fàndiàn. |
| 7. Zhāng Tóngzhī zhù zai Běijīng Fàndiàn ma? Míngzú Fàndiàn | Bú shì, tā bú zhù zai Běijīng Fàndiàn. |

E. Transformation Drill

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

- | | |
|---|--|
| 1. <u>Speaker</u> : Nèige rén shì Lǐ Tóngzhī.
(That person is Comrade Lǐ.) | <u>You</u> : Nèiwèi shì Lǐ Tóngzhī.
(That one is Comrade Lǐ.) |
| 2. Zhèige rén shì Fāng Tóngzhī. | Zhèiwèi shì Fāng Tóngzhī. |
| 3. Nèige rén shì Jiāng Tóngzhī. | Nèiwèi shì Jiāng Tóngzhī. |

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

F. Response Drill

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

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

G. Response Drill

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

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

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

H. Transformation Drill

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

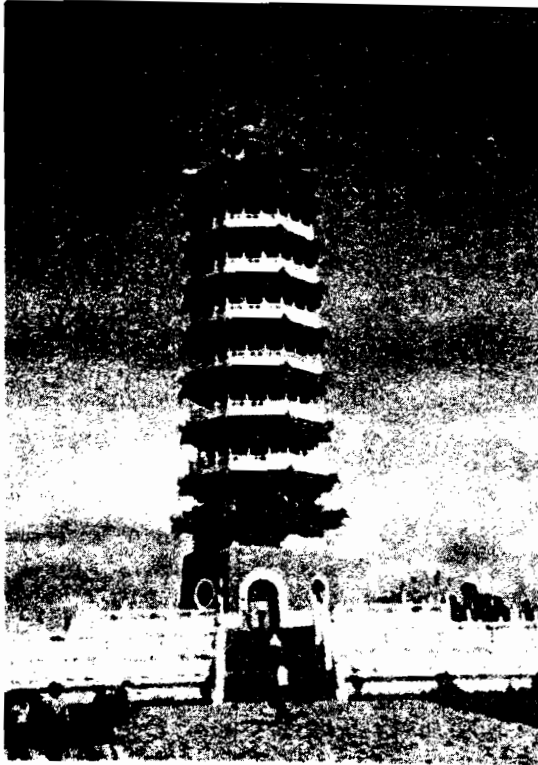
- | | |
|---|--|
| 1. <u>Speaker</u> : Tā lǎojiā zài Qīngdǎo.
(His/her family is from Qīngdǎo.) | <u>You</u> : Tā lǎojiā zài nǎr?
(Where is his/her family from?) |
| OR Tā xiànzài zài Jiānádà.
(He/she is in Canada now.) | Tā xiànzài zài nǎr?
(Where is he/she now?) |
| OR Tā zhù zài Běijīng Fàndiàn.
(He/she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

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

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

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

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



Pagoda in central Taiwan
(courtesy of Thomas Madden)

UNIT 2

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Taipei)

- | | | |
|-------|---|---|
| 1. | A: Nǐ zhù zài nǎlǐ? | Where are you staying? |
| | B: Wǒ zhù zài Guó bīn Dà fàn diàn. | I'm staying at the Ambassador Hotel. |
| 2. | A: Nǐ zhù zài nǎlǐ? | Where are you staying? |
| | B: Wǒ zhù zài zhèlǐ. | I'm staying here. |
| | A: Tā ne? | How about him? |
| | B: Tā zhù zài nǎlǐ. | He is staying there. |
| 3. | A: Nǐ zhù zài nǎlǐ? | Where are you staying? |
| | B: Wǒ zhù zài péngyou jiā. | I'm staying at a friend's house. |
| 4. | A: Nǐ péngyou jiā zài nǎlǐ? | Where is your friend's house? |
| | B: Tā jiā zài Dàlǐ Jiē. | His house is on Dàlǐ Street. |
| 5. | A: Nǐ péngyou de dìzhǐ shì...? | What is your friend's address? |
| | B: Tā de dìzhǐ shì Dàlǐ Jiē Sīshìèrhào. | His address is No. 42 Dàlǐ Street. |
| 6.* | A: Nǐ shì Wèi Shào xiǎo ba? | You are Major Weiss, aren't you? |
| | B: Shì de. | Yes. |
| 7.** | A: Nà shì Guó bīn Dà fàn diàn ba? | That is the Ambassador Hotel, isn't it? |
| | B: Shì de. | Yes. |
| 8. | A: Nǐ péngyou xiànzài zài nǎlǐ gōngzuò? | Where does your friend work now? |
| | B: Tā zài Tánán gōngzuò. | He works in Tainan. |
| 9.* | A: Nǐ zài nǎlǐ gōngzuò? | Where do you work? |
| | B: Wǒ zài Wǔguānchù gōngzuò. | I work at the defense attache's office. |
| 10.** | A: Nǐ zài nǎlǐ gōngzuò? | Where do you work? |
| | B: Wǒ zài yínháng gōngzuò. | I work at a bank. |

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

Does your friend work in Taipei?

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

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

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

12. lù

road

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

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

VOCABULARY

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

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

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

Note on Nos. 3-4

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

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

Notes on No. 5

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

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

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

wǒde	(my)
nǐde	(your)
tāde	(his/her)

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

short or simple

nǐ	jiā
wǒ	péngyou

long or complex

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

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

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

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

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

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

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

Notes on Nos. 6-7

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

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

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

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

Nèi shì Guó**b**īn Dàfàndiàn?

Isn't that the Ambassador Hotel?

That is the Ambassador Hotel,
isn't it?

That must be the Ambassador Hotel.

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

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

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

Nà		shì Guó b īn Dàfàndiàn.
(That		is the Ambassador Hotel.)
Nà	-ge	shì Guó b īn Dàfàndiàn.
(That	one	is the Ambassador Hotel.)

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

Nǎge (fàndiàn) shì Guó**b**īn Dàfàndiàn?

Which one (hotel) is the Ambassador Hotel?

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

Notes on Nos. 8-11

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

Zài...gōngzuò: Compare these two sentences:

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

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

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

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

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

DRILLS

A. Response Drill

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

B. Response Drill

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

7. Lín Xiānsheng jiā zài nǎlǐ?
Zhèjiāng Jiē.

Tā jiā zài Zhèjiāng Jiē.

C. Response Drill

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

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

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

2. Nǐ péngyoude dìzhǐ shì...?
40hào

Tāde dìzhǐ shì Dàlǐ Jiē Sīshìhào.

3. Nǐ péngyoude dìzhǐ shì...?
95hào

Tāde dìzhǐ shì Dàlǐ Jiē Jiǔshíwǔhào.

4. Nǐ péngyoude dìzhǐ shì...?
26hào

Tāde dìzhǐ shì Dàlǐ Jiē Èrshíliùhào.

5. Nǐ péngyoude dìzhǐ shì...?
77hào

Tāde dìzhǐ shì Dàlǐ Jiē Qīshíqīhào.

6. Nǐ péngyoude dìzhǐ shì...?
68hào

Tāde dìzhǐ shì Dàlǐ Jiē Liùshíbāhào.

7. Nǐ péngyoude dìzhǐ shì...?
44hào

Tāde dìzhǐ shì Dàlǐ Jiē Sīshísìhào.

D. Response Drill

Give the appropriate Táiwān street addresses according to the cues.

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

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

2. Nǐ péngyoude dìzhǐ shì...?
Bó'ài Lù 94hào

Tāde dìzhǐ shì Bó'ài Lù Jiǔshísìhào.

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

E. Transformation Drill

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

F. Transformation Drill

Change each ma question to a ba question.

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

G. Response Drill

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

H. Response Drill

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

I. Transformation Drill

Add xiànzài, "now," to each statement.

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

J. Transformation Drill

Make each statement negative by changing zài to bú zài.

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

K. Response Drill

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

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

- | | |
|---|---|
| 6. Lín Xiānsheng zài nàlǐ gōngzuò
ma? zhèlǐ | Tā bú zài nàlǐ gōngzuò; tā zài
zhèlǐ gōngzuò. |
| 7. Liú Xiǎojiě zài Táiběi gōngzuò
ma? Táizhōng | Tā bú zài Táiběi gōngzuò; tā zài
Táizhōng gōngzuò. |

L. Response Drill

Give an affirmative or negative response according to each cue.

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

UNIT 3

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Taipei)

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

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

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

VOCABULARY

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

(introduced in Communication Game)

yíng le

(I've) won

REFERENCE NOTES

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

Notes on No. 1

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

<u>singular</u>		<u>plural</u>	
wǒ	(I)	wǒmen	(we)
nǐ	(you)	nǐmen	(you)
tā	(he/she)	tāmen	(they)

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

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

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

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

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

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

- | | | |
|----|------------------------------------|------------------------------------|
| 5. | B: Shi nánhái zi, shi nǚhái zi? | Are they boys or girls? |
| | A: Tāmen dōu shi nǚhái zi. | All of them are girls. |
| 6. | B: Hú Xiānsheng, Hú Tàitai ne? | How about Mr. and Mrs. Hú? How |
| | Tāmen yǒu jǐge hái zi? | many children do they have? |
| | A: Tāmen yǒu liǎngge hái zi. | They have two children. |
| | B: Shi nánhái zi, shi nǚhái zi? | Are they boys or girls? |
| | A: Dōu shi nǚhái zi. | Both of them are girls. |
| 7. | A: Nǐmen hái zi dōu zài zhè li ma? | Are all your children here? |
| | B: Bù, liǎngge zài zhè li, yíge | No. Two are here, and one is still |
| | hái zài Měi guó. | in America. |

Notes on Nos. 5-7

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

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

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

Notes on Nos. 8-9

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

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

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

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

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

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

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

NOT PARALLEL

Yǒu	wǒ tāitai (possessor) (noun)	gēn	sānge hái zi. (number) (noun)	(There's my wife and three children.)
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PARALLEL

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

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

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

Notes on Additional Required Vocabulary

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

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

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

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

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

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

DRILLS

A. Response Drill

Give affirmative answers, using yǒu.

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

B. Response Drill

Give affirmative answers, using yǒu.

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

- | | |
|---------------------------|--------------------------|
| 4. Tā yǒu mèimei ma? | Yǒu, tā yǒu mèimei. |
| 5. Tāmen yǒu háizi ma? | Yǒu, tāmen yǒu háizi. |
| 6. Tāmen yǒu nánháizi ma? | Yǒu, tāmen yǒu nánháizi. |
| 7. Tāmen yǒu nǚháizi ma? | Yǒu, tāmen yǒu nǚháizi. |

C. Response Drill

Give negative answers, using méiyou.

- | | |
|--|--|
| 1. <u>Speaker</u> : Zhāng Xiānsheng yǒu
jiějie ma?
(Does Mr. Zhāng have an
older sister?) | <u>You</u> : Méiyou, Zhāng Xiānsheng
méiyou jiějie.
(No, Mr. Zhāng doesn't have
an older sister.) |
| 2. Wáng Xiānsheng yǒu nǚháizi ma? | Méiyou, Wáng Xiānsheng méiyou
nǚháizi. |
| 3. Lín Xiānsheng yǒu mèimei ma? | Méiyou, Lín Xiānsheng méiyou mèimei. |
| 4. Tā tàitai yǒu gēge ma? | Méiyou, tā tàitai méiyou gēge. |
| 5. Huáng Xiǎojiě yǒu dìdi ma? | Méiyou, Huáng Xiǎojiě méiyou dìdi. |
| 6. Mǎ Xiānsheng Mǎ Tàitai yǒu háizi
ma? | Méiyou, Mǎ Xiānsheng Mǎ Tàitai
méiyou háizi. |
| 7. Yáng Tàitai yǒu nánháizi ma? | Méiyou, Yáng Tàitai méiyou nánháizi. |

D. Response Drill

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

- | | |
|--|---|
| 1. <u>Speaker</u> : Nǐ yǒu dìdi ma?
(<u>cue</u>) yǒu
(Do you have a younger
brother?) | <u>You</u> : Yǒu, wǒ yǒu dìdi.
(Yes, I have a younger
brother.) |
| OR
Nǐ yǒu dìdi ma?
(<u>cue</u>) méiyou
(Do you have a younger
brother?) | Méiyou, wǒ méiyou dìdi.
(No, I don't have a younger
brother.) |

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

E. Transformation Drill

Change each ma question to a jǐ question.

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

F. Response Drill

Respond to the questions according to the cues.

- | | |
|---|---|
| 1. <u>Speaker</u> : Zhāng Tóngzhī yǒu jǐge
hái zi?
(cue) 2
(How many children does
Comrade Zhāng have?) | <u>You</u> : Zhāng Tóngzhī yǒu liǎngge
hái zi.
(Comrade Zhāng has two
children.) |
| 2. Zhào Tóngzhī yǒu jǐge nǚhái zi?
1 | Zhào Tóngzhī yǒu yíge nǚhái zi. |

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

G. Expansion Drill

Add the cues to the questions.

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

H. Response Drill

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

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

I. Response Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Tā yǒu jǐge nánhái ^{zi} ,
jǐge nǚhái ^{zi} ?
(cue) 2, 3
(How many sons and how
many daughters does
he/she have?) | <u>You</u> : Tā yǒu liǎngge nánhái ^{zi} , sānge
nǚhái ^{zi} .
(He/she has two sons and
three daughters.) |
| 2. Zhōu Tóngzhì yǒu jǐge gēge,
jǐge dìdì? 1, 2 | Zhōu Tóngzhì yǒu yíge gēge,
liǎngge dìdì. |
| 3. Zhāng Tóngzhì yǒu jǐge jiějie,
jǐge mèimei? 3, 1 | Zhāng Tóngzhì yǒu sānge jiějie,
yíge mèimei. |
| 4. Tāmen yǒu jǐge Zhōngguo péngyou,
jǐge Rìběn péngyou? 5, 1 | Tāmen yǒu wǔge Zhōngguo péngyou,
yíge Rìběn péngyou. |

- | | |
|---|---|
| <p>5. Chén Tóngzhī yǒu jǐge Yīngguo péngyou, jǐge Déguo péngyou?
3, 2</p> | <p>Chén Tóngzhī yǒu sānge Yīngguo péngyou, liǎngge Déguo péngyou.</p> |
| <p>6. Liú Tóngzhī yǒu jǐge nánháizi, jǐge nǚháizi? 2, 2</p> | <p>Liú Tóngzhī yǒu liǎngge nánháizi, liǎngge nǚháizi.</p> |
| <p>7. Tā yǒu jǐge jiějie, jǐge gēge?
1, 3</p> | <p>Tā yǒu yíge jiějie, sānge gēge.</p> |

J. Response Drill

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

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

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

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

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

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

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

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

Dōu shì nánháizi.</p> |

K. Substitution Drill

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

L. Expansion Drill

Add the cue and gēn to each sentence.

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

M. Response Drill

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

UNIT 4

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Běijīng)

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

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

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

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

VOCABULARY

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

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

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

(introduced in Communication Game)

kěshi	but
xiǎng	to think, to think that

REFERENCE NOTES

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

Notes on No. 1

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

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

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

Notes on No. 2

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

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

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

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

Notes on No. 3

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

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

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

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

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

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

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

Note on Nos. 4-5

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

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

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

Notes on Nos. 6-7

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

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

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. Sūn came or not, you would ask

Tā lái le méiyǒu? Did he come?

and you would be answered either

Tā lái le. He came.

or

Tā méi lái. He didn't come.

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

The purpose of the (shi)...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. Sūn did in fact come, the (shi)...de construction will probably be used for any additional questions and answers about his coming. For example:

Tā shì shénme shíhòu lái de? When did he come?

Tā shì zuótiān lái de. He came yesterday.

Tā shì yíge rén lái de ma? Did he come alone?

Tā shì yíge rén lái de. He came alone.

These questions and answers use the (shi)...de construction because you already know that Mr. Sūn came and now you are asking for additional information about his visit. Many types of additional information can be focus points for which the (shi)...de construction is used. In Tā shì shénme shíhòu lái de? the additional information is the time when something happens. In Tā shì yíge rén lái de ma? the information asked for is the manner in which something takes place. Other possible focus points are place, cause of action, goal of action, and performer of action.

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

Tā shì zuótiān lái de 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 (shi)...de and focusing in English with stress:

Tā lái le ma? Has he come?

Lái le. Yes, he has.

Tā shì zuótiān lái de ma? Did he come YESTERDAY?

Shì, tā shì zuótiān lái de. 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 shì jīntiān lái. She is coming (later) today.

Tā shì jīntiān lái de. She came (earlier) today.

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

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

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

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

Tā			(míngtiān)		lái.		(He is coming [tomorrow].)
Tā			(míngtiān)	bù	lái.		(He isn't coming [tomorrow].)

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

Nǐ shì yíge rén lái de ma? Did you come alone?
Shì, wǒ shì yíge rén lái de. Yes, I came alone.
Bú shì, wǒ bú shì yíge rén lái de. No, I didn't come alone.

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

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

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

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

Note on Nos. 8-9

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

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

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

DRILLS

A. Transformation Drill

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

B. Transformation Drill

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

C. Response Drill

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

D. Response Drill

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

E. Response Drill

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

F. Response Drill

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

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

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

- Wáng Xiānsheng yǐjīng zǒu le.
Tā mǔqīn hái méi zǒu.
- Qián Tóngzhì yǐjīng lái le.
Jiāng Tóngzhì hái méi lái.
- Máo Nǚshì yǐjīng dào le.
Tā mèimei hái méi dào.
- Zēng Fūren yǐjīng zǒu le.
Tā mǔqīn hái méi zǒu.

G. Response Drill

1. Speaker: Tā lái le ma?
(Has he/she come?)
Tā àiren ne?
(And his/her spouse?)
2. Tā zǒu le ma?
Tā àiren ne?
3. Tā dào le ma?
Tā àiren ne?
4. Cáo Tóngzhì lái le ma?
Sūn Tóngzhì ne?
5. Zhāng Xiānsheng lái le ma?
Tā dìdi ne?
6. Tā mǔqīn dào le ma?
Tā mèimei ne?
7. Wáng Nǚshì zǒu le ma?
Zhāng Nǚshì ne?

- You: Tā hái méi lái.
(He/she hasn't come yet.)
Tā àiren yǐjīng lái le.
(His/her spouse has already
come.)
- Tā hái méi zǒu.
Tā àiren yǐjīng zǒu le.
- Tā hái méi dào.
Tā àiren yǐjīng dào le.
- Cáo Tóngzhì hái méi lái.
Sūn Tóngzhì yǐjīng lái le.
- Zhāng Xiānsheng hái méi lái.
Tā dìdi yǐjīng lái le.
- Tā mǔqīn hái méi dào.
Tā mèimei yǐjīng dào le.
- Wáng Nǚshì hái méi zǒu.
Zhāng Nǚshì yǐjīng zǒu le.

H. Response Drill

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

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

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

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

I. Response Drill

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

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

J. Transformation Drill

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

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

K. Transformation Drill

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

6. Lín Tàitai shénme shíhou zǒu? Lín Tàitai shì shénme shíhou zǒude?
7. Tā shénme shíhou lái? Tā shì shénme shíhou lái de?

L. Transformation Drill

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

1. Speaker: Tā lái.
 (cue) míngtiān
 (He/she is coming.)
 OR Tā lái le.
 (cue) zuótiān
 (He/she came.)
You: Tā míngtiān lái.
 (He/she is coming tomorrow.)
 Tā shì zuótiān lái de.
 (He/she came yesterday.)
2. Wáng Tàitai zǒu. jīntiān Wáng Tàitai jīntiān zǒu.
3. Huáng Tàitai zǒu le. qiántiān Huáng Tàitai shì qiántiān zǒude.
4. Lǐ Xiānsheng lái. hòutiān Lǐ Xiānsheng hòutiān lái.
5. Lín Xiānsheng lái le. zuótiān Lín Xiānsheng shì zuótiān lái de.
6. Mǎ Xiǎojiě dào le. qiántiān Mǎ Xiǎojiě shì qiántiān dào de.

M. Response Drill

Give affirmative responses to the questions.

1. Speaker: Tā shì zuótiān lái de ma?
 (Did he/she come
 yesterday?)
You: Shì de. Tā shì zuótiān lái de.
 (Yes. He/she came yesterday.)
2. Wáng Xiānsheng shì jīntiān dào de
 ma?
Shì de. Wáng Xiānsheng shì jīntiān
 dào de.
3. Lǐ Tóngzhì shì qiántiān zǒu de
 ma?
Shì de. Lǐ Tóngzhì shì qiántiān
 zǒu de.
4. Máo Fūren míngtiān lái ma?
Shì de. Máo Fūren míngtiān lái.
5. Tāmen háizi hòutiān dào ma?
Shì de. Tāmen háizi hòutiān dào.
6. Tā fùmǔ jīntiān zǒu ma?
Shì de. Tā fùmǔ jīntiān zǒu.

7. Zhāng Nǚshì shì zuótiān lái de ma?

Shì de. Zhāng Nǚshì shì zuótiān lái de.

N. Response Drill

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

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā shì zuótiān lái de ma?
(Did he/she come yesterday?) | <u>You</u> : Bù. Tā bú shì zuótiān lái de.
(No. He/she didn't come yesterday.) |
| 2. Jiāng Xiānsheng shì jīntiān dào de ma? | Bù. Jiāng Xiānsheng bú shì jīntiān dào de. |
| 3. Zhāng Tóngzhì shì qiántiān zǒu de ma? | Bù. Zhāng Tóngzhì bú shì qiántiān zǒu de. |
| 4. Tāmen shì zuótiān lái de ma? | Bù. Tāmen bú shì zuótiān lái de. |
| 5. Tāmen hái zi shì qiántiān dào de ma? | Bù. Tāmen hái zi bú shì qiántiān dào de. |
| 6. Hé Tóngzhì shì jīntiān zǒu de ma? | Bù. Hé Tóngzhì bú shì jīntiān zǒu de. |
| 7. Tā àiren shì zuótiān lái de ma? | Bù. Tā àiren bú shì zuótiān lái de. |

O. Response Drill

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

- | | |
|---|--|
| 1. <u>Speaker</u> : Tā shì zuótiān lái de ma?
(<u>cue</u>) affirmative
(Did he/she come yesterday?) | <u>You</u> : Shì de. Tā shì zuótiān lái de.
(Yes. He/she came yesterday.) |
| OR Tā shì zuótiān lái de ma?
(<u>cue</u>) negative
(Did he/she come yesterday?) | Bù. Tā bú shì zuótiān lái de.
(No. He/she didn't come yesterday.) |
| 2. Wáng Tóngzhì shì qiántiān dào de ma? neg. | Bù. Wáng Tóngzhì bú shì qiántiān dào de. |

- | | |
|---|---|
| 3. Tā gēge shì jīntiān lái de ma?
neg. | Bù. Tā gēge bú shì jīntiān lái de. |
| 4. Lǐ Xiānsheng shì jīntiān zǒu de
ma? neg. | Bù. Lǐ Xiānsheng bú shì jīntiān
zǒu de. |
| 5. Zhào Fūren shì zuótiān dào de
ma? aff. | Shì de. Zhào Fūren shì zuótiān
dào de. |
| 6. Tāmen hái zi shì qiántiān zǒu de
ma? neg. | Bù. Tāmen hái zi bú shì qiántiān
zǒu de. |
| 7. Sūn Nǚshì shì zuótiān dào de
ma? neg. | Bù. Sūn Nǚshì bú shì zuótiān
dào de. |



Celebrating the birthday of Mǎzǔ
(courtesy of Thomas Madden)

UNIT 5

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Běijīng)

- | | |
|--|---------------------------------------|
| 1. A: Āndésēn Fūren, nǐ shì zài nǎr shēngde? | Mrs. Anderson, where were you born? |
| B: Wǒ shì zài Dézhōu shēngde. | I was born in Texas. |
| 2. A: Nǐmen shì Xīngqī sì dào de ma? | Did you arrive on Thursday? |
| B: Bú shì, wǒmen shì Xīngqī wǔ dào de. | No, we arrived on Friday. |
| 3. A: Nǐmen xīngqī jǐ zǒu? | What day of the week are you leaving? |
| B: Wǒmen Xīngqī tiān zǒu. | We are leaving on Sunday. |
| 4. A: Nǐ shì něi nián shēngde? | What year were you born? |
| B: Wǒ shì Yī jiǔ sān jiǔ nián shēngde. | I was born in 1939. |
| 5. A: Nǐ shì jǐ yuè shēngde? | What month were you born? |
| B: Wǒ shì Qī yuè shēngde. | I was born in July. |
| 6. A: Nǐ shì jǐ hào shēngde? | What day of the month were you born? |
| B: Wǒ shì Sì hào shēngde. | I was born on the fourth. |
| 7.* A: Nǐ duō dà le? | How old are you? |
| B: Wǒ èrshì sì le. | I'm 24. |
| 8.**A: Nǐ duō dà le? | How old are you? |
| B: Wǒ sānshí wǔ le. | I'm 35. |
| 9. A: Nǐmen nǚ hái zǐ jǐ suì le? | How old is your girl? |
| B: Tā bā suì le. | She's eight years old. |
| 10. A: Nǐmen nán hái zǐ dōu jǐ suì le? | How old are your boys? |
| B: Yí ge jiǔ suì le, yí ge liù suì le. | One is nine, and one is six. |

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

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

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

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

VOCABULARY

duó dà	how old
hòunián (hòunian)	the year after next
jīhào	what day of the month
jīnnián (jīnnian)	this year
jīsuì	how old
jīyuè	what month
míngnián (míngnian)	next year
něinián	which year
niánnián (niánnian)	every year
qiánnián (qiánnian)	the year before last
qūnián (qūnian)	last year
shēng	to be born
-suì	year (of age)
xīngqījī	what day of the week
Xīngqītīān	Sunday
Xīngqīyī (Xīngqīèr, Xīngqīsān, Xīngqīsì, Xīngqīwǔ, Xīngqīliù)	Monday (Tuesday, Wednesday, Thursday, Friday, Saturday)
<u>(introduced on C-2, P-2, and drill tapes)</u>	
shàngge yuè	last month
xiàge yuè	next month
zhèige yuè	this month

REFERENCE NOTES

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

Note on No. 1

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

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

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

Notes on Nos. 2-3

Days of the week:

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

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

4. A: Nǐ shì nǎinián shēngde? What year were you born?
 B: Wǒ shì Yījiūsānjiūnián I was born in 1939.
shēngde.

Notes on No. 4

The word for "year," -nián, is a bound word (like the word for "day," -tiān). The question word nǎinián, "which year," is formed with the bound word 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, 7, and 8 keep their basic High tones. (See notes on No. 10 for cases in which these tones change.)

5. A: Nǐ shì jǐyüè shēngde? What month were you born?
 B: Wǒ shì Qīyüè shēngde. I was born in July.

Notes on No. 5

Months:

<u>jǐyüè?</u>	(what month?)
<u>Yīyüè</u>	(January)
<u>Èryüè</u>	(February)
<u>Sānyüè</u>	(March)
<u>Sìyüè</u>	(April)
<u>Wūyüè</u>	(May)
<u>Liùyüè</u>	(June)

<u>Qīyüè</u>	(July)
<u>Bāyüè</u>	(August)
<u>Jiǔyüè</u>	(September)
<u>Shíyüè</u>	(October)
<u>Shíyīyüè</u>	(November)
<u>Shíèryüè</u>	(December)

Notes on Nos. 7-8

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

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

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

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

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

Notes on No. 9

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

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

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

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

10. A: Nǐmen nánháizi dōu jǐsuì le? How old are your boys?
 B: Yíge jiǔsuì le, yíge liùsuì One is nine, and one is six.
 le.

Notes on No. 10

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

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

Shíqíhào	the 17th
Shíyiyüè	November

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

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

Note on Additional Required Vocabulary

DAYS	qiántiān	zuótiān	jīntiān	míngtiān	hòutiān
YEARS	qiánnián	qùnián	jīnnián	míngnián	hòunián

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

DRILLS

A. Response Drill

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

B. Substitution Drill

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

2. Qǐngwèn, nǐ něitiān zǒu?
jīyüè

Qǐngwèn, nǐ jīyüè zǒu?

3. Qǐngwèn, nǐ jīyüè zǒu?
jīhào

Qǐngwèn, nǐ jīhào zǒu?

4. Qǐngwèn, nǐ jīhào zǒu?
něinián

Qǐngwèn, nǐ něinián zǒu?

5. Qǐngwèn, nǐ něinián zǒu?
jīyüè jīhào

Qǐngwèn, nǐ jīyüè jīhào zǒu?

6. Qǐngwèn, nǐ jīyüè jīhào zǒu?
xīngqījī

Qǐngwèn, nǐ xīngqījī zǒu?

7. Qǐngwèn, nǐ xīngqījī zǒu?

C. Substitution Drill

1. Speaker: Wǒmen Xīngqīyī zǒu.
(cue) Xīngqīèr
(We are leaving on
Monday.)

You: Wǒmen Xīngqīèr zǒu.
(We are leaving on Tuesday.)

2. Wǒmen Xīngqīèr zǒu.
Xīngqīsān

Wǒmen Xīngqīsān zǒu.

3. Wǒmen Xīngqīsān zǒu.
Xīngqīsì

Wǒmen Xīngqīsì zǒu.

4. Wǒmen Xīngqīsì zǒu.
xīngqījī

Wǒmen xīngqījī zǒu?

5. Wǒmen xīngqījī zǒu?
Xīngqīwǔ

Wǒmen Xīngqīwǔ zǒu.

6. Wǒmen Xīngqīwǔ zǒu.
Xīngqītīān

Wǒmen Xīngqītīān zǒu.

7. Wǒmen Xīngqītīān zǒu.
Xīngqīliù

Wǒmen Xīngqīliù zǒu.

8. Wǒmen Xīngqīliù zǒu.

D. Response Drill

- | | |
|--|--|
| 1. <u>Speaker</u> : Nǐ hái'izi shì nǎinián shēngde?
shēngde?
(cue) 1971
(What year was your
child born?) | <u>You</u> : Tā shì Yíjiǔqīyínián shēngde.
(He/she was born in 1971.) |
| 2. Lǐ Xiānsheng shì nǎinián shēngde?
1944 | Tā shì Yíjiūsìsìnián shēngde. |
| 3. Nǐ dìdi shì nǎinián shēngde?
1940 | Tā shì Yíjiūsīlíngnián shēngde. |
| 4. Nèige hái'izi shì nǎinián shēngde?
1967 | Tā shì Yíjiǔliùqīnián shēngde. |
| 5. Zhèige nánhái'izi shì nǎinián shēngde?
shēngde? 1968 | Tā shì Yíjiǔliùbānián shēngde. |
| 6. Nèige rén shì nǎinián shēngde?
1927 | Tā shì Yíjiùèrqīnián shēngde. |
| 7. Tā shì nǎinián shēngde?
1933 | Tā shì Yíjiūsānsānnián shēngde. |

E. Response Drill

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

7. Tā mēimei shì jīyüè shēngde?
Liūyüè

Tā shì Liūyüè shēngde.

F. Expansion Drill

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

You: Tā shì Yīyüè yīhào shēngde.
(He/she was born January
first.)

2. Tā shì Yīyüè shēngde.
shíyīhào

Tā shì Yīyüè shíyīhào shēngde.

3. Tā shì Yīyüè shēngde.
èrshíliùhào

Tā shì Yīyüè èrshíliùhào shēngde.

4. Tā shì Yīyüè shēngde.
qīhào

Tā shì Yīyüè qīhào shēngde.

5. Tā shì Yīyüè shēngde.
shísīhào

Tā shì Yīyüè shísīhào shēngde.

6. Tā shì Yīyüè shēngde.
èrshíbāhào

Tā shì Yīyüè èrshíbāhào shēngde.

7. Tā shì Yīyüè shēngde.
shíhào

Tā shì Yīyüè shíhào shēngde.

G. Response Drill

1. Speaker: Nǐmen nūnháizi jīsuì le?
(cue) 5
(How old is your
daughter?)

You: Tā wǔsuì le.
(She is five.)

2. Tāmen nánháizi jīsuì le? 11

Tā shíyīsuì le.

3. Mú Tàitai nūnháizi jīsuì le?
13

Tā shísānsuì le.

4. Tā mēimei jīsuì le? 7

Tā qīsuì le.

5. Nǐ nánháizi jīsuì le? 6

Tā liùsuì le.

- | | |
|-------------------------------|--------------|
| 6. Nǐ nūnháizi jǐsuì le? 4 | Tā sīsuì le. |
| 7. Nèige nánháizi jǐsuì le? 8 | Tā bāsuì le. |

H. Response Drill

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

I. Response Drill

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

7. Wáng Tàitai mèimei duó dà suīshu Tā wūshíbásuī le.
le? 58

J. Substitution Drill

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

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

K. Transformation Drill

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

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

4. Tā shì qīhào dào de.
(He/she arrived on the seventh.)

Tā shì jǐhào dào de?
(What day of the month did he/she arrive?)

5. Tā shì Yījiǔqīshínián lái de.

Tā shì něinián lái de?

6. Tā shì Xīngqītiān zǎo de.

Tā shì xīngqījǐ zǎo de?

7. Tā shì Jīyüè shēng de.

Tā shì jǐyüè shēng de?



Farm in northern Taiwan
(courtesy of Thomas Madden)

UNIT 6

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Taipei)

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

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

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

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

VOCABULARY

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

REFERENCE NOTES

1. A: Nǐ zhù duō jiǔ? How long are you staying?
 B: Wǒ zhù yīnián. I'm staying one year.

Notes on No. 1

Expressions like duō jiǔ, "how long," and yīnián, "one year," called duration phrases, come after the verb.* Notice the contrast with time-when phrases, like shénme shíhou, "when," and jīnnián, "this year," which come before the verb.

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

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

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

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

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

Note on No. 2

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

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

Notes on Nos. 3-4

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

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

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

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

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

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

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

5. A: Nǐ xiǎng zài Táiwān zhù duō jiǔ?
 B: Wǒ xiǎng zhù bāge yuè.
 How long are you thinking of staying in Taiwan?
 I'm thinking of staying eight months.
6. A: Nǐ péngyou xiǎng zhù duō jiǔ?
 B: Tā xiǎng zhù liǎngge xīngqī.
 How long is your friend thinking of staying?
 He is thinking of staying two weeks.

Notes on Nos. 5-6

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

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

7. A: Nǐ lái le duō jiǔ le?
 B: Wǒ lái le sāntiān le.
 How long have you been here?
 I have been here three days.

Notes on No. 7

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

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

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

Notes on No. 8

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

Wǒ zài nàr zhùle sāntiān.

I stayed there three days.

Wǒ zài zhèr zhùle sāntiān le.

I have been here (stayed here) for three days now (so far).

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

Nèige shíhou tāmen zhǐ yǒu
liǎngge hái'zi.

At that time they had only two children.

Tā qùnián bú zài Shànghǎi,
zài Běijīng.

He wasn't in Shànghǎi last year;
he was in Běijīng.

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

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

dào (to arrive)

lái (to come)

gōngzuò (to work)

zhù (to live, to stay)

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

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

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

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

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

Notes on Nos. 9-10

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

Completion le

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

Combined le

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

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

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

Notes on No. 11

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

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

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

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

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

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

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

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

Tā		lái	le.
Tā	méi	lái.	

Tā		lái	-guo.
Tā	méi	lái	-guo.

DRILLS

A. Response Drill

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

B. Response Drill

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

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

C. Response Drill

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

D. Expansion Drill

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

- | | |
|--|---|
| 3. Zēng Xiǎojiěde mèimei zhù duó jiǔ? Zhōngguó | Zēng Xiǎojiěde mèimei zài Zhōngguó zhù duó jiǔ? |
| 4. Chén Tóngzhīde jiějie zhù duó jiǔ? Shànghǎi | Chén Tóngzhīde jiějie zài Shànghǎi zhù duó jiǔ? |
| 5. Qián Tóngzhīde àiren zhù duó jiǔ? Měiguó | Qián Tóngzhīde àiren zài Měiguó zhù duó jiǔ? |
| 6. Cáo Xiǎojiěde fùqīn zhù duó jiǔ? Qīngdǎo | Cáo Xiǎojiěde fùqīn zài Qīngdǎo zhù duó jiǔ? |
| 7. Xià Xiānshengde mǔqīn zhù duó jiǔ? Běijīng | Xià Xiānshengde mǔqīn zài Běijīng zhù duó jiǔ? |

E. Transformation Drill

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|--|--|
| 1. <u>Speaker</u> : Tā zhù jǐtiān?
(How many days is he/
she staying?) | <u>You</u> : Tā xiǎng zhù jǐtiān?
(How many days is he/she
planning on staying?) |
| 2. Hú Xiānsheng zhù jǐge yuè? | Hú Xiānsheng xiǎng zhù jǐge yuè? |
| 3. Wáng Tàitai zhù jǐge xīngqī? | Wáng Tàitai xiǎng zhù jǐge xīngqī? |
| 4. Tā xiānsheng zhù jǐnián? | Tā xiānsheng xiǎng zhù jǐnián? |
| 5. Zhōu Xiǎojiě zhù jǐge yuè? | Zhōu Xiǎojiě xiǎng zhù jǐge yuè? |
| 6. Wǒ fùqīn zhù jǐge xīngqī? | Wǒ fùqīn xiǎng zhù jǐge xīngqī? |
| 7. Tā mèimei zhù jǐtiān? | Tā mèimei xiǎng zhù jǐtiān? |

F. Expansion Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā zhù yīge xīngqī.
(He/she is staying
one week.) | <u>You</u> : Wǒ xiǎng tā zhù yīge xīngqī.
(I think he/she is staying
one week.) |
| 2. Tā zhù liǎngnián. | Wǒ xiǎng tā zhù liǎngnián. |
| 3. Tā zhù sānge yuè. | Wǒ xiǎng tā zhù sānge yuè. |
| 4. Tā zhù liǎngge xīngqī. | Wǒ xiǎng tā zhù liǎngge xīngqī. |

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|----------------------|----------------------------|
| 5. Tā zhù qītiān. | Wǒ xiǎng tā zhù qītiān. |
| 6. Tā zhù sīnián. | Wǒ xiǎng tā zhù sīnián. |
| 7. Tā zhù liùge yuè. | Wǒ xiǎng tā zhù liùge yuè. |

G. Transformation Drill

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|---|--|
| 1. <u>Speaker</u> : Tā zhù yíge xīngqī.
(He/she is staying one week.) | <u>You</u> : Tā zhùle yíge xīngqī.
(He/she stayed one week.) |
| 2. Mǎ Tóngzhì zhù yīnián.
(Comrade Mǎ is staying one year.) | Mǎ Tóngzhì zhùle yīnián.
(Comrade Mǎ stayed one year.) |
| 3. Wáng Tóngzhì zhù sìge yuè.
(Comrade Wáng is staying four months.) | Wáng Tóngzhì zhùle sìge yuè.
(Comrade Wáng stayed four months.) |
| 4. Zēng Tóngzhì zhù wǔtiān.
(Comrade Zēng is staying five days.) | Zēng Tóngzhì zhùle wǔtiān.
(Comrade Zēng stayed five days.) |
| 5. Wǒ zhù liǎngge xīngqī.
(I am staying two weeks.) | Wǒ zhùle liǎngge xīngqī.
(I stayed two weeks.) |
| 6. Tā hái'izi zhù liùtiān.
(His/her child is staying six days.) | Tā hái'izi zhùle liùtiān.
(His/her child stayed six days.) |
| 7. Tā mèimei zhù liǎngnián.
(His/her younger sister is staying two years.) | Tā mèimei zhùle liǎngnián.
(His/her younger sister stayed two years.) |

H. Transformation Drill

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|--|--|
| 1. <u>Speaker</u> : Tā zhùle sāntiān.
(He/she stayed three days.) | <u>You</u> : Tā zhùle sāntiān le.
(He/she has stayed three days.) |
| 2. Wǒ zhùle yíge xīngqī.
(I stayed one week.) | Wǒ zhùle yíge xīngqī le.
(I have stayed one week.) |

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|---|---|
| 3. Tā fùqīn zhùle liǎngge yuè.
(His/her father stayed two months.) | Tā fùqīn zhùle liǎngge yuè le.
(His/her father has stayed two months.) |
| 4. Tā jiějie zhùle shíyītiān.
(His/her older sister stayed eleven days.) | Tā jiějie zhùle shíyītiān le.
(His/her older sister has stayed eleven days.) |
| 5. Wáng Xiānsheng zhùle yīnián.
(Mr. Wáng stayed one year.) | Wáng Xiānsheng zhùle yīnián le.
(Mr. Wáng has stayed one year.) |
| 6. Wáng Tàitai zhùle sānge xīngqī.
(Mrs. Wáng stayed three weeks.) | Wáng Tàitai zhùle sānge xīngqī le.
(Mrs. Wáng has stayed three weeks.) |
| 7. Hú Xiǎojiě zhùle qītiān.
(Miss Hú stayed seven days.) | Hú Xiǎojiě zhùle qītiān le.
(Miss Hú has stayed seven days.) |

I. Transformation Drill

Respond by adding xiǎng zhù, zhùle, or zhùle + duration phrase + le to each statement, according to the cue.

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā zhù yītiān.
(cue) hái méi lái
(He/she is staying one day.) | <u>You</u> : Tā xiǎng zhù yītiān.
(He/she is planning on staying one day.) |
| OR Tā zhù yītiān.
yǐjīng zǒu le
(He/she is staying one day.) | Tā zhùle yītiān.
(He/she stayed one day.) |
| OR Tā zhù yītiān.
hái zài zhèr
(He/she is staying one day.) | Tā zhùle yītiān le.
(He/she has stayed one day.) |
| 2. Tā zhù liǎngge xīngqī.
yǐjīng zǒu le
(He/she is staying two weeks.) | Tā zhùle liǎngge xīngqī.
(He/she stayed two weeks.) |
| 3. Tā zhù sāntiān. hái méi lái
(He/she is staying three days.) | Tā xiǎng zhù sāntiān.
(He/she is planning on staying three days.) |
| 4. Tā zhù yīnián. hái zài zhèr
(He/she is staying one year.) | Tā zhùle yīnián le.
(He/she has stayed one year.) |

5. Tā zhù wǔge xīngqī.
yǐjīng zǒu le
(He/she is staying five weeks.)

Tā zhùle wǔge xīngqī.
(He/she stayed five weeks.)

J. Transformation Drill

1. Speaker: Tā Xīngqīyī lái,
Xīngqīsān zǒu.
(He/she is coming on
Monday, leaving on
Wednesday.)

You: Tā xiǎng zhù liǎngtiān.
(He/she is planning on staying
two days.)

2. Tā yíyuè lái, Sìyuè zǒu.

Tā xiǎng zhù sānge yuè.

3. Tā Wǔyuè lái, Qíyuè zǒu.

Tā xiǎng zhù liǎngge yuè.

4. Tā yíhào lái, liùhào zǒu.

Tā xiǎng zhù wǔtiān.

5. Tā Liùyuè lái, Shíyuè zǒu.

Tā xiǎng zhù sìge yuè.

6. Tā Yíjiǔqīliùnián lái,
Yíjiǔqībānián zǒu.

Tā xiǎng zhù liǎngnián.

7. Tā Xīngqīwǔ lái, xiàge Xīngqīyī
zǒu.

Tā xiǎng zhù sāntiān.

K. Transformation Drill

1. Speaker: Tā shì èrhào lái,
sìhào zǒu.
(He/she came on the
second, left on the
fourth.)

You: Tā zhùle liǎngtiān.
(He/she stayed two days.)

2. Tā shì Yíjiǔqīyīnián lái,
Yíjiǔqīsìnián zǒu.

Tā zhùle sānnián.

3. Tā shì Sānyuè lái, Wǔyuè zǒu.

Tā zhùle liǎngge yuè.

4. Tā shì Xīngqīèr lái, Xīngqīliù
zǒu.

Tā zhùle sítīān.

5. Tā shì Jiùhào lái, Shíyīhào
zǒu.

Tā zhùle liǎngtiān.

- | | |
|--|------------------|
| 6. Tā shì zuótiān lái, jīntiān zǒude. | Tā zhùle yītiān. |
| 7. Tā shì shàngge yuè sānshíyīhào lái, zhèige yuè wǔhào zǒude. | Tā zhùle wǔtiān. |

L. Transformation Drill

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|---|---|
| 1. <u>Speaker</u> : Tā míngtiān bù lái.
(cue) zuótiān
(He/she isn't coming tomorrow.) | <u>You</u> : Tā zuótiān méi lái.
(He/she didn't come yesterday.) |
| 2. Tā hòutiān bù zǒu. qiántiān | Tā qiántiān méi zǒu. |
| 3. Tā míngnián bù lái. qūnián | Tā qūnián méi lái. |
| 4. Tā xiàngge yuè bù zǒu.
shàngge yuè | Tā shàngge yuè méi zǒu. |
| 5. Tā xiàngge xīngqī bù lái.
shàngge xīngqī | Tā shàngge xīngqī méi lái. |
| 6. Tā hòunián bù lái. qiánnián | Tā qiánnián méi lái. |
| 7. Tā jīntiān bù zǒu. jīntiān | Tā jīntiān méi zǒu. |

M. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā lái le ma?
(Did he/she come?) | <u>You</u> : Tā lái guo ma?
(Has he/she ever been here?) |
| 2. Tā àiren lái le ma? | Tā àiren lái guo ma? |
| 3. Tā mǔqīn lái le ma? | Tā mǔqīn lái guo ma? |
| 4. Hú Tóngzhì lái le ma? | Hú Tóngzhì lái guo ma? |
| 5. Tā dìdi lái le ma? | Tā dìdi lái guo ma? |
| 6. Wáng Dànián lái le ma? | Wáng Dànián lái guo ma? |
| 7. Zhào Tóngzhì lái le ma? | Zhào Tóngzhì lái guo ma? |

N. Response Drill.

Give a negative response to each question.

- | | |
|--|--|
| 1. <u>Speaker</u> : Wáng Xiǎojiě lái le ma?
(Did Miss Wáng come?) | <u>You</u> : Wáng Xiǎojiě méi lái.
(Miss Wáng didn't come.) |
| 2. Lín Xiānsheng lái le ma? | Lín Xiānsheng méi lái. |
| 3. Liú Tàitai lái le ma? | Liú Tàitai méi lái. |
| 4. Tā lái le ma? | Tā méi lái. |
| 5. Huáng Xiānsheng lái le ma? | Huáng Xiānsheng méi lái. |
| 6. Chén Xiǎojiě lái le ma? | Chén Xiǎojiě méi lái. |
| 7. Sūn Tàitai lái le ma? | Sūn Tàitai méi lái. |

O. Response Drill

Give a negative response to each question.

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā lái guo ma?
(Has he/she ever been here?) | <u>You</u> : Tā méi lái guo.
(He/she has never been here.) |
| 2. Tā àiren lái guo ma? | Tā àiren méi lái guo. |
| 3. Tā nánhàizi lái guo ma? | Tā nánhàizi méi lái guo. |
| 4. Tāmen hàizi dōu lái guo ma? | Tāmen hàizi dōu méi lái guo. |
| 5. Tā dìdi lái guo ma? | Tā dìdi méi lái guo. |
| 6. Tā jiějie lái guo ma? | Tā jiějie méi lái guo. |
| 7. Tā mǔqin lái guo ma? | Tā mǔqin méi lái guo. |

UNIT 7

INTRODUCTION

Topics Covered in This Unit

1. Where someone works.
2. Where and what someone has studied.
3. What languages someone can speak.
4. Auxiliary verbs.
5. General objects.

Materials You Will Need

1. The C-1 and P-1 tapes, the Reference List and Reference Notes.
2. The C-2 and P-2 tapes, the Workbook.
3. The 7D-1 tape.

REFERENCE LIST

(in Taipei)

- | | |
|--|--|
| 1. A: Nín zài nǎli gōngzuò? | Where do you work? |
| B: Wǒ zài Měiguó Guówùyüàn gōngzuò. | I work with the State Department. |
| 2. A: Nín zài nǎli gōngzuò? | Where do you work? |
| B: Wǒ shì xuésheng. | I'm a student. |
| 3. A: Nín lái zuò shénme? | What did you come here to do? |
| B: Wǒ lái niàn shū. | I came here to study. |
| 4. A: Òu, wǒ yě shì xuésheng. | Oh, I'm a student too. |
| B: Qǐngwèn, nǐ niàn shénme? | May I ask, what are you studying? |
| A: Wǒ niàn lìshǐ. | I'm studying history. |
| 5. A: Kē Xiānsheng, nǐ niàn shénme? | What are you studying, Mr. Cook? |
| B: Wǒ zài zhèlǐ xué Zhōngwén. | I'm studying Chinese here. |
| 6. B: Qǐngwèn, nǐ xuéguo Yīngwén ma? | May I ask, have you ever studied English? |
| A: Xuéguo. | Yes. |
| 7. B: Qǐngwèn, nǐ huì shuō Yīngwén ma? | May I ask, can you speak English? |
| A: Wǒ huì shuō yìdiǎn. | I can speak a little. |
| 8. A: Nǐ tàitai yě huì shuō Zhōngguó huà ma? | Can your wife speak Chinese too? |
| B: Bú huì, tā bú huì shuō. | No, she can't. |
| 9. A: Nǐde Zhōngguó huà hěn hǎo. | Your Chinese is very good. |
| B: Nǎli, nǎli. Wǒ jiù huì shuō yìdiǎn. | Not at all, not at all. I can speak only a little. |
| 10. A: Nǐ shì zài nǎli xuéde? | Where did you study it? |
| B: Wǒ shì zài Huáshèngdùn xuéde. | I studied it in Washington. |
| 11. B: Nǐ shì zài dàxué xuéde Yīngwén ma? | Did you study English at college? |
| A: Shìde, wǒ shì zài Táiwān Dàxué xuéde Yīngwén. | Yes, I studied English at Taiwan University. |

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

12. jīngjìxué	economics
13. Rìwén	Japanese language
14. wénxué	literature
15. zhèngzhìxué	political science
16. nán	to be difficult
17. róngyì	to be easy
18. xuéxí (xuéxi)	to study, to learn (PRC)

VOCABULARY

dàxué	university
huà	language, words
Huáshèngdùn	Washington
huì	to know how to, can
jīngjìxué	economics
lìshǐ	history
Měiguó Guówùyüán	U.S. Department of State
nán	to be difficult
niǎn (shū)	to study
Rìwén	Japanese language
róngyì	to be easy
shuō (huà)	to speak, to talk
wénxué	literature
xué	to study
xuéshēng (xuésheng)	student
xuéxí (xuéxí)	to study, to learn (PRC)
yìdiǎn	a little
Yīngwén	English
zhèngzhìxué	political science
Zhōngwén	Chinese
zuò	to do

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

shénme dìfang	where, what place
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REFERENCE NOTES

1. A: Nín zài nǎli gōngzuò? Where do you work?
B: Wǒ zài Měiguó Guówùyüàn I work with the State Department.
 gōngzuò.
2. A: Nín zài nǎli gōngzuò? Where do you work?
B: Wǒ shì xuésheng. I'm a student.

Note on Nos. 1-2

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

3. A: Nín lái zuò shénme? What did you come here to do?
B: Wǒ lái niàn shū. I came here to study.
4. A: Òu, wǒ yě shì xuésheng. Oh, I'm a student too.
B: Qǐngwèn, nǐ niàn shénme? May I ask, what are you studying?
A: Wǒ niàn lìshǐ. I'm studying history.

Notes on Nos. 3-4

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

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

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

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

Verb types: Zuò, "to do," and niàn (shū), "to study," are action verbs. Both are made negative with bù when referring to actions not yet finished. Both may take completion le or its negative méi.

Tā bú niàn shū.	He doesn't study.
Tā méi niàn shū.	He didn't study.
Tā yǐjīng niàn shū le.	He has already studied.

- | | |
|--------------------------------------|---|
| 5. A: Kē Xiānsheng, nǐ niàn shénme? | What are you studying, Mr. Cook? |
| B: Wǒ zài zhèlǐ xué Zhōngwén. | I'm studying Chinese here. |
| 6. B: Qǐngwèn, nǐ xuéguo Yīngwén ma? | May I ask, have you ever studied English? |
| A: Xuéguo. | Yes. |

Notes on Nos. 5-6

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

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

Wǒ zài Měiguó yǐjīng xuéguo.	I learned it in America. (e.g., how to use chopsticks)
	OR I studied it in America. (e.g., the Chinese language)

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

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| 7. B: Qǐngwèn, nǐ huì shuō Yīngwén ma? | May I ask, can you speak English? |
| A: Wǒ huì shuō yīdiǎn. | I can speak a little. |
| 8. A: Nǐ tàitai yě huì shuō Zhōngguo huà ma? | Can your wife speak Chinese too? |
| B: Bú huì, tā bú huì shuō. | No, she can't. |

Notes on Nos. 7-8

Huì, "to know how to," "can," is an auxiliary verb. It is used before the main verb to express an attitude toward the action or to express the potential of action. Xiǎng, "to want to," "would like to," is also an auxiliary verb. "Should," "must," and "may" are other examples of auxiliary verbs. All auxiliary verbs in Chinese are state verbs, which means that bù is always used to make them negative. Auxiliary verbs never take the aspect marker le for completed action, regardless of whether you are talking about past, present, or future.

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

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

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

Wǒ huì shuō yìdiǎn, "I can speak a little": The word yìdiǎn, literally "a dot," functions as a noun. It is used in a sentence to mean "a little bit" where a noun object, such as Yīngwén, "English," might be used. Yìdiǎn may not be used directly after an auxiliary verb, which must be followed by another verb.

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

- (1) the general object huà, "words," in which case the meaning of shuō huà is simply "to speak," "to talk," as in Tā hái méi shuō huà, "He hasn't yet spoken"

OR

- (2) a specific object such as the name of a language.

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

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

9. A: Nǐde Zhōngguó huà hěn hǎo. Your Chinese is very good.
B: Nálì, nálì. Wǒ jiù huì Not at all, not at all. I can
shuō yìdiǎn. speak only a little.

*See also the note on niàn shū, under exchange 3.

Notes on No. 9

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

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

10. A: Nǐ shì zài nǎlǐ xuéde? Where did you study it?
 B: Wǒ shì zài Huáshèngdùn I studied it in Washington.
 xuéde.
11. B: Nǐ shì zài dàxué xuéde Did you study English at college?
 Yíngwén ma?
 A: Shìde, wǒ shì zài Táiwān Yes, I studied English at Taiwan
 Dàxué xuéde Yíngwén. University.

Note on Nos. 10-11

In the Peking dialect of Standard Chinese, which is the model for grammatical patterns presented in this course, the -de of a 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":

Wǒ	<u>shì</u>	zài zhèr	xué	-de.	
Wǒ	<u>shì</u>	zài zhèr	xué	-de	Yíngwén.

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

DRILLS

A. Response Drill

- | | |
|--|--|
| <p>1. Speaker: Tā zài nǎlǐ gōngzuò?
(cue) Guówùyüàn
(Where does he/she work?)</p> | <p>You: Tā zài Guówùyüàn gōngzuò.
(He/she works with the State
Department.)</p> |
| <p>2. Tā zài nǎlǐ gōngzuò?
yóuzhèngjú
(Where does he/she work?)</p> | <p>Tā zài yóuzhèngjú gōngzuò.
(He/she works at the post office.)</p> |
| <p>3. Tā zài nǎlǐ gōngzuò? yínháng
(Where does he/she work?)</p> | <p>Tā zài yínháng gōngzuò.
(He/she works at a bank.)</p> |
| <p>4. Tā zài nǎlǐ gōngzuò?
Wǔguānchù
(Where does he/she work?)</p> | <p>Tā zài Wǔguānchù gōngzuò.
(He/she works at the defense
attache's office.)</p> |
| <p>5. Tā zài nǎlǐ gōngzuò?
Guóbīn Dàfàndiàn
(Where does he/she work?)</p> | <p>Tā zài Guóbīn Dàfàndiàn gōngzuò.
(He/she works at the Ambassador
Hotel.)</p> |
| <p>6. Tā zài nǎlǐ gōngzuò?
Běijīng Fàndiàn
(Where does he/she work?)</p> | <p>Tā zài Běijīng Fàndiàn gōngzuò.
(He/she works at the Běijīng
Hotel.)</p> |
| <p>7. Tā zài nǎlǐ gōngzuò?
Mínzú Fàndiàn
(Where does he/she work?)</p> | <p>Tā zài Mínzú Fàndiàn gōngzuò.
(He/she works at the Nationalities
Hotel.)</p> |

B. Expansion Drill

- | | |
|--|--|
| <p>1. Speaker: Tā shì xüesheng, tā xüé
Zhōngwén.
(cue) zhèlǐ
(He/she is a student;
he/she studies Chinese.)</p> | <p>You: Tā shì xüesheng, tā zài zhèlǐ
xüé Zhōngwén.
(He/she is a student; he/she
studies Chinese here.)</p> |
| <p>2. Tā shì xüesheng, tā xüé Zhōngguo
huà. nǎlǐ</p> | <p>Tā shì xüesheng, tā zài nǎlǐ xüé
Zhōngguo huà.</p> |
| <p>3. Tā shì xüesheng, tā niàn shénme?
zhèlǐ</p> | <p>Tā shì xüesheng, tā zài zhèlǐ niàn
shénme?</p> |

- | | |
|--|---|
| 4. Tā shì xüesheng, tā niàn lìshǐ.
nàli? | Tā shì xüesheng, tā zài nàli niàn
lìshǐ? |
| 5. Tā shì xüesheng, tā niàn wénxüé.
zhèli | Tā shì xüesheng, tā zài zhèli niàn
wénxüé. |
| 6. Tā shì xüesheng, tā xüé Fàwén.
nàli | Tā shì xüesheng, tā zài nàli xüé
Fàwén. |
| 7. Tā shì xüesheng, tā xüé shénme?
zhèli | Tā shì xüesheng, tā zài zhèli xüé
shénme? |

C. Response Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Qǐngwèn, tā niàn shénme?
(<u>cue</u>) jǐngjixüé
(May I ask, what is he/
she studying?) | <u>You</u> : Tā niàn jǐngjixüé.
(He/she is studying
economics.) |
| 2. Qǐngwèn, Wáng Dànián niàn shénme?
wénxüé
(May I ask, what is Wáng Dànián
studying?) | Tā niàn wénxüé.
(He is studying literature.) |
| 3. Qǐngwèn, Fāng Xiǎojiě niàn
shénme? Zhōngguó wénxüé
(May I ask, what is Miss Fāng
studying?) | Tā niàn Zhōngguó wénxüé.
(She is studying Chinese literature.) |
| 4. Qǐngwèn, tā mèimei niàn shénme?
zhèngzhixüé
(May I ask, what is his/her
younger sister studying?) | Tā niàn zhèngzhixüé.
(She is studying political science.) |
| 5. Qǐngwèn, tā àiren niàn shénme?
lìshǐ
(May I ask, what is his/her
spouse studying?) | Tā niàn lìshǐ.
(He/she is studying history.) |
| 6. Qǐngwèn, Sūn Huìrán niàn shénme?
Zhōngguó lìshǐ
(May I ask, what is Sūn Huìrán
studying?) | Tā niàn Zhōngguó lìshǐ.
(She is studying Chinese history.) |
| 7. Tā nánháizi niàn shénme?
jǐngjixüé
(What is his/her son studying?) | Tā niàn jǐngjixüé.
(He is studying economics.) |

D. Transformation Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Wáng Xiānsheng niàn lìshǐ.
(Mr. Wáng is studying history.) | <u>You</u> : Wáng Xiānsheng lái niàn lìshǐ.
(Mr. Wáng is coming to study history.) |
| 2. Mǎ Xiānsheng niàn wénxué. | Mǎ Xiānsheng lái niàn wénxué. |
| 3. Zhāng Xiānsheng niàn jīngjìxué. | Zhāng Xiānsheng lái niàn jīngjìxué. |
| 4. Lǐ Xiānsheng niàn Rìwén. | Lǐ Xiānsheng lái niàn Rìwén. |
| 5. Tā niàn lìshǐ. | Tā lái niàn lìshǐ. |
| 6. Hú Xiānsheng niàn Yīngwén. | Hú Xiānsheng lái niàn Yīngwén. |
| 7. Chén Xiānsheng niàn Fàwén. | Chén Xiānsheng lái niàn Fàwén. |

E. Response Drill

- | | |
|--|---|
| 1. <u>Speaker</u> : Sūn Tóngzhì lái zuò shénme?
(cue) gōngzuò
(What did Comrade Sūn come to do?) | <u>You</u> : Tā lái gōngzuò.
(He/she is coming to work.) |
| 2. Mǎ Tóngzhì lái zuò shénme?
niàn shū | Tā lái niàn shū. |
| 3. Chén Tóngzhì lái zuò shénme?
xué Rìwén | Tā lái xué Rìwén. |
| 4. Tā lái zuò shénme? niàn lìshǐ | Tā lái niàn lìshǐ. |
| 5. Huáng Xiānsheng lái zuò shénme?
niàn zhèngzhìxué | Tā lái niàn zhèngzhìxué. |
| 6. Qián Tóngzhì lái zuò shénme?
xué Yīngwén | Tā lái xué Yīngwén. |
| 7. Tā lái zuò shénme? gōngzuò | Tā lái gōngzuò. |

F. Response Drill

- | | |
|---|--|
| 1. <u>Speaker</u> : Qǐngwèn, tā lái niàn shū ma?
(May I ask, did he/she come to study?)* | <u>You</u> : Duì le, tā lái niàn shū.
(That's right, he/she came to study.) |
| 2. Qǐngwèn, tā lái niàn Zhōngwén ma? | Duì le, tā lái niàn Zhōngwén. |
| 3. Qǐngwèn, tā lái niàn jīngjìxué ma? | Duì le, tā lái niàn jīngjìxué. |
| 4. Qǐngwèn, tā mēimei lái niàn Yīngwén ma? | Duì le, tā lái niàn Yīngwén. |
| 5. Qǐngwèn, Chén Xiānsheng lái niàn zhèngzhìxué ma? | Duì le, tā lái niàn zhèngzhìxué. |
| 6. Qǐngwèn, Wáng Xiānsheng lái xué Fàwén ma? | Duì le, tā lái xué Fàwén. |
| 7. Qǐngwèn, Zhāng Xiǎojiě lái xué Rìwén ma? | Duì le, tā lái xué Rìwén. |

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

G. Response Drill

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā shì zài dàxué xuéde Zhōngwén ma?
(Did he/she study Chinese in college?) | <u>You</u> : Shìde, tā shì zài dàxué xuéde Zhōngwén.
(Yes, he/she studied Chinese in college.) |
| 2. Tā shì zài Měiguó xuéde Zhōngwén ma? | Shìde, tā shì zài Měiguó xuéde Zhōngwén. |
| 3. Tā shì zài Táiwān Dàxué niànde Yīngwén ma? | Shìde, tā shì zài Táiwān Dàxué niànde Yīngwén. |
| 4. Tā shì zài Měiguó niànde lìshǐ ma? | Shìde, tā shì zài Měiguó niànde lìshǐ. |
| 5. Tā shì zài Jiāzhōu niànde zhèngzhìxué ma? | Shìde, tā shì zài Jiāzhōu niànde zhèngzhìxué. |

- | | |
|---|--|
| 6. Tā shì zài Zhōngguó niànde Zhōngguó wénxué ma? | Shìde, tā shì zài Zhōngguó niànde Zhōngguó wénxué. |
| 7. Tā shì zài Huáshèngdùn niànde jīngjìxué ma? | Shìde, tā shì zài Huáshèngdùn niànde jīngjìxué. |

H. Response Drill

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

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā shì zài Zhōngguó xuéde Zhōngguó huà ma? (cue) Měiguó (Did he/she study Chinese in China?) | <u>You</u> : Bú shì, tā shì zài Měiguó xuéde Zhōngguó huà. (No, he/she studied Chinese in America.) |
| 2. Tā shì zài Měiguó niànde Fàwén ma? Jiānádà | Bú shì, tā shì zài Jiānádà niànde Fàwén. |
| 3. Tā shì zài Táiwān Dàxué niànde zhèngzhìxué ma? Měiguó Dàxué | Bú shì, tā shì zài Měiguó Dàxué niànde zhèngzhìxué. |
| 4. Tā shì zài Yīngguó niànde Yīngguó wénxué ma? Měiguó Dàxué | Bú shì, tā shì zài Měiguó Dàxué niànde Yīngguó wénxué. |
| 5. Tā shì zài Jiāzhōu niànde jīngjìxué ma? Táiwān Dàxué | Bú shì, tā shì zài Táiwān Dàxué niànde jīngjìxué. |
| 6. Tā shì zài Zhōngguó niànde Zhōngguó lìshǐ ma? Jiāzhōu Dàxué | Bú shì, tā shì zài Jiāzhōu Dàxué niànde Zhōngguó lìshǐ. |
| 7. Tā shì zài Jiānádà niànde Zhōngwén ma? Táiwān | Bú shì, tā shì zài Táiwān niànde Zhōngwén. |

I. Response Drill

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

- | | |
|---|---|
| 1. <u>Speaker</u> : Tā shì zài Huáshèngdùn xuéde Zhōngguó huà ma? (cue) Huáshèngdùn (Did he/she study Chinese in Washington?) | <u>You</u> : Shìde, tā shì zài Huáshèngdùn xuéde Zhōngguó huà. (Yes, he/she studied Chinese in Washington.) |
|---|---|

OR Tā shì zài Táiwān Dàxué
niànde Zhōngguo lìshǐ
ma?
(cue) Měiguó Dàxué
(Did he/she study Chinese
history at Taiwan
University?)

Bú shì, tā shì zài Měiguó Dàxué
niànde Zhōngguo lìshǐ.
(No, he/she studied Chinese history
at American University.)

2. Tā shì zài dàxué xuéde Zhōngwén
ma? dàxué

Shìde, tā shì zài dàxué xuéde
Zhōngwén.

3. Tā shì zài Táiwān Dàxué niànde
Zhōngguo wénxué ma?
Jiāzhōu Dàxué

Bú shì, tā shì zài Jiāzhōu Dàxué
niànde Zhōngguo wénxué.

4. Tā shì zài Měiguó Dàxué niànde
wénxué ma? Měiguó Dàxué

Shìde, tā shì zài Měiguó Dàxué
niànde wénxué.

5. Tā shì zài Jiāzhōu Dàxué niànde
zhèngzhìxué ma? Táiwān Dàxué

Bú shì, tā shì zài Táiwān Dàxué
niànde zhèngzhìxué.

6. Tā shì zài Fàguo niànde Fàwén
("French") ma? Měiguó

Bú shì, tā shì zài Měiguó niànde
Fàwén.

J. Substitution Drill

1. Speaker: Nǐ huì shuō Yīngwén ma?
(cue) Déwén
(Can you speak English?)

You: Nǐ huì shuō Déwén ma?
(Can you speak German?)

2. Nǐ huì shuō Déwén ma? Rìwén

Nǐ huì shuō Rìwén ma?

3. Nǐ huì shuō Rìwén ma? Fàwén

Nǐ huì shuō Fàwén ma?

4. Nǐ huì shuō Fàwén ma?
Zhōngguo huà

Nǐ huì shuō Zhōngguo huà ma?

5. Nǐ huì shuō Zhōngguo huà ma?
Déguo huà

Nǐ huì shuō Déguo huà ma?

6. Nǐ huì shuō Déguo huà ma?

K. Combination Drill

1. Speaker: Wǒ xué Zhōngwén.
(cue) Rìwén
(I'm studying Chinese.)

OR Wǒ xué Zhōngwén.
(cue) tā
(I'm studying Chinese.)

You: Wǒ xué Zhōngwén, wǒ yě xué
Rìwén.
(I'm studying Chinese, and I'm
studying Japanese too.)

Wǒ xué Zhōngwén, tā yě xué Zhōngwén.
(I'm studying Chinese; he/she is
studying Chinese too.)

2. Tā xué Fàwén. Déwén

Tā xué Fàwén, tā yě xué Déwén.

3. Wǒ xué Fàwén. tā

Wǒ xué Fàwén, tā yě xué Fàwén.

4. Wǒ xué zhèngzhixué. tā

Wǒ xué zhèngzhixué, tā yě xué
zhèngzhixué.

5. Wǒ xué zhèngzhixué. jīngjixué

Wǒ xué zhèngzhixué, wǒ yě xué
jīngjixué.

6. Wǒ xué wénxué. lìshǐ

Wǒ xué wénxué, wǒ yě xué lìshǐ.

L. Combination Drill

1. Speaker: Lín Xiānsheng zài
Huáshèngdùn. Tā
xuéguo Fàwén.
(Mr. Lín was in
Washington. He
studied French.)

You: Lín Xiānsheng zài Huáshèngdùn
xuéguo Fàwén.
(Mr. Lín studied French in
Washington.)

2. Huáng Xiǎojiě zài Měiguó. Tā
niànguo zhèngzhixué.
(Miss Huáng was in America.
She studied political science.)

Huáng Xiǎojiě zài Měiguó niànguo
zhèngzhixué.
(Miss Huáng studied political
science in America.)

3. Liú Tàitai zài Jiāzhōu Dàxué.
Tā niànguo jīngjixué.
(Mrs. Liú was at the University
of California. She studied
economics.)

Liú Tàitai zài Jiāzhōu Dàxué
niànguo jīngjixué.
(Mrs. Liú studied economics at the
University of California.)

4. Sòng Xiānsheng zài Měiguó. Tā
niànguo lìshǐ.
(Mr. Sòng was in America. He
studied history.)

Sòng Xiānsheng zài Měiguó niànguo
lìshǐ.
(Mr. Sòng studied history in
America.)

- | | |
|---|---|
| 5. Tā zài Běijīng. Tā xuéguo Zhōngwén.
(He/she was in Běijīng. He/she studied Chinese.) | Tā zài Běijīng xuéguo Zhōngwén.
(He/she studied Chinese in Běijīng.) |
| 6. Sūn Xiǎojiě zài Jiānádà. Tā niànguo Yīngguo wénxué.
(Miss Sūn was in Canada. She studied English literature.) | Sūn Xiǎojiě zài Jiānádà niànguo Yīngguo wénxué.
(Miss Sūn studied English literature in Canada.) |
| 7. Tā zài Zhōngguo. Tā niànguo Zhōngguo wénxué.
(He/she was in China. He/she studied Chinese literature.) | Tā zài Zhōngguo niànguo Zhōngguo wénxué.
(He/she studied Chinese literature in China.) |

M. Response Drill

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

- | | |
|---|---|
| 1. <u>Speaker</u> : Nǐ huì shuō Yīngwén ma?
(cue) xuéguo
(Can you speak English?) | <u>You</u> : Wǒ huì shuō yìdiǎn.
(I can speak a little.) |
| OR Nǐ huì shuō Yīngwén ma?
(cue) méi xuéguo
(Can you speak English?) | Wǒ bú huì shuō.
(I can't speak it.) |
| 2. Nǐ huì shuō Zhōngwén ma?
xuéguo | Wǒ huì shuō yìdiǎn. |
| 3. Tā huì shuō Déwén ma?
méi xuéguo | Tā bú huì shuō. |
| 4. Nǐ huì shuō Rìwén ma? xuéguo | Wǒ huì shuō yìdiǎn. |
| 5. Tā huì shuō Yīngguo huà ma?
xuéguo | Tā huì shuō yìdiǎn. |
| 6. Nǐ huì shuō Fàwén ma?
méi xuéguo | Wǒ bú huì shuō. |

N. Response Drill

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

- | | |
|--|---|
| 1. <u>Speaker</u> : Tā huì shuō Zhōngguo huà ma?
(<u>cue</u>) xüéguo
(Can he/she speak Chinese?) | <u>You</u> : Huì, tā huì shuō Zhōngguo huà.
(Yes, he/she can speak Chinese.) |
| OR Tā huì shuō Zhōngguo huà ma?
(<u>cue</u>) méi xüéguo
(Can he/she speak Chinese?) | Bú huì, tā bú huì shuō Zhōngguo huà.
(No, he/she can't speak Chinese.) |
| 2. Tā àiren huì shuō Fàwén ma?
xüéguo | Huì, tā àiren huì shuō Fàwén. |
| 3. Tā fùqin huì shuō Rìwén ma?
méi xüéguo | Bú huì, tā fùqin bú huì shuō Rìwén. |
| 4. Lǐ Tóngzhì huì shuō Déwén ma?
méi xüéguo | Bú huì, Lǐ Tóngzhì bú huì shuō Déwén. |
| 5. Wáng Tóngzhì huì shuō Yíngwén ma?
xüéguo | Huì, Wáng Tóngzhì huì shuō Yíngwén. |
| 6. Chén Tóngzhì huì shuō Fàwén ma?
xüéguo | Huì, Chén Tóngzhì huì shuō Fàwén. |

UNIT 8

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Taipei)

- | | |
|--|--|
| 1. B: Nǐ jīntiān hái yǒu kè ma?
A: Méiyǒu kè le. | Do you have any more classes today?
I don't have any more classes. |
| 2. A: Nǐ cóngqián niàn Yīngwén niǎnle duō jiǔ?
B: Wǒ niàn Yīngwén niǎnle liùnián. | How long did you study English?
I studied English for six years. |
| 3. A: Nǐ xiànzài niàn shénme ne?
B: Wǒ niàn Fàwén ne. | What are you studying now?
I'm studying French. |
| 4. A: Nǐ niàn Fàwén niǎnle duō jiǔ le?
B: Wǒ niǎnle yīnián le. | How long have you been studying French?
I've been studying it for one year. |
| 5. B: Nǐ huì xiě Zhōngguó zì ma?
A: Huì yìdiǎn. | Can you write Chinese characters?
I can a little. |
| 6. A: Qùnián wǒ hái bú huì xiě.
A: Xiànzài wǒ huì xiě yìdiǎn le. | Last year I couldn't write them.
Now I can write a little. |
| 7. A: Nǐ fùqīn shì jūnrén ma?
B: Shì, tā shì hǎijūn jūnguān. | Is your father a military man?
Yes, he's a naval officer. |
| 8. B: Wǒ jīntiān bù lái le.
B: Wǒ bìng le. | I'm not coming today.
I'm sick. |
| 9. A: Jīntiān hǎo le méiyǒu?
B: Jīntiān hǎo le. | Are you better today? (Are you recovered?)
Today I'm better. |

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

- | | |
|-------------|-----------------|
| 10. kōngjūn | air force |
| 11. lùjūn | army |
| 12. shìbīng | enlisted man |
| 13. zuò shì | to work |
| 14. Déwén | German language |

VOCABULARY

bìng	to become ill
Déwén	German language
Fǎwén (Fǎwén)	French language
hǎijūn	navy
jūnguān jūnrén	military officer military person
kè	class
kōngjūn	air force
lùjūn	army
shìbīng	enlisted man
xiě	to write
zì	character
zuò shì	to work

REFERENCE NOTES

1. B: Nǐ jīntiān hái yǒu kè ma? Do you have any more classes today?
 A: Méiyǒu kè le. I don't have any more classes.

Notes on No. 1

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

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

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

Tā		lái	le.	(He came)
Tā	méi(you)	lái.		(He did not come)

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

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

Bù...le/méiyǒu...le: When the marker le for new situations is used with a negative verb, there are two possible meanings: one is that something that was supposed to happen is now not going to happen; the other is that something that was happening is not happening anymore. Thus the following sentence is ambiguous:

- Tā bù lái le. He is not coming now. [Either he was expected to come but changed his mind, or he used to come at this time but now has stopped.]

In the context of a conversation, the meaning of the sentence would become clear. Here are more examples with the "anymore" meaning:

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

2. A: Nǐ cóngqián niàn Yīngwén niǎnle duō jiǔ? How long did you study English?
B: Wǒ niàn Yīngwén niǎnle liùnián. I studied English for six years.

Note on No. 2

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

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

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

3. A: Nǐ xiànzài niàn shénme ne? What are you studying now?
B: Wǒ niàn Fǎwén ne. I'm studying French.

Note on No. 3

Ne is an aspect marker used to emphasize the fact that something is in progress. With action verbs, ne indicates that the action is going on. With state verbs, ne shows that the state exists. With some process verbs, ne indicates that the process is going on. Ne may not be used with certain process verbs. (See also notes on No. 8, about verbs.)

4. A: Nǐ niàn Fǎwén niànle duō
jiǔ le? How long have you been studying
French?
B: Wǒ niànle yīnián le. I've been studying it for one year.
5. B: Nǐ huì xiě Zhōngguó zì ma? Can you write Chinese characters?
A: Huì yìdiǎn. I can a little.

Notes on Nos. 4-5

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

Tā xiǎng xué xiě Zhōngguó zì. He wants to learn to write Chinese characters.

Xiǎo dìdì sìsuì le, yǐjīng huì xiě zì le. Little younger brother is four years old and already can write.

In the reply Huì yìdiǎn, huì is used as a main verb--not as an auxiliary verb, as in the question. As a main verb, huì means "to have the skill of," "to have the knowledge of," "to know."

Wǒ huì Yīngwén. I know English.

6. A: Qùnián wǒ hái bú huì xiě. Last year I couldn't write them.
A: Xiānzài wǒ huì xiě yìdiǎn le. Now I can write a little.

Notes on No. 6

Qùnián wǒ hái bú huì xiě: Notice that here it is the auxiliary verb huì, not the verb xiě, that is made negative. Auxiliary verbs such as huì and xiǎng are STATE verbs and so are made negative with the prefix bú, regardless of whether the context is past, present, or future.

Xiānzài wǒ huì xiě yìdiǎn le: The marker used is le for new situations. It is always placed at the end of a sentence.

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

7. A: Nǐ fùqin shì jūnrén ma? Is your father a military man?
 B: Shì, tā shì hǎijūn jūnguān. Yes, he's a naval officer.
8. B: Wǒ jīntiān bù lái le. I'm not coming today.
 B: Wǒ bìng le. I'm sick.

Notes on Nos. 7-8

The verb bìng, "to get sick," "to become ill," is a process verb; that is, the activity described includes some changes in the situation. Process verbs tell of an action which has caused a change from one state to another, as from whole to broken ("to break") and from frozen to melted ("to melt"). Bìng is typical of process verbs: not only is an action described (coming down with an illness) but also a resulting state (being ill). Because of this typical combination, process verbs are sometimes thought of as combining the semantic characteristics of action and state verbs.

One of the main purposes of talking about verbs in terms of action, state, and process is to draw attention to the fact that the Chinese way of expressing something may not correspond to the English. For instance, "I am sick" in Chinese is Wǒ bìng le ("I have gotten sick"). For "I am not sick," you say Wǒ méi bìng ("I didn't get sick").

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

- Nǐ bìng le méiyóu? Are you sick?
 Méiyóu. Wǒ méi bìng. No. I'm not sick.

(State verbs are always made negative with bù.)

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

ASPECT MARKERS

	<u>completion le</u>	<u>combined le</u>	<u>new-situation le</u>
<u>VERBS</u> ACTION	✓	✓	✓
STATE			✓
PROCESS	✓	✓	✓

Examples:*

ACTION	Tā zuótiān gōngzuò le.	He worked yesterday. (completion <u>le</u>)
	Tā yǐjīng lái le.	He has already come. (combined <u>le</u>)
	Gēge xiànzài niàn dàxué le.	Older brother goes to college now. (new-situation <u>le</u>)**
STATE	Tā xiànzài huì xiě zì le.	He can write now. (new-situation <u>le</u>)
PROCESS	Tā zuótiān bìng le.	He got sick yesterday. (completion <u>le</u>)
	Tā xiànzài bìng le.	He is sick. (combined <u>le</u>)
	Tā bìngle yíge yuè le.	He has been sick for one month now. (new-situation <u>le</u> and completion <u>le</u>)

VERBS

		ACTION	STATE	PROCESS
<u>NEGATION</u>	<u>bù</u>	✓	✓	
	<u>méi(you)</u> --negation of completion <u>le</u>	✓		✓
	<u>hái méi</u> --negation of combined <u>le</u>	✓		✓

Examples:

ACTION	Tā bú niàn shū.	He doesn't (isn't going to) study.
	Tā méi niàn shū.	He didn't study.
	Tā hái méi niàn shū.	He hasn't studied yet.
STATE	Tā qùnián bù xiǎng niàn shū.	Last year, she didn't want to study.

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

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

PROCESS	Tā jīntiān méi bìng.	He is not sick today.
	Tā hái méi hǎo.	He hasn't yet recovered.

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

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

9. A:	Jīntiān hǎo le méiyǒu?	Are you better today?
B:	Jīntiān hǎo le.	Today I'm better.

Notes on No. 9

Jīntiān hǎo le: Hǎo is one of many state verbs which can become process verbs. When such a verb becomes a process verb, it takes on a different meaning. While the state verb hǎo means "to be good" or "to be well," the process verb hǎo means "to get better," "to recover." Compare these sentences:

Tā hǎo.	He's in good health.
Tā zuótiān bìng le. Tā jīntiān yǐjīng hǎo le.	Yesterday he became sick. Today he is already recovered.

The difference between the state verb hǎo and the process verb hǎo is even more evident in negative sentences. State verbs, as you remember, are made negative only with bù. Process verbs are made negative only with méi or hái méi.

Tā bù hǎo.	He's not good. [He's not a good person.]
Tā hái méi hǎo.	He hasn't yet recovered. [He is still sick.]

It can be difficult to remember that bìng and hǎo, sometimes translated as "to be sick" and "to be better," are actually process verbs in Chinese, not state verbs. The English sentence "I am better (recovered)" translates as Wǒ hǎo le ("I have become well") and would be incorrect without the le.

Jìntiān hǎo le méiyóu? Questions may be formed from statements containing completion le or combined le by adding méiyóu at the end of the statements. You will learn more about forming questions in the first unit of the next module.

Tā lái le méiyóu?

Did he come?

Nǐ hǎo le méiyóu?

Are you recovered (from your illness)?



In a Taipei classroom
(courtesy of Thatcher Dean)

DRILLS

A. Response Drill

- | | |
|--|---|
| <p>1. <u>Speaker</u>: Tā jīntiān hái yǒu kè ma?
(Does he have any more classes today?)</p> | <p><u>You</u>: Tā méiyǒu kè le.
(He doesn't have any more classes.)</p> |
| <p>2. Tā jīntiān hái lái ma?</p> | <p>Tā bù lái le.</p> |
| <p>3. Tā xiànzài hái huì shuō Zhōngguó huà ma?</p> | <p>Tā bú huì shuō Zhōngguó huà le.</p> |
| <p>4. Tā xiànzài hái yǒu Zhōngguó shū ma?</p> | <p>Tā méiyǒu Zhōngguó shū le.</p> |
| <p>5. Tā hái niàn lìshǐ ma?</p> | <p>Tā bú niàn lìshǐ le.</p> |
| <p>6. Tā xiànzài hái zài kōngjūn gōngzuò ma?</p> | <p>Tā bú zài kōngjūn gōngzuò le.</p> |
| <p>7. Tā xiànzài hái xiǎng zǒu ma?</p> | <p>Tā bù xiǎng zǒu le.</p> |

B. Expansion Drill

- | | |
|--|---|
| <p>1. <u>Speaker</u>: Tā cóngqián niàn lìshǐ.
(He formerly studied history.)</p> | <p><u>You</u>: Tā cóngqián niàn lìshǐ,
xiànzài bú niàn le.
(He formerly studied history,
but now he doesn't anymore.)</p> |
| <p>2. Tā cóngqián niàn shū.</p> | <p>Tā cóngqián niàn shū, xiànzài bú niàn le.</p> |
| <p>3. Tā cóngqián zài lùjūn zuò shì.</p> | <p>Tā cóngqián zài lùjūn zuò shì,
xiànzài bú zài lùjūn zuò shì le.</p> |
| <p>4. Tā cóngqián bú huì.</p> | <p>Tā cóngqián bú huì, xiànzài huì le.</p> |
| <p>5. Tā cóngqián bù zhīdào.</p> | <p>Tā cóngqián bù zhīdào, xiànzài zhīdào le.</p> |
| <p>6. Tāde Zhōngwén cóngqián bù hěn hǎo.</p> | <p>Tāde Zhōngwén cóngqián bù hěn hǎo,
xiànzài hěn hǎo le.</p> |
| <p>7. Tā cóngqián huì shuō Fàguó huà.</p> | <p>Tā cóngqián huì shuō Fàguó huà,
xiànzài bú huì le.</p> |

C. Transformation Drill

- | | |
|--|--|
| <p>1. <u>Speaker</u>: Tā niànguo zhèngzhixué.
(<u>cue</u>) duó jiǔ
(He has studied political science.)</p> | <p><u>You</u>: Tā niàn zhèngzhixué, niànle duó jiǔ?
(How long did he study political science?)</p> |
| <p>2. Tā niànguo jīngjixué. jǐnián</p> | <p>Tā niàn jīngjixué, niànle jǐnián?</p> |
| <p>3. Tā niànguo Zhōngguo wénxué.
duó jiǔ</p> | <p>Tā niàn Zhōngguo wénxué, niànle duó jiǔ?</p> |
| <p>4. Tā xuéguo Rìwén. jǐge yuè</p> | <p>Tā xué Rìwén, xuéle jǐge yuè?</p> |
| <p>5. Tā zài kōngjūn zuòguo shì.
duó jiǔ</p> | <p>Tā zài kōngjūn zuò shì, zuòle duó jiǔ?</p> |
| <p>6. Tā niànguo Zhōngguo lìshǐ.
duó jiǔ</p> | <p>Tā niàn Zhōngguo lìshǐ, niànle duó jiǔ?</p> |
| <p>7. Tā niànguo Yīngguo wénxué.
jǐnián</p> | <p>Tā niàn Yīngguo wénxué, niànle jǐnián?</p> |

D. Transformation Drill

- | | |
|---|---|
| <p>1. <u>Speaker</u>: Tā xiànzài niàn lìshǐ.
(<u>cue</u>) duó jiǔ
(He is studying history now.)</p> | <p><u>You</u>: Tā niàn lìshǐ, niànle duó jiǔ le?
(How long has he been studying history?)</p> |
| <p>2. Tā xiànzài xué Rìwén. jǐge yuè</p> | <p>Tā xué Rìwén, xuéle jǐge yuè le?</p> |
| <p>3. Tā xiànzài niàn Yīngwén.
jǐge yuè</p> | <p>Tā niàn Yīngwén, niànle jǐge yuè le?</p> |
| <p>4. Tā xiànzài zài hǎijūn zuò shì.
jǐnián</p> | <p>Tā zài hǎijūn zuò shì, zuòle jǐnián le?</p> |
| <p>5. Tā xiànzài xué Zhōngguo huà.
duó jiǔ</p> | <p>Tā xué Zhōngguo huà, xuéle duó jiǔ le?</p> |
| <p>6. Tā xiànzài zài lùjūn zuò shì.
jǐnián</p> | <p>Tā zài lùjūn zuò shì, zuòle jǐnián le?</p> |
| <p>7. Tā xiànzài zài yínháng zuò shì.
jǐnián</p> | <p>Tā zài yínháng zuò shì, zuòle jǐnián le?</p> |

E. Transformation Drill

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| 1. <u>Speaker</u> : Tā xiànzài hái niàn lìshǐ ne.
lìshǐ ne.
(cue) duó jiǔ
(He is still studying
history.) | <u>You</u> : Tā niàn lìshǐ, hái xiǎng niàn
duó jiǔ?
(How much longer is he going
to study history?) |
| 2. Tā xiànzài hái niàn Zhōngguo wènxué ne. duó jiǔ | Tā niàn Zhōngguo wènxué, hái xiǎng niàn duó jiǔ? |
| 3. Tā xiànzài hái xué Rìwén ne. jǐge yuè | Tā xué Rìwén, hái xiǎng xué jǐge yuè? |
| 4. Tā xiànzài hái zài lùjūn zuò shì ne. duó jiǔ | Tā zài lùjūn zuò shì, hái xiǎng zuò duó jiǔ? |
| 5. Tā xiànzài hái xué Zhōngguo huà ne. duó jiǔ | Tā xué Zhōngguo huà, hái xiǎng xué duó jiǔ? |
| 6. Tā xiànzài hái niàn zhèngzhixué ne. duó jiǔ | Tā niàn zhèngzhixué, hái xiǎng niàn duó jiǔ? |
| 7. Tā xiànzài hái niàn jīngjixué ne. duó jiǔ | Tā niàn jīngjixué, hái xiǎng niàn duó jiǔ? |

F. Transformation Drill

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| 1. <u>Speaker</u> : Tā xiànzài niàn lìshǐ.
(He is studying history
now.) | <u>You</u> : Tā niàn lìshǐ, niànle duó jiǔ le?
(How long has he studied
history?) |
| OR Tā niànguo lìshǐ.
(He studied history.) | Tā niàn lìshǐ, niànle duó jiǔ?
(How long did he study history?) |
| OR Tā xiànzài hái niàn lìshǐ.
(He is still studying
history.) | Tā niàn lìshǐ, hái xiǎng niàn duó jiǔ?
(How long does he plan to study
history?) |
| 2. Tā xiànzài niàn Zhōngguo wènxué. | Tā niàn Zhōngguo wènxué, niànle duó jiǔ le? |
| 3. Tā niànguo Zhōngguo wènxué. | Tā niàn Zhōngguo wènxué, niànle duó jiǔ? |
| 4. Tā xiànzài hái niàn Rìwén. | Tā niàn Rìwén, hái xiǎng niàn duó jiǔ? |

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| 5. Tā niànguo Rìwén. | Tā niàn Rìwén, niànle duó jiǔ? |
| 6. Tā xüéguo Yīngwén. | Tā xüé Yīngwén, xüele duó jiǔ? |
| 7. Tā xiànzài hái xüé Yīngwén. | Tā xüé Yīngwén, hái xiǎng xüé duó jiǔ? |
| 8. Tā xiànzài zài kōngjūn zuò shì. | Tā zài kōngjūn zuò shì, zuòle duó jiǔ le? |

G. Expansion Drill

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| 1. <u>Speaker</u> : Wǒ xiě zì le.
(I wrote.) | <u>You</u> : Wǒ xiě zì le, tā méi xiě zì.
(I wrote; he didn't write.) |
| 2. Wǒ dǒng le. | Wǒ dǒng le, tā méi dǒng. |
| 3. Wǒ lái le. | Wǒ lái le, tā méi lái. |
| 4. Wǒ zǒu le. | Wǒ zǒu le, tā méi zǒu. |
| 5. Wǒ zuò le. | Wǒ zuò le, tā méi zuò. |
| 6. Wǒ tīng le. | Wǒ tīng le, tā méi tīng. |
| 7. Wǒ xüé le. | Wǒ xüé le, tā méi xüé. |

H. Response Drill

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| 1. <u>Speaker</u> : Tā xiě le ma?
(Did he write?) | <u>You</u> : Tā hái méi xiě.
(He still hasn't written.) |
| 2. Tā lái le ma? | Tā hái méi lái. |
| 3. Tā hǎo le ma? | Tā hái méi hǎo. |
| 4. Tā dǒng le ma? | Tā hái méi dǒng. |
| 5. Tā zǒu le ma? | Tā hái méi zǒu. |
| 6. Tā tīng le ma? | Tā hái méi tīng. |
| 7. Tā xüé le ma? | Tā hái méi xüé. |

I. Response Drill

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| <p>1. <u>Speaker</u>: Tā cóngqián bú huì xiě Zhōngguó zì. Xiànzài ne?
(In the past he couldn't write Chinese characters. And now?)</p> | <p><u>You</u>: Tā hái bú huì xiě Zhōngguó zì.
(He still can't write Chinese characters.)</p> |
| <p>2. Tā cóngqián bù xiǎng xué Rìwén. Xiànzài ne?</p> | <p>Tā hái bù xiǎng xué Rìwén.</p> |
| <p>3. Tā cóngqián bú niàn lìshǐ. Xiànzài ne?</p> | <p>Tā hái bú niàn lìshǐ.</p> |
| <p>4. Tā cóngqián bù dǒng Fàwén. Xiànzài ne?</p> | <p>Tā hái bù dǒng Fàwén.</p> |
| <p>5. Tāmen cóngqián méiyǒu háizi. Xiànzài ne?</p> | <p>Tāmen hái méiyǒu háizi.</p> |
| <p>6. Tā cóngqián bú huì shuō Déguó huà. Xiànzài ne?</p> | <p>Tā hái bú huì shuō Déguó huà.</p> |
| <p>7. Tā cóngqián bù xiǎng xué Yǐngwén. Xiànzài ne?</p> | <p>Tā hái bù xiǎng xué Yǐngwén.</p> |

J. Transformation Drill

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| <p>1. <u>Speaker</u>: Tā cóngqián bú huì xiě Zhōngguó zì.
(cue) now he can
(In the past he couldn't write Chinese characters.)</p> | <p><u>You</u>: Tā cóngqián bú huì xiě, xiànzài huì xiě le.
(In the past he couldn't write; now he can.)</p> |
| <p>OR Tā cóngqián huì xiě Zhōngguó zì.
(cue) no longer
(In the past he could write Chinese characters.)</p> | <p>Tā cóngqián huì xiě, xiànzài bú huì xiě le.
(In the past he could write; now he can't.)</p> |
| <p>OR Tā cóngqián bú huì xiě Zhōngguó zì.
(cue) still can't
(In the past he couldn't write Chinese characters.)</p> | <p>Tā cóngqián bú huì xiě, xiànzài hái bú huì xiě.
(In the past he couldn't write; now he still can't.)</p> |

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| 2. Tā cóngqián bù dǒng Fàwén.
now he can | Tā cóngqián bù dǒng, xiànzài dǒng le. |
| 3. Tā cóngqián dǒng Fàwén.
no longer | Tā cóngqián dǒng, xiànzài bù dǒng le. |
| 4. Tā cóngqián bù dǒng Fàwén.
still can't | Tā cóngqián bù dǒng, xiànzài hái bù dǒng. |
| 5. Tā cóngqián bù xiǎng xüé Yīngwén.
now he does | Tā cóngqián bù xiǎng xüé, xiànzài xiǎng xüé le. |
| 6. Tā cóngqián xiǎng xüé Yīngwén.
no longer | Tā cóngqián xiǎng xüé, xiànzài bù xiǎng xüé le. |
| 7. Tā cóngqián bù xiǎng xüé Yīngwén.
still doesn't | Tā cóngqián bù xiǎng xüé, xiànzài hái bù xiǎng xüé. |
| 8. Tā cóngqián bú niàn lìshǐ.
now he does | Tā cóngqián bú niàn, xiànzài niàn le. |
| 9. Tā cóngqián niàn lìshǐ.
no longer | Tā cóngqián niàn, xiànzài bú niàn le. |
| 10. Tā cóngqián bú niàn lìshǐ.
still doesn't | Tā cóngqián bú niàn, xiànzài hái bú niàn. |