

**CHINESE
BASIC COURSE**

TEXTBOOK

**Module 1
Lessons 1-6**

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**DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER**

PREFACE

This third validation edition is the result of the revision of Units 1 through 4, Orientation Module, Standard Chinese: A Modular Approach (SCAMA), and the feedback received during the second validation of these materials (April 87.)

Abbreviations used in the glossary of this module:

A: Adverb	MA: Movable Adverb S/SUB: Subject	
ADJ: Adjective	N: Noun	SP: Specifier
AV: Auxiliary Verb	NU: Number	SV: Stative Verb
BF: Bound Form	O: Object	Tt: Tàitai
C/CONJ: Conjunction	P: Particle	TW: Time Word
CV: Co-Verb	PH: Phrase	Tz: Tóngzhǐ
EV: Equative Verb	PN: Pronoun	V: Verb
EX: Exclamation	PT: Pattern	VO: Verb Object
IE: Idiomatic Expression	PW: Place Word	Xj: Xiǎojiě
M: Measure	QW: Question Word	Xs: Xiansheng

MODULE OBJECTIVES

Upon successful completion of this module you will be able to recognize, discriminate and produce the sounds of Chinese Mandarin and to write the Hànyǔ Pīnyīn romanization of any of its sounds.

FUNCTIONAL OBJECTIVES

At the end of the module you will be able to appropriately use Chinese to:

1. Identify yourself or someone else by title, surname and/or full name.
2. Affirm or negate someone's identity.
3. Greet someone and respond to a greeting.
4. Count from 0 to 99,999 in isolation.
5. State location of people and places.
6. Identify your or someone else's place of origin and nationality.
7. Ask and respond to questions about where someone is staying or living.
8. Express possession and existence using the verb yǒu.
9. Ask and respond to questions about the number of someone's family members, and their relationship to each other.
10. Ask and respond to questions about birthday and birth places.
11. Ask and respond to questions about employment and places of employment.
12. Ask and respond to questions about specific location of place of employment.
13. Ask and respond to questions regarding location of specific building in relation to other buildings or places of employment.
14. Dodge an impolite or embarrassing question.

Achievement of the above objectives will be evaluated by means of a CRT (Criterion Referenced Test) administered at the end of the module.

INTRODUCTION

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.

In terms, then, 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 part-way up the stem of the family tree. Like Latin, it is a language which lived on as a literary language long after its death as the language of the classics. The seven modern languages of China, traditionally the 'dialects,' are on 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 and throughout the greater part of the country.

Standard Chinese

The term 'Standard Chinese' is often used more narrowly to refer to the true national language which is emerging. This national 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 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 or 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, together spoken by approximately a quarter of the population, are tightly grouped in the southeast, below the Yangtze River. These are: the Wú language (吳), including the 'Shanghai dialect'; Hunanese (湘 Xiang); the Gan language (贛 Gàn), spoken in Kangsi province; Cantonese (粵 Yuè), the language of Kuangtung province and widely spoken in Chinese communities in the United States; Fukienese (閩 Mīn), a variant of which is spoken by the majority of Taiwan and hence called Taiwanese; and Hakka (客家 Kèjia), 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.

In addition to these Chinese languages, there are also non-Chinese languages spoken by minority ethnic groups. Some of these, such as Tibetan, are distantly related to the Chinese languages. Others, such as Mongolian, are entirely unrelated.

Some Characteristics of Chinese

Perhaps the most striking feature of Chinese to us is the use of 'tones' to distinguish the meaning of individual syllables. 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 it 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. Each syllable of Standard Chinese has one of four distinctive tones as an inherent part. The tone does just as much to distinguish the syllable from other possible syllables 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 difference between the Low Tone and the Falling Tone. And yet these words are just as distinguishable as our words 'buy' and 'guy,' or 'buy' and 'boy.' Apart from the tones, the sound system of Standard Chinese is no more different from English than French is.

The grammar of Standard Chinese is relatively simple. For one thing, it has 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: 'John loves Mary' versus 'Mary loves John.' 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 themselves.

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. There are only about thirteen hundred phonetically distinct syllables in everyday use, essentially one for each single-syllable unit of meaning. 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 of the principle of character simplification, which has reduced the average number of strokes per character by half.

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 their retention is that the characters help keep alive distinctions of meaning between words, which are fading in the spoken language. Against this, however, is the consideration that 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.

TABLE OF CONTENTS

Preface	iii
Module Objectives	iii
Functional Objectives	iv
Introduction About Chinese	v
 Lesson 1	
Introduction and Objectives	1
Glossary	2
Communicative Exchanges	4
Duihuà	9
Summary	11
Background Notes	12
Drills	15
Resource Materials	17
P & R Tape 1 (Tones)	19
P & R Tape 2 (Consonants & Vowels I)	22
P & R Tape 3 (Consonants & Vowels II)	26
 Lesson 2	
Introduction and Objectives	29
Glossary	30
Communicative Exchanges	33
Duihuà	37
Summary	39
Drills I	40
Drills II	44
Resource Materials	49
P & R Tape 4 (Consonants & Vowels III)	49
Number Tape 1 (Number 1 through 6)	52
Number Tape 2 (Number 7 through 10, and 0)	54
Dictation Exercises	58
Communication Exercises	60
Translation Exercises	63
Enrichment	65
 Lesson 3	
Introduction and Objectives	66
Glossary	67
Communicative Exchanges	70
Duihuà	74

Summary	76
Drills I	77
Drills II	80
Resource Materials	85
P & R Tape 5 (Consonants & Vowels IV)	85
P & R Tape 6 (Tones in Combination)	88
Numbers Tape 3 (Numbers 11 through 99)	91
Numbers Tape 4 (Numbers 1 though 99 Review)	93
Dictation Exercises	96
Communication Exercises	97
Translation Exercises	100
Enrichment	104

Lesson 4

Introduction and Objectives	109
Glossary	110
Communicative Exchanges	112
Dùhuà	120
Summary	122
Drills I	124
Drills II	128
Resource Materials	135
Dictation Exercises	136
Communication Exercises	138
Translation Exercises	143
Enrichment	147

Lesson 5

Introduction and Objectives	148
Glossary	149
Communicative Exchanges	152
Dùhuà	158
Summary	160
Drills I	162
Drills II	165
Resource Materials	170
Dictation Exercises	179
Communication Exercises	181
Translation Exercises	183
Enrichment	186

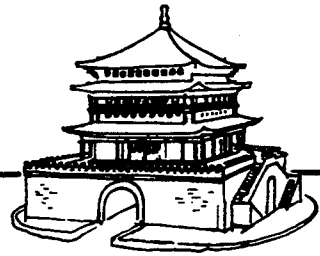
Lesson 6

Introduction and Objectives	187
Glossary	188
Communicative Exchanges	190

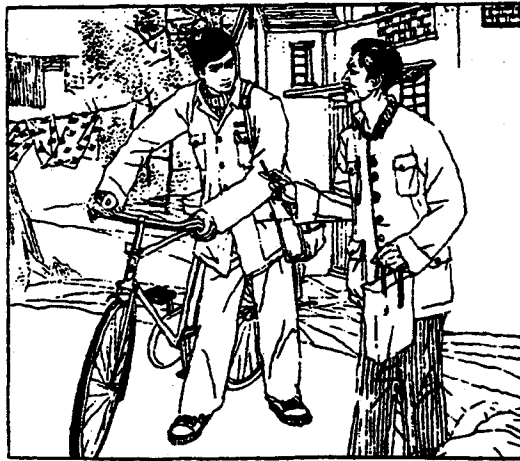
Duì huà	198
Summary	200
Drills I	202
Drills II	205
Resource Materials (Time & Dates)	208
Dictation Exercises	209
Communication Exercises	210
Translation Exercises	214
Enrichment	217
Module Grammar Summary	218
Definition of Grammatical Terms	225
Index	230
Solution to Crossword Puzzles	235
Module Glossary	236
Workbook	
Introduction	240
Sound Charts	241
Workbook	
Tape 1B	245
Tape 1C	247
Tape 2B	251
Tape 2C	252
Tape 3B	254
Tape 3C	255
Tape 4B	257
Tape 4C	258
Homework Assignment (Tear-out sheets)	
Lesson 1	260
Lesson 2	261
Lesson 3	262
Lesson 4	263
Lesson 5	265
Lesson 6	267
Listening Comprehension Practice (Tear-out Sheets)	
Lesson 1	269
Lesson 2	272
Lesson 3	276
Lesson 4	279
Lesson 5	282
Lesson 6	285

LESSON 1

INTRODUCTION



In this lesson you will be learning about full names, surnames, and titles ("Mr.," "Mrs.," etc.). Also, you'll be introduced to the sound system of Standard Chinese and to its written representation in Pinyin romanization.



Tóngzhī, nǐ xìng shénme?

OBJECTIVES



Upon completion of this lesson, you will be able to identify yourself or someone else by title, surname, and/or full name.

GLOSSARY



1.	nǐ	你	PN:	you
2.	shéi ¹	谁	PN:	who, whom
3.	shénme	什么	PN:	what
4.	shì	是	EV:	to be (am, is, are), yes
5.	tā ²	他、她、(它)	PN:	he, she, (it)
6.	tàitai	太太	N:	Mrs., wife, married woman, lady
7.	tóngzhì	同志	N:	comrade
8.	wǒ	我	PN:	I, me
9.	xiānsheng	先生	N:	Mr., sir, husband, teacher
10.	xiǎojiě	小姐	N:	Miss, lady, daughter (polite)
11.	xìng ³	姓	N/EV:	to be surnamed

1 shéi, shénme. For the first several lessons, these two words will be used as "question words" (QW). Later, you will learn to use them in other ways.

2 tā. The word tā in the spoken language has no gender and can mean "he," "she" and on occasion "it." In the written language, tā has three different forms to indicate gender. All are pronounced tā.

3 xìng. Xìng is used in this lesson as a verb. In later lessons you will learn to use it also as a noun.

ABBREVIATIONS FOR PARTS OF SPEECH ABOVE: (See preface, page (ii))

PN - Pronoun

N - Noun

EV - Equative verb. (Note: Equative verbs connect or equate two nouns or nominal expressions. They resemble in function the English verb is in the sentence "That man is my brother." The verb shì is the most common EV.)

CLASSROOM EXPRESSIONS: Learn and use these expressions in class.

- | | |
|------------------------|--------------------------------------------|
| 1. Zǎo. | Good morning. |
| 2. Wǒmen shàngkè ba. | Let's begin class. |
| 3. Nǐ dǒng ma? | Do you understand? |
| 4. Wǒ dǒng./Wǒ bùdǒng. | I understand./I don't understand. |
| 5. Duì le. | That's correct. |
| 6. Búduì. | That's not correct.
(That's not right.) |
| 7. Wǒ bùzhīdào. | I don't know. |
| 8. Xiàkè le. | Class is dismissed. |
| 9. Míngtiān jiàn. | See you tomorrow. |
| 10. Zài jiàn. | Good-bye. (See you again.) |

COMMUNICATIVE EXCHANGES



FRAME 1

- | | | |
|----|-------------------------------|--------------------|
| 1. | A: <u>NĪ shì shéi?</u> | Who are you? |
| | B: <u>WŌ shì Wáng Dànián.</u> | I am Wáng Dànián. |
| 2. | A: NĪ shì shéi? | Who are you? |
| | B: WŌ shì Hú Měilíng. | I am Hú Měilíng. |
| 3. | A: <u>Tā shì shéi?</u> | Who is he? |
| | B: <u>Tā shì Mǎ Mínglǐ.</u> | He is Mǎ Mínglǐ. |
| 4. | A: Shéi shì Hú Měilíng? | Who is Hú Měilíng? |
| | B: <u>Tā shì Hú Měilíng.</u> | She is Hú Měilíng. |

Notes

§1 The verb shì means "to be" in the sense of "to be someone or something," as in "I am Daniel King." It expresses identity. (Later, you will learn a verb which means "to be" in another sense, "to be somewhere," as in "I am in Běijīng." That verb expresses location.)

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

WŌ	<u>shì</u>	Wáng Dànián.	(I <u>am</u> Wáng Dànián.)
NĪ	<u>shì</u>	Hú Měilíng.	(You <u>are</u> Hú Měilíng.)
TĀ	<u>shì</u>	Mǎ Mínglǐ.	(He <u>is</u> Mǎ Mínglǐ.)

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

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

§3 The pronoun tā is equivalent to "he," "she," or (in limited use) "it."

§4 Unlike English, changing a question into a statement does not alter word order. Chinese uses the same word order in questions as in statements.

Q1	Tā	shì	<u>shéi</u> ?	(Who is he?)
S1	Tā	shì	<u>Mǎ Mínglǐ</u> .	(He is <u>Mǎ Mínglǐ</u> .)
Q2	<u>Shéi</u>	shì	Hú Měilíng?	(Who is Hú Měilíng?)
S2	<u>Tā</u>	shì	Hú Měilíng.	(She is Hú Měilíng.)

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

FRAME 2

5.	A: Nǐ <u>xìng</u> <u>shénme</u> ?	What is your surname?
	B: Wǒ <u>xìng</u> Wáng.	My surname is Wáng.
6.	A: Tā <u>xìng</u> <u>shénme</u> ?	What is his surname?
	B: Tā <u>xìng</u> Mǎ.	His surname is Mǎ.
7.	A: <u>Shéi</u> <u>xìng</u> Hú?	Whose surname is Hú?
	B: Tā <u>xìng</u> Hú.	Her surname is Hú.

Notes

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

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

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

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

NĪ	shì	<u>shéi?</u>
(You	are	<u>who?</u>

NĪ	xìng	<u>shénme?</u>
(You	are surnamed	<u>what?</u>

Shénme is the official spelling. However, the word is pronounced as if it were spelled shémma, or even shénma (often with a single rise in pitch extending over both syllables).

FRAME 3

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

Notes

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

Tā	shì	Mǎ	Mínglǐ.	
Tā	shì	Mǎ		Xiānsheng.
Tā	shì	Mǎ	Mínglǐ	Xiānsheng.

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

When a name and title are said together, logically enough it is the name which gets the heavy stress: Wáng Xiānsheng. You will often hear the title pronounced with no full tones: Wáng Xiānsheng. Sometimes, a westernized Chinese married woman may refer to herself as Wáng Tàitai, "Mrs. Wáng" or Wáng Dànián Tàitai "Mrs. Wáng Dànián."

FRAME 4

10.	A: <u>Wáng Xiānsheng</u> , tā shì shéi?	Mr. Wáng, who is he?
	B: Tā shì Mǎ Mínglǐ Xiānsheng.	He is Mr. Mǎ Mínglǐ.
11.	A: <u>Xiānsheng</u> , tā shì shéi?	Sir, who is he?
	B: Tā shì Mǎ Xiānsheng.	He is Mr. Mǎ.
12.	A: <u>Xiānsheng</u> , tā shì shéi?	Sir, who is she?
	B: Tā shì Mǎ <u>Tàitai</u> .	She is Mrs. Mǎ.
13.	A: <u>Wáng Xiānsheng</u> , tā shì shéi?	Mr. Wáng, who is she?
	B: Tā shì Mǎ Mínglǐ Tàitai.	She is Mrs. Mǎ Mínglǐ.

Notes

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

FRAME 5

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

Note

§15 See the Background Notes on Chinese personal names and titles.

对话

FRAME 1

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

FRAME 2

5. A: 你姓什么? B: 我姓王。	What is your surname? My surname is Wáng.
6. A: 他姓什么? B: 他姓马。	What is his surname? His surname is Mǎ.
7. A: 谁姓胡? B: 她姓胡。	Whose surname is Hú? Her surname is Hú.

FRAME 3

8. A: 他是谁? B: 他是马先生。	Who is he? He is Mr. Mǎ.
9. A: 他是谁? B: 他是马明理先生。	Who is he? He is Mr. Mǎ Mínglǐ.

FRAME 4

10.	A: 王先生, 他是谁? B: 他是马明理先生。	Mr. Wáng, who is he? He is Mr. Mǎ Mínglǐ.
11.	A: 先生, 他是谁? B: 他是马先生。	Sir, who is he? He is Mr. Mǎ.
12.	A: 先生, 她是谁? B: 她是马太太。	Sir, who is she? She is Mrs. Mǎ.
13.	A: 王先生, 她是谁? B: 她是马明理太太。	Mr. Wáng, who is she? She is Mrs. Mǎ Mínglǐ.

FRAME 5

14.	A: 王先生, 她是谁? B: 她是马小姐。	Mr. Wáng, who is she? She is Miss Mǎ.
15.	A: 他是谁? B: 他是马明理同志。	Who is he? He is Comrade Mǎ Mínglǐ.
16.	A: 同志, 她是谁? B: 她是方宝兰。	Comrade, who is she? She is Fāng Bǎolán.
17.	A: 同志, 她是谁? B: 她是胡美玲同志。	Comrade, who is she? She is Comrade Hú Měilíng.

SUMMARY



Frame 1

- a. The verb shì "to be" expresses identity.
- b. Chinese verbs and nouns do not indicate person, number, or tense.
- c. The pronoun tā means either "he," or "she."
- d. In Chinese changing a question into a statement does not alter word order.

Frame 2

Xìng means "to be surnamed." It can also be used as a noun, "surname."

Frame 3

People do not use titles, such as Xiānsheng etc. when referring to themselves.

Frame 4

- a. When addressing someone directly, use the name plus Xiānsheng, or Xiānsheng alone.
- b. Xiānsheng means "Mr." when used with a name. It means "sir" when used alone.

Frame 5

The title Tóngzhī, "Comrade," is applied to all regardless of sex or marital status.

BACKGROUND NOTES: ABOUT CHINESE PERSONAL NAMES AND TITLES

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

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

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

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

Zhū Dé (Chu Teh) (father of the Chinese Red Army)
 Lín Biāo (Lin Piao) (former Vice-chairman of the Chinese Communist Party)
 Hú Shì (Hu Shih) (famous writer and philosopher)
 Jiāng Qīng (Chiang Ch'ing -- Mme Mao Tse-tung)

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

Sīmǎ Guāng (Ssu-ma Kuang) (prominent statesman in ancient China)
 Ōuyáng Xiū (Ou-yang Hsiu) (writer in ancient China)
 Zhūgě Liàng (Chu-ke Liang) (Statesman in ancient China)

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

Sīmǎ Xiāngrú (Ssu-ma Hsiang-ju) (well-known writer in ancient China)

In Chinese, each syllable is a distinct Chinese character.

A complete list of Chinese surnames includes several hundred written with a single character and several dozen written with two characters. Some single-character surnames sound

* The first version of each example is in the Pinyin system of romanization. The versions in parenthesis are conventional spellings from other romanization system.

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

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

Outside the People's Republic the traditional system of titles is still in use. These titles closely parallel our own "Mr.," 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 Xiáojie. The Mǎ family's grown daughter, Défen, would be:

Mǎ Xiáojie
Mǎ Défen Xiáojie

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 married 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. Xiáojie 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 Xiansheng, Tàitai, and Xiáojié. Mǎ Mínglǐ would be:

Mǎ Tóngzhì
Mǎ Mínglǐ Tóngzhì

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

Fāng Tóngzhì
Fāng Bǎolán Tóngzhì

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

Mǎ Tóngzhì
Mǎ Défen Tóngzhì

Their grown son could be:

Fāng Tóngzhì
Fāng Zìqiáng Tóngzhì

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

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

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 Àn Dàwèi.

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

Your instructor will give you a Chinese name to facilitate conversation.

DRILLS I



A. Substitution Drill. After the teacher gives the stimulus, you (the student) place it in the indicated structured pattern.

(T) Mǎ Mínglǐ

(S) Tā shì Mǎ Mínglǐ.
(He is Mǎ Mínglǐ.)

B. Response Drill. After the teacher gives the cue, you place it in the indicated structured pattern.

(T) Nǐ shì shéi? Wáng Dànián
(Who are you?)

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

OR Nǐ shì shéi? Hú Měilíng

Wǒ shì Hú Měilíng.
(I am Hú Měilíng.)

C. Response Drill

(T) Tā shì shéi? Mǎ Xiānsheng

(S) Tā shì Mǎ Xiānsheng.
(He is Mr. Mǎ.)

D. Response Drill. After the teacher gives the cue in English, you translate it into Chinese and place it in the indicated structured pattern.

(T) Tā shì shéi? Mr. Wáng
(Who is he?)

(S) Tā shì Wáng Xiānsheng.
(He is Mr. Wáng.)

E. Transformation Drill. After the teacher gives the stimulus, transform it into the structured pattern shown.

(T) Tā shì Fāng Bǎolán.
(She is Fang Bǎolán.)

(S) Shéi shì Fāng Bǎolán?
(Who is Fang Bǎolán?)

F. Response Drill. Answer the teacher's questions using the cues and pattern shown.

(T) Shéi shì Mǎ Tóngzhì? (Who is Comrade Mǎ?)	<u>Tā</u>	(S) Tā shì Mǎ Tóngzhì. (He is Comrade Mǎ.)
--------------------------------------------------	-----------	-----------------------------------------------

G. Response Drill. Respond to questions according to cues, using the pattern shown.

(T) Shéi xìng Mǎ? (Whose surname is Mǎ?)	<u>Hē</u>	(S) Tā xìng Mǎ. (His surname is Mǎ.)
---------------------------------------------	-----------	-----------------------------------------

H. Response Drill. Respond to the questions with cued surnames using the pattern shown.

(T) Tā xìng shénme? (What is her surname?)	<u>Mǎ</u>	(S) Tā xìng Mǎ. (Her surname is Mǎ.)
-----------------------------------------------	-----------	-----------------------------------------

RESOURCE MATERIALS



PRONUNCIATION AND ROMANIZATION (P & R)

Your chief concern as you start this course is learning to pronounce Chinese. This Resource Material, which plunges you right into trying to say things in Chinese, naturally involves a certain amount of pronunciation work. This section is designed to supplement that work with a brief, systematic introduction to the sound system of Standard Chinese, as well as to its written representation in Pinyin romanization.

The essential part of this section consists of the Pronunciation and Romanization (P & R) tapes and the accompanying displays and exercises.

The tapes contain discussions of the sounds of the language and their spellings. You may find that these discussions offer useful hints, allowing you to put your intellect to work on the problems of pronunciation and romanization. However, particularly in pronunciation, most of your learning must come from doing. It is important to practice reading and writing the romanization, but it is vital to practice recognizing and producing the sounds of the language. Serious and sustained attempts to mimic, as faithfully as possible, either your instructor or the speakers on the tapes will allow you to pick up unconsciously far more than you can attend to consciously.

The most important thing for you to do is to abandon the phonetic "prejudices" you have built up as a speaker of English and surrender yourself to the sounds of Chinese. Being less set than adults in their ways, children are quicker to pick up a proper accent. Try to regress to the phonetic suggestibility of childhood, however hard it is to shed the safe and comfortable rigidity and certainty of adulthood. The most your intellect can supply is a certain amount of guidance and monitoring.

Be sure to repeat the words and sentences on the tapes in your full normal speaking voice, or even louder, as you were speaking to someone at a reasonable distance. When you speak to yourself under your breath, you are considerably less precise in your pronunciation than when you speak aloud. This is all right in English, since you can already pronounce the language. But, in Chinese, you would not be practicing that skill which you are trying to develop, and you would find yourself at a loss when you tried to switch to full volume in class.

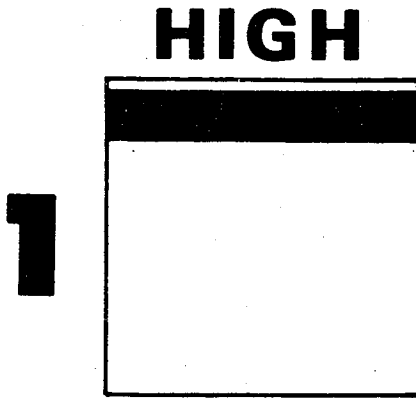
One of the advantages an adult has over a child in learning is the ability to make use of a written representation of it. In this course you learn the Pinyin system of romanization at the

same time that you are learning the sound system of Standard Chinese. (The nonalphabetic system of written characters is taught as a separate component of the course.) You will find that Pinyin is not the simplest possible phonetic transcription. Some of the letters and combinations of letters chosen to represent the sounds of Chinese are not the most obvious ones. While consonant letters generally stand for fixed consonant sounds, vowel letters can stand for various vowel sounds, depending on what letters precede them and follow them. Some of the abbreviation rules are more trouble than they are worth at first. These drawbacks - which are actually relatively minor compared with those of most spelling systems - stem from the fact that Pinyin was designed for speakers of Chinese, not for speakers of English. The primary consideration in devising the system was the most efficient use of the letters of the Roman alphabet to represent the sounds of Chinese. The drawbacks to learning Pinyin are considerably outweighed by the advantage that Pinyin is widely taught and used as a supplementary script in the People's Republic of China. You are learning Pinyin not merely as an aid during the first few weeks of the course, but also as one of the ways Chinese is actually written, and as what may well represent the wave of the future.

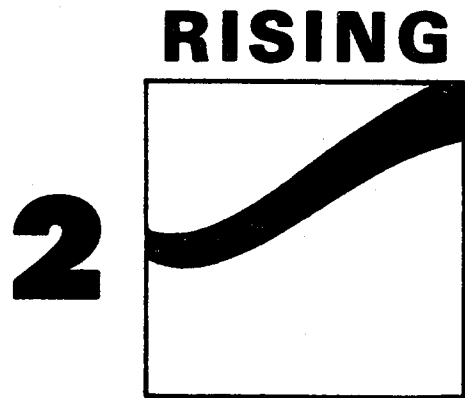
TAPE 1

(TONES)

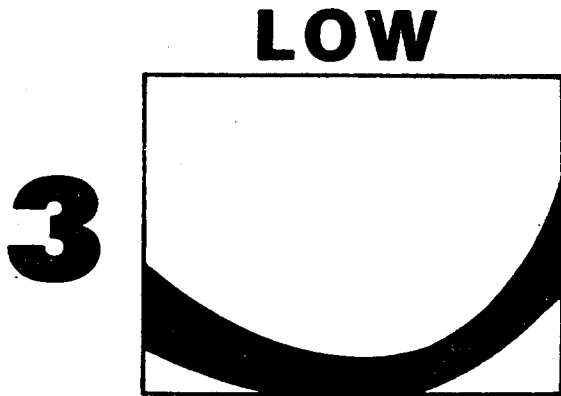
DISPLAY I: THE FOUR TONES



mā, "mother"



má, "hemp"



mǎ, "horse"



mà, "to scold"

Exercise 1: Fāng vs. Fáng

- | | | | | |
|---------|---------|---------|---------|----------|
| 1. Fang | 2. Fang | 3. Fang | 4. Fang | 5. Fang |
| 6. Fang | 7. Fang | 8. Fang | 9. Fang | 10. Fang |

Exercise 2: Wēi vs. Wěi

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. Wei | 2. Wei | 3. Wei | 4. Wei | 5. Wei |
| 6. Wei | 7. Wei | 8. Wei | 9. Wei | 10. Wei |

Exercise 3: Mí vs. Mǐ

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. Mi | 2. Mi | 3. Mi | 4. Mi | 5. Mi |
| 6. Mi | 7. Mi | 8. Mi | 9. Mi | 10. Mi |

Exercise 4: Wú vs. Wǔ

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. Wu | 2. Wu | 3. Wu | 4. Wu | 5. Wu |
| 6. Wu | 7. Wu | 8. Wu | 9. Wu | 10. Wu |

Exercise 5: Yīn vs. Yìn

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. Yin | 2. Yin | 3. Yin | 4. Yin | 5. Yin |
| 6. Yin | 7. Yin | 8. Yin | 9. Yin | 10. Yin |

Exercise 6: Lái vs. Lài

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. Lai | 2. Lai | 3. Lai | 4. Lai | 5. Lai |
| 6. Lai | 7. Lai | 8. Lai | 9. Lai | 10. Lai |

Exercise 7: Hǎo vs. Hào

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. Hao | 2. Hao | 3. Hao | 4. Hao | 5. Hao |
| 6. Hao | 7. Hao | 8. Hao | 9. Hao | 10. Hao |

Exercise 8: Yi vs. Yf vs YI vs. Yi

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. Yi | 2. Yi | 3. Yi | 4. Yi | 5. Yi |
| 6. Yi | 7. Yi | 8. Yi | 9. Yi | 10. Yi |
| 11. Yi | 12. Yi | 13. Yi | 14. Yi | 15. Yi |
| 16. Yi | 17. Yi | 18. Yi | 19. Yi | 20. Yi |

TAPE 2 (CONSONANTS AND VOWELS I)

DISPLAY I: SINGLE VOWELS

Chinese Surname	Similar Sound in English	Orientation Module Example
Fāng	Okinawa	tā
Mí	Tahiti	ní
Hú	Honolulu	Hú
Hóng	Woman	tóngzhì
Ēn	chicken	ne

Exercise 1

1. H_íng 2. H_íng 3. H_íng 4. H_íng
5. H_íng 6. H_íng 7. H_íng 8. H_íng
9. H_íng 10. H_íng 11. H_íng 12. H_íng

Exercise 2

1. Mǎ 2. Yǐ 3. Fù 4. Lóng 5. Hé
6. Wú 7. Fāng 8. Ēn 9. Lú 10. Yǒng
11. Měng 12. Ān 13. Yìn 14. Míng 15. Hóng

DISPLAY II: DIPHTHONGS

Chinese Surname	Similar Sound in English (with Pinyin)	Orientation Module Example
<u>L</u> ài	Shang <u>h</u> ai (Shàng <u>h</u> ǎi)	tà <u>i</u> tai
<u>W</u> ěi	Tai <u>p</u> ei (Táib <u>ě</u> i)	sh <u>é</u> i
<u>H</u> ào	Mao Tse-tung (Máo Zédōng)	<u>h</u> ǎo
<u>L</u> óu	Ch <u>o</u> u En-lai (Zhōu Ēnlái)	něiz <u>h</u> ōu

Exercise 3

- | | | | | |
|---------|---------|----------|----------|----------|
| 1. Mài | 2. Fěi | 3. Máo | 4. Hóu | 5. Hé |
| 6. Hú | 7. Hā | 8. Lài | 9. Lóu | 10. Měng |
| 11. Méi | 12. Lǎo | 13. Lóng | 14. Lǐ | 15. Ōu |
| 16. Wēi | 17. Ēn | 18. Nài | 19. Yǒng | 20. Hào |

DISPLAY III: SEMIVOWELS

Consonant Alone	Semivowel Alone	Consonant Plus Semivowel	Orientation Module Example
<u>H</u> áng	<u>W</u> áng	<u>H</u> uáng	<u>G</u> uǎngzhōu
<u>L</u> án	<u>W</u> án	<u>L</u> uán	
<u>M</u> áo	<u>Y</u> áo	<u>M</u> iáo	
<u>L</u> áng	<u>Y</u> áng	<u>L</u> iáng	

Exercise 4

1. Hán 2. Wán 3. Huán 4. Láng 5. Yáng
 6. Liáng 7. Luán 8. Miào 9. Huáng 10. Liào
 11. Huá 12. Huái 13. Liáng 14. Luán 15. Liào

DISPLAY IV: IRREGULAR COMBINATIONS OF SEMIVOWEL AND VOWEL

Vowel Alone	Semivowel Plus Vowel		Orientation Module Example
	Initial	After Consonant	
<u>È</u>	<u>Yè</u>	<u>Liè</u>	xiè <u>xie</u>
<u>Ān</u>	<u>Yán</u>	<u>Lián</u>	Dàni <u>án</u>
<u>Lóng</u>	<u>Wò</u>	<u>Luò</u>	w <u>ǒ</u>

Exercise 5

1. Yè 2. Yán 3. Wò 4. Liè 5. Lián
 6. Luò 7. Liáng 8. Lóng 9. Niè 10. Hé
 11. Huò 12. Yáng 13. Ān 14. Yè 15. Nián
 16. Wò 17. È 18. Luò 19. Lián 20. Liè

Exercise 6

1. Fāng 2. Lóu 3. Huáng 4. Máo 5. Yǐ
 6. Wèi 7. Miào 8. Luò 9. Lái 10. Wú
 11. Hóng 12. Liáng 13. Luán 14. Wò 15. Yán

Exercise 7

- | | | | |
|----------------------|--------------------|---------------------|----------------------|
| 1. F <u> </u> ng | 2. M <u> </u> | 3. <u> </u> | 4. <u> </u> |
| 5. <u> </u> | 6. H <u> </u> | 7. <u> </u> | 8. L <u> </u> |
| 9. <u> </u> n | 10. <u> </u> ng | 11. L <u> </u> n | 12. H <u> </u> ng |
| 13. L <u> </u> ng | 14. <u> </u> | 15. L <u> </u> | 16. L <u> </u> |
| 17. H <u> </u> ng | 18. L <u> </u> | 19. <u> </u> n | 20. L <u> </u> |

TAPE 3 (CONSONANTS AND VOWELS II)

Exercise 1

1. A _____ 2. Fá _____ 3. Fǎ _____ 4. Nǒ _____ 5. Mě _____
6. Wē _____ 7. Yì _____ 8. Liá _____ 9. Mǐ _____ 10. Liá _____
11. Wē _____ 12. Huá _____ 13. Yì _____ 14. Ná _____ 15. Huá _____

DISPLAY I: STOPS

Unaspirated	Aspirated	Orientation Module Example
<u>B</u> ān	<u>P</u> ān	Bǎolán Tàipíng Yáng*
<u>D</u> ōng	<u>T</u> ōng	Dànián tā
<u>G</u> ē	<u>K</u> ē	Měiguó Kūnmíng*

Exercise 2

1. _____ ān 2. _____ ān 3. _____ ōng 4. _____ ōng
5. _____ ē 6. _____ ōng 7. _____ ē 8. _____ ān
9. _____ ōng 10. _____ ē 11. _____ ān 12. _____ ē

*There are no appropriate examples in the Orientation Module. You will find these words in later modules.

Exercise 3

- | | | | |
|---------|---------|---------|---------|
| 1. Bèi | 2. Gōu | 3. Tú | 4. Péng |
| 5. Kǒng | 6. Dǐng | 7. Pián | 8. Táo |
| 9. Kāng | 10. Dài | 11. Bié | 12. Guó |

DISPLAY II: AFFRICATES

	Unaspiratē	Aspirated	Orientation Module Example	
Retroflex	<u>Zh</u> āng	<u>Ch</u> āng	tóng <u>zh</u> ī	<u>Ch</u> éngdū*
Palatal	<u>Ji</u> āng	<u>Qi</u> áng	jiàn	qī
Dental	<u>Z</u> āng	<u>C</u> āng	zǎo	<u>C</u> āngzhōu*

DISPLAY III: /r/ AND THE RETROFLEX POSITION

			Orientation Module Example		
<u>R</u> ú	<u>Zh</u> ú	<u>Ch</u> ú	<u>r</u> én	tóng <u>zh</u> ī	Chéngdū*

DISPLAY IV: THE PALATAL POSITION

			Numbers Resource Module Example		
yī	jī	qī	<u>y</u> ī (one)	<u>j</u> ī (nine)	<u>q</u> ī (seven)

*There are no appropriate examples in the Orientation Module. You will find these words in later modules.

Exercise 4

<u>Retroflex</u>	<u>Palatal</u>	<u>Retroflex</u>	<u>Palatal</u>
1. Zhāng	Jiāng	7. Zhāng	Jiāng
2. Zhāng	Jiāng	8. Zhāng	Jiāng
3. Zhāng	Jiāng	9. Zhāng	Jiāng
4. Zhāng	Jiāng	10. Zhāng	Jiāng
5. Zhāng	Jiāng	11. Zhāng	Jiāng
6. Zhāng	Jiāng	12. Zhāng	Jiāng

Exercise 5

1. Zhāng	2. Jiāng	3. Qiáng	4. Chāng	5. Jǐ
6. Qǐ	7. Rú	8. Zhú	9. Chú	10. Zhào
11. Qián	12. Rén	13. Chén	14. Jiā	15. Róng

Exercise 6

<u>Retroflex</u>	<u>Palatal</u>	<u>Dental</u>	<u>Retroflex</u>	<u>Palatal</u>	<u>Dental</u>
1. Zhāng	Jiāng	Zāng	7. Zhāng	Jiāng	Zāng
2. Zhāng	Jiāng	Zāng	8. Zhāng	Jiāng	Zāng
3. Zhāng	Jiāng	Zāng	9. Zhāng	Jiāng	Zāng
4. Zhāng	Jiāng	Zāng	10. Zhāng	Jiāng	Zāng
5. Zhāng	Jiāng	Zāng	11. Zhāng	Jiāng	Zāng
6. Zhāng	Jiāng	Zāng	12. Zhāng	Jiāng	Zāng

Exercise 7

1. Zhāng	2. Jiāng	3. Zāng	4. Chāng	5. Qiáng
6. Cāng	7. Zōu	8. Cáo	9. Chén	10. Zhào
11. Qián	12. Jīn	13. Rén	14. Qǐ	15. Chú
16. Zhú	17. Rú	18. Jǐ	19. Cài	20. zǎi

Exercise 8

- | | | | |
|-----------|-----------|------------|------------|
| 1. ___āng | 2. ___āng | 3. ___iāng | 4. ___iáng |
| 6. ___āng | 6. ___āng | 7. ___ú | 8. ___áo |
| 9. ___iān | 10. ___én | 11. ___ú | 12. ___ǎi |
| 13. ___ī | 14. ___én | 15. ___ài | 16. ___ào |
| 17. ___īn | 18. ___ú | 19. ___ōu | 20. ___ī |

LESSON 2

INTRODUCTION



This lesson includes questions and answers about given names, yes/no questions, negative statements, and greetings. It contains additional exercises for sound/symbol correspondence and also an introduction to the numbers 1 through 10.



Nǐ hǎo a?

OBJECTIVES



Upon completion of this lesson, you will be able to

- a. Affirm or negate someone's identity.
- b. Greet someone and respond to a greeting.
- c. Count from 1 to 10, in isolation.

GLOSSARY



1.	bù/bú	不	P:	not, no
2.	búshì	不是	PH:	not to be (am not, is not, are not)
3.	hǎo	好	SV:	to be fine, to be well, good, OK
4.	jiào	叫	EV:	to called, named
5.	ma	吗	P:	(question marker)
6.	míngzi	名字	N:	given name, full name
7.	ne	呢	P:	(question marker)
8.	nín	您	PN:	you (singular) (polite)
9.	Nín guìxìng?	您贵姓?	IE:	What is your (honorable) surname?
10.	xièxie	谢谢	V/IE:	Thank you.
11.	Nǐ hǎo a?	你好啊?	IE:	How are you?
12.	yī	一	NU:	one
13.	èr	二	NU:	two
14.	sān	三	NU:	three
15.	sì	四	NU:	four
16.	wǔ	五	NU:	five
17.	liù	六	NU:	six
18.	qī	七	NU:	seven
19.	bā	八	NU:	eight
20.	jiǔ	九	NU:	nine
21.	shí	十	NU:	ten
22.	Líng	〇	NU:	zero

ABBREVIATIONS FOR PARTS OF SPEECH:

P - Particle. (Elements which may be added to a word, phrase or sentence to indicate some particular function or aspect. Sometimes called "markers.")

PH - Phrase

SV - Stative Verb. (SV's describe a quality or condition rather than indicate an action. Sometimes called STATE verbs or ADJECTIVAL verbs. See note, Preface).

IE - Idiomatic Expression

NU: Number

CLASSROOM EXPRESSIONS

- | | |
|-------------------------------------|----------------------------------------|
| 1. (Surname) ... Lǎoshī, nín hǎo a? | Teacher (Surname) how are you? |
| 2. Qǐng dǎkāi shū. | Please open your book(s). |
| 3. Qǐng héshang shū. | Please close your book(s). |
| 4. Nǐ tīng wǒ shuō. | Listen to me say it. |
| 5. Qǐng gēnzhe wǒ shuō. | Please repeat after me. |
| 6. Qǐng nǐ zài shuō (yíci). | Please say it again (one time) |
| 7. Shì shénme yìsi? Wǒ bùdǒng. | What does it mean? I don't understand. |
| 8. Wǒ méitīngqīngchū. | I didn't hear clearly. |
| 9. Nǐ shuō cuò le. | You said it incorrectly. |
| 10. Wǒ yǒu yíge wèntí. | I have a question. |

Note: On occasion, the teacher may wish to tell you that you are saying a given tone incorrectly.. The Chinese word for 'tone' is sheng. Your teacher will say:

- | | |
|---------------------------|---------------------------------------|
| Dìyī shēng shuōde búduì. | Your first tone is said incorrectly. |
| Dìèr shēng shuōde búduì. | Your second tone is said incorrectly. |
| Dìsān shēng shuōde búduì. | Your third tone is said incorrectly. |
| Dìsì shēng shuōde búduì. | Your fourth tone is said incorrectly. |

COMMUNICATIVE EXCHANGES



FRAME 1

1. A: Tā shì Wáng Tàitai <u>ma</u> ? B: Tā shì Wáng Tàitai.	Is she Mrs. Wáng? She is Mrs. Wáng.
2. A: Nǐ shì Wáng Xiānsheng ma? B: Wǒ shì Wáng Dànián.	Are you Mr. Wáng? I am Wáng Dànián.
3. A: Nǐ shì Mǎ Xiānsheng ma? B: Wǒ shì Mǎ Tíngfeng.	Are you Mr. Mǎ? I am Mǎ Tíngfeng.

Notes

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

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

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

FRAME 2

4. A: Nǐ shì Mǎ Xiānsheng ma? B: Wǒ <u>bùshì</u> Mǎ Xiānsheng.	Are you Mr. Mǎ? I'm not Mr. Mǎ.
5. A: Nǐ shì Wáng Dànián ma? B: Wǒ <u>bùshì</u> Wáng Dànián.	Are you Wáng Dànián? I'm not Wáng Dànián.

Notes

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

bùfēi (not to fly)

bùféi (not to be fat)

bùfěi (not to slander)

búfèi (not to waste)

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

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

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

FRAME 3

6. A: Nǐ xīng Fāng ma? B: Wǒ búxīng Fāng.	Is your surname Fāng? My surname isn't Fāng.
7. A: Nǐ xīng Wáng ma? B: Wǒ bùxīng Wáng.	Is your surname Wáng? My surname isn't Wáng.
8. A: Nǐ xīng Mǎ ma? B: Wǒ búxīng Mǎ. (Wǒ) xīng Wáng.	Is your surname Mǎ? My surname is isn't Mǎ. My surname is Wáng.

Note

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

9. A: <u>Nín guìxìng?</u> B: <u>Wǒ xìng Wáng.</u>	Your surname? (polite) My surname is Wáng.
------------------------------------------------------	-----------------------------------------------

Notes

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

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

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

FRAME 5

10. A: <u>Nǐ jiào shénme?</u> B: <u>Wǒ jiào Dànián.</u>	What is your given name? My given name is Dànián.
11. A: <u>Nǐ jiào Mínglǐ ma?</u> B: <u>Wǒ bújiào Mínglǐ.</u> (<u>Wǒ</u>) <u>Jiào Dànián.</u>	Is your given name Mínglǐ? My given name is not Mínglǐ. It's Dànián.

Notes

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

FRAME 6

12. A: <u>Nǐ hǎo a?</u> B: <u>Wǒ hǎo, nǐ ne?</u> A: <u>Hǎo, xièxie.</u>	How are you? I'm fine, and you? Fine, thanks.
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Notes

§12 The Chinese greeting Nǐ hǎo a? is the exact equivalent of Nǐ hǎo ma?, "How are you?" Although in these two expressions the question markers a and ma are interchangeable, in any other

cases they are not. The difference in use not being a simple one will be treated later in the course.

Notice that the low tones of wǒ and nǐ are pronounced as Rising tones before the Low tone of hǎo: Nǐ hǎo a? Wǒ hǎo.

Hǎo is a stative verb, sometimes called an adjectival verb. It means "to be good," "to be well," "to be fine." It functions like the verb "to be" plus an adjective in English. Note examples on the following.

Wǒ	hǎo
(I	am fine.)
Nǐ	hǎo a?
(You	are fine ?)

The marker ne makes a question out of the single word nǐ, "you": "And you?" or "How about you?" Ta ne? would be "How about him?"

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

FRAME 7

<p>13. A: Nǐ jiào shénme míngzi? B: (Wǒ) jiào Mínglǐ.</p> <p>A: Tā ne? B: (Tā) jiào Bǎolán.</p>	<p>What is your given name? It's Mínglǐ.</p> <p>How about her? It's Bǎolán.</p>
<p>14. A: Nǐ shì Hú Měilíng ma? B: Wǒ búshì Hú Měilíng. Wǒ xìng Hú jiào Bǎolán.</p>	<p>Are you Hú Měilíng? I am not Hú Měilíng. My surname is Hú (but) my given name is Bǎolán.</p>

Notes

§13 Míngzi means "given name." Nǐ jiào shénme míngzi? is another way to ask what someone's given name or full name is.

对话

FRAME 1

1. A: 她是王太太吗? B: 她是王太太。	Is she Mrs. Wáng? She is Mrs. Wáng.
2. A: 你是王先生吗? B: 我是王大年。	Are you Mr. Wáng? I'm Wáng Dànián.
3. A: 你是马先生吗? B: 我是马延峰。	Are you Mr. Mǎ? I am Mǎ Yǎnfēng.

FRAME 2

4. A: 你是马先生吗? B: 我不是马先生。	Are you Mr. Mǎ? I'm not Mr. Mǎ.
5. A: 你是王大年吗? B: 我不是王大年。	Are you Wáng Dànián? I'm not Wáng Dànián.

FRAME 3

6. A: 你姓方吗? B: 我不姓方。	Is your surname Fāng? My surname isn't Fang.
7. A: 你姓王吗? B: 我不姓王。	Is your surname Wáng? My surname isn't Wáng.
8. A: 你姓马吗? B: 我不姓马。(我)姓王。	Is your surname Mǎ? My surname isn't Mǎ. It's Wáng.

FRAME 4

9. A: 您贵姓? B: 我姓王。	Your surname? (polite) My surname is Wáng.
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FRAME 5

<p>10. A: 你叫什么? B: 我叫大年。</p> <p>11. A: 你叫明理吗? B: 我不叫明理。(我)叫大年。</p>	<p>What is your given name? My given name is Dànián.</p> <p>Is your given name Mínglǐ? My given name is not Mínglǐ. It's Dànián.</p>
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FRAME 6

<p>12. A: 你好啊? B: 我好, 你呢? A: 好, 谢谢。</p>	<p>How are you? I'm fine, and you? Fine, thanks.</p>
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FRAME 7

<p>13. A: 你叫什么名字? B: 我叫明理。 A: 她呢? B: 她叫宝兰。</p> <p>14. A: 你是胡美玲吗? B: 我不是胡美玲。我姓胡, 叫宝兰。</p>	<p>What is your given name? It's Mínglǐ.</p> <p>How about her? It's Bǎolán.</p> <p>Are you Hú Měilíng? I am not Hú Měilíng. My surname is Hú, (but) my given name is Bǎolán.</p>
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SUMMARY



Frame 1

- a. Ma turns any statement into yes/no question.
- b. A reply to a yes/no question is commonly a complete statement.

Frame 2

- a. The negative of shì is búshì.
- b. Bù has a Falling or Rising Tone depending on the tone of the following syllable.
- c. Bù is the basic form. It means "no" when it stands alone.

Frame 3

In Chinese it is common to omit the subject of a sentence when it is clear from the context.

Frame 4

- a. The polite equivalent of nǐ, "you," is nín.
- b. Nín guìxìng? literally means "Your honorable surname?"

Frame 5

Jiào means "to be called." Nǐ jiào shénme? is the equivalent of "What is your given name?"

Frame 6

- a. Wǒ and nǐ change to wó and ní before hǎo.
- b. Hǎo means "to be good," "to be well," "to be fine."

Frame 7

- a. Nǐ ne? means "and you?"
- b. Xiè means "to thank." "I thank you." is Wǒ xièxie nǐ.

DRILLS I

A. Transformation Drill. Add ma to make the statement into a question.

(T) Tā shì Wáng Xiānsheng. (He is Mr. Wáng.)	(S) Tā shì Wáng Xiānsheng ma? (Is he Mr. Wáng?)
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B. Response Drill. Reply in the affirmative to the teacher's question.

(T) Tā shì Wáng Xiānsheng ma? (Is he Mr. Wáng?)	(S) Shì. Tā shì Wáng Xiānsheng. (Yes. He is Mr. Wáng.)
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C. Response Drill. All of your answers will be negative. Give the correct name according to the cue.

(T) Tā shì Wáng Xiānsheng ma? <u>Liú</u> (Is he Mr. Wáng?)	(S) Bú shì. Tā shì Liú Xiānsheng. (No. He is Mr. Liú.)
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D. Response Drill. This drill is a combination of the two previous drills. Give an affirmative or a negative answer according to the cue.

(T) Tā shì Liú Tàitai ma? <u>Liú</u> (Is she Mrs. Liú?)	(S) Shì. Tā shì Liú Tàitai. (Yes. She is Mrs. Liú.)
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OR Tā shì Liú Tàitai ma? <u>Huáng</u> (Is she Mrs. Liú?)	(S) Bú shì. Tā shì Huáng Tàitai. (No. She is Mrs. Huáng.)
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E. Transformation Drill. Make the same question using xìng.

(T) Nǐ shì Zhāng Xiānsheng ma? (Are you Mr. Zhang?)	(S) Nǐ xìng Zhāng ma? (Is your surname Zhang?)
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F. Transformation Drill. Convert to a negative statement.

(T) Wǒ xìng Zhāng. (My surname is Zhang.)	(S) Wǒ búxìng Zhāng. (My surname is not Zhang.)
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G. Transformation Drill. Convey the same meaning using xìng.

(T) Wǒ búshì Lǐ Xiānsheng. (I am not Mr. Li.)	(S) Wǒ búxìng Lǐ. (My surname is not Li.)
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H. Expansion Drill. Repeat the statement and add the cued correct name.

(T) Tā búshì Wáng Xiānsheng. <u>Huáng</u> (He is not Mr. Wang.)	(S) Tā búshì Wáng Xiānsheng , ta xìng Huáng. (He is not Mr. Wang, his surname is Huang.)
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I. Expansion Drill. Repeat the statement and add the cued correct surname.

(T) Wǒ búxìng Fāng. <u>Hú</u> (My surname is not Fang.)	(S) Wǒ búxìng Fāng, xìng Hú. (My surname is not Fang; it's Hú.)
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J. Response Drill. Affirm or negate the question, according to the cue.

(T) Tā shì Wáng Xiānsheng ma? <u>Wáng</u> (Is he Mr. Wáng?)	(S) Tā shì Wáng Xiānsheng. (He is Mr. Wáng.)
OR Tā shì Wáng Xiānsheng ma? <u>Huáng</u> (Is he Mr. Wáng?)	(S) Tā búshì Wáng Xiānsheng. Tā xìng Huáng. (He is not Mr. Wáng. His surname is Huáng.)

K. Transformation Drill. The teacher states his/her surname. Student 1 asks what the teacher's surname is. Student 2 replies.

(T) Wǒ xìng Wáng. (My surname is Wáng.)	(S1) Tā xìng shénme? (What is his/her surname?)
	(S2) Tā xìng Wáng. (His/Her surname is Wáng.)

L. Transformation Drill. First, the teacher states a surname and a given name. Then, the student restates the surname and asks for the given name. Last, the teacher responds with the given name.

(T) Wǒ xìng Wáng jiào Dànián. (My surname is Wáng, and my given name is Dànián.)	(S) Nǐ xìng Wáng, nǐ jiào shénme míngzi? (Your surname is Wáng; what is your given name?)
(T) Dànián	

M. Combination Drill. Re-state the teacher's statement, adding míngzi.

(T) Tā xìng Chén. Tā jiào Bǎolán*. (Her surname is Chén. Her given name is Bǎolán.)	(S) Tā xìng Chén, míngzi jiào Bǎolán*. (Her surname is Chén, given name Bǎolán.)
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N. Get Acquainted Drill. The teacher will ask each student in turn for his/her surname. Reply with your English surname, then politely ask the teacher for his/her surname. The teacher will then ask for your given name. Reply in English repeating "Wǒ míngzi jiào" or, "Wǒ jiào"

(T) Nín guìxìng?	(S) Wǒ xìng Jones (Smith, etc.,) nín guìxìng?
(T) Wǒ xìng Wú (Hú, etc.,) nǐ jiào shénme míngzi?	(S) Wǒ jiào Mary (John, etc.).

O. Conversation Drill. The teacher will ask each student in turn "How are you?" Respond in the pattern shown below.

(T) Nǐ hǎo a?	(S) Wǒ hǎo, xièxie, nín ne?
(T) Wǒ hǎo.	

DRILLS II



OBJECTIVES OF DRILLS II:

The purpose of these and all subsequent drills in DRILLS II is to incorporate the current lesson material with the student's growing body of knowledge from previous lessons. In other words, these drills are meant to be accumulative in content, whereas the drills in DRILLS I will primarily stress current lesson grammatical structure and vocabulary.

The drills in DRILLS II reinforce current grammatical structure and combine structure patterns previously learned. Their complexity is designed to ensure thorough familiarization with not only the grammar aspects of the current lesson and its new terminology, but to combine all this with what has been previously learned.

The overall objective of these drills is to aid the student in his efforts to create sentences in Chinese to express thought. This is what we call PRODUCTION.

FORMAT: There will be a display for each drill showing first, the sentence pattern(s) to be used. There may be an English translation. In most cases this will be followed by columns of accumulative vocabulary. By selecting words from the various columns in succession, the student will be able to compose sentences which most closely resemble or match actual conversation in both scope and depth.

EXAMPLES: Below the drill displays you will usually find some sample sentences demonstrating how you can pick and choose from the various columns and thereby make up a large variety of sentences. Examples may not be shown on all succeeding displays, but you will hear them on the homework tapes.

HOMEWORK: Homework tapes are provided to help you prepare for classroom drills. In the classroom you will be expected, when called upon, to produce a sentence or sentences conforming to the displayed pattern. You can compose these sentences from the displayed accumulative vocabulary. However, you are not limited to the words in these lists.

Where terms appear in the pattern shown in parentheses (), you will be expected to know when to use or not use them within the framework of the pattern. You should also be prepared to translate into English the sentence you have spoken in Chinese if asked to do so by the instructor.

ABBREVIATIONS: The abbreviations used for Parts of Speech (shown in the Glossary), will be used in the sentence pattern

displays in order to conserve space. Be sure to familiarize yourself with each of them.

In addition, and for purposes of these drills only, the following abbreviations will also be used:

- Xiānsheng - Xs
- Tóngzhī - Tz
- Lǎoshī - Ls ("Teacher," Classroom expressions)
- Tàitai - Tt
- Xiáojie - Xj

A. Compose Chinese sentences with any combination of xìng and búxìng by choosing elements from each column.

Ex: Wǒ xìng Lín, wǒ búxìng Sūn. Nǐ ne?
 (My surname is Lín, not Sun. What about yours?)

Ex: Nǐ xìng Sòng, wǒ xìng Máo. Tā ne?
 (Your surname is Sòng, mine is Máo. What about his?)

PN (bú)xìng Surname, PN (bú)xìng Surname PN ne?

Wǒ Nǐ Tā	(bú)xìng	Wáng Lǐ Hú Fāng Gāo Sòng Lín	Wǒ Nǐ Tā	(bú)xìng	Zhào Huáng Sūn Mǎ Máo Liáng Hú	Nǐ Tā Wǒ	ne?
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B. State your (or someone else's) surname and given name. Then, respectfully ask another person his or her honorable surname?)

PN xìng Surname, míngzi jiào Given name. Title, nín guìxìng?

Wǒ Tā	xìng	Sòng Fāng Gāo Yáng Zhōu Chén	míngzi jiào	Zìqiáng Dànián Zhèn hàn Déxián Bǎolán* Zīyàn*	Tóngzhī Xiānsheng Tàitai Xiáojie	nín guìxìng?
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C. State your (or someone else's) surname and given name. Then, ask another person his or her given name.

Ex: Wǒ xìng Liú, wǒ jiào Huǐrán. Nǐ jiào shénme míngzi?
(My surname is Liú, my given name is Huǐrán. What's your given name?)

PN xìng Surname, PN jiào Given Name. PN jiào shénme míngzi?

NI	Zhāng	NI	Yǒngpíng	NI Ta jiào shénme míngzi?
Wǒ	Táng	wǒ	Guóquán	
Ta	Bái	ta	Dàlǐ.	
	Liú		Défēn*	
	Lǐ		Huǐrán*	
	Huáng		Zīyàn*	

D. State that a person's given name is (or is not) the one shown in the 3rd column; also, that it is not (or is) the one shown in the last column.

EX: Liáng Tóngzhì bújiào Bǎolán, tā jiào Měilǐ.
(Comrade Liáng's given name is not Bǎolán, it is Měilǐ.)

EX: Wǒ jiào Mínglǐ, bújiào Dànián.
(My given name is Mínglǐ, not Dànián.)

PN or Noun (bú)jiào Given Name, PN (bú)jiào Given name.

Wǒ		Huǐwén*	Mǐnzhēn*
NI		Xiùfèng*	Yùzhēn*
Ta		Wǎnrú*	Qiǎoyún*
Liáng Tóngzhì	(bú)jiào	Bǎolán*,	Měilǐ*.
Chén Tàitai		Shìyǐng	Dànián
Yáng Xiǎojie		Mínglǐ	Shàowéng
Hú Xiānsheng		Zìqiáng	Tíngfēn
			Wǒ
			Ta
			NI
			(bú)jiào

E. Ask someone his or her surname and given name. Note that you must use the same surname in the first two questions.

EX: Shéi xìng Chén? Tā xìng Chén ma? Tā jiào shénme míngzi?
(Who is surnamed Chén? Is she surnamed Chén? What's her given name?)

* given name for female

Shéi xìng Surname? PN xìng Surname ma? PN jiào shénme míngzi?

Zhào? Lǐ? Chén Shéi xìng Wáng? Sūn? Qián? Liú?	Tā Nǐ xìng Wǒ	Zhào Lǐ Chén Wáng ma? Sūn Qián Liú	Tā Nǐ jiào shénme míngzi? Wǒ
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F. State two persons' surnames. Then, ask for someone else's given name.

EX: Wǒ xìng Xiǎo, tā xìng Zhū. Nǐ ne? Nǐ jiào shénme míngzi?
(I am surnamed Xiǎo, she is surnamed Zhū. What about you? What is your given name?)

PN xìng Surname, PN xìng Surname, PN ne? PN jiào shénme míngzi?

Tā Nǐ xìng Wǒ	Gāo Wú Zhào Fang, Qián Xiao	nǐ wǒ xìng ta	Lín Táng Mǎ Yáng, Bái Lǐ	wǒ ta ne? nǐ	Wǒ Ta jiào shénme míngzi? Nǐ
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G. Question and answer Drill. Student A chooses any surname and any title. Student B responds accordingly.

(A) Nǐ shì shéi? Nǐ xìng shénme? Nǐ shì ANY SURNAME & TITLE?
(B) Shì. Wǒ shì SURNAME & TITLE, or
(B) Búshì. Wǒ búshì SURNAME & TITLE, wǒ shì SURNAME & TITLE.

H. Conversation Drill. Students A and B converse using their own names.

(A) Wǒ jiào _____ . Nǐ jiào shénme míngzi?
 (B) Wǒ jiào _____ . Nín guīxíng?
 (A) Wǒ xìng _____ . Wǒ shì _____ .
 (B) Begin the conversation with another student.

I. Conversation Drill. Student A and B converse using their own name.

(A) Nín hǎo a?
 (B) Wǒ hǎo, xièxie. Nín guīxíng?
 (A) Wǒ xìng _____, jiào _____. Nín ne?
 (B) Wǒ xìng _____, jiào _____.

J. Pyramid Drills (read across)

Tā
 Tā xìng Gāo.
 Tā xìng Gāo, jiào Měilì.
 Tā xìng Gāo, jiào Měilì. Nǐ ne?
 Tā xìng Gāo, jiào Měilì. Nǐ ne? Nǐ jiào shénme?
 Tā xìng Gāo, jiào Měilì. Nǐ ne? Nǐ jiào shénme míngzi?
 Tā búxǐng Gāo, bújiào Měilì. Nǐ ne? Nǐ jiào shénme míngzi?

Hǎo a? Wǒ hǎo.
 Nín hǎo a? Wǒ hǎo, xièxie.
 Xiānsheng, nín hǎo a? Wǒ hǎo, xièxie.
 Xiānsheng, nín hǎo a? Wǒ hǎo, xièxie nín.
 Xiānsheng, nín hǎo a? Wǒ hǎo, xièxie nín. Nín ne?
 Xiānsheng, nín hǎo a? Wǒ hǎo, xièxie nín. Nín ne? Nín hǎo?
 Lǐ Xiānsheng, nín hǎo a? Wǒ hǎo, xièxie nín. Nín ne? Nín hǎo ma?

RESOURCE MATERIALS



Tape 4 (CONSONANTS AND VOWELS III)

DISPLAY I: AFFRICATES AND FRICATIVES

	Affricates		Fricatives
Retroflex	<u>Zhāng</u>	<u>Chāng</u>	<u>Shāng</u>
Palatal	<u>Jiāng</u>	<u>Qiāng</u>	<u>Xiāng</u>
Dental	<u>Zāng</u>	<u>Cāng</u>	<u>Sāng</u>

Exercise 1: Shāng vs Xiāng

<u>Retroflex</u>	<u>Palatal</u>	<u>Retroflex</u>	<u>Palatal</u>
1. Shāng	Xiāng	6. Shāng	Xiāng
2. Shāng	Xiāng	7. Shāng	Xiāng
3. Shāng	Xiāng	8. Shāng	Xiāng
4. Shāng	Xiāng	9. Shāng	Xiāng
5. Shāng	Xiāng	10. Shāng	Xiāng

Exercise 2 : Shāng vs. Xiāng vs. Sāng

<u>Retroflex</u>	<u>Palatal</u>	<u>Dental</u>	<u>Retroflex</u>	<u>Palatal</u>	<u>Dental</u>
1. Shāng	Xiāng	Sāng	6. Shāng	Xiāng	Sāng
2. Shāng	Xiāng	Sāng	7. Shāng	Xiāng	Sāng
3. Shāng	Xiāng	Sāng	8. Shāng	Xiāng	Sāng
4. Shāng	Xiāng	Sāng	9. Shāng	Xiāng	Sāng
5. Shāng	Xiāng	Sāng	10. Shāng	Xiāng	Sāng

Exercise 3

- | | | | | | |
|----------|----------|---------|---------|---------|----------|
| 1. Shāng | 2. Xiāng | 3. Sāng | 4. Sū | 5. Shū | 6. Xīn |
| 7. Shào | 8. Xiāo | 9. Sòng | 10. Xià | 11. Suǒ | 12. Shěn |

Exercise 4

- | | | | | | |
|----------|---------|---------|----------|----------|---------|
| 1. Zhào | 2. Xiāo | 3. Cáo | 4. Shào | 5. Qiáo | 6. Jiāo |
| 7. Cháo | 8. Suǒ | 9. Zuǒ | 10. Cài | 11. Shū | 12. Xīn |
| 13. Zēng | 14. Chú | 15. Jīn | 16. Sòng | 17. Zhōu | 18. Qín |

DISPLAY II: FRICATIVES

shǐ	xǐ	sǐ
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Exercise 5: Xǐ vs. Sǐ vs. Shǐ

- | | | | | | |
|--------|--------|-------|--------|--------|---------|
| 1. Shǐ | 2. Xǐ | 3. Sǐ | 4. Xǐ | 5. Sǐ | 6. Shǐ |
| 7. Sǐ | 8. Shǐ | 9. Xǐ | 10. Sǐ | 11. Xǐ | 12. Shǐ |

DISPLAY III

Rìběn

Exercise 6

- | | | | | | |
|--------|---------|---------|---------|---------|---------|
| 1. Shǐ | 2. Chǐ | 3. Zhǐ | 4. Rì* | 5. Xǐ | 6. Qǐ |
| 7. Jǐ | 8. Yǐ | 9. Lǐ | 10. Sǐ | 11. Zǐ | 12. Cǐ* |
| 13. Qǐ | 14. Chǐ | 15. Sǐ | 16. Mǐ | 17. Zhǐ | 18. Zǐ |
| 19. Jǐ | 20. Dǐ | 21. Rì* | 22. Cǐ* | 23. Xǐ | 24. Shǐ |
| 25. Mǐ | | | | | |

(*This is not a name)

Exercise 7

- | | | |
|----------------|---------------|---------------|
| 1. _____ ī | 2. _____ ī | 3. _____ ī |
| 4. _____ āng | 5. _____ iāng | 6. _____ āng |
| 7. _____ āng | 8. _____ āng | 9. _____ iāng |
| 10. _____ iāng | 11. _____ āng | 12. _____ āng |

Exercise 8

- | | | |
|-------------|--------------|-------------|
| 1. zh _____ | 2. zh _____ | 3. q _____ |
| 4. ch _____ | 5. ch _____ | 6. zh _____ |
| 7. l _____ | 8. ch _____ | 9. z _____ |
| 10. z _____ | 11. ch _____ | 12. z _____ |
| 13. z _____ | 14. y _____ | 15. z _____ |

NUMBERS (NUM)

INTRODUCTION

The Chinese system of numbers is simple and predictable. You may find it more regular than the number system in English. Here are the numbers 1 to 10 plus zero:

yī (1)	wǔ (5)	jiǔ (9)
èr (2)	liù (6)	shí (10)
sān (3)	qī (7)	líng (0)
sì (4)	bā (8)	

TAPE 1 (NUMBERS 1-6)

DISPLAY 1

- | | |
|--------|--------|
| 1. yī | 4. sì |
| 2. èr | 5. wǔ |
| 6. sān | 6. liù |

Exercise 1

- | | | |
|---------------|---------------|---------------|
| A. - - - - | B. - - - - | C. - - - - |
| 1 2 3 4 | 4 1 3 2 | 2 1 4 3 |
| D. - - - - | E. - - - - | |
| 4 3 2 1 | 3 2 1 4 | |

Exercise 2

- | | | | | |
|---------|---------|---------|---------|---------|
| A. 1234 | B. 3421 | C. 1324 | D. 4123 | E. 2431 |
|---------|---------|---------|---------|---------|

Exercise 3

A. _ _ _ _
1 2 5 6

B. _ _ _ _
3 5 4 6

C. _ _ _ _
1 6 5 3

D. _ _ _ _
5 2 4 6

E. _ _ _ _
5 6 2 5

Exercise 4

A. 5315

B. 5362

C. 1645

D. 2564

E. 6135

TAPE 2 (NUMBERS 7-10 and 0)

DISPLAY I

1	yī	6	liù
2	èr	7	qī
3	sān	8	bā
4	sì	9	jiǔ
5	wǔ	10	shí
	0		líng

Exercise 1

A. _ _ _ _
 5 7 6 8

B. _ _ _ _
 8 7 1 3

C. _ _ _ _
 2 7 8 4

D. _ _ _ _
 4 7 3 8

E. _ _ _ _
 8 6 7 5

Exercise 2

A. 8765

B. 7843

C. 7157

D. 2867

E. 5868

Exercise 3

A. _ _ _ _
 7 8 5 6

B. _ _ _ _
 1 3 5 7

C. _ _ _ _
 4 3 8 7

D. _ _ _ _
 8 6 4 2

E. _ _ _ _
 7 8 8 7

Exercise 4

A. _ _ _ _
 9 0 0 9

B. _ _ _ _
 7 9 8 0

C. _ _ _ _
 9 0 8 7

D. _ _ _ _
 5 9 0 6

E. _ _ _ _
 4 0 3 9

Exercise 5

A. 8790

B. 1939

C. 4096

D. 2005

E. 7980

Exercise 6

A. _ _ _ _
 1 7 7 6

B. _ _ _ _
 1 4 9 2

C. _ _ _ _
 1 0 6 6

D. _ _ _ _
 1 6 2 0

E. _ _ _ _
 1 9 2 9

NUMBERS (1 - 10) Choral Drill, Telephone style

1. Single digit drill: Teacher: Raise finger or fingers on one or both hands in quick succession (Thumb and finger in a circle equals ling, zero). Students: In chorus, call off numbers in Chinese as you see fingers.

2. Two-digit drill: Teacher: Read digits in sequential groups, two digits at a time with pause between. Students: Repeat in chorus.

12/21 23/32 34/43 45/54 56/65 67/76
78/87 89/98 90/09 9-10/10-9

Teacher: Repeat twice, then read in four-digit groups.

3. Three digit drill: Teacher: First read in three-digit groups with short pause between, (twice), then repeat in six-digit groups.

123/321 234/432 345/543 456/654 567/765
678/876 789/987 890/098 89-10/10-98
(bā, jiǔ, líng and bā, jiǔ, shí)

4. Four digit drill: Teacher: first read in four-digit groups, with short pause between, (twice), then repeat in eight-digit groups.

1234/4321 2345/5432 3456/6543 4567/7654
5678/8765 6789/9876 7890/0987 789-10/10-987

5. Three-digit, random number drill: Teacher: Read in three-digit groups across page. Then read from end back to beginning in reverse order.

397 865 654 329 697 835 719 628 073
903 648 310 867 966 527 669 771 090
909 783 571 717 498 620 019 531 812

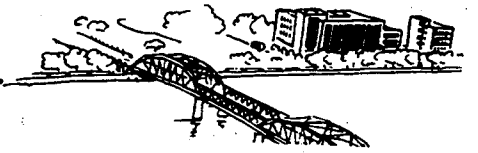
6. Four digit, random number drill: Teacher: Read in groups of four digits, (across page) then repeat from end back to beginning, in reverse order.

5146	6890	8092	1795	4267	6196	9642	3209
7117	1356	7390	3289	4761	6853	4761	1717
3904	2196	1897	7459	5867	9346	7209	4296
5061	9669	1007					

7. DICTATION DRILL: Students: Read instructions, then CLOSE BOOKS. Teacher: Read a series of numbers, first in groups of three-digits (random), then in groups of four also random numbers. As you hear them copy numbers onto a sheet of paper (using numerals). At end of drill OPEN BOOKS and correct your own paper. Use slash(/) to mark incorrect numbers, compare your paper with number below. Show teacher when done. Teacher: Read each group of numbers twice with short pause between. Read across the page.

375	684	901	893	086	593	759	690	815
930	086	807	579	613	019	696	541	308
946	171	509	117	4653	0915	9864	7167	5902
8930	9317	8134	7219	0391				

DICTIONATION EXERCISES



Write down in Pinyin romanization the following sentences as they are dictated to you by your instructor in Chinese. KEEP YOUR BOOK CLOSED. Instructor will read each sentence TWICE with a pause between.

1. Wǒ búshì Wáng Dànián, wǒ
xìng Huáng. 我不是王大年，我姓黄。
2. Tā shì Hú Měilíng Tóngzhì. 她是胡美玲同志。
3. Nǐ shì Liáng Xiānsheng ma? 你是梁先生吗？
4. Wǒ xìng Máo, jiào Mínglǐ. 我姓毛，叫明理。
5. Tā búxìng Zhào, tā xìng
Zhōu. 他不姓赵，他姓周。
6. Nǐ xìng Fāng ma? Nǐ jiào
shénme? 你姓方吗？你叫什么？
7. Tā búxìng Liú, tā shì Lǐ
Xiānsheng. 他不姓刘，他是李先生。
8. Nín hǎo a? Nín guìxìng? 您好啊？你贵姓？
9. Nǐ xìng shénme? Nǐ xìng Mǎ
ma? 你姓什么？你姓马吗？
10. Nǐ xìng Lín. Nǐ jiào shén-
me míngzi? 你姓林。你叫什么名字？
11. Wǒ bújiào Déxián, wǒ jiào
Dá lǐ. 我不叫德贤，我叫达礼。
12. Tā búshì Lǐ Xiǎojiě, tā
shì Lǐ Tàitai. 她不是李小姐，她是李太太。
13. Wǒ hǎo, xièxie. Nǐ hǎo ma? 我好，谢谢，你好吗？
14. Shéi xìng Zhāng, nǐ xìng
Zhāng ma? 谁姓张，你姓张吗？

Instructions for correcting papers:

When dictation exercise is completed, open your book and correct your own paper by comparing with the sentences above.

Pay special attention to TONES and spelling of NAMES.

When you have an incorrect tone, circle it and put the correct tone above.

When you have a misspelled word, cross it out and write correction above.

When corrections are completed, show your paper to your teacher.

COMMUNICATION EXERCISES

EXERCISE 1

Goal. To ask and write down the names of other students and to tell them your name.

Directions.

a. Teacher. Assign each student a number from the following lists:

Male Names	Female Names
1. Táng Shàwén	11. Liú Lìróng
2. Huà Fānghǔ	12. Lín Wénfēng
3. Lǐ Huáliàng	13. Lù Wǎnfēn
4. Hóng Yǒuwéi	14. Zhāng Huìrán
5. Fāng Hèlóng	15. Hú Yùzhēn
6. Sun Guóquán	16. Máo Wǎnfāng
7. Zhào Shīmín	17. Sòng Qiǎoyún
8. Yáng Zìqiáng	18. Chén Bīngyíng
9. Jiǎng Déxián	19. Huáng Défēn
10. Gāo Zhīyuǎn	20. Wú Xiùfèng

b. Students. Write the name corresponding to your number on a blank card. THEN CLOSE YOUR BOOK.

c. Teacher. Choose a student, S1, at random to be questioned by another student, S2, following the sample dialogue as a guide. Do this until all students have had a turn to be asked.

d. Students. As each student pronounces his (her) name, write it down on a separate piece of paper.

e. Teacher. At the end write all the names on the board and let the students correct their own paper.

SAMPLE DIALOGUE

(Let's assume S1's name is Gāo Zhīyuǎn.)

S1: Nǐ hǎo a?

S2: Wǒ hǎo, nǐ ne?

S1: Hǎo, xièxie.

S2: Nín guìxīng? Nǐ xìng shénme?

S1: Wǒ xìng Gāo. (pause) Wǒ xìng Gāo.

S2: Nǐ jiào shéme míngzi? Nǐ shì shéi?

S1: Wǒ jiào Zhīyuǎn*. (pause) Wǒ shì Gāo Zhīyuǎn*.

Note(*): Students may ask as often as necessary if they don't catch a name. They may also request that the name be repeated by using the expression Qǐng nǐ zài shuō yíci.

EXERCISE 2

Goal. To practice using and comprehending similar sounding Chinese names.

Directions.

a. Students. Secretly pick any surname and any given name for yourself from these lists. Write both in the box on the next page.

Surnames	Given Names
1. Wáng	1. Dǎlǐ
2. Huáng	2. Mínglǐ
3. Táng	3. Shìyǐng
4. Fāng	4. Shímín
5. Zhào	5. Měilíng (F)
6. Gāo	6. Měilǐ (F)
7. Máo	7. Mǐnzhēn (F)
8. Táo	8. Yùzhēn (F)
9. Lǐ	
10. Lín	
11. Liáng	
12. Zhāng	

b. Teacher. Choose one student, S1, at random to be questioned by the other students (S2, S3, etc.) S1 shows the teacher the name before answering.

c. Students. Take turns trying to guess S1's surname and given name. Skip around on the list above so that the others will rely on correct comprehension to follow along. When the surname is guessed correctly, continue questioning to determine the given name. Resist the temptation to break into English when you get confused.

--	--

Surname

Given Name

SAMPLE DIALOGUE

(Let's assume that S1 chose Táng Měilì as her name)

S2: Nǐ hǎo a?

S1: Wǒ hǎo, nǐ ne?

S2: Hǎo, xièxie.

S2: Xiǎojie, nǐn guīxing? Nǐ búxing Wáng ma?

S1: Wǒ búxing Wáng.

S3: Nǐ xìng Fāng ma?

S1: Wǒ búxing Fāng.

S4: Nǐ xìng Táng ma?

S1: Wǒ xìng Táng.

S5: Xiǎojie, nǐ jiào shénme míngzi? Nǐ jiào Měilíng ma?

S1: Wǒ bújiào Měilíng.

S6: Nǐ jiào Měilì ma?

S1: Wǒ jiào Měilì. Wǒ shì Táng Měilì.

Note: If name is not clear, S1 may ask for a repetition by using the expression Qǐng nǐ zài shuō yíci.

TRANSLATION EXERCISES

A. Chinese-English. COVER THE PINYIN TEXT BELOW. Teacher: Randomly select sentences and read each one twice with a short pause between. Student: Say aloud the English equivalent. (translate)

1. Xiānsheng, nín guìxíng, nǐ shì shéi?
2. Tā búshì Mǎ Tàitai, tā shì Mǎ Xiáojie.
3. Liú Xiānsheng bújiào Déxián, tā jiào Dáilǐ.
4. Nǐ xìng shénme? Nǐ jiào shénme míngzi?
5. Tā búshì Lǐ Tóngzhì, tā shì Lín Tóngzhì, tā xìng Lín.
6. Tàitai, nín hǎo a? Nín guìxíng?
7. Tā búshì Zhào Xiānsheng, tā xìng Zhōu.
8. Nín guìxíng? Nín shì Zhāng Xiānsheng ma?
9. Nǐ xìng Chén ma? Nǐ jiào Chén Yǒngpíng ma?
10. Wǒ búxíng Yáo, wǒ xìng Gāo, wǒ jiào Mínglǐ.
11. Xièxie nín, wǒ hǎo. Nín ne? Nín hǎo ma?
12. Wǒ xìng Yáng. Xiáojie, nín guìxíng?

B. Chinese-English. Fluency exercise. Student: Read aloud the sentences in Pinyin below, concentrating on pronunciation and intonations. Then give your instructor the English equivalent for each sentence after you have read it.

1. Wǒ búxíng Lín, tā xìng Lín, wǒ xìng Lǐ.
2. Nǐ jiào shénme míngzi? Nǐ jiào Bǎoyù ma?
3. Tā búshì Hú Bǎolán Tóngzhì, tā xìng Huáng.
4. Tā búshì Chén Xiáojie, tā shì Chén Huímín Tàitai.
5. Wǒ hǎo, xièxie nín. Xiānsheng, nín hǎo ma?
6. Nǐ shì Sūn Xiáojie ma? Nǐ jiào shénme míngzi?
7. Tā búxíng Zhāng, tā xìng Yáng, tā shì Yáng Tàitai.

8. Nǐ shì Gāo Tóngzhì a? Nǐ hǎo a?
9. Wǒ xìng Liú. Nǐn ne? Nǐn guìxìng?
10. Wǒ bújiào Shìmín, wǒ jiào Shìyǐng, wǒ xìng Zhāng.

C. English-Chinese: Student: First read the sentence to yourself in English, then say the same sentence in CHINESE aloud to your instructor. Concentrate on fluency, pronunciation and tones.

Teacher: Indicate specific sentences for you to translate.

1. Who is surnamed Chén? Is it he? Is he Mr. Chén?
2. I am fine, thank you. And you? How are you?
3. She is not (a) Miss, she is (a) Mrs. She is Mrs. Mǎ.
4. My surname is not Fāng, my surname is Zhāng. I am Zhāng Bǎoyǐng.
5. Sir, how are you? May I ask your honorable surname?
6. My given name is Bǎolán, my surname is Hú. I am Hú Bǎolán.
7. Sir, what is your honorable surname? Are you Mr. Gāo?
8. Mrs. Lǐ, how are you? Is Miss Lǐ well?
9. Comrade, who is he? Is he Comrade Liú?
10. Mr. Zhào, my surname is Sūn, I am Sūn Huá.
11. Thank you, I'm fine. And you? How are you? Are you Miss Zhou?
12. Whose surname is Táng? Is it you? Are you Comrade Táng?

ENRICHMENT



COMMON CHINESE NAMES

Surname

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

Given Names (male)

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

Given Names (female)

娟	Juān	蕙文	Huìwén	敏贞	Mǐnzhēn
丽容	Lìróng	德芬	Défēn	蕙然	Huìrán
婉如	Wǎnrú	露	Lù	冰莹	Bīngyíng
美玲	Měilíng	宝兰	Bǎolán	青	Qīng
秀凤	Xiùfèng	玉珍	Yùzhēn	紫燕	Zǐyàn
巧云	Qiǎoyún	美丽	Měilì		

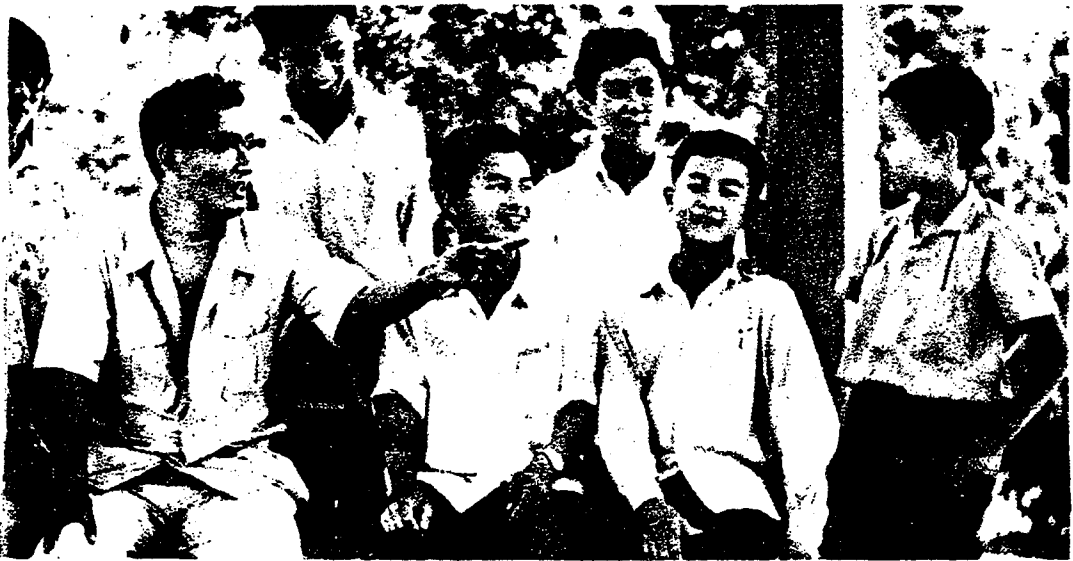
Note: A number of surnames used in this module are rare. Some may even be unfamiliar to most Chinese, although all are authentic. These rare surnames are used to illustrate various contrasts in sound and spelling.

LESSON 3

INTRODUCTION



This lesson deals with place of origin (e.g. home state, province, city), nationality, and numbers from 11 to 99. It also includes enlisted ranks E1 thru E9, negative questions, and the plural of pronouns.



Nǐ shì nǎrde rén?

OBJECTIVES



- Upon completion of this lesson you will be able to
- Identify your place of origin or nationality.
 - Count up to 99, in isolation.

GLOSSARY



1. Cháoxiān (Hánguó)*	朝鲜 (韩国)	N: Korea
Běi Cháoxiān (Běi Hán)	北朝鲜 (北韩)	N: North Korea
Nán Cháoxiān (Nán Hán)	南朝鲜 (南韩)	N: South Korea
2. -de	的	P: (possessive marker)
3. Déguó	德国	N: Germany
4. Èguó (Éguó)	俄国	N: Russia
5. Fàguó (Fǎguó)	法国	N: France
6. guó	国	N: country
7. Jiāzhōu	加州	N: California
8. Měiguó	美国	N: American, USA, America
9. -men	们	P: suffix indicating plural number of pronouns
10. nǎr/nǎrde	哪儿/哪儿的	N: where
11. nǎi-	哪	SP: which
12. nǎiguó	哪国	PH: which country
13. rén	人	N: person
14. Rìběn	日本	N: Japan
15. Shāndōng	山东	N: (a province name)
16. Shànghǎi	上海	N: (a city name)
17. Yīngguó	英国	N: England

*Cháoxiān, the old name for Korea, is used in the PRC and by North Koreans.

*Hánguó (Běi Hán & Nán Hán) is used by the South Koreans, by Overseas Chinese & Taiwan.

18. Yuènnán	越南	N: Vietnam
19. Zhōngguó	中国	N: China
20. Qīngdǎo	青岛	N: (a city in Shān-dōng, China)

Abbrev: P - Particle
SP - Specifier

Enrichment

Enlisted Ranks:

jūnshìzhǎng	军士长	N: E-7 and above
shàngshì	上士	N: E-6 (staff sergeant/SP-6, USA; staff sergeant USMC; technical sergeant, USAF; petty officer first class, USN)
zhōngshì	中士	N: E-5 (sergeant/SP-5, USA; corporal, USMC; staff sergeant, USAF; petty officer second class USN)
xiàshì	下士	N: E-4 (corporal/SP-4, USA; corporal, USMC; sergeant, USAF; petty officer third class, USN)
yīděngbīng	一等兵	N: E-3 (private first class, USA; lance corporal, USMC; airman first class, USAF; seaman, USN)
èrděngbīng	二等兵	N: E-2 (private, E-2 USA; private first class, USMC; airman, USAF; seaman apprentice, USN)
sānděngbīng	三等兵	N: E-1 (private, E-1, USA and USMC; airman basic, USAF; seaman recruit, USN)

Note: All military ranks except E-1 through E-3 can be used as titles, e.g., Wáng shàngshì "E-6 Wáng," Andésēn Jūnshìzhǎng "E-7 Anderson," etc.

Because of the diverse enlisted titles of rank among the four services of the United States armed forces (e.g., an Army sergeant is an E-5 while an Air force sergeant is an E-4.) only pay grades, such as E-2, E-3, etc. are used to denote the ranks of enlisted personnel or non-commissioned officers in the English portion of this course.

CLASS EXPRESSION:

- | | |
|-------------------------------|------------------------------------------------------|
| 1. Nǐde fāyīn bú tài hǎo. | Your pronunciation isn't too good. |
| 2. Wǒ yǒu yíge wèntí. | I have a question. |
| 3. Wáng Dànián, nǐ wèn wèntí. | Wáng Dànián, you ask the questions. |
| 4. Hú Měilíng, nǐ huídá. | Hú Měilíng, you answer (the questions). |
| 5. Nǐ gēn tā shuō. | You talk with him/her. OR
You tell it to him/her. |
| 6. Qǐng nǐ fānchéng Zhōngwén. | Please translate it into Chinese. |
| 7. Qǐng nǐ fānchéng Yīngwén. | Please translate it into English. |

COMMUNICATIVE EXCHANGES



FRAME 1

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

Notes

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

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

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

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

FRAME 2

<p>4. A: Hú Xiǎojie, nǐ shì Èguó rén ma? B: Búshì. A: Nǐ shì Fǎguó rén ma? B: Shì.</p>	<p>Miss Hú, are you Russian? No. Are you French? Yes.</p>
<p>5. A: Mǎ Tóngzhì shì Déguó rén ma? B: Búshì, tā búshì Déguó rén. A: Tā shì Cháoxiān rén ma? B: Shì, tā shì Cháoxiān rén.</p>	<p>Is Comrade Mǎ German? No, he is not German. Is he Korean? Yes, he is Korean.</p>

Notes

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

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

For instructional purpose, sometimes a short answer such as shì "yes" búshì "no," etc. is given without a following complete answer in order to show various ways of responding to a question.

FRAME 3

<p>6. A: Nǐ shì nǎiguó rén? B: Wǒ shì Rìběn rén.</p>	<p>What is your nationality? I'm Japanese.</p>
<p>7. A: Tā shì nǎiguó rén? B: Tā shì Yuènnán rén.</p>	<p>What is his nationality? He is Vietnamese.</p>

Notes

§6 Něi - meaning "which" in questions is a bound form - a form which cannot stand alone - not a free form.

Něi-	guó	rén
(which)	country	person)

FRAME 4

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

Notes

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

nǎr	-de	rén
(where	's	person)

Therefore, this means "a person of where," or "a person from where."

§9A To clarify the role of -de, note the following example in which it functions exactly as the English possessive ending 's:

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

FRAME 5

12. A: <u>Nimen</u> shì Rìběn rén ma? B: Shì, wǒmen shì Rìběn rén.	Are you (pl.) Japanese? Yes, we are Japanese.
A: Tāmen shì Hánguó rén ma? B: Búshì, tāmen shì Yuènnán rén.	Are they Koreans? No, they are Vietnamese.

Notes

§12 The suffix -men is attached to personal pronouns wǒ, nǐ and tā and changes them into plural personal pronouns, wǒmen "we, us," nimen "you (plural)" and tāmen "they, them."

FRAME 6

13. A: Fāng Xiānsheng, nǐ tàitai shì něiguó rén? B: Tā shì Yīngguó rén.	Mr. Fāng, what's your wife's nationality? She's British.
14. A: Tā búshì Déguó rén ma? B: Tā búshì Déguó rén. Zhāng Tàitai shì Déguó rén.	Isn't she German? No, she isn't German. Mrs. Zhang is German.

§13 Nǐ tàitai. Notice the absence of the possessive -de. When the relationship is close and intimate as with "husband" and "wife," the -de is usually dropped following nǐ, wǒ and tā, but it is not incorrect to add de. The same is true of the plural forms of these pronouns.

§14 Adding ma to the end of a negative statement makes a negative question.

Tā (He/She)	bú not	shì is	Déguó rén. German.)	
Tā (He/She)	bú not	shì is	Déguó rén German	ma? ?)

OR: (He/She is not German.)
(Isn't he/she German?)

对话

FRAME 1

1. A: 你是美国人吗? B: 我是美国人。	Are you an American? I'm an American.
2. A: 胡先生, 你是中国人吗? B: 我是中国人。	Mr. Hú, are you Chinese? I'm Chinese.
3. A: 王太太, 你是英国人吗? B: 我不是英国人。	Mrs. Wáng, are you English? I'm not English.

FRAME 2

4. A: 胡小姐, 你是俄国人吗? B: 不是。 A: 你是法国人吗? B: 是。	Miss Hú, are you Russian? No. Are you French? Yes.
5. A: 马同志是德国人吗? B: 不是, 他不是德国人。 A: 他是朝鲜人吗? B: 是, 他是朝鲜人。	Is Comrade Mǎ German? No, he is not German. Is he Korean? Yes, he is Korean.

FRAME 3

6. A: 你是哪国人? B: 我是日本人。	What is your nationality? I'm Japanese.
7. A: 他是哪国人? B: 他是越南人。	What is his nationality? He is Vietnamese.

FRAME 4

<p>8. A: 你是哪儿的人? B: 我是上海人。</p>	<p>Where are you from? I'm from Shànghǎi.</p>
<p>9. A: 他是方宝兰的先生。 他是青岛人。</p>	<p>He is Fang Bǎolán's husband. He is from Qīngdǎo.</p>
<p>10. A: 他是哪儿的人? B: 他是山东人。</p>	<p>Where is he from? He's from Shāndōng.</p>
<p>11. A: 你是哪儿的人? B: 我是加州人。</p>	<p>Where are you from? I'm a Californian.</p>

FRAME 5

<p>12. A: 你们是日本人吗? B: 是, 我们是日本人。</p>	<p>Are you (pl.) Japanese? Yes, we are Japanese.</p>
<p>A: 他们是韩国人吗? B: 不是, 他们是越南人。</p>	<p>Are they Koreans? No, they are Vietnamese.</p>

FRAME 6

<p>13. A: 方先生, 你太太是哪 国人? B: 她是英国人。</p>	<p>Mr. Fang, what's your wife's nationality? She's British.</p>
<p>14. A: 她不是德国人吗? B: 她不是德国人。张太 太是德国人。</p>	<p>Isn't she German? No, she isn't German. Mrs. Zhang is German.</p>

SUMMARY



Frame 1

Rén means "person" or "persons." The phrase Měiguó rén, for example, can be translated as "An American (person)."

Frame 2

Normally the short answers shì and búshì are followed by complete answers: Búshì, wǒ búshì Měiguó rén.

Frame 3

Něi-, meaning "which" in questions, is always attached to another word as in něiguó in the sentence Nǐ shì něiguó rén?

Frame 4

Nǎr means "where" in questions. The syllable -de functions like the English possessive ending 's. Example: Dànián de tàitai is translated as "Dànián's wife."

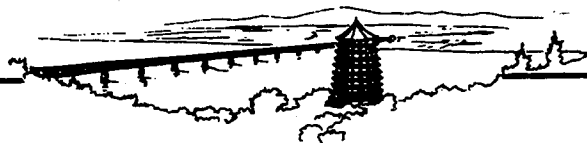
Frame 5

Wǒ, nǐ, and tā become plural by adding the suffix -men. Wǒmen means "we/us," nǐmen means "you (plural)," and tāmen they/them."

Frame 6

A negative statement can be transformed into a negative question by adding ma, as in Nǐ búshì Wáng Xiānsheng ma?

DRILLS I



A. Response Drill. All responses will be affirmative.

(T) Tā shì Zhōngguó rén ma?
(Is he/she Chinese?)

(S) Tā shì Zhōngguó rén.
(He/She is Chinese.)

B. Response Drill. Give a negative response, then use the "cue" word to clarify nationality.

(T) Tā shì Déguó rén ma?
(Is he German?)

(T) Yīngguó

(S) Tā bú shì Déguó rén.
(Tā) Shì Yīngguó rén.
(He is not German.
He is English.)

C. Response Drill. Give affirmative or negative answers depending on the cues.

(T) Tā bú shì Měiguó rén ma? Měiguó
(Isn't he/she an American?)

(S) Tā bú shì Měiguó rén.
(He/She is an American.)

OR Tā bú shì Měiguó rén ma? Èguó
(Isn't he/she an American?)

(S) Tā bú shì Měiguó rén.
(He/She isn't an American.)

D. Response Drill. The teacher will cue the nationality in English. Students will respond in Chinese.

(T) Tā shì Něiguó rén?
French
(What is his/her nationality?)

(S) Tā shì Fàguó rén.
(He/She is French.)

E. Response Drill. Respond with the cued place word (city, state, province). (Names with * for pronunciation only.)

(T) Tā shì nǎrde rén?
Shànghǎi
(Where is he from?)

(S) Tā shì Shànghǎi rén.
(He/She is from
Shànghǎi)

F. Response Drill. Listen carefully to the questions and respond using the cues. (Drill is on possessive -de, nǎrde and něiguó.)

(T) Fāng Bǎolán de xiānsheng shì
něiguó rén? American
(What nationality is Fāng
Bǎolán's husband?)

(S) Fāng Bǎolán de xiānsheng
shì Měiguó rén.
(Fāng Bǎolán's husband is
an American.)

OR Fāng Bǎolán de xiānsheng shì
nǎrde rén? California
(Where is Fāng Bǎolán's
husband from?)

Fāng Bǎolán de xiānsheng
shì Jiāzhōu rén?
(Fāng Bǎolán's husband is
from California.)

G. Transformation Drill. Teacher gives the answer. You ask the appropriate question using nǎrde or něiguó

(T) Tā shì Běijīng rén.
(He is from Běijīng.)

(S) Tā shì nǎrde rén?
(Where is he from?)

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

(S) Tā shì něiguó rén?
(What is his
nationality?)

H. Transformation Drill. Give an opposite response by negating the verbs.

(T) Tā shì Lǐ Tàitai. (She is Mrs. LI.)	(S) Tā búshì Lǐ Tàitai. (She is not Mrs. LI.)
OR Tā xìng Lǐ. (Her surname is LI.)	(S) Tā búxìng Lǐ. (She is not surnamed LI.)

I. Transformation Drill. Using the teacher's statement make an appropriate question using ma.

(T) Tā xìng Hú. (His surname is Hú.)	(S) Tā xìng Hú ma? (Is his surname Hú?)
OR Tā bú xìng Hú. (His surname is not Hú.)	(S) Tā búxìng Hú ma? (Isn't his surname Hú?)

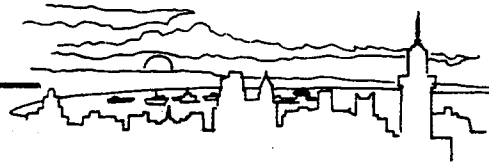
J. Transformation Drill. Use the appropriate question words shénme, shéi, nǎrde rén, and něiguó rén in response to the teacher's statement, i.e., ask the question which gets that response.

(T) Tā xìng Zhāng. (His surname is Zhāng.)	(S) Tā xìng shénme? (What is his surname?)
-----------------------------------------------	-----------------------------------------------

K. Transformation Drill. Make a negative question from the teacher's statement.

(T) Tā xìng Zhāng. (His surname is Zhāng.)	(S) Tā búxìng Zhāng ma? (Isn't his surname Zhāng?)
-----------------------------------------------	-------------------------------------------------------

DRILLS II



A. State that someone is (or is not) from a certain country; add where that person is (or is not) from.

EX: Zhāng Tóngzhì búshì Měiguó rén, tā shì Zhōngguó rén.

EX: Lǐ Tàitai shì Cháoxiān rén, tā búshì Yuènnán rén.

Subject (bú)shì Country rén, PN (bú)shì Country rén.

Wǒ				
Nǐ			Yīngguó	Fàguó
Tā			Měiguó	Zhōngguó
Fāng Bǎolán			Déguó	Èguó
Lǐ Tàitai	(bú)shì	Èguó rén,		Tā (bú)shì Cháoxiān rén.
Mǎ Xiǎojie		Zhōngguó		Měiguó
Tā tàitai		Fàguó		Yīngguó
Zhāng Tóngzhì		Yuènnán		Déguó
Máo Zhèn hàn		Cháoxiān		Yīngguó
Tā xiānsheng				

B. State that someone is not from a certain city or country. Additionally, ask for the person's origin or nationality.

Ex: Fāng Xiǎojie búshì Běijīng rén. Tā shì nǎrde rén?
(origin)

EX: Hú Měilì búshì Zhōngguó rén. Tā shì něiguó rén?
(nationality)

Subject búshì PW rén. Tā shì nǎrde/něiguó rén?

Sīmǎ				
Hú			Tiānjīn	
Wú			Shànghǎi	
Chén	Yōngpíng	búshì	Qīngdǎo rén.	Tā shì nǎrde rén?
Zhāng	Guóqián		Běijīng	
Táng	Déxián			
Máo	Bǎolán		Zhōngguó	
Sūn	Zīyàn	búshì	Hánguó rén.	Tā shì něiguó rén?
Gāo	Huìrán		Déguó	
Zhào			Fàguó	
Yáng				

C. Ask where in a country (or province) a person is from. Also ask about that person's spouse.

EX: Wáng Xiānsheng shì Èguó nǎrde rén? Tā tàitai ne?

EX: Zhào Měilíng shì Shāndōng nǎrde rén? Tā xiānsheng ne?

Surname Name/title shì PW nǎrde rén? Tā Spouse ne?

Wáng Sūn Zhào Mǎ Chén Fāng Jiǎng Hú	Dànián Měilíng Tàitai Xiānsheng	shì	Měiguó Sìchuān Rìběn Hánguó Shāndōng Yuènan	nǎrde rén?	tàitai Tā xiānsheng ne?
----------------------------------------------------------	------------------------------------------	-----	------------------------------------------------------------	------------	----------------------------

D. Ask if some people are from a certain area. Also ask where in that area they are from.

EX: Nǐmen shì Zhōngguó rén. Nǐmen shì Zhōngguó nǎrde rén?

PN shì PW rén ma? PN shì PW nǎrde rén?

Nǐmen Tāmen shì	Yuènan Zhōngguó Měiguó Yīngguó Héběi Sìchuān Hénán	rén ma?	Tāmen shì	Yuènan Zhōngguó Měiguó Yīngguó Héběi Sìchuān Hénán	nǎrde rén?
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E. State that a person does not have a certain given name. Also, give the person's real name and place of origin.

EX: Liáng Tóngzhì bújiào Wǎnrú, tā jiào Huīrán. Tā shì Táiwan rén.

Sur-name	Title	<u>bújiào</u>	Given Name,	tā jiào	Given Name.	Tā shì	PW	<u>rén.</u>
Liú			Huìwén		Qīng		Shāndōng	
Chén	Tàitai	bújiào	Juān	tā jiào	Huǐrán.	Tā shì	Húnán	
Lǐ	Xiáojie		Wǎnrú		Bǎolán		Shànghǎi	
Liáng			Měilíng		Yùzhēn		Tiānjīn	rén
Fāng								
Gāo	Tóngzhì		Shàowén		Shìyǐng		Húběi	
Lín	Xiānsheng		Mínglǐ	tā jiào	Chéng	Tā shì	Jiāzhōu	rén
			Dànián		Huá			

F. State that a certain person is someone else's spouse. Also give that person's place of origin.

EX: Máo Chéng de tàitai shì Liú Qīng. Tā shì Táiběi rén.

Subject - de tàitai/
xiānsheng shì Full Name. Tā shì PW rén.

Fāng Zhīyuǎn de		Liú Qīng*	Guǎngxī
Sòng Jié de	tàitai shì	Fāng Huǐrán*.	Tā shì Běijīng rén.
Máo Chén de		Jiǎng Bǎolán*	Jiāngsū
Gāo Huìwén de		Huáng Chéng	Gāoxióng
Wáng Zīyàn de	xiānsheng shì	Liáng Huá.	Tā shì Táinán rén.
Liú Lǐróng de		Táng Dàwéi	Húběi
Lín Yùzhēn de		Zhōu Dànián	Anhuì

G. Construct two questions as in the following example:

Ex: Lǐ Tàitai shì nǎrde rén? Tā shì Běijīng rén ma?

Name - de Spouse shì QW rén? Tā búshì PW rén ma?

Wáng Tóngzhì de			Déguó
Gāo Shàowén de			Fàguó rén ma?
Sūn Dànián de	tàitai shì	něiguó rén?	Èguó
Bái Xiānsheng de			Hánguó
Sū Zīyàn de			Gāoxióng
Hán Tóngzhì de			Shànghǎi
Bái Tàitai de	xiānsheng shì	nǎrde rén?	Běijīng
Zhào Bǎolán de			

H. Construct three questions following the patterns of the example.

Ex: Tóngzhì, nín guìxìng? Nín shì něiguó rén? Nín shì Fàguó rén ma?

Title, nín guìxìng? Nín shì nǎrde/ něiguó rén? Nín shì PW rén ma?

Tóngzhì Tàitai nín guìxìng? Xiáojie Xiānsheng	Nín shì něiguó rén? nǎrde	Nín shì Fàguó Èguó rén ma? Rìběn Měiguó
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I. Conversation Drill. Student A asks the question. Student B answers with city, state, province, or country.

(A) Nǐ shì nǎrde rén?	or	(A) Nǐ shì něiguó rén?
(B) Wǒ shì _____ rén.		(B) Wǒ shì _____ rén.

J. Conversation Drill. Student A asks student B a question about Student C. Student B asks C, then reports back to A.

(A) Tā shì něiguó rén? (A asks B a question about C)
(B) Nǐ shì něiguó rén? (B asks C)
(C) Wǒ shì _____ rén. (C responds)
(B) Tā shì _____ rén. (B reports back to A)

K. Pyramid Drill (read across)

	Měiguó	Jiāzhōu
	Měiguó rén	Jiāzhōu rén
	Nǐ shì Měiguó rén.	Nǐ shì Jiāzhōu rén.
	Nǐ shì Měiguó rén.	Nǐ shì Jiāzhōu rén ma?
	Nǐ shì Měiguó rén ma?	Nǐ shì Jiāzhōu rén ma?
	Nǐ shì Měiguó nǎrde rén?	Nǐ shì Jiāzhōu rén ma?
Tóngzhì, nǐ shì Měiguó nǎrde rén?	Nǐ shì Jiāzhōu rén ma?	
Wáng Tóngzhì, nǐ shì Měiguó nǎrde rén?	Nǐ búshì Jiāzhōu rén ma?	

		Zhōngguó		Rìběn
		Zhōngguó rén		Rìběn rén
Dànián	shì	Zhōngguó rén,	búshì	Rìběn rén.
Hú Dànián	búshì	Zhōngguó rén.	Tā shì	Rìběn rén.
Hú Dànián	búshì	Zhōngguó Héběi rén.	Tā shì	Rìběn rén.
Hú Dànián	búshì	Zhōngguó Héběi rén.	Tā shì	Rìběn rén ma?
Hú Dànián	búshì	Zhōngguó Héběi rén ma?	Tā shì	Rìběn rén ma?
Hú Dànián Xiānsheng	búshì	Zhōngguó Héběi rén ma?	Tā shì	Rìběn rén ma?

RESOURCE MATERIALS



TAPE 5

(CONSONANTS AND VOWELS IV)

DISPLAY I

Ēn	Wēn	Hūn	Huēn
Fèi	Wèi	Guì	Guèi
Hòu	Yǒu	LIǔ	LIǒu

DISPLAY II

Yǒu	Yǒu
LIǔ	LIǔ

DISPLAY III

Wò	Luò	Mò
----	-----	----

Exercise 1

- | | | | | |
|---------|--------|---------|----------|---------|
| 1. Wēn | 2. Hūn | 3. Wèi | 4. Guì | 5. Yǒu |
| 6. LIǔ | 7. Luò | 8. Mò | 9. Lún | 10. NÍú |
| 11. Ruì | 12. Bó | 13. CuT | 14. Chūn | 15. QÍú |

Exercise 2

- | | | | |
|---------------------|--------------------|--------------------|---------------------|
| 1. <u> </u> ̄n | 2. <u> </u> ̄n | 3. g <u> </u> ˊ | 4. <u> </u> ˊ |
| 5. <u> </u> ˊ | 6. l <u> </u> ˊ | 7. l <u> </u> ˊ | 8. <u> </u> ˊ |
| 9. g <u> </u> ˊ | 10. <u> </u> ˊ | 11. <u> </u> ̄n | 12. <u> </u> ˊ |
| 13. l <u> </u> ˊ | 14. <u> </u> ̄n | 15. <u> </u> ˊ | 16. l <u> </u> ˊ |

DISPLAY IV

Lǐ	Lǔ	Lǚ
----	----	----

Exercise 3

1. Lǐ	Lǔ	Lǚ	6. Lǐ	Lǔ	Lǚ
2. Lǐ	Lǔ	Lǚ	7. Lǐ	Lǔ	Lǚ
3. Lǐ	Lǔ	Lǚ	8. Lǐ	Lǔ	Lǚ
4. Lǐ	Lǚ	Lǚ	9. Lǐ	Lǔ	Lǚ
5. Lǐ	Lǔ	Lǚ	10. Lǐ	Lǔ	Lǚ

Exercise 4

1. Lǐ	2. Lǔ	3. Lǚ	4. Lǔ	5. Lǚ
6. Lǐ	7. Lǔ	8. Lǚ	9. Lǐ	10. Lǚ

DISPLAY V

Yú	Yūè	Yūán	Yún
----	-----	------	-----

DISPLAY VI

Yè	Yūè		
Wán	Yūán	Yán	Yūán
Wén	Yún		

Exercise 5

1. Shù	2. Sù	3. Xǚ	4. Wú	5. Yú
6. Zǚ	7. Zhú	8. Jǚ	9. Chú	10. Qú
11. Mù	12. Yú	13. Jǚ	14. Qú	15. Xú

Exercise 6

- | | | | |
|-----------|----------|----------|---------|
| 1. Shù | 2. Sù | 3. Xù | 4. Xǔān |
| 5. Shuàng | 6. Chǔn | 7. Jūn | 8. Yǔè |
| 9. Qǔè | 10. Lǔ | 11. Lú | 12. Yǔ |
| 13. Jǔ | 14. Yǔán | 15. Qǔán | 16. Yǔn |

DISPLAY VII

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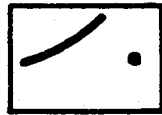
TAPE 6

(TONES IN COMBINATION)

DISPLAY I: THE NEUTRAL TONE



fēi le



féi le



fěi le



fèi le

Exercise 1

- | | | | |
|-----------|------------|------------|------------|
| 1. Fēi le | 2. Féi le | 3. Fěi le | 4. Fèi le |
| 5. Fěi le | 6. Féi le | 7. Fèi le | 8. Fēi le |
| 9. Fěi le | 10. Fèi le | 11. Fēi le | 12. Féi le |

DISPLAY II: THE HALF THIRD TONE



Táiběi



Běijīng

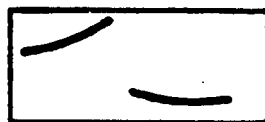


Yǒngpíng

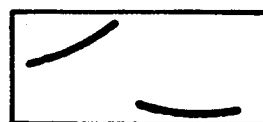


Bǎodìng

DISPLAY III: THE RAISED THIRD TONE



Nánhǎi



Běihǎi

Exercise 2

1. Táiběi 2. Běijīng 3. Yǒngpíng 4. Běihǎi
 5. Bǎodìng 6. Běihǎi 7. Běijīng 8. Táiběi
 9. Běihǎi 10. Bǎodìng 11. Yǒngpíng 12. Běihǎi

DISPLAY IV: TWO-TONE SEQUENCES (1)

	1	2	3	4	0
1	Shānxī	Kūnmíng	Xiānggǎng	Kāihuà	Fēi le
2	Yán'ān	Yúnnán	Táiběi	Luódìng	Féi le
3	Běijīng	Yǒngpíng	Běihǎi	Guǎngxìn	Fěi le
4	Sìchuān	Rèhé*	Shànghǎi	Fèngyì	Fèi le

Exercise 3

1. Shanxi 2. Fei le 3. Luoding 4. Beihai
 5. Reher 6. Sichuan 7. Yongping 8. Taibei
 9. Kaihua 10. Xianggang 11. Yunnan 12. Beijing
 13. Fei le 14. Shanghai 15. Guangxin 16. Fei le
 17. Kunming 18. Yan'an 19. Fei le 20. Fengyi

Exercise 4

1. Shānxī 2. Xiānggǎng 3. Yán'ān 4. Féi le
 5. Sìchuān 6. Kūnmíng 7. Guǎngxìn 8. Fèngyì
 9. Běihǎi 10. Fěi le 11. Yǒngpíng 12. Shànghǎi
 13. Fēi le 14. Yúnnán 15. Táiběi 16. Luódìng
 17. Kāihuà 18. Fèi le 19. Běijīng 20. Rèhé

*This is the name of a former province.

DISPLAY V: TWO-TONE SEQUENCES (2)

	1	2	3	4	0
1	Cāngzhōu	Zhǐfú	Qīngdǎo	Bōyì	Fēi le
2	Zézhōu	Jiéshí	Sūfúyǎn*	Méngzì	Féi le
3	Wǔchāng	Jiǔlóng	Pǔěr	Lǚshùn	Fěi le
4	Zhèjiāng	Yüè'nán	Rìběn	Wànxiàn	Fèi le

Exercise 5

- | | | | |
|-------------|--------------|------------|-------------|
| 1. Fei le | 2. Yüenan | 3. Lüshun | 4. Wuchang |
| 5. Sufuyan | 6. Fei le | 7. Zhifu | 8. Wanxian |
| 9. Zhejiang | 10. Puer | 11. Fei le | 12. Jieshi |
| 13. Boyi | 14. Cangzhou | 15. Riben | 16. Fei le |
| 17. Jiulong | 18. Mengzi | 19. Zezhou | 20. Qingdao |

Exercise 6

- | | | | |
|-------------|-------------|-------------|------------|
| 1. Cāngzhōu | 2. Zhèjiāng | 3. Jiǔlóng | 4. Sūfúyǎn |
| 5. Bōyì | 6. Wànxiàn | 7. Fěi le | 8. Zézhōu |
| 9. Zhǐfú | 10. Yüè'nán | 11. Pǔěr | 12. Méngzì |
| 13. Fēi le | 14. Fèi le | 15. Wǔchāng | 16. Jiéshí |
| 17. Qīngdǎo | 18. Rìběn | 19. Lǚshùn | 20. Féi le |

*This is the name of a former province.

TAPE 3

(NUMBERS 11-99)

DISPLAY I

11	shíyī	20	èrshí	22	èrshíèr
12	shíèr	30	sānshí	33	sānshí sān
13	shí sān	40	sìshí	44	sìshí sì
14	shí sì	50	wǔshí	55	wǔshí wǔ
15	shí wǔ	60	liùshí	66	liùshí liù
16	shí liù	70	qīshí	77	qīshí qī
17	shí qī	80	bāshí	88	bāshí bā
18	shí bā	90	jiǔshí	99	jiǔshí jiǔ
19	shí jiǔ				

The numbers 11 through 19 are formed with the word for 10, shí, followed by the words for 1 through 9:

shíyī (11)	shí sì (14)	shí qī (17)
shí èr (12)	shí wǔ (15)	shí bā (18)
shí sān (13)	shí liù (16)	shí jiǔ (19)

You can see that the system for forming 11 through 19 resembles addition: 10 + 1, etc.

The number 20 is literally "two tens." All the multiples of 10 are formed with the words for 2 through 9 followed by the word for 10, shí:

èrshí (20)	wǔshí (50)	bāshí (80)
sānshí (30)	liùshí (60)	jiǔshí (90)
sìshí (40)	qīshí (70)	

You can see that this system resembles multiplication: 2 x 10, etc.

The remaining numbers up to 100 are formed by combining these two systems. For example, to form the word for 21, first multiply, "two tens," and then add the word for 1.

èrshiyī (21)	sìshíjiǔ (49)	liùshíqī (67)
èrshíbā (28)	sìshíyī (41)	qīshí (74)
sānshíèr (32)	wǔshí sān (53)	bāshíliù (86)
sānshíliù (36)	wǔshíbā (58)	jiǔshíèr (92)
sìshíwǔ (45)	liùshíwǔ (65)	jiǔshíjiǔ (99)

Notice that shí, 10, loses its tone in the examples above.

Exercise 1

- | | | | | |
|----------------|----------------|----------------|----------------|-----------------|
| 1. _____
12 | 2. _____
40 | 3. _____
30 | 4. _____
16 | 5. _____
20 |
| 6. _____
11 | 7. _____
70 | 8. _____
17 | 9. _____
90 | 10. _____
14 |

Exercise 2

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. 85 | 2. 17 | 3. 44 | 4. 93 | 5. 38 |
| 6. 29 | 7. 70 | 8. 26 | 9. 52 | 10. 61 |

TAPE 4

(NUMBERS 1-99, REVIEW)

Exercise 1

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. 3 | 2. 16 | 3. 48 | 4. 70 | 5. 22 |
| 6. 91 | 7. 34 | 8. 59 | 9. 6 | 10. 30 |

Exercise 2

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. 67 | 2. 12 | 3. 90 | 4. 54 | 5. 83 |
| 6. 35 | 7. 26 | 8. 79 | 9. 48 | 10. 4 |

Exercise 3

- | | | | |
|------------|-------------|------------|------------|
| 1. $4 + 5$ | 2. $3 + 8$ | 3. $1 + 2$ | 4. $6 + 9$ |
| 5. $7 + 2$ | 6. $9 + 7$ | 7. $8 + 1$ | 8. $5 + 6$ |
| 9. $3 + 9$ | 10. $4 + 4$ | | |

Exercise 4

- | | | | | |
|-------|-------|-------|-------|--------|
| 1. 36 | 2. 41 | 3. 72 | 4. 18 | 5. 63 |
| 6. 94 | 7. 25 | 8. 66 | 9. 52 | 10. 27 |

Exercise 5

- | | | | |
|--------------|---------------|--------------|--------------|
| 1. $21 + 10$ | 2. $65 + 10$ | 3. $33 + 10$ | 4. $18 + 10$ |
| 5. $59 + 10$ | 6. $74 + 10$ | 7. $42 + 10$ | 8. $86 + 10$ |
| 9. $25 + 10$ | 10. $76 + 10$ | | |

NUMBERS DRILLS

(11-99)

(IMPORTANT: Read the following goal statement before starting drills.)

OBJECTIVES: These drills are designed to help you become totally familiar with Chinese numbers to the point where you are not consciously "translating" in your mind. Strive to instantaneously visualize the numbers in your head as you hear them. Make this a reflex action, without consciously saying them over to yourself first in Chinese and then in English.

1. Choral Drill: In chorus, voice the numbers aloud as your teacher reads them. Mentally interpret (i.e., know what you are saying.)

89 (bāshijiǔ)	73	64	52	61	18
54	71	20	17	34	94
50	62	48	70	15	51
69	13	41	39	58	14

2. Count-off Drills:

(a) By units: Beginning with the first student to your teacher's right start counting off by single numbers (yī, èr, sān etc.) until all students have given the count. Reverse direction and start again.

(b) By tens: Repeat the procedure (shí [yíshí], èrshí, sānshí, etc.) Reverse direction and repeat.

(c) By five: (wǔ, shíwǔ, èrshíwǔ, etc.) Reverse direction and repeat.

(d) Same procedure with "1" on each numeral: (shíyī, èrshíyī, sānshíyī)

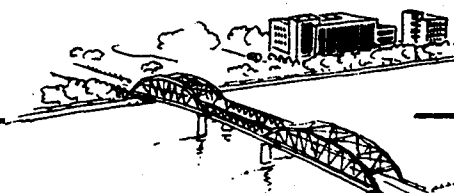
(e) Same procedure progressively with 2 - 9 as end numeral: (i.e., 13, 23, etc., 14, 24, etc., 15, 25, etc., up to 99)

(f) Double digits: (22, 33, 44, 55, etc.)

3. Conversion Drill: Take a sheet of paper and as your teacher reads off the numbers, convert to numerals on your paper. Do this as quickly and as automatically as you can. Try not to stop and think about them. Teacher will read off numbers to you in English at the end so that you can assess your results. Teacher:
Read across the page.

69	73	71	10	25	33	74	83	92
51	64	17	61	44	39	50	19	81
65	14	26	69	28	31	89	96	37
40	91	88	13	52	12	16	38	25
72	96	61	76	67	77	11	90	

DICTATION EXERCISES



WITH BOOKS CLOSED, write down in Pinyin the following sentences as they are dictated by your instructor. Pay particular attention to tones.

1. Wǒ shì Nán Cháoxiān rén, Fāng Xiǎojiě búshì Nán Hàn rén, tā shì Zhōngguó rén. 我是南朝鲜人，方小姐不是南韩人，她是中国人。
2. Chén Yǒngpíng búshì Shànghǎi rén ma? Tā shì nǎrde rén? Shì Qīngdǎo rén ma? 陈永平不是上海人吗？他是哪儿的人？是青岛人吗？
3. Nín shì Déguó rén ma? Nín tàitai ne? Tā shì něiguó rén? Shì Rìběn rén ma? 您是德国人吗？您太太呢？她是哪国人？是日本人吗？
4. Wǒmen shì Měiguó rén, búshì Fàguó rén. Nǐmen ne, nǐmen shì nǎrde rén? 我们是美国人，不是法国人。你们呢，你们是哪儿的人？
5. Huáng Tóngzhì de tàitai xìng Mǎ. Tā búshì Yuènnán rén, shì Hánguó rén. 黄同志的太太姓马。她不是越南人，是韩国人。
6. Liú Xiānsheng shì Měiguó nǎrde rén? Tā shì Jiāzhōu rén ma? Tā tàitai ne? 刘先生是美国哪儿的人？他是加州人吗？他太太呢？
7. Wú Shàowén de tàitai shì Hénán rén, bú shì Běijīng rén. Wú Xiānsheng shì Shāndōng rén. 吴绍文的太太是河南人，不是北京人。吴先生是山东人。
8. Zhāng Tàitai de xiānsheng búshì Zhōngguó rén ma? Tā shì něiguó rén. 张太太的先生不是中国人吗？他是哪国人？
9. Lǐ Tàitai búshì Èguó rén, tā shì Yīngguó rén. Tā xiānsheng shì Déguó rén. 李太太不是俄国人，她是英国人。她先生是德国人。

COMMUNICATION EXERCISES

CONVERSATION

EXERCISE 1

(IMPORTANT: Read this statement of objectives.)

Objective: Purpose of this conversation period is to help you develop fluency in conversational Chinese. Your instructor will ask you a variety of questions. It is inevitable that you will not know the "true" answers to some of them, such as another student's nationality or marital status. Furthermore, you may feel some questions are too personal, i.e., your age, or questions concerning your family. Remember, in these cases all you have to do is make up an answer. Pretend you know, and answer something that is logical even if fictitious. Your answer should always be to the point, never facetious, ridiculous or controversial. Also try to avoid simple "yes" "no" answers. Always try to expand your conversational ability.

(The followings are 30 sentences in Chinese characters.)

1. (教员指着一个学生, 同时问另外一个学生)他是中国人吗?
2. 你不是德国人吗?
3. 你是美国哪儿的人?
4. (问一个学生, 指着另外一个说)___同志是越南人吗?
5. 你是法国人吗? (or) 你不是法国人吗?
6. (指着一个学生, 同时问另外一个)他是哪国人?
7. 你们谁是英国人?
8. 你是哪儿的人?
9. 同志, 您贵姓?
10. 你是哪国人?
11. 你是朝鲜人吗?
12. 你是加州哪儿的人?
13. 你太太是美国哪儿的人?
14. (在黑板上画两个简单的小人, 一个姓张, 一个姓王。教员指着那个姓张的小人问一个学生)。他姓什么?
15. (指着那个姓王的小人问另外一个学生)。他姓什么?

16. (在姓张的旁边注明是日本人, 在姓王的旁边注明是越南人。教员指着黑板上的张先生问一个学生)。张先生是哪国人。
17. (接着问另外一个学生)。王同志呢?
18. 张先生不是越南人吗?
19. 王同志不是日本人吗?
20. (教员在黑板上再画两个小人, 一个是李小姐(中国人)。一个是方太太(朝鲜人)。他指着李小姐问一个学生)。
(1) 他是谁? (2) 他是哪国人?
21. (指着方太太问另外一个学生)他是小姐吗?他是哪儿的人?
22. (1) 中国人姓什么? (2) 是太太吗?
23. (1) 朝鲜人姓什么? (2) 是小姐吗?
24. 方太太不是韩国人吗?
25. (教员指着李小姐, 同时问一个学生)。李小姐是哪国人?
26. 李小姐不是南朝鲜人吗?
27. (指着黑板上的四个小人, 教员作一般性的问)。谁是日本人?
28. 王同志是中国人吗?
29. 谁是北朝鲜人?
30. 李小姐是日本人吗?

EXERCISE 2

What do you say?

1. You meet someone. Ask what country he/she is from.
2. Miss Lǐ is from China, not Korea. Introduce her to your family.
3. Someone asks you "Is your teacher from Russia?" He is not Russian, he is German. What do you tell him.
4. Tell someone that Mr. Zhāng is from Korea, not Vietnam.
5. A lady is sitting next to you. Ask her whether she is from France or England.
6. You have met someone in California. Ask him if he is a native Californian.
7. Mr. Jiāng is a native of Shāndōng Province, China. Ask him whether his wife is from Shāndōng.
8. Someone asks you, "Are you English?" You are from California, U.S.A. How do you reply?
9. You meet a young lady. Ask her whether she is married or single.
10. There are two Japanese in the room. The person with you mistakes them for Chinese. How would you explain this to him/her?
11. You are an American but someone you meet thinks you are English. How would you explain this to him/her?
12. Someone asks you, "Is your wife German?" Say that she is not German, that she is French.
13. Someone asks you, "Are you from Shànghǎi?" You are a native of Qīngdǎo in Shandong. Tell him this.
14. You sit next to someone on a bus. He asks whether you are Korean. You are Vietnamese, so what do you say to him?
15. Someone asks you if you are a native of Běijīng. Tell him you are from California, and make sure he knows where California is.
16. Your husband is German, but someone introduces him as an American. How would you correct this individual?

TRANSLATION EXERCISES

A. Chinese-English: COVER THE PINYIN TEXT BELOW. Teacher: Randomly select sentences and read each one twice with a short pause between readings. Student: Say aloud the English equivalent. (Translate)

1. Zhāng Tóngzhì shì Zhōngguó rén ma? Tā tàitai ne? Tā shì nārde rén?
2. Mǎ Xiǎojie búshì Měiguó rén, tā shì Fàguó rén.
3. Wáng Tàitai shì Fāng Bǎolán, tā shì Shāndōng rén.
4. Shéi shì Yuènnán rén? Chén Tóngzhì shì Yuènnán rén ma?
5. Liú Tóngzhì de tàitai búshì Zhōngguó rén ma? Tā shì nēiguó rén?
6. Nǐ shì Měiguó rén ma? Nǐ shì Měiguó nārde rén?
7. Zhōu Tàitai búshì Rìběn rén, tā shì Nán Cháoxiān rén.
8. Wáng Xiānsheng, nín tàitai shì nārde rén? Tā shì Èguó rén ma?
9. Táng Xiǎojie de míngzi bújiào Bǎolán, jiào Měilíng.
10. Liú Xiǎojie shì nēiguó rén? Tā shì Měiguó Jiāzhōu rén ma?
11. Gāo Tóngzhì jiào shénme míngzi? Tā shì nārde rén?
12. Tā búshì Chén Tàitai, tā shì Lǐ Xiǎojie, tā shì Běijīng rén.
13. Shànghǎi rén búshì Yuènnán rén. Shì Zhōngguó rén.
14. Tā búshì Déguó rén, tā shì Yīngguó rén. Tā tàitai shì Déguó rén.
15. Wǒmen shì Shāndōng Qīngdǎo rén. Nǐmen shì nārde rén?
16. Jiāzhōu rén shì Měiguó rén. Shànghǎi rén shì Zhōngguó rén.
17. Mǎ Tóngzhì shì Zhōngguó rén. Wǒmen búshì, wǒmen shì Cháoxiān rén.
18. Nǐmen shì Měiguó nārde rén? Nǐmen shì Jiāzhōu rén ma?
19. Shéi shì Yīngguó rén? Nín tàitai shì Yīngguó rén ma?
20. Hán Xiǎojie shì nārde rén? Tā shì Hánguó rén ma?

B. Chinese-English. Fluency Exercise. Student: Read aloud the sentences in Pinyin below, concentrating on fluency, pronunciation and tones. Then give your instructor the equivalent in English for each sentence after you read it.

1. Shāndōng rén shì nǚguó rén? Tāmen shì Zhōngguó rén ma?
2. Nín guīxìng? Nín shì nǎrde rén? Nín shì Měiguó Jiāzhōu rén ma?
3. Tā jiào Měilì, tā shì Gāo Měilì Xiǎojie, tā bújiào Měilíng.
4. Wǒ búxìng Zhāng, Wǒ xìng Wáng. Wǒ shì Zhōngguó rén shì Shànghǎi rén.
5. Lǐ Tàitai nín hǎo a? Lǐ Xiānsheng hǎo ma? Lǐ Xiǎojie ne? Tā hǎo ma?
6. Yuènnán rén búshì Zhōngguó rén. Hénán rén shì Zhōngguó rén.
7. Shéi shì Cháoxiǎn rén? Nǐ shì Cháoxiǎn rén ma? Tā ne? Tā shì nǎrde rén?
8. Wǒmen shì Zhōngguó rén. Nǐmen ne? Nǐmen shì nǚguó rén? Nǐmen shì Rìběn rén ma?
9. Liú Tóngzhì shì Shāndōng rén. Tā shì Qīngdǎo rén. Tā tài-tai shì Běijīng rén.
10. Tā búshì Hú Tàitai, tā shì Hú Xiǎojie. Tā shì Hú Měilíng, shì Tiānjīn rén.
11. Nǐmen shì Měiguó nǎrde rén? Nǐmen shì Jiāzhōu rén ma?
12. Tā búshì Fāng Xiǎojie, tā shì Mǎ Tàitai, shì Hánguó rén.
13. Wǒmen búshì Běi Hán rén, wǒmen shì Nán Hán rén. (Wǒmen shì Cháoxiǎn rén.)
14. Zhāng Tóngzhì de tài-tai shì nǎrde rén? Tā shì Rìběn rén ma?
15. Xiānsheng, nín guīxìng? Nín shì nǎrde rén? Shì Déguó rén ma?
16. Tā xìng shénme, jiào shénme? Tā shì Zhōngguó rén ma?
17. Shànghǎi rén búshì Yuèmán rén. Shànghǎi rén shì Zhōngguó rén.
18. Wǒ búshì Běijīng rén, wǒ shì Shāndōng Qīngdǎo rén.

19. Mǎ Tàitai shì Èguó rén ma? Tā xiānsheng ne? Tā shì nǎrde rén?

20. Wǒ búshì Yīngguó rén, wǒ shì Měiguó rén. Wǒ tàitai shì Yīngguó rén.

C. English-Chinese. The teacher will tell you which sentence to translate. First read the sentence to yourself as it appears in English, then say the same sentence aloud in Chinese. Concentrate on fluency, tones and pronunciation.

1. Who is Miss Mǎ? Is she Comrade Hú's wife? Is she Chinese?
2. Comrade Hú is not Korean, he is Vietnamese. His wife is Vietnamese.
3. Comrade Zhāng is from Shànghǎi. How about Comrade Wáng? Where is he from?
4. Miss Lǐ is from Shāndōng; she is Chinese; she is not Korean.
5. Isn't Mr. Liú a Chinese? Where is he from? Is he a North Korean?
6. Sir, how are you? What is your honorable surname? Are you Chinese?
7. We are not German; we are American. We are from California.
8. Who are they? Are they Russians? Are their wives French?
9. His wife is not French; she is English. Her surname is Hé.
10. Comrade Chén is not from Shāndōng; he is from Shànghǎi. His wife is from Shāndōng.
11. She is not a North Korean; she is a South Korean; her surname is Mǎ.
- 12 I am English, my wife is American. She is from California.
13. Who is Japanese? Are you (pl.) Japanese? Aren't you Chinese?
14. He is Chinese. He is a native of Shāndōng; he is from Qīngdǎo.
15. Comrade Bái is not from Shànghǎi; he is a native of Běijīng.

16. Where are you from in the United States? Are you from California?

17. Mrs. Táo is Japanese. Her husband is Chinese, not Vietnamese.

18. He's German? He's not French? How about his wife, where is she from?

19. We are Chinese, where are you (pl.) from? Are you Koreans?

20. Mr. Zhào is from Shànghǎi. Mrs. Zhào is a native of Běijīng; she is not from Shāndōng.

ENRICHMENT

COUNTRIES AND REGIONS



Afghanistan	Āfūhàn	Germany, West	Xīdé
Albania	Āerbāniyà	Ghana	Jiānà
Algeria	Āerjīliyà	Gibraltar	Zhǐbùluótuó
Andorra	Āndàoěr	Great Britain	Dà Bùlìediàn
Angola	Ān'gēlā	Greece	Xīlā
Argentina	Āgēntíng	Greenland	Gélínglǎn
Australia	Àodàliyà	Grenada	Gélínnàdà
Austria	Àodīlǐ (Àoguó)	Guam	Guāndǎo
Bahama Is.	Bāhāmǎ Qúndǎo	Guatemala	Guādmǎlā
Bahrain	Bāilín(guó)	Guinea	Jīnèiyà
Bangladesh	Mèngjiālā(guó)	Guinea-Bissau	Jīnèiyà Bǐshào
Barbados	Bābādūōsī	Guyana	Guīyānà
Belgium	Bīlǐshǐ	Haiti	Hāidì
Belize	Bólǐzǐ	Honduras	Hóngdūlāsī
Benin	Bèining	Hungary	Xióngyálfǐ
Bermuda	Běimùdǎ	Iceland	Bǐngdǎo
Bhutan	Bùdān	India	Yīndù
Bolivia	Bōlǐwéiyà	Indonesia	Yīnní (Yīndùnfxiyà)
Botswana	Bōcǐwǎnà	Iran	Yīlǎng
Brazil	Bāxī	Iraq	Yīlākè
Britain	Yīngguó	Ireland	Àiěrlán
Bulgaria	Bǎojiāliyà	Israel	Yīsèlǐè
Burma	Miǎndiàn	Italy	Yídàlǐ
Burundi	Bùlóngdǐ	Ivory Coast	Xiàngyá Hǎiàn
Cabinda	Kābēndǎ	Jamaica	Yámǎijīā
Cameroun	Kāmāilóng	Japan	Rìběn
Canada	Jiānádà	Java	Zhǎowā
Cape Verde Is.	Fódé Jiǎo	Jordan	Yuēdān
Central Africa	Zhōngfēi	Kampuchea	Jiǎnbūzhài
Chad	Zhàdé	Kenya	Kěnniyà
Chile	Zhǐlǐ	Korea	Cháoxiān (Běijīng), Hánguó (Taiwan)
China	Zhōngguó	Kuwait	Kēwēitè
Colombia	Gélúnbiyà	Laos	Lǎowō (Běijīng), Liáoguó (Taiwan)
Comoro Is.	Kēmóluó Qúndǎo	Latvia	Lātuowéiyà
Congo	Gāngguó	Lebanon	Líbānèn
Costa Rica	Gēsídǎlfjīā	Lesotho	Lǎisuótuó
Cuba	Gūbā	Liberia	Lǐbǐliyà
Cyprus	Sāipūlùsī	Libya	Lǐbīyà
Czechoslovakia	Jiékè (Jiékèsīluófákè)	Liechtenstein	Lièzhǐdūnshǐdēng
Democratic Yemen	Mínzhǔ Yēmén	Lithuania	Lítáowǎn
Denmark	Dānmǎi	Luxemburg	Lúsēnbǎo
Djibouti	Jībùtí	Madagascar	Mádǎjiāsījīā, Mǎerjiāshǐ
Dominican Republic	Duōmǐnfjīā (Gònghéguó)	Malawi	Mǎlāwéi
East Timor	Dōng Dīwén	Malaysia	Mǎláixiyà
Ecuador	Eguādūōěr	Maldives Is.	Mǎěrdǎifū
Egypt	Āijí	Mali	Mǎlǐ
El Salvador	Sàěrwǎduō	Malta	Mǎěrtǎ
England	Yīngguó	Mauritania	Mǎolītāniyà
Equatorial Guinea	Chídào Jīnèiyà	Mauritius	Mǎolǐqíusī
Estonia	Àishāniyà	Mexico	Mòxīgē
Ethiopia	Àisàitiébīyà (Běijīng), Yīsuōbīyà (Taiwan)	Monaco	Mōnàgē
Fiji	Fēijǐ	Mongolia	Měnggū
Finland	Fēnlán	Morocco	Móluògē
France	Fǎguó, Fàguó	Mozambique	Mòsāngbīkè
French Polynesia	Fǎshǔ Bōlǐnfxiyà	Namibia	Nāmǐbīyà
Gabon	Jiāpéng	Nauru	Nǎolǔ
Gambia, The	Gāngbīyà	Nepal	Nǐbōěr
Germany	Déguó		
Germany, East	Dōngdé		

Netherlands	Héilán	United States	Měiguó
Netherlands Antilles	Āndīlìèsī Qúndǎo	Upper Volta	Shàng Wǒěrtǎ
New Zealand	Xīn Xīlán	Uruguay	Wūlāguī
Nicaragua	Níjīālāguā	Venezuela	Wěinèiruilā
Niger	Nírìěr	Vietnam	Yuènnán
Nigeria	Nírìlìyà	Virgin Is.	Wéiěrjīng Qúndǎo
Norway	Nuówēi	Wales	Wéiěrsī
Okinawa	Chōngshéng	Western Sahara	Xī Sāhālā
Oman	Āmàn	Western Samoa	Xī Sāmóyà
Pakistan	Bājīsitǎn	White Russia	Báí Èluósī
Palestine	Bālèsitǎn	Yemen	Yěmén
Panama	Bānámǎ	Yugoslavia	Nánsīlāfū
Papua New Guinea	Bābūyà Xīn Jīnèiyà	Zaire	Zhāyīěr
Paraguay	Bēlāguī	Zambia	Zānbīyà
Peru	Mílǔ	Zimbabwe	Jīnbābūwéi
Philippines	Fēilǔbīn		
Portugal	Pútáoyà		
Puerto Rico	Bōduōlígè		
Qatar	Kātǎěr		
Réunion	Líuníwāng(dǎo)		
Rhodesia	Luódéxīyà		
Romania	Luómǎnīyà		
Russia	Èguó, Èguó		
Rwanda	Lúwàngdá		
San Marino	Shèng Mǎlīnuò		
São Tomé and Príncipe	Shèng Duóměi hé Pǔlínxībǐ		
Saudi Arabia	Shātè Ālābó (Běijīng), Shāwūdī Ālābó (Taiwan)		
Scotland	Sūgélán		
Senegal	Sāinèijīǎěr		
Seychelles Is.	Sāishēěr Qúndǎo		
Siberia	Xībóliyà		
Sierra Leone	Sàilā Lǎng		
Sikkim	Xījīn		
Singapore	Xīnjiāpō		
Solomon Is.	Suǒluómén Qúndǎo		
Somalia	Suǒmǎlǐ		
South Africa	Nānfēi		
Soviet Russia	Sūè (Taiwan)		
Soviet Union	Sūlián		
Spain	Xībānyà		
Sri Lanka	Sīlīlānkǎ		
Sudan	Sūdān		
Surinam	Sūlīnán		
Swaziland	Sīwēishīlán (Běijīng), Shīwǎjīlán (Taiwan)		
Sweden	Ruǐdiǎn		
Switzerland	Ruǐshǐ		
Syria	Xùlìyà		
Tanzania	Tānsāngnīyà		
Thailand	Tàiguó		
Togo	Duōgē		
Tonga	Tāngjiā		
Trinidad and Tobago	Tèlīnīdá hé Duōbāgē		
Tunisia	Túnísī		
Turkey	Tuěrqí		
Uganda	Wūgāndá		
Ukraine	Wūkèlán		
United Arab Emirates	Ālābó Liánhé Qíúzhāngguó		
United Kingdom	Liánhé Wángguó		

AMERICAN STATES

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

Alabama	Ālābāmǎ
Alaska	Ālāsījiǎ
Arizona	Yǎlìsāngnà
Arkansas	Ākěnsè, Ākānsàsī *
California	Jiǎzhōu, Jiǎlǐfóniyà
Colorado	Kēluólàduō
Connecticut	Kāngnièdǐgé, Kāngnǎidǐgé
Delaware	Tēlāhuá, Délāwēi(ěr)
Florida	Fóluóliǎ
Georgia	Qiáozhīyà, Zuǒzhīyà
Hawaii	Xiàwēiyí
Idaho	Àidáhé
Illinois	Yīllīnuò(sī)
Indiana	Yīndiǎnnà
Iowa	Yīāhuá, Àiāhuá
Kansas	Kānsàsī
Kentucky	Kěntǎjī
Louisiana	Lūyīsiǎnnà
Maine	Miǎnyīn
Maryland	Mǎlǐlán
Massachusetts	Māsāzhūsài, Mǎshēng
Michigan	Mìxīgēn, Mìxiégēn, Mìzhīfān
Minnesota	Míngnínsūdǎ
Mississippi	Mìxīxībǐ
Missouri	Mìsūlǐ
Montana	Méngdànnà
Nebraska	Nèibùlāsījiǎ
Nevada	Nèihuádǎ
New Hampshire	Xīn Hānbùshǐfē, Xīn Hānbùxià
New Jersey	Xīn Zéxī
New Mexico	Xīn Mòxīgē
New York	Nīyūyuē
North Carolina	Běi Kǎluóláinà, Běi Kǎluólínnà
North Dakota	Běi Dákētǎ, Běi Dákēdǎ
Ohio	Āhàiyé
Oklahoma	Ākēlāhémǎ, Ākēlāhémǎ
Oregon	Ēlégāng
Pennsylvania	Bīnzhōu, Bīnxīfǎniyà, Bīnxīfǎnniyà
Rhode Island	Luódé Dǎo, Luódéàilán
South Carolina	Nán Kǎluóláinà, Nán Kǎluólínnà
South Dakota	Nán Dákētǎ
Tennessee	Tiǎnnàxī
Texas	Dézhōu, Dékēsàsī
Utah	Yóutǎ, Yóuta
Vermont	Wēiméngtè, Fóméngtè
Virginia	Wēijīniyà, Fójīniyà
Washington	Huáshēngdùn
West Virginia	Xī Fójīniyà
Wisconsin	Wēisīkāngxīn(g)
Wyoming	Huájiémíng

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

CANADIAN PROVINCES

Alberta	Yǎbódá
British Columbia	Yīngshǔ Gēlúnbiyà
Manitoba	Mǎnnítuōbā
New Brunswick	Xīn Bùlúnzīwéikè
Newfoundland	Niūfēnlándǎo
Northwest Territories	Xīběilíngdì
Nova Scotia	Xīn Sīkèshè
Ontario	Āndǎlüè
Prince Edward Island	Àidéhuádǎo
Quebec	Kuǐbēikè
Saskatchewan	Sākèqíwàn
Yukon	Yùkōng

CHINESE PROVINCES

Pinyin Spelling

Ānhuī
 Fújiàn
 Gānsù
 Guǎngdōng
 Guǎngxī
 Guǐzhōu
 Héběi
 Hēilóngjiāng
 Hénán
 Húběi
 Húnán
 Jiāngsū
 Jiāngxī
 Jílín
 Liáoníng
 Nèiměnggǔ
 Níngxià
 Qīnghǎi
 Shāndōng

Map Spelling

Anhwei
 Fukien
 Kansu
 Kwangtung
 Kwangsi
 Kweichow
 Hopeh
 Heilungkiang
 Honan
 Hupeh
 Hunan
 Kiangsu
 Kiangsi
 Kirin
 Liaoning
 Inner Mongolia
 Ningsia
 Tsinghai
 Shantung

Shānxī
 Shǎnxī
 Sìchuān
 Táiwān
 Xīnjiāng
 Xizàng
 Yúnnán
 Zhèjiāng

Shansi
 Shensi
 Szechuan
 Taiwan
 Sinkiang
 Tibet
 Yunnan
 Chekiang

CHINESE CITIES

Pinyin Spelling

Běijīng
 Chángshā
 Chéngdū
 Dàtóng
 Gāoxióng
 Guǎngzhōu
 Hángzhōu
 Hànkǒu
 Huáinán
 Jílóng
 Kāifēng
 Nánchāng
 Nánjīng
 Qīngdǎo
 Shànghǎi
 Táiběi
 Táidōng
 Táinán
 Táizhōng
 Tiānjīn
 Wūchāng
 Wūhàn
 Xiān

Map Spelling

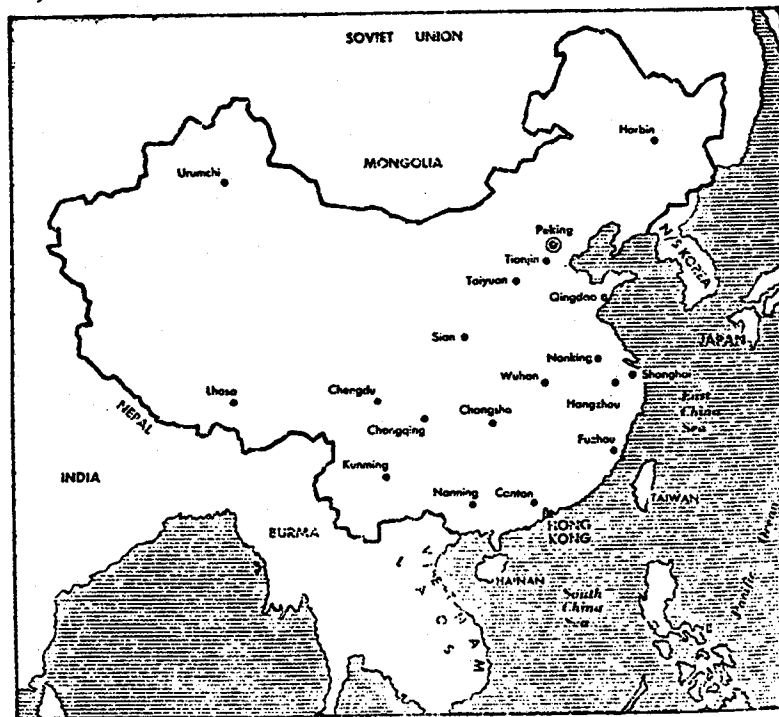
Peking
 Ch'ang-sha
 Ch'eng-tu
 Ta-t'ung
 Kao-hsiung
 Canton
 Hang-chou
 Han-k'ou
 Huai-nan
 Chi-lung
 K'ai-feng
 Nan-ch'ang
 Nanking
 Tsingtao
 Shanghai
 Taipei
 T'ai-tung
 T'ai-nan
 T'ai-chung
 Tientsin
 Wu-ch'ang
 Wu-han
 Sian

LESSON 4

INTRODUCTION



In this lesson you will learn to ask questions about the location of people and places. It also includes a review of pronunciation, romanization, and numbers,



OBJECTIVES



- Upon completion of this lesson you will be able to
- Identify someone's place of origin.
 - State location of people and places.

GLOSSARY



- | | | | | |
|-----|------------------|----------|-------|--------------------------------------------------------|
| 1. | àiren | 爱人 | N: | spouse (wife/husband/
sweetheart - PRC) |
| 2. | Āndàlǜè(-shěng*) | 安大略 (一省) | N: | Ontario (Prov.), Canada |
| 3. | Dézhōu* | 德州 | N: | Texas |
| 4. | fūren | 夫人 | N: | Lady, Madame, Mrs.; wife
(of a high-ranking person) |
| 5. | háishi | 还是 | PT: | or (in choice-type
questions) |
| 6. | Jiānádà | 加拿大 | N: | Canada |
| 7. | lǎojiā | 老家 | N: | "original home" |
| 8. | nàr (nèr) | 那儿 | N: | there |
| 9. | nàrde (nèrde) | 那儿的 | N: | (from) there |
| 10. | Niūyuēzhōu* | 纽约州 | N: | New York State |
| 11. | Niūyuēshì* | 纽约市 | N: | New York City |
| 12. | Qǐngwèn ... | 请问 ... | PH: | May I ask ... |
| 13. | xiànzài | 现在 | MA: | now |
| 14. | yě | 也 | A: | also, too, either |
| 15. | zài | 在 | CV/V: | to be in/at/on |
| 16. | zhèr | 这儿 | N: | here |
| 17. | zhèrde | 这儿的 | N: | (from) here |

*-zhōu. You have learned this word in three different combinations, Jiāzhōu, Dézhōu and Niūyuēzhōu. This is the Chinese word normally used as a suffix to denote "state" in the U.S.A. As you learn the names of Chinese cities you will come across a number which have zhōu as the last syllable. Do not confuse these with the word for "state."

*-shěng. This is the Chinese word for Province.

*-shì. This word means "city" or "municipality," and is seldom used by itself. It is used in several other combinations which you will learn later.

Abbreviations for Parts of Speech:

PT - Pattern
 MA - Moveable Adverb
 A - Adverb
 CV - Co-Verb
 V - Verb

Enrichment:

Military Ranks - Officers

shàngxiào	上校	N: colonel, captain (navy)
zhōngxiào	中校	N: lieutenant colonel, command (navy)
shàoxiào	少校	N: Major, lieutenant commander (navy)
shàngwèi	上尉	N: captain, lieutenant (navy)
zhōngwèi	中尉	N: first lieutenant, lieutenant junior grade (navy)
shàowèi	少尉	N: second lieutenant, ensign (navy)
zhǔnwèi	准尉	N: warrant officer

Classroom expression:

duìbuqǐ - Excuse me, I'm sorry. (Used also to attract someone's attention.) (Note. This word is not used to express sorrow.)

ADDITIONAL REQUIRED VOCABULARY: Learn the pronunciation and spelling of any five (5) cities, and any five (5) provinces found on the map at the end of this lesson.

COMMUNICATIVE EXCHANGES



FRAME 1

1. A: <u>Qīngwèn</u> , nǐ shì nǎrde rén? B: Wǒ shì <u>Dézhōu</u> rén.	May I ask, where are you from? I'm from Texas.
--------------------------------------------------------------------------	---------------------------------------------------

Note

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

FRAME 2

2. A: <u>Qīngwèn</u> , Āndésēn <u>Fūren</u> shì nǎrde rén? B: Tā <u>yě</u> shì <u>Dézhōu</u> rén.	May I ask, where is Mrs. Anderson from? She is from Texas too.
------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------

General note on Chinese transliteration:

§2 A limited number of proper names can be translated directly into Chinese, e.g., "King" becomes Wáng, a very common Chinese surname. However, most personal names are transliterated phonetically; Anderson become An Désēn (as above), "Washington" becomes Huáshèngdùn, etc.

The PRC now routinely transliterates full given names and surnames, (in that order) for all foreigners. Therefore, Mr. David Anderson is Dàiwèi Āndésēn Xiānsheng. But, in the past (and in Taiwan, still) the practice was less standardized. Frequently, only one syllable/sound was used to represent the entire word. And so today we will see: Anderson - An, Carter - Kǎ, Deutschland - Déguó, America - Měiguó, California - Jiāzhōu etc. The following table illustrates the numerous variations possible for one person's name.

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

PRC:	Dàiwèi	Āndésēn	Xiānsheng
Taiwan:	Ān	Désēn	Xiānsheng
	Ān	Dàwèi	Xiānsheng

Titles: In the PRC, a foreign man is addressed as Xiānsheng, and a married woman as either Fūren or Tàitai, depending on her status. The term fūren is an especially respectful term used to address the wife of a high-ranking official or businessman. Fūren is also used this way on Taiwan. An unmarried foreign woman in the PRC may be addressed as Xiǎojiě, "Miss." Married or unmarried women may be addressed as Nǚshī, "Ms." or "Ma'am." Nǚshī will be introduced in Lesson 5.

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

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

FRAME 3

3. A: Tā shì Yīngguó rén ma? B: Búshì, tā búshì Yīngguó rén.	Is he English? No, he is not English.
A: Tā àiren ne? B: Ta yě búshì Yīngguó rén.	And his spouse? She isn't English either.

Notes

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

The possessive phrase tā àiren, "his wife" (or "her husband"), is formed by putting the words for "he" (or "she") and "spouse" together. The marker -de (which you have seen in nārde rén) is not needed when the possessive relationship is felt to be very close.

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

Tā yě shì Yīngguó rén.

She is English too.
She is also English.

Tā yě búshì Yīngguó rén.

She is not English either.
She is also not English.

FRAME 4

4.	A: Qīngwèn, <u>Niūyuēshì zài nǎr?</u>	May I ask, where is New York City?
	B: <u>Niūyuēshì zài Niūyuē-zhōu.</u>	New York City is in New York State.

Note

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

<u>identity</u>		
Wǒ	shì	Měiguó rén.
(I	am	an American.)

<u>location</u>		
Wǒ	zài	Zhōngguó.
(I	am in	China.)

FRAME 5

5. A: Qīngwèn, nǐ <u>lǎojiā</u> zài nǎr?	May I ask, where is your original home?
B: Wǒ <u>lǎojiā</u> zài Āndàlǜè.	My original home is in Ontario.
A: Wǒ <u>lǎojiā</u> zài Shāndōng.	My original home is in Shandong.

Notes

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

Nǐ lǎojiā zài nǎr? and Nǐ lǎojiā shì nǎr? both ask the location of your home. Most Chinese feel that there is little difference between the two forms, and it is often a matter of individual choice. For purposes of this course they will be considered the same.

The question might be answered in several ways by a Chinese, either by stating his country of origin, including the province as well, or simply stating the city if it is well known. Compare:

Wǒ lǎojiā zài Zhōngguó.
My home is in China.

Wǒ lǎojiā zài Zhōngguó, Shāndōngshěng.
My home is in Shāndōng Province China.

Wǒ lǎojiā zài Zhōngguó, Shāndōngshěng, Qīngdǎo(shì).
My home is in Qīngdǎo, Shāndōng Province, China.

Note

The above examples illustrate a very important rule of Chinese word order, which, contrary to English, always places the LARGE before the SMALL. In Chinese it is first the country, the province/state, city, street, street number, and finally name of individual (in addressing an envelope, for example.) You will encounter this rule frequently in locations, addresses, times, descriptions, etc.

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

FRAME 6

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

Notes

§6 - 7 You have learned three words for asking and telling about locations. Note their usage below, and particularly the difference in tones when asking or answering a question.

nǎr? (where?)

nǎrde? (from where?)

nàr/nèr (there)

nàrde/nèrde (from there)

zhèr (here)

zhèrde (from here)

Examples:

Tā zài nǎr? Tā shì nǎrde rén?
Where is he/she? Where is he/she from?

Tā búzài zhèr, tā zài nèr.
He's not here, he's there.

Wǒ búshì zhèrde rén, wǒ shì nàrde rén.
I'm not from here, I'm not from there.

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

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

If you ask about someone or something you presume to be nearby (a pair of scissors in a drawer, for instance, or a person in a group across the room), you normally would not use xiànzài. In most cases the usage is similar to its English counterpart.

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

COUNTRY: Mǎdīng Xiānsheng xiànzài zài Zhōngguó ma?

Tā xiànzài zài Zhōngguó.
(He's here now.)

CITY: Mǎdīng xiānsheng xiànzài zài Shànghǎi me?

Tā búzài Shànghǎi; tā zài zhèr.
(He's not there; he's here.)

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

FRAME 7

9. A: Andésen Xiānsheng shì búshì Fàguó rén? B: Tā búshì Fàguó rén. Shì Yīngguó rén.	Is Mr. Anderson French? He's not French. He's British.
10. A: Nuòwǎkè Xiáojie shì Yīngguó rén búshì? B: Búshì. Tā shì Měiguó rén.	Is Miss Novak British? No, she's an American.

Notes

§9 - 10 Shì .. búshì ... This is the basic pattern for the so-called choice type questions. The positive and negative forms of a verb are coupled in a statement which poses two alternatives, and asks "which is the case?". No question words such

as, ma, a, shénme and shéi are used, (simply voice inflection). Two verbs are required, and the negated verb, i.e., bú plus verb, is placed after the affirmative verb, or, you may place the negated verb at the very end of the statement. Compare:

Tā <u>shì</u> Fàguó rén. (simple positive statement)	He/She <u>is</u> French.
Tā <u>shì</u> Fàguó rén <u>búshì</u> Fàguó rén?	Is he French, or isn't he French?
Tā <u>shì</u> <u>búshì</u> Fàguó rén?	Is he French? (or isn't he?)
Tā <u>shì</u> Fàguó rén <u>búshì</u> ?	Is he French? (or isn't he?)

You will note that the full form of the question is: "Tā shì Fàguó rén búshì Fàguó rén?" The others are simply variations where one speaker will leave out the first "Fàguó rén" and another speaker will leave out the second.

Using zài as the verb.

Tā <u>zài</u> Rìběn. (simple positive statement)	He/She <u>is</u> in Japan.
Tā <u>zài</u> Rìběn <u>búzài</u> Rìběn?	Is he is Japann, or isn't he in Japan?
Tā <u>zài</u> <u>búzài</u> Rìběn?	Is he in Japan? (or isn't he?)
Tā <u>zài</u> Rìběn <u>búzài</u> ?	Is he in Japan? (or isn't he?)

The tendency on the part of most Chinese speakers is to use the abbreviated forms.

FRAME 8

11. A: Nǐ shì Jiāngsū rén <u>háishi</u> Zhèjiāng rén?	Are you from Jiangsu or Zhejiang?
B: Wǒ shì Zhèjiāng rén.	I'm from Zhejiang.
12. A: Wáng Dànián Tóngzhì <u>zài</u> Nánjīng <u>háishi</u> <u>zài</u> Běijīng?	Is Comrade Wang Danian in Nanjing or Beijing?
B: Ta <u>búzài</u> Nánjīng yě <u>búzài</u> Běijīng, tā <u>zài</u> Shànghǎi.	He isn't in Nanjing nor Beijing, he's in Shanghai.

Note

§11 háishi. This is another choice-type question pattern. In it, the word háishi is translated as "or." But, you will learn other usages for this word later. Think of the sentence as basically a "shì ... háishi ..." pattern, meaning, "is ... or is" This pattern is also commonly applied to sentences with other main verbs. Compare:

Tā shì Zhōngguó rén háishi Rìběn rén?
(Is he Chinese or is he Japanese?)

Tā (shì) xìng Zhāng háishi xìng Wáng?
(Is he surnamed Zhāng or Wáng?)

Tā (shì) jiào Měilíng háishi jiào Měilǐ?
(Is she called Měilíng or Měilǐ?)

(Note that the initial shì becomes optional when you are using another main verb.)

对话

FRAME 1

1. A: 请问, 你是哪儿的人? B: 我是德州人。	May I ask, where are you from? I'm from Texas.
--------------------------------	---------------------------------------------------

FRAME 2

2. A: 请问, 安德森夫人是哪儿的人? B: 她也是德州人。	May I ask, where is Mrs. Anderson from? She is from Texas too.
-------------------------------------	-------------------------------------------------------------------

FRAME 3

3. A: 他是英国人吗? B: 不是, 他不是英国人。 A: 他爱人呢? B: 她也不是英国人。	Is he English? No, he is not English. And his spouse? She isn't English either.
------------------------------------------------------------	------------------------------------------------------------------------------------------

FRAME 4

4. A: 请问, 纽约市在哪儿? B: 纽约市在纽约州。	May I ask, where is N.Y. City? N.Y. City is in N.Y. State.
----------------------------------	---------------------------------------------------------------

FRAME 5

5. A: 请问, 你老家在哪儿? B: 我老家在安大略。 A: 我老家在山东。	May I ask, where is your original home? My original home is in Ontario. My original home is in Shandong.
------------------------------------------------	----------------------------------------------------------------------------------------------------------------

FRAME 6

6. A: 陈世民同志在哪儿? B: 他在那儿。	Where is Comrade Chén Shimín? He's there.
7. A: 青岛在哪儿? B: 在这儿。	Where is Qingdǎo? It's here.
8. A: 你爱人现在在哪儿? B: 我爱人现在在加拿大。	Where is your spouse now? My spouse is in Canada now.

FRAME 7

9. A: 安德森先生是不是法国人? B: 他不是法国人, 是英国人。	Is Mr. Anderson French? He's not French. He's British.
10. A: 诺瓦克小姐是英国人不是? B: 不是, 她是美国人。	Is Miss Novak British? No, she's an American.

FRAME 8

11. A: 你是江苏人还是浙江人? B: 我是浙江人。	Are you from Jiangsu or Zhejiang? I'm from Zhejiang.
12. A: 王大年同志在南京还是在在北京? B: 他不在南京也不在北京, 他在上海。	Is Comrade Wang Danian in Nánjing or Beijing? He isn't in Nanjing nor Beijing, he's in Shànghǎi.

SUMMARY



Frame 1

Qīngwèn means "excuse me, may I ask ...". Qīng is also the Chinese word for "please." Qīngwèn is not used when apologizing ("I'm sorry,") for that use duìbuqǐ when means "to ask."

Frame 2

- a. Titles in the PRC: Foreign men (Xiānsheng)
Foreign married women (Fūren, Tàitai.)
Foreign unmarried women (Xiáojie)
Comrade (Tóngzhì)
- b. The adverb yě means "also" or "too." In a negative sentence (yě bù) means "either" (use in Frame 3.)

Frame 3

Àiren is used in the PRC for either "husband," "wife" or "sweetheart."

Tā àiren is the equivalent of the English "his wife" (or, "her husband") his/her "spouse."

Frame 4

-shì means "city" and is used to draw the distinction between New York City and New York State (-zhōu).

Zài is the Chinese verb used to express "to be (somewhere)."

Frame 5

a. Lǎojiā is translated as "old home," "original home," or "native place." Nǐ lǎojiā zài nǎr? "Where are you originally from? (Family home)

b. When talking about your own or another person's lǎojiā, as in Wǒ lǎojiā zài Shāndōng., or nǐ àiren lǎojiā, note that the possessive marker -de is not normally used, but may be inserted when two or more words are used to indicate the possessor, i.e., nǐ àiren de lǎojia.

Frame 6

a. Remember that nǎr? means "where?" Nàr or nèr means "there." Zhèr means "here." Nàrde rén "a person from there." Zhèrde rén "a person from here."

b. Xiànzài means "now." Commonly used when talking about movable things or people that are not nearby: Wǒ àiren xiànzài búzài zhèr, tā zài Shànghǎi. (My spouse is not here now. He/she is in Shànghǎi.)

Frame 7

shì búshì? This is the basic form for choice-type questions. Other verbs may be used, such as zài. The question may be asked in three ways:

shì X búshì X?

shì X búshì?

shì búshì X?

Using another verb you have already learned, hǎo, you can ask the same choice-type question. Instead of Nǐ hǎo ma? Nǐ hǎo bùhǎo?

Frame 8

The English word "or" is rendered in Chinese in a choice-type question by the word háishi. (Other usages of háishi appear later.)

DRILLS I



A. Response Drill. In this drill you respond to the question, "Where is he/she from?" according to the cue.

(T) Tā shì nǎrde rén?
Húnán
(Where is he/she from?)

(S) Tā shì Húnán rén.
(He/She is from Húnán.)

B. Transformation Drill. In this drill you ask the appropriate "Where from" questions as in the example.

(T) Zhāng Tóngzhì de fūren
shì Běijīng rén.
(Comrade Zhāng's wife is
from Běijīng.)

(S) Qǐngwèn, Huáng Fūrén shì
nǎrde rén?
(May I ask, where is
Mrs. Zhāng from?)

C. Transformation Drill. In this drill you change an affirmative statement to a negative statement, and include the cued word in a "yě búshì" pattern.

(T) Tā shì Héběi rén.
Shāndōng
(He/She is from Héběi.)

(S) Tā búshì Héběi rén, yě
búshì Shāndōng rén.
(He/She isn't from
Héběi, nor is he/she
from Shāndōng.)

D. Transformation Drill. In this drill add yě to the statement, and make it into question with ma.

(T) Tā shì Héběi rén.
(He/She is from Héběi.)

(S) Tā yě shì Héběi rén ma?
(Is he/she from Héběi
too?)

E. Transformation Drill. Add yě and ma to the statement, and then ask where the individual is from using nǎrde or něiguo, as appropriate.

(T) Zhào Xiānsheng búshì
Táiwān rén.
(Mr. Zhào isn't from Táiwān.)

(S) Zhào Xiānsheng yě búshì
Táiwān rén ma? Tā shì
nǎrde rén?
(Isn't Mr. Zhào from
Táiwān either?
Where is he from?)

F. Response Drill. In this drill give a negative response to each of the teacher's questions. Use yě for the second question.

(T) Mǎ Tóngzhì shì Běijīng rén
ma?
(Is Comrade Mǎ from
Běijīng?)

(S) Mǎ Tóngzhì búshì
Běijīng rén.
(Comrade Mǎ isn't from
Běijīng.)

(T) Tā àiren ne?
(How about his spouse
[wife]?)

(S) Tā àiren yě búshì
Běijīng rén.
(His/Her spouse isn't
from Běijīng either.)

G. Transformation Drill. In this drill, put the subject's spouse (wife or husband, in the same geographical location using lǎojiā, and yě (zài)).

(T) Lín Tóngzhì shì Húběi rén.
(Comrade Lín is from Húběi.)

(S) Tā àiren de lǎojiā yě
zài Húběi.
(His/Her spouse's
family is also from
Húběi.)

H. Response Drill. Reply to the teacher's questions using xiànzài and converting the cued English location into Chinese.

(T) Tā àiren zài nǎr?

America

(Where is his/her spouse?)

(S) Tā àiren xiànzài zài
Měiguó.

(His/Her spouse is in
America now.)

I. Transformation Drill. Transform the teacher's question into a choice type question using háishi. Convert the English alternative into Chinese.

(T) Tā shì Zhōngguó rén ma?

Japanese

(Is he/she Chinese?)

(S) Tā shì Zhōngguó rén hái-
shì Rìběn rén?

(Is he/she Chinese or
Japanese?)

J. Transformation Drill. In this drill, give a negative response to the teacher's questions, and give the opposite location. Drill on zhèr, nàr/nèr.

(T) Tā zài zhèr ma?
(Is he/she here?)

(S) Tā búzài zhèr, tā zài
nàr.

(He/She is not here, he
is there.)

K. Transformation Drill. This drill is on the shì búshì and shì PLACE búshì patterns. When the teacher uses one form in the question, convert to the other form in your answer.

(T) Tā shì búshì Běijīng rén?
(Is he/she from Běijīng?)

(S) Tā shì Běijīng rén bú-
shì?

(Is he/she from Běijīng?)

OR Ta shì Nánjīng rén búshì?

(Is he/she from Nánjīng?)

(S) Ta shì búshì Nánjīng
rén?

(Is he/she from Nánjīng?)

L. Transformation Drill. Convert the teacher's choice-type question into a negative statement of both alternatives using yě (either/neither).

(T) Nǐ shì Měiguó rén háishi
Yīngguó rén?
(Are you American or
English?)

(S) Wǒ búshì Měiguó rén,
wǒ yě búshì Yīngguó
rén.
(I am not American and
I'm not English
either.)

M. Response Drill. Give a negative response to the teacher's questions, and add the information that the individual in question is "here" (zhèr). The teacher will use different ways of asking the questions.

(T) Wáng Tàitai xiànzài zài
Měiguó ma?
(Is Mrs. Wáng in America
now?)

(S) Wáng Tàitai xiànzài
búzài Měiguó, tā zài
zhèr.
(Mrs. Wáng is not in
America now, she is
here.)

DRILLS II



In each of the following drills, your teacher will ask you a question. Answer the question using the pattern(s) shown, forming your reply with random choices from the displays. In some drills you must assume you have a spouse.

A. Production Drill. Name and Place word manipulation. (countries)

In this drill your teacher will randomly select a SURNAME and TITLE and then ask each of you where that person and his or her spouse are from. You have two choices for your answer: Either both persons are from the same country or they are from different countries.

EX: (T) Lǐ Tàitai shì něiguó rén? Tā xiānsheng ne?

(S) Lǐ Tàitai shì Rìběn rén, tā xiānsheng búshì Rìběn rén, tā shì Měiguó rén.

Surname	Title	<u>shì</u>	PW	<u>rén</u> ,	<u>tā</u>	Status	<u>yě shì</u>	PW	<u>rén</u> ,	<u>tā shì</u>	<u>zhèrde</u>	<u>rén</u> .
Wáng												
Lǐ												
Zhào			nèrde			tàitai		Běi Hán				
Lù			Běi Hán			fūren	yě shì	nèrde				
Huáng	Tóngzhì	shì	Èguó rén,		tā	àiren	búshì	Èguó rén,		tā shì		
Bái			Hánguó			xiānsheng		Hánguó		zhèrde		
Zhōu			Jiānádà					Jiānádà		rén.		
Zhāng												
Lú												

Pattern Buildup

1. Tàitai
2. Lín Tàitai
3. Lín Tàitai shì zhèrde rén.
4. Lín Tàitai búshì zhèrde rén.
5. Lín Tàitai búshì zhèrde rén ma?
6. Lín Tàitai búshì zhèrde rén ma? Tā àiren ne?
7. Lín Tàitai búshì zhèrde rén ma? Tā àiren ne? Tā shì nǎrde rén?
8. Lín Tàitai búshì zhèrde rén ma? Tā àiren ne? Tā shì zhèrde rén ma?
9. Lín Tàitai búshì zhèrde rén ma? Tā àiren ne? Tā búshì zhèrde rén ma?
10. Lín Tàitai búshì zhèrde rén ma? Tā àiren ne? Tā yě búshì zhèrde rén ma?

B. Production Drills. In this drill your teacher will ask you where some people are from. Reply where they are from by using the displayed pattern with the appropriate country and state or province.

EX: (T) Tāmen shì nǎrde rén?
 (S) Jiāng Xiānsheng shì Zhōngguó Shāndōng rén, tā tài-tai búshì Zhōngguó rén. Tā shì Jiānádà Āndàlùè rén.

Surname Title shì Country State rén, tā Title búshì Country rén,
 /Prov

Jiāng	Sìchuān	
Bái	Jiāzhōu	
Dù	Guǎngzhōu	fūren
Wú	Xiānsheng shì Měiguó Dézhōu rén,	tā àiren búshì Měiguó rén.
Zhào	Zhōngguó Fújiàn	tàitai Zhōngguó
Huáng	Niǔyūèzhōu	
Sòng		
Tā shì Jiānádà Āndàlùè rén.		

Pattern Buildup

1. Tóngzhì
2. Bái Tóngzhì
3. Bái Tóngzhì shì Měiguó rén.
4. Bái Tóngzhì shì Měiguó Jiāzhōu rén.
5. Bái Tóngzhì shì Měiguó Jiāzhōu rén ma?
6. Bái Tóngzhì búshì Měiguó Jiāzhōu rén ma?
7. Bái Tóngzhì búshì Měiguó Jiāzhōu rén ma? Tā àiren shì nǎrde rén?
8. Bái Tóngzhì búshì Měiguó Jiāzhōu rén ma? Tā àiren shì nǎrde rén? Tā shì Zhōngguó rén ma?
9. Bái Tóngzhì búshì Měiguó Jiāzhōu rén ma? Tā àiren shì nǎrde rén? Tā shì Zhōngguó Sìchuān rén ma?

C. Fill in Drill. Read the following lines aloud and fill the blanks as you do it. The first sentence gives you all the clues.

1. Wǒ shì Wú Mínglǐ. Wǒ xìng _____. Wǒ jiào _____.
2. Hú Měilì de lǎojiā shì Měiguó. Tā shì Měiguó _____.
3. Huáng Tóngzhì shì Èguó rén. Tā àiren yě shì _____ rén.

4. Tā xīng Bái, jiào Défēn. Tā shì _____.
5. Wǒ shì Měiguó Dézhōu rén. Nǐ ne? Nǐ shì _____ rén?
6. Wǒ xīng Liáng. Nǐ ne? Nǐ _____ shénme?

D. Production Drill. In this drill the teacher will choose a name from the name column and will ask you a question. Reply by giving the corresponding information from the boxes.

EX: (T) Gāo Tóngzhī shì něiguó/nǎrde rén?

or Liú Tóngzhī de àiren shì nǎrde/něiguó rén?

or Qián Tóngzhī shì nǎrde/něiguó rén? Tā àiren ne?

(S) Qián Tóngzhī shì Měiguó Dézhōu rén. Tā àiren shì Déguó rén.

Name

tātā àiren

Zhào Fūren	Zhōngguó Shāndōng	Fàguó
Qián Xiānsheng	Měiguó Dézhōu	Déguó
Liú Tóngzhī	Yuènnán	Èguó
Sòng Tàitai	Jiānádà Āndàlūè	Yīngguó
Lù Xiānsheng	Měiguó Niūyuēzhōu	Zhōngguó
Bái Fūren	Chǎoxiān	Měiguó
Sīmǎ Tàitai	Měiguó Jiāzhōu	Jiānádà
Gāo Tóngzhī	Yīngguó	Yuènnán
Sū Tàitai	Zhōngguó Ningxià	Chǎoxiān

E. Production Drill. Answer the teacher's question by choosing a place word from the appropriate column.

EX: (T) Lú Tàitai de àiren shì Zhōngguó nǎrde rén?

or Liú Tàitai de àiren shì Zhōngguó Héběi rén ma?

Name	<u>Měiquó</u>	<u>Zhōngguó</u>
Sòng Tóngzhì	Dézhōu	
Liú Tàitai de àiren		Héběi
Sīmǎ Xiānsheng de fūren	Jiāzhōu	
Bái Fūren de xiānsheng		Húnán
Gāo Tóngzhì	Niūyüēzhōu	
Sòng Tàitai de xiānsheng		Yúnnán
Zhōu Fūren	Dézhōu	
Gāo Tóngzhì de àiren		Níngxià

F. The teacher will ask you where two individuals are now. Answer with the appropriate information from the boxes.

EX. (T) Zhào Fūren xiànzài zài nǎr? Tā xiānsheng ne?

(S) Tā xiànzài zài Yīngguó, tā xiānsheng yě zài Yīngguó.

or (S) Tā xiànzài zài Yīngguó, tā xiānsheng búzài Yīngguó.

Name	Now in	Husband now in
Zhào Fūren	Yīngguó	Yīngguó
Lín Tàitai	Měiguó	Zhōngguó
Lù Tóngzhì	Déguó	Déguó
Mǎ Bǎolán	Èguó	Yīngguó
Fāng Měilì	Cháoxiān	Cháoxiān
Hú Lìróng	Běijīng	Běijīng
Gāo Měilíng	Qīngdǎo	Nánjīng
Bái Yùzhēn	Dézhōu	Jiāzhōu

G. Production Drill. In this drill the teacher will cue you with a surname. Then you will be asked a question about his and his spouse's original homes. Reply by making the appropriate choice from the display.

EX: (T) Huáng. Tā mende lǎojiā zài/shì nǎr?

(S) Huáng Xiānsheng de lǎojiā shì Běijīng, tā tàitai lǎojiā yě shì Běijīng.

or Huáng Xiānsheng de lǎojiā shì Běijīng, tā tàitai de lǎojiā búshì Běijīng, tā lǎojiā zài zhèr.

Surname Title de lǎojiā zài PW, tā Title de lǎojiā yě shì PW,
shì bú

SU		
Xiǎo	Qīngdǎo	Qīngdǎo
Qián	Shànghǎi	Shànghǎi
Huà Tóngzhì de lǎojiā shì Anhui,		tā àiren de lǎojiā yě shì Anhui.
SUN Xiānsheng de	zài Dézhōu	bú zài Dézhōu
Mǎ	Guǎngzhōu	Guǎngzhōu
Liú		
Fāng		

Tā lǎojiā shì zhèr.

H. Production Drill. The teacher will ask you the question "Are they here now?" or a variation of it. Reply by using the sample pattern shown below. Use place words that you have learned in previous drills.

EX: (T) Tāmen xiànzài zài zhèr ma?
 Tāmen shì búshì xiànzài zài zhèr?
 Tāmen xiànzài shì búshì zài zhèr?
 Tāmen xiànzài shì zài PW búshì?
 Tāmen xiànzài zài búzài PW?

(S) Tāmen xiànzài bú zài zhèr. Tā zài PW, tā àiren zài PW.
xiānsheng
tàitai
fūren

I. Production Drill. The teacher will ask you a choice type question with háishi. In your answer, begin with a negative response and use known place words (PW) to replace the underlined words.

EX: (T) Qīngwèn, nimen shì Měiguó/Yīngguó/etc. rén háishi Zhōngguó rén?

(S) Wǒmen búshì Měiguó rén. Wǒmen shì Zhōngguó rén. Wǒ lǎojiā zài <u>Běijīng</u> . Wǒ àiren de lǎojiā zài <u>Shànghǎi</u> .

J. Production Drill. The teacher will ask you where your spouse is now. Start with a negative response, then go on to say where he/she is now. Finish your statement saying where his/her original home is.

EX: Qīngwèn, nǐ xiānsheng/tàitai/fūren xiànzài zài zhèr/PW ma?

Qīngwèn, nǐ xiānsheng shì búshì xiànzài zài zhèr/PW?

(S) Tā xiànzài búzài zhèr. Tā zài PW. Tā lǎojiā zài PW.
PW

K. Map Drill. Open your book to the map of China in the ENRICHMENT section of this lesson. The teacher will ask you specific locations of certain cities in either China or Taiwan, as shown in the map, using names of provinces which are in close proximity. Locate the city and reply to the question affirmatively or negatively according to the location.

EX: (T) Běijīng shì búshì zài Sāndōngshěng?

(S) Běijīng bú zài Sāndōngshěng, Běijīng* zài Héběishěng.

* Although Běijīng and Tiānjīn are physically located in Héběi Province, and Shànghǎi in Jiāngsū Province, these cities are separate political entities known in Chinese as zhíxíáishì (municipalities), directly under the Central government, and completely autonomous. They are commonly shown on maps as Běijīngshì, Tiānjīnshì and Shànghǎishì.

L. Fill-in Drill. Frill in the blanks as you read the lines aloud. The clues are either on the first or second part.

1. Nǐ hǎo ma? Wǒ _____, xièxie. Nǐ ne?
2. Tāmen lǎojiā zài Běijīng háishì _____ Shànghǎi?
3. Tā bú _____ Fāng, tā xìng Jiāng.
4. Wǒ shì Měiguó Jiāzhōu rén. Jiāzhōu zài _____.
5. Tā míngzi jiào Tíngfēng. Nǐ jiào _____ míngzi?
6. Nǐ àiren de lǎojiā zài nǎr? Tā _____ zài Dézhōu.
7. Dézhōu hǎo, Jiāzhōu yě _____.
8. Wǒ lǎojiā zài zhèr. Wǒ shì _____ de rén.
9. Zhōu Tàitai xiànzài zài Táiběi. Nǐ àiren _____?
10. Nǐ shì _____ rén? Nǐ shì Hánguó rén ma?
11. Nǐ _____ shénme? Nǐ xìng Gāo ma?
12. _____ shì Mǎ Mínglǐ? Nǐ shì Mǎ Mínglǐ ma?

RESOURCE MATERIALS

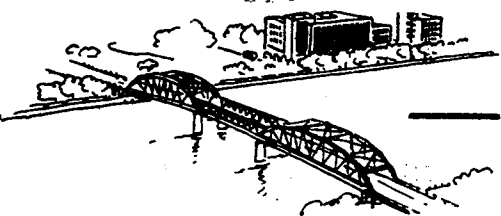


To the instructor:

1st hour: Select exercises from the Resource Materials of lesson 1 and 2, and conduct a review of pronunciation, romanization and numbers.

2nd hour: Select exercises from the Resource Materials of lesson 3 and conduct a review of such materials.

DICTIONATION EXERCISES



With books closed, write down in PINYIN romanization the following sentences dictated by your instructor. Pay special attention to spelling and tones.

1. Wáng Xiānsheng búzài Shàng-hǎi zài Běijīng. Tā tàitai xiànzài yě zài Běijīng. 王先生不在上海，在北京。他太太现在也在北京。
2. Āndésēn Xiānsheng de lǎojia zài Āndàlüè. Tā fūren yě shì nàrde rén ma? 安德森先生的老家在安大略。他夫人也是哪儿的人吗？
3. Bǎolán xìng Fāng háishi xìng Zhāng? Tā shì nàrde rén? 宝兰姓方还是姓张？她是哪儿的人？
4. Qīngdǎo shì wǒ lǎojiā. Qīngdǎo zài Shāndōngshěng, búzài Héběi. 青岛是我老家。青岛在山东省，不在河北。
5. Hú Tóngzhì zài zhèr. Tā àiren xiànzài búzài zhèr, tā zài Jiānádà. 胡同志在这儿。他爱人现在不在这儿，他在加拿大。
6. Qǐngwèn, Zhào Wǎnrú Xiǎojie zài nǎr? Tā xiànzài yě zài Měiguó ma? 请问，赵婉如小姐在哪儿？她现在也在美国吗？
7. Liú Tàitai búshì Èguó rén, tā xiānsheng yě búshì Èguó rén. Tāmen shì Déguó rén. 刘太太不是俄国人，她先生也不是俄国人。他们是德国人。
8. Wǒ àiren Jiǎng Bīngyīn de lǎojiā zài Zhōngguó Fújiànshěng. Wǒ lǎojiā zài Tiānjīn. 我爱人蒋冰莹的老家在中国福建省。我老家在天津。

9. Tā xiānsheng xìng Lǐ, míngzi tā xiānsheng xìng Lǐ, míngzi jiào Shìmín. tā shì Táiwān rén búshì Cháoxiān rén. 她先生姓李，名字叫世民。他是台湾人，不是朝鲜人。
10. Lǐ Xiǎojiě shì Měiguó rén. tā lǎojiā zài Niūyùezhōu, búzài Dézhōu. 李小姐是美国人。她老家在纽约州，不在德州。

COMMUNICATION EXERCISES

EXERCISE 1

Goal: To find out the nationality, origin, present location, and family's origin of married couples.

Procedures:

a. Students: Choose identities for you and your assumed spouse and fill out the blank box below with information from the following lists:

NAME (Husband): Huáng Dǎlǐ, Gāo Mínglǐ, Zhāng Huá, Zhōu Shímín, Lǐ Dànián, Zhào Jié, Jiāng Chéng, Táo Déxián, Wú Chéng, Gāo Dǎlǐ.

NAME (Wife): Lǐ Défēn, Jiāng Lìróng, Táo Qīng, Wú Défēn, Táng Juān, Gāo Wǎnrú, Zhōu Měilì, Huáng Huǐrán, Mǎ Zīyàn.

COUNTRY: Měiguó, Zhōngguó, Jiānádà

STATE/PROVINCE: Jiāzhōu, Dézhōu, Āndàlùè, Shāndōng, Héběi, Sìchuān, Húběi.

CITY: Shànghǎi, Běijīng, Táiběi, Táinán, Qīngdǎo.

Let's say that SI assumes the name Huáng Dǎlǐ, an American, born in Texas, who is presently in Peking and whose family originally came from Shāndōng; his wife Mǎ Zīyàn is a Chinese from Shāndōng who is presently in Táinán. Her family came originally from Héběi. His box should look like this:

	NAME	COUNTRY	STATE/ PROVINCE	NOW IN (CITY)	FAMILY'S ORIGIN
(H)	Huáng Dǎlǐ	Měiguó	Dézhōu	Běijīng	Shāndōng
(W)	Mǎ Zīyàn	Zhōngguó	Shāndōng	Táinán	Héběi

Now you do it:

	NAME	COUNTRY	STATE/ PROVINCE	NOW IN (CITY)	FAMILY'S ORIGIN
(H)					
(W)					

b. Teacher: Send two students at one time to the front of the class to exchange information, using the sample dialogue as a guide. Then have students change roles.

SAMPLE DIALOGUE

S1: (Writes his name, Huáng Dǎlǐ, on the chalkboard)

S2: Nín hǎo a? or (Nǐ hǎo ma?)

S1: Wǒ hǎo, xièxie, nǐ ne?

S2: Wǒ yě hǎo, xièxie.

S2: Nǐ shì Huáng Dǎlǐ Xiānsheng búshì?

S1: Shì, wǒ shì Huáng Dǎlǐ.

S2: Huáng Xiānsheng, qīngwèn, nǐ shì něiguó rén?

S1: Wǒ shì Měiguó rén.

S2: Nǐ shì nǎrde rén?

S1: Wǒ shì Dézhōu rén.

S2: Nǐ àiren yě shì Měiguó rén ma?

S1: Búshì. Wǒ àiren búshì Měiguó rén; tā shì Zhōngguó rén.

S2: Nǐ àiren xīng shénme, jiào shénme míngzi?

S1: Tā xīng Mǎ, míngzi jiào Zīyàn.

S2: Tā shì nǎrde rén?

S1: Tā shì Shāndōng rén.

S2: Shāndōng zài nǎr?

S1: Shāndōng zài Zhōngguó.

S2: Nǐ àiren xiànzai zài nǎr?

S1: Tā xiànzai zài Táinán.

S2: Qīngwèn, nǐ lǎojiā zài nǎr?

S1: Wǒ lǎojiā zài Shāndōng.

S2: Nǐ àirende lǎojia zài nǎr?

S1: Tā lǎojiā zài Héběi.

S2: Xièxie.

S1: Búxiè.

EXERCISE 2

What do you say?

1. Tell someone that your wife is from Texas, not Germany, and that you are also from Texas.
2. Ask someone whether Comrade Zhāng's spouse is now in Běijīng or in Tiānjīn.
3. You do not know whether Mr. Lǐ is a native of Qīngdǎo or Shànghǎi. Ask your instructor.
4. You are talking to a Mr. Chén. Ask him where Mrs. Chén is now. (Where is she now, is she here?)
5. Ask someone whether Miss Liáng is now in Guǎngzhōu or in Xiānggǎng (Hong Kong).
6. Pointing at a map someone asks you whether your wife's original home is "here" or "there." You want to indicate "there." How would you reply?
7. Someone says to you, "I am from California. Are you from California too?" Reply in the affirmative.
8. Tell someone that Comrade Zhào's spouse is from Shāndōng Province, and that she is now in Běijīng.
9. Comrade Hú Měilíng is from Hénán Province in China, and is now in the United States. Tell someone.
10. You are asked, "Are you an American? Where is your original home?" How would you respond?
11. Tell someone that Comrade Sūn's original home is not Běijīng, nor is he now in Běijīng.
12. Comrade Zhōu's wife is now in Guǎngzhōu, and her original home is also Guǎngzhōu. How would you say that?
13. Comrade Zhū's original home is Héběi. His spouse is Liú Lǐróng. She is not from Héběi; she is from Shāndōng. She is not here, she is now in Shànghǎi. Say that to someone.
14. Fāng Huīwén is now in Japan. Lín Zhōngfēn is in Japan too. Give this information to your instructor.

15. Comrade Yáng is now at his original home which is in Hénán. Give this information to your instructor.

16. Tell your instructor that Mǎ Mínglǐ's spouse is from Guǎngxī, not Shānxī, and Comrade Mǎ himself is from Húnán.

17. Three people have just come into the room. You want to tell me about them.

Mr. Táng is an American from California. His wife is Chinese, her original home being Guǎngdōng.

Miss Wèi is a Canadian, from Ontario, she is not an American.

18. Comrade Fāng's spouse is surnamed Wáng, not Fāng. He is from Guǎngdōng and she is from Héběi Province. How would you say this?

19. Tell your instructor that Comrade Chén's original home is not in Táiwān but in Fújiàn, it is his wife who is from Táiwān.

20. You want to find out whether Mrs. Anderson is an American or Canadian and whether she is now in Shànghǎi or in Nánjīng. How would you ask Mr. Anderson?

(Solutions to the above will be found on your homework tape.)

EXERCISE 3

CONVERSATION

1. (教员指着一个学生,问另外一个学生。)他是美国哪儿的人?
2. 你是加州人还是德州人?
3. 你是美国人还是加拿大人?
4. (教员先告诉学生说,为了口头练习,不必根据实际情形回答。接着,用手指着一个学生问另外一个学生。) _____同志的老家在中国还是在越南?
5. (再指学生甲问学生乙。) _____先生的老家是山东还是广东?
6. 你是台湾人还是湖北人?
7. 安大略在哪儿?
8. 青岛在哪儿?
9. 南京是不是你的老家?
10. 北京在不在中国的广东?
11. 安大略在不在俄国?
12. 你爱人的老家在哪儿?
13. 你先生/太太是不是朝鲜人?
14. (教员指着一个学生,问另外一个学生。)他的爱人是不是德州人?
15. (指着一个学生问另外的一个学生。)他的先生/太太是德国人还是德州人?
16. 你的爱人是四川人还是江苏人?
17. 你的爱人是日本人还是越南人?
18. 你爱人现在在青岛吗?
19. 你先生/太太现在也在台北吗?

TRANSLATION EXERCISES

A. Chinese-English: COVER THE PINYIN TEXT BELOW. Teacher: Randomly select sentences and read each one twice with a short pause between readings. Student: Say aloud the English equivalent. (Translate)

1. Wǒmen lǎojiā búshì Qīngdǎo. Wǒmen lǎojiā shì Tiānjīn. Wǒ àiren xiànzài zài nàr.
2. Tā lǎojiā zài nǎr? Shì zài Shāndōng háishi zài Shānxī?
3. Āndésēn Xiānsheng búshì Měiguó rén, tā shì Jiānádà rén. Tā lǎojiā zài Āndàlǔè.
4. Qīngwèn, Chén Huǐrán Tóngzhì shì Guǎngdōng nǎrde rén, tā shì Guǎngzhōu rén ma?
5. Zhāng Fūren xiànzài búzài zhèr, tā zài Běijīng. Zhāng Xiānsheng zài zhèr.
6. Wáng Dànián búshì Fāng Bǎolán de xiānsheng. Tā shì Zhào Huǐrán de xiānsheng.
7. Tā xiānsheng xiànzài zài zhèr ma? Tā shì búshì Měiguó Dézhōu rén?
8. Zhào Wǎnrú shì Nán Cháoxiān rén. Tā àiren shì Zhōngguó rén.
9. Wǒ àiren búzài zhèr, tā xiànzài zài Jiānádà. Tā búshì Jiānádà rén.
10. Liú Xiáojie xiànzài zài Zhōngguó. Tā shì Měiguó Jiāzhōu rén, búshì Dézhōu rén.
11. Wǒ lǎojiā zài zhèr. Zhāng Fūren de lǎojiā zài Fújiàn, tā xiānsheng de lǎojiā zài Shāndōng.
12. Tā shì Liú Tóngzhì, tā shì Shāndōng rén, tā míngzi jiào Lìróng.
13. Mǎ Xiānsheng shì Zhōngguó rén. Mǎ Tàitai búshì Zhōngguó rén, tā shì Měiguó Niǔyūēzhōu rén.
14. Zhào Tóngzhì shì Rìběn rén, tā búshì Cháoxiān rén. Zhào Fūren yě shì Rìběn rén.
15. Hú Bīngyíng de xiānsheng shì Shāndōng Qīngdǎo rén. Mǎ Tóngzhì de àiren yě shì Shāndōng rén.

16. Nǐ xiānsheng de míngzi jiào Dáilǐ ma? Tā shì nǎrde rén? Tā yě shì Zhōngguó rén ma?

17. Huáng Xiǎojie shì něiguó rén? Tā shì Déguó rén háishi Fàguó rén?

18. Hú Měilíng búshì Zhāng Tóngzhì de àiren, tā shì Lǐ Tóngzhì de àiren.

B. Chinese-English: Fluency Exercise. Student: Read aloud the sentences in Pinyin below concentrating on fluency, pronunciation and tones. Then give your instructor the English equivalent for each sentence.

1. Tā shì Měiguó Dézhōu rén, búshì Déguó rén, tā tàitai shì Déguó rén.

2. Zhāng Fūren de lǎojiā shì Zhōngguó-Fújiànshēng. Ta xiánsheng shì Shāndōng Qīngdǎo rén.

3. Tā xīng shénme? Tā shì xīng Wáng háishi xīng Fāng? Shì nǎrde rén?

4. Niūyuēshì zài Měiguó Niūyuēzhōu. Wǒ lǎojiā zài Niūyuēshì.

5. Āndàlǜè búzài Zhōngguó, zài Jiānádà. Wǒ shì Jiānádà rén, wǒ lǎojiā zài Āndàlǜè.

6. Yuènnán rén búshì Zhōngguó rén. Yúnnán rén shì Zhōngguó rén.

7. Shéi shì Dézhōu rén, nǐ tàitai shì Dézhōu rén ma? Nǐ ne? Nǐ shì nǎrde rén?

8. Tāmen shì Měiguó rén. Nǐmen ne? Nǐmen shì nǎrde rén? Nǐmen shì zhèrde rén ma?

9. Wáng Xiānsheng xiànzài zài zhèr. Tā tàitai ne? Tā zài nǎr? Tā yě zài zhèr ma?

10. Liú Tóngzhì de àiren jiào Měilíng háishi jiào Měilǐ? Tā xīng shénme?

11. Tāmen shì Zhōngguó nǎrde rén? Tāmen shì Guǎngdōng rén ma?

12. Yúnnán zài Zhōngguó, tā tàitai shì Yúnnán rén, búshì Yuènnán rén.

13. Tā lǎojiā zài Nán Hán. Tā shì Cháoxiān rén, búshì Zhōngguó rén.
14. Wǒ lǎojiā búzài zhèr, wǒ lǎojiā zài Měiguó, wǒ shì Dézhōu rén.
15. Xiǎojie, nín guìxìng? Qīngwèn, nín shì nǎrde rén? Shì Déguó rén ma?
16. Zhāng Xiānsheng xiànzài búzài zhèr, tā zài Měiguó, tā tàitai yě zài nèr.
17. Chángshā zài Húnán búzài Hénán. Kāifēng zài Hénán, wǒ shì Húnán rén.
18. Tā shì Táiwān rén, tā lǎojiā zài Táiběi. Tā tàitai shì Guǎngdōng rén.
19. Chén Tóngzhì de Fūren búshì Zhōngguó rén ma? Tā shì nǎrde rén?
20. Wǒ àiren búshì Rìběn rén, tā yě shì Zhōngguó rén. Wǒmen shì Héběi rén.

C. English-Chinese: Teacher: Indicate which sentence(s) you are to translate. Read the sentence to yourself as it appears in English, then say the same sentence aloud in Chinese. Concentrate on word order, fluency, tones and pronunciation. Use shì búshì and shì ... búshì questions when possible.

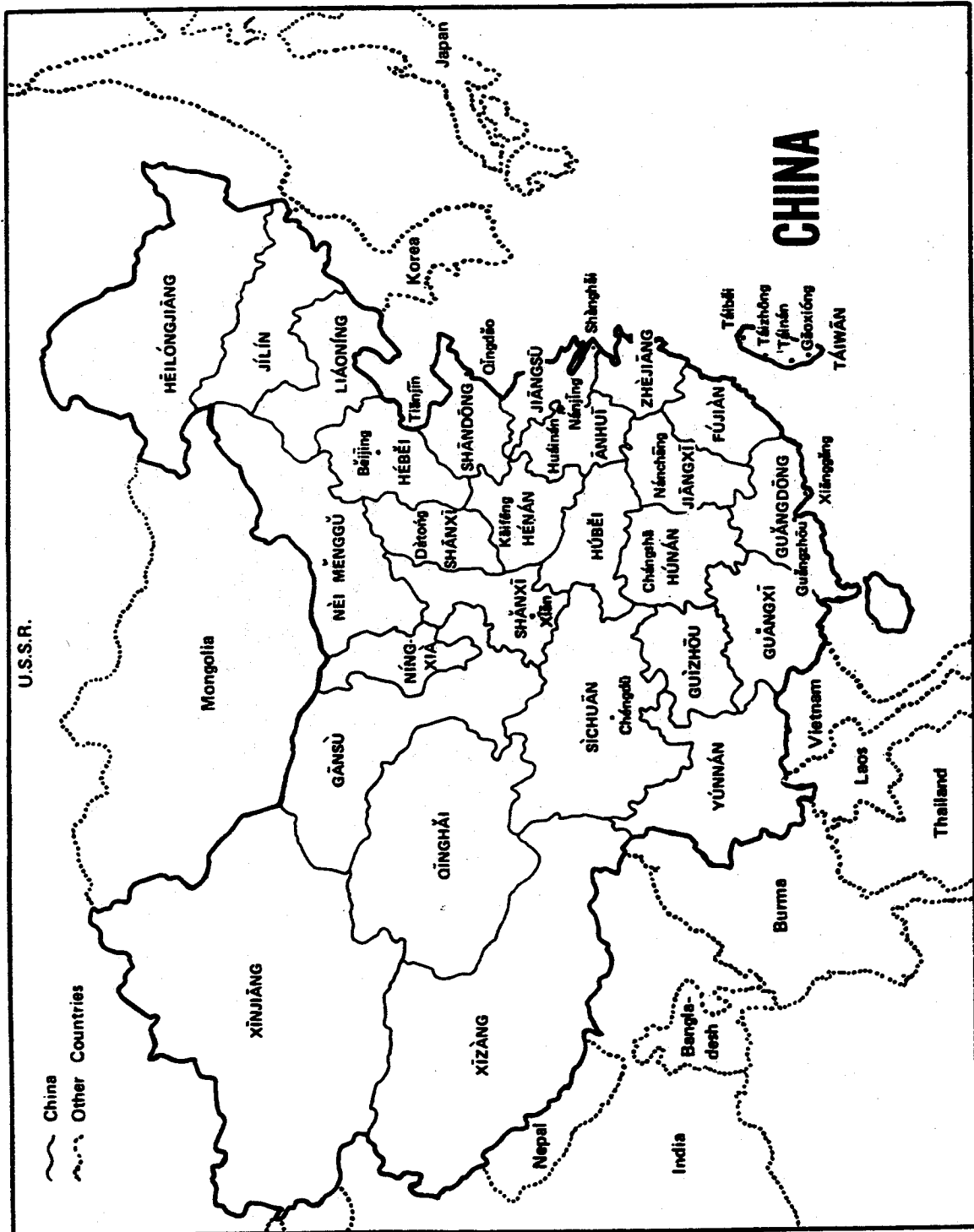
1. Comrade Liú's original home is in Guǎngdōng. His spouse is also from Guǎngdōng.
2. "May I ask, who is your husband?" "Is he Mr. Zhāng?"
3. Mrs. Chén's husband is not from Húběi, his original home is in Hénán.
4. Mrs. Anderson is Canadian. She is not here now, she is in Texas.
5. Miss Mǎ's original home is in Texas, U.S.A. She is not German.
6. What is Zhào Wǎnrú's nationality? (Where is she from?) Where is her original home?

7. Is Mr. Liáng's original home Shànghǎi or Nánjīng? Is he here now?
8. Comrade Fāng is not here. His spouse is not here either. They are now in Tiānjīn.
9. Comrade Lǐ, is your spouse from Shāndōng or Jiāngsū? Where is she now?
10. Mr. Bái, is your wife here now too? Is she also Chinese?
11. Mrs. Zhāng's husband is not an American, he is Canadian. He's there now.
12. Nánjīng is not in Ānhuī Province, it is in Jiāngsū. Shànghǎi is also in Jiāngsū Province.
13. Comrade Zhōu, is your spouse in Yúnnán Province now? Isn't she from Vietnam (Vietnamese)?
14. Miss Gāo, how are you? Are you an American or are you Canadian?
15. You are not from Texas and not from California. May I ask where in America you are from?
16. We are not from Shāndōng. Comrade Hú is from Shāndōng. His old home is in Qīngdǎo.
17. We are not from Shāndōng. Comrade Hú is from Shāndōng. His old home is in Qīngdǎo.
18. Comrade Huáng's spouse is not Zhāng Bǎolán. Zhāng Bǎolán is Comrade Liú's spouse.

ENRICHMENT



MAP OF CHINA



LESSON 5

INTRODUCTION



This lesson deals with:

- zài as verbal suffix (e.g., zhùzai [to stay at]).
- yǒu méiyǒu (to have or not to have) as a choice-type question.
- ge as a general measure.
- lǐ as a positional noun.
- yǒu (to have, there is/are), méiyǒu (not to have) functive verbs showing positive and negative of possession or existence.
- wǒ yíge rén, nǐmen liǎngge rén, etc. as examples of apposition.
- numbers from 100 to 99,999.



Nǐ jiā zài nǎlǐ?

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. ask and answer questions about where someone is staying or living.
- b. express possession and existence using the verb yǒu.
- c. ask and respond to questions about the number of someone's family members, and their relationships to each other.
- d. Count from 100 to 99,999 (in isolation).

GLOSSARY



- | | | | | |
|-----|---------------|-------|--------|------------------------------------------------|
| 1. | dīdi | 弟弟 | N: | younger brother |
| 2. | fàndiàn | 饭店 | N: | hotel |
| | 2.1 fàndiànli | 饭店里 | N: | in (inside) a hotel |
| 3. | fùqin | 父亲 | N: | father |
| 4. | -ge | ...个 | M: | general measure (single person or thing) |
| 5. | gēge | 哥哥 | N: | older brother |
| 6. | gēn | 跟 | V/CV: | and/with |
| 7. | háizi | 孩子 | N: | child, children |
| | 7.1 nánháizi | 男孩子 | N: | boy (Lit. male child) |
| | 7.2 nǚháizi | 女孩子 | N: | girl (Lit. female child) |
| 8. | jǐ-? | 几...? | NU: | how many? (usually under ten) |
| 9. | jiā | 家 | N: | home, family |
| 10. | jiějie | 姐姐 | N: | older sister |
| 11. | -li | ...里 | PosN: | in ... , inside ... |
| 12. | liǎng- | 两... | NU: | two, couple of |
| 13. | méiyǒu | 没有 | V: | don't have, haven't, there isn't, there aren't |
| 14. | mèimei | 妹妹 | N: | younger sister |
| 15. | mǔqin | 母亲 | N: | mother |
| 16. | nǎli? | 哪里? | QW/PW: | where? |
| | 16.1 nǎlide | 哪里的? | QW/PW: | from where? |
| 17. | nàli | 那里 | PW: | there |
| | 17.1 nàlide | 那里的 | PW: | from there |

18.	nán-	男...	BF: male (of persons)
	18.1 nánde	男的	N: male persons
	18.2 nán rén	男人	N: male persons
19.	nǚ-	女...	BF: female (of persons)
	19.1 nǚde	女的	N: female persons
	19.2 nǚ rén	女人	N: female persons
	19.3 nǚshì	女士	
20.	péngyou	朋友	N: friend
21.	yǒu	有	V: has, have; there is, there are
22.	zhèli	这里	PW: here
	22.1 zhèilide	这里的	PW: from here
23.	zhù	住	V: live, stay
	23.1 zhùzai	住在	V: live, (in, at); stay, (in, at)
24.	-zài	...在	BF: (verb suffix) - in, on, at

Note: Vocabulary required for number resource

25.	bǎi	百	M: hundred
26.	qiān	千	M: thousand
27.	wàn	万	M: ten thousand

ABBREVIATIONS FOR PARTS OF SPEECH ABOVE:

C - Conjunction (Note: Conjunctions are used to join words, clauses or sentences together.)

nǐ gēn wǒ ...

You and I ...

PosN - Positional noun. (Note: Positional nouns are used to indicate positions, such as: inside, outside, etc. When a positional noun is used in connection with a noun or a place it gives further locational position in reference to the noun or the place, (some grammarians called it localizer): fàndiànli in the hotel, jiāli in the family, in the home or house, etc. (see Note 1, Les. 6)

Additional Required Vocabulary: Nǚshì as title "Ms," "Ma'am," Fāng Nǚshì "Ms. Fāng," Bǎolán Nǚshì "Ms. Bǎolán," Fāng Bǎolán Nǚshì.

CLASSROOM EXPRESSIONS:

- | | |
|-------------------------------|----------------------------------------|
| 1. Lǎoshī, nǎikè? | Teacher, which lesson? |
| 2. Dìwūkè. | Lesson 5. |
| 3. Lǎoshī, nǎiyè? | Teacher, which page? |
| 4. Dì 65 yè. | Page 65. |
| 5. Kǎoshì, nán bunán? | Is the test difficult? |
| 6. Hěn nán/hěn róngyi. | Very difficult/very easy. |
| 7. Bùnán/bùróngyi. | Not difficult/not easy. |
| 8. Wǒ jǐgéle ma? | Did I pass (the test)? |
| 9. Nǐ jǐgéle./Nǐ méijǐgé. | You passed./You didn't pass(the test). |
| 10. Wǒ dé(le) duōshao fēn(r)? | How many points did I get? |

COMMUNICATIVE EXCHANGES



FRAME 1

1. A: Nǐmen zhùzai nǎli? B: Tā zhùzai fàndiànli, wǒ zhùzai zhèli.	Where are you all staying? He's staying in a hotel. I'm staying here.
2. A: Lǐ Xiǎoyuè ne? B: Tā zhùzai péngyou jiā.	How about Lǐ Xiǎoyuè? She's staying at a friend's house.
3. A: Tā péngyou jiā zài nǎli? B: Tā péngyou jiā zài nàli.	Where is her friend's house? Her friend's house is over there.

Notes

1. Verb Suffix -zai. Zhùzai nǎli? literally means "live at where." The verb zài, "to be in/at/on," is used as a verbal suffix, similar to the preposition "at." It loses its tone in this position in a sentence.

Place Words. Nǎli? nàli and zhèli are common variants of nǎr? nǎr and zhèr in non-Peking dialects of Standard Chinese. The forms with r endings are Peking dialect forms. Note particularly the difference in tone between nǎr? and nǎli? This is because -li has a basic Third tone, and the first of the two adjoining Third tone syllables changes to Second tone: nǎ-lǐ = nǎli?

Mǎ Tóngzhì xiànzài zài nǎli? (nǎr?)
Where is Comrade Mǎ now?

Wǒmen zhùzai nàli. (nàr.)
We are staying there.

Hú Tàitai zhùzai zhèli. (zhèr.)
Mrs. Hú is staying here.

Positional Nouns/Localizers. The bound word -li is a positional noun or localizer meaning "inside" or "within." Fàndiànli means "inside a hotel."

Wǒ zhùzai fàndiànli. I live in a hotel.

Wǒ zhùzai tā jiāli. I live in his house.

Context Determines the Meaning. Nimen zhùzài nǎli? may mean any one of the following depending upon the context:

Where are you staying?

Where are you living?

Where do you stay?

Where do you live?

FRAME 2

<p>4. A: Nimen <u>yǒu háizi</u> ma? B: Yǒu. (Wǒmen yǒu háizi.)</p>	<p>Do you have any children? Yes. (We have.)</p>
<p>5. A: Nimen yǒu <u>jǐge</u> háizi? B: (Wǒmen yǒu) Sānge. (háizi)</p>	<p>How many children do you have? We have three children.</p>
<p>6. A: Nimen yǒu jǐge <u>nánháizi</u>, jǐge <u>nūháizi</u>? B: (Wǒmen yǒu) <u>liǎngge</u> <u>nánháizi</u> yíge <u>nūháizi</u>.</p>	<p>How many male and female children do you have? We have two boys and one girl.</p>

Notes

4. Indicating Possession with yǒu. The verb yǒu has several usages. In this frame it means "to have." Later you will find it has additional meanings.

In B above, the first yǒu is translated as "yes." The usual way to give short affirmative answers is to repeat the verb used in the question.

Singular and Plural of Chinese Nouns. In general, Chinese nouns have the same form for singular and plural. Háizi may be either "child" or "children." Usually the context will make clear whether a noun should be translated as singular or plural, but not always. In Lesson 3 you learned that the suffix -men is attached to the personal pronouns wǒ, nǐ and tā to change them into plural personal pronouns. This same suffix -men may be used as a pluralization marker for personal nouns and titles in certain contexts (and often at the speaker's choice). Compare the following examples. Where a number (two or more) precedes the personal noun, plurality is automatically indicated.

Wǒmen yǒu liǎngge háizi. We have two children.

Háizimen xiànzài búzài zhèli. The children are not here now.

Tāmen yǒu yíge háizi. They have one child.

Other personal nouns and titles which may carry the suffix -men:

péngyou	péngyoumen
gege	gegemen
dìdì	dìdìmen
jiějie	jiějiemen
mèimei	mèimeimen
nǎnrén	nǎnrénmen
nǚrén	nǚrénmen
tóngzhì	tóngzhìmen
xiānsheng	xiānshengmen
tàitai	tàitaimen
xiǎojie	xiǎojiemen

Omission of Subject. In 4B, yǒu "have," the object háizi is left understood, a common Chinese pattern. It would be equally correct to give the full answer: Yǒu háizi. Wǒmen yǒu háizi. It is also correct to give the specific number of children.

5. Question Word jǐ-? In the sentence Nimen yǒu jǐge háizi?, jǐge is a question word. In Beijing, jǐ, "how many," is usually used only when the answer expected is 10 or less. But in many other parts of China, speakers use jǐ- regardless of the number expected in the answer.

Measures. In Chinese a noun cannot be counted or specified without the addition of a specific bound word or a measure to indicate the sort of thing specified or counted. English has similar measures, such as "head" in head of cattle, "flock" in flock of sheep, and "loaf" in loaf of bread. The measure used in a particular instance depends on the noun specified or counted.

The measure -ge is called a general measure and is used with nouns that do not have a special measure. You may find in colloquial speech that nouns that have special measures are sometimes used with -ge but this tendency is discouraged by educated speakers.

Here are the numbers 1 through 10 with the measure -ge. Note that the number 2 has a special form before a measure: liǎng-, not èr-.

Yīge, liǎngge, sānge, sìge, wǔge, liùge, qīge, bāge, jiǔge, shíge.

The words for 1, 7 and 8 (yī, qī and bā) have a Rising or Second tone before -ge because -ge is basically a Falling or Fourth tone syllable.

Apposition with yīge and liǎngge. Two or more expressions may stand in apposition to one another:

Tāmen liǎngge rén yǒu sānge gēge.

The two of them (They two persons) have three older brothers.

Wǒ yíge rén shì Qīngdǎorén.

I alone (I one person) am from Qingdao.

In the first sentence, tāmen, "they," and liǎngge rén, "two persons," are the same subject.

6. Nán-, nǚ-. The words nán- "male," and nǚ- "female," are known as bound forms (BF) or bound words. These are word elements carrying individual meaning and thus are distinct from particles. Nán- and nǚ- appear in such compounds or combinations as: nánrén "man," nǚrén "woman," nán péngyou "boyfriend" or "male friend," nǚ péngyou "girlfriend," nán de "male persons," nǚ péngyou "girlfriend," nán de "male persons," nǚ de "female persons."

Tā yǒu nán péngyou, wǒ yǒu nǚ péngyou.

She has boyfriends, I have girlfriends.

Nǐ de péngyou shì nán tóngzhì háishi nǚ tóngzhì?

Is your friend a male comrade or a female comrade?

Zhāng Tóngzhì shì nán de háishi nǚ de?

Is Comrade Zhāng a man or a woman?

FRAME 3

<p>7. A: (Nǐ) jiāli yǒu shénme rén?</p>	<p>What people are (there) in your family?</p>
<p>B: (Yǒu) wǒ tàitai gēn sānge hái zi. Nǐ jiāli ne?</p>	<p>There're my wife and three children. How about in your family?</p>
<p>8. A: (Yǒu) wǒ fùqin, mǔqin, gēge, jiějie gēn mèimei.</p>	<p>There're my father, mother older brother(s), older sister(s) and younger sister(s).</p>
<p>9. B: (Nǐ) yǒu méiyǒu dìdi?</p>	<p>Do you have a younger brother?</p>
<p>A: (Wǒ) Méiyǒu. (dìdi)</p>	<p>I don't have a younger brother.</p>

Notes

7. Nǐ jiāli. Literally this phrase means "in your home" (jiā,

While "and" is often omitted in Chinese, it may be added for emphasis between nouns and between noun phrases, just as in English. Compare the following:

Wǒ yǒu gēge, <u>yě</u> yǒu dìdi.	I have older brothers and younger brother too.
Wǒ yǒu liǎngge <u>gēge</u> yige dìdi.	I have two older brothers and one younger brother.
Wǒ yǒu gēge dìdi, <u>yě</u> yǒu jiějie mèimei.	I have older and younger brothers, and older and younger sisters too.

("Brothers" can be expressed by combining gēge dìdi without gēn. The same can be done with "sisters," jiějie mèimei. Also see note on Exchange 8.)

8. Family Members. 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." While gēge dìdi, jiějie mèimei are frequently used to form "brothers" and "sisters," you will later learn more specific words which combine both older and younger brothers, and older and younger sisters.

9. Negation Using méi. Nǐ yǒu méiyǒu dìdi? The Verb méiyǒu, "Don't Have." All the verbs you've learned so far form the negative with bù (bùhǎo, bùjiào, bùxíng, bùshì, and búzài). Méi is the negative used with yǒu. Bù is never used with yǒu.

Méiyǒu is frequently abbreviated to méi. You will see this usage in future lessons. Compare:

Tā méiyǒu tàitai.	He is not married.
Tā méi tàitai.	
Wǒ méiyǒu Zhōngguó míngzi.	I don't have a Chinese name.
Wǒ méi Zhōngguó míngzi.	
Tā méiyǒu hái zi.	He doesn't have children.
Tā méi hái zi.	

In questions:

Nǐ yǒu tàitai méiyǒu tàitai?	Do you have a wife?
Nǐ yǒu tàitai méi tàitai?	
Nǐ yǒu méiyǒu Zhōngguó míngzi?	Do you have a Chinese name?
Nǐ yǒu Zhōngguó míngzi méiyǒu?	
Nǐ yǒu Zhōngguó míngzi méi Zhōngguó míngzi?	

对话

Frame 1

1. A: 你们住在哪里? B: 他住在饭店里, 我住在这里。	Where are you all staying? He's staying in a hotel. I'm staying here
2. A: 李小月呢? B: 他住在朋友家。	How about Lǐ Xiǎoyuè? He's staying at a friend's house.
3. A: 他朋友家在哪里? B: 他朋友家在那里。	Where is his friend's house? His friend's house is over there.

Frame 2

4. A: 你们有孩子吗? B: 有, 我们有。	Do you have any children? Yes, we have.
5. A: 你们有几个孩子? B: 我们有三个孩子。	How many children do you have? We have three children.
6. A: 你们有几个男孩子, 几个女孩子? B: 我们有两个男孩子, 一个女孩子。	How many boys and how many girls do you have? We have two boys and one girl.

Frame 3

7. A: 你家里有什么人?	What people are (there) in your family?
B: 有我太太跟三个孩子, 你家里呢?	There are my wife and three children. How about in your family?
8. A: 有我父亲、母亲、哥哥、姐姐跟妹妹。	There are my father, mother, older brother(s), older sister(s), and younger sister(s).
9. B: 你有没有弟弟?	Do you have a younger brother?
A: 我没有弟弟。	I don't have a younger brother.

SUMMARY



Frame 1

- a. The verb zài is used as a verb suffix (e.g. zhùzai "to stay at/in").
- b. The positional noun or localizer -li, can be suffixed to nouns or specifiers to form placewords (e.g. fàndiànli "in the hotel," zhèli "here").

Frame 2

- a. The verb yǒu has several usages but here it is used to show "possession."
- b. A simple answer to the question Nǐmen yǒu hái zi ma? can be the affirmative of the verb. (e.g. Yǒu "Yes").
- c. In general, Chinese nouns have the same form for singular and plural. (e.g. hái zi can be both child or children.) The pluralizer marker -men may be added to personal nouns and personal titles in certain contexts.
- d. In answering a question, omission of the object is a frequent pattern. (e.g. wǒmen yǒu hái zi "we have children" becomes wǒmen yǒu "we have," children understood.)
- e. The question word -jǐ is used in Peking speech when the expected answer is less than 10, but in other parts of China is used regardless of the number expected in the answer.
- f. -ge is the general measure word and is used with nouns that do not have a special measure word, and frequently with those that do.
- g. Apposition with yíge and liǎngge, etc. Wǒ yíge rén "I alone" "by myself;" tāmen liǎngge rén "the two of them."
- h. Nán- "male" and nǚ- "female" are bound words used with other nouns to make words that specify gender. (e.g. nán péngyou "boyfriend," nán de "male," nǚ tóngzhì "female comrade," nǚ de "woman").

Frame 3

- a. Note the impersonal use of yǒu, meaning "there is/are" in the following: Wǒ jiāli yǒu sān ge rén. In my family there are three people.

b. Gēn is the word for "and" when joining nouns or noun phrases; the previously used yě is the word used for "and" when joining verbs, verb phrases and whole sentences.

c. Chinese is more precise than English in its terms for family members. (e.g. dìdì "younger brother," jiějie "older sister." Gēge dìdì may be used for "brothers" and jiějie mèimei "sisters." More specific words will be introduced later.)

DRILLS I



A. Response Drill: Answer the questions using zhèli, nàli, zhèr, or nèr.

<p>(T) Tāmen zhùzai nàli? (Where are they staying?)</p>	<p>(S) Tāmen zhùzai zhèli. (They are staying here.) or Tāmen zhùzai nàli. (They are staying over there.)</p>
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B. Response Drill: Respond with cue words.

<p>(T) Tā zhùzai nàli? (Where is he staying at?) cue: <u>tā péngyou jiā</u></p>	<p>(S) Tā zhùzai tā péngyou jiā. (He is staying at a friend's home.)</p>
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C. Substitution Drill: Substitute using another family member living in the hotel.

<p>(T) Tā gēge zhùzai fàndiànli. (His older brother stays in a hotel.) (T) <u>Tā jiějie</u></p>	<p>(S) Tā jiějie zhùzai fàndiànli. (His older sister stays in a hotel.)</p>
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D. Substitution Drill: Substitute the cue words in the appropriate place.

<p>(T) Qīngwèn, nǐmen jiāli yǒu shénme rén? (May I ask, what people are there in your family?) cue: <u>tāmen</u></p>	<p>(S) Qīngwèn, tāmen jiāli yǒu shénme rén? (May I ask, what people are there in their family?)</p>
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E. Transformation Drill: Change from a simple ma question to a choice (yes-no) type question.

(T) Nǐ yǒu hái zi ma? (Do you have children?)	(S) Nǐ yǒu hái zi <u>máiyǒu</u> ? (Do you have children?) or Nǐ yǒu <u>méiyǒu</u> hái zi? (Do you have children?)
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F. Response Drill: Respond to teacher's questions with number-and-measure according to the English cue:

(T) Nǐ men yǒu jǐ ge hái zi? (How many children do you have?) cue: <u>three</u>	(S) Wǒ men yǒu sān ge hái zi. (We have three children.)
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G. Substitution Drill: Substitute the placewords.

(T) Wǒ péng you jiā zài zhè li (My friend's home is here.) (T) <u>there</u>	(S) Wǒ péng you jiā zài nà li. (My friend's home is over there.)
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H. Transformation Drill: From choice (yes-no) type question change to a simple negative ma question.

(T) Nǐ yǒu méiyǒu péng you? (Do you have friends?)	(S) Nǐ méiyǒu péng you ma? (Don't you have [any] friends?)
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I. Response Drill: Answer the question with two statements, the first statement is a negative answer to the question, the second statement is a positive statement.

(T) Nǐ yǒu gē ge ma? (Do you have older brother?)	(S) Wǒ méiyǒu gē ge, wǒ yǒu dì dì. (I do not have older brother, I have younger brother.)
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J. Transformation Drill: Change the two object type question to a one object choice type question.

(T) Tā yǒu dìdì, méiyǒu dìdì?
(Does he have a younger
brother?)

(S) Tā yǒu dìdì máiyǒu?
or
Tā yǒu méiyǒu dìdì?
(Does he have younger
brothers?)

DRILLS II



A. Ask if that is a certain person (by name) and then ask where he is staying.

EX: Tā shì Hú Fūren ma? Tā búzhùzai zhèli, zhùzai nǎli?

PN shì Name/title ma? Tā búzhùzai zhèli, zhùzai nǎli?

<p>Tā shì</p> <p>Liú Qiǎoyún Zhōu Zìqiáng Gāo Měilì Chén Dǎlǐ Fāng Shīyǐng Lǐ Wǎnrú Zhào Xiānsheng</p> <p>ma?</p>	<p>Tā búzhùzai zhèli, zhùzai nǎli?</p>
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B. State that someone is now at a certain place and he is staying at someone's house or place of business.

EX: Zhào Měilì xiànzài zài Dézhōu, tā zhùzai Fāng Bǎolán jiā?

Subject xiànzài zài PW tā zhùzai Place

<p>Lǐ Xiānsheng Wáng Tàitai Gāo Nǚshì Lín Tóngzhì Ouyáng Jié Máo Zìqiáng Lǐ Bīngyíng</p>	<p>xiànzài zài</p> <p>Shànghǎi, Běijīng, Qīngdǎo, Niūyuē, Āndàlūè Jiāzhōu, Dézhōu,</p>	<p>tā zhùzai</p> <p>tā péngyou jiā. fàndiànli. tā háizi jiā. tā gēge jiā. tā dìdi jiā. tā jiějie jiā. tā mèimei jiā.</p>
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C. State that someone is not from somewhere, (then) ask about his or her nationality or old home:

EX: Tā búshì Rìběn rén, tā shì nǎiguó rén?

PN búshì the person from somewhere, PN shì Nationality ma?

Tā búshì	Rìběn rén	tā shì	Déguó rén	ma?
	Yīngguó rén		Jiānádà rén	
	Déguó rén		Fàguó rén	
	Qīngdǎo rén		Shànghǎi rén	
	Jiāzhōu rén		Dézhōu rén	
	Fàguó rén		Hánguó rén	
	Déguó rén		Yuènnán rén	
	zhèrde rén		nèrde rén	

D. In response to the teacher's question state that someone lives or doesn't live here, while you do or don't live here/there. Use zhèli and nàli.

EX: (T) Nimen zhùzai nàli?
 (S) Tā zhùzai zhèli, wǒ zhùzai nàli.

PN (bú) zhùzai PW PN (yě) (bú) zhùzai PW

Tā	(bú) zhùzai	zhèli, nàli,	wǒ	(yě)	(bú) zhùzai	zhèli. nàli.
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E. Ask what someone's name is.

EX: Tāde péngyou jiào shénme míngzi?

Subject jiào shénme míngzi?

Tāde Déguó péngyou	jiào shénme míngzi?
Nīde Fàguó péngyou	
Nīde nǚpéngyou	
Nīde nǚpéngyou	
Tāmende Rìběn péngyou	
Tāmende nǚhái	
Tāmende nǚhái	

F. Use yǒu, méiyǒu, or yǒu méiyǒu in sentences. Remember that if you use the choice type yǒu méiyǒu, you have to drop the question marker ma.

EX: Nǐ tàitai yǒu Měiguó péngyou ma?
 Nǐ xiānsheng méiyǒu Rìběn péngyou ma?
 Nǐ péngyou yǒu méiyǒu mēimei?

Subject	yǒu/méiyǒu/yǒu méiyǒu	Person	ma?/?
Fāng Yùzhēn		gēge	
Zhāng Shìyǐng		dìdi	
Yáng Lǐróng		jiějie	
Mǎ Zhìyuán	yǒu	mēimei	
Huáng Tóngzhì	méiyǒu	Fàguó péngyou	ma?
Wáng Xiānsheng	yǒu méiyǒu	Měiguó péngyou	
Nǐ Tàitai		Yīngguó péngyou	
Nǐ Xiānsheng		Rìběn péngyou	
Nǐ péngyou		Hánguó péngyou	
Nǐ àiren		Eguó péngyou	

G. State that someone has/hasn't a relative or friend, then that he also has/hasn't another relative or friend.

EX: Tā yǒu gēge yě yǒu dìdi.

Subject yǒu/méiyǒu N yě yǒu/yě méiyǒu N

Tā	yǒu méiyǒu	gēge jiějie Fàguó péngyou Yīngguó péngyou Hánguó péngyou nán péngyou	yě yǒu yě méiyǒu	dìdi. mēimei. Rìběn péngyou. Měiguó péngyou. Eguó péngyou. nǚ péngyou.
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H. In this exercise use jǐge to ask how many of a type of person there are.

EX: Tā yǒu jǐge gēge? jǐge dìdi?

Subject yǒu jǐge N? jǐge N?

Tā	yǒu jǐge	gēge jiějie Zhōngguó péngyou Yīngguó péngyou? nán péngyou nán háizi	jǐge	dìdi? mēimei? Měiguó péngyou? Dégú péngyou? nǚ péngyou? nǚ háizi?
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I. In this exercise, answer the question how many by stating you have so many of this and that he also has so many.

EX: Wǒ yǒu yíge gēge, tā yě yǒu yíge gēge.

PN yǒu Nu-M N, PN yě yǒu Nu-M N,

yíge	gēge		yíge	gēge
liǎngge	dìdi		liǎngge	dìdi
sānge	mèimei		sānge	mèimei
sìge	háizi		sìge	háizi
wǔge	nánháizi		wǔge	nánháizi
Wǒ yǒu	liùge nǚháizi,	Tā yě yǒu	liùge	nǚháizi.
	qíge nánpéngyou		qíge	nánpéngyou
	báge nǚpéngyou		báge	nǚpéngyou
	jiùge Zhōngguó péngyou		jiùge	Zhōngguó péngyou
	shíge Èguó péngyou		shíge	Èguó péngyou

J. Answer the question, use Nu-M compound to list each type.

EX: (Q) Nǐmen yǒu jǐge nánháizi, jǐge nǚháizi?

(A) Nǐmen yǒu yíge nánháizi, yíge nǚháizi?

(Q) Nǐmen yǒu jǐge nánháizi, jǐge nǚháizi?

Subject yǒu Nu-M nánháizi, Nu-M nǚháizi.

		yíge		yíge	
		liǎngge		liǎngge	
		sānge		sānge	
		sìge		sìge	
		wǔge		wǔge	
Wǒmen	yǒu	liùge	nánháizi,	liùge	nǚháizi.
		qíge		qíge	
		báge		báge	
		jiùge		jiùge	
		shíge		shíge	

K. Answer the question by listing how many are in your family.

EX: (Q) Nǐ jiāli yǒu shénme rén?

(A) Yǒu wǒ, àiren gēn liǎngge háizi.

(Q) Nǐ jiāli yǒu shénme rén?

<u>Yǒu</u>	N	<u>gēn</u>	Nu-M	N
Yǒu	wǒ àiren wǒ tàitai wǒ xiānsheng wǒ fùqin wǒ mǔqin	gēn	yige liǎnge sānge sige wūge liùge qíge bāge jiǔge shíge	háizi. gēge. dìdì. jiějie. mèimei.

RESOURCE MATERIALS



Tape 5

(NUMBERS 100-999)

DISPLAY I

100	yībǎi	600	liùbǎi
200	liǎngbǎi (liǎngbǎi)*	700	qībǎi
300	sānbǎi	800	bābǎi
400	sìbǎi	900	jiǔbǎi (jiùbǎi)
500	wǔbǎi (wúbǎi)		

DISPLAY II

140	yībǎi sìshí	655	liùbǎi wǔshí wǔ
222	liǎngbǎi èrshí èr (liǎngbǎi èrshí èr)	747	qībǎi sìshí qī
561	wǔbǎi liùshí yī (wúbǎi liùshí yī)	999	jiǔbǎi jiǔshí jiǔ (jiùbǎi jiùshí jiǔ)

Exercise 1 (Answers are on tape.)

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Exercise 2

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. 630 | 2. 543 | 3. 224 | 4. 468 | 5. 770 |
| 6. 185 | 7. 852 | 8. 292 | 9. 369 | 10. 987 |

* Romanization in parentheses indicates tone changes.

DISPLAY III

COLUMN 1		COLUMN 2	
104	yībǎi língsì	140	yībǎi sìshí
202	liǎngbǎi língèr (liǎngbǎi língèr)	220	liǎngbǎi èrshí (liǎngbǎi èrshí)
405	sībǎi língwǔ	450	sībǎi wǔshí
603	liùbǎi língsān	630	liùbǎi sānshí
709	qībǎi língjiǔ	790	qībǎi jiǔshí

DISPLAY IV

110	yībǎi yīshí	414	sībǎi yīshí sì
211	liǎngbǎi yīshí yī (liǎngbǎi yīshí yī)	716	qībǎi yīshí liù
312	sānbǎi yīshí èr	918	jiǔbǎi yīshí bā (jiǔbǎi yīshí bā)

DISPLAY V

111	212
121	222
131	232

Exercise 3

1. 101	2. 110	3. 111	4. 270
5. 308	6. 410	7. 555	8. 901
9. 613	10. 220	11. 812	12. 721

Exercise 4

1. 909	919	991	6. 414	441	444
2. 741	747	774	7. 200	208	280
3. 203	213	230	8. 515	525	551
4. 311	313	331	9. 808	868	881
5. 602	612	621	10. 101	110	110

Answers to Exercise 4: 1. 919 2. 741 3. 230 4. 311
5. 602 6. 444 7. 208 8. 525 9. 808 10. 110

TAPE 6

(NUMBERS 1,000-99,999)

DISPLAY I

1,000	yìqiān	6,000	liùqiān
2,000	liǎngqiān	7,000	qīqiān
3,000	sānqiān	8,000	bāqiān
4,000	sìqiān	9,000	jiǔqiān
5,000	wǔqiān		

DISPLAY II

1,246	yìqiān liǎngbǎi sìshì liù
3,575	sānqiān wǔbǎi qīshì wǔ
6,750	liùqiān qībǎi wǔshí

Exercise 1

- | | | | | |
|----------|----------|----------|----------|-----------|
| 1. 5,555 | 2. 3,690 | 3. 1,200 | 4. 6,455 | 5. 2,899 |
| 6. 7,131 | 7. 4,256 | 8. 9,742 | 9. 8,329 | 10. 2,974 |

Exercise 2

- | | | | |
|----------|----------|----------|----------|
| 1. 1,111 | 2. 7,117 | 3. 2,212 | 4. 6,616 |
| 5. 4,912 | 6. 9,115 | 7. 3,813 | 8. 5,419 |

DISPLAY III

<u>COLUMN 1</u>		<u>COLUMN 2</u>	
1,001	yìqiān língyī	1,101	yìqiān yībǎi língyī
2,002	liǎngqiān língèr	2,202	liǎngqiān liǎngbǎi língèr
6,005	liùqiān língwǔ	6,605	liùqiān liùbǎi língwǔ
7,007	qīqiān língqī	7,707	qīqiān qībǎi língqī
9,009	jiǔqiān língjiǔ	9,909	jiǔqiān jiǔbǎi língjiǔ

LESSON 5

Exercise 3

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Exercise 4

- | | | | | |
|----------|----------|----------|----------|-----------|
| 1. 8,642 | 2. 1,202 | 3. 4,007 | 4. 6,500 | 5. 7,212 |
| 6. 3,410 | 7. 9,704 | 8. 2,002 | 9. 5,330 | 10. 2,222 |

DISPLAY IV

- | | | | |
|----------|----------|----------|--------|
| 1 0,000 | yíwàn | 6 0,000 | liùwàn |
| 2 0,000 | liǎngwàn | 7 0,000 | qīwàn |
| 3 0,000 | sānwàn | 8 0,000 | bāwàn |
| 4 0,000 | sìwàn | 9 0,000 | jiǔwàn |
| 5 0,000 | wǔwàn | | |

Exercise 5

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Exercise 6

- | | | | | |
|-----------|-----------|-----------|-----------|------------|
| 1. 82,139 | 2. 45,365 | 3. 21,540 | 4. 69,211 | 5. 9,3537 |
| 6. 14,610 | 7. 57,442 | 8. 38,793 | 9. 76,818 | 10. 28,954 |

DISPLAY V

1,0001	yīwàn língyī	1,0001	yīwàn língyī
1,0011	yīwàn língyīshí yī	1,1001	yīwàn yìqiān língyī
1,0111	yīwàn líng yībǎi yīshí yī	1,1101	yīwàn yìqiān yībǎi língyī

Exercise 7

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

ANSWERS TO TAPE 6 EXERCISES

Exercise 3

- | | | | | |
|----------|----------|----------|----------|-----------|
| 1. 1,001 | 2. 1,101 | 3. 6,505 | 4. 7,001 | 5. 8,810 |
| 6. 4,008 | 7. 9,616 | 8. 3,403 | 9. 5,501 | 10. 6,006 |

Exercise 5

- | | | | | |
|-----------|-----------|-----------|-----------|------------|
| 1. 11,111 | 2. 52,520 | 3. 78,234 | 4. 92,467 | 5. 45,738 |
| 6. 85,215 | 7. 23,310 | 8. 67,490 | 9. 34,843 | 10. 29,672 |

Exercise 7

- | | | | | |
|-----------|-----------|-----------|-----------|------------|
| 1. 20,001 | 2. 40,010 | 3. 33,001 | 4. 70,601 | 5. 98,015 |
| 6. 84,206 | 7. 60,009 | 8. 59,003 | 9. 10,050 | 10. 20,505 |

Tape 5A side 1

Pronunciation, Spelling and Tone Drill - Vocabulary Review

Here are all the words you have learned up to this point, including the current lesson. They are arranged according to sound endings, alphabetically. As you review them, note the spellings, read them aloud to yourself emphasizing the tone and pronunciation, and say the English meaning.

Finals:

- a ba, Āndàlǜè, ma, tā, Jiā'nádà, Nǐ hǎo a? Fàguó, náli,
nǎli
- ai àiren, háishi, háizi, tàitai, xiànzài, zài
- an Āndàlǜè, Hánguó, Nán Cháoxiān, sān, Shāndōng, Yuèán,
fàndiàn, nánháizi
- ang Shànghǎi
- ao Cháoxiān, hǎo, lǎojiā, Qīngdǎo
- ar nǎr, nàr, nǎrde?
-
- e Èguó, -de, Déguó, Dézhōu, -ge, ne, zhèli, shénme
- ei Běi Cháoxiān, Běi Hán, mèimei, Měiguó, méiyǒu, něi-,
něiguó, shéi
- en àiren, fūren, gēn, rén, Rìběn
- eng shěng, xiānsheng, péngyou
- er èr, nèr, zhèr, zhèrde
-
- i (zero) búshì, háishi, háizi, míngzi, Rìběn, sì, shì, shì,
tóngzhì, Niǔyuēshì,
- i (ee) dìdì, -li, jǐ-, jiāli, nǐ, qí, náli, nàli, yí, fàndiànli
- ia jiā, Jiā'nádà, Jiāzhōu, jiāli, lǎojiā
- ian Cháoxiān, xiānsheng, xiànzài, fàndiàn

iang	liǎng
iao	jiào, xiáojie
ie, ye	jiějie, xiáojie, xièxie, yě
in	nín, fùqin, mǔqin
ing	guìxìng, xìng Běijīng, líng, míngzi, Qīngdǎo, Qīngwèn, Yīngguó
iu	jiǔ, liù, Niǔyuē(shì/zhōu)
o	wǒ
ou	Dézhōu, zhōu, péngyou, yǒu
ong	Shāndōng, Tóngzhì, Zhōngguó
u	bù, búshì, wǔ, fùqin, mǔqin, zhù, zhùzai
ü	nǚháizi, nǚren, nǚpéngyou, nǚtóngzhì
uo	Déguó, guó, Měiguó, něiguó, Yīngguó, Zhōngguó, Èguó
üe	Āndàlüè, Niǔyuē(shì/zhōu), Yuènnán
ui	Guìxìng?

NUMBERS DRILLS
(100 - 999)

This is a continuation of the drill in Lesson Three. Like the previous number drill it is designed to help you become totally familiar with Chinese numbers.

1. Choral Drill: In chorus, voice the numbers aloud as your teacher reads them. Mentally interpret (i.e. know what you are saying.)

346 (sānbǎi sìshì liù)	555	262	406	494
481	426	626	123	838
503	222	999	321	707
721	830	101	212	337
				179

2. Count-off Drills:

a. By units: Beginning with the first student to your teacher's right start counting off by single numbers (from 191 or 276) until all students have given the count. Reverse direction and start again with another number in the hundreds.

b. By tens: Repeat the procedure but count by tens starting at 720. Reverse direction and start again with another number in the hundreds.

c. By fives: Repeat the procedure but count by fives starting at 845. Reverse direction and start again with another number in the hundreds.

d. Using like numbers: Repeat the procedure but count 111, 222, 333, etc.

e. Using ascending and descending numbers: Repeat the procedure but count in ascending order (i.e. 123, 456, 789, 123, etc.)

3. Conversion Drill: Beginning with the first student to your teacher's right. The teacher will say one of the numbers listed below and the student will respond with the same number plus the "-gè" measure. Reverse direction and in response to the teacher's cued number, the student will respond with one less number plus the -gè measure. Repeat the procedure with new numbers.

714	969	206	106	523	674	891	362	750	925	262
417	561	648	592	831	252	464	303	570	698	347
586	432	662	266	192	846	321	101	183	724	407

NUMBER DRILLS
(1,000 - 99,999)

These drills are designed to help you become totally familiar with Chinese numbers to the point where you are not consciously "translating" in your mind.

1. Choral Drill: In chorus voice the numbers aloud as your teacher reads them. Mentally interpret (i.e., know what you are saying.)

1380 (yìqiān sānbǎi bāshi)	1050	6849	6019	1563
4856 7762 5001	8765	3247	3065	2465
6938 5787 4389	5402	9683	4653	9106
12453 (yīwàn liǎngqiān sībǎi wǔshi sān)	38364	49049	18605	
21650 98566 61777	58736	45873	50705	84262

2. Count off Drills:

a. By 1,000s: Beginning with the first student to your teacher's right, start counting off by thousands (yìqiān, liǎngqiān, etc.) until all students have given the count. Reverse direction and start again. Then choose a number in the thousands (i.e., 2576) and have the students in order add one number and give the count.

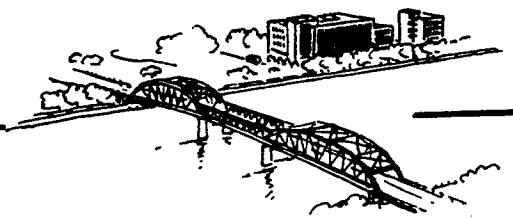
b. By 10,000s: Repeat the procedure (yīwàn, liǎngwàn, etc.). Reverse direction and repeat. Then choose a number in the ten thousands (i.e., 56874) and have the students in order add one number and give the count. Reverse direction subtracting one number.

3. Conversion Drill: Take a sheet of paper and as your teacher reads off the numbers, convert to numerals on your paper. Do this as quickly and as automatically as you can. The teacher will read off numbers to you in English at the end so that you can assess your results.

1050	5689	4753	8457	8403	9654
3897	2475	6431	1357	8276	7633
6784	1256	5869	2841	1002	1020
10101	56382	78432	56432	89743	34687
39359	26683	19748	34768	29346	43434
18007	78349	25783	84762	98765	45678

4. Adding and Subtracting: The teacher will randomly read off one of the above numbers (No.3). Student will repeat the number first adding a number, then repeating again and subtracting a number.
(Mentally retain the number you hear. Do not depend on making notes.)

DICTIONATION EXERCISES



With book closed, write down the following sentences dictated by the instructor:

1. Nín fùqīn zhùzài zhèlǐ, nín mǔqīn yě zhùzài zhèlǐ, nín gēge zhùzài nǎlǐ? 您父亲住在这里，您母亲也住在这里，您哥哥住在哪里？
2. Tāmen méiyǒu gēge, dìdì, yǒu jiějie, mèimei. 他们没有哥哥、弟弟，有姐姐、妹妹。
3. Tā yǒu wǔge Měiguó péngyou, liùge Yīngguó péngyou. 他有五个美国朋友，六个英国朋友。
4. Tāmen ményǒu dìdì gēn mèimei Yǒu Zhōngguó péngyou. 他们没有弟弟跟妹妹，有中国朋友。
5. Zhèlǐ yǒu fàndiàn, nàlǐ yě yǒu fàndiàn. 这里有饭店，那里也有饭店。
6. Wǒ mèimei de nánpengyou xìng Wáng, jiào Wáng Dànián. 我妹妹的男朋友姓王，叫王大年。
7. Tā jiějie de pengyou xìng Lǐ, jiào Lǐ Xiǎoyuè, shì Yīngguó rén. 他姐姐的朋友姓李，叫李新月，是英国人。
8. Tā jiāli yǒu tā tàitai gēn sìge nánháizi, sānge nǚháizi. 他家里有他太太跟四个男孩子，三个女孩子。
9. Wǒ gēge de nǚpéngyou xìng mǎ. Wǒ jiějie de xiānsheng yě xìng mǎ. 我哥哥的女朋友姓马。我姐姐的先生也姓马。

10. Tā gēge xiànzài yǒu wǔge
péngyou, sìge nánde, yíge nǚde.

他哥哥现在有五个朋友，四个男的，一个女的。

11. Tā jiějie de nán péngyou xìng
Lǐ, jiào Shì mǐn, Rìběn rén,
xiànzài zhùzài Běijīng Fàndiàn.

他姐姐的男朋友姓李，叫世民，日本人，现在住在北京饭店。

12. Hú Tóngzhì de nán péngyou
xìng Mǎ, jiào Mínglǐ, Shāndōng-
shěng Qīngdǎo rén.

胡同志的男朋友姓马，叫明理，山东省，青岛人。

COMMUNICATION EXERCISES

EXERCISE 1

How many brothers (or sisters, etc.) do you have?

Note: For purposes of these exercises, and in order to practice the new vocabulary and patterns, students will individually assume a fictional number (1-5) of close relatives. Brothers (gēge, dìdi), sister, (jiějie, mèimei), children (male and/or female) and friends (male or female). Each student should have a sheet of paper ready, and maintain a running total score as each exercise progresses.

Activity 1: Older Brother.

Goal: To find out the total number of older brothers for the entire class.

Procedure: The teacher will randomly select a student and ask:
Nǐ yǒu jǐge gēge?

That student replies, Wǒ yǒu liǎngge gēge.

The teacher asks student B the same question: Nǐ yǒu jǐge gēge?

Student B replies: Wǒ yǒu sìge gēge.

The teacher then asks student B a second question:
Nǐmen liǎngge rén yǒu jǐge gēge? (How many older brothers do the two of you have?)

Student B replies: Wǒmen liǎngge rén yǒu liùge gēge.
(Four plus two)

Exercise continues until each student has been asked by the teacher, and a running total of all previous replies maintained.)

Finally student A is asked the grand total for the entire class.

Note to students: Be prepared to answer two questions; (1) How many older brothers do you have? and (2) The total number of all older brothers reported by students ahead of you, and including your own reported number of older brothers.

- Activity 2: Younger Brothers
- Activity 3: Older Sisters
- Activity 4: Younger Sisters
- Activity 5: Children (boys)
- Activity 6: Children (girls)
- Activity 7: Friends

EXERCISE 2

What do you say?

1. Ask someone where they are staying? In a hotel, or at a friend's home?
2. Ask someone how many there are in his/her family, and does he/she have any children?
3. Say that you have an older brother and a younger sister. You have no older sisters, and no younger brothers.
4. Tell someone your girlfriend is not here, she's in Texas. She is German.
5. Tell someone that in your family you have your father, your mother, two older brothers and a younger sister.
6. Ask: "Where are they now?" "Don't you have younger brothers or older sisters?"
7. You meet a man and his wife. Ask them if they have children. (Assume they respond in the affirmative.) Then ask "How many children do you have?" "Are they boys or girls?"
8. Tell someone you are living in a friend's house. It is not here, it is there.
9. Tell someone you are not staying in a hotel now, you are living in a Chinese friend's house.
10. Tell someone your father is not here now, he's in Beijing. Your mother is here.
11. Tell someone, in your family there's your husband and three children. Two boys and one girl.
12. Say that your boyfriend has two older brothers and a younger brother. He has no sisters.
13. Tell someone your friend is not married. (Has no wife.) His older brother is married and has two children.
14. Tell someone you have a Russian friend. He's now in Russia, married and with three children.
15. Say that your father has no older brothers, and that your mother has no older sisters.
16. Tell someone you have a Chinese boyfriend (or girlfriend). He/She is not here now, he/she is in China.

(Answers on Tape 5A, side 2.)

TRANSLATION EXERCISES

A. Chinese-English: COVER THE PINYIN BELOW. Teacher: Randomly select sentences and read each one twice with a short pause between readings. Student: Say aloud the English equivalent. (Translate)

1. Wǒ yǒu liǎngge péngyou. Yíge jiào Wáng Dànián, tā zhùzai Qīngdǎo.
2. Tā zhùzai péngyou jiā. Tāde péngyou xíng Hú, jiào Hú Měilíng.
3. Wǒde Shāndōng péngyou zhùzai fándiànli, xíng Lǐ, jiào Lǐ Xiǎoyuè. Tā méiyǒu háizi.
4. Mǎ Xiānsheng gēn Mǎ Tàitai zhùzai Běijīng, tāmen yǒu liǎngge nánháizi, yíge nūháizi.
5. Liú Zìqiáng Tóngzhì búshì Rìběn rén. Tā shì Hánguó rén, yǒu wǔge Rìběn péngyou.
6. Sòng Xiǎojie zhùzai fándiànli. Tā búzhùzai tā péngyou jiā. Tā péngyou jiā yǒu liùge háizi.
7. Wǒ zhùzai Fāng Bǎolán jiā. Fāng Bǎolán shì wǒde péngyou. Tā jiāli méiyǒu háizi.
8. Zhōu Yǒngpíng Xiānsheng shì Měiguó Jiāzhōu Jiùjīnshān* rén.
9. Zhōu Yǒngpíng Xiānsheng gēn tā tàitai yǒu wǔge háizi. Sìge nūháizi, yíge nánháizi.
10. Wú Qiǎoyún yǒu yíge Měiguó péngyou, jiào Lǐ Měilǐ. Lǐ Měilǐ zhùzài Niūyuēzhōu Niūyuēshì.
11. Wú Qiǎoyún yě yǒu yíge Jiā'nádà péngyou, shì Āndésēn Xiǎojie. Tā zhùzai Jiā'nádà, Āndàlūè.
12. Wú Qiǎoyún de àiren jiào Máo Zìqiáng. Tāmen yǒu sìge háizi. Liǎngge nánháizi, liǎngge nūháizi.
13. Máo Zìqiáng Tóngzhì yǒu sāngē mèimei, liǎngge zhùzai Běijīng, yíge zhùzai Qīngdǎo.
14. Qīngwèn, Máo Zìqiáng Tóngzhì de mèimei yǒu méiyǒu nánpéngyou?
15. Qīngwèn, nǐ péngyou Lǐ Zhīyuǎn, zhùzai nǎr?
16. Nín fùqīn yǒu sāngē péngyou. Yíge jiào Yáng Xiùfēng. Qīngwèn, tā zhùzai nǎr?
17. Nín mǔqīn yǒu yíge háizi. Tā búshì nǐ gēge, yě búshì nǐ dìdi. Qīngwèn, tā shì shéi?

*Notes: Jiùjīnshān "Old Gold Mountain" is San Francisco. It is used in this Exercise, not used in the Test.

B. Chinese-English Fluency Exercise. Student: Read aloud the sentences in Pinyin below, concentrating on fluency, pronunciation and tones. Then give your teacher the English equivalent for each sentence.

1. Qīngwèn, nín jiějie yǒu jǐge hái zi? Jǐge nán hái zi? Jǐge nǚ hái zi?
2. Wǒ jiějie yǒu wǔge hái zi. Sānge nán hái zi, liǎngge nǚ hái zi.
3. Qīngwèn, Fāng Bāolán Tóngzhì zhùzai Měiguó Jiāzhōu nǎr?
4. Fāng Bāolán Tóngzhì zhùzai Měiguó Jiāzhōu Jiùjīnshān.
5. Wáng Dànián zhùzai Zhōngguó Shāndōng nǎr?
6. Wáng Dànián zhùzai Zhōngguó Shāndōng Qīngdǎo.
7. Hú Měilíng Tóngzhì jiāli yǒu tā fùqin, mǔqin, liǎngge gēge, sānge dìdi.
8. Sūn Shìyǐng Tóngzhì de fùqin, mǔqin búzhùzai Shànghǎi. Tā fùqin zhùzai Shāndōng, tā mǔqin zhùzai Běijīng.
9. Mǎ Mínglǐ Xiānsheng gēn tāde dìdi zhùzai Qīngdǎo. Mǎ Tàitai gēn hái zi zhùzai Shànghǎi.
10. Nǐde Fàguó péngyou zhùzai fàndiànli, nǐde Déguó péngyou zhùzai nǎli?
11. Tā gēge de nǚpéngyou xìng Lǐ, jiào Lǐ Défen, shì Zhōngguó Shāndōng rén. Tā búzhùzai Běijīng.
12. Qīngwèn, nǐ mèimei de nánpéngyou xìng shénme, jiào shénme míngzi, shì nǎrde rén, zhùzai nǎli?
13. Nǐde Nán Cháoxiān péngyou yǒu méiyǒu gēge, dìdi?
14. Tā tàitai de fùqin shì búshì Niǔyūe rén? Tā tàitai de mǔqin shì búshì Dézhōu rén?
15. Tā tàitai de fùqin búshì Niǔyūe rén. Tā tàitai de mǔqin búshì Dézhōu rén. Tāmen shì Jiāzhōu rén.
16. Wǒ mèimei yǒu liùge péngyou. Yǒu nǎnde, yě yǒu nǚde.

C. Say aloud the Chinese equivalent for each English sentence.

1. Comrade LI's spouse is not in Běijīng. She's living in Shànghǎi now.

2. He is living here now. He is not married (has no wife), and has no children either.

3. Her husband is here. Her mother and father are living in Běijīng.

4. I am not staying in a hotel. I am living in a Chinese friend's home.

5. His original home is in Shāndōng; he is living here now.

6. Where is your girlfriend now? Is she staying in this hotel also?

7. I have two boyfriends. One is here, (and) one is living in Texas.

8. My father is an American, (but) my mother is German. They are living in California now.

9. My older sister is not married (has no husband), my younger sister is. She has two children.

10. I have two older brothers. One has a wife, one does not. I also am not married.

11. My girlfriend has two younger sister. One has a husband and they have a girl and a boy.

12. I don't have any younger brothers; I have an older brother and two older sisters.

13. Mrs. Zhāng is living in a friend's home now. Her husband is not here, he is in America.

14. May I ask, are you living in a hotel now, or are you staying in a friend's home?

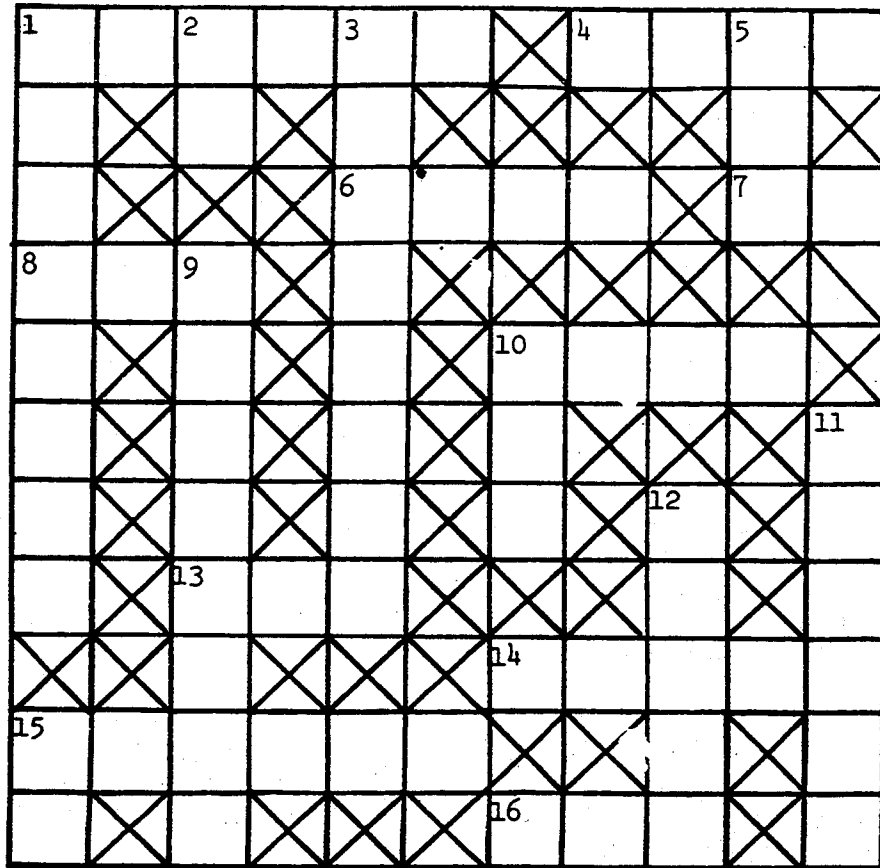
15. I am staying in a hotel. This is not an American hotel, it is a Chinese hotel.

16. My younger brother is living at home. My older brother is staying at his girlfriend's home.

17. Madame Chén is staying at the Běijīng Hotel. Her husband is also staying there.

18. I am from California. My old home is there, (and) my mother and father are there also.

ENRICHMENT



ACROSS

- 1. From here
- 4. How many?
- 6. Older brother
- 7. Female prefix
- 8. Male prefix
- 10. To be first named
- 13. Same as 8 across
- 14. Mate of 12 down
- 15. Younger sister
- 16. Human being

DOWN

- 1. Country of the Chinese
- 2. One plus one
- 3. A person from Germany
- 5. It joins nouns
- 9. You (pl) house (2 wds)
- 10. Abode
- 11. What?
- 12. Female parent
- 15. Question marker

The key to the above exercise will be found before the module glossary recap.

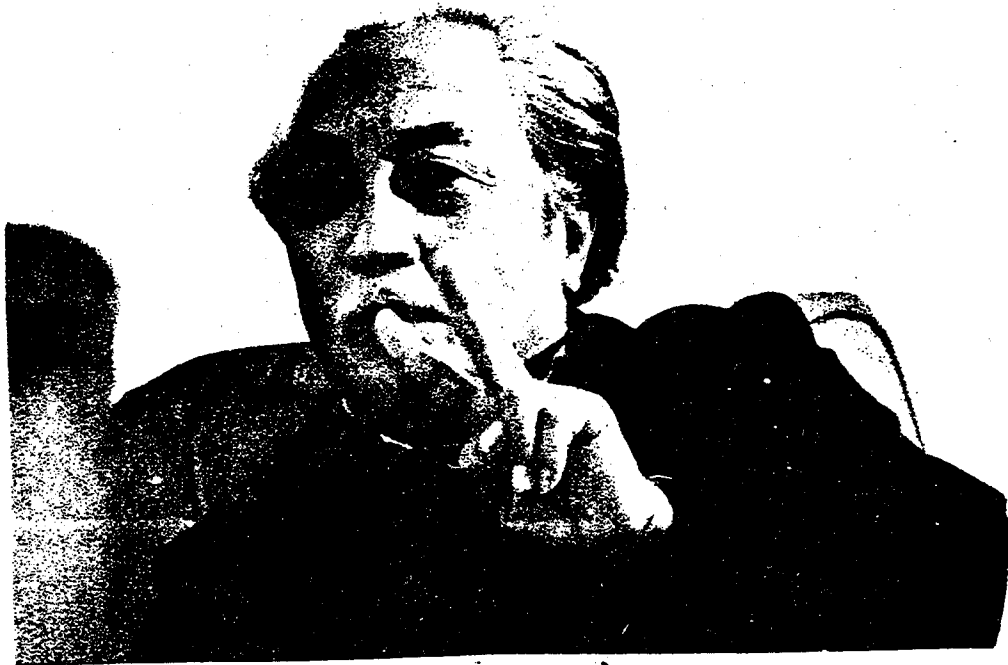
LESSON 6

INTRODUCTION



This lesson deals with:

- lǐtōu (inside), wàitōu (outside), qiántōu (in front of), hòutōu (behind), etc. as positional nouns or localizers.
- zài as a co-verb to set up the main action.
- shì...de pattern used to emphasize year, month, date or place of birth.
- zhèi/zhè (this) and nèi/nà (that) as specifiers. (něi[[which] in Les.3).
- Verb-Object and their usage
- Time element in Chinese (year-month-day)



wǒ shì èryuè èrhào shēng de.

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. Ask and answer questions about birthdays and birthplaces.
- b. Ask and answer questions about employment and places of employment.
- c. Ask and answer questions about specific location of place of employment.
- d. Ask and answer questions regarding location of specific buildings in relation to other buildings or places of employment.
- e. Dodge an impolite or embarrassing question.

GLOSSARY



1. bǐ	笔	N: pen (writing instruments)
2. chéng	城	N: city
3. cóngqián	从前	MA: before, previously
4. dà	大	SV: to be large, to be big
5. dìzhǐ	地址	N: address
6. dōu	都	A: all, both
6.1 dōu bu-	都不...	A: none, neither
6.2 bùdōu	不都	A: not all, not both
7. duìbuqǐ	对不起	IE: Excuse me; I beg your pardon; I'm sorry.
8. èrshí wǔhào	二十五号	N: 25th of the month
8.1 -hào	...号	M: date, day of the month (number of a house, etc.) (see note F2)
8.2 jǐhào?	几号?	QW/TW: what day of the month?
9. gōngzuò	工作	V/N: to work/work, job
10. hěn	很	A: very, quite
10.1 hěn hǎo	很好	very good, very nice, quite well, fine
11. jiāoshū	教书	VO: to teach (lit. "teach books")
11.1 jiāo	教	V: to teach
11.2 shū	书	N: book
12. kàn	看	V: to read, to look at, to think
12.1 kànshū	看书	VO: to read, to read a book
12.2 Nǐ kàn!/Nín kàn!	你看!/您看!	IE: Look! Look here/there!
12.3 Nǐ kàn ne?	你看呢?	IE: What do you think?
13. nài/nà	那	SP: that
13.1 nàige/nàge	那个	SP-M: that one
14. -nián	...年	M: (for years), year (see note, F2)
14.1 nǎinián?	哪年?	TW/QW: which year?
14.2 yījiǔ sānbā nián	一九三八年	TW: 1938

15.	shàngxué	上学	VO:	to go to school, to attend school
	15.1 shàng	上	V:	to go to, to go up, to attend
16.	shēngrì	生日	N:	birthday
	16.1 shēng	生	V:	to be born, to give birth (to a baby)
	16.2 -rì	...日	M/N:	date, day of the month (see Note F2)
17.	tài	太	A:	too, excessively
18.	-tou	...头	PosN:	positional noun ending (localizer)
	18.1 lǐtou/-lǐ	里头/里	PosN:	inside, within
	18.1.1 chénglǐtou	城里头	PW:	inside the city
	18.2 wàitou	外头	PosN:	outside
	18.2.1 chéngwàitou	城外头	PW:	outside the city
	18.3 qiántou	前头	PosN:	front, in front of
	18.4 hòutou	后头	PosN:	rear, at the back of, behind
	18.5 xiàtou	下头	PosN:	bottom, at the bottom of, below
	18.6 shàngtou/-shàng	上头/上	PosN:	top, on the top of, above
19.	xiǎo	小	SV:	to be small, to be little
	19.1 xiǎoháizi	小孩子	N:	child, children
20.	xuéxiào	学校	N:	school (When abbreviated, it is shown as <u>xué</u> as in <u>shàngxué</u> "to go to school")
	20.1 xué/xuéxí	学/学习	V:	to study
	20.2 xuésheng	学生	N:	student(s)
21.	yíkuàir	一块儿	A:	together
22.	yínháng	银行	N:	bank (financial institution)
	22.1 Měiguó Yínháng	美国银行	N:	Bank of America
23.	yóujú/yóuzhèngjú	邮局/邮政局	N:	post office
24.	-yuè	...月	M/N:	month
	24.1 jǐyuè?	几月?	TW/QW:	which month?
	24.2 Jiǔyuè	九月	TW:	September
25.	zhèi/zhè	这	SP:	this
	zhèige/zhège	这个	SP-M:	this one
26.	zhīdao	知道	V:	to know, know of, know that
27.	zhī	枝	M:	(measure for pens)

COMMUNICATIVE EXCHANGES



FRAME 1

<p>1. A: Qǐngwèn, nín zhùzai <u>chénglǐtōu</u> háishi <u>chéngwàitōu</u>?</p>	<p>May I ask, do you live inside the city or outside?</p>
<p>B: Wǒ zhùzai chéngwàitōu. Chéngwàitōu yǒu yíge <u>xuéxiào</u>. Wǒmen jiā zài xuéxiào <u>qiántōu</u>.</p>	<p>I live outside the city. There is a school outside the city. Our house is in front of the school.</p>
<p>2. A: Nín hái'zi zài <u>nèige</u> xuéxiào <u>shàngxué</u> ma?</p>	<p>Does your child go to that school?</p>
<p>B: Shì. Wǒ tàitai yě zài <u>nèige</u> xuéxiào <u>jiāoshū</u>.</p>	<p>Yes. My wife teaches at that school too.</p>
<p>3. A: Nèige xuéxiào <u>hěn dà</u> ma?</p>	<p>Is that school very big?</p>
<p>B: Bú <u>tài dà</u>, yě bú <u>tài xiǎo</u>.</p>	<p>(It's) not too big. Not too small either.</p>

Notes

1. **Positional Nouns:** In lesson 5, the positional noun ending -li (fàndiànli, jiāli) was introduced. Further examples of positional nouns appear in this lesson and include lǐtōu, "inside expansion of -lǐ," wàitōu, "outside," qiántōu, "in front of," and hòutōu, "behind." They point out relative or specific position when standing after certain nouns. The -tōu ending provides the full form, but this full form is frequently abbreviated as in the case of lǐ(tōu), wài(tōu), and shàng(tōu).

<u>Full form</u>	<u>Abbreviated</u>	<u>English</u>
chénglǐ <u>tōu</u>	chénglǐ	in(side) the city
chéngwài <u>tōu</u>	chéngwài	outside the city
fàndiàn <u>hòutōu</u>		behind the hotel
xuéxiào <u>qiántōu</u>		in front of the school
shūshàng <u>(tōu)</u>		in (on) the book

Modification by -de. Positional nouns (usually with -de added) may stand before other nouns to modify them. As a rule, if the modified noun is a noun without "zhèige" or "nèige" before it, the noun is plural in number; when in contrast, however, it may either be singular or plural.

wàitou de xuésheng
(outside) (the students)

the students outside

Qiántou de yizi shi wǒde, hòutou de
(in front) (the chair) (behind)

The chair in front is mine, the one behind is his.

yizi shi tāde.
(the chair)

qiántou de nèige fàndiàn
(in front) (that hotel)

that hotel in front

The location becomes more specific as the main place word is stated first.

Běijīng chéngwàitou de xuéxiào
(outside the city)(the school)

the school outside the city of Běijīng

Wǒmen jiā hòutou de yóujú
(our house)(behind)(the post office)

the post office behind our house

nèige fàndiàn litou de rén
(in that hotel) (the people)

the people in that hotel

Place words (with -de) may also precede nouns to modify them:

zhèrde fàndiàn
(here) (the hotel)

the hotel here

nàlìde xuéxiào
(there)(the school)

the school there

nǎrde yínháng?
(where?)(the bank)

the bank where?

Some high-frequency nouns may stand after zài with or without the addition of a localizer. They are thus considered place words.

Tā zài jiā.
Tā zài jiāli.

He is at home.

Tā zài xuéxiào.
Tā zài xuéxiàoli.

He is at school.

Wǒ zhùzai fàndiàn
Wǒ zhùzai fàndiànli.

I am staying in a hotel.

2. Zài Used as a Co-Verb to Set Up the Main Action. In the sentence Wǒ tāitai zài nèige xuéxiào jiāoshū. (My wife teaches at that school.) Zài plays the role of the English preposition "at."

The zài phrase (zài nèige xuéxiào) in Chinese, like the "at" phrase (at that school) in English, gives more information about the main verb jiāoshū, that is, it tells where the main action takes place. When zài functions as a preposition, as in this case, it is called a co-verb. In general, a co-verb shows a relationship between a noun and the main verb of the sentence. The co-verb and the noun form what is called a co-verbial phrase.

Negating a Co-Verbial Phrase. Compare the following sentences:

Tā	jiāoshū.	She teaches.
Tā bù	jiāoshū.	She doesn't teach.
Tā zài nèige xuéxiào	jiāoshū.	She teaches at that school.
Tā bùzài nèige xuéxiào	jiāoshū.	She doesn't teach at that school.

In the last sentence, the negative adverb bù comes before the co-verb zài, rather than before the main verb jiāoshū. This makes sense. You are not saying "She doesn't TEACH.", but you are saying "She does NOT teach AT THAT SCHOOL." Literally "She does not at that school teach.", but she obviously teaches elsewhere.

Verb-Object (VO) Compounds: Shàngxué, "attending/go to school" and jiāoshū, "teach" are VO's. Shàng, "to go" and jiāo, "to teach" are the verbs. Xué (an abbreviation of xuéxiào) and shū, "book[s]" are the generalized objects. Certain verbs in Chinese have such a close relationship with a generalized object unnecessary in English.

<u>Chinese Usage</u>	<u>Literal Translation</u>	<u>English Usage</u>
<u>jiāoshū</u>	teach books	teach
<u>kànshū</u>	look at books	read

The generalized object can be supplemented or replaced by a specific object with certain VO's, but jiāoshū and shàngxué are concepts in themselves and are not normally included in this category. All VO compounds, like kànshū, "read" may be divided as follows:

<u>kàn Zhōngguó shū</u>	reading (looking at) Chinese books
NEVER <u>kànshū Zhōngguó</u>	

In subsequent lessons you will learn additional words such as "newspaper," "magazine," "pictorial," etc., which can follow kàn- as specific objects, replacing the generalized object shū. may be divided as follows:

FRAME 2

4. A: Nín shì <u>něinián shēng de</u> ?	In what year were you born?
B: Wǒ shì <u>yījiǔ sānbā nián shēngde</u> .	I was born in 1938.
5. A: Nín shì <u>jīyuè jīhào shēngde</u> ?	(On) what month and day (date) were you born?
B: Wǒ shì <u>jiǔyuè èrshiwǔ hào shēngde</u> .	I was born on the 25th of September.
6. A: Nín nǚpéngyou ne?	How about your girlfriend?
B: <u>Duìbuqǐ</u> . Wǒ <u>bùzhīdao</u> .	Sorry. I don't know.

Notes

4. The shì ... de Construction: Nín shì něinián shēng de? This shì ... de pattern is one of the most important in the Chinese language. It is used to stress various circumstances connected with the action of the main verb (such as time, means, purpose, etc.) rather than the action itself. It asks and/or answers WHEN, HOW, WHY, FROM WHERE, WITH WHOM, etc. The shì stands before the particular circumstance to be stressed, and the -de follows the main verb. In this lesson, only WHEN (year, month, date) is stressed. However, WHERE can also be asked and answered. Compare the following:

Nǐ <u>shì</u> zài nǎr shēng <u>de</u> ?	Where were you born? WHERE?
Wǒ <u>shì</u> zài Měiguó shēng <u>de</u> .	I was born in America. WHERE (Ans.)
Nǐ <u>shì</u> zài Měiguó nǎr shēng <u>de</u> ?	Where in America were you born? WHERE?
Wǒ <u>shì</u> zài Měiguó Jiāzhōu shēng <u>de</u> .	I was born in California. WHERE (Ans.)
Nǐ <u>shì</u> něinián shēng <u>de</u> ?	In which year were you born? WHEN?
Wǒ <u>shì</u> yījiǔ liùlíng nián shēng <u>de</u> .	I was born in 1960. WHEN (Ans.)
Nǐ <u>shì</u> sìyuè shēng <u>de</u> ma?	Were you born in April? WHEN?
Búshì. Wǒ <u>shì</u> báyue shēng <u>de</u> .	No. I was born in August. WHEN (Ans.)

Nǐ shì báyue jīhào shēng de? What date in August were you
born? WHEN?

Wǒ shì báyue shíliù hào
shēng de. I was born on the 16th of
August. WHEN

4 & 5. Time Elements in Chinese: The proper sequence of time elements in Chinese is very logical. Always begin with the largest unit then work successively down through smaller units: year, month, day, AM/PM, hour, minutes, and seconds. The larger unit always precedes the smaller nián-yuè-rì. Rì (written form) is a more formal word.

Since you already know the Chinese words for "which," "this," and "how many," you will naturally be tempted to use these with "year," "month," and "day." Unfortunately Chinese has specific words for "this year," "today," "how many days," etc., which will appear in later lessons. So at the moment you are limited in what you can do. Carefully note the following examples.

Years: yīnián (one year), liǎngnián (two years), sānnián (three years), etc. yījiǔ bāèr nián (the year of 1982), yījiǔ bā sān nián (the year of 1983).

Months: yīyuè (Jan.), èryuè (Feb.) sānyuè (March), etc.

Dates: yīhào (the first day of the month), èrhào (the second day), etc.

Days: yītiān (one day), liǎngtiān (two days), sāntiān (three days), etc. (Tiān is a new vocabulary item, it has not been introduced.)

Year: nǎinián? (jīnnián) nèinián jīnián (NEVER -ge.)

month: nǎi(ge)yuè? zhéi(ge)yuè nèi(ge)yuè jīgeyuè?
(USE -ge.) jīyuè?

Date: jīhào? (zhèitiān) (nèitiān)

Days: (nèitiān?) (jīntiān, today) (nèitiān) (jītiān?)
(NEVER -ge.)

(Note: The words tiān, "day" and jīn, "this" will be introduced in a subsequent lesson. They are only given here to alert you, and to prevent both a misunderstanding and the formation of a habit which could be hard to break.)

Last Month - Next Month: Borrowing the shàng- from shàngtōu, "on, above, etc., shànggēyuè becomes "last month" (i.e., the month "above" this one). Taking the xià- from xiàtōu, "below," xiàgēyuè becomes "next month" (the month below this one).

4B. Yījiǔ sānbā nián - 1938: Years are normally given as a sequence of digits, so 1972, yījiǔ qièr nián is literally "one-nine-seven-two year." In a sequence of digits, the ordinal word èr (not liǎng) is used for 2. The words for 1, 7, and 8 (yī, qī, and bā) keep their basic high tones.

5B. Months of the Year: Note the tone changes on yī, qī, and bā before the Fourth tone -yuè. An exception is November, shíyīyuè where yī retains its First tone.

<u>JÌYUÈ?</u>	<u>WHAT MONTH?</u>	<u>JÌYUÈ?</u>	<u>WHAT MONTH?</u>
<u>yīyuè</u>	January	<u>qīyuè</u>	July
<u>èryuè</u>	February	<u>bāyuè</u>	August
<u>sānyuè</u>	March	<u>jiǔyuè</u>	September
<u>sìyuè</u>	April	<u>shíyuè</u>	October
<u>wǔyuè</u>	May	<u>shíyīyuè</u>	November
<u>liùyuè</u>	June	<u>shíèryuè</u>	December

Dates of the Month: Dates of the month are expressed using the number followed by the word hào. In asking "which day" the word jī-, "how many" is used, and an exception to the rule of "the expected answer of 10 or less" is made here. Jīhào is used even though the answer may be a number as high as 31.

FRAME 3

7. A: <u>Nín zài nǎr gōngzuò?</u> B: <u>Wǒ zài yínháng gōngzuò.</u>	Where do you work? I work in a bank.
8. A: <u>Cóngqián ne?</u> B: <u>Cóngqián wǒ zài yóujú gōngzuò.</u>	How about before? Before (this) I worked in a post office.
9. A: <u>Yínháng zài nǎr?</u> B: <u>Nín kàn. (Points at his pen.) Zhèi shì wǒmen yínháng de bǐ. Shàngtōu yǒu yínháng de dìzhǐ.</u>	Where is the bank? Look here. (pointing at his his pen) This (here) is our bank's pen. On it is the address of our bank.

FRAME 3 (continued)

<p>10. A: Yóujú, yínháng <u>dōu</u> zài yīkuàir ma? B: Bù. Yóujú zài xuéxiào hòutou. Yínháng zài xuéxiào qiántou.</p>	<p>Are (both) the post office and the bank together (in the same place, near)? No. The post office is behind the school. The bank is in front of the school.</p>
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Notes

10. The adverb dōu. Dōu is translated as "both" when referring to two persons or things, and as "all" when referring to more than two. Since it is an adverb, it must be placed after the subject and before the verb in the sentence. It can be separated from the verb by another adverb, such as hěn.

Yóujú, yínháng dōu zài yīkuàir.

The post office and the bank are (both) together.

Tāmen dōu hěn hǎo.

They are all very well. (They are both very well.)

Shū dōu xiǎo.

The books are all small.

Jiāzhōu gēn Dézhōu dōu zài Měiguó.

Both California and Texas are in the United States.

Bù dōu and dōu bù-: Bùdōu, "not all" or "not both" and dōu bù, "none" or "neither" refer to the nouns occurring before them.

dōu	all/both
bùdōu	not all/not both
dōu bù-	none/neither

Fàndiàn gēn yóujú dōu dà.

The hotel and the post office are both big.

Fàndiàn bùdōu dà.

Not all hotels are big.

Fàndiàn dōu búdà.

None of the hotels is big.

Měiguó rén bùdōu xìng Smith.

Not all Americans are surnamed Smith.

Rìběn fàndiàn dùdōu dà.

Not all Japanese hotels are big.

Jiǎzhōu gēn Dézhōu dōu
bùxiǎo.

Neither California nor Texas is small.

Tāmen dōu bùhǎo.

None of them are fine.
(They are all bad.)

对话

FRAME 1

<p>1. A: 请问, 您住在城里头还是城外头?</p> <p>B: 我住在城外头。城外头有一个学校。我们家在学校前头。</p> <p>2. A: 你孩子在那个学校上学吗?</p> <p>B: 是。我太太也在那个学校教书。</p> <p>3. A: 那个学校很大吗?</p> <p>B: 不太大, 也不太小。</p>	<p>May I ask you, do you live inside the city or outside?</p> <p>I live outside the city. There is a school outside the city. Our house is in front of the school.</p> <p>Does your child go to that school?</p> <p>Yes. My wife teaches at that school too.</p> <p>Is that school very big?</p> <p>(It's) not too big, not too small either.</p>
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FRAME 2

<p>4. A: 您是哪年生的?</p> <p>B: 我是一九三八年生的。</p> <p>5. A: 您是几月几号生的?</p> <p>B: 我是九月二十五号生的?</p> <p>6. A: 您女朋友呢?</p> <p>B: 对不起。我不知道。</p>	<p>In what year were you born?</p> <p>I was born in 1938.</p> <p>What month and day were you born?</p> <p>I was born on the 25th of September.</p> <p>How about your girl friend?</p> <p>Sorry. I don't know.</p>
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FRAME 3

<p>7. A: 您在哪儿工作? B: 我在银行工作。</p> <p>8. A: 从前呢? B: 从前我在邮局工作。</p> <p>9. A: 银行在哪儿? B: 你看 (pointing at his pen), 这是我们银行的笔。上头有银行的地址。</p> <p>10. A: 邮局、银行都在一块儿吗? B: 不。邮局在学校后头。银行在学校前头。</p>	<p>Where do you work? I work in a bank.</p> <p>How about before? Before (this) I worked in a post office.</p> <p>Where is the bank? Look here (pointing at his pen), this (here) is our bank's pen. On it is the address of our bank.</p> <p>Are the post office and the bank together? (in the same place, near) No. The post office is behind the school. The bank is in front of the school.</p>
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SUMMARY



Frame 1

a. Positional nouns (and endings) are used to point out relative or specific position.

Zài chénglǐtōu yǒu liǎngge
xuéxiào.

In the city, there are two
schools.

Zài shūshàngtōu yǒu yìzhī
bǐ.

On the book, there is a pen.

Tā zhùzài fàndiàn hòutou.

He lives behind the hotel.

Positional nouns may stand before other nouns to modify them, usually with -de added.

chénglǐtōu de yóujú

the post office in the city.

hòutou de nèige xuéxiào
(shì) ...

that school in the rear is ...

The location becomes more specific if a main placeword is stated first.

Shànghǎi chénglǐtōu de
nèige yóujú

the post office inside the
city of Shànghǎi

wǒmen jiā hòutou de nèige
xuéxiào

the school behind our house

b. Different uses of the placewords zhèr/zhèli, nèr/nàli, nǎr/nàli?

Zhèrde fàndiàn hěn dà.

The hotel(s) here is/are very
large.

Tā shì nǎrde rén?

Where is he from?

Standing after certain nouns, they point out relative position.

Tā zhèr

here at his place

wǒ péngyou nàr

there at my friend's place

c. Zài used as a Co-verb (CV), or like an adverb to show where or when the main action takes place.

Wǒ dìdì zài zhèige xuéxiào
jiāoshū.

My younger brother teaches at
this school.

Tā fùqin zài nèige yóujú
gōngzù.

His father works in that post
office.

d. Verb-object (VO) compounds are combinations of verbs and generalized objects which can be rendered as English verbal concepts. i.e., kànshū (look at book[s]) equals "read."

Frame 2

a. The shǐ ... de construction, sometimes called the focus construction is used to focus one's attention on various circumstances connected with the action itself.

Tā shǐ yìjiǔ sānwǔ nián
shēng de.

He was born in 1935. (Focus
on when.)

b. Time elements in Chinese begin with the larger unit and then successively work down to the smaller. i.e., nián (year), yuè (month) and hào or rì (day).

c. Nián and hào do not use a measure. i.e., yìnián, yìhào. But yuè is used both ways. i.e., yíyuè (January), yíge yuè (one month).

d. Duìbuqǐ (excuse me), an important idiomatic expression, used to apologise for bumping into someone, interrupting, arriving late etc., but not to show sympathy or sorrow.

Frame 3

a. Nín kàn (look here, see here), an idiomatic expression normally used with a pointing gesture to draw one's attention to something.

b. Use of dōu. When there are multiple subjects, dōu is placed before the verb.

Yóujú, yínháng dōu zài
yíkuàir.

The post office and bank are
both together.

Yóujú, yínháng dōu búzài
zhèr.

The post office and bank are
both not here.

Yóujú, yínháng bùdōu zài
zhèr.

The post office and bank are
not both here. (One is
somewhere else.)

c. More positional nouns. Shàngtóu (on, above) and xiàtóu (under).

Yínháng shàngtóu yǒu yíge
fàndiàn.

Above the bank is a hotel.

Shūxiàtóu yǒu yìzhī bǐ.

Under the book there is a pen.

DRILLS I



A. Response Drill: Respond to the teacher's question with the cued year and shì ... de construction.

(T) Nǐ háizi shì nǎinián
shēng de?
(What year was your child
born?)
cue: 1971

(S) Tā shì yījiǔ qīyī nián
shēng de.
(He was born in 1971.)

B. Response Drill: Respond to the teacher's question with dōu
bù.

(T) Tā gēn tā dìdi dōu shì
Èryuè shēng de ma?
(Were both he and his
younger brother born
in February?)

(S) Tā gēn tā dìdi dōu búshì
Èryuè shēng de.
(Neither he nor his
younger brother were
born in February.)

C. Response Drill: Response to the teacher's question with
bùdōu.

(T) Wǒ, nǐ, tā, wǒmen sānge
rén dōu shì yījiǔ liùèr
nián shēng de ma?
(Were I, you and he, all
three of us born in
1962.)

(S) Wǒ, nǐ, tā, wǒmen sānge rén
bùdōu shì yījiǔ liùèr nián
shēng de.
(Not all three of us, I,
you, and he, were born in
1962.)

D. Expansion Drill: Expand the teacher's statement to include
the cued day in the pattern used in the example.

(T) Tā shì yīyuè shēng de.
(He was born in January.)
cue: yīhào

(S) Tā shì yīyuè yīhào shēng
de.
(He was born on 1 January.)

E. Transformation Drill: Change the statement to a question using duibuqi.

(T) Wǒ zhīdao nèige xuéxiào de dīzhǐ. (I know the address of that school.)	(S) Duibuqi, nèige xuéxiào zài nǎr? (Excuse me, where is that school?)
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F. Transformation Drill: Change the teacher's question by dropping the question word ma and then make a choice-type question (of the verb).

(T) Nǐ zhīdao yóujú zài nǎr ma? (Do you know where the post office is?)	(S) Nǐ zhīdao bùzhīdao yóujú zài nǎr? (Do you know where the post office is?)
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G. Transformation Drill: Change the teacher's question to a statement with transposed object and dōu used as shown in the example.

(T) Yínháng gēn yóujú zài nǎr? (Where are the bank and the post office?)	(S) Yínháng gēn yóujú dōu zài yīkuàir. (The bank and the post office are both together.)
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H. Substitution Drill: Substitute the cued word in the appropriate place.

(T) Tāmen jiā zài xuéxiào qiántou. (Their house is in front of the school.) cue: <u>hòutou</u>	(S) Tāmen jiā zài xuéxiào hòutou. (Their home is behind the school.)
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I. Expansion Drill: Change the teacher's statement into a question by adding háishi and the cued word.

(T) Tā zhùzai chénglītou.
(He lives inside the city.)
cue: outside the city

(S) Tā zhùzai chénglītou háishi chéngwàitou?
(Does he live inside the city outside?)

J. Response Drill: Respond to the teacher's question with the cued word.

(T) Nèige xuésheng zài nǎr gōngzuò?
cue: that bank

(S) Nèige xuésheng zài nèige yínháng gōngzuò.
(That student works in that bank.)

K. Response Drill: Respond to the teacher's question in the affirmative; also add the cued word.

(T) Tā zài nèige yínháng gōngzuò ma?
(Does he work in that bank?)
cue: Mrs. Lǐ

(S) Shì. Lǐ Tàitai yě zài nèige yínháng gōngzuò.
(Yes. Mrs. Lǐ also works in that bank.)

L. Expansion Drill: Expand the teacher's statement to include where the person works now.

(T) Tā cóngqián zài yínháng gōngzuò.
(Previously he worked in a bank.)
cue: post office

(S) Tā cóngqián zài yínháng gōngzuò, xiànzai zài yóujú gōngzuò.
(Previously he worked in a bank, now he works in a post office.)

M. Expansion Drills.

DRILLS II



Note: Make a sentence by choosing the appropriate word(s) from each column.

A: Ask if at a certain place there is a school, bank, hotel etc.

EX: Qīngwèn, yínháng hùtòu yǒu méiyǒu xuéxiào?

PH PW yǒu méiyǒu N?

Qīngwèn,	chénglǐtòu chéngwàitòu yóujú qiántòu yínháng hùtòu xuéxiào lǐtòu zhèli nàli	yǒu méiyǒu	xuéxiào yínháng fàndiàn yóujú? xuésheng xuéxiào
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B. State that while this friend of yours has children, work, etc., the other doesn't.

EX: Wǒ zhèige péngyou yǒu gōngzuò, nèige péngyou méiyǒu gōngzuò.

Subject yǒu N, SP-M N méiyǒu N.

Wǒ zhèige péngyou yǒu	nǚpéngyou gōngzuò háizi, gēge mèimei tàitai	nèige péngyou méiyǒu	nǚpéngyou gōngzuò háizi. gēge mèimei tàitai
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C. State that the subject is not located at a certain place. It is located at another place.

EX: Zhèige xiǎo xuéxiào búzài yóujú hùtòu, zài yínháng hùtòu.

Subject búzài PW zài PW.

Nèige yóujú Zhèige yínháng Nèige dà xuéxiào Zhèige xiǎo fàndiàn	búzài	yínháng hùtòu chénglǐtòu yóujú qiántòu, chéngwàitòu zhèili nàr	zài	yínháng qiántòu chéngwàitòu yóujú hùtòu. chéngwàitòu. nàli zhèr
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D. Ask another person whether he is staying at a certain place or at another place.

EX: Qīnwèn, nǐ zhùzai xuéxiào lǐtōu háizhi zhùzai péngyou jiā?

PH PN V-zai PW háishi zhùzai PW?

	yínháng qiántou chénglītou		yínháng hòutou chéngwàitou
Qīngwèn, nín zhùzai	yóujú qiántou	háishi zhùzai	yóujú hòutou ?
	xuéxiào lītou		xuéxiào wàitou
			péngyou jiā
			nǐ gēge jiā

E. State that before someone was staying at a certain place, and that now he is staying at another place.

EX: Tā cóngqián zhùzai fàndiàn wàitōu xiànzài zhùzai fàndiàn lītōu.

PN TW/MA V-zai PW TM/MA V-zai PW.

	yínháng qiántou chénglītou		yínháng hòutou chéngwàitou
Tā cóngqián zhùzai	yóujú qiántou	xiànzài zhùzai	yóujú hòutou
	fàndiàn lītōu		fàndiàn wàitōu
	xuéxiào wàitōu		xuéxiào lītōu
			tā mèimei jiā
			tā péngyou jiā

F. State that someone is not doing something at a certain place but doing it some place else.

EX: Tā búzai nèige xuéxiào jiāoshū, tā zài zhèige xuéxiào shàngxué.

PN búzài SP-M N VO PN zài SP-M N VO.

	zhèige xuéxiào shàngxué, zhèige yínháng gōngzuò,		nèige xuéxiào shàngxué nèige yínháng gōngzuò
Tā búzài	zhèige yóujú kànbào,	tā zài	nèige yóujú kànbào
	zhèige fàndiàn kànshū, jiāoshū,		nèige fàndiàn kànshū tā péngyou jiā jiāoshū
			tā mèimei jiā
			tā gēge jiā

G. State that someone's relative or friend is at a certain place doing something.

EX: Tā mǔqīn zài chénglǐtōu de fàndiàn gōngzuò.

Subject	<u>zài</u>	PW	<u>de</u>	N	VO.
Tā háizi mǔqīn dìdi péngyou	zài	chéngwàitōu de yínháng hòutōu de yóujú qiántōu de chénglǐtōu de		fàndiàn yóujú xuéxiào	gōngzuò kànbào shàngxué jiāoshū

H. State that while a certain place is big or small, another building is also big or small.

EX: Zhèige yóujú tài xiǎo, nèige yóujú yě tài xiǎo.

Subject	Adv	SV,	Subject	<u>yě</u>	Adv	SV.
Nèige fàndiàn yínháng yóujú	hěn tài bú tài	dà xiǎo, dà	zhèige xuéxiào zhèige fàndiàn zhèige yínháng zhèige yóujú	yě	hěn tài bú tài	dà xiǎo dà

I. State that you were born at a certain time (and) that someone else was also born at that time.

EX: Wǒ shì sānyuè yīhào shēngde, Zhānghuá yě shì nèige yuè yīhào shēng de.

Subj <u>shì</u>	Date	V- <u>de</u> ,	Name	<u>yě shì</u>	SP-M	V <u>de</u> .
Wǒ shì	yījiǔ sānjiǔ nián yījiǔ wǔbā nián shēngde, yījiǔ liùlíng nián Qīyuè qīhào Báiyuè sanshihào Èryuè shìèrhào		Wáng Měilǐ Zhānghuá yě shì nèinián shēngde, Mǎ Mínglǐ Lǐ Qiǎoyún Wú Guóquán Máo Jiě		nèige yuè shēngde	

RESOURCE MATERIALS



TIME and DATES (T&D)

INTRODUCTION

Accompanying this lesson is a tape involving time and dates. This tape will give you practice on the use of yuè (month), hào (date of the month), and jīntiān (today). Listen to the tape and complete the exercises.

yīyuè (January), èryuè (February), sānyuè (March), etc.

yīhào (the first day of the month), èrhào (the second day), etc.

Jīntiān shì shíyīyuè sānhào. (Today is November 3rd.)

TAPE 1 (DATES)

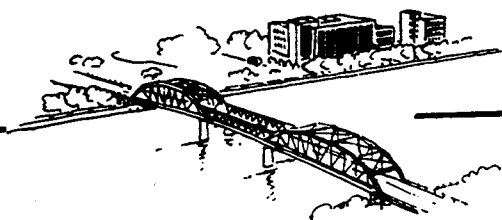
Exercise 1 (Answers are on tape.)

- | | | |
|-----------------------|-------------------|-------------------|
| 1. (1) August 5th | (2) September 5th | (3) August 15th |
| 2. (1) August 2nd | (2) August 20th | (3) July 10th |
| 3. (1) January 20th | (2) July 12th | (3) October 20th |
| 4. (1) October 4th | (2) February 8th | (3) November 10th |
| 5. (1) February 9th | (2) December 4th | (3) June 14th |
| 6. (1) February 7th | (2) December 7th | (3) December 1st |
| 7. (1) April 1st | (2) October 13th | (3) May 7th |
| 8. (1) October 10th | (2) April 11th | (3) April 1st |
| 9. (1) July 17th | (2) March 19th | (3) January 11th |
| 10. (1) December 25th | (2) July 31st | (3) January 31st |

DISPLAY I

- | | | |
|---------------|-------------------|------------------|
| 1. April 20th | 4. March 14th | 7. September 3rd |
| 2. May 20th | 5. March 25th | 8. July 3rd |
| 3. May 14th | 6. September 25th | 9. July 11th |

DICTIONATION EXERCISES



With books closed, write down in PINYIN romanization the following sentences dictated by your teacher. Pay special attention to spelling and tone marks.

1. Hú Měilíng de àiren zhùzài chéngwàitōu. Tāmen jiā qiántou yǒu yíge xuéxiào.

胡美玲的爱人住在城外头。他们家前头有一个学校。

2. Nèige xuéxiào hěn dà. Hú Měilíng zài nèige xuéxiào jiāoshū.

那个学校很大。胡美玲在那个学校教书。

3. Wáng Dànián shì yījiǔ sìqī nián qīyuè sìhào shēng de. Shì zài Shànghǎi shēng de.

王大年是一九四七年七月四号生的。是在上海生的。

4. Tāde àiren shì yījiǔ wǔlíng nián bāyuè bāhào shēngde. Shì zài Shāndōng Qīngdǎo shēng de.

他的爱人是一九五〇年八月八号生的。是在山东青岛生的。

5. Tā fùqīn zài chénglītōu de yínháng gōngzuò. Cóngqián zài xuéxiào jiāoshū.

他父亲在城里头的银行工作。从前在学校教书。

6. Chénglītōu yǒu liǎngge yínháng, sānge xuéxiào. Sānge xuéxiào dōu hěn dà.

城里头有两个银行、三个学校。三个学校都很大。

7. Nèige fàndiàn lītōu yǒu yíge yóujú, yíge yínháng.

那个饭店里头有一个邮局、一个银行。

8. Wǒ zhīdao nèige yínháng zài chéngwàitōu, bùzhīdao tāmen de dìzhǐ.

我知道那个银行在城外头，不知道他们的地址。

9. Lǐ Xiǎoyuè de jiā zài nèige xuéxiào hòutōu. Nèige xuéxiào bú tài dà, yě bú tài xiǎo.

李小月的家在那个学校后头。那个学校不太大，也不太小。

10. Nèizhǐ bǐ shàngtōu yǒu tāmen de dìzhǐ, méiyǒu wǒmen de dìzhǐ.

那枝笔上头有他们的地址，没有我们的地址。

11. Wǒmen de jiā, yínháng, yóujú gēn xuéxiào dōu zài yíkuài r.

我们的家、银行、邮局跟学校都在一块儿。

12. Tā mǔqīn yǒu shíge hái zi, liùge nán hái zi, sìge nǚ hái zi. Tā bú zài wàitōu gōngzuò.

他母亲有十个孩子，六个男孩子、四个女孩子。她不在外头工作。

COMMUNICATION EXERCISES

EXERCISE 1

Nationalities and Number of People

Goal: To state how many individuals of a given nationality (using chart) are in front of/behind another group of individuals.

Procedures: The teacher will demonstrate the patterns and assign two nationality groups by number to any given student.

(T) Ex. A. Nèi liǎngge Rìběn rén qiántou yǒu yíge Déguó rén. (Groups 2 and 1)

EX. B. Nèi liǎngge Rìběn rén hòutou yǒu sānge Fàguó rén. (Groups 2 and 3)

(A) There is one German in front of those two Japanese.

(B) There are three French behind those two Japanese.

IN FRONT

Group:	1. One German	6. Six Americans
	2. Two Japanese	7. Seven Canadians
	3. Three French	8. Eight English
	4. Four Koreans	9. Nine Russians
	5. Five Chinese	10. Ten Vietnamese

BEHIND

Variations: Teacher may assign any student to identify any two groups or three groups behind or in front of any other group.

Ex. Nèi sìge Hánguó rén hòutou yǒu wǔge Zhōngguó rén gēn liùge Měiguó rén.

(T) (Group 5 and 6 BEHIND group 4)

There are five Chinese and six Americans behind those four Koreans.

EXERCISE 2

Birthdays

Goal: Students record birthdays of all other students in the class to develop proficiency in remembering the proper order in Chinese, "Year-Month-Day." Notes will be taken by each students.

Procedures:

(First round) Each student will ask other students his/her birthday. (Ask not more than five students each.)

(Third round) Each student will name birthdays for five other students.

Variations: Ask for volunteers to answer questions such as: "Who can give all birthdays in March? (or any other month)" "Who are they?" "What are the dates?"

EXERCISE 3

Inside and Outside the City

Goal: To give the correct number of banks, post offices, hotels and schools both inside and outside the following four cities. (Teacher will assign a given city to any given student.)

Procedures:

<p><u>City A</u></p> <table style="margin-left: 40px;"> <tr> <td></td> <td colspan="2" style="text-align: center;">Hotel</td> <td></td> </tr> <tr> <td>Hotel</td> <td>School</td> <td>Bank</td> <td>Bank</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Hotel</td> <td></td> </tr> <tr> <td>P.O.</td> <td>Bank</td> <td></td> <td>School</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Post Office</td> <td></td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">School</td> <td></td> </tr> </table>		Hotel			Hotel	School	Bank	Bank		Hotel			P.O.	Bank		School		Post Office				School			<p><u>City B</u></p> <table style="margin-left: 40px;"> <tr> <td></td> <td colspan="2" style="text-align: center;">School</td> <td></td> </tr> <tr> <td>School</td> <td>Bank</td> <td>Hotel</td> <td>P. O.</td> </tr> <tr> <td>Hotel</td> <td colspan="2" style="text-align: center;">School</td> <td>School</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Bank</td> <td></td> </tr> <tr> <td>Bank</td> <td>P.O.</td> <td></td> <td>Hotel</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Post Office</td> <td></td> </tr> </table>		School			School	Bank	Hotel	P. O.	Hotel	School		School		Bank			Bank	P.O.		Hotel		Post Office						
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Exercise 4

What do you say?

1. Tell someone your girlfriend does not work in this bank, she works in the one behind the post office.
2. Tell someone none of your children go to this school, they all go to the school outside the city, and that your home is there also.
3. Ask someone where his wife works. Does she work in a bank, or does she teach in a school?
4. (Someone has asked you the address of a friend) Tell him you are sorry, that you don't know the address. He formerly lived inside the city, (but) you don't know where he lives now.
5. Ask your instructor politely where he/she lives now? Is his/her home inside the city or outside? Is there a post office there?
6. Tell someone that you don't know your girlfriend's birthday. You also do not know in which year she was born.
7. Tell someone that this city used to be very small, (but) now it is very big. There are fifteen banks inside the city, and two post offices.
8. Tell someone both your older brothers work in banks. One works in the bank inside the city, the other in the bank behind the post office.
9. Tell someone you are not staying in a hotel now, you are staying in a friend's house. His house is outside the city.
10. Tell someone that you don't teach in this school, you are studying in this school. You are a student, and there are 100 students in this school.
11. Someone asks you where you work. Tell them you don't have a job, you are a student, and you go to a school inside the city.
12. You have two older sisters. Tell someone that neither of them is a teacher. One works in a bank, and the other in the post office.
13. Ask someone whether or not the bank in front of the hotel is the Bank of America. (Presume that he says it is not.) Ask if he knows where it is.

14. Politely ask a friend in what year he was born, and whether or not he was born in China or in America.
15. Tell someone that the school and the post office are not together (in the same place). The school is outside the city, and the post office is inside.
16. Your friend tells you he has two children. Ask if they are going to school, and if they go to school together. Ask where the school is, and whether or not it is a large school.

TRANSLATION EXERCISES

A. Chinese-English: COVER THE PINYIN TEXT BELOW. Teacher: Randomly select sentences and read each one twice with a short pause between readings. Student: Say aloud the English equivalent. (Translate)

1. Lǐ Xiǎoyuè shì wǒde nǚpéngyou, tā zhùzai chéngwàitōu. Wǒ zhīdao jiǔyuè sānhào shì tāde shēngri.
2. Wáng Dànián búzhùzai chéngwàitōu. Tā zhùzai chénglītōu yige xuéxiào qiántōu. Wǒmen dōu zhīdao xuéxiào zài tā jiā hòutōu.
3. Qīngwèn, cóngqián nǐn jiějie zài nèige yínháng gōngzuò, xuànzài nǐn jiějie zài nèige yínháng gōngzuò?
4. Duìbuqǐ, wǒ bùzhīdao. Wǒ jiějie yǒu sānge péngyou, dōu zhùzai chéngwàitōu. Yǒu liǎngge shì Déguó rén, yige shì Fàguó rén.
5. Nǐmende nánháizi, wǒmende nǚháizi dōu zhùzai yīkuàir, dōu zài nèige xuéxiào shàngxué.
6. Nèi liǎngge Déguó rén dōu zhùzai fàndiànli. Yǒu yige zài xuéxiào jiāoshū, yige zài xuéxiào shàngxué.
7. Cóngqián wǒ dìdi yǒu shíwǔge péngyou, dōu shì nánde. Xiànzài tā yě yǒu yige nǚpéngyou.
8. Chéngwàitōu yǒu sìge xuéxiào dōu hěn xiǎo. Yǒu yige xuéxiào yǒu sānshí liǔge xuésheng. Wǒ tàitai zài nèige xuéxiào jiāoshū.
9. Chénglītōu yǒu liǎngge xuéxiào. Dōu tài dà. Yǒu yige xuéxiào yǒu bāqiān wúbǎige xuésheng. Wǒmende nánháizi zài zhèige xuéxiào shàngxué.
10. Tā fùqin mǔqin zhùzài yīkuàir. Tā gēge, dìdi búzhùzai yīkuàir. Tā gēge zhùzai chéngwàitōu, tā dìdi zhùzai xuéxiào lītōu.
11. Wǒ kàn nǐde shū, nǐ kàn wǒde bǐ. Nǐde shūshang yǒu Zhōngguó rén, wǒde bǐshang yǒu wǒmende dìzhī.

B. Chinese-English: Fluency Exercise. Student: Read aloud the sentences in PINYIN below concentrating on fluency, pronunciation, and tones. Then give your teacher the English equivalent for each sentence.

1. Wáng Dànián de sāngē gēge dōu zài chénglītou de yínháng gōngzuò. Tāmende xiǎo dìdi zài xuéxiào shàngxué

2. Qíyuè èrshí wǔhào shì Hú Měilíng de shēngrì. Yě shì tā nán péngyou de shēngrì. Tāmen liǎngge rén, yíge zhùzài chénglītou yíge zhùzài chéngwàitou.

3. Wǒ jiāli yǒu sāngē rén, wǒ fùqin zài yínháng gōngzuò, wǒ mǔqin zài xuéxiào jiāoshū. Wǒ gēge cóngqián zài yóujú gōngzuò. Wǒ shàngxué.

4. Chénglītoude nèige fàndiànli yǒu Rìběn rén, Hánguó rén, Yuènnán rén. Tāmen dōu zài chénglītou de nèige xuéxiào shàngxué.

5. Nèige fàndiànli yǒu wǔge Shāndōng rén. Yǒu liǎngge shì Qīngdǎo rén. Nèi sāngē shì nǎrde rén, nǐ zhīdao ma?

6. Wǒ gēge yǒu sāngē nán péngyou, yíge nǚ péngyou. Tāmen shì Jiāzhōu rén.

7. Tā cóngqián de nǚ péngyou búshì Měiguó rén, shì Jiā'nádà rén. Xiànzài nèige nǚ péngyou zhùzài Jiā'nádà, yǒu sāngē nán péngyou.

8. Wǒ gēgede sāngē nán péngyou, xiànzài dōu zài Niǔyuēzhōu. Yǒu yíge zhùzài Niǔyuē chénglītou, zài yóujú gōngzuò.

9. Nèige Shànghǎi rén zhùzài xuéxiào hòutou, nèr yǒu yíge xiǎo yóujú. Tā zài nèige xiǎo yóujú gōngzuò.

10. Nèige nántóngzhì zhùzài chéngwàitou de yíge fàndiànli. Tā yǒu yíge nǚ péngyou, shì Mǎ Tóngzhì. Mǎ Tóngzhì shì Běijīng rén.

C. Say aloud the Chinese equivalent for each English sentence.

1. May I ask, how many older and younger brothers does your father have?

2. Formerly I had a girlfriend, she was from Texas. At present, I don't know her address.

3. My boyfriend, Wáng Dànián, is from San Francisco, California. He works in a bank. He lives in San Francisco.

4. My younger brother and my younger sister go to school together.

5. My older brother and my older sister work together at the bank inside the city.

6. My older brother lives in a hotel in front of the bank. My older sister lives in a hotel behind the bank. They do not live together.

7. Formerly Comrade Hú Měiling lived outside of the city. At the present time, Comrade Hú lives behind the Post Office.

8. May I ask you, what year was your father born? What month and day was he born? Where does he live now? Does he work in the bank?

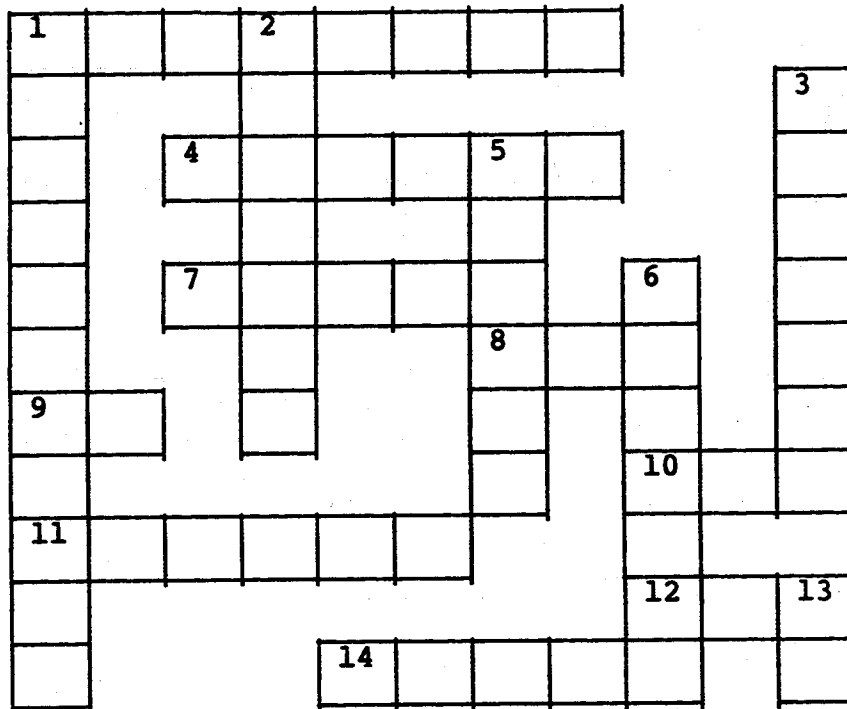
9. How many schools are there inside the city? How many outside the city?

10. Wáng Dànián has one older sister. Hú Měiling has two. The two of them have three older sisters.

11. Among these five (married) ladies, three are school teachers, one is Mǎ Mínglǐ's spouse, and one is my wife.

12. Among these five gentlemen, four are school teachers and one is Lǐ Xiǎoyuè's husband.

ENRICHMENT



ACROSS

1. go to school
4. question-word
7. address
8. to give
9. five
10. very
11. in the back, behind
12. second person singular (polite)
14. city

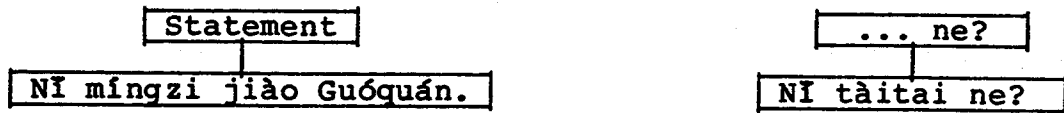
DOWN

1. Number 35
2. female child
3. place of lodging
5. U.S.A.
6. Savings & Loan Institution
13. question marker

(The key to the above exercise will be found before the module glossary recapture.)

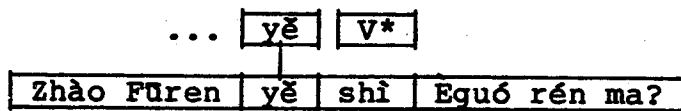
MODULE GRAMMAR SUMMARY

A. Abbreviated questions



1. Zhāng Xiǎojie xiànzài zài Shànghǎi. Nǐ tàitai ne?
 2. Wǒ àiren jiào Sòng Zīyàn. Nǐ àiren ne?
 3. Wǒ shì Jiānádà rén. Nǐ ne?
 4. Zhōu Mǐnzhēn de lǎojiā zài Nánjīng. Nǐ lǎojiā ne?
- After a statement, an abbreviated question can be formed with ne. It has the equivalent of the English "What about ...?"

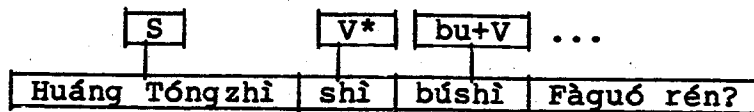
B. Adverb yě



1. Tā àiren yě búzài Zhōngguó ma?
2. Nǐ tàitai yě jiào Měilíng ma?
3. Shì, tāmen lǎojiā yě zài Zhōngguó Shāndōng.
4. Tā xiānsheng yě búzài Měiguó.

The adverb yě, "also" always comes before the verb. In negative sentences (such as 1 and 4), it can be translated as "either."

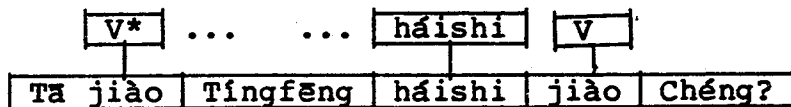
C. Choice Type Questions: Positive and negative form of the same verb.



1. Huáng Xiǎojie zài nǎr? Tā zài Déguó búzài?
2. Niūyuēshì zài búzài Niūyuēzhōu?
3. Qīngwèn, Tā shì búshì Sīmǎ Xiānsheng?
4. Nǐmende Yuènnán xiānsheng hǎo buhǎo?

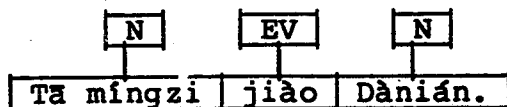
5. LI Tóngzhì, nǐ àiren shì búshì Huáng Yùzhēn?

In the above choice type questions an alternative is presented between a positive and a negative choice. The marker ma is not used; V* can be any type of verb (EV, SV, V, etc.) except xìng or jiào.

D. Choice type Questions with háishi

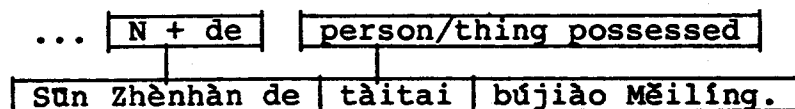
1. Nǐ shì Táng Měilì Tàitai háishi Fāng Měilíng Xiáojie?
2. Tā zài Měiguó Dézhōu háishi zài Jiānádà Āndàlùè?
3. Tā xiānsheng jiào Yǒngpíng háishi (jiào) Shìyǐng?
4. Tāmen lǎojiā zài Běijīng háishi zài Shànghǎi?
5. Nǐn guìxìng? Nǐn xìng Hú háishi xìng Wú?

V* can be any type of verb.

E. Equative Verbs (EV): shì, xìng, jiào.

1. Tā xìng Mǎ. Tā míngzi jiào Mínglǐ ma? Tā shì Mǎ Mínglǐ ma?
2. Zhào Wǎnrú búshì zhèrde rén, tā shì nàrde rén.
3. Qīngwèn, Bǎolán xìng shénme? Tā búxìng Fāng ma?
4. Tā àiren búxìng Zhāng. Tā xìng Jiāng.
5. Máo Bǎolán de xiānsheng jiào shénme míngzi?

The equative verbs shì, xìng, and jiào act as equal signs (=) between nouns (N), pronouns (PN), or noun phrases (NP).

F. Indicating possession with de

1. Gāo Xiùfèng de xiānsheng shì Táiběi rén.
2. Lǐ Xiáojie de míngzi jiào Bīngyíng.
3. Zhōu Qiǎoyún de lǎojiā zài búzài Fàguó?
4. Nǐ shì nārde rén? Nǐ shì zhèrde rén ma?
5. Liáng Déxián de tàitai zài zhèr háishi zài nàr?
6. Chéngwàitou de xuéxiào shì wǒmende xuéxiào.

G. Indicating possession without de

PN	Person/thing possessed
Nǐ	lǎojiā zài búzài Měiguó?

1. Wǒ tàitai shì Yīngguó rén.
2. Tā xiānsheng míngzi jiào Guóquán ma?
3. Tāmen lǎojiā zài Zhōngguó Shāndōng búzài?

When a close relationship exists between the possessor and the possessed (as with xiānsheng, tàitai, àiren, lǎojiā, etc.) the marker -de is not used. However, if the possessor contains more than one word, -de is often attached to the last word of the possessor. (See F, above, sentences 1, 3, and 5.)

H. Positional Noun Endings: -li(tou), -wài(tou), -xià(tou), -shàng(tou).

1. Tā zhùzai chéngwài(tou).
2. Fàndiànli(tou) yǒu hěn duō rén.
3. Shūshàng(tou) yǒu tāde míngzi.

Positional nouns: lǐtou, wàitou, xiàtou, shàngtou, qiántou, hòutou.

1. Tā zhùzai fàndiàn hòutou.
2. Tā péngyou zhùzai xuéxiào qiántou.
3. Hòutou de nèige fàndiàn
4. Qiántou de nèige xuéxiào

Whether they are positional noun endings, positional nouns or nouns made from a combination of nouns and positional noun endings, the function is basically the same - to localize.

I. Questions with ma

Positive/Negative Statement	ma?
Wú Bǎolán xiànzài zài Niǔyūēzhōu	ma?

1. Lǐ Xiānsheng de tàitai bújiào Qiǎoyún ma?
2. Nǐmende Fàguó xiānsheng bùhǎo ma?
3. Liú Zhīyuǎn búzài Hánguó ma?
4. Táng Yǒngpíng búshì Shànghǎi rén ma?
5. Qīngwèn, Qīngdǎo zài nǎr? Zài Shāndōng ma?

To form yes/no questions, add ma to the end of positive or negative statements.

J. Questions with shéi, shénme, něiguó, nǎrde, and nǎr

<u>Question</u>	<u>Answer</u>
1. <u>Shéi</u> shì Hú Měilíng?	<u>Wǒ</u> shì Hú Měilíng.
2. <u>Shéi</u> jiào Mǎ Mínglǐ?	<u>Wǒ</u> jiào Mǎ Mínglǐ.
3. Tā shì <u>shéi</u> ?	Tā shì <u>Wǒ xiānsheng</u> .
4. Nǐ xìng <u>shénme</u> ?	<u>Wǒ</u> xìng <u>Mǎdīng</u> .
5. Wáng Tàitai jiào <u>shénme</u> míngzi?	<u>Wǒ</u> jiào <u>Měilì</u> .
6. Nǐ shì <u>něiguó</u> rén?	<u>Wǒ</u> shì <u>Fàguó</u> rén.
7. Tā àiren shì <u>nǎrde</u> rén?	Tā shì <u>Jiāzhōu</u> rén.

Notice that the position of the question word in the question is the same as its replacement in the answer. In other words, the word order remains the same.

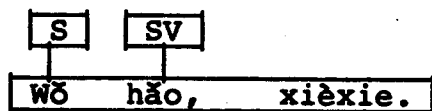
K. Shì...de Construction

N	shì	where/when	V-de
Nǐ	shì	zài nǎr	shēng de?

1. Wǒ shì zài Měiguó shēng de.
2. Wǒ shì zài yóujú gōngzuò de.
3. Wǒ shì zài nèige xuéxiào jiāoshū de.
4. Tā shì zài nǎinián shēng de?
5. Tā shì zài yījiǔ língliù nián shēng de.

The shì...de construction is used here to stress various circumstances connected with the action of the verb. (Here to answer the questions of where and when)

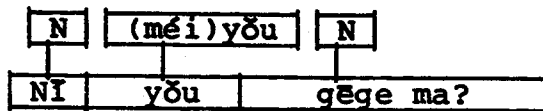
L. Stative Verbs: hǎo, etc.



1. Nǐmen hǎo ma? Wǒmen hǎo, xièxie. Nǐ ne?
2. Měilíng xiànzài hǎo ma? Bǎolán ne?
3. Jiāzhōu hǎo háishi bùhǎo?
4. Jiāzhōu hǎo, Dézhōu yě hǎo.

In general stative verbs are equivalent to the English "to be + adjective." The only SV so far presented is hǎo, which means "to be good/fine/well."

M. I. Yǒu Indicating possession (to have)



1. Nǐ yǒu háizi ma?
2. Wǒmen yǒu liǎngge háizi.
3. Wǒ méiyǒu gēge.
4. Nǐ yǒu méiyǒu dìdi.

Yǒu in these sentences shows the function of possession.

N. II. Impersonal use of yǒu

Topic	(méi)yǒu	N
Nǐ jiāli	yǒu	jǐge rén?

1. Nǐ jiāli yǒu shénme rén?
2. Yǒu wǒ gēn wǒ tàitai.
3. Chéngli yǒu méiyǒu xuéxiào?

Yǒu in these sentences has an impersonal usage and is usually translated as "there is/are."

O. Zài as main verb: Subject - Verb - Place Word

S	V	PW
Tā fūren de lǎojiā	zài	Měiguó.

1. Lǐ Tóngzhīde àiren xiànzài búzài Dézhōu, zài Jiāzhōu.
2. Mǎ Tàitai, nǐ xiānsheng lǎojiā zài nǎr?
3. Tāmen búzài zhèr. Tā zài Yuènnán. Tā àiren zài Riběn.
4. Āndàlūè búzài Zhōngguó, zài Jiānádà.

When zài is used as the main verb (V), it is equivalent to the English "to be in/on/at," and indicates that the place word is the location of the subject.

P. Zài as a verb suffix

N	V-zai	PW
Tāmen	zhùzai	Běijīng.

1. Nǐ zhùzai xuéxiào qiántou ma?
2. Zhèige xuésheng zhùzai tā péngyou jiā.
3. Tā péngyou zhùzai chéngwàitou.

When zài is used as a verbal suffix, it connects the action to the place.

Q. Zài used as a CV to set up the main action

1. Wǒ gēge zài chénglǐtōu shàngxué.
2. Tāmen bùzài nèige fàndiànli chifàn.
3. Wǒ péngyou zài yóujú gōngzuò.
4. Tā zài nèige xuéxiào xuéxí.

The CV zài is used here to tell where the main action takes place.

DEFINITION OF GRAMMATICAL TERMS

The definitions and explanations of terms which follow are limited to grammatical features treated in the course and do not claim to be exhaustive.

Most definitions and explanations are followed by examples in which the feature in question is underlined.

1. Adverbs (A). Adverbs are words that modify verbs and other adverbs. An adverb normally precedes the word it modifies.

Tā yě shì Dézhōu rén. He is also a Texan.

Nǐ àiren xiànzài zài Jiānádà. Your spouse is now in Canada.

Wǒ àiren xiànzài yě zài Jiānádà. My spouse is also now in Canada.

2. Auxiliary Verbs (AV). These verbs assist or help the main verb in the sentence. An AV always precedes (sometimes immediately) the verb it aids.

Nǐ xǐhuan zài Shànghǎi xuéxí ma? Do you wish to study in Shanghai?

Wǒ yào zài Běijīng niànshū. I want to study in Beijing.

3. Bound Forms (BF). A bound form is a Chinese syllable that cannot stand as an independent word. It needs to be attached (suffixed) to another syllable, or word, to have a distinct meaning.

Wǒde dìzhǐ shì Dàlǐ Jiē Sìshì hào. My address is No. 40 Dali Street.

Tā zhùzai Qīngdǎo Lù wǔhào. He lives at No. 5 Qingdao Road.

4. Co-Verbs (CV). Co-verbs function like English prepositions in that they show a relationship between a noun and the main verb of the sentence. They normally precede the main verb.

Nǐmen zài xuéxiào chīfàn ma? Do you eat at school?

Wǒ zài fànguǎnr hē chá. I drink tea in a restaurant.

5. Conjunctions (C). Conjunctions are used to join words, clauses or sentences together.

Tā hé tā tàitai xiànzài zài Fǎguó. He and his wife are now in France.

6. Equative Verbs (EV). These verbs connect or equate pronouns, nouns, or nominal expressions. They resemble in function the English verb to be in the sentence "My name is John Doe."

Wǒ shì Wáng Dànián. I am Wáng Dànián.

Tā míngzi jiào Dàwèi. His name is David

7. Idiomatic Expressions (IE). In general, idiomatic expressions have meanings of their own. Some expressions, however, are labeled idiomatic solely because they contain patterns that are not explained in that lesson.

Nín guīxíng? What is your honorable surname?

Zhāng Tóngzhì, nǐ hǎo a? Comrade Zhāng, how are you?

8. Measures (M). A measure a is word that must be affixed to a specifier (nèi, zhèi, etc) or to a number when counting or specifying nouns. With very few exceptions, Chinese nouns cannot be counted or specified without the use of a measure.

Wǒmen yǒu sāngē háiizi. We have three children.

Wǒ zhùzài zhèige fàndiànli. I am staying at this hotel.

Nèiwèi Èguó rén shì shéi? Who is that Russian?

9. Movable Adverbs (MA). Movable adverbs appear before the verb or adverb they modify. They may also appear before the subject of the sentence.

Tā búzài zhèr. Tā xiànzài zài Èguó. He is not here. He is now in Russia.

Tā búzài zhèr. Xiànzài tā zài Èguó. She is not here. Now she is in Russia.

10. Nouns (N). A noun is a word that designates a person, thing, or idea.

Tā tàitai bújiào Měilì. His wife is not called Meili.

Wǒ lǎojiā búzài Shāndōng. My old home is not in Shandong.

11. Numbers (NU). As in English the basic numbers are one through nine, and zero.

yī, èr, sān, sì, wǔ, liù, qī, bā, jiǔ, shí, líng

12. Patterns (PT). Two or more words placed in definite positions in a sentence in order to convey a certain meaning. One example is ...shì...háishi, "either ... or ..."

Tāmen shì zài Yuènnán háishi
zài Jiānádà?

Are they in Vietnam or
in Canada?

13. Particles (P). Particles, sometimes called markers, modify the meaning of the word, phrase, or sentence they accompany.

bù (negation)

Tā xiànzài búzài Hánguó.

She is not now in Korea.

-men (plural of pronouns)

Wōmen xiànzài zài Déguó.

We are now in Germany.

ma (questions marker)

Nǐ xǐng Zhào ma?

Are you surnamed Zhao?

ne (abbreviated question marker)

Wǒ jiào Dànián. Nǐ ne?

I am called Dànián. And you?

14. Place Words (PW). Nouns that designate location. These are sometimes called positional nouns.

Tāmen búzài Zhōngguó, zài
Cháoxiǎn.

They are not in China,
they are in Korea.

Tā búzài zhèr, zài nàr.

She is not here, she is
there

15. Positional Nouns (PosN). Positional nouns are used to indicate positions, such as: inside, outside, etc. When a positional noun is used in connection with a noun or a place it gives a further locational position in reference to the noun or place.

Tāmen zhùzài chéngwàitōu.

They live outside the city.

Nǐ jiāli yǒu jǐge rén?

How many persons are there
in your family?

16. Pronouns (PN). Pronouns are used as substitutes for nouns and function like them in a sentence.

Wǒ zài zhèr, nǐ zài nàr. Tā
zài nǎr?

I am here, you are
there. Where is he?

Wǒmen shì Qīngdǎo rén, nǐmen
shì Běijīng rén.

We are from Qingdao;
you are from Beijing.

Tāmende lǎojiā zài Nán Hán.

Their old home is in
South Korea.

17. Question Words (QW). These are words like shéi, nǎr, něi-, etc. used in questions. The particle ma is not required.

Nǐ xìng shénme?

What is your surname?

Tāmen shì shéi?

Who are they?

Tā àiren zài nǎr?

Where is his spouse?

Nǐ shì nǎrde rèn?

Where are you from?

Nǐ shì něiguó rén?

What country are you from?

18. Specifiers (SP). These specify, point out, or designate persons or things.

Wǒmen zhùzai zhèige fàndiàn.

We live in this hotel.

Nèisānge rén shì Měiguó rén.

Those three men are
American.

19. Stative Verbs (SV). Types of verbs which describe a quality or state of being. They are equivalent to the English "to be + adjective."

Nǐ hǎo a?

How are you?

Nǐ hǎo ma?

How are you?

Wǒ hǎo, xièxie.

I am well, thank you.

20. Time Word (TW). Time words are used to designate time or periods of time.

Míngtiān nǐ zuò shènmè?

What are you doing
tomorrow?

Wǒ jīntiān mǎi qìchē.

I am buying a car today.

21. Verbs (V). A verb is a word which describes an action, occurrence, mode of being, or in the case of zài, location.

Wēn Xiānsheng zài Zhōngguó.

Mr. Wen is in China.

Wǒ xièxie nǐ.

I thank you.

22. Verb-Object Compound (VO). Verb-object (VO) compounds are combination of verbs and objects which can be used as English verbal concepts. i.e., "kànshū (look at book(s))" equals "read."

Wǒ zài xuéxiào kànshū.

I read at school.

Wǒ kàn Zhōngguó shū.

I read Chinese book(s).

MODULE INDEX

	Page Number
ABBREVIATIONS	ii
ADVERBS	
<u>yě</u>	115-6
<u>dōu</u> , <u>bùdōu</u> & <u>dōu bù-</u>	196
ANSWERS TO QUESTIONS	
short answers <u>shì</u> , <u>búshì</u>	70
short answer <u>yǒu</u>	153
APPOSITION	154
BOUND FORM	
<u>nán-</u> , <u>nǚ-</u>	155
<u>-nián</u> , <u>-hào</u> & <u>yuè</u>	194-5
<u>něi-</u>	66
<u>nèi-/nà-</u> , <u>zhèi-/zhè-</u>	188-9
CITIES, CHINESE	107
CONJUNCTION	
and	156
<u>yě</u>	114-5, 156
<u>qēn</u>	156
omitted	156
CONSTRUCTIONS	
<u>shì ... de</u>	193-4
COUNTRIES OF THE WORLD	101-2
CO-VERBS	
used to set up main action	192
negating a co-verb	193
DEFINITIONS OF GRAMMATICAL TERMS	225-9
EQUATIVE VERBS	
<u>shì</u>	3, 114-5, 118
<u>jiào</u>	34
EXPRESSION; CLASSROOM (Placed at the end of lesson glossary)	2, 31, 68, 110, 151

Page Number

EXPRESSIONS, IDIOMATIC	
<u>Nín guixīng?</u>	34
<u>Nǐ hǎo a</u>	34
<u>Duìbuqǐ.</u>	188
<u>Nǐ kàn!</u>	188
<u>Nǐ kàn ne!</u>	188
GEOGRAPHICAL NAMES	
American States	103
Canadian and Chinese Provinces	104-5
Chinese Cities	105
Countries and regions of the world	101-2
large before small	115
INTERROGATIVES	
particle <u>ma</u>	32, 72
particle <u>ne</u>	35
see also questions	
LARGE BEFORE SMALL	
with geographical names	115
with timewords	194
LOCATION WORDS	
<u>nǎr, nàr/nèr, zhèr</u>	71, 116
<u>nǎrde, nàrde/nèrde, zhèrde</u>	71, 116
<u>nàli, nàli, zhèili</u>	152
MARKERS (see particles)	
MEASURES	
the general measure <u>-ge</u>	154
MODIFICATION	
with <u>-de</u>	71, 190-3
without <u>-de</u>	72, 115
of the object in a VO compound	192
MOVABLE ADVERB	
<u>xiànzai</u>	116
<u>cóngqián</u>	188
NAMES	
common surnames and given names	65
foreign names	112
proper names	112
family names	157
NAMES AND TITLES in general	6, 7, 8
NATIONALITIES	69-8

	Page Number	
NEGATION		
<u>bú-</u> / <u>bù-</u>	32-3	
<u>méi-</u>	157	
negating a co-verb	192	
NUMBERS		
0-10	30, 51, 56	
11-99	90-4	
100-99,999	170-176	
contrast between <u>liǎng</u> and <u>èr</u>	154	
PARTICLES		
<u>ma</u> (also in negative usage)	32, 72	
<u>ne</u>	35	
<u>-men</u>	71, 153-3	
PLACEWORDS		
<u>náli?</u> , <u>nàli</u> , <u>zhèili</u>	152	
PLURAL		
particle <u>-men</u> with pronouns	71	
particle <u>-men</u> with nouns	153-3	
POSSESSIVES		
with <u>-de</u>	71, 190-3	
without <u>-de</u>	72, 115	
POSITIONAL NOUNS/LOCATIZERS		
<u>-li</u>	152	
<u>chénglītou</u> , <u>chéngwàitōu</u> , etc	190-1	
PRONOUNS		
<u>wǒ</u> , <u>nǐ</u> , <u>ta</u>	4	
<u>wǒmen</u> , <u>nǐmen</u> , <u>tamen</u>	71	
<u>nín</u>	34	
PROPER NAMES		112
PROVINCES		
Canadian and Chinese provinces	104-5	
QUESTIONS		
choice type (<u>shì</u> ... <u>búshì</u> ...)	117	
choice type with <u>shì</u> ... <u>háishi</u>	118	
question words		
<u>jǐ-</u>	154	
<u>nǎr</u>	71	
<u>něi</u>	70	
<u>něinián</u> , <u>jīnián</u> , <u>jīyue</u> , <u>něi(ge)yuè</u> , <u>jīhào</u>	193-4	
<u>shéi</u>	4-5	
<u>shénme</u>	5-6	
see also particle		

	Page Number
RANKS	
enlisted	67-8
officers	108
REGIONS OF THE WORLD	
	101-2
SPECIFIERS	
<u>něi</u>	70
<u>nèi/nà, zhèi/zhè</u>	188-9
SP-M	188-9
STATES, AMERICAN	
	103
STATIVE VERB	
<u>hǎo</u>	34, 35
<u>dà</u> - <u>xiǎo</u> (contrasting SVs)	118-9
SUBJECT OMISSION	
TIME ELEMENTS	
- <u>nián</u> , - <u>rì</u> , - <u>yuè</u> , - <u>hào</u>	123-4
<u>shànggèyuè</u> , <u>xiàgèyuè</u>	124
months	124
dates of the month	124
TITLES	
	12-14
TONES; CHANGE OF	
<u>bù</u> -/ <u>bú</u> -	32-3
<u>wǒ</u> & <u>nǐ</u>	34
- <u>guó</u>	69
<u>Jiānádà</u>	116
<u>yī</u> , <u>qí</u> & <u>bā</u>	154
VERBS	
equative (see Equative Verbs)	
stative (see Stative Verbs)	
<u>zài</u> (see <u>zài</u>)	
<u>shì</u> ... <u>de</u> (see constructions)	
VERB-OBJECT (VO) COMPOUND	
composed of	192
modification of object in VO compound	192
WORD ORDER	
omission of subject	33, 154
YŌU	
indicating possession	153
impersonal use of <u>yōu</u>	156

ZÀI

as a verb	114
as a verb-suffix	152
as a co-verb used to set up the main action	190
negative of <u>zài</u>	191

SOLUTIONS TO CROSSWORD PUZZLES

LESSON 5

CROSSWORD PUZZLE

Z	H	E	R	D	E	J	I	G	E	
H				E				E		
O				G	E	G	E	N	U	
N	A	N		U						
G		I		O		J	I	A	O	
G		M		R		I			S	
U		E		E		A		M	H	
O		N	A	N				U	E	
		J				F	U	Q	I	N
M	E	I	M	E	I			I		M
A		A				R	E	N		E

LESSON 6

CROSSWORD PUZZLE

S	H	A	N	G	X	U	E				
A			U							F	
N		S	H	E	N	M	E			A	
S			A			E				N	
H		D	I	Z	H	I		Y		D	
I			Z			G	E	I		I	
W	U		I			U		N		A	
U						O		H	E	N	
H	O	U	T	O	U			A			
A								N	I	N	
O						C	H	E	N	G	E

MODULE GLOSSARY

ABBREVIATIONS FOR PARTS OF SPEECH

A - adverb	PH - phrase
AV - auxiliary verb	PN - pronoun
BF - bound form	PosN - positional noun
C(CNJ) - conjunction	PT - pattern
CV - co-verb	PW - place word
EV - equative verb	QW - question
IE - idiomatic expression	SP - spectifier
M - measure	SV - stative verb
MA - moveable adverb	TW - time word
N - noun	V - verb
NU - number	VO - verb-object compound
P - particle	

àiren	N: spouse (wife /husband-PRC)	L4
Āndàlǔè (-shěng)	N: Ontario (province), Canada	L4
bā	NU: eight	L2
bǎi	M: hundred	L5
Běi Cháoxiǎn (Běi Hán)	N: North Korea	L3
bǐ	N: pen (writing instruments)	L6
bù (bú)	P: not, no	L2
bùdōu	A: not all, not both	L6
búshì	P: not to be	L2
cóngqián	MA: before, previously	L6
Cháoxiǎn	N: Korea	L3
chéng	N: city	L6
chénglǐtōu	PW: inside the city	L6
chéngwàitōu	PW: outside the city	L6
dà	SV: to be large, to be big	L6
de	P: (possessive marker)	L3
Déguó	N: Germany	L3
Dézhōu	N: Texas	L4
dìdi	N: younger brother	L5
dìzhǐ	N: address	L6
dōu	A: all, both	L6
dōu bu-	A: none, neither	L6
duìbuqǐ	IE: Excuse me; I beg your pardon; I am sorry.	L6
Èguó (Éguó)	N: Russia	L3
èr	N: two	L2
èrshí wǔhào	N: 25th of the month	L6
Fàguó (Fǎguó)	N: France	L3
fàndiàn	N: hotel	L5
fàndiànli	N: in (inside) a hotel	L5
fùqin	N: father	L5
fūren	N: Lady, Madame, Mrs.; wife	L4
ge	M: general measure (single person or thing)	L5

gēge	N:	older brother	L5
gēn	C/CV:	and/with	L5
gōngzuò	V/N:	to work/work, job	L6
guó	N:	country	L3
háishi	PT:	or (in choice-type questions)	L4
háizi	N:	child, children	L5
Hánguó	N:	Korea	L3
Hàn-Yīng zìdiǎn	N:	Chinese-English dictionary	L6
hǎo	SV:	to be fine, to be well, to be good,	L2
hào	M:	date, date of the month, number of a house, etc.	L6
hěn	A:	very, quite	L6
hěn hǎo	PH:	very good	L6
hòutou	PosN:	rear, at the back of, behind	L6
jī	NU:	how many? (usually under ten)	L5
jīhào	QW/TW:	what day of the month?	L6
jīyuè	QW/TW:	which month	L6
jiā	N:	home, family	L5
jiāli	N:	in the home, in the family	L5
Jiānádà	PW:	Canada	L4
Jiāzhōu	PW:	California	L3
Jiāo	V:	to teach	L6
jiāoshū	VO:	to teach	L6
jiào	EV:	to be called, to be named	L2
jiějie	N:	older sister	L5
jiǔ	NU:	nine	L2
Jiǔyuè	TW:	September	L6
kàn	V:	to read, to look at, to look	L6
kànshū	VO:	to read, to read a book	L6
lǎojiā	N:	original home	L4
lǐ	PosN:	in ..., inside...	L5
liǎng	NU:	two, couple of...	L5
líng	NU:	zero	L2
lǐtou/-lǐ	PosN:	inside, within	L6
liù	NU:	six	L2
ma	P:	(question marker)	L2
Měiguó	N:	USA, America	L3
Měiguó Yínháng	N:	Bank of America	L6
mèimei	N:	younger sister	L5
méiyǒu	V:	don't have, haven't, there isn't, there aren't	L5
men	P:	suffix indicating plural number of pronouns	L3
míngzi	N:	given name	L2
mǔqīn	N:	mother	L5
nàli	PW:	there	L5
nàli?	QW/PW:	where?	L5
nàlide	PW:	from there	L5
nàlide?	QW/PW:	from where?	L5
nán	BF:	male (used with persons)	L5

Nán Cháoxiān (Nán Hán)	N:	South Korea	L3
nánde	N:	male person(s)	L5
nánháizi	N:	boy (Lit. male child)	L5
nàr (nèr)	N:	there	L4
nǎr?/nǎrde?	N:	where?	L3
ne	P:	(question marker)	L2
něi-?	SP:	which?	L3
nèi/nà	SP:	that (one)	L6
nèige/nàge	SP-M:	that	L6
něiguó?	PH:	which country?	L3
něinián?	TW/QW:	which year?	L6
nǐ	PN:	you	L1
Nǐ hǎo a?	IE:	How are you?	L2
Nǐ kàn ne?	IE:	What do you think?	L6
Nǐ kàn!/Nǐn kàn!	IE:	Look! Look here/there!	L6
nián	M:	(for years), year (see note F2)	L6
nǐn	PN:	you (singular) (polite)	L2
Nǐn guī xīng?	IE:	What is your (honorable) surname?	L2
Niūyuē	N:	New York City	L4
Niūyuēzhōu	N:	New York State	L4
nǚ	BF:	female (used with persons)	L5
nǚde	N:	female persons	L5
nǚháizi	N:	girl (Lit. female child)	L5
nǚshi	N:	Ms, Ma'am	L5
péngyou	N:	friend	L5
qī	NU:	seven	L2
qiān	M:	thousand	L5
qiántou	PosN:	front, in front (of)	L6
Qīngdǎo	N:	a city in Shandong, China	L3
Qīngwèn ...	PH:	May I ask ...	L4
rén	N:	person	L3
rì	M/N:	date, day of the month (see Note F2)	L6
Rìběn	N:	Japan	L3
sān	NU:	three	L2
Shāndōng	N:	a Chinese province	L3
shàng	V:	to go to, to go up, to attend	L6
Shànghǎi	N:	a Chinese city	L3
shàngtou/-shàng	PosN:	top, on top (of), above	L6
shàngxué	VO:	to go to school, to attend school	L6
shéi?	QW/PN:	who?, whom?,/who, whom	L1
shēng	V:	to be born, to give birth	L6
shēngri	N:	birthday	L6
shénme	QW/PN:	what?/what	L1
shí	NU:	ten	L2
shì	EV:	to be (am, is, are), yes, O.K.	L1
shū	N:	book	L6
sì	NU:	four	L2
tā	PN:	he, she, (it)	L1
tài	A:	too, excessively	L6
tàitai	N:	Mrs., wife, married woman, lady	L1
tóngzhi	N:	comrade	L1

tóu	PosN: positional noun ending (localizer)	L6
wàitou	PosN: outside, outside (of)...	L6
wàn	M: ten thousand	L5
wǒ	PN: I, me	L1
wǔ	NU: five	L2
xiānsheng	N: Mr., sir, husband, teacher	L1
xiànzài	MA: now	L4
xiǎo	SV: to be small, to be little	L6
xiǎoháizi	N: small child(ren)	L6
xiáojie	N: Miss, lady, daughter (polite)	L1
xiàtou/	PosN: bottom, at the bottom of, below	L6
xièxie	IE: Thank you.	L2
xué/xuéxí	V: to study	L6
xuésheng	N: student(s)	L6
xuéxiào	N: school (When abbreviated, it is shown as <u>xue</u>)	L6
yījiǔ sānbā nián	TW: 1938	L6
zài	V: to be in/on/at	L4
zhèi/zhè	SP: this	L6
zhèige/zhège	SP-M: this one	L6
zhèilide	PW: from here	L5
zhèli	PW: here	L5
zhī	M: (for pens, pencils)	L6
zhīdao	V: to know, to know of, to know that	L6
zhù	V: to live, to stay	L5
zhùzai	V: to live (in, at), to sta	L5

INTRODUCTION

This workbook is designed to be used in conjunction with some of your homework tapes. It is intended to give you added practice in reinforcing and supplementing the lesson content of the textbook. It will also provide you with periodic and systematic reviews of the course material.

Below is the list of tapes you will receive for module 1. The list indicates whether the tape is to be used with the textbook (T) or the workbook (W).

P&R1 (T)	NU1 (T)	1A (T)	4A (T)
P&R2 (T)	NU2 (T)	1B (W)	4B (W)
P&R3 (T)	NU3 (T)	1C (W)	4C (W)
P&R4 (T)	NU4 (T)	2A (T)	5A (T)
P&R5 (T)	NU5 (T)	2B (W)	5B (W)
P&R6 (T)	NU6 (T)	2C (W)	
	T&D1 (T)	3A (T)	6A (T)
		3B (W)	6B (W)
		3C (W)	

In addition to these tapes, each lesson has a "Listening Comprehension" tape and a "Lesson Test" tape, both to be played by the teacher in class. This workbook also contains the practice sheet for the listening comprehension tape. Make sure you take this sheet to class.

- ø - (no medial)

	a	e	i	er	ai	ei	ao	ou	an	en	ang	eng	ong
m	ma				mai	mei	mao	mou	man	men	mang	meng	
b	ba				bai	bei	bao		ban	ben	bang	beng	
p	pa				pai	pei	pao	pou	pan	pen	pang	peng	
f	fa					fei		fou	fan	fen	fang	feng	
n	na	ne			nai	nei	nao	nou	nan	nen	nang	neng	nong
d	da	de			dai	dei	dao	dou	dan		dang	deng	dong
t	ta	te			tai		tao	tou	tan		tang	teng	tong
l	la	le			lai	lei	lao	lou	lan		lang	leng	long
g	ga	ge			gai	gei	gao	gou	gan	gen	gang	geng	gong
k	ka	ke			kai	kei	kao	kou	kan	ken	kang	keng	kong
h	ha	he			hai	hei	hao	hou	han	hen	hang	heng	hong
z	za	ze	zi		zai	zei	zao	zou	zan	zen	zang	zeng	zong
c	ca	ce	ci		cai		cao	cou	can	cen	cang	ceng	cong
s	sa	se	si		sai		sao	sou	san	sen	sang	seng	song
zh	zha	zhe	zhi		zhai	zhei	zhao	zhou	zhan	zhen	zhang	zheng	zhong
ch	cha	che	chi		chai		chao	chou	chan	chen	chang	cheng	chong
sh	sha	she	shi		shai	shei	shao	shou	shan	shen	shang	sheng	
r		re	ri				rao	rou	ran	ren	rang	reng	rong
j													
q													
x													
	a	e		er	ai	ei	ao	ou	an	en	ang	eng	ong

- u -										
	u	ua	uo	uai	uei	uan	uen	uang	ueng	
m	mu		mo							
b	bu		bo							
p	pu		po							
f	fu		fo							
n	nu		nuo			nuan				
d	du		duo		dui	duan	dun			
t	tu		tuo		tui	tuan	tun			
l	lu		luo			luan	lun			
g	gu	gua	guo	guai	gui	guan	gun	guang		
k	ku	kua	kuo	kuai	kui	kuan	kun	kuang		
h	hu	hua	huo	huai	hui	huan	hun	huang		
z	zu		zuo		zui	zuan	zun			
c	cu		cuo		cui	cuan	cun			
s	su		suo		sui	suan	sun			
zh	zhu	zhua	zhuo	zhuai	zhui	zhuan	zhun	zhuang		
ch	chu	chua	chuo	chuai	chui	chuan	chun	chuang		
sh	shu	shua	shuo	shuai	shui	shuan	shun	shuang		
r	ru	rua	ruo		rui	ruan	run			
j										
q										
x										
	wu	wa	wo	wai	wei	wan	wen	wang	weng	

												- - ü -			
												- i -			
	i	ia	iao	ie	iou	ian	in	iang	ing	ong	ü	üe	üan	ün	
m	mi		miao	mie	miu	mian	min		ming						
b	bi		biao	bie		bian	bin		bing						
p	pi		piao	pie		pian	pin		ping						
f															
n	ni		niao	nie	niu	nian	nin	niang	ning		nü	nüe			
d	di		diao	die	diu	dian			ding						
t	ti		tiao	tie		tian			ting						
l	li	lia	liao	lie	liu	lian	lin	liang	ling		lü	lüe			
g															
k															
h															
z															
c															
s															
zh															
ch															
sh															
r															
j	ji	jia	jiao	jie	jiu	jian	jin	jiang	jing	jiong	ju	jue	juan	jun	
q	qi	qia	qiao	qie	qiu	qian	qin	qiang	qing	qiong	qu	que	quan	qun	
x	xi	xia	xiao	xie	xiu	xian	xin	xiang	xing	xiong	xu	xue	xuan	xun	
	yi	ya	yao	ye	you	yan	yin	yang	ying	yong	yu	yue	yuan	yun	

LESSON 1

Tape 1B (Side 1)

Exercise 1: The -a and -ai endings contrasted. We'll take these alphabetically instead of as they appear in the chart.

bā	bài	cā	cài	chā	chài	dā	dài	gā	gài
hā	hài	lā	lài	mā	mài	nā	nài	pā	pài
sā	sài	shā	shài	tā	tài	wā	wài	zhā	zhài

Exercise 2: Contrasting the -e and -ei finals, also alphabetically. Note that some of these words are without tones, or toneless. On others, the tones vary. (Repeat as you hear them.)

dé	děi	gè	gěi	hé	hēi	kě	kēi	le	lèi
me	(as in shénme)	méi	ne	nèi	è	péi	rè	kēi	
zè	zéi	sè	shéi	chē	zhèi				

Exercise 3: Contrasting the -ao and -ou finals. These will be in random order. Repeat after the speaker, again trying to anticipate the sound before you hear it.

máo	mǎo	dāo	dǎo	gāo	gǎo	cǎo	cǎo	shǎo	shǎo
ráo	rǎo	zhǎo	zhǎo	zǎo	zǎo	sǎo	sǎo	táo	táo
lǎo	lǎo	kǎo	kǎo	hǎo	hǎo				

Exercise 4: Contrasting the -an and -en finals with random initials. Remember the -en sound changes with certain initials. Listen well to the instructor reading these words, and repeat.

màn	mén	bān	bèn	nán	nèn	gǎn	gēn	hán	hěn
zǎn	zěn	sǎn	sēn	rán	rèn	shǎn	shèn	chán	chén
zhǎn	zhèn								

Exercise 5: Contrasting the -ang, -eng, and -ong finals with random initials. Repeat.

máng	méng	bāng	bèng	páng	pèng	fāng	féng
shàng	shēng						

LESSON 1

TAPE 1B, SIDE 1

Now with the three sounds contrasted.

náng	néng	nòng	dāng	děng	dōng	gāng	gèng	gōng
háng	héng	hóng	rǎng	rēng	róng	cháng	chéng	chōng
sāng	sēng	sòng	cāng	céng	cóng	zāng	zēng	zōng
kāng	kēng	kōng	zhāng	zhēng	zhōng			

Exercise 6: This is a contrast drill between the two 'i' finals, which were mentioned before: the one in the third column from the left with a hyphen or small dash in front of it, and the one in the third large grouping, first column. The two sounds are different. Follow the speaker as they are read, and repeat. First the same finals with different initials, then the two finals contrasted, again with different initials.

mí	nǐ	tí	dí	lǐ	pí	dí	bǐ	yī	jǐ	lǐ	mǐ
zhī	chī	sì	rì	zì	cì	zhī	zì	chī	cì	sī	shī

Now contrasts.

bǐ	cì	zhī	lǐ	chī	tí	jǐ	shí	sì	yī	bǐ	zì
tí	chī	sì	dí	nǐ	zhī	rì	tí	yī	bǐ	zì	lǐ

On the reverse side of this tape you will find a continuation of the sounds on the chart.

Exercise 7: Fill in the blanks below with the finals as you hear them. Note, that the initial and the tone are already supplied, but listen for them anyway. The correct spelling of the final will be read off to you after five seconds.

- | | | | |
|--------------------|-------------------|--------------------|--------------------|
| 1. sh <u> </u> | 2. d <u> </u> | 3. k <u> </u> | 4. z <u> </u> |
| 5. g <u> </u> | 6. l <u> </u> | 7. c <u> </u> | 8. b <u> </u> |
| 9. s <u> </u> | 10. h <u> </u> | 11. t <u> </u> | 12. zh <u> </u> |
| 13. z <u> </u> | 14. b <u> </u> | 15. p <u> </u> | 16. c <u> </u> |
| 17. d <u> </u> | 18. h <u> </u> | 19. sh <u> </u> | 20. r <u> </u> |
| 21. ch <u> </u> | 22. z <u> </u> | 23. r <u> </u> | 24. y <u> </u> |
| 25. w <u> </u> | 26. h <u> </u> | 27. c <u> </u> | 28. ch <u> </u> |

End Lesson 1, Tape B (Side 1)

LESSON 1

Tape 1C (Side 1)

Exercise 1: The finals -a, -e and -ai contrasted. Random tones. These sounds will be spoken in alphabetical order according to the initials. Where there is a blank, no sound exists with that spelling. A few sounds will be toneless.

ā	è	ài	hā	hē	hài	sā	sè	sài
bā		bái	kā	kě	kāi	shā	shé	shài
cā	cè	cài	lá	lè	lái	tā	tè	tái
chá	chē	chāi	mā		mái	wā		wài
dā	dé	dāi	ná	ne	nài	yá	yě	
fā			pá		pái	zá	zé	zài
gā	gè	gāi		rè		zhā	zhé	zhài

Exercise 2: The finals -ei, -i, and -ie contrasted. Follow your sound chart. Again in alphabetical order by initials. Note °different spelling, same sound; or °° same spelling, different sounds.

běi	bǐ	bié	kēi		tì	tiē	
	°cì		lèi	lǐ	liè	wèi	
	°chī		méi	mǐ	miè	°xī	xiě
děi	dì	dié	nèi	nǐ	niē	°yī	°°yě
fēi			péi	pǐ	piē	zéi	°zì
gěi				°rì		zhèi	zhǐ
hēi				°sì			
	jì	jié					

Exercise 3: The finals -ou, -u, and -uo contrasted. Again in alphabetical order by initials. (Note umlaut sounds °)

	bù	bō	kǒu	kù	kuò	sōu	sú	suǒ
còu	cù	cuò	lǒu	lù	luò	shòu	shū	shuǒ
dōu	dù	duō	mǒu	mù	muō	tóu	tù	tuō
fǒu	fù	fó	nǒu	nù	nuó		wú	wō
gǒu	gù	guò	pǒu	pù	puō		°xú	
hòu	hú	huǒ	rǒu	rù	ruò	yōu	°yú	
	°jú					zǒu	zú	zuò
						zhōu	zhù	zhuō

Exercise 4: The finals -ao, -ua, and -iao contrasted.

bào		biǎo		kǎo	kuā		sǎo	
cāo				lǎo		liào	shǎo	shuā
chāo	chuā			máo		miào	táo	tiào
dāo		diào		náo		niào		xiào
gāo	guā			pǎo		piào		yáo
hǎo	huā					qiǎo	zǎo	
		jiǎo		rǎo			zhǎo	zhuā

Exercise 5: The finals -an, -en, and -uan contrasted.

ān	ēn		kǎn	kěn	kuān	tán		tuán
bān	bèn		lǎn		luān	zán	zěn	zuān
cān	cēn	cuān	mǎn	mén		zhàn	zhēn	zhuān
chǎn	chén	chuān	nǎn	nèn	nuān			
dǎn		duǎn	pǎn	pén				
fàn	fēn		rǎn	rén	ruān			
gǎn	gēn	guān	sǎn	sēn	suān			
hán	hēn	huān	shān	shén	shuān			

Exercise 6: The finals -ang, -eng, and -ong contrasted. (different headings)

āng			kāng	kēng	kōng	tāng	téng	tóng
bāng	bèng		lāng	lěng	lóng	wāng	wēng	
cāng	céng	cóng	māng	mèng		yāng		
chāng	chéng	chóng	nāng	néng	nòng	zāng	zēng	zǒng
dāng	děng	dōng	pāng	péng		zhāng	zhēng	zhòng
fāng	féng		rāng	rēng	róng			
gāng	gèng	gōng	sāng	sēng	sòng			
hāng	héng	hóng	shāng	shēng				

Exercise 7: The finals -uai, -uei, and -ia contrasted. Note, words under the final -uei are spelled ui. (different spellings or headings)

	cūi			sui
chuài	chuī		shuāi	shuī
	duī			tuī
guǎi	guī		wài	wèi
huái	huī			xiā
		jiā		yā
kuài	kuī			zuī
		liǎ	zhuài	zhuī
		qiā		
	ruī			

Exercise 8: The finals -ian, -in, and -ing contrasted.

biān	bīn	bīng	
diǎn		dīng	
jiàn	jìn	jīng	
liǎn	lín	líng	
miàn	mín	míng	
nián	nín	níng	
piàn	pín	píng	
qián	qín	qīng	
tiān		tíng	
xiān	xìn	xíng	
yàn	yìn	yíng	(Note yàn appears at the bottom of this column)

Exercise 9: The final -uen is, spelled 'un' in every case except for 'wen' in the bottom horizontal line. We'll contrast this -uen final with the -uang final.

cūn		
chūn	chuáng	
dùn		
gǔn	guāng	
hún	huáng	
jūn		(umlaut sound, spelled with 'un' final)
kūn	kuàng	

lún
 qún (umlaut sound, spelled with 'un' final)
 sūn
 shùn shuāng
 tún
 xún (umlaut sound, spelled with 'un' final)
 yún (umlaut sound, spelled with 'un' final)

Finally, there are two words beginning with the 'w' initial in these columns they are pronounced:

wēn wáng, (with the final isolated sound weng pronounced) wēng
 (again) wēn wáng wēng

Exercise 10: Go to the extreme right hand vertical group the umlaut sounds. Repeat these after the speaker.

nǚ	nǚe		
lǚ	lǚe		
jú	jué	juǎn	jūn
qù	quē	quán	qún
xú	xué	xuǎn	xún
yú	yuè	yuǎn	yún

Contrast these four sounds from the third column of this exercise. Repeat.

juǎn quán xuǎn yuǎn

Finally, the -iong final. We'll contrast this with the -ing final. These are also in the lower right hand corner of your chart.

Repeat after the speaker.

jǐng	jiǒng
qǐng	qiǒng
xǐng	xiǒng
yǐng	yǒng

End Lesson 1, Tape C (Side 1)

LESSON 2

Tape 2B (Side 1)

Questions for Conversation on the tape.

1. How many titles are used in the conversation?

2. What are the titles used?

3. What are the full names of the individuals?

End Lesson 2, Tape B (Side 1)

LESSON 2

Tape 2C (Side 1)

Exercise 1.1: Cover this exercise as you listen to it, trying to mimic the sounds as they are voiced, then slide your paper down to confirm visually what you have said. The sounds will be read in pairs across the page from left to right. All will use the final "a" sound.

pā	tā	bā	pā	hā	kā	kā	gā
hā	gā	dā	kā	gā	hā	tā	dā
pà	tà	dà	pà	bà	kà	pà	bà
há	bá	pá	há	dà	kà	kà	pà
tǎ	hǎ	kǎ	bǎ	pá	há	gá	ká

Exercise 1.2: Now try this exercise with the final vowel combinations -ei, -ai, -ou, and -ao, some with contrasting tones, and some with identical tones. Again read in pairs across the page. Cover these as you listen.

péi	hēi	běi	kēi	kēi	gěi	děi	gěi
pái	bái	tái	gěi	kāi	pāi	hǎi	dǎi
hòu	tòu	tòu	dǒu	dǒu	gòu	gǒu	kòu
pǎo	hǎo	hǎo	bǎo	gǎo	hǎo	pǎo	dào
hǎo	dào	bǎo	hǎo	pǎo	hǎo	gǎo	kǎo

Exercise 1.3: Dictation.

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ | 19. _____ | 20. _____ |

Exercise 2: The initials z- and c-. The first is NOT aspirated, the second IS. Contrast these initial sounds.

zān	cān	zǎo	cǎo	zài	cài	zū	cū	zāng	cāng
-----	-----	-----	-----	-----	-----	----	----	------	------

Now, distinguish z- and c- initials from other consonant sounds with which they are easily confused. Same tones in each pair.

tā	cā	tán	cán	tóng	cóng	dá	zá	dū	zū
dǒu	zǒu	sā	cā	shā	chā	xiā	jiā	sū	cū
chū	zū	zū	cū	sǎo	cǎo	suǒ	zuǒ	chū	sū
sī	chī	sì	cì	zì	sì	xiā	xiē	zá	jiā

Exercise 3: Now the initials sh-, zh-, ch- and r-, contrasted with other initials and a variety of finals. Varied and contrasting tones as well as same tones.

shù	zhù	chū	rù	shū	chú	zhǔ	rú	zǔ	zhù
shā	chā	chī	shí	zhā	chā	chú	shǔ	rù	zhù
sā	xiā	shā	jiā	chá	chī	shù	shā	zhá	zhù
chū	jià	shǔ	jià	rù	jiā	zhù	jiā	jiā	rù

Some paired syllables, with a variety of initials. Mixed tones.

chā	zhā	zhū	chū	shāng	zhāng	shā	chā	shǎng	rǎng
chōu	shōu	zhōu	shòu	zhǔ	ròu	cū	rù	shàng	shān
zhǔ	zhōu	zū	zòu	jiā	cā	shāng	sāng	shàng	chǎng
zhǎng	cháng	rǎng	cāng	cān	shān	shā	cā	zá	jiā

Exercise 4: Now the initials x-, j- and q- contrasted and emphasized. Various finals.

sā	xià	shā	jiā	chī	xī	shǎo	xiǎo	shàng	xiàng
zǎo	jiào	zhào	jiǎo	cǎo	qiǎo	cā	jiǎo	chǎo	jiào
zāi	cài	cā	qiā	cháng	qiáng	jiē	qiē	chē	chī
jiǎn	qián	qiē	qīn	qiū	qiē	jìn	qīn	diǎn	diào
qiǎo	qiē	qín	qīng	diū	diào	diān	diē	diū	diàn
dū	diū	diào	dú	yào	yóu	liào	liú	liě	liù
nú	niú	niē	nù	diào	dòu	lǚ	liè	liáo	liú
diān	diào	qián	qiǎo	qiē	qín	jìng	qíng	qián	qīng
qiū	jiào	jiā	jiē	jìn	jīng	lín	lǐng	qī	xī
shí	sì	xī	zhī	qī	shí	sì	qī	zhī	sī
sì	cì	shí	sì	chī	shí	sì	shí	zì	zī

Exercise 5: Fill in the blanks below.

1. <u> ī </u>	2. <u>sh ´ </u>	3. <u> éi </u>	4. <u>ch ` </u>	5. <u> ī </u>
6. <u> j ` </u>	7. <u>x ` </u>	8. <u> ù </u>	9. <u> ōu </u>	10. <u>j ` </u>
11. <u> āng </u>	12. <u> iǎo </u>	13. <u>j ` </u>	14. <u> ǎo </u>	15. <u>s ˇ </u>
16. <u> īng </u>	17. <u>q ` </u>	18. <u> iā </u>	19. <u>c ` </u>	20. <u>z ` </u>
21. <u> ǎo </u>	22. <u>g ˇ </u>	23. <u>x ` </u>	24. <u> ān </u>	25. <u> āng </u>

End Lesson 2, Tape C (Side 1)

LESSON 3

Tape 3B (Side 1)

Questions to be answered on Conversation:

1. What are the surnames of the two individuals?

2. How many individuals are mentioned in all? Who are they?

3. What nationality is speaker "B"? What nationality is his wife?

4. What nationality is speaker "A"? Where is he from?

5. What is the nationality of speaker "A"'s wife? Where is she from?

End Lesson 3, Tape B (Side 1), Questions

LESSON 3

Tape 3C (Side 1)

Exercise 1:

lǚ	lǚ	liú	lǔ	lǜ	lú	liú	lǐe
liú	lǒu	lóu	luó	lǐe	lú	lòu	lù
mò	mù	móu	mú	miè	mèi	mái	mì
yóu	yú	yòu	yè	yún	yín	yì	yè
xī	xiè	xú	xuè	xún	xuán	xiāng	xióng
jī	jiē	jiào	jiù	jiā	jù	jué	jiào
nú	nǚ	niú	nüè	nù	nì	niǎo	niè
qī	qiè	qún	quán	qiā	quē	qín	qióng
zhī	zhèi	zhè	zhài	zhēn	zhàn	zhū	zhuō

Exercise 2:

zēng	cāng	kōng	jiāng	qián	chuáng	jīng	zhāng
shuā	chuài	sōu	zhài	shí	kuài	huá	zài
cān	sāng	yóu	yuàn	rēng	zhēng	zhēn	guàn
zhūi	qù	zāng	qì	cuī	suì	cāo	zòng
sè	zhé	zú	zì	còu	cì	suì	shé
kēng	qiáng	cūn	xiáng	shuāng	jiāng	rú	cuò
guāi	kuì	kū	ruì	róng	qióng	zhūa	jué
nú	mó	niǎo	wō	zhǔn	què	suān	xùn
jǐn	zhān	qín	quán	háng	xiáng	qiū	jiù

Exercise 3:

piào	piàn	tuán	tiáo	náng	nòng	táng	tiē
piē	pín	niáng	nuǎn	duō	dùn	néng	nào
hūn	huán	shāo	shuō	ruǎn	rán	sòng	sūn
chuī	chún	huī	huài	shùn	shuǐ	zéi	zuì
nǎi	nuò	fēi	fó	péng	pò	béng	biāo
pān	pù	duì	duàn	zuān	zùn	céng	cuān
chuán	shuān	zhuài	zhuàn	píng	zhuāng	kuā	mìng
kǎo	tún	miào	bō	táo	fǒu	gǔn	kuáng
wàn	suì	wài	lèi	lái	wèi	wā	chuō
jūn	qún	zhuàn	juǎn	xiāo	xiū	zhuō	jiù

Exercise 4:

- | | | | | | | | |
|-----|----------|-----------|----------|----------|-----------|-----------|-----------|
| 1. | a. xiáng | b. shuāng | c. jiāng | d. cāng | e. xuán | f. chuáng | 1. _____ |
| 2. | a. shuā | b. guāi | c. zhèi | d. quē | e. cāng | f. zhēn | 2. _____ |
| 3. | a. yóu | b. yuán | c. qiā | d. qiè | e. jué | f. jiù | 3. _____ |
| 4. | a. zhài | b. jiā | c. zhuī | d. jiē | e. zhǔn | f. chuài | 4. _____ |
| 5. | a. xú | b. sōu | c. zì | d. suì | e. shí | f. shé | 5. _____ |
| 6. | a. zāng | b. qiáng | c. jù | d. cāo | e. zhān | f. quán | 6. _____ |
| 7. | a. zhè | b. zhǐ | c. zhuài | d. zhuā | e. zhài | f. guāi | 7. _____ |
| 8. | a. qún | b. quán | c. cuī | d. còu | e. yóu | f. yú | 8. _____ |
| 9. | a. yě | b. yī | c. xué | d. xiè | e. qī | f. jī | 9. _____ |
| 10. | a. miào | b. mò | c. niǎo | d. nú | e. niú | f. niè | 10. _____ |
| 11. | a. tūn | b. tiáo | c. táo | d. tuī | e. tè | f. tì | 11. _____ |
| 12. | a. yún | b. yīn | c. yè | d. qín | e. yìng | f. yàn | 12. _____ |
| 13. | a. mǒu | b. mù | c. miào | d. miè | e. mái | f. mào | 13. _____ |
| 14. | a. shǎo | b. shù | c. shōu | d. shuō | e. shuī | f. shùn | 14. _____ |
| 15. | a. néng | b. niáng | c. nèn | d. náng | e. nù | f. niǎo | 15. _____ |
| 16. | a. suí | b. shù | c. shuí | d. shuāi | e. shuā | f. shùn | 16. _____ |
| 17. | a. huái | b. huò | c. huá | d. hòu | e. hēi | f. huí | 17. _____ |
| 18. | a. shuān | b. zhuān | c. xuǎn | d. chuán | e. zhuāng | f. chuáng | 18. _____ |
| 19. | a. wàn | b. wài | c. wèi | d. wā | e. wò | f. wú | 19. _____ |
| 20. | a. nǎi | b. nuò | c. nèi | d. nù | e. ná | f. niè | 20. _____ |

End Lesson 3, Tape C (Side 1)

LESSON 4

Tape 4 B (Side 1)

Questions for "Short Paragraphs" on Tape B (1)

Paragraph No.1:

1. Where are they at present?

2. What is their nationality?

3. His old home?

4. Her old home?

Paragraph No.2:

1. What nationality is the speaker?

2. What nationality is his spouse?

3. Where is her old home?

4. Where is she now?

End Lesson 4, Tape B (Side 1)

LESSON 4

Tape 4C (Side 1)

Pronunciation Practice Drills

Exercise 1: Contrasting initials.

zhuō	chuō	zhāng	cāng	huán	kuān	jiǎo	liào
jué	xué	xián	lián	zhǔn	shùn	chuán	zhuān
huò	cuò	chuài	zhuài	rēng	zēng	gāng	zāng
kòu	gòu	gǎn	kàn	chāo	shǎo	qiǎo	xiǎo
duì	ruì	sì	rì	chóng	cóng	shōu	sōu
hóng	tóng	guā	kuǎ	sēn	shēn	huái	guài
duō	tuō	duǎn	ruǎn	shuāng	chuáng	yào	tiào
zǔ	zhù	kūn	chún	qún	jūn	juǎn	yuán

Exercise 2: Contrasting finals.

cháng	chéng	ráo	ròu	rù	rùo	huǐ	hòu
cì	cū	dān	dūn	zuò	zuì	sǎn	sēng
shāng	shuān	shéi	shuài	zhè	zhǐ	hǎn	héng
jiā	jù	wài	wéi	sū	sǎo	shuǐ	shuā
chū	chuī	rán	rèn	sài	sui	tán	tuán
néng	nòng	kuài	kāi	zéi	zuò	wǒ	wú
zhā	zhài	chái	chǐ	tóu	tuǐ	bái	bèi
niǎo	niú	tǐ	tiě	nú	nuó	péi	piě
liǎ	liú	tún	tiān	diāo	diē	pái	piào
nào	nèi	lǎo	lóu	dāi	děi	téng	tǐng
cuān	cūn	kēng	kōng	lún	luàn	fān	fēn
dōng	děng	mán	méng	sūn	suān	lái	luò
lǎn	lóng	guāng	gèng	pū	pō	bān	bèng
táo	tái	hǎi	háng	chén	chá	zhōu	zhào

Exercise 3: Two-syllable terms.

hǎo máng	bài fó	jǐ céng	hěn ruò	shēng bǐng	nuǎn qì
ràng bù	mén qián	guǐ pǐn	bīn guǎn	zuān dòng	nán miǎn
yǎn shuō	chǎn yè	xià xiāng	liáng péng	nǚ jiè	yuè fù
wā kǔ	diàn shàn	hē nǎi	fá jīn	yǒu yòng	mǒu rén
sòng xíng	xiōng dī	shū zhuō	sōu suǒ	dǐng piào	mó cā
xiū lù	cuī mián	shuǐ jiào	chōu yān	yǐn jiǔ	shàng kàng
zhuā zéi	záo qǐ	xí zǎo	xià chē	huà tú	zhēng bǐng
fén mù	shuǐ píng	yào mìng	kàn biǎo	dà niáng	niàn shū
rēng qiú	méi kuàng	báo bǐng	bāng máng	dài mào	mài méi
hǎi làng	tiān lěng	kāi qiāng	qǐng kè	ná zǒu	zá huò
shù gēn	lā qín	pǎo bù	pá shān	sēn lín	nín hǎo
chī hūn	zhuǐ mǎo	(n)èn líng	bèn gōng	zǒng shù	tài pàng
liǎn pén	fēi dàn	qián náng	xīn láng	qīn yǒu	yá gāo
gěi qián	dá gǒu	tè diǎn	hé biān	jǐng cháng	mín biàn
hěn miào	duǎn bō	guā fēng	dǎ gǔ	fǒu rèn	cāo zòng
róng xìng	tiān rè	wàng ēn	luó pán	hā qì	xǐ tóu
yá yī	yǎn yào	lǎo wēng	zhuāng shǎ	xiě zì	quán qiú
zhèi wèi	wǎn fàn	cān guǎn	kǎo shū	kuī běn	diū liǎn
nòng wán	xiàng piàn	bié mà	dōu qióng	xiōng shǒu	lěng fēng
kāi dāo	cā zuǐ	yí qiè	jūn yíng	yáng chē	zěn bàn
zhēn kuò	dú cái	nǚ lì	hēi bái	bà liǎo	kǎ chē
ní shuǐ	nuè dài	xū jiǎ	xuán jǔ	yún wù	xún luó
què shí	dì qū	diào yú	liè huǒ	gǔn zhū	zūn jìng
jiàn xiào	lèi sǐ	shā hài	yán sè	dāng rán	gāi zhào
gāo shè	sā qì	zé rèn	dé bǐng	gé kāi	guò jiē
yōu lǚ	bǐ sài	zǒu mí	zhà dàn	pí xié	zuò niè
jiāng lái	tǎ tái	còu qiǎo	yuǎn dòng	zǎn qián	huáng gōng
zhàn shí	xiāo miè	gā lí	jià yún	xuǎn jǔ	xǔ duō

End Lesson 4, Tape C (Side 1)

LESSON 1

Tape 1C (Side 2)

Homework Assignment Hand-in Sheet

This is a short quiz on Chinese Sounds. On your sheet you will see twenty groups of sounds, five to a line. ONE of those sounds will be selected and read TWICE in close succession. Decide which of the five sounds was the one selected, and mark it in the space provided on the right, simply marking the letter for that sound. For example, if on line No.1 you believe it to be the third sound "c", then simply mark a "c" in the space provided. Carry the sheet with you to class tomorrow morning, and your instructor will check your paper for accuracy.

Here now is the quiz. Follow along on your sheet, and as we have reminded you before, attempt to anticipate the sound BEFORE it is read by the instructor, then repeat the sound you hear. This will help you to remember both the spelling and the sound. Note also the tones used.

- | | | | | | | |
|-----|--------|---------|---------|---------|---------|-----------|
| 1. | a. lǎo | b. zōu | c. chǎo | d. dōu | e. pǎo | 1. _____ |
| 2. | a. děi | b. gāi | c. hēi | d. bái | e. dāi | 2. _____ |
| 3. | a. cāo | b. zhào | c. shōu | d. zhài | e. zhǐ | 3. _____ |
| 4. | a. zān | b. zāng | c. cān | d. cáng | e. cóng | 4. _____ |
| 5. | a. rén | b. róng | c. rán | d. rēng | e. ráo | 5. _____ |
| 6. | a. tán | b. táng | c. téng | d. tóng | e. tóu | 6. _____ |
| 7. | a. bēi | b. bǐ | c. bāng | d. bān | e. bāo | 7. _____ |
| 8. | a. cā | b. cè | c. cì | d. cài | e. cāo | 8. _____ |
| 9. | a. shā | b. shéi | c. shì | d. shè | e. shài | 9. _____ |
| 10. | a. háo | b. hēi | c. hòu | d. háng | e. hóng | 10. _____ |
| 11. | a. kǎo | b. kòu | c. kēi | d. kē | e. kā | 11. _____ |
| 12. | a. pái | b. pǎo | c. pēn | d. péng | e. pàng | 12. _____ |
| 13. | a. zhā | b. zhǐ | c. zhè | d. zhāi | e. zhào | 13. _____ |
| 14. | a. wā | b. wǒ | c. wèi | d. wēn | e. wáng | 14. _____ |
| 15. | a. gēn | b. gàn | c. gōng | d. gāng | e. gāo | 15. _____ |
| 16. | a. sā | b. shā | c. cā | d. zhā | e. chā | 16. _____ |
| 17. | a. méi | b. mài | c. máo | d. mā | e. màn | 17. _____ |
| 18. | a. tái | b. tè | c. tóu | d. táo | e. tóng | 18. _____ |
| 19. | a. dí | b. tí | c. yī | d. yě | e. lí | 19. _____ |
| 20. | a. nǎi | b. nèi | c. nǎo | d. néng | e. nán | 20. _____ |

End Lesson 1, Tape C (Side 2)

LESSON 2

Tape 2C (Side 2)

Homework Assignment Hand-in Sheet

On this sheet you will see twenty groups of sounds, five sounds to a line. One word from each line will be selected and read TWICE by the speaker. Determine which of the words on each line is read, and write the letter for that word in the space provided. Begin:

- | | | | | | | |
|-----|----------|---------|----------|---------|----------|-----------|
| 1. | a. cāo | b. cāi | c. zāo | d. sǎo | e. xiǎo | 1. _____ |
| 2. | a. shāng | b. shān | c. xīn | d. xiān | e. xíng | 2. _____ |
| 3. | a. zhā | b. zhān | c. zā | d. cā | e. jiā | 3. _____ |
| 4. | a. shū | b. chū | c. zhū | d. zū | e. cū | 4. _____ |
| 5. | a. zhāng | b. cāng | c. shāng | d. ràng | e. cháng | 5. _____ |
| 6. | a. dù | b. diū | c. cōu | d. dāo | e. dài | 6. _____ |
| 7. | a. zhǎo | b. cǎo | c. shǎo | d. sǎo | e. qiǎo | 7. _____ |
| 8. | a. xiǎo | b. qiǎo | c. jiǎo | d. qiǔ | e. qiā | 8. _____ |
| 9. | a. liū | b. liè | c. lù | d. liào | e. lài | 9. _____ |
| 10. | a. diān | b. dǒng | c. dāng | d. dān | e. dīng | 10. _____ |
| 11. | a. qīng | b. qiān | c. qiāo | d. qiā | e. xiāo | 11. _____ |
| 12. | a. chā | b. shà | c. cā | d. xiā | e. zhā | 12. _____ |
| 13. | a. zhǎo | b. zhōu | c. jiǎo | d. qiǎo | e. zhū | 13. _____ |
| 14. | a. yáo | b. yóu | c. yī | d. yá | e. yě | 14. _____ |
| 15. | a. qiē | b. qiú | c. qiā | d. cū | e. xiū | 15. _____ |
| 16. | a. jiǎo | b. jiǔ | c. jiā | d. jīn | e. jìng | 16. _____ |
| 17. | a. xiū | b. xiā | c. xiān | d. xiē | e. xiāng | 17. _____ |
| 18. | a. chā | b. qiú | c. qiān | d. cā | e. qiáo | 18. _____ |
| 19. | a. liǎng | b. lóng | c. láng | d. lián | e. lán | 19. _____ |
| 20. | a. sǎo | b. shǎo | c. jiǎo | d. zhǎo | e. qiǎo | 20. _____ |

Numbers: Each line below has eight groups of numbers. One group from each line will be read TWICE with a short pause between. Say the number over to yourself, and write the digits in the space provided. Begin:

- | | | | | | | | | | |
|----|------|------|------|------|------|------|------|------|----------|
| 1. | 375 | 735 | 537 | 753 | 573 | 357 | 557 | 755 | 1. _____ |
| 2. | 896 | 689 | 696 | 899 | 968 | 669 | 996 | 919 | 2. _____ |
| 3. | 7117 | 7717 | 1717 | 7771 | 1117 | 7171 | 7777 | 1771 | 3. _____ |
| 4. | 3415 | 5314 | 1354 | 5134 | 3154 | 5143 | 4153 | 4314 | 4. _____ |
| 5. | 2154 | 4132 | 3142 | 1435 | 5214 | 1540 | 3145 | 5431 | 5. _____ |

End Lesson 2, Tape C (Side 2)

LESSON 3

Tape 3C (Side 2)

Homework Assignment Hand-in Sheet

Chinese Sounds. There are a total of twenty groups of sounds, each with six sounds to a line reading from left to right. The instructor will read ONE of these, reading it TWICE with a short pause between. Mentally retain the sound and attempt to spell it, then identify it from the sheet in front of you, and mark the letter for that sound in the space provided. The difference in tones should help you in your selection.

- | | | | | | | | |
|-----|----------|----------|----------|-----------|---------|-----------|-----------|
| 1. | a. xuǎn | b. chuǎn | c. quǎn | d. chuáng | e. juǎn | f. zhuāng | 1. _____ |
| 2. | a. quē | b. jué | c. jiē | d. chí | e. jú | f. zhù | 2. _____ |
| 3. | a. chuī | b. cuī | c. shuǐ | d. suí | e. zhuī | f. shuài | 3. _____ |
| 4. | a. zuān | b. cuān | c. zūn | d. sūn | e. zhǔn | f. jūn | 4. _____ |
| 5. | a. miè | b. miào | c. mián | d. mǐn | e. mò | f. mǒu | 5. _____ |
| 6. | a. wēi | b. wài | c. wú | d. wō | e. yuē | f. jiù | 6. _____ |
| 7. | a. chuō | b. chuī | c. chǎo | d. qiáo | e. qū | f. qiū | 7. _____ |
| 8. | a. xú | b. xué | c. xiū | d. jiū | e. zhōu | f. zhù | 8. _____ |
| 9. | a. liú | b. luò | c. liǎo | d. liè | e. lǚ | f. liǎ | 9. _____ |
| 10. | a. tiě | b. tiáo | c. tuō | d. tū | e. táo | f. tì | 10. _____ |
| 11. | a. huáng | b. zhuān | c. jiāng | d. zhāng | e. juǎn | f. zhǔn | 11. _____ |
| 12. | a. dū | b. diāo | c. duō | d. duì | e. diē | f. dǎi | 12. _____ |
| 13. | a. shùn | b. shuān | c. shuài | d. shuì | e. suān | f. suì | 13. _____ |
| 14. | a. cǔ | b. cì | c. cūn | d. zūn | e. zuì | f. zǐ | 14. _____ |
| 15. | a. hé | b. huǒ | c. hú | d. hēi | e. hǎi | f. huài | 15. _____ |
| 16. | a. pō | b. pù | c. péi | d. pái | e. piě | f. piáo | 16. _____ |
| 17. | a. mín | b. miǎn | c. míng | d. miào | e. niú | f. niè | 17. _____ |
| 18. | a. zhā | b. jiū | c. zhuā | d. jué | e. zhuō | f. jiào | 18. _____ |
| 19. | a. ruì | b. ruò | c. rú | d. rào | e. ruǎn | f. ròu | 19. _____ |
| 20. | a. kuā | b. kù | c. kūn | d. kuān | e. kōng | f. kuàng | 20. _____ |

Numbers Practice. Fill in the blanks with the numerals for the numbers that you will hear. Each will be said twice. Numbers from 11-99. Read down.

- | | | | | | | |
|----------|----------|----------|-----------|-----------|-----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ | 13. _____ | 16. _____ | 19. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ | 14. _____ | 17. _____ | 20. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ | 15. _____ | 18. _____ | |

End Lesson 3, Tape C (Side 2)

LESSON 4

Tape 4C (Side 2)

Homework Assignment Hand-in Sheet

Part I. Tone Discrimination

Part I will consist of twenty (20) two-syllable terms which you will hear pronounced TWICE, followed by a pause. In the spaces provided on the right side of the page, write two numbers to indicate the two tones you heard.

- | | |
|----------------|-----------|
| 1. ju jue | 1. _____ |
| 2. liang fen | 2. _____ |
| 3. xi can | 3. _____ |
| 4. piao fang | 4. _____ |
| 5. miao shou | 5. _____ |
| 6. ming xian | 6. _____ |
| 7. pian cha | 7. _____ |
| 8. you hai | 8. _____ |
| 9. xiong bu | 9. _____ |
| 10. zhao pian | 10. _____ |
| 11. niu rou | 11. _____ |
| 12. yuan liang | 12. _____ |
| 13. zhu zhai | 13. _____ |
| 14. jing cha | 14. _____ |
| 15. qi fei | 15. _____ |
| 16. fu ze | 16. _____ |
| 17. zhua xia | 17. _____ |
| 18. lü se | 18. _____ |
| 19. kong ju | 19. _____ |
| 20. zhui sui | 20. _____ |

Part II. Sound and Tone Discrimination

Below are twenty groups of sounds, six to a row. One word from the group will be selected and read TWICE. Decide which word was read, then mark BY LETTER only in the space provided. Tones will not all be alike, so this can be a factor in helping you decide. Again, try to anticipate each sound before it is read, then repeat it afterwards.

- | | | | | | | | |
|-----|----------|----------|----------|----------|----------|-----------|-----------|
| 1. | a. qiǒng | b. xiōng | c. qiáng | d. jiāng | e. zhōng | f. zōng | 1. _____ |
| 2. | a. lú | b. luò | c. liú | d. liè | e. lǚ | f. lǚè | 2. _____ |
| 3. | a. jiā | b. qiā | c. chuā | d. chuī | e. qiē | f. quē | 3. _____ |
| 4. | a. sāng | b. cāng | c. zāng | d. zhāng | e. shāng | f. zhuāng | 4. _____ |
| 5. | a. pō | b. bō | c. luó | d. zuò | e. zhuó | f. cuò | 5. _____ |
| 6. | a. hòu | b. huò | c. huí | d. huài | e. huā | f. hēi | 6. _____ |
| 7. | a. shuāi | b. shéi | c. shài | d. shuā | e. shǎo | f. shì | 7. _____ |
| 8. | a. ruǎn | b. juǎn | c. rèn | d. jiān | e. rán | f. jūn | 8. _____ |
| 9. | a. xiāo | b. xú | c. xiū | d. xué | e. xiā | f. xī | 9. _____ |
| 10. | a. yá | b. yú | c. yě | d. yuè | e. yóu | f. yī | 10. _____ |
| 11. | a. èr | b. rì | c. rè | d. ruì | e. ruò | f. rú | 11. _____ |
| 12. | a. huán | b. hóng | c. huáng | d. hūn | e. háng | f. hán | 12. _____ |
| 13. | a. cā | b. cì | c. cè | d. cuì | e. cài | f. cuō | 13. _____ |
| 14. | a. chē | b. chī | c. chái | d. chuài | e. chuī | f. zhuī | 14. _____ |
| 15. | a. kūn | b. kuān | c. kuàng | d. kuà | e. kòu | f. kuài | 15. _____ |
| 16. | a. gǎo | b. guō | c. gòu | d. guà | e. guì | f. guǎi | 16. _____ |
| 17. | a. tuō | b. tiě | c. tì | d. tú | e. tuī | f. tóu | 17. _____ |
| 18. | a. diē | b. diū | c. dōu | d. dāo | e. dù | f. duì | 18. _____ |
| 19. | a. péi | b. piě | c. piào | d. pí | e. pǎo | f. pái | 19. _____ |
| 20. | a. miào | b. mō | c. mù | d. miè | e. méi | f. mì | 20. _____ |

End Lesson 4, Tape C (Side 2)

LESSON 5

Tape 5B (Side 2)

Homework "Hand-in" Assignment

Part I. Dictation of Sounds

You will hear a total of twenty (20) sounds spoken in Chinese. Transcribe these in Pinyin in the spaces provided on your homework sheet. These sounds are taken from the vocabulary you have learned to date. All of them will be individual syllables taken from the two or three-syllable words you have learned. Each sound will be said TWICE with a slight pause between. Be careful to spell correctly, and add the correct tone.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| 9. _____ | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |

Part II. Numbers

You will hear twenty (20) numbers read to you in Chinese. These will be read not in single digit form, but in the full form with the measures -bǎi, -qiān and -wàn. Transcribe the numbers in digits in the spaces provided.

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| 9. _____ | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |

Part III. Questions for Written Responses - Story

1. What is "my" nationality, and surname? 1. _____
2. Where am I living now? 2. _____
3. What do I have? 3. _____
4. Where are they from? 4. _____
5. Where are they now? 5. _____
6. Where are they staying? 6. _____
7. What do they have? (Be specific) 7. _____
8. Where are they now, and staying where? 8. _____
9. What do I have in Běijīng? 9. _____
10. Where is he originally from? 10. _____
11. How many are there in his family? 11. _____
12. In addition to himself, his wife and children, who else are there in his family? 12. _____

LESSON 6

Tape 6B (Side 2)

Homework "Hand-in" Assignment

Part I. Dictation of Sounds

You will hear a total of twenty (20) sounds spoken in Chinese. Transcribe these in Pinyin in the spaces provided. These sounds are taken from vocabulary you have learned to date, usually one syllable of a two-syllable word. Each sound will be said TWICE with a short pause between. Be careful to spell correctly, and add the correct tone: [Begin]

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| 9. _____ | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |

Part II. Numbers Drill

You will hear a series of short phrases, each with a number of some kind in it. Write what you hear in the spaces provided. This is a vocabulary review as well as a numbers drill. There will be 20 items in all. Each will be said TWICE. [Begin]

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Part III. Written Responses - Story.

Answer the following questions based on the story you will hear on the tape. A number in parentheses () indicates more than one part to the same question.

1. Mr. and Mrs. Bái are what? _____
2. What else is said about them? _____
3. What two things did they previously do? (2) _____

4. What two things are they doing now? (2) _____

5. Where does he work? What is said about it? (2) _____

6. What does she do? _____
What two things are said about the place? (3) _____

7. What is said about the two places? (2) _____
8. What does he have? What is said about it? (2) _____

9. Where is their home? (be specific) (2) _____
10. What do I know about Mrs. Bái's mother? (2) _____
11. What do I not know about her father? (2) _____
- 12/13. What two things do I know about Mr. Bái? (2) _____

14. What two things do I not know about Mrs. Bái? (2) _____

15. The Bái's have what? Doing what, and where? (3) _____

16. What is said about their house and children? (2) _____
17. What is in front? What is said about it specifically? (3) _____
18. What is in front of this place? What is said about it? (2) _____

19. What is said about Bái's parents? (2) _____
20. Where am "I" now living? (2) _____

LISTENING COMPREHENSION PRACTICE

LESSON 1

These tear-out sheets must be brought to the Listening Comprehension Practice Class.

Part I. Sound and Spelling Discrimination

- | | | | | | | |
|-----|----------|----------|----------|----------|----------|-----------|
| 1. | a. zhāng | b. chāng | c. jiāng | d. zāng | e. cāng | 1. _____ |
| 2. | a. bēn | b. pēn | c. fēn | d. gēn | e. wēn | 2. _____ |
| 3. | a. zhù | b. rù | c. chù | d. zhòu | e. zhào | 3. _____ |
| 4. | a. háng | b. héng | c. hóng | d. fáng | e. méng | 4. _____ |
| 5. | a. zhòu | b. lòu | c. ròu | d. gòu | e. zòu | 5. _____ |
| 6. | a. mǐn | b. míng | c. máng | d. méng | e. mán | 6. _____ |
| 7. | a. qián | b. qiáng | c. chén | d. cáng | e. cháng | 7. _____ |
| 8. | a. jī | b. qī | c. cāi | d. yī | e. zāi | 8. _____ |
| 9. | a. rén | b. chén | c. qián | d. lián | e. lín | 9. _____ |
| 10. | a. dōng | b. tōng | c. zhōng | d. cōng | e. yōng | 10. _____ |
| 11. | a. gē | b. hē | c. kē | d. zhē | e. chē | 11. _____ |
| 12. | a. bēi | b. bāi | c. pēi | d. pāi | e. cāi | 12. _____ |
| 13. | a. wēn | b. wēng | c. wāng | d. yīn | e. yāng | 13. _____ |
| 14. | a. yìng | b. yàng | c. yè | d. yàn | e. yòng | 14. _____ |
| 15. | a. dōng | b. dīng | c. dāng | d. dēng | e. dān | 15. _____ |
| 16. | a. huán | b. huáng | c. hóng | d. héng | e. hán | 16. _____ |
| 17. | a. liě | b. liǎ | c. liǎn | d. liǎng | e. luǎn | 17. _____ |
| 18. | a. zāng | b. zhāng | c. cāng | d. cān | e. zhān | 18. _____ |
| 19. | a. lín | b. líng | c. léng | d. láng | e. liáng | 19. _____ |
| 20. | a. jiāng | b. qiāng | c. qiān | d. jīn | e. jiān | 20. _____ |

LESSON 1

LISTENING COMPREHENSION PRACTICE

Part II. Dictation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part III. Written Interpretation (Chinese to English)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

LESSON 1

LISTENING COMPREHENSION PRACTICE

Part IV. Written Interpretation (Chinese to English)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

End Lesson 1: Listening Comprehension Practice

LESSON 2

LISTENING COMPREHENSION PRACTICE

LESSON 2

These tear-out sheets must be brought to the Listening Comprehension Practice Class.

Part I. Sound and Tone Discrimination

- | | | | | | | | |
|-----|---------|---------|---------|----------|---------|----------|-----------|
| 1. | a. xī | b. qī | c. zī | d. sī | e. jī | f. chī | 1. _____ |
| 2. | a. shī | b. zhī | c. chī | d. xiē | e. xiā | f. xiū | 2. _____ |
| 3. | a. xiǎo | b. jiǎo | c. qiǎo | d. qiǎ | e. qiǔ | f. qiě | 3. _____ |
| 4. | a. qīng | b. qiān | c. qīn | d. qiāng | e. cāng | f. xiāng | 4. _____ |
| 5. | a. guī | b. guài | c. gù | d. guò | e. guà | f. gài | 5. _____ |
| 6. | a. sā | b. shā | c. shài | d. sài | e. sè | f. sù | 6. _____ |
| 7. | a. zhā | b. shā | c. zhài | d. zhé | e. zé | f. zì | 7. _____ |
| 8. | a. chá | b. chī | c. chōu | d. chū | e. zhū | f. shōu | 8. _____ |
| 9. | a. cā | b. cì | c. còu | d. cū | e. cài | f. chái | 9. _____ |
| 10. | a. kā | b. pā | c. pāi | d. kāi | e. gāi | f. zāi | 10. _____ |
| 11. | a. dāi | b. diāo | c. dū | d. děi | e. dé | f. dì | 11. _____ |
| 12. | a. zá | b. zé | c. zài | d. zhài | e. zhé | f. zhù | 12. _____ |
| 13. | a. hēi | b. hài | c. hé | d. hú | e. hòu | f. huò | 13. _____ |
| 14. | a. táng | b. tóng | c. tǐng | d. tán | e. téng | f. tiān | 14. _____ |
| 15. | a. liǎ | b. liě | c. liú | d. lián | e. lín | f. liáng | 15. _____ |
| 16. | a. cuì | b. cuò | c. cù | d. cā | e. cì | f. cài | 16. _____ |
| 17. | a. hán | b. hěn | c. háng | d. héng | e. hóng | f. huáng | 17. _____ |
| 18. | a. zán | b. zěn | c. zāng | d. zǒng | e. sāng | f. cóng | 18. _____ |
| 19. | a. shī | b. shéi | c. shé | d. shù | e. shuā | f. shài | 19. _____ |
| 20. | a. rè | b. ràng | c. róng | d. rēng | e. ruò | f. rào | 20. _____ |

LESSON 2

LISTENING COMPREHENSION PRACTICE

Part II. Dictation

A. Sounds

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Numbers

- | <u>3 - Digit</u> | <u>4 - Digit</u> |
|------------------|------------------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

Part III. Written Interpretation (Chinese to English)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

LESSON 2

LISTENING COMPREHENSION PRACTICE

Part IV. Written Interpretation (Chinese to English)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

End Lesson 2: Listening Comprehension Practice

LESSON 3

LISTENING COMPREHENSION PRACTICE

LESSON 3

These tear-out sheets must be brought to the Listening Comprehension Practice Class.

Part I. Sound and Tone Discrimination

- | | | | | | | | |
|-----|-----------|-----------|-----------|----------|---------|----------|-----------|
| 1. | a. jūn | b. zhuāng | c. chuáng | d. quán | e. qún | f. qián | 1. _____ |
| 2. | a. zhēn | b. jiān | c. zhàn | d. zhāng | e. jīng | f. jiāng | 2. _____ |
| 3. | a. xué | b. xún | c. xuǎn | d. shuān | e. shùn | f. xìn | 3. _____ |
| 4. | a. jū | b. jué | c. zhū | d. jié | e. yóu | f. yuè | 4. _____ |
| 5. | a. piāo | b. piě | c. pái | d. pō | e. páo | f. pū | 5. _____ |
| 6. | a. chuāi | b. chū | c. chuí | d. chuō | e. chāo | f. qù | 6. _____ |
| 7. | a. píng | b. pái | c. pān | d. pāo | e. péng | f. pāng | 7. _____ |
| 8. | a. xiě | b. xú | c. xiān | d. shuāi | e. xīng | f. xiào | 8. _____ |
| 9. | a. cuī | b. suí | c. shuí | d. sāi | e. zuì | f. cài | 9. _____ |
| 10. | a. nóng | b. niáng | c. niè | d. niǎo | e. nüè | f. nú | 10. _____ |
| 11. | a. yōng | b. yíng | c. yùn | d. yáng | e. yǎn | f. yú | 11. _____ |
| 12. | a. qiē | b. qiā | c. qū | d. xú | e. jú | f. què | 12. _____ |
| 13. | a. jiāo | b. jié | c. jué | d. jiū | e. zhuō | f. zhuī | 13. _____ |
| 14. | a. cuō | b. cuī | c. chuí | d. zuì | e. xiū | f. suì | 14. _____ |
| 15. | a. chūn | b. chuán | c. xún | d. xuǎn | e. zhǔn | f. juǎn | 15. _____ |
| 16. | a. jiā | b. qiā | c. jiū | d. zhuī | e. qiē | f. jué | 16. _____ |
| 17. | a. zhuāng | b. zhōng | c. zuān | d. cuān | e. cùn | f. suàn | 17. _____ |
| 18. | a. luò | b. lù | c. lèi | d. liè | e. lóu | f. lüè | 18. _____ |
| 19. | a. liǎo | b. liú | c. lái | d. lǔ | e. lǎo | f. liǎ | 19. _____ |
| 20. | a. téng | b. táng | c. tīng | d. tán | e. tiān | f. tuán | 20. _____ |

LESSON 3

LISTENING COMPREHENSION PRACTICE

Part II. Dictation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part III. Numbers

- | | (1) | (2) | (3) |
|-----|------------------|------------------|------------------|
| | <u>2 - Digit</u> | <u>3 - Digit</u> | <u>4 - Digit</u> |
| 1. | _____ | 1. _____ | 1. _____ |
| 2. | _____ | 2. _____ | 2. _____ |
| 3. | _____ | 3. _____ | 3. _____ |
| 4. | _____ | 4. _____ | 4. _____ |
| 5. | _____ | 5. _____ | 5. _____ |
| 6. | _____ | 6. _____ | 6. _____ |
| 7. | _____ | 7. _____ | 7. _____ |
| 8. | _____ | 8. _____ | 8. _____ |
| 9. | _____ | 9. _____ | 9. _____ |
| 10. | _____ | 10. _____ | 10. _____ |

LESSON 3

LISTENING COMPREHENSION PRACTICE

Part IV. Listening Comprehension

- | | | |
|---------------------|------------------------|----------|
| <u>Selection 1:</u> | 1. Surname? | 1. _____ |
| | 2. Nationality? | 2. _____ |
| | 3. Married or Single? | 3. _____ |
| <u>Selection 2:</u> | 1. His given name? | 1. _____ |
| | 2. Where from? | 2. _____ |
| | 3. Wife's nationality? | 3. _____ |
| <u>Selection 3:</u> | 1. Where is Gāo from? | 1. _____ |
| | 2. His given name? | 2. _____ |
| | 3. Liú's given name? | 3. _____ |
| | 4. Where from? | 4. _____ |

Part V. Written Interpretation (Chinese to English)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

LESSON 4

LISTENING COMPREHENSION PRACTICE

LESSON 4

These tear-out sheets must be brought to the Listening Comprehension Practice Class.

Part I. Sound and Tone Discrimination

- | | | | | | | | |
|-----|-----------|-----------|----------|-----------|----------|----------|-----------|
| 1. | a. zhuāng | b. shuāng | c. chuán | d. quán | e. juǎn | f. zhuān | 1. _____ |
| 2. | a. xiān | b. qián | c. chūn | d. jūn | e. xiāng | f. zhūn | 2. _____ |
| 3. | a. hǎi | b. hēi | c. hé | d. hū | e. huá | f. huò | 3. _____ |
| 4. | a. shuā | b. shuān | c. suān | d. shuāng | e. shùn | f. sāng | 4. _____ |
| 5. | a. hóng | b. huáng | c. héng | d. huán | e. háng | f. hūn | 5. _____ |
| 6. | a. cuì | b. cì | c. cè | d. cuò | e. cā | f. cài | 6. _____ |
| 7. | a. yī | b. yú | c. yá | d. yuè | e. yuán | f. yún | 7. _____ |
| 8. | a. háng | b. hán | c. hóng | d. huáng | e. huàn | f. héng | 8. _____ |
| 9. | a. zhuō | b. zhuài | c. shuǐ | d. shuài | e. chuí | f. chuài | 9. _____ |
| 10. | a. sēng | b. shāng | c. shēng | d. sòng | e. shēn | f. chéng | 10. _____ |
| 11. | a. luó | b. liáo | c. lóu | d. lão | e. liè | f. lái | 11. _____ |
| 12. | a. gǔ | b. guā | c. guài | d. guò | e. guǐ | f. gòu | 12. _____ |
| 13. | a. qiē | b. què | c. qù | d. qì | e. qiā | f. qiū | 13. _____ |
| 14. | a. yǎn | b. yāng | c. yòng | d. yǐng | e. yún | f. yìn | 14. _____ |
| 15. | a. tū | b. tí | c. tuì | d. tái | e. tuō | f. tóu | 15. _____ |
| 16. | a. mò | b. mài | c. mí | d. miè | e. méi | f. miào | 16. _____ |
| 17. | a. pái | b. pò | c. péi | d. pǐe | e. pū | f. páo | 17. _____ |
| 18. | a. diào | b. diē | c. dài | d. dōu | e. duō | f. dāo | 18. _____ |
| 19. | a. niè | b. niǎo | c. ná | d. nuó | e. niú | f. nǚ | 19. _____ |
| 20. | a. zuì | b. cuì | c. chuī | d. zhuī | e. jiā | f. qiā | 20. _____ |

Part II. Dictation

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LESSON 4

LISTENING COMPREHENSION PRACTICE

Part III. Numbers

2 - Digit

- | | |
|---------|---------|
| 1. ___ | 11. ___ |
| 2. ___ | 12. ___ |
| 3. ___ | 13. ___ |
| 4. ___ | 14. ___ |
| 5. ___ | 15. ___ |
| 6. ___ | 16. ___ |
| 7. ___ | 17. ___ |
| 8. ___ | 18. ___ |
| 9. ___ | 19. ___ |
| 10. ___ | 20. ___ |

Part IV. Listening Comprehension

Selection 1:

- | | |
|-----------------------------|----------|
| 1. Mr. Zhāng's home? | 1. _____ |
| 2. Mrs. Zhāng's home? | 2. _____ |
| 3. Where is Mrs. Zhāng now? | 3. _____ |

Selection 2:

- | | |
|---------------------------------|----------|
| 1. Where is "here"? | 1. _____ |
| 2. Where is the speaker's wife? | 2. _____ |
| 3. Where is the speaker? | 3. _____ |

Selection 3:

- | | |
|-------------------------------------------------|----------|
| 1. Where is the speaker's original home? | 1. _____ |
| 2. Where is the speaker's wife's original home? | 2. _____ |
| 3. Where is the wife now? | 3. _____ |

LESSON 4

LISTENING COMPREHENSION PRACTICE

Part V. Written Interpretation (Chinese to English)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

End Lesson 4: Listening Comprehension Practice

LESSON 5

LISTENING COMPREHENSION PRACTICE

LESSON 5

These tear-out sheets must be brought to the Listening Comprehension Practice Class.

Part I. Dictation Exercise - Sounds.

Write the sounds you hear in the spaces provided below: (Write across page.)

- 1. _____ 2. _____ 3. _____ 4. _____
- 5. _____ 6. _____ 7. _____ 8. _____
- 9. _____ 10. _____ 11. _____ 12. _____
- 13. _____ 14. _____ 15. _____ 16. _____

Part II. Numbers.

Write the numbers you hear in digit form. (Write across page.)

- 1. _____ 2. _____ 3. _____ 4. _____
- 5. _____ 6. _____ 7. _____ 8. _____
- 9. _____ 10. _____ 11. _____ 12. _____
- 13. _____ 14. _____ 15. _____ 16. _____
- 17. _____ 18. _____ 19. _____ 20. _____

Part III. Written Responses - Story (Answer as briefly as possible.)

Segment 1.

- 1. What is my surname and nationality? 1. _____
- 2. What is my old home? Who is "there?" 2. _____

Segment 2.

- 3. Who is not there? Where is this person? 3. _____
- 4. How many in my family? Who are they? 4. _____

LESSON 5

LISTENING COMPREHENSION PRACTICE

Segment 3.

5. Where am I now? What do I have? 5. _____
6. Which one is surnamed Huáng? 6. _____
7. Where am I staying? 7. _____

Segment 4.

8. What does Huáng not have? 8. _____
9. What does he have? Where are they? 9. _____
10. Who is not here? Where are they? 10. _____

Segment 5.

11. Who is surnamed Mǎ? 11. _____
12. Where does this person live? 12. _____
13. Where is he from? 13. _____

Segment 6.

14. Who are spoken of here? Where do they live? 14. _____
15. What is said of the "there?" 15. _____

Part IV: Written Interpretation - Chinese to English

1. _____

2. _____

3. _____

LESSON 5

LISTENING COMPREHENSION PRACTICE

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

End Lesson 5: Listening Comprehension Practice

LESSON 6

LISTENING COMPREHENSION PRACTICE

LESSON 6

These tear-out sheets must be brought to the Listening Comprehension Practice Class.

Part I. Dictation Exercise - Sounds

Write the sounds (plus tones) you hear in the spaces provided below: (write across the page.)

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| 9. _____ | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |

Part II. Numbers in short phrases.

Write the numbers you hear in digit form followed by the article being numbered.

- | | | | |
|----------|-----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| 9. _____ | 10. _____ | | |

Part III. Written Responses - Story (Answer as briefly as possible.)

Segment 1.

- | | |
|-----------------------------------------|----------|
| 1. What is Wáng's relationship to "me"? | 1. _____ |
| 2. Where is he from, and what city? | 2. _____ |
| 3. Who is there at present? | 3. _____ |

Segment 2

- | | |
|-------------------------------------------|----------|
| 4. What is Wáng doing now, and where? (2) | 4. _____ |
| | _____ |

LESSON 6

LISTENING COMPREHENSION PRACTICE

5. Where does he live?

5. _____

Segment 3:

6. Where is this place?

6. _____

What is said about it?

7. What is the enrollment?

7. _____

8. It has both what?

8. _____

Segment 4.

9. Including himself, how many in his family, and who are they?

9. _____

10. What is said about the boys?

10. _____

11. What is said about the girl?

11. _____

Segment 5.

12. Who else are in that same city? (2)

12. _____

13. Who does what?

13. _____

14. Wáng has two what?

14. _____

Segment 6.

15. What does one of them do?

15. _____

16. What does the other one do?
(Be specific)

16. _____

Segment 7.

17. What was Wáng doing previously?

17. _____

18. He and his father did what?

18. _____

Segment 8.

19. What does his mother do?

19. _____

Where is this place?

20. What else is in that locality?

20. _____

Part IV: Written Interpretation - Chinese to English

A. Short Sentences

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

B. Long Sentences

- 1. _____

- 2. _____

- 3. _____

- 4. _____

LESSON 6

LISTENING COMPREHENSION PRACTICE

- 5. _____

- 6. _____

- 7. _____

- 8. _____

- 9. _____

- 10. _____

End Lesson 6, Listening Comprehension Practice.