

C H I N E S E
BASIC COURSE

MODULE 4
LESSONS 19 - 24

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PREFACE

Abbreviations used in the glossary of this module:

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

Functional Objectives

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

1. Ask and answer questions about particulars of train transportation, such as some types of trains, time of a trip or run, and price of ticket. (Some of these particulars would also apply to plane and bus transportation.)

2. Ask and answer questions about whether you have ever done something.
3. Ask for correction and/or guidance.
4. Attend a social outing such as a party or movie.
5. Order food in a restaurant, within vocabulary limits. State an activity beyond the normal action, such as lift up, put down, come in.
6. State alternative answers or choices.
7. State that as soon as something happens, then something else can be done.
8. State that only after something has been done, can something else be done.
9. State that you are in the midst of doing something.
10. State that something exists or is in a certain state, such as, the door is open or the flag is hanging on the wall.
11. State that something has not quite been reached or has already passed, such as someone's age or destination.
12. State that something is interesting or not interesting.
13. State that, while in the midst of doing one thing, you can also be doing something else.
14. State that you are doing something to fulfillment or not to fulfillment, such as eating until satisfied or listening until you understand.
15. State that you wish to borrow, lend or exchange something, as in a library.
16. State whether it is possible or not possible to fulfill some action.
17. State whether someone is healthy or sick.
18. State whether someone or something is clean or dirty.
19. State whether something is above, below, in front of, behind, or on one or the other side of something else.

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LESSON 19

INTRODUCTION



This lesson deals with:

- The pattern búdàn ... yě "not only ... but also...."
- Zhèngzài, zhèng, zài, -zhe and ne to express the present progressive.
- The verbal suffix -zhe to indicate existence, being.
- The uses of duōbàn(r) "most of, most likely/majority."



Tā zhèngzai zuòzhe fàn ne.

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. State that you are in the midst of doing something.
- b. State that something exists or is in a certain state, such as, the door is open or the flag is hanging on the wall.
- c. State that, while in the midst of doing one thing, you can also be doing something else.

GLOSSARY



1. báitiān 白天 TW: daytime
2. Běijīng Zhōubào 北京周报 N: Beijing Review (weekly)
3. búdàn 不但 MA: not only, not merely
- a. búdàn ... yě ... 不但...也... PT: not only ... but also ...
 Tā búdàn yǒu tàitai, yě (He not only has a wife, but
 yǒu sānge hái'zi. also has three children.)
4. dǎ diànhuà 打电话 VO: to make a phone call
- a. dǎ 打 V: to send, to dispatch, to
 make a phone call
- b. diànhuà 电话 N: telephone
 Tā tiāntiān gěi tā mǔqīn (He telephones his mother
 dǎ diànhuà. every day.)
5. diǎnxīn 点心 N: light refreshment, pastry
 Tā bùchī zǎofàn, jiù chī (He doesn't eat breakfast;
 diǎnxīn. he only has some refresh-
 ments.)
6. dìfāng 地方 N: place
7. duōbàn(r) 多半(儿) A/N: the greater part, most, prob-
 Nèixiē rén, duōbàn'r shì ably, most likely/majority
 Rìběnrén. (Those people are most
 likely Japanese./Most of
 those people are Japanese.)
8. fàng 放 V: to put, to place
 Qǐng fàngzài kètīngli. (Please put it in the parlor.)
9. -fēng 封 M: specific measure for letters,
 telegrams, etc.
10. guà 挂 V: to hang, to put up
11. guóqí 国旗 N: national flag
12. jiànjian 见见 V: to pay a visit, to see
 Wǒ xiǎng qù jiànjian Wáng (I think I'll go and pay a
 Dànián. visit to Daniel Wang.)

13. jiāoliú 交流 V: to exchange, to interchange
14. jīngyàn 经验 N: experience
- a. yǒu jīngyàn 有经验 SV: to be experienced
- Hú Měiling duì zhèixiē shìqing hěn yǒu jīngyàn. (Hu Meiling is very experienced in these matters.)
- Liǎngguo xuéshēng zài yíkuàir shuōshuo, kéyǐ jiāoliú jīngyàn. (Students from two countries may exchange their experiences when they talk together.)
15. juéxīn 决心 V/N: to decide, to resolve/decision, resolution
- xià juéxīn 下决心 VO: to make up one's mind, to be determined, to vow to
- Tā xià juéxīn, cóng xiànzài qǐ, bùhējiǔ le. (He made up his mind and vowed that from now on he would not drink.)
16. kèrén 客人 N: guest
- Nèi liǎngwèi kèrén hěn búkèqǐ. (Those two guests are very impolite.)
17. liáojiě 了解 V: to understand, to comprehend
- Nǐ bùliáojiě tāmen, suóyǐ tāmen bùxǐhuan tīng nǐ shuōde huà. (You don't understand them; therefore, they don't like to listen to what you say.)
18. mǎshang 马上 A: right away, at once
19. qiáng 墙 N: wall
- chéngqiáng 城墙 N: city wall
20. rúguǒ 如果 MA: if, in case, in the event of (interchangeable with yàoshǐ)
- Rúguǒ nǐ bùgěi wǒ qián, wǒ jiù bùgěi nǐ zhōng. (If you don't give me money, I won't give you the clock.)
21. xìn 信 N: letter (mail) (M: -fēng 封)
- a. jìxìn 寄信 VO: to mail letters
- Tā tiāntiān jì liǎngfēng xìn. (He mails two letters every day.)

- b. píngxìn 平信 N: ordinary mail (surface mail)
- c. hángkōngxìn 航空信 N: airmail
- d. kuàixìn 快信 N: express mail, special delivery
 Wǒ yào jì sānfēng píngxìn,
 liǎngfēng hángkōngxìn,
 yìfēng kuàixìn. (I want to mail three ordinary letters, two airmail letters, and one express letter.)
22. xuéhǎo 学好 V: to learn well
 Wǒmen dōu xiǎng xuéhǎo
 Zhōngwén. (We all want to learn Chinese well.)
23. yěxǔ 也许 MA: perhaps
 Yěxǔ tā míngtiān qù. OR
 Tā yěxǔ míngtiān qù. (Perhaps he'll go tomorrow.)
24. yùbèi 预备 V: to prepare, to get ready
 Nèixiē hái'zi dōu yùbèi
 míngtiān dào xuéxiào
 qù niànshù. (Those children are all getting ready to go to school tomorrow to study.)
25. -zhe 一着 P: (verbal suffix indicating "-ing")
- a. zhànzhe 站着 A: standing
- b. zuòzhe 坐着 A: sitting
 Wǒ xǐhuan zhànzhe chīfàn,
 zuòzhe kànbào.
 Tā tiāntiān kànzhe bào chí
 zǎofàn. (I like to eat standing and read the paper sitting.)
 (He reads the newspaper every day while eating breakfast.)
26. zhèngzài ... (ne) 正在...(呢) PT: (indicating present progressive situation)
 Tāmen zhèngzài xiě zì ne. ([At the moment] they are writing characters./They are [in the midst of] writing characters.)
27. zhèng ... (ne) 正...(呢) PT: (indicating present progressive situation)
 Wǒmen zhèng mǎi jiājù ne. (We are buying furniture [at this moment].)
28. zhǐ 指 V: to point at, to point

- zhǐzhe 指着 V: pointing
- Tā zhǐzhe nǐ, kěshi shuō
Lǎo Wáng bùhǎo. (He's pointing at you but
talking about the bad points
of Lao Wang.)
29. Zhōnghuá-Rénmín 中华—人民 PW/N: The People's Republic of
Gònghéguó 共和国 China (PRC)
- a. Zhōnghuá 中华 N: China
- b. rénmin 人民 N: the people
- c. gònghéguó 共和国 N: republic
30. zhōubào 周报 N: weekly (newspaper, magazine,
etc.)
31. zhōumò 周末 TW: weekend
32. zhuānyè 专业 N: specialized field of study/
subject, specialty, career
field

Old words with NEW usage

33. jiē diànhuà 接电话 PH: to answer the telephone, to
take a telephone call
- jiē 接 V: to receive, to answer
- Wǒ dǎ diànhuà kěshi méiren
jiē. (I made a phone call, but
no one answered.)
34. guà diànhuà 挂电话 VO: to hang up the telephone
- guà 挂 V: to hang up
- Méiren jiē diànhuà, suǒyi
wǒ jiù guàle. (No one answered the phone,
so I hung up.)

COMMUNICATIVE EXCHANGES



Tán Lǎoshī (Instructor Tan)

Some American students studying in Beijing visit the home of one of their Chinese instructors. They discuss study experiences and Chinese culture.

Frame 1

Xuésheng dōu xǐhuān Tán Lǎoshī.
Tán Lǎoshī búdàn báitiān cháng
gēn xuésheng yìqǐ yánjiū, wǎn-
shàng yě cháng qǐng xuésheng
dào tā jiā qù, gěi tāmen jiē-
shào Zhōngguó wénhuà.

All the students like Instruc-
tor Tan. Instructor Tan not
only often studies with stu-
dents in the daytime, but also
invites the students to his
home in the evening and intro-
duces them to Chinese culture.

Notes:

Búdàn ... yě, "not only ... but also." This is a new pattern used to connect two related ideas.

Tā búdàn yǒu qìchē, yě
yǒu fēijī.

He has not only cars, but also
airplanes.

Tā búdàn huì xiě jiǎntǐzì,
yě huì xiě fántǐzì.

He not only knows how to write
simplified characters, but
also to write full-form
characters.

Frame 2

Yòu yìtiān wǎnshàng, Tán Lǎoshī
gěi wǒ dǎ diànhuà. Tā shuō,
"Nǐ xiànzài zuò shénme ne? Xiě
xìn ne ma?" Wǒ shuō, "Méi xiě
xìn, wǒ kàn Běijīng Zhōubào
ne."

One evening, Instructor Tan
telephoned me. He said, "What
are you doing now? Are you
writing letters?" I said, "No,
I'm not writing letters. I'm
reading the Beijing Review."

Notes:

The particle ne indicates the present progressive situation -ing both in the questions and answers.

Nǐ xiànzài zuò shénme ne?

What are you doing now?

Xiě xìn ne ma?

Are you writing letters?

Wǒ kàn Běijīng Zhōubào ne.

I'm reading the Beijing Review.

Frame 3

<p>Tā shuō, "Zuótiān nǐ shuō zhōumò yùbèi xiě jǐfēng xìn, suóyì wǒ xiǎng nǐ yěxǔ zhèngzài xiězhe xìn ne. Nǐ zhīdao wǒmen zhūde dìfāng zài nǎr. Rúguǒ nǐ méishì, qǐng lái wǒ jiā tántan."</p>	<p>He said, "Yesterday you said that on the weekend you were planning to write some letters, so I thought that perhaps you were in the middle of writing them. You know where we live. If you are not doing anything, come over for a chat."</p>
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Notes:

The adverbs zhèngzài, zhèng or zài, "in the midst of/middle of," the verbal suffix zhe "-ing," and the particle ne "-ing," are the major elements in the present progressive situation. There are many ways of saying the same sentence, such as:

- Nǐ yěxǔ zhèngzài xiězhe xìn ne.
- (1) Nǐ yěxǔ zhèng xiězhe xìn ne.
 - (2) Nǐ yěxǔ zài xiězhe xìn ne.
 - (3) Nǐ yěxǔ zhèngzài xiěxìn ne.
 - (4) Nǐ yěxǔ zhèng xiěxìn ne.
 - (5) Nǐ yěxǔ zài xiěxìn ne.
 - (6) Nǐ yěxǔ zhèngzài xiěxìn.
 - (7) Nǐ yěxǔ zài xiěxìn.

Frame 4

<p>Zhèi shì wǒ dìyí cì dào Tán Lǎoshī jiā qū. Wǒ kànjiàn mén shì kāizhede, wǒ jiù jìngule. Tāmen kètīnglǐ de shūjiàzishang fàngzhe hěnduō shū. Qiángshang guàzhe Zhōnghuá Rénmín Gònghéguó de guóqí.</p>	<p>This was my first visit to Instructor Tan's home. Seeing that the door was open, I went in. I saw that there were many books on the shelves, and the national flag of the People's Republic of China was hanging on the wall.</p>
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Notes:

The particle -zhe, "-ing," is used as a verbal suffix indicating existence. In this frame, there are three examples:

- (1) Tā kànjiàn mén shì kāizhede. He saw that the door was open.
- (2) Shūjiàzishang fàngzhe hěnduō shū. There are many books on the shelves.
- (3) Qiángshang guàzhe shì guóqí. Hanging on the wall is the national flag.

Frame 5

Tán Lǎoshī zhǐzhe guóqí zài gēn kèrén jiǎnghuà ne. Nàxiē kèrén, yǒude zuòzhe tīng, yǒude zhànzhe tīng.	Instructor Tan, pointing at the flag, was lecturing to the guests. Some of the guests were sitting, listening, while others were standing.
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Notes:

The particle -zhe, "-ing," is used as a verbal suffix with an adverbial function. The adverbial function shows the manner in which the action is carried out, that is, showing the body position, zuòzhe, "sitting," while they listened to the lecture.

yǒude zuòzhe tīng Some listened while sitting down

yǒude zhànzhe tīng Some were listening standing up.

Additionally, the adverbial function can apply to Verb-Object compounds as well. Examples:

Zhāng Xiānsheng kǎnzhe bàochǐfàn.
(Kàn bào is a VO compound.) Mr. Zhang eats while reading the newspaper.

Lǐ Tóngzhì hēzhe jiǔ xiě zì.
(Hē jiù is a VO compound.) Comrade Li writes characters while drinking.

Frame 6

Tán Lǎoshī kànjiàn wǒ lái le, jiù gěi wǒmen jièshào. Jièshào wánle, wǒ yào jiànjiàn tā àirén; tā shuō tā àirén zhèngzài lìtōu zuò diǎnxīn, jiù yào chūlái le.	Seeing that I had come, Instructor Tan introduced us. Having been introduced, I wanted to meet his spouse; he said his spouse was inside making refreshments and that she would be right out.
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Notes:

Cultural note. Since this was his first visit to his teacher's house, it was common courtesy to want to meet Tan's wife.

Frame 7

Nàtiān wǎnshàngde kèrén duōbàn
shì Měiguó xuésheng. Tāmen
xuéxide zhuānyè dōu shì Zhōng-
wén. Tāmen dōu yǒu juéxīn yào
xuéhǎo Zhōngwén. Nàtiān wǎn-
shàng wǒmen búdàn jiāoliúle
xuéxí jīngyàn, yě liáojiēle
bùshǎo Zhōngguó wénhuà.

That evening, most of the
guests were American students.
Their specialized field of
study was Chinese. All of them
were resolved to learn Chinese
well. That evening we not only
exchanged learning experiences,
but also became aware of quite
a bit about Chinese culture.

Notes:

Duōbàn(r), "the greater part, majority, most of, probably, most likely, mainly," has several usages:

(1) As a moveable adverb:

Tā duōbàn(r) bùlai. Most likely he will not come.

Duōbàn(r) tā bùlai. Most likely he will not come.

Wǒ kàn, duōbàn(r) nèige
rén shì Déguó rén. In my opinion, that person is
most likely a German.

Wǒ kàn, nèige rén duō-
bàn(r) shì Déguó rén. In my opinion, that person is
most likely a German.

(2) As a noun (numbers):

Nèrde rén, duōbàn(r)
shì Měiguó rén. The majority of those people
over there are Americans.

Zhèrde xuésheng, duō-
bàn(r) shì nánde. Of the students here, the ma-
jority are male.

对话

Frame 1

学生都喜欢谭老师。谭老师不但白天常跟学生一起研究，晚上也常请学生到他家去，给他们介绍中国文化。

All the students like Instructor Tan. Instructor Tan not only often studies with students in the daytime, but also invites the students to his home in the evening and introduces them to Chinese culture.

Frame 2

有一天晚上，谭老师给我打电话。他说，“你现在做什么呢？写信呢吗？”我说，“没写信，我看北京周报呢。”

One evening, Instructor Tan telephoned me. He said, "What are you doing now? Are you writing letters?" I said, "No, I'm not writing letters. I'm reading the Beijing Review."

Frame 3

他说，“昨天你说周末预备写几封信，所以我想你也许正在写着信呢。你知道我们住的地方在哪儿。如果你没事，请来我家谈谈。”

He said, "Yesterday you said that on the weekend you were planning to write some letters, so I thought that perhaps you were in the middle of writing them. You know where we live. If you are not doing anything, come over for a chat."

Frame 4

这是我第一次到谭老师家去。我看见门是开着的，我就进去了。他们客厅里的书架子上放着很多书，墙上挂着中华人民共和国的国旗。

This was my first visit to Instructor Tan's home. Seeing that the door was open, I went in. I saw that there were many books on the shelves, and the national flag of the People's Republic of China was hanging on the wall.

Frame 5

谭老师指着国旗在跟客人讲话呢。那些客人，有的坐着听，有的站着听。

Instructor Tan, pointing at the flag, was lecturing to the guests. Some of the guests were sitting, listening, while others were standing.

Frame 6

谭老师看见我来了，就给我们介绍。介绍完了，我要见他爱人；他说他爱人正在里头做点心，就要出来了。

Seeing that I had come, Instructor Tan introduced us. Having been introduced, I wanted to meet his spouse; he said his spouse was inside making refreshments and that she would be right out.

Frame 7

那天晚上的客人多半是美国学生。他们学习的专业都是中文。他们都有决心要学好中文。那天晚上我们不但交流了学习经验，也了解了不少中国文化。

That evening, most of the guests were American students. Their specialized field of study was Chinese. All of them were resolved to learn Chinese well. That evening we not only exchanged learning experiences, but also became aware of quite a bit about Chinese culture.

SUMMARY



Frame 1

Búdàn ... yě "not only ... but also" is used to connect two related ideas.

Wǒ <u>búdàn</u> búyào qù, wǒ <u>yě</u> bù kěyǐ qù.	Not only do I not want to go, but also I can't go.
Nèijiā shāngdiànde dōngxī <u>búdàn</u> hǎo <u>yě</u> piányi.	The things in that store are not only good but they are also inexpensive.

Frame 2 & 3

The present progressive pattern zài ... ne is expanded to include the adverbs zhèngzài, zhèng or zài "in the midst of/ middle of," the verbal suffix -zhe, "ing," and the particle ne "ing".

Tā <u>zhèngzài</u> chīzhe diǎnxīn	He's now eating the pastry.
<u>ne</u> .	
Tā <u>zhèng</u> chīzhe diǎnxīn <u>ne</u> .	"
Tā <u>zài</u> chīzhe diǎnxīn <u>ne</u> .	"
Tā <u>zhèngzài</u> chī diǎnxīn <u>ne</u> .	"
Tā <u>zhèng</u> chī diǎnxīn <u>ne</u> .	"
Tā <u>zài</u> chī diǎnxīn <u>ne</u> .	"
Tā <u>zhèng</u> chī diǎnxīn <u>ne</u> .	"
Tā <u>zài</u> chī diǎnxīn <u>ne</u> .	"

Frame 4 & 5

The verbal suffix -zhe, "ing," can have two more functions. First, it can be used to indicate existence (being), as in:

Chuānghushang xiězhe yī- liǎnggezì.	There are one or two characters written on the window.
Qiángshang guàzhe yīge diànhuà.	There is a telephone hanging on the wall.

Second, it can have an adverbial function, such as in zuòzhe, "sitting," or zhànzhe, "standing," to show body position or manner in which the action is carried out.

Tā shì zǒuzhe lái.	He walked here (He came here by walking).
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Frame 7

Duobàn(r) can be used as a moveable adverb:

Duōbànr tā shì yǒu qiándè. Most likely he is rich.
Tā duōbànr yào mǎi yíliàng qìchē. He most likely will buy a car.

Or it can be used as a noun:

Wǒde xuésheng, duōbànr shì nánde. The majority of my students are male.

DRILLS I



A. Completion Drill: Fill in each blank with the appropriate word chosen from the following: yánjiū, yùbèi, kèrén, liǎojiě, zhuānyè.

1. Nǐ shìbushì zhèngzài _____ míngtiānde kǎoshì?
2. Nǐ qīngle jǐge _____ dào nǐ jialǐ qù chīfàn?
3. Jiāo Zhōngguo yǔyán shì Lǐ Xiānshēngde _____.
4. Tā duì Měiguó wénhuà hén yǒu _____.
5. Tā duì Měiguó wénhuà hěn _____.
6. Wǒ bù _____ Zhōngguo wénhuà, suǒyì wǒ yào duō yánjiū yánjiū.
7. Tāde _____ shì yánjiū diànzǐjìsuànjī.
8. Gāngcái nǐ chūqu yǐhòu, yóu liǎngge _____ lái zhào nǐ.
9. Zhèige wèntí hěn nán huídá, wǒ dēi duō _____ yíxià.
10. Xiàge zhōumò wǒ bù chūqù, (wǒ) _____ xiě jǐfēng xìn.

B. Completion Drill: Fill in each blank with the appropriate word chosen from the following: báitiān, juéxīn, jiāoliú, duōbàn, jīngyàn.

1. Tā xià _____ yào zuò zhèijiàn shì(qíng), kěshì tā méiyǒu _____.
2. _____ wǒ duōbàn dōu zài xuéxiào.
3. Wǒmen dēi gēn wàiguó yǒu wénhuà _____, cái néng liǎojiě tāmen.
4. Xué wàiguó yǔyán yě shì yìzhǒng wénhuà _____ de huódòng.
5. Xiáo Lǐ xià _____ yào xuéhǎo Yīngwén.
6. Tā zài Zhōngguo zhùle sānnián, suǒyì tā duì Zhōngguode shēnghuó hén yǒu _____.
7. Tā _____ méi gōngfu gěi péngyou dǎ diànhuà, yào dào wǎnshàng cái néng dǎ.
8. Tā gēn tóngxué jiǎnghuà _____ yòng Zhōngwén jiǎng, kěshì xiě-xìn _____ yòng Yīngwén xiě.
9. Nǐ jiāole sānshíniánde shū, shì wǒmen xuéxiàolǐ _____ zuì duōde lǎoshi.
10. Tā qīngde kèrén _____ shì tāde tóngxué.

C. Transformation Drill: Reorganize each sentence into one with the PW V-zhe S structure (main verbs are underlined.)

(T) Wǒ gēge yǒu liǎngge péngyou xiànzài zhù zài wǒmen jiāli. (My older brother has two friends who are staying at our house now.)	(S) Wǒmen jiāli xiànzài zhùzhe wǒ gēgede liǎngge péngyou. (Two friends of my older brother's are staying at our house now.)
--	--

2. Yǒu hěnduo shū fàngzài nèige shūzhuōshang.
3. Yǒu liǎngge nán hái zi zhànzài ménwàitou.
4. Yǒu sān-sìge kèrén zuòzài kètīngli.
5. Yǒu yíge guóqí guàzài dàmen (big door, gate) shàngtou.
6. Yǒu yìzhāng shānshuǐhuàr guàzài qiángshang.
7. Yǒu hěnduo diǎnxìn fàngzài fànzhuōshang.
8. Yǒu jǐge Zhōngguó zì xiězài nèizhāng dìtú xiàtou.
9. Yǒu yíjiàn yifú guàzài nèige mén hòutou.
10. Yǒu yìshuāng xié fàngzài nèige zhuōzi xiàtou.

D. Completion Drill: Make a sentence with each of the following noun clauses by adding a predicate to it according to the cue.

(T) Zài wǒ jiāli zhùzhede nèi liǎngge péngyou ... (The two friends staying at my house ...) cue: <u>are from Japan</u>	(S) Zài wǒ jiāli zhùzhede nèi liǎngge péngyou shì cóng Riběn lái de. (The two friends staying at my house are from Japan.)
--	---

2. Zài qiángshang guàzhede nèizhāng huàr ...
cue: is probably very expensive
3. Zài shūzhuōshang fàngzhede nèixiē shū ...
cue: are mostly Xiao Wang's
4. Zài ménwàitou zhànzhede nèi liǎngge hái zi ...
cue: are probably my son's schoolmates
5. Zài kètīngli zuòzhede nèi jǐge rén ...
cue: are mostly my classmates at DLI

6. Zài qiángshang guàzhede nèizhang dītú ...
cue: is probably the largest one in this school
7. Zài nèibiān zōuzhede nèiwèi lǎo xiānshēng ...
cue: has probably come to see you
8. Zài qiántou zhànzhe shuōhuàde nèi liǎngge rén ...
cue: are probably the guests invited by Xiao Li
9. Zài jiēshang zōuzhede rén ...
cue: are mostly going to buy things
10. Zài fànzhūoshang fàngzhede nèixiē diǎnxīn ...
cue: are mostly very good to eat

E. Transformation Drill: Change the underlined adverbial phrase/ clause in each sentence into the pattern of "V-zhe-O".

(T) Tā xǐhuan <u>zài kāichēde shíhòu</u> chànggē. (He likes to sing when he drives.)	(S) Tā xǐhuan <u>kāizhe chē</u> chànggē. (He likes to sing while driving.)
---	---

2. Tā xǐhuan zài kàn diànshìde shíhou niànshū.
3. Lǎo Lǐ měitiān chī zǎofànde shíhou kàn bào.
4. Kāichēde shíhou bù kéyi hējiǔ.
5. Wǒmen yīkuàir shuōhuàde shíhou jiù juéde shíjiān guòde hěnkuài.
6. Tā chángchang zài chīfànde shíhou kàn shū.
7. Tā měitiān xiězide shíhou tīng xīnwén guǎngbō.
8. Tā gāngcái dǎ diànhuàde shíhou kàn diànshì.
9. Chī dōngxi de shíhou bù kéyi jiǎnghuà.
10. Kèrén gēn nǐ shuōhuàde shíhou, nǐ zěnme kéyi kàn bào ne?

F. Expansion Drill: Add an adverbial expression to each sentence according to the cue.

(T) Lǎoshī měitiān jiǎngjiě kèwén. (The teacher explains the text every day.) cue: <u>standing</u>	(S) Lǎoshī měitiān <u>zhànzhe</u> jiǎngjiě kèwén. (Every day the teacher explains the text while standing.)
--	--

2. Měige zhōumò wǒ gēn wǒ tàitai qù gōngyuán.
cue: walking
3. Xuéshēngmen dōu tīng Lǐ Lǎoshi jiǎngjiě kèwén.
cue: (students) sitting
4. Wǒ měitiān qù shàngxué.
cue: walking
5. Wǒ bù xǐhuan zài wàitou chǐ dōngxī.
cue: standing
6. Bié zài jiēshàng chǐ dōngxī.
cue: walking
7. Tā gāngcái zěnmē kéyǐ shuǐjiào ne?
cue: standing
8. Xiǎo Lǐ zuótian zài kèshì shuǐjiào.
cue: sitting
9. Tā gào song wǒmen Zhōngguóde jǐge dà chéng.
cue: (he) pointing at the map
10. Tā jiào wǒmen yòng Zhōngwén shuō shíjiān.
cue: (he) pointing at the clock

G. Combination Drill: Combine each pair of the following sentences into one by using the compound búdàn ... yě. Where you put búdàn and yě depends on whether the subjects of the two original sentences are the same or different.

(T) Tā huì jiǎng Fàwén. Tā huì jiǎng Déwén.

(He can speak French. He can speak German.)

(S) Tā búdàn huì jiǎng Fàwén, yě huì jiǎng Déwén.

(He can not only speak French, but he can also speak German.)

(T) Tā huì jiǎng Fàwén. Tā tàitai huì jiǎng Fàwén.

(He can speak French. His wife can speak French.)

(S) Búdàn tā huì jiǎng Fàwén, tā tàitai yě huì jiǎng Fàwén.)

(Not only he can speak French, but his wife can speak French too.)

2. Tā huì zuò Zhōngguó diǎnxīn. Tā huì zuò Měiguó diǎnxīn.
3. Tā huì zuò Zhōngguó diǎnxīn. Tā tàitai huì zuò Zhōngguó diǎnxīn.
4. Tā liáojiě Yīngguó wénhuà. Tā liáojiě Rìběn wénhuà.

5. Tā liáojiě Yīngguo wénhuà. Tā jiālide rén dōu liáojiě Yīngguo wénhuà.
6. Tā mǎile yíge Zhōnghuá Rénmín Gònghéguóde guóqí. Tā mǎile yíge Měiguó guóqí.
7. Tā mǎile yíge Měiguó guóqí. Wǒ mǎile yíge Měiguó guóqí.
8. Tā yào gēn nǐ tán zhèijiàn shì(qíng). Tā yào gēn wǒ tán zhèijiàn shì.
9. Tā yào gēn nǐ tán zhèijiàn shì. Tā gēge yào gēn nǐ tán zhèijiàn shì.
10. Tā mǎile yí fèn Běijīng Zhōubào. Wǒ mǎile yí fèn Běijīng Zhōubào.

H. Completion Drill: Fill in each blank with the appropriate word chosen from the following: rúguǒ, suirán.

1. _____ nǐ yào liáojiě zhèige wèntí, jiù děi yánjiu yánjiu.
2. _____ tā xiànzài yǒu gōngfū, wǒ xiǎng gēn tā tántan.
3. _____ tā xiànzài yǒu gōngfū, kěshi tā bùxiǎng gēn nǐ tán.
4. _____ nǐ qù yóu(zhèng)jú, qǐng nǐ tì wǒ jì liǎngfeng xìn.
5. Tā _____ bùcháng gěi tā fùmǔ xiěxìn, kěshi (tā) cháng gěi tāmen dǎ diànhuà.
6. _____ nǐ búhuì xiě "Zhōnghuá Rénmín Gònghéguó", zhǐ xiě "Zhōngguó" jiù xínglè.
7. _____ wǒmen yào xuéhǎo Zhōngguóhuà, (wǒmen) jiù děi cháng liànxi.
8. Xiàge zhōumò _____ wǒ fùmǔ lái, wǒ jiù bú dào nǐjiāli qù.
9. _____ wǒ tàitai hěn huì zuò diǎnxin, kěshi tā bùcháng zuò.
10. _____ nǐ yùbèi qǐng jǐge kèrén chīfàn, nǐ děi xiān zhǎoge rén bāngmáng nǐ zuòfàn.

I. Substitution Drill: Substitute the action in the second clause of the given sentence according to the cues.

(T) Xiǎo Lǐ bùnéng lái jiē diànhuà, yīnwèi tā zhèng(zài) shàngkè ne.

(Xiao Li cannot come to answer the phone because he is in a class.)

cue: in a meeting

(S) Xiǎo Lǐ bùnéng lái jiē diànhuà, yīnwèi tā zhèng(zài) kāihuì ne.

(Xiao Li cannot come to answer the phone because he is in a meeting.)

1. Xiǎo Lǐ bùnéng lái jiē diànhuà, yīnwèi tā zhèng(zài) kāihuì ne.

- cues: a. talking with a guest
 b. taking a test
 c. sleeping
 d. speaking to the students

2. Nǐ jiào tā, tā méi tīngjiàn, yīnwèi tā zhèng(zài) shuǐjiào ne.

- cues: a. singing loudly.
 b. listening to a news broadcast
 c. watching television
 d. talking on the phone
 e. listening to the radio

J. Response Drill: Answer the questions according to the cues.

(T) Zài kètīnglǐ zuòzhède shì shéi?

(Who is the person sitting in the sitting room?)

cue: a guest from Shanghai

(S) Zài kètīnglǐ zuòzhède shì cóng Shànghǎi lái de yíge kèrén.

(The person sitting in the sitting room is a guest from Shanghai.)

2. Nèige qiángshàng guàzhe shénme?

- cues: a. the national flag of the PRC
 b. the map of the PRC
 c. a Chinese landscape

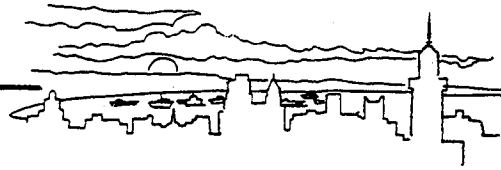
3. Nèige zhuōzishàng fàngzhe shénme?

- cues: a. Beijing Review
 b. five letters
 c. three surface mail letters
 d. two airmail letters

4. Tán Lǎoshī zhǐzhe shénme gēn kèrén jiǎnghuà?

- cues: a. the PRC national flag on the wall
 b. the refreshments on the table

DRILLS II



A. Identify the names of the Chinese provinces where the following cities are situated.

EX: Shěnyáng zài Liáoníng Shěng.

N (MAP-SP) V N

Běijīng	(Peking)		
Tiānjīn	(Tientsin)		
Qīngdǎo	(Tsingtao)		
Nánjīng	(Nanking)		
Shànghǎi	(Shanghai)		
Hángzhōu	(Hang-chou)		
Wūhàn	(Wu-han)		
Fúzhōu	(Fu-chou)	zài	_____ Shěng.
Chángshā	(Ch'ang-sha)		
Guǎngzhōu	(Canton)		
Guǐlín	(Kuei-lin)		
Chóngqīng	(Chungking)		
Chéngdū	(Ch'eng-tu)		
Xiān	(Sian)		
Kūnmíng	(Kunming)		

B. Try to match the ranks with the titles or positions for some of DLI's military officials.

EX: Wǒmende Xiàozhǎng shì shàngxiào.

PN-P N EV N

	Fù Xiàozhǎng ¹		zhǔnwèi
	Zhíxíng guān ²		shàowèi
	Bùduì Zhǐhuīyuán ³		zhōngwèi.
Wǒmende	Liánzhǎng ⁴	shì	shàngwèi.
	Hǎijūn Anquán Zǔ Zǔzhǎng ⁵		shàoxiào.
	Kōngjūn Dàduì Dàduìzhǎng ⁶		zhōngxiào.
	(Hǎijūn) Lùzhànduì Duìzhǎng ⁷		shàngxiào.

- 1 Assistant Commandant
- 2 Executive Officer (XO)
- 3 Commander, Troop Command
- 4 Company Commander
- 5 OIC, Naval Security Group
- 6 Commander, AF Squadron
- 7 OIC, USMC DET

C. State that one of your classmates not only is very fond of performing a certain activity but also has the ability or capacity to perform it.

EX: Tā búdàn hěn ài shuōhuà, tā yě hěn néng shuō.

PN MA A AV VO/N PN A A AV V

	huàhuà,		huà.
	xiě	fántīzì, jiǎntīzì, xìn,	xiě.
Tā búdàn hěn ài zuò		yīfú, fàn, shì, mǎimài,	tā yě hěn néng zuò.
	hē	jiǔ, qìshuǐ, shuǐ, tāng, chá*,	hē.

* chá N: tea

D. State that there are many people who would like to open a certain kind of store but don't have the money to do it.

EX: Yǒu hěnduo rén xǐhuan kāi yíge jiājùdiàn, kěshì méiyǒu qián (kāi).

V SV N AV V NU-M N

Yǒu hěnduo rén xǐhuan kāi yíjiā	shūpù, jiǔpù, xiépù, fànguǎnr, fúzhuāngdiàn,
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MA V N (V)

kěshì méiyǒu qián (kāi).

E. State that you/he/she can perform a certain activity in a certain manner.

EX: Wǒ xué diànnǎo, xuéde hěn màn.

PN	VO	V-P	A	SV
Wǒ Tā	qǐchuáng, shuǐ jiào, xiě Hànzì, xué yǔyán, chǐfàn,	qǐde shuǐde xiěde xuéde chǐde	hěn	zǎo. wǎn. kuài. màn. duō.

F. Select one of the following statements that you believe is a fair description of the manner in which you perform a certain activity.

EX: Wǒ xuéde màn, kěshi wǒ xuéde hǎo.

PN	V-P	SV	MA	PN	V-P	SV
Wǒ	shuǐde shuǐde kāide chǐde xiěde xiǎngde mǎide zǒude	wǎn, zǎo, kuài, duō, màn, kuài, duō, màn,	kěshi	wǒ	qǐde qǐde kāide chǐde xiěde shuōde yòngde zǒude	zǎo. wǎn. hǎo. màn. hǎo. màn. shǎo. duō.

G. State that someone is coming to visit you very soon.

EX: Wǒde péngyou kuài yào lái (kàn wǒ lái) le.

PN	N	PT	V (V PN V)	PT
Wǒ	yéye ¹ nǎinai ² bàba ³ māma ⁴ shūshu ⁵ shēnshen ⁶ zhízi ⁷ zhínǚ ⁸	kuài yào kuài yào jiù yào	lái (kàn wǒ lái)	le.

1 grandpa, 2 grandma, 3 dad, 4 mom, 5 uncle, 6 aunt, 7 nephew, 8 niece

H. Select a statement from each of the last three drills (H, I & J) that you believe forms a fair description of someone that you heard or know. If you cannot find one, make one up.

EX: Tā lián yīfen qián yě (dōu) méiyǒu.

PN		NU-M	N	PT	V/P-V/P-AV-V
Tā	lián	yíge yíge yíge yīfēn yíge yíliàng	péngyou diànshì zìxíngchē qián fántǐzì qìchē	yě dōu	méiyǒu. méiyǒu. méiyǒu. bùhuā. búhuì xiě. méiyǒu.

I. EX: Tā shénme gēr dōu chàng.

PN	PT	N	PT	AV/V
Tā	shénme	yǔyán shìqíng rén zhǐshi fàn shū jīxiè	dōu	huì. zhīdao. xǐhuan. yǒu. chī. kàn. dǒng.

J. EX: Suīrán tā méiyǒu duōshǎo wénhuà, kěshi tā hěn huì shuōhuà.

PT	PN	V	QW-(INDEF)	N
Suīrán tā méiyǒu duōshǎo			qián, zhǐshi, gōngfu, yīshang, péngyou,	

PT PN A V/SV/-V-N-O/V/CO-N-VO/A-V

kěshi tā hěn	xǐhuan bāng biérén máng. ài yánjiu. xǐhuan gēn biérén jiǎnghuà. ài tiāntiān huàn. rèqíng.
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DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. A: Wǒ tīngshuo nín de zhuānyè yánjiū shì wénhuà jiāoliú. Shìbúshì? 我听说您的专业研究是文化交流。是不是?
2. B: Nǎlǐ, wǒ xǐhuan kàn jiǎng zhèxiē wèntí de shū. Zhèi bùnéng suàn zhuānyè yánjiū. 哪里, 我喜欢看讲这些问题的书。这不能算专业研究。
3. A: Wǒ xiǎng qǐng nín gěi wǒmen tóngxué jiǎng yídiǎnr Zhōngguó rénde shēnghuó hé wénhuà. 我想请您给我们同学讲一点儿中国人的生活和文化。
4. B: Nǐmen wèishénme bùqǐng yíge Zhōngguó rén jiǎng ne? 你们为什么不请一个中国人讲呢?
5. A: Yǐjīng yǒu háojǐwèi Zhōngguó rén jiǎngguò le. Wǒmen yě yuànyì tīngyītīng Měiguó rén zěnmē kàn Zhōngguó wénhuà. 已经有好几位中国人讲过了。我们也愿意听一听美国人怎么看中国文化。
6. B: Rúguǒ yào wǒ jiǎng zhèi zhǒng wèntí, wǒ dēi yòng hěnduō shíjiān yùbèi. 如果要我讲这种问题, 我得用很多时间预备。
7. A: Búshì mǎshàng jiù jiǎng. Zài guò liǎnggè yuè, zěnmeyàng? 不是马上就讲。再过两个月, 怎么样?
8. B: Chàbùduō. Yào jiǎng duōshǎo shíjiān ne? 差不多。要讲多少时间?
9. A: Bàngezhōngtóu jiǎnghuà, bàngezhōngtóu huídá xuéshēng de wèntí. Hǎobuhǎo? 半个钟头讲话, 半个钟头回答学生的问题。好不好?
10. B: Hǎo, jiù zhème bàn ba. Yíòng yǒu duōshǎo xuéshēng qù tīng ne? 好, 就这么办吧。一共有多少学生去听呢?
11. A: Chàbùduō sānshí rén. Yěxǔ yě yǒu jǐwèi lǎoshī qù tīng. 差不多三十人。也许也有几位老师去听。
12. B: Nǐmen Zhōngwénxì yǒu hěnduō huódòng ma? 你们中文系有很多活动吗?
13. A: Yǒu bùshǎo huódòng. Wǒmen yǒu yíge wénhuà jiāoliú yánjiūhuì, měigè yuè kāi yí cì huì. 有不少活动。我们有一个文化交流研究会, 每个月开一次会。

14. B: Nǐ yào wǒ jiǎnghuà jiùshì
gěi nǐmen zhèige yánjiuhuì jiǎng
ba?

你要我讲话，就是给你们这个
研究会讲吧？

15. A: Shìde. Nínide jīngyàn kěyǐ
bāngmáng wǒmen duō liáojiě Zhōng-
guo.

是的。您的经验可以帮忙我们
多了解中国。

16. B: Hǎo. Guò jǐge xīngqī wǒ
yùbèihǎole yǐhou, jiù mǎshàng dǎ
diànhuà gàoSONG nǐ.

好。过几个星期我预备好了以
后，就马上打电话告诉你。

COMMUNICATION EXERCISES

Activity 1

Reporting on Cultural Activities

Give a brief report to your class about a popular cultural activity in your hometown or state.

Activity 2

Playing Host/Hostess

Try to invite your teacher and classmates to your home or barracks for an evening of conversation and light refreshments.

Activity 3

Reporting on Unusual Social Customs and Laws

Give a brief report to your class about a peculiar custom or law that's still in practice in your hometown or state.

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. A: Bǐdé (Peter), nǐ zhèngzài xiěxìn ne? Nǐ zěnme zhànzhe xiě?

B: Zuòzhede shíjiān tài duōle. Wǒmen měitiān shàngkè dōu zuòzhe.

2. A: Duìle; búguò lǎoshīmen duōbàn zhànzhe jiǎnghuà.

B: Xiàkè yǐhou, wǒmen kāichē, chīfàn, niànshū--háishì zuòzhe.

3. A: Duōbànde rén dǎ diànhuà yě zuòzhe.

B: Wǒ zhèng yùbèi zǒuzhe qù yóu(zhèng)jú. Nǐ qùbuqù?

4. A: Xiànzài sīdiǎn yíké; yóu(zhèng)jú hái kāizhe ma?

B: Yídìng kāizhe. Yóujú sīdiǎnbàn cái guānmen ne.

5. A: Wǒmen mǎshang jiù zǒu ba. Nǐ zhèi liǎngfēng xìn shì gěi shéi xiéde?

B: Gěi liǎngge Zhōngguó péngyou; suóyi dōu shì hángkōngxìn.

6. A: Nǐ zěnme huì yǒu Zhōngguó péngyou ne?

B: Zhèi shì Zhōng-Měi (Chinese-American) wénhuà jiāoliú jìhuà de huódòng.

7. A: Shéi fùzé zhèixiē huódòng? Wǒ yě xiǎng zhǎoge Zhōngguó péngyou.

B: Háojiǐge rén fùzé. Nǐ kéyi qù wèn wǒmen bānzhǎng.

8. A: Nǐde xīnli xiězhe xiē shénme ne?

B: Wǒ jiǎngde duōbàn shì zìjǐ xué Zhōngwén de jīngyàn. Wǒ yě jièshàole yìdiǎnr Měiguó xuésheng zuò zhuānyè yánjiū de qíngkuàng.

9. A: Nǐ néng yòng Zhōngwén xiě zhèixiē wèntí, (shìqing), nǐde Zhōngwén yídìng hěn hǎole.

B: Náli, wǒ děi kànzhe zìdiǎn xiěxìn. Rúguǒ wǒ xiéde búduì, tāmen huíxìn (reply/answer letter) de shíhou jiù gào song wǒ.

10. A: Tāmen yě zài xīnli jiǎng zìjǐde jīngyàn ma?

B: Tāmen duōbàn wèn wèntí. Tāmen wèn wǒ zhōumò zuò shénme, hái sònggěi wǒ yí fèn Běijīng Zhōubào.

11. A: Nǐ sònggěi tāmen shénme ne?

B: Wǒ sònggěi tāmen měigerén yíge Měiguó guóqí hé yízhāng Měiguó dītú.

12. A: Nǐmen keyibukéyi dǎ diànhuà tántan?

B: Kéyi, kěshi tài guǐle. Nǐ kàn, yóujú jiù zài qiántou.

(Liǎnggerén shuōzhehuà zǒu, juéde hěnkuaì jiù zǒudàole.)

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. A: David (Dàwèi), you have been writing that letter for almost an hour and still haven't finished writing it.
B: I am writing a second letter, in Chinese too.
2. A: If you do this (zhèime zuò) every weekend, writing Chinese letters will soon (hěn kuài) be your specialty.
B: Xiao Li, look at the address of this letter. How come there are so many words?
3. A: This is the name of China: "The People's Republic of China."
B: I can't write all these words. If I just write "China," will it be all right?
4. A: Yes; however, you should learn to write the words.
B: Perhaps I can write them, but my writing will look awkward (nánkàn).
5. A: If you decide to study Chinese culture, you will use these words often.
B: All right (Hǎole). I'll write "The People's Republic of China" on the envelope.
6. A: Most of the books on that bookcase tell about China. If you take a look, probably you can find something you like.
B: Do you have the Beijing Review? I heard that it is a famous weekly.
7. A: Yes, I have some. The old (issues) are all in the bookcase; the new one is on the desk.
B: I haven't read (any of them). Perhaps I don't know that many Chinese words.
8. A: It is written in English. You certainly can read (it).
B: Really? Now I have decided (juédìng) to read the weekly every weekend hereafter.
9. A: If you have finished writing the address of your letter, I can post it for you. I am just preparing to go to town.

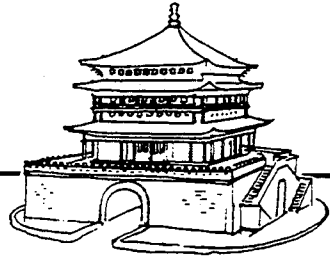
B: How are you going, walking or driving? If you are going to walk, I'll go with you.

10. A: Fine, I am going to walk. Let's go. Oh, there is a phone call.

B: Don't answer (receive) it. There can't be anything important on Sunday. Let's go.

LESSON 20

INTRODUCTION



This lesson deals with:

- The terms used for basic types of transportation schedules and tickets.
- The experiential particle -guò.
- A comparison of rènshí and rènde.
- The phrase cóng xiǎo.
- The adverbs budào and guòle.
- The uses of the noun rìzi.
- The double -le with simple unmeasured objects.



Tāmen shàngchēde shíhou kéyǐ mǎi piào.

OBJECTIVES



Upon completion of this lesson you will be able to:

- Ask and answer questions about particulars of train transportation, such as some types of trains, time of a trip or run, and piece of a ticket. (Some of these particulars would also apply to plane and bus transportation.)
- Ask and answer questions about whether you have ever done something.
- State that something has not quite been reached or has already passed, such as someone's age or destination.

GLOSSARY



1. biàn 变
 Nèige hái'zi biànle, xiàn-zài hěn kèqīle.
 Nèige dìfāng biànle, xiàn-zài shì yíge xuéxiào le.
 V: to change, to change into, to be changed
 (That child has changed; he is very polite [well-mannered] now.)
 (That place has been changed; it is a school now.)
2. chēzhàn 车站
 N: train/bus depot, station, stop
- a. chēpiào 车票
 N: train/bus ticket
- b. fēijīpiào 飞机票
 N: airplane ticket
- c. chuánpiào 船票
 N: ship/boat/ferry ticket
3. dǎ zhàng 打仗
 VO: to fight a battle, at war
- a. dǎ 打
 V: to fight, to strike, to hit
- b. zhàng 仗
 N: battle, war
 (France and Germany have been at war four times.)
4. huàbào 画报
 N: illustrated magazine or newspaper, pictorial
- Běijīng Huàbào 北京画报
 N: Beijing Pictorial
5. jiěfàng 解放
 V/N: to liberate/liberation
 Tāmen xiǎng jiěfàng Měiguó Yīngguó, hé méiyǒu jiěfàngde guójiā.
 (They want to liberate the United States, the United Kingdom, and some not-yet-liberated countries.)
- a. Jiěfàngjūn 解放军
 N: Liberation Army
- b. jiěfàngqū 解放区
 N: liberation area (zone, district)
6. jiǔ 久
 BF: a long time
- a. Hěn jiǔ méijiàn 很久没见
 IE: Haven't seen you for/in a long time., Long time no see.
- b. bùjiǔ 不久
 TW: soon, before long (not a long time)
 Bùjiǔ tāmen jiù huílai.
 (Before long they'll return.)

7. kuàichēpiào 快车票 N: express train/bus ticket
- a. kuàichē 快车 N: express train/bus
- b. mànchē 慢车 N: local train/bus (Lit. slow train)
8. lǚxíng 旅行 V/N: to travel/travel
- a. lǚxíngshè 旅行社 N: travel agency
- b. jìhuà lǚxíng 计划旅行 VO: to plan a trip
- c. lǚxíng jìhuà 旅行计划 N: a travel plan
- d. lǚxíng zhīpiào 旅行支票 N: traveler's check
- Lǚxíngde shíhou, yīngdāng dài lǚxíng zhīpiào. (When you travel, you ought to carry traveler's checks.)
9. piào 票 N: ticket
- a. bànpào 半票 N: half fare
- Búdào shíèrsuǐde hái'zi kéyì mǎi bànpào. (Children under 12 are half fare.)
- b. miǎnpào 免票 N: pass, free ticket, courtesy ticket
10. pǔtōng-kuàichē 普通—快车 N: (ordinary/regular) express train/bus
- a. pǔtōng 普通 SV/MA: to be common, ordinary/ordinarily
- b. pǔtōnghuà 普通话 N: Chinese-Mandarin (PRC expression)
- Nèige xuéshēng zài jiālì shuō Shànghǎihuà, zài xuéxiào shuō pǔtōnghuà. (That student speaks Shanghai dialect at home, [but] speaks Mandarin in school.)
11. Rénmín-Dàhuìtáng 人民大会堂 N: Great Hall of The People
12. rèn de 认得 V: to recognize, to know
13. rènshí 认识 V/N: to recognize, to know, to understand/understanding
- Nèige dìfāng wǒ yǐjīng búrèn de (OR búrènshí) le. (I no longer can recognize that place.)
- Nǐ duì nǐ nǚpéngyou méiyǒu duōshǎo rènshí, nǐ cái rènshí ta liǎngtiān. (You don't know much about your girl friend. You've only known her two days.)

- Wǒ duì tā méiyǒu duōshǎo
rènshí.
(I don't know much about
him.)
14. rìzǐ 日子
N: a special day, a day
- a. Rìzǐ guòde zhēn kuài!
日子过得真快!
IE: Time flies!
- b. guò rìzǐ 过日子
VO: to live, to get along, to
budget daily expenses
Xiànzài dōngxi dōu hěn guǐ,
(Things are all very expen-
rìzǐ hěn nán guò.
sive now; it is hard to make
ends meet.)
Míngtiān shì shénme rìzǐ?
(What day is tomorrow?)
Míngtiān shì qīyuè sìhào,
(Tomorrow is July 4th,
Měiguode shēngrì.
America's birthday.)
15. shòupiàoyuán 售票员
N: ticket seller, ticket office
clerk
- a. chápiàoyuán 查票员
N: conductor, ticket inspector
- b. shōupiàoyuán 收票员
N: ticket taker or collector
16. suǐ 岁
M/N: age (years of age)
- a. suǐshù(r) 岁数(儿)
N: age
- b. Duó dàle? 多大了?
Tā jǐsuǐ le?
IE: How old ...? (for children
and young people)
(How old is he/she? [for
children under ten years of
age.]
- c. Duó dà suǐshù(r) le?
多大岁数(儿)了?
IE: How old ...? (for adults)
- Nǐ bié wèn tāde suǐshù(r).
Tāde shǐshù(r) búshì zhēnde.
(Don't ask his/her age.)
(Her/his age is not truth-
fully expressed.)
17. tèbié-kuàichē 特别—快车
N: special express (train/bus)
- a. tèbié 特别
SV/A: to be strange, to be unusual,
to be special/specially
- b. tèbié-chēpiào 特别—车票
N: special express train/bus
ticket
- c. tèkuài 特快
N: special express (short form
for tèbié-kuàichē)
Jīntiān nàicǐ tèkuài, mànle
wūfen zhōng.
(Today that special express
was five minutes late.)

18. Tiānānmén-Guǎngchǎng 天安门—广场
 N: Great Square of the Gate of Heavenly Peace, Tiān An Mén Square
- a. Tiānānmén 天安门
 N: Gate of Heavenly Peace (Beijing)
- b. guǎngchǎng 广场
 N: large square, huge field
19. yàngzi 样子
 N: appearance, style, pattern, kind
20. zhàntái/yuètái 站台/月台
 N: platform (train station)
 Dào Guǎngzhōu gùde huǒchē zài dìsān zhàntái.
 (The train to Guangzhou is on platform No. 3.)
21. Zhōngshān-Gōngyuán 中山公园
 N: Dr. Sun Yat-Sen Park
- a. gōngyuán 公园
 N: public park
- b. guójiā-gōngyuán 国家—公园
 N: national park

OLD VOCABULARY WITH NEW USAGE:

22. -bān 一班
 M: (for train, bus, airplane schedule)
23. cóng xiǎo(r) 从小(儿)
 VO: since childhood
24. -guò 一过
 P: (experiential suffix to verbs)
25. -hào 一号
 N: (platform numbering in train stations)
26. méi- 没—
 P/A: (non-functional negative prefix to verbs)
27. lǎo 老
 A: always (doing something)
28. yíge 一个
 A: the same

COMMUNICATIVE EXCHANGES



Zuò huǒchē qù Běijīng (A Train Trip to Beijing)

Huáng (H) is taking a train trip from Hankou to Beijing to visit a friend. He buys a ticket at the Hankou Railroad Station, and finds out from the ticket seller (SPY) where to board his train. On the train he gets into a conversation with a fellow passenger named Chén (C).

Frame 1

(At the ticket window)

1	H: Wǒ yào qù Běijīng. Qǐngwèn, <u>kuàichēpiào</u> duōshǎo qián?	I want to go to Beijing. May I ask, please, how much is a ticket on the express train?
2	SPY: <u>Pǔtōng-kuàichē</u> hái shì <u>tèbié-kuàichē</u> ?	The Ordinary Express, or the Special Express?
3	H: <u>Tèbié-kuàichē</u> .	The Special Express.
4	SPY: Dào Běijīng qùde <u>tèkuài</u> <u>chēpiào</u> sìshíqīkuài.	The ticket for the Special Express to Beijing is \$47.00.
5	H: Qǐng nǐ gěi wǒ yīzhāng.	Please give me one.
6	SPY: Hǎo. Zhèi shì nǐde <u>piào</u> . Zhèibān <u>tèkuài</u> zài <u>èrhào zhàntái</u> .	Good! Here is your ticket. This Special Express is on platform No. 2.

Notes:

6 -Ban (-cì) and -hào. Two measures are used in this statement. One is -ban (or -cì) used to measure train or bus trips or airplane flights. The other is -hào, "number," commonly used to number the platforms zhàntái OR yuètái at train stations.

Other common expressions used by travelers:

Dào Shànghǎi qùde fēijī,
měi xīngqī yǒu jībān?

How many flights a week are
there to Shanghai?

Dào Hānkǒu gùde huǒchē, měitiān yǒu liǎngcì. There are two trains to Hankou each day.
 Zhèibānde piào màiwánle, The tickets are all sold out for this trip. I suggest you take the next one.
 nín xiàbān zǒu ba!
 Hānkǒude huǒchēzhàn hěn dà, yǒu bāge zhàntái. The Hankou railroad station is very large; it has eight platforms.

Frame 2

(On the train)

7	H: (talking to another passenger, Mr. Chén.) Qǐngwèn, nǐ qù nǎr?	May I ask, please, where you are going?
8	C: Wǒ qù Běijīng. Nǐ ne?	I'm going to Beijing. How about you?
9	H: Wǒ yě qù Běijīng. Wǒ qù kàn wǒ(đe) yige lǎo péngyou. Zhèi shì wǒ dìyí cì qù Běijīng. Nǐ qùguo Běijīng ma?	I'm also going to Beijing. I'm going to visit an old friend. This is my first trip to Beijing. Have you ever been there before?
10	C: Jiěfàng yǐhòu méiqùguo.	I haven't been (there) since the Liberation.
11	H: Wǒ xiǎng, yǒu hěn duō dìfāng nǐ yěxǔ dōu búrènde le.	I would think there are a lot of places you perhaps won't recognize.
12	C: Hěn kěnéng.	That's very possible.

Notes:

9 Experiential Particle -guò. The particle -guò, used as a verb ending, indicates the experience "has been," or "has never been."
 Examples:

Tā chīguo Rìběn fàn.	He has eaten Japanese food before.
Wǒ méi xiěguo Zhōngguo zì.	I have never (before) written Chinese characters.
Tā shuōguo Fàguo huà.	He has spoken French before.
Nǐ méiqǐngguo wǒmen chī dōngxī.	You have never invited us to eat anything.

10 Main clause modified by a conditional clause. The conditional phrase jiěfàng yǐhòu, "after the Liberation," modifies the main clause méiqùguo, "never been there." Examples:

- | | |
|--|---|
| Jiěfàng yǐqián qùguo. | (I'd) been there before the Liberation. |
| Wǒ yǒu qiándè shíhòu, gěiguò tā sānbǎi. | When I had money, I gave him \$300. |
| Tā méi tàitaidè shíhòu, yǒuguò sāndòng fàngze. | When he was unmarried, he had three houses. |

Frame 3

- | | |
|--|---|
| 13 H: Wǒ nàige lǎo péngyou shuō, tā shàngcǐ huí Běijīng, líkāi chēzhàn, jīngguò Tiānānmén-Guǎngchǎng de shíhòu, juéde hěn duō dìfāng dōu biànle yàngzi le. | My old friend said that the last time he returned to Beijing, when he left the station and passed through the broad square of the Gate of Heavenly Peace, he felt that a lot of places had changed. |
| 14 C: Nǐ tīng(shuō) méitīngshuōguo Rénmín-Dàhuìtáng, Zhōngshān Gōngyuán zhèixiē yǒuming de dìfāng? | Have you ever heard of these famous places, the Great Hall of the People and the Sun Yat-Sen Park? |
| 15 H: Wǒ měi jìhuà zhèicǐde lǚxíng yǐqián bǔdàn tīngshuōguo, yě zài huàbào shàng kànjiànguò. | Before planning this trip, I had not only heard of these places, but also seen them in pictorial magazines |

Notes:

13 Double -le with simple un-measured object. In this case, the double -le indicates completed action. Actually, one -le can serve the same purpose. Examples:

- Dōu biànle yàngzi le.
 Dōu biàn yàngzi le.
 Dōu biànle yàngzi.

14 Asking questions using the experiential particle -guò. There are five different patterns for asking questions concerning "experience."

- | | |
|------------------------------------|---|
| (1) Nǐ chīguo Fàguo fàn ma? | Have you ever eaten French food? |
| (2) Nǐ méichīguo Fàguo fàn ma? | Have you never eaten French food? |
| (3) Nǐ chīguo méichīguo Fàguo fàn? | Have you or haven't you ever eaten French food? |

- (4) Nǐ chīguo Fàguo fàn méichīguo? Have you ever eaten French food?
 (5) Nǐ chīguo Fàguo fàn méiyóu? Have you ever eaten French food?

15 Non-functional use of negative méi-. The English meaning of the following two sentences is identical:

- (1) Wǒ méijihuà zhèicǐde lǚxíng yǐqián ... Before I planned this trip ...
 (2) Wǒ jihuà zhèicǐde lǚxíng yǐqián ... "

This application of méi-, an idiom often confusing to non-native speakers, is common Chinese usage. Though it seems to mean "Before I didn't plan this trip," it really means "Before I planned this trip." The meaning is the same with or without méi- which is simply a nonfunctional idiom in this case. However, in other contexts, using or not using méi- can make a significant difference in meaning--which will be discussed in later lessons.

Frame 4

16	C: Nǐ gēn nǐ nèige lǎo péng-you <u>rènshí</u> <u>duó</u> <u>jiǔ</u> le?	(For) how long (a period of time) have you known that old friend of yours?
17	H: Wǒmen <u>cóng</u> <u>xiǎo</u> <u>jiù</u> <u>rènshí</u> le. <u>Cóngqián</u> <u>wǒmen</u> <u>lǎo</u> <u>zài</u> <u>yìqǐ</u> <u>gōngzuò</u> . <u>Wǒmen</u> <u>hái</u> <u>zài</u> <u>yìqǐ</u> <u>dǎguó</u> <u>zhàng</u> ne.	We've known each other since we were (quite) small. We always worked together before. We also fought (in war) together.
18	C: Nǐmen <u>shì</u> <u>yìqǐ</u> <u>zài</u> <u>Yuènnán</u> <u>dǎde</u> <u>zhàng</u> ma?	Did you fight together in the Vietnam War?
19	H: <u>Shìde</u> . <u>Nèige</u> <u>shíhòu</u> <u>wǒmen</u> <u>dōu</u> <u>bú</u> <u>dào</u> <u>èrshí</u> <u>sùì</u> . <u>Xiànzài</u> <u>dōu</u> <u>guò</u> <u>le</u> <u>sānshí</u> <u>le</u> . <u>Rìzi</u> <u>guòde</u> <u>zhen</u> <u>kuài</u> a!	That's right. At that time neither (of us) was as yet twenty years of age. Now we're both past thirty. The days really go by fast!
20	C: <u>Xiànzài</u> <u>nǐmen</u> <u>yòu</u> <u>néng</u> <u>zài</u> <u>yìqǐ</u> <u>le</u> . <u>Wǒ</u> <u>zhēn</u> <u>tì</u> <u>nǐmen</u> <u>gāoxìng</u> .	Now you can (both) be together again. I am really happy for you.

Notes:

16 Rènshì and rènde. The verbs rènshì, "to know, recognize, understand" and rènde, "to know, recognize" are interchangeable when used to know or to recognize a person, place, friend, or thing. When "to understand," or "understanding" is intended, use rènshì, not rènde. Examples:

Nǐ děi rènshì nǐ zìjǐ,
yǒu shénme dìfāng
zuòde búduì.

You must know/understand/realize
yourself, where you made
mistake.

Qǐng nǐ shuōshuo nǐ duì
zhèijiàn shìqíngde
rènshì.

Please say what your understand-
ing is of this matter.

16 Jiǔ indicates a rather long time period. Hěn jiǔ méijiàn, a frequently used expression, translates to the colloquial English "Long time no see."

17 Cóng xiǎo(r). The idiomatic phrase cóng xiǎo(r), "since childhood," is the ellipsis of cóng xiǎo háizide shíhou, "from the time when (I) was a child." Other examples:

Tā cóng xiǎo(r) jiù hěn
xǐhuan niànshū.

He has been very fond of study-
ing since he was very young.

Tā cóng xiǎo(r) jiù búài
shuō huà.

He hasn't liked to talk since
he was quite small.

18 Shì ... de pattern with Verb-Object compound. There are two ways to use this pattern: (1) with -de attached to the verb, and (2) with -de attached to the object. Examples:

Nǐmen shì yìqǐ zài Yuènnán
dǎde zhàng ma?

Did you fight together in Viet-
nam?

Nǐmen shì yìqǐ zài Yuènnán
dǎzhàngde ma?

Tā shì wǔsuì shàngde xué.

He/she went to school at the
age of five.

Tā shì wǔsuì shàngxuède.

19 Búdào and guòle. The adverbs búdào, "to be not quite, does not reach" and guòle, "to be already past, it's over" are common expressions used before a number or a destination. Examples:

Tā búdào wǔsuì.

He/she is not quite five years
old.

Wǒde qián búdào yìqiān-
kuài.

I don't have quite \$1000.

Tā gēge yǐjīng guòle
sìshísuì le.

His older brother is already
over forty.

Rìzi guòde zhen kuài!, "Time flies!" Rìzi has several meanings besides that in this idiomatic expression.

- (1) rìzi, "a special day" or hǎo rìzi, "a (special) lucky day."

Jīntiān shì shénme rìzi? What day is today?/What is special about it?

- (2) rìzi, "a date"

Qīng kè, dēi xiān dīng yíge rìzi. When you give a party, you must first fix a date.

- (3) rìzi, "time"

Gāoxìngde rìzi, guòde hěn kuài. Bùgāoxìngde rìzi, guòde hěn màn. When you're happy, time flies. When you're unhappy, time crawls.

- (4) rìzi, "daily expense" in the combination guò rìzi, "living, getting along."

Nèiwèi tàitai hěn huī guò rìzi. That housewife really knows how to manage her household expenses/affairs.

Méi qián, rìzi bùhǎo guò. If you have no money, it is difficult to get along (make ends meet).

对话

Frame 1

(At the ticket window)

- | | | |
|--------|---------------------|--|
| 1 H: | 我要去北京。请问快车票多少钱? | I want to go to Beijing. May I ask, please, how much is a ticket on the express train? |
| 2 SPY: | 普通快车还是特别快车? | The Ordinary Express, or the Special Express? |
| 3 H: | 特别快车。 | The Special Express |
| 4 SPY: | 到北京去的特快车票四十七块。 | The ticket for the Special Express to Beijing is \$47.00. |
| 5 H: | 请你给我一张。 | Please give me one. |
| 6 SPY: | 好! 这是你的票。这班特快在二号站台。 | Good. Here is your ticket. This Special Express is on platform No. 2. |

Frame 2

(On the train)

- | | | |
|-------|--------------------------------------|---|
| 7 H: | 请问你去哪儿? | May I ask, please, where you are going? |
| 8 C: | 我去北京。你呢? | I'm going to Beijing. How about you? |
| 9 H: | 我也去北京。我去看我(的)一个老朋友。这是我第一次去北京。你去过北京吗? | I'm also going to Beijing. I'm going to visit an old friend. This is my first trip to Beijing. Have you ever been there before. |
| 10 C: | 解放以后没去过。 | I haven't been (there) since the Liberation. |
| 11 H: | 我想有很多地方你也许都不认得了。 | I would think there are a lot of places you perhaps won't recognize. |
| 12 C: | 很可能。 | That's very possible. |

Frame 3

- | | | |
|----|---|---|
| 13 | H: 我那个老朋友说, 他上次回北京, 离开车站, 经过天安门广场的时候, 觉得很多地方都变了样子了。 | My old friend said that the last time he returned to Beijing, when he left the station and passed through the broad square of the Gate of Heavenly Peace, he felt that a lot of places had changed. |
| 14 | C: 你听(说)没(有)听说过人民大会堂、中山公园这些有名的地方。 | Have you ever heard of these famous places, the Great Hall of the People, and the Sun Yat-Sen Park? |
| 15 | H: 我没计划这次的旅行以前不但听说过, 也在画报上看见过。 | Before planning this trip, I had not only heard of these places, but also seen them in pictorial magazines |

Frame 4

- | | | |
|----|--------------------------------------|--|
| 16 | C: 你跟你那个老朋友认识多久了? | (For) how long (a period of time) have you known that old friend of yours? |
| 17 | H: 我们从小就认识了。从前我们老在一起工作。我们还在一起打过仗呢。 | We've known each other since we were (quite) small. We always worked together before. We also fought (in war) together. |
| 18 | C: 你们是一起在越南打的仗吗? | Did you fight together in the Vietnam War? |
| 19 | H: 是的。那个时候我们都不到三十岁。现在都过了三十了。日子过得真快啊! | That's right. At that time neither (of us) was as yet twenty years of age. Now we're both past thirty. The days really go by fast! |
| 20 | C: 现在你们又能在一起了。我真替你们高兴。 | Now you can (both) be together again. I am really happy for you. |

SUMMARY



Frame 1

The measure -bān (-cì) is used to measure train or bus trips or airplanes flights.

Cóng Běijīng dào Shànghǎi
gùde huǒchē, měi xīngqī
yǒu sānbān.

There are three trains a week
going from Beijing to Shang-
hai.

Frame 2

a. The experiential particle -guò indicates "having experienced" or "never having experienced."

Tā kànguò Zhōngguó bàozhǐ. He has read Chinese newspapers
(before).

Wǒ méichīguò Zhōngguó fàn. I have never eaten Chinese
food.

Questions involving the experiential particle -guò are formed in the following manner:

Nǐ kànguò Zhōngguó bào ma? Have you ever read a Chinese
newspaper?

Nǐ méikànguò Zhōngguó bào
ma? Have you never read a Chinese
newspaper?

Nǐ kànguò méikànguò Zhōng-
guó bào? Have you or haven't you ever
read a Chinese newspaper?

Nǐ kànguò Zhōngguó bào
méikànguò? "

Nǐ kànguò Zhōngguó bào
méiyǒu? "

b. A Relative Time clause or phrase may modify the main clause in the following manner:

Xiàkède shíhòu, wǒ huíjiā. After class, I return home.

Qù gōngzuò yǐqián wǒ méiyǒu qián. Before I went to work, I had no
money.

Frame 3

In a sentence containing a simple unmeasured object, a -le is placed after both the verb and at the end of the sentence. But in actual usage either of these -le's can be dropped.

Tā chīle fàn le.

He has eaten./He ate.

Tā chīle.

"

Tā chīfàn le.

"

Frame 4

a. The phrase cóng xiǎo(r) "since childhood" is an ellipsis of cóng xiǎo háizide shíhou "since the time when I was a child."

Tā cóng xiǎor jiù búài
chī Měiguó fàn.

Since childhood he has not
liked to eat American food.

b. The verbs búdao and quòle are opposites and are used to designate whether some action or event has not been reached or has been passed.

Wǒde qián búdao yìbǎikuài.
Tā yǐjīng quòle shíwǔsuì.

My money is not quite \$100.
He's already past 15 years of
age.

DRILLS I



A. Expansion Drill: Expand each sentence by adding the underlined information in the proper place.

(T) Tāmen liǎnggerén shì zài
yíge xuéxiào shàngxué de.
(since childhood)
(The two of them have
gone to the same school.)

(S) Tāmen liǎnggerén cóng xiǎo
jiù shì zài yíge xuéxiào shàng-
xuéde.
(The two of them have gone
to the same school since they
were kids.)

2. Tā fùqīn měitiān háishì gōngzuò bāge zhōngtōu.
although about 80 years old
3. Nǐ zuì hǎo dài lǚxíng zhīpiào.
when you travel
4. Zhèige xiǎo háizi zuò huǒchē kěyǐ mǎi bànpiào.
five years old
5. Nèige háizi bùnéng mǎi bànpiào.
12 years old
6. Nèiwèi lǎo xiānshēng duó dà suǐshù le?
May I ask
7. Tāde érzi jǐ suì le?
Please ask him
8. Wǒmen liǎnggerén zài Yuènnán dǎguo zhàng.
together
9. Wǒ xiǎng zuò jīntiān wǎnshàngde kuàichē qù Hànkǒu.
the last run of the train
10. Nèige rén, wǒ zhīdào tā, kěshì bùnéng shuō rènshì tā.
that famous person

B: Reorganization Drill: The following sentences are not well-organized. Put them in correct order. You may add, delete, or change a few words if necessary.

(T) Tā hái méi qùguo Zhōngguo,
zài Jiěfàng yǐhou.
(He has not been to China
since the Liberation.)

(S) Zài jiěfàng yǐhou tā hái
méi qùguo Zhōngguo.
OR Tā zài Jiěfàng yǐhou hái
méi qùguo Zhōngguo.

2. Xíngbuxíng, wǒ kànkàn nǐ zhèiběn huàbào?
3. Nǐ shuōde hěn hǎo Zhōngguó huà.
4. Shì zài nèige dà huítáng wǒmen kāihuì ma?
5. Hén xiǎo, bù dà, wǒmen nèige huítáng.
6. Wǒ qùguó Běijīng yíci, jiěfàng yīqián.
7. Tā chīle yídiǎnr diǎnxīn, chīfàn yīqián.
8. Biànle yàngzi hěn duō dìfāng, suǒyǐ tā búrènde le, dōu.
9. Hěn tèbié zhèixiē zī, dōu wǒ búrénsī.
10. Nèige Měiguórén shì zài Zhōngguó shēngde; búdàn tā huì shuō pǔtōnghuà, yě tā huì shuō Shànghǎihuà.

C. Construction Drill: Make a question for each of the following statements. The key words to be changed into question form are underlined.

(T) Xiàiyībān tèbié-kuàichē zài èrhào zhàntái.

(The next Special Express is at No.2 platform.)

(S) Xiàiyībān tèbié-kuàichē zài jīhào zhàntái?

(At which platform is the next Special Express?)

2. Xiáo Lǐ hé tā nǚpéngyou cóng xiǎo jiù rènshī.
3. Jiěfàng yīhòu tā méi qùguó Běijīng.
4. Tā jīhuà míngnián dào Zhōngguó qù.
5. Tāmen liǎnggerén shì zài lǚxíngde shíhou rènshīde.
6. Wǒmen liǎnggerén yìqǐ zài Yuènnán dǎguó zhàng.
7. Zhèiběn huàbàolide zhèixiē dìfāng tā dōu méi qùguó.
8. Wǒ líkai Běijīng sānshinián cái huíqu, juéde hěnduo dìfāng dōu biànle yàngzi.
9. Wǒ zhèicì lǚxíng yīqián, jīhuàle hén jiǔ.
10. Zhōngguó yǒumíngde dìfāng, tā chābuduō dōu qùguó.

D. Conversation Drill: Answer the questions in complete sentences, according to the cues.

(T) Nǐ dǎguo zhàng ma?
(Have you ever fought in
a war?)
cue: not yet OR no

(S) (Wǒ) hái méi dǎguo zhàng
ne.
(No, I haven't fought in a
war yet.)
OR Méi dǎguo.
(No, I haven't)

2. Nǐ hé nǐ nǚpéngyou rènsì duó jiǔle?
cue: since childhood
3. Nǐ fùqīn dǎguo zhàng ma?
cue: yes, in Vietnam
4. Nǐ (méi) lái zhèr yīqián xuéguo Zhōngwén ma?
cue: no
5. Xiàge zhōumò nǐ jīhuà zuò shénme?
cue: a trip to San Francisco
6. Nǐ cháng zuò huǒchē lǚxíng ma?
cue: not by train, but by car
7. Zhèlǐ yǒumíngde dìfāng nǐ dōu qùguo ma?
cue: almost
8. Tā líkai tā lǎojiā hěn jiǔle ba?
cue: since his childhood
9. Nǐ xiǎng shínián yǐhòu zhèi dìfāng huì biàn yàngzi ma?
cue: probably
10. Nǐ tīngshuōguo Běijīng de Tiānānmén Guǎngchǎng ma?
cue: yes, I also have seen it in pictorials

E. Expansion Drill: Expand each sentence by adding the underlined cues in the proper place.

(T) Wǒ hái méi qùguo Běijīng.
(I haven't been to Peking
yet.)
cue: since the Liberation

(S) Jiěfàng yǐhòu wǒ hái méi
qùguo Běijīng.
(Since the Liberation, I
haven't been to Peking yet.)

2. Wǒ méi xuéguo Zhōngwén.
cue: before I came to DLI

3. Tā gēn wǒ yìqǐ dǎguo zhàng.
cue: before the Liberation
4. Nǐ kànjiànguo tā ma?
cue: since the Liberation
5. Nǐ zuòguo chuán ma?
cue: from United States to China
6. Nèiběn huàbào shì shéide?
cue: the one Xiao Li is reading
7. Wǒ jīhuà míngtiān zuò tèbié-kuàichē qù Hànkǒu.
cue: the earliest run in the morning
8. Wǒ yéxǔ wǎnshàng kéyì huílai.
cue: by the latest run of the train
9. Zhèizhǒng Zhōngguohuà jiào "pǔtōnghuà."
cue: the kind we are learning now
10. Tā yǒu ge jīhuà, xiǎng cóng zhèr zǒuzhe qù Jiùjīnshān.
cue: (a) very unusual (plan)

F. Completion Drill: Fill in each blank with the most appropriate word from those in parenthesis.

1. Zhèibān kuàichē zài èrhào _____. (zhàntái, huǒchēzhàn)
2. Mài piàode rén jiào _____. (shòupiàoyuán, shōupiàoyuán)
3. Wǒ dào _____ qù mǎi lǚxíng-zhǐpiào. (yínháng, lǚxíngshè)
4. Wǒ dào _____ qù wènwen lǚxíngde shìqíng. (lǚxíngshè, guǎng-chǎng)
5. Zhèijiàn shìqíng zhēn _____; wǒ búdàn méi kànjiànguo, yě méi tīngshuōguò. (tèbié, pǔtōng)
6. Zuò _____ kuàide duō, kěshi guī yìdiǎnr. (kuàichē, mànchē)
7. Nǐ zhèshuāng xiéde _____ hěn xīn; wǒ dìyíci kàndao. (yàngzi, suǐshù)
8. Tā cóng xiǎo shuō Shànghǎihuà; tā méi xuéguo _____. (Zhōng-guohuà, pǔtōnghuà)
9. Tā líkai lǎojiā sānshínián, huíqù kànjiàn hěnduō dìfāng dōu _____ yàngzi. (jiěfàngle, biànle)
10. Nǐ kéyì dào fēijīchǎng qù mǎi _____. (fēijīpiào, chuánpiào)

G. Completion Drill: Fill in each blank with either guò or le, whichever is appropriate.

1. Zuótiān wǒ dào _____ xuéxiào yǐhòu, lìkè jiù qù jiàn Lǐ Lǎoshī.
2. Nǐ dǎ diànhuà dǎ _____ zhème jiǔ; zěnmé hái méi dǎwán?
3. Nǐ kàn _____ Rìběn huàbào ma? Wǒ méi kàn _____.
4. Nǐ zuò _____ Zhōngguó huǒchē ma? Wǒ búdàn méi zuò _____ Zhōngguó huǒchē, yě méi qù _____ Zhōngguó.
5. Zhèijiàn yǐfu de yàngzi zhēn tèbié; zài Zhōngguó wǒ méi kàn-jiàn _____.
6. Zhèige Měiguó gēr, cóngqián wǒ méi tīng(jiàn) _____.
7. Nǐ xiě _____ jǐfēng xìn le? Zěnmé hái méi xiěwán?
8. Zhèige háizi chī _____ sānkǒu diǎnxīn le; tā hái yào chī.
9. Wǒ méi qù _____ Niǔyuē; (wǒ) hěn xiǎng qù yíci.
10. Tāmen kāihuì kāi _____ hěn jiǔle; zěnmé hái méi kāiwán?

H. Completion Drill: Fill in each blank with either rìzi or tiān, whichever is appropriate.

1. _____ guòde zhēn kuài a!
2. Jīntiān shì shénme tèbiéde _____ ma? Zěnmé dàjiā dōu bú shàngbān?
3. Zhèige yuè yǒu sānshì _____; xiàge yuè yǒu sānshiyī _____.
4. Tāmen lǎojiā nèige dìfāng lǎo dǎzhàng, suóyì tāmen cóng xiǎo jiù méi guòguo hǎo _____.
5. Cóng Měiguó zuò chuán dào Zhōngguó qù, yào zǒu duōshǎo _____.
6. Zhèici lǔxíng, tāmen jìhuà zài Shànghǎi zhù wǔ _____, zài Qīngdǎo zhù sān _____.
7. Yǒurén shuō: "Gāoxíngde shíhou jiù juéde _____ guòde kuài; bùgāoxíngde shíhou jiù juéde _____ guòde màn."
8. Xiàge yuè wǒmen bān qù lǔxíng; xiànzài qīng dàjiā juéding yíge chūfāde _____.
9. Zhèici lǔxíng yíqián, wǒmen jìhuàle háojiǐ _____.
10. Zhèici lǔxíng yíqián, wǒmen jìhuàle bùshǎo _____.

I. Conversation Drill: Answer the questions in the following drill according to the timetable given below.

<u>Flight No.</u>	<u>Dep. Monterey</u>	<u>ARR. San Francisco</u>
1	7:45 a.m.	8:15 a.m.
2	8:30	9:05
3	9:45	10:20
4	11:00	11:35
5	2:30 p.m.	3:00 p.m.
6	5:00	5:35
7	6:00	6:35
8	10:30	11:00

(T) Xiàwǔ liǎngdiǎnzhōng yǒu-méiyǒu fēijī qù Jiùjīnshān?
(Is there a flight to San Francisco at 2:00 p.m.?)

(S) Liǎngdiǎnzhōng méiyǒu; liǎngdiǎnbàn yǒu yībān fēijī qù Jiùjīnshān.
(No, not at 2:00 p.m., but there is a flight to San Francisco at 2:30.)

2. Cóng zhèr dào Jiùjīnshān qùde fēijī měitiān yǒu jībān?
3. Shàngwǔ yǒu jībān?
4. Xiàwǔ yǒu jībān?
5. Zuì zǎode yībān jīdiǎnzhōng qǐfēi (take off)?
6. Zuì wǎnde yībān jīdiǎnzhōng qǐfēi?
7. Zuì zǎode yībān jīdiǎnzhōng dào Jiùjīnshān?
8. Zuì wǎnde yībān jīdiǎnzhōng dào Jiùjīnshān?
9. Wǒ xiǎng zhōngwǔ qù Jiùjīnshān; jīdiǎnzhōng yǒu fēijī?
10. Tā xiǎng dào Jiùjīnshān qù chí wǎnfàn; yīnggāi zuò jīdiǎnzhōng de fēijī?

J. Matching Drill: Match each short sentence in the first column to its related part(s) in the second column, and read both aloud.

- | | |
|---|--|
| 1. Wǒ xiǎng xiàge yuè qù lǚxíng, | A. tā yǐjīng rènshì bùshǎo zǐle. |
| 2. Tā bùxǐhuan tèbié yàngzide xié, | B. měitiān háishi zǒuzhe qù shàngbān. |
| 3. Wǒ méi zuòguo Zhōngguo huǒchē, | C. shàngle yīnián xué, hái bú rènshì zì. |
| 4. Tā fùqīn nàme dà suǐshù, | D. Wǒ yào xiān qù lǚxíngshè wènwen. |
| 5. Zhèige háizi cái sīsuǐ, | E. kěshi wǒ zuòguo Měiguó huǒchē. |
| 6. Nèige háizi bùkěn niànshū, | F. tā xǐhuan pǔtōng yàngzide. |
| 7. Zhèige chēzhàn hén xiǎo, | G. kěshi cháng zài huàbàoshang kàndào nàli yǒumíngde nàxiē dìfāng. |
| 8. Wǒ méi qùguo Běijīng, | H. zhīyòu yíge yuètái. |
| 9. Wǒ gēn wǒ jiějie sānshiduōnián méi jiànle. | I. kěshi hái méi dǎguo zhàng ne. |
| 10. Tā érzi shì jiěfàngjūn de jūnrén, | J. zài jiàndao yě búrénde le. |

Example:

1. Wǒ xiǎng xiàge yuè qù lǚxíng, (D) yào xiān qù lǚxíngshè wènwen.

(I want to take a trip next month; I should go to a travel agency to ask [get some information.])

DRILLS II



A. Pick out your classmates' titles from the list of nouns below. Where the nouns are inappropriate, point out ranks instead.

EX: Tā shì Sī Xiānsheng. OR Tā shì Sī Shàngshì.

Tā	shì _____	Xiáojie. Xiānsheng. Tàitai. Tóngzhǐ.
----	-----------	---

B. Ask one of your classmates the following three questions:

- (1) How many members are there in your family?
- (2) Where are your relatives staying or living?
- (3) How many members are there in your immediate family if you are married?
 - (1) Nǐ jiāli (dōu) yǒu shénme rén?
 - (2) Nǐ gēge zhùzài nǎli?
 - (3) Nǐ zìjǐde jiāli (dōu) yǒu shénme rén?

Nǐ	yéye nǎinai bàba māma shūshu shēnshen jiějie mèimei gēge dìdi zhízi zhínǚ jiāli (dōu)you zìjǐde jiāli (dōu)you	zhùzài nǎli? shénme rén? shénme rén?
----	---	--

C. Give the current population figures of your hometown. If you don't know, make an educated guess.

EX: Xiànzài wǒde lǎojiā yǒu qībǎiwàn rénkǒu.

Xiànzài	wǒde	lǎojiā	yǒu	_____	bǎi qiān wàn shíwàn ¹ bǎiwàn ² qiānwàn ³	rénkǒu. ⁴
---------	------	--------	-----	-------	--	----------------------

1. 100,000
2. 1,000,000
3. 10,000,000
4. population

D. How many individuals are there in this class that have different needs?

EX: Wǒmen bānshang xūyào Yīng-Hàn Zìdiǎn de rén yǒu jǐwèi?

Wǒmen	bānshang	xūyào	fángzi* gōngyù jiājù diànshì shōuyīnjī qìchē zìxíngchē qián	de	rén	yǒu	jǐwèi?
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* house

E. Describe the apartment or barracks that you are living in.

EX: Wǒ zhùde gōngyùli yǒu sìjiān fángjiān. Yǒu wòfáng, kètīng, (xī)zǎofáng gēn chúfáng. Yě yǒu yìzhāng chuáng, yíge shūjiàzi, liùbǎ yīzi gēn yìzhāng zhuōzi.

PN V-P N-POSN V NU-M N

Wǒ	zhùde	gōngyùli yíngfángli	yǒu	yìjiān liǎngjiān sānjiān sìjiān	fángjiān.
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V	N	A V	NU-M	N
			yì zhāng liǎngzhāng	chuáng. zhuōzi.
Yǒu	wòfáng. kètīng. (xī) zǎofáng. fàntīng. chúfáng.	Yě yǒu	yíge liǎngge yībǎ liǎngbǎ etc.	shūjiàzi. yīzi.
			yì zhǎn liǎngzhǎn etc.	dēng.

F. State the number of times that you have been engaged in and have repeated a certain activity from the recent past until now.

EX: Shàngge yuè wǒmen jīhéle bācǐ. Zhèige yuè wǒmen jīhé le liùcǐ le.

TW	PN	V	P	NU-M
Shàngge	xīngqī	wǒmen	xué	yí kè.
lǐbài	niàn	cānguān	niàn	liǎngkè.
yuè	xiě	le	xiě	sānkè.
	shíxí		sí cǐ.	wǔcǐ.
	chūfā		wǔcǐ.	liùcǐ.
	jīhé		qīcǐ	

TW	PN	V	P	NU-M	P
Zhèige	xīngqī	wǒmen	xué	yí kè	
lǐbài	niàn	cānguān	niàn	liǎngkè	
yuè	xiě	le	xiě	sānkè	le.
	shíxí		sí cǐ.	wǔcǐ	
	chūfā		wǔcǐ.	liùcǐ	
	jīhé		qīcǐ		

G. State current or future events or actions sequentially.

EX: Wōmen xiān jīhé, ránhòu (zài) chī zǎofàn.

PN	PT	N/VO	C/PT	VO/N
Wōmen	xiān	xuéxí shēngcǐ, liànxí fāyīn, mànpǎo*, niànshū, shàngkè,	ránhòu (zài)	xuéxí kèwén. liànxí huìhuà. xǐzǎo. shuǐjiào. mànpǎo.

* mànpǎo N: jogging

H. State that something belonging to your classmate(s) is in/at a certain place right now.

EX: Tāde huàr zài qiángshàng guàzhe ne.

PN-P	N	CV	N-POSN	V-SUFFIX	P
Tāde	shū zhǐ qiānbǐ yuánzhǔbǐ qìchē zìxíngchē qián yǐshàng diànhuà dītú	zài	zhuōzishàng tíngchēchǎng ¹ kǒudàili ³ qiángshàng	fàngzhe tíng ² zhe fàngzhe guàzhe	ne.

1. tíngchēchǎng N: parking lot
2. tíng V: to stop, to park
3. kǒudàili N: pocket

I. Observe and report the performance, at this moment, of one of your classmates engaged in the activities listed below.

EX: Tā zhèngzai shuōzhe huà ne.

PN A V-SUFFIX-O P

Tā	zhèngzài	niànzhe xiězhe hēzhe jiǎngzhe chīzhe kāizhe guānzhe fàngzhe	shū zì qìshuǐ huà diǎnxīn chuānghu mén dōngxi	ne.
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J. Make a statement about a friend's outstanding qualities.

EX: Tā búdàn huì jiǎnghuà, (tā) yě huì zuòshì.

PN PT A SV (PN) PT A SV

Tā	búdàn	hěn	yǒu wénhuà, yǒu juéxīn, yǒu guījù ¹ cōngmíng, ² xiǎoxīn, ³ piàoliàng, ⁴	(tā)	yě	hěn	rèqíng. yòngxīn. ⁵ yǒuxuéwèn. ⁶ kèqì. qínjīn. ⁷ hǎoshuōhuà. ⁸
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- | | |
|---------------|---|
| 1. yǒu guījù | SV: well-mannered |
| 2. cōngmíng | SV: intelligent |
| 3. xiǎoxīn | SV: be careful |
| 4. piàoliàng | SV: be attractive |
| 5. yòngxīn | SV: put one's heart into, apply one's mind to |
| 6. yǒu xuéwèn | SV: learned |
| 7. qínjīn | SV: be diligent |
| 8. hǎoshuōhuà | SV: be affable |

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Sānshíduō suì de Huáng Xiānshēng shì Hànkǒurén. Tā zài Hànkǒu shàngxué, hòulái zài Hànkǒu gōngzuò; méi qùguo Běijīng. 三十多岁的黄先生是汉口人。他在汉口上学，后来在汉口工作，没去过北京。
2. Shànggēyuè tā juédìng yào dào Běijīng qù kànkàn. 上个月他决定要到北京去看看。
3. Tā jìhuàle hěnjiǔ; gěi tā zài Běijīng de yíge péngyou xiěle háo jǐfēng xìn. 他计划了很久；给他在北京的一个朋友写了好几封信。
4. Tā nèige péngyou Lǐ Sì Xiānshēng yě shì Hànkǒurén, kěshi zài Běijīng gōngzuòle hěn jiǔle. 他那个朋友李四先生也是汉口人，可是在北京工作了很久了。
5. Tāmen liǎnggèrén cóng xiǎo jiù rénshì; xiǎode shíhou zài yíge xuéxiào shàngxué, hòulái yìqǐ zài Yuènnán dǎzhàng. 他们两个人从小就认识；小的时候在一个学校上学，后来一起在越南打仗。
6. Zǒude nèitiān, Huáng Xiānshēng hěn zǎo jiù dào le huǒchēzhàn. Tā yùbèi zuò dìyībānde tèbiékuàichē, kěshi tā zǎodào le liǎnggèduō zhōngtóu. 走的那天，黄先生很早就到了火车站。他预备坐第一班的特别快车，可是他早到了两个多钟头。
7. Tā xiān mǎile chēpiào, ránhòu zài chēzhàn de shítángli chīle zǎofàn. 他先买了车票，然后在车站的食堂里吃了早饭。
8. Tā yòu mǎile yí fèn bào hé yí fèn huàbào. Tā kànle hǎo jǐ biàn. Tā juéde shíjiān guòde tài màn. 他又买了一份报和一份画报。他看了好几遍。他觉得时间过得太慢。
9. Hòulái tā tīngjiàn chēzhàn de guǎngbōyuán dàshēng bàogào, qǐng zuò zhèibān chē de rén zài èrhào zhàntái shàngchē. Huáng Xiānshēng jiù mǎshàng qù shàngchē qùle. 后来他听见车站的广播员大声报告，请坐这班车的人在二号站台上车。黄先生就马上去上车去了。

10. Zài chēshàng, gēn tā zuòzài
yīqǐde shì yīwèi Chén Xiānsheng.
Tāmen liǎnggèrén tánle hěnduō
huà suǒyì jiù juéde shíjiān
guòde hěn kuài.

在车上，跟他坐在一起的是一位陈先生。他们两个人谈了很多话，所以就觉得时间过得很快。

11. Tāmen shuō Běijīng hěnduō
dìfāng dōu biànle yàngzile.
Líkai Běijīng hěnjiǔde rén zài
huíqù bùyīdìng rénde.

他们说北京很多地方都变了样子了。离开北京很久的人再回去不一定认得了。

12. Tāmen yě tán dào Rénmín
Dàhuìtáng, Zhōngshān Gōngyuán
zhèixiē yǒumíngde dìfāng.

他们也谈到人民大会堂、中山公园这些有名的地方。

COMMUNICATION EXERCISES

Activity 1

Narration

Tell about a trip that you have made with your family or friend(s). Tell who, why, what, where, when, and how in your narration.

Activity 2

Description

Describe the most unforgettable place that you have ever visited. In your description, give reasons supporting your claim.

Activity 3

Description

Describe one of your experiences concerning stateside transportation systems (airplanes, trains, and buses). Tell why it was good, bad, or different.

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. John Doe: Qīngwèn, gāngcái yǒuméiyǒu yige Měiguorén lái mǎi huǒchēpiào?
2. Shòupiàoyuán: Gāngcái yǒu háojǐge Měiguorén mǎi piào.
3. J: Wǒ yào zhǎode shì yīwèi lǎo xiānshēng, chàbuduō qīshí suì; tā qù Hànkǒu.
4. S: Yǒu zhème yīwèi. Tā mǎile yìzhāng qù Hànkǒu de tèbié-kuàichē piào.
5. J: Nèibān chē kāile méiyǒu?
6. S: Hái méi kāi ne; búguo jiù yào kāile, hái chà liǎngfēnzhōng.
7. J: Zài jǐhào zhàntái shàngchē? Wǒ dào chēshang zài mǎi piào, kéyi ma?
8. S: Kéyi. Zài sānhào zhàntái, jiù shì nèibiān guàzhe guòqǐ de nèige dìfāng.
9. J: Xièxie nǐ. Wǒ mǎshang qù.
(Guòle jǐfēnzhōng John Doe huídào mǎipiào de dìfāng.)
10. J: Wǒ gāng pǎodào (run/ran to) sānhào zhàntái, huǒchē jiù kāile.
11. S: Nǐ zhǎo nèiwèi lǎo xiānshēng yǒu yào jǐnde shì(qíng) ma?
12. J: Tā shì wǒ fùqīn. Wǒmen jǐhuà yìqǐ lǚxíng, kěshì gāngcái wǒ děi bàn yíjiàn tèbié yào jǐnde shìqíng; suóyì wǒ lái wǎn le.
13. S: Nǐmen búzhùzài yìqǐ ma? Tā zěnme bùzhìdào nǐ yǒu shì ne?
14. J: Zuótiān wǎnshang tā zhùzài tāde yíge lǎo péngyou jiāli. Jīntiān shàngwǔ wǒ dǎ diànhuà zhǎo tā, tā yǐjīng chūlai le. Xià yìbān chē jǐdiǎn kāi?
15. S: Xià yìbān qù Hànkǒu de shì pǔtōng-kuàichē, zài guò yíge zhōngtóu kāi. Nǐ yào shì qù, xiànzài kéyi mǎi piào.
16. J: Jīntiān hái yǒuméiyǒu tèbié-kuàichē ne?

17. S: Yǒu yībān, kěshi yào zài guò sīge zhōngtóu; tài wǎn le.
18. J: Nàme wǒ jiù zuò xiàyībān pǔtōng-kuàichē ba. Wǒ xiǎng gěi Hànkǒu huǒchēzhàn dǎ yíge diànhuà, qǐng tāmen gàosong wǒ fùqin wǒ zuò xiàyībān chē qū.
19. S: Nǐ kéyi jīnlái yòng wǒmende diànhuà. Zhèi shì nǐde chēpiào, sīshíyikuài.
20. J: Dǎ diànhuàde qián wǒ yě yìqǐ jiāogei nǐ ba.

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. Ticket Clerk: Now you have made the phone call and bought the ticket. You may take a rest for the next hour.
2. John Doe: Thank you for helping me. I need this kind of help when I travel.
3. TC: You and your father speak very good Chinese. Where did you learn it?
4. JD: I was born in Hankou and went to America when I was 10 years old.
5. TC: Then your parents lived in China for a long time.
6. JD: That's right. They lived in China for about 20 years.
7. TC: Were they in trade business (zuòmǎimài)?
8. JD: No, both of them taught English at high schools (zhōng-xué) in several places--Hankou, Beijing and Qingdao.
9. TC: Oh, you lived in Qingdao too. Qingdao is my hometown.
10. JD: I started (my) schooling (kaishǐ shàngxué) in Qingdao. I went to a Chinese school at the back of the railroad station.
11. TC: Really! I was in that school almost 40 years ago.
12. JD: I was there about that time. My Chinese name is Dòu Yuè-hàn. I was in Classroom 2, and our class president was a pretty girl named Hu Meilan.
13. TC: That was in 1946. I was in Classroom 5, and my name is Ma Mingde.
14. JD: Oh, Ma Mingde! I cannot recognize you after so many years. You were famous in the school, and (you) were the model student that year.
15. TC: We were about six or seven years old then. How time flies!
16. JD: Do you know where the other schoolmates are now? Have you ever seen Hu Meilan since you left that school?

17. TC: I have seen only a few schoolmates. I heard that Hu Meilan is probably in Henan. She has two sons; both (of them) are soldiers now.
18. JD: I think even if (jiùshì) we meet, they cannot recognize me. We all have changed a lot in our appearance (biànlè yàngzi).
19. TC: When you come back from Hankou, give me a phone call. Maybe I can find some of the old schoolmates here. I'll invite you all to my house.
20. JD: I am very glad that I came too late for the Express train's last run, so that I was able to meet you. I'll certainly come to see you when I come back.

LESSON 21

INTRODUCTION



This lesson deals with:

- Addressing a letter to a friend or a superior.
- The actual Resultative Verb (RV) compound.
- The positional noun endings -miàn and -biān.
- More lái and qù motion and direction compounds.
- The VOs shànglǒu and xiàlǒu.
- The Place Words lóushang and lóuxia.



Tāmen zài chēshang zuòzhe ne.

OBJECTIVES



Upon completion of this lesson you will be able to:

- State whether something is above, below, in front of, behind, or on one or the other of something else.
- State that you are doing something to fulfillment or not to fulfillment, such as eating until satisfied or listening until you understand.
- Attend a social outing such as a party or movie.
- Ask for correction and/or guidance.

GLOSSARY



1. Bái Máo Nǚ 白毛女 N: White-Haired Girl (name of a Chinese opera)
2. -biān(r) 一边(儿) N: side, edge, border
- a. lǐbiān(r) 里边(儿) N: inside
- b. wàibiān(r) 外边(儿) N: outside
- c. qiánbiān(r) 前边(儿) N: front (side), in front
- d. hòubiān(r) 后边(儿) N: rear (side), back, behind
3. biǎoshì 表示 V: to express, to indicate, to show
 Wǒmen gěi nín zhèběn shū, (We give you this book to
 biǎoshì wǒmen xièxie nín. express our thanks.)
4. cānjiā 参加 V: to join in, to participate
 Nǐmen xiàcǐ chī Zhōngguó (May I join you when you
 fàn, wǒ kéyǐ cānjiā ma? have Chinese food next time?)
5. dàshǐguǎn 大使馆 N: embassy
- a. dàshǐ 大使 N: ambassador
6. Dàwèi 大卫 N: (transliteration of David)
7. diànyǐng(r) 电影(儿) N: movie, film
- kàn diànyǐng(r) 看电影(儿) VO: to watch a movie, to see a
 Xīngqīliù wǒmen yào qù movie
 kàn diànyǐng(r). (On Saturday we are going to
 see a movie.)
8. éi 欸 EX: By the way! Hey!
9. gǎizhèng 改正 V: to correct, to make corrections
- gǎi 改 V: to alter, to correct, to revise
 Wǒde xìn xiěde bùhǎo, qǐng (My letter is not well-
 nín gěi wǒ gǎiyigǎi. written; please correct it
 for me.)
10. gòu 够 SV: to be enough, to be sufficient
 Tāde qián búgòu, yào wǒ gěi (He doesn't have enough
 tā sānqiān. money; [he] wants me to give
 him \$3,000.00.)

11. Hé Lù-Míng 何路明 N: (a person's full name)
 Xiǎo Hé 小何 N: (nickname of Hé Lù-Míng)
12. huìyì shì 会议室 N: conference room
 huìyì 会议 N: conference
13. jīhuì 机会 N: opportunity, chance
 Zhèige jīhuì hěn hǎo. (This is a very good opportunity.)
14. kànwánle 看完了 RV: have finished reading (actual-positive case)
 méikànwán 没看完 RV: haven't finished reading (actual-negative case)
 Nèiběn shū, zuótiān wǒ méikànwán, tā kànwánle. Nǐ kànwánle méikànwán? (I didn't finish reading that book yesterday; he finished. Did you finish it?)
15. lóushàng 楼上 PW/N: upstairs
 lóuxià 楼下 PW/N: downstairs
16. -miàn 一面 N: -side
 a. lǐmiàn 里面 N: inside
 b. wàimiàn 外面 N: outside
 c. qiánmiàn 前面 N: in front, front (side)
 d. hòumiàn 后面 N: back, rear (side), behind
17. -piān 一篇 M: (for compositions, articles periodicals, etc.)
18. rìjì 日记 N: diary
 yīpiān rìjì 一篇日记 N: an entry in a diary (a page)
 Nèiwèi yǒumíngde rén, yǒu sānpian rìjì xiěde zhēn hǎo. (There are three entries in that famous person's diary which are extraordinarily well-written.)
19. shànglóu 上楼 VO: to go upstairs
 a. xiàlóu 下楼 VO: to go downstairs
 b. lóutī 楼梯 N: stairs

- | | | | |
|-----|--|--------|--|
| c. | diàntī | 电梯 | N: elevator |
| | Wǒmen zuò diàntī shànglóu.
Lóutī zài nèr; nǐmen zǒu-
shàngqu ba. | | (We'll take the elevator up.)
(The stairway is over there;
I suggest you walk up.) |
| 20. | shōudào le | 收到了 | RV: received (actual-positive case) |
| | méishōudào | 没收到 | RV: haven't received it, didn't receive it (actual-negative case) |
| | Wǒmen hái méishōudào ne. | | (We haven't received it yet.) |
| 21. | xīwàng | 希望 | V/N: to hope, to wish, to expect/hope |
| a. | yǒu xīwàng | 有希望 | SV: to be hopeful, have hopes |
| b. | méi xīwàng | 没希望 | SV: to be hopeless, without hope |
| | Wǒ kàn nǐde xīwàng hěn xiǎo. | | (I think you have very slim hopes.) |
| 22. | Xiǎo An | 小安 | N: Little An (a nickname) |
| 23. | yǎn diànyǐng(r) | 演电影(儿) | VO: to show films or movies |
| | yǎn | 演 | V: to show, to perform, to play, to act, to put on (a play) |
| 24. | yíqiè | 一切 | SP: everything, all |
| 25. | zhǎngwò | 掌握 | V: to control, to grasp, to master, to know well |
| 26. | zhāodàihuì | 招待会 | N: reception, entertainment, party |
| | zhāodàiyuán | 招待员 | N: ushers (at a party), host/hostess (in a restaurant) |
| | Nèige zhāodàihuì, yǒu sānge nánzhāodàiyuán, liǎngge nǚzhāodàiyuán. | | (There are three male ushers and two female hostesses at that reception.) |
| 27. | zhèiyàng (zhèyàng) | 这样 | A/N: this way, in this manner |
| | nèiyàng (nàyàng) | 那样 | A/N: that way, in that manner |
| 28. | zhǐjiào | 指教 | V/N: to advise/advice |
| 29. | zhù | 祝 | V: to express good wishes, to wish |

30. zuì jìn 最近 MA/TW: recently, lately, soon, in
the near future
Zuì jìn wǒ tīngshuō nǐ (Recently I heard that you
mǎile yīliàng Yīngguó bought an English car for
qìchē, shìèrwànkuài qián, \$120,000.00, and in addition,
hái yào mǎi yījià fēijī. you are buying an airplane!)
- Zuì jìn nǐ yào dào Rìběn (Will you go to Japan in the
qù ma? near future?)

-lái and -qù as suffixes to verbs of motion and direction:

xiàlai, xiàqu	下来, 下去	(come down, go down)
shànglai, shàngqu	上来, 上去	(come up, go up)
jìnlai, jìnqu	进来, 进去	(come in, go in)
chūlai, chūqu	出来, 出去	(come out, go out)
huílai, huíqu	回来, 回去	(come back [return], go back)

COMMUNICATIVE EXCHANGES



Yìfēng xìn (A letter)

An American student studying Chinese in Washington, D.C. writes a letter to his friend, asking him to correct a diary entry written in Chinese which he encloses. The diary tells about a movie reception at the Chinese Embassy.

Frame 1

1 Dàwèi:	David:
2 Nǐ shànggēyuè gěi wǒde xìn yǐjīng shòudàole. Zuì jīn lǎoshī jiāo wǒmen zěnmeyòng "lái" biǎoshì "zhèr," yòng "qù" biǎoshì "nèr."	I've already received the letter you sent me last month. Recently (my) teacher has been teaching us how to use "come" to indicate "here," and "go" to indicate "there."
3 Zhèizhǒng yǔfǎ wǒ hái zhǎngwòde búgòu hǎo.	I haven't yet grasped this type of grammar too well.
4 Xiàmiàn shì wǒ yòng zhèizhǒng yǔfǎ xiěde yīpiān rìjì.	Below is an entry from my diary where I used this type of grammar.
5 Qǐng nǐ gǎizhèng.	Please correct it (for me).

Notes:

1 Direct address to the recipient of a letter. There are several ways to address the recipient of a letter:

(1) To an ordinary friend

By given name: Dàwèi (David):

Mǎlǐ (Mary):

Yuēhàn (John):

(2) To a teacher

By Last name: Tán Lǎoshī:

Mr. Tán:

2 Resultative Verb Compounds (RV) shōudào, "received." In Chinese, Resultative Verb (RV) compounds consist of two verbs. The first verb is the action and the second is the result or extension of the action of the first verb. For instance: kàn, "to read" is the first verb, and dǒng, "to understand" is the second verb. The RV compound is kàndǒng, "read and understand." However, in an actual situation there are two possibilities; one is the positive result and the other the negative result. The compounds are:

Actual-Positive: kàndǒng (have) read and understood (it)
 Actual-Negative: méikàndǒng (have) read it, but didn't understand (it)

Logically, one would expect it to be kàn-méidǒng, "read it - didn't understand," but in Chinese, méi always negates the entire compound, méikàndǒng. Other examples:

Actual-Positive	Actual-Negative
shōudào (received)	méishōudào (haven't received)
tīngdǒng (heard and understood)	méitīngdǒng (heard but didn't understand)
kànjiàn (saw [it])	méikànjiàn (didn't see [it])
zuòhǎo (did well, finished)	méizuòhǎo (didn't do well, didn't finish)
chībǎo (ate and was satisfied)	méichībǎo (ate but wasn't satisfied)
mǎidào (tried and bought [it])	méimǎidào (tried but couldn't buy [it])

Note: In Chinese, NOT EVERY VERB can be used as the second verb in RV compounds.

There are four ways to ask a question using a RV compound:

- | | |
|---------------------------|------------------------------------|
| (1) Nín chībǎo ma? | Have you eaten until satisfied? |
| (2) Nín méichībǎo ma? | Haven't you eaten until satisfied? |
| (3) Nín chībǎo méichībǎo? | Have you eaten until satisfied? |
| (4) Nín chībǎo méiyóu? | Have you eaten until satisfied? |

3 Gòu, "enough" used as an adverb. Examples:

Zhèige zhuōzi búgòu dà. This table is not large enough.
 Nǐde qián búgòu duō, tā (If) you haven't sufficient
 búhuì xǐhuan nǐ. money, she won't like you.

4 Positional Noun -miàn, "side" can be used in the following combinations:

shàngmian	Shàngmian nèijù huà wǒ bùdǒng. (I don't understand the sentence above.)
xiàmian	Xiàmian shì yīfēng xìn. (Below is a letter.)
límian	Límian yǒu hěnduō rén. (There are a lot of people inside.)
wàimian	Wàimian hěnhǎokàn ([It] is very beautiful outside.)
qiánmian	Qiánmian shì Tán Lǎoshī. ([That's] Mr. Tan in front.)
hòumian	Hòumian yǒu rén shuǐjiào. ([There's] someone sleeping behind [us or it].)

5 Idiomatic Expression Qǐng gǎizhèng. "Please correct it for me."

Frame 2

(The Diary)

6	Wúyuè wǔrì, xīngqīliù.	Saturday the fifth of May.
7	Jīntiān wǒ dào Zhōngguó Dàshǐguǎn qù cānjiāle yīge diànyǐng zhāodàihuì.	Today I went to the Chinese Embassy to attend a movie reception (reception showing a movie).
8	Wǒ wǎnshàng qīdiǎn dào le Dàshǐguǎn, gāng yào jìnqu.	I arrived at the Embassy at seven p.m., and was just about to go in.
9	Yǒu yīge zhāodàiyuán zhàn zài límian shuō: "Qǐng jìnlai!" Wǒ jìnqu le yīhòu, tā shuō:	There was an usher standing inside who said, "Please come in!" After I went in, he said,
10	"Jīntiān yǎnde diànyǐng shì Bái Máo Nǚ, zài lóushàng huīyīshì yǎn. Wǒ dài nǐ shàngqu."	"The movie being shown today is <u>The Whitehaired Girl</u> ; it is being shown in the upstairs conference room. I'll take you up."

Notes:

6 The day of the month in writing is often rì instead of hào.

8 Motion and Direction compounded with -lái and -gù. This was first introduced in Lesson 13 with huilai, "come back" and huiqu, "go back." In this lesson there are more compounds:

shànglai (come up)	shàngqu (go up)
xiàlai (come down)	xiàqu (go down)
jīnlai (come in)	jīnqu (go in)
chūlai (come out)	chūqu (go out)

Zhèr, "here" and nèr, "there" are not needed because they are an integral part of lái and gù respectively.

Frame 3

11 <u>Nèige shíhou yǒu hěn duō rén shànglóu, xiàlóu.</u>	At the time there were a lot of people going upstairs and downstairs.
12 <u>Tā shuō: "Lóushàng yǎn diányǐng(r), lóuxià yǒu zhǎnlǎn;</u>	He said, "There is a movie showing upstairs, and downstairs there is an exhibition,
13 <u>suǒyǐ yǒu zhènmě duō rén shànglai, xiàqu."</u>	so that's why there are so many people coming up and going down."

Notes:

11 Shànglóu, "go upstairs" and xiàlóu, "go downstairs," are treated as verb-object compounds. One can say: shàng hěn gāode lóu, "go up a very tall building."

12 Lóushàng, "upstairs" and lóuxià, "downstairs" are treated as Place Words.

Frame 4

14 <u>Dào le lóushàng huìyìshì, wǒ gāng yào jīnqu, jiù kànjiàn Hé Lǎnmíng zhèng yào cóng lǐmian chūlai.</u>	Arriving at the conference room upstairs, I was just about to go in when I saw He Luming just about to come out from inside.
---	--

Frame 4 (Continued)

15	Tā kànjiàn wǒ, jiù jiào: "Xiǎo Ān!"	Seeing me, he called, "Young Ān!"
16	Wǒ shuō: "Xiǎo Hé, <u>ei</u> , nǐ zěnmē yě láiile? Nǐ shénmē shíhòu cóng Rìběn huíláide?"	I said, "Young Hé, hey, how come you've come too? When did you come back from Japan?"
17	Tā zǒudào wǒ qiánbiān(r) shuō: "Wǒ zuótiān huíláide. Diànyǐng kuài kāishǐle."	Walking up to me, he said, "I returned yesterday. The movie is just about to begin."
18	Wǒ chūqu hē diǎnr shuǐ, jiù huílai.	I'm going out to get a drink of water; I'll be right back.
19	Wǒmen zuòzai yìqǐ ba.	Let's sit together.

Notes:

17 Another positional noun ending, -biān can be used in the following combinations:

shàngbiān(r)	above, on top of, on
xiàbiān(r)	below, under, beneath
lǐbiān(r)	inside
wàibiān(r)	outside
qiánbiān(r)	in front
hòubiān(r)	behind, in back of, in the rear of

Frame 5

20	Kànwánle diànyǐng, wǒ duì dàshǐguǎnde zhāodàiyuán shuō:	After seeing the movie, I said to the embassy usher,
21	"Xièxie nǐmēnde zhāodài. Xīwàng yǐhòu hái yǒu zhèiyàng de jīhuì."	"Thank you for your hospitality. I hope that in the future there will again be opportunities like this."

Notes:

20 Resultative Verb compound kànwánle, "viewed the complete film" (Lit. saw (it) to the end) is the actual-positive case. The actual-negative case would be méikànwán, "didn't see (it) to the end" (i.e. left before the ending).

Suppose the homework assignment had been to read three books:

John reports:

"Xiānsheng, shū tài
duō, wǒ méikànwán."

"Sir, there were too many books;
I didn't finish reading them."

Margaret reports:

"Wǒ kànwánle."

"I read them all (finished
assignment)."

Frame 6

22	Dàwèi, wǒ bùcháng yòng Zhōng-wén xiě rìjì, suǒyì xiěde bùhǎo.	David, I don't often write Chinese in my diary, so I've written it badly.
23	Qǐng duō zhījiào.	Please give your advice.
24	Zhù	Wishing you
25	Yíqiè dōu hǎo.	well in everything.
26	An Dèshēng 1984 nián, Jiǔyuè yīrì	Anderson September 1, 1984

Notes:

23 Qǐng duō zhījiào. Idiomatic expression: "Your advice is appreciated/please comment/give advice."

24 Zhù. Idiomatic expression: "Wish you."

25 Yíqiè dōu hǎo. Idiomatic expression: "All will be well; everything will go your way."

26 Name or signature, and date

对话

Frame 1

1 大卫:	David:
2 你上个月给我的信已经收到了。最近老师教我们怎么用“来”表示“这儿”，用“去”表示“那儿”。	I've already received the letter you sent me last month. Recently (my) teacher has been teaching us how to use "come" to indicate "here," and "go" to indicate "there."
3 这种语法我还掌握得不够好。	I haven't yet grasped this type of grammar too well.
4 下面是我用这种语法写的一篇日记。	Below is an entry from my diary where I used this type of grammar.
5 请你改正。	Please correct it (for me).

Frame 2

(The Diary)

6 五月五日，星期六。	Saturday the fifth of May.
7 今天我到中国大使馆去参加了一个电影招待会。	Today I went to the Chinese Embassy to attend a movie reception (reception showing a movie).
8 我晚上七点到了大使馆，刚要进去。	I arrived at the Embassy at seven p.m., and was just about to go in.
9 有一个招待员站在里面说：“请进来！”我进去了以后，他说：	There was an usher standing inside who said, "Please come in!" After I went in, he said,
10 “今天演的电影是白毛女，在楼上会议室演。我带你上去。”	"The movie being shown today is <u>The Whitehaired Girl</u> ; it is being shown in the upstairs conference room. I'll take you up."

Frame 3

- | | | |
|----|---------------------|---|
| 11 | 那个时候有很多人上楼、下楼。 | At the time there were a lot of people going upstairs and downstairs. |
| 12 | 他说：“楼上演电影(儿)，楼下有展览； | He said, "There is a movie showing upstairs, and downstairs there is an exhibition, |
| 13 | 所以有这么多人上来、下去。” | so that's why there are so many people coming up and going down." |

Frame 4

- | | | |
|----|-------------------------------|--|
| 14 | 到了楼上会议室，我刚要进去，就看见何路明正要从里面出来。 | Arriving at the conference room upstairs, I was just about to go in when I saw He Luming just about to come out from inside. |
| 15 | 他看见我，就叫：“小安！” | Seeing me, he called, "Young An!" |
| 16 | 我说：“小何，欸，你怎么也来了？你什么时候从日本回来的？” | I said, "Young He, hey, how come you've come too? When did you come back from Japan?" |
| 17 | 他走到我前边(儿)说：“我昨天回来的。电影快开始了。” | Walking up to me, he said, "I returned yesterday. The movie is just about to begin." |
| 18 | 我出去喝点儿水，就回来。 | I'm going out to get a drink of water; I'll be right back. |
| 19 | 我们坐在一起吧。 | Let's sit together. |

Frame 5

- | | | |
|----|------------------------|--|
| 20 | 看完了电影，我对大使馆的招待员说： | After seeing the movie, I said to the embassy usher, |
| 21 | “谢谢你们的招待。希望以后还有这样的机会。” | "Thank you for your hospitality. I hope that in the future there will again be opportunities like this." |

Frame 6

- | | | |
|----|----------------------|---|
| 22 | 大卫，我不常用中文写日记，所以写得不好。 | David, I don't often write Chinese in my diary, so I've written it badly. |
| 23 | 请多指教。 | Please give your advice. |
| 24 | 祝 | Wishing you |
| 25 | 一切都好。 | well in everything. |
| 26 | 安德生
1984年9月1日 | Anderson
September 1, 1984 |

SUMMARY



Frame 1

a. The resultative verb compound is composed of, first, the action verb and then a second verb which complements the action of the first verb.

Wǒ kànwánle diànshì jiémù. I finished watching the TV program.

Wǒ tīngdǒngle tā shuōde huà. I understood what he said.

Méi is used to form negative.

Wǒ hái méichībǎo. I still haven't eaten till I'm full.

Tā hái méizhǎodao tāde zìxíngchē. He still hasn't found his bicycle.

b. Use of gòu "to be sufficient" as a Stative Verb and as an Adverb. Note that as a SV, it is never used attributively before a noun.

(SV) Wǒde qián búgòu. My money is not sufficient.
(A) Wǒde qián búgòu duō. My money is not adequate enough.

(SV) Tāde jiājù gòule. His furniture is sufficient.
(A) Wǒde qìchē búgòu dà. My car is not big enough.

c. The positional noun endings -miàn "side" and -biān "side, border" are interchangeable when used as positional noun endings.

lǐmiàn, lǐbiān(r) inside

wàimiàn, wàibiān(r) outside

Frame 2

When using motion and direction verbs compounded with -lái and -qù, it is not necessary to use zhèr and nèr since they are already incorporated into lái and qù respectively.

Qǐng jìngù (nèr). Please go in (there).

Jiào tā xiàlai. Ask him to come down.

Frame 3

Shànglóu "to go upstairs" and xiàlóu "to go downstairs" are VO compounds. Lóushàng "upstairs" and lóuxià "downstairs" are place words.

Nǐ yào shuǐjiào, děi
shànglóu. Lóushàng yǒu
wòfáng.

If you want to go to sleep, you
must go upstairs. Upstairs,
there is a bedroom.

Wǒ yào xiàlóu. Wǒ tīng-
shuō lóuxià yǒu hěn
yǒumíngde zhǎnlǎn.

I'm going downstairs. I hear
there's a famous exhibition.

Frame 6

a. The idiomatic expression Qīng duō zhījiào, "Your advice is appreciated," is a polite way to ask for help.

b. The idiomatic phrase zhù, "wish you," is used to close a letter. A pleasant expression, such as Yíqiè dōu hǎo, "Everything well," helps end a letter on a good note. Zhù also can be used verbally.

DRILLS I



A. Transformation Drill: Use another question pattern to ask the same question your teacher asks.

(T) Wǎnfàn zuòhǎole ma?
(Is dinner ready? [Lit.
Is dinner cooked?])

(S) Wǎnfàn zuòhǎole méiyou?
OR Wǎnfàn zuòhǎole méizuzuòhǎo?

2. Xiǎo Lǐ xiě rìjì xiěwánle ma?
3. Lǎo Chén gěi Xiǎo Lǐ gǎi(zhèng) rìjì gǎiwánle ma?
4. Tāde huà zhēn duō, shuōle hěnjiǔle. Tā xiànzài shuōwánle ma?
5. Qǐng tā bāngmángde shì(qing), nǐ gēn tā shuōhǎole ma?
6. Lǚxíng yào yòngde dōngxi, nǐmen dōu yùbèihǎole ma?
7. Kāi zhánlǎnhuì de shì(qing), tāmen jìhuàhǎole ma?
8. Nǐ xiǎng zū Lǎo Lǐ de gōngyù; gēn tā jiánghǎole ma?
9. Nèige diànyǐng yǎnwánle ma?
10. Nǐ jiào tā guà guóqì; tā quàshangle ma?

B. Response Drill: Answer the above questions. Give each question two answers, one positive and the other negative.

(T) Wǎnfàn zuòhǎole ma?
(Is dinner ready?)

(S) a. Wǎnfàn zuòhǎole.
(Dinner is ready.)
b. Wǎnfàn hái méizuzuòhǎo ne.
(Dinner isn't ready.)

C. Negation Drill: Change the underlined positive resultative verbs into negative ones. Remember that some adverbs and particles change with the verbs.

(T) Wǒ niànwánle shū, jiù chūqu
kàn diànyǐng qùle.
(I finished studying [and]
then went out to see a movie.)

(S) Wǒ méiniànwán shū, jiù
chūqu kàn diànyǐng qùle.
(Before I finished study-
ing, I went out to see a
movie.)

2. Wǒ tīngwánle xīnwén guāngbō, jiù kāishǐ niànshū le.
3. Wǒ zài Zhōngguó Dàshìguǎn de zhāodàihuìlǐ kànjiànle Xiǎo Lǐ.
4. Zǎoshang wǒ zài kèshìlǐ tīngjiànle Xiǎo Lǐ zài wàitou jiào wǒ.
5. Tā xiěde zhèipiān Rìwén de rìjì, wǒ dōu kàndǒngle.
6. Nàge Fàguó diànyǐng, tā dōu tīngdǒngle.
7. Tā tīngdàole zhèige hǎo xiāoxi jiù huíjia qùle.
8. Tā kàndàole zhèipiān xīnwén, jiù juéding dào xīnwénshè qù wènwén.
9. Wǒ qù zhǎole tā sāncì, cái jiàndaole tā.
10. Xiǎo Lǐ shuōde pǔtōnghuà, wǒ dōu tīngdǒngle.

D. (Reverse) Negation Drill: Change the negative resultative verbs into positive ones. Remember that some adverbs and particles change along with the verbs.

(T) Wǒ zǒule bànge zhōngtǒu, <u>hái méizǒudào</u> Rénmín Dàhuìtáng. (I walked for half an hour [and] still had not got to the Great Hall of the People.)	(S) Wǒ zǒule bànge zhōngtǒu, <u>jiù zǒudàole</u> Rénmín Dàhuìtáng. (I walked for half an hour, [and] then arrived at the Great Hall of the People.)
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2. Wǒmen hái méiniàndào Dìèrshìkè ne.
3. Wǒ jìgei tāde xīn tā hái méishōudào ne.
4. Wǒ zài nèige dàlóuli zhǎole bàntiān (half a day/a long while),
yě méizhǎodào nèige shūdiàn.
5. Tāmen kāihuì kāidào zuǐhou jǐfēnzhōng, hái méitándào yào jīn-
de wèntí.
6. Wǒ qùle sānge shūdiàn, yě méimǎidào Hàn-Yīng Zìdiǎn.
7. Wǒ wènle hěn duō péngyou, yě méiwèndào Xiǎo Lǐ de dīzhǐ.
8. Tā zhǎole háojítian, yě méizhǎodào yíge piányide gōngyù.
9. Nǐ zhèige jǐhuà zhēn hǎo; wǒmen méixiǎngdào.
10. tā jǐhuàle hén jiǔ, yào bàn zhèige zhánlǎnhuì; zuǐ hòu háishi
méibàndào.

E. Expansion Drill: Expand each sentence by adding the underlined information in the proper place.

(T) Zuìjīn wǒmen dōu hǎo.
Lately we are all fine.
everything here

(S) Zuìjīn wǒmen zhèilǐ yíqiè
dōu hǎo.
(Lately everything here
at our place is fine.)

2. Wǒ xīwàng néng cānjiā nǐmen zhāodàihuì.
on next Thursday
3. Wǒ méi qù kàn nèige zhánlǎn.
electric machinery exhibition at the Chinese Embassy
4. Zhèixiē xuéshēng dōu néng zhǎngwò shēngzì hé yǔfǎ.
in this book
5. Wáng Tóngzhī fùzé Láodòngjié de huódòng.
all [the activities]/every [activity]
6. Shàngkè de shíhou Xiǎo Lǐ cháng chūqu hēshuǐ.
recently
7. Tā cóng xiǎo měitiān xiě rìjì.
a piece of OR an entry
8. Nèige Shànghǎirén huì shuō pǔtōnghuà, kěshi shuōde bùhǎo.
not good enough
9. Wǒ xīwàng dào hěn duō dìfāng qù lǚxíng.
to have the opportunity to
10. Wǒmen shuō Zhōngwén shuōde búduìde (incorrect) shíhou, xūyào
lǎoshī gǎizhèng.
the teachers who teach Chinese

F. Reorganization Drill: Reorganize the following sentences.

(T) Wǒ hái méiqùguo Běijīng ne,
jiěfàng yǐhou.
(I haven't been to Peking
[yet], since the Liberation.)

(S) Jiěfàng yǐhou wǒ hái méi
qùguo Běijīng ne.
(Since the Liberation I
haven't been to Peking [yet].)

2. Xiǎo Ān cānjiāle yíge zhāodàihuì, zuótiān wǎnshang.
3. Tā kànle yíge Zhōngguo diànyǐng, zài nèige zhāodàihuì.

4. Tā kànjian tāde péngyou Xiǎo Hé, tā zhèng yào jìn huìyìshì de shíhou.
5. Wǒmen méi kàn diànyǐng, zuìjìn; kěshi kànle zhānlǎn, háojī cì.
6. Nèige zhāodàiyuán dài Xiǎo Ān dào huìyìshì qù, shànglǒu.
7. Xiǎo Hé yào hēshuǐ, chūqu.
8. Xiǎo Ān xīwàng hái yǒu zhèiyàngde jīhuì kàn diànyǐng, yǐhou.
9. Xiǎo Hé gāng cóng Rìběn huílai, zuótiān.
10. Tāmen liǎnggerén xièxie zhāodàiyuán, kànwánle diànyǐng yǐhou.

G. Direction Drill of "lái" and "qù." Fill in each blank with either qù or lái according to the direction given either implicitly or explicitly in the sentence.

1. Tā cóng zhèr dào Jiùjīnshān _____ le, hái méi huí _____ ne.
2. Tā cóng Jiùjīnshān dào zhèr _____ cānguān, hái méi huí _____ ne.
3. Wǒ zài ménwàitou jiào Xiǎo Wáng, "Xiǎo Wáng, nǐ kuàidiǎnr chū _____ a!"
4. Xiǎo Wáng zài lǐtou huída, "Wǒ jiù yào chū _____ le."
5. Wǒ zài lóushàng tīngjian wǒ tàitai zài lóuxià gēn wǒ shuō: "Nǐ zěnméi hái bú xià _____ chí zǎofàn a?"
6. Wǒ hěn dàshēngde huída, "Wǒ mǎshàng jiù yào xià _____ le."
7. Gāngcái shàngke de shíhou, wǒ qùde tài wǎnle; suǒyǐ wǒ zhàn-zai ménwàitou méi jìn _____.
8. Lǐ Lǎoshī zài kèshìli kāikāi mén, gēn wǒ shuō, "Jīn _____ ba. Xiàcǐ zǎo yīdiǎnr _____."
9. Wǒ zài xuéxiàoli gēn wǒ dìdi shuō, "Nǐ xiān zǒu huí _____ ba. Zǒudao jiā yǐhou, gěi wǒ dǎ yíge diànhuà _____."
10. Wǒ dìdi dào le jiā yǐhòu, jiù gěi wǒ dǎ diànhuà dào xuéxiào. Tā shuō, "Gēge, nǐ kuài huí _____ ba. Māma yǐjīng zuòhǎo le wǎnfàn le."

H. Matching Drill: Choose the appropriate word from the right-hand column to complete each sentence.

- | | |
|--|-----------------|
| 1. Xiǎo An yòng Zhōngwén xiěle yìpiān ... | a. màibàode |
| 2. Huānyíng huìli chābuduō dōu yǒu ... | b. sòngbàode |
| 3. Mài diǎnyìngpiào hé fēijīpiào de rén dōu jiào ... | c. rìjì |
| 4. Lái kāihuì de rén dōu qù ... | d. shòupiàoyuán |
| 5. Tā xiǎng mǎi bào, kěshi bùzhīdào shénme dìfāng yǒu ... | e. chápiàoyuán |
| 6. Jīntiān zǎoshang wǒde bào(zhǐ) méi sònglái. Wǒ mǎshang jiù dǎ diànhuà gěi nèige ... | f. zhāodàiyuán |
| 7. Zhèige zì xiěde búduì, yīngdāng ... | g. jīhuì |
| 8. Wǒmen niàn Zhōngwén, yào chángchang qǐng Zhōngwén lǎoshī ... | h. huìyìshì |
| 9. Zài huǒchēshang chápiào de rén jiào ... | i. zhǐjiào |
| 10. Wǒ zhèici bùnéng cānjiā nímende zhāodàihuì, xīwàng yǐhou hái yǒu ... | j. gǎizhèng |

I. Expansion Drill: Expand each sentence by adding the underlined information in the proper place.

- | | |
|---|---|
| (T) Xiǎo An xiěle yìfēng xìn.
(Xiao An wrote a letter.)
<u>to David</u> | (S) Xiǎo An gěi Dàwéi xiěle yìfēng xìn.
(Xiao An wrote a letter to David.) |
|---|---|

- Dàwéi shōudao yìfēng xìn.
from Xiao An/mailed here by Xiao An
- Wǒ gěi tā xiěle yìfēng huìxìn (reply).
immediately
- Zhōngguó Dàshìguān zhāodài Měiguó rén kàn diànyǐng ma?
often
- Wǒ kànjiànguó Tiānānmén Guángchǎng.
in many pictorials
- Tāmen zhèng kāihuì ne.
in the conference room upstairs

7. Tā biǎoshì búyuànyì lái.
to participate in our activity
8. Tā líkāi tā lǎojiā le.
a long time ago
9. Tā méiyǒu jīhuì qù lǚxíng.
lately
10. Shàngkède shíhòu tā wèn lǎoshī, "Wǒ kéyì chūqu ma?"
to drink water

J. Correction Drill: Find the words that are out of place in each of the following sentences and put them in the correct order.

(T) Tā yào mǎi piányì xié.
zhèishuāng xié hái bù piányì
gòu.

(He wants to buy inexpen-
sive shoes. This pair of shoes
is not reasonable enough.)

(S) Tā yào mǎi piányì xié.
zhèishuāng xié hái búgòu pián-
yì.

(He wants to buy inexpen-
sive shoes. This pair of shoes
is not reasonable enough.)

2. Wǒmen bānzhǎng fùzé wǒmen bānlǐde shìqíng yíqìè.
3. Hěn jiǔ yīqián tāmen liǎnggeren dǎguo zhàng, zài yìqǐ.
4. Wǒmen liǎnggeren cái rènshì, zuìjìn.
5. Wǒ xiěle yìpiān bàogào; xiǎng qǐng nǐ gǎiyigǎi gěi wǒ.
6. Wǒ xiwàng yǐhòu hái qù lǚxíng, yǒu jīhuì.
7. Wǒ bùmǎi zhèijian yīfu, yīnwèi wǒ juéde zhèijian yīfu bù hǎo-
kàn gòu.
8. Nǐ shuōde pǔtōnghuà, nèige Shānxìren tīng méidǒng.
9. Tāmen jǐge rén fùzé zhāodàihuìli de shìqíng yíqìè.
10. "Zhǎngwò" biǎoshì búdàn dǒng, huì yòng, yě.

DRILLS II



Use the following four (A, B, C, & D) exercises as a stimuli for conversation.

A. Ask your classmates in turn the four questions below that are idiomatic expressions.

1. Nǐ xǐng shénme?
2. Nǐn guǐxìng?
3. Nǐ jiào shénme?
4. Nǐnde míngzi shì ...?

B. Ask one of your classmates the following three questions:

1. What is your current address?
2. Where did you work previously?
3. Where was your job located?

C. Ask one of your classmates the following three questions:

1. Which state did you come from?
2. How did you get here?
3. Did you come here by way of ... (a certain state)?

D. Ask one of your classmates the following three questions:

1. When do you plan on leaving here?
2. How do you plan to go (by plane, etc.)?
3. Which city/state do you plan to pass through?

E. Describe your daily routine here at DLI.

EX: Wǒ tiāntiān shàng chàbuduō liùge zhōngtoudè kè.

PN	A	V	IE	NU-M	N-P	O
Wǒ	tiāntiān	chī xī zuò xiě shàng jiǎng shuǐ pǎo shàng	chàbuduō	bàngè yíge liǎngge sānge sìge wūge liùge qíge liùjié	zhōngtoudè	fàn. zǎo. gong. ¹ zì. bān. huà. jiào. lù. ² kè.

1. zuògōng VO: to do manual work, to work
 2. pǎolù VO: to run

F. Make a statement about your recent trip (real or fictitious).

EX: Shàngge zhōumò wǒ yòu dào Sānfānshì qùle yíci/yìhuí. Wǒ wánrde¹ hěn hǎo.²

TW	PN	A	PT	N	PT	NU-M
Shàngge	xīngqī lǐbài zhōumò	wǒ	yòu dào	Jiùjīnshān Luòshānjī Lǐnuò Làshíwéijiāsi etc.	qùle yíci. yìhuí.	

PN V-P A SV

Wǒ wánrde hěn gāoxìng. etc.

1. wánr V: to play, to have fun
 2. Wǒ wánrde hěn hǎo. IE: I had a good time.

G. Tell your classmates which TV programs you like to watch and why.

EX: Wǒ hěn xīhuān kàn/tīng dìqī (diànshì)tái. Tāmen guǎngbō-yuán de Xīnwén búdàn hěn duō, tāmen de guǎngbōyuán jiǎng de yě hěn qīngchū.¹

PN A AV V P NU N

Wǒ	hěn	xīhuān	kàn/tīng	dìqī	(diànshì)tái.
				èr	
				sì	
				wǔ	
				qī	
				bā	
				jiǔ	
				shíyī	
				sānshiliù	
				sìshiliù	
				wūshí	

PN V-P N PT NU PN-P

Tāmen	guǎngbōde	xīnwén	tiānqì yùbào ²	búdàn	hěn duō,	tāmen de
			tīyù jiémù ³			
			etc.			

N V-P-O PT A SV

guǎngbōyuán jiǎngdehuà yě hěn qīngchū.
--

- 1. qīngchū SV: be clear (in meaning)
- 2. tiānqì yùbào N: weather forecast
- 3. tīyù jiémù N: sport program

H. State that (1) you have traveled on a particular type of conveyance before, (2) where the trip originated, (3) and what your destination was.

EX: Wǒ zuòguo chuán. Wǒ shì cóng Rìběn zuò chuán dào Měiguó láiide.

PN (V) V-P N PN PT CV N

Wǒ (méi) zuòguo	chuán. fēijī. diànchē. ¹ huǒchē. mǎchē. ² dī(xià) tiě(dào). ³ gōnggòng qìchē. ⁴ etc.	Wǒ shì cóng _____
-----------------	---	-------------------

V N PT N PT

zuò	chuán fēijī diànchē huǒchē mǎchē dīxià tiědào gōnggòng qìchē etc.	dào _____	láiide. qùde.
-----	--	-----------	------------------

- | | |
|---------------------|--------------------------------|
| 1. diànchē | N: tram, streetcar, trolleybus |
| 2. mǎchē | N: horse-drawn carriage |
| 3. dī(xià) tiě(dào) | N: subway |
| 4. gōnggòng qìchē | N: bus |

I. State that when you leave this area you will be able to see your loved ones again.

EX: Wǒ líkāi zhèli yǐhou, wǒ yòu kéyi kànjiàn wǒde wèihūnfū¹/
wèihūnqī² le.

PN V PW PT PN A AV V PN-P N P

	yéye
	nǎinai
	bàba
	māma
	shūshu
	shěnshen
Wǒ líkāi zhèli yǐhou, wǒ yòu kéyi kànjiàn wǒde	jiějie le.
	mèimei
	gēge
	dīdi
	zhízi
	zhínǚ
	etc.

- 1. wèihūnfū N: fiancé (M)
- 2. wèihūnqī N: fiancée (F)

J. State that you don't recognize a certain place anymore because of your long absence from it.

EX: Yīnwèi wǒ líkāi Táiběi hěn jiǔ le, suǒyì wǒ búrènde
zhège/nàge dìfāng le.

MA PN V N A SV P

Yīnwèi wǒ líkāi	_____	_____	_____	hěn jiǔ le,
-----------------	-------	-------	-------	-------------

MA PN P-V SP-M N P

suǒyì wǒ búrènde zhège dìfāng le. nàge

K. State that you don't know a certain person because you have not been introduced to him/her yet.

EX: Yīnwèi hái méi(you) rén gěi wǒ jièshàoguo Xiàozhǎng ne, suóyì wǒ búrènshì tā.

MA PT PT N V PN V-P

Yīnwèi hái méi(you) rén gěi wǒ jièshàoguo

N PT MA PN P-V PN

Xiàozhǎng
 Fùxiàozhǎng*
 Zhíxíngguān*
 Bùduì Zhǐhufuán*
 Hǎijūn Anquánzǔ Zǔzhǎng*
 Kōngjūn Dàduì Dàduìzhǎng* ne, suóyì wǒ búrènshì tā.
 (Hǎijūn) Lùzhànduì Duìzhǎng*
 Dìyīlián Liánzhǎng*
 Dìèrlián Liánzhǎng*
 Dìsānlián Liánzhǎng*

* See Lesson 19, Drill II, for the above terms.

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

Dàwéi gěi Xiǎo An de huíxìn*

Xiǎo An:

Zuótiān wǒ shōudào nǐ jī-láide xīn hé yìpiān rìjì. Nǐ yòngle bùshǎo cóngqián méi yòngguode zì. Wǒ xiǎng zhèxiē zì dōu shì nǐ zuījīn xuéhuide ba. Nǐ xiěde hěn hǎo, méiyǒu xūyào gǎizhèngde dìfāng; búguo yǒu jǐge zì tài kèqìle. Nǐ duì wǒ búbì shuō "qǐng duō zhǐjiào;" kéyì jiù shuō "qǐng nǐ gàosong wǒ."

Xiàge yuè yǒu èrshíjǐge Zhōngguó jūnrén dàibiǎo dào wǒmen xuéyuàn lái cānguān. Wǒmen jìhuà kāi yíge huì zhāodài tāmen. Wǒ xīwàng nǐ néng lái cānjiā. Nǐ kéyì bāngmáng zhāodài zhèxiē kèrén; wǒmende zhāodàiyuán búgòu.

Wǒmen jìhuà yǎn yíge diànyǐng gěi zhèxiē Zhōngguó jūnrén kàn. Nèige diànyǐng shì jièshào Měiguó jūnrén shēnghuóde; lǐmiàn yǒu wǒmen xuéxí gèzhǒng zhuānyè zhīshì de qíngkuàng, yě yǒu wǒmen láodòng de qíngkuàng.

Xiàozhǎng jiào wǒ fùzé yòng Zhōngwén jiǎngjiě nèige diànyǐng. Wǒ hěn gāoxìng zuò zhèjiàn shì(qíng,) kěshì yě juéde yǒu yìdiǎnr jǐnzhāng. Wǒ(bì)-děi duō yùbeiyùbei, cái néng zhǎngwò yào yòngde nèixiē zì.

Zhù nǐ

Měitiān dōu gāoxìng

Dàwéi
1984nián 9 yuè 4 rì

大为给小安的回信

小安:

昨天我收到你寄来的信和一篇日记。你用了不少从前没用过的字。我想这些字都是你最近学会的吧。你写得很好, 没有需要改正的地方; 不过有几个字太客气了。你对我不必说“请多指教”; 可以就说“请你告诉我”。

下个月有二十几个中国军人代表到我们学院来参观。我们计划开一个会招待他们。我希望你能来参加。你可以帮忙招待这些客人; 我们的招待员不够。

我们计划演一个电影给这些中国军人看。那个电影是介绍美国军人生活的; 里面有我们学习各种专业知识的情况, 也有我们劳动的情况。

校长叫我负责用中文讲解那个电影。我很高兴作这件事(情), 可是也觉得有一点紧张。我(必)得多预备预备, 才能掌握要用的那些字。

祝你

每天都高兴

大卫
1984年9月4日

COMMUNICATION EXERCISES

Activity 1

Debate

Topic: All DLI students should be required to keep a diary and the diary should be written in the target language.

Procedure:

(1) Your teacher will divide the class into two teams and then flip a coin to see which gets to choose the affirmative or negative position.

(2) Each team elects a leader and plans strategy. Each member is assigned a point to defend. The leader sees that all members of his/her team get an opportunity to speak.

(3) The teacher sees that all students get an opportunity to participate.

Activity 2

A Oral Report

Tell your classmates about a movie you saw recently.

Activity 3

Discussion

Discuss your answers to the following questions with the class:

Are ushers in the theaters generally very helpful? What do they do, anyway?

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. Bǐdé: Xiǎo Hé, nǐ qùle méiqù Zhōngguó Dàshìguānde nèige zhāodàihuì?

Hé: Qùle, wǒ zěnme méi kànjiàn nǐ?

2. B: Wǒ méiqù; nèitiān wó yǒu biéde shì(qíng.) Tāmen yǎnde nèige diànyǐng zěnmeyàng? Jiào shénme? "Bái Máo Nǚ," shì-bushì?

H: Shì. jiào "Bái Máo Nǚ." Wǒ méi kàndǒng, búguo kéyi xiǎngdao nèige diànyǐng yào biǎoshìde shì shénme.

3. B: Yǎnle duó jiǔ? Yǎnde hǎobuhǎo?

H: Wǒ méi kànwán; zhǐ kànle chàbuduō yībàn wǒ jiù chūlái. Ránhòu wǒ qù kàn zhánlǎn le.

4. B: Diànyǐng hé zhánlǎn dōu zài yíge dìfāng ma?

H: Dōu zài yíge dàlǒuli; diànyǐng zài lóushàng huīyìshì, zhánlǎn zài lóuxià.

5. B: Qù cānjiā nèige zhāodàihuì de rén duōbuduō? Yǒuméiyǒu nǐ rénshìde rén?

H: Cānjiāde rén hěn duō. Wǒ kànjian Xiǎo Ān le. Wǒmen zuò-zai yíqǐ kàn diànyǐng.

6. B: Tā kàndǒngle méiyǒu? Tāde Zhōngwén hěn hǎo.

H: Tā dàile yībēn Hàn-Yǐng Zìdiǎn qù; kěshi kàn diànyǐng de shíhou, dēng dōu guānshangle; tā méi bànfa kàn zìdiǎn.

7. B: Nàme tā gēn nǐ yīkuàir chūlai qù kàn zhánlǎn le ba.

H: Tā méi chūlai. Tā shuǐzháole (fell asleep); wǒ méi jiào-xǐng (woke up) tā.

8. B: Hā hā (Aha!) Wǒ tīngshuō tā xiěle yīpiān rìjì, xiě nèitiān cānjiā zhāodàihuì de shìqing.

H: Tā xiě rìjì, biérén (other people) zěnme zhīdao?

9. B: Ò, zhèipiān rìjì shì yòng Zhōngwén xiěde; Xiǎo Ān jìgei Dàwéi le.

H: Tā wèishénme jǐgei Dàwéi yìpiān rìjì?

10. B: Tā qǐng Dàwéi gěi tā gǎiyigǎi. Tā zài xīnli xiěde hěn kè-qì. tā shì zhème xiěde: "Qǐng duō zhǐjiào," "Qǐng ní gǎi-zhèng."

H: Zhèixiē zì yíding shì tā gāng xuéhuìde. Wǒ rènde "zhǐjiào" hé "gǎizhèng," kěshi hái búhuì yòng ne.

11. B: Xiǎo Ān zài nèifēng xīnli hái yòngle jǐge biéde shēngzì: "zhǎngwò," "biǎoshì."

H: Tā zhēn huì "biǎoshì" tā yǐjing "zhǎngwòle" zhèixiē shēngzì.

12. B: Búguo tā méi xiě tā kànzhe diànyǐng shuǐjiào.

H: Wǒ yě yào xiě yìpiān rìjì, zhǐ xiě tā kànzhe diànyǐng shuǐjiào de zhèijiàn shì(qíng.)

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully; then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. Yang Meilan is a girl from a small town in Henan Province.
2. There is no television in that place, and there are very few opportunities for her to see movies.
3. Meilan has seen the film The White-haired Girl once, but she did not understand it.
4. When she has spare time (qōngfu), she likes to write in her diary.
5. She has kept (written) in her diary since childhood. Her diary is her best friend.
6. When she is happy she wants to tell her diary. When she is not happy, she also tells her diary.
7. In one entry she wrote, "I hope I can travel to other places; I hope I can see the people and things I haven't seen before."
8. She also wrote, "Diary, do you think I can have an opportunity to go to Beijing to see Tiananmen Square and the Great Hall of the People?"
9. Last year she took part in student labor in school. She was the model student-worker of last year.
10. This year she is a representative of the students. She is especially happy because she has an opportunity to go to Beijing to participate in a meeting there.
11. The day she heard the news (about the trip), she wrote that that was her happiest day.
12. She has not gone (on the trip) yet, but she is now preparing (for the trip).
13. Recently she has read many pictorials telling about Beijing.
14. She also wrote a letter to her older brother who is working in Beijing.
15. Older Brother:

I am going to Beijing next month with other student representatives.

16. The school takes care of everything. There are other things I need your guidance (zhǐjiào) about.
17. Do people there understand my Henan dialect? I cannot speak the national language.
18. I have to make a speech at a reception. I will write down what I want to say (and) let you correct it first after I arrive in Beijing.
19. Wishing you
Happiness
20. Your kid sister,
Meilan

LESSON 22

INTRODUCTION



This lesson deals with:

- The bǎ construction.
- Resultative verb ending compounds, such as dàihuǒlái.
- The use of háishi vs huòshi.
- The yí ... jiù pattern.



Zhèr méi càidān. Zhǐzhe, jiào cài.

OBJECTIVES



Upon completion of this lesson you will be able to:

- State that as soon as something happens, then something else can be done.
- State that only after something has been done, can something else be done.
- Order food in a restaurant, within vocabulary limits.
- State an activity beyond the normal action, such as lift up, put down, come in.
- State alternative answers or choices.

GLOSSARY



1. bǎ 把 CV: (bring object to front of main verb)
Tā bǎ nǐde qìchē màile. (He sold your car.)
2. -bēi 一杯 M: a cup of (for coffee, tea, milk, etc.)
- a. bēizi 杯子 N: cup
- b. chábēi 茶杯 N: teacup
3. càidān 菜单 N: menu
Zhèijiā fànguǎnr yǒu Zhōngwén càidān. (This restaurant has Chinese menus.)
4. chá 茶 N: tea
- a. huāchá 花茶 N: scented tea, jasmine tea
- b. huā 花 N: flower
- c. hóngchá 红茶 N: black tea
- d. hóng 红 SV: red
5. cuò 错 SV: wrong, mistaken, erroneous
Tā zhīdao tā cuòle. (He knows that he is wrong.)
- a. cuòr 错儿 N: a mistake, an error
- b. búcuò 不错 IE/SV: not bad/to be correct, right, pretty good
6. chuándá 传达 N: building custodian, concierge
7. dàshīfu 大师傅 N: chef
8. děng 等 V: to wait (for)
Nǐ děng shénme? (What are you waiting for?)
Wǒ děng huǒchē. (I'm waiting for the train.)
děngyíděng 等一等 V: to wait for a moment
9. fàngxīn 放心 SV: to rest assured, to feel easy

- búfàngxīn 不放心 SV: to be uneasy
 Xiǎoháizi zuò fàn, wǒ
 búfàngxīn. (I feel uneasy when the
 children cook.)
10. fúwùyuán 服务员 N: clerk, attendant, waiter
 (hotel or restaurant)
11. huòshi 或是 CONJ: or, either (in statements
 only)
 Zhèige huòshi nèige dōu
 xíng. (Either this or that is OK.)
12. jìde 记得 V: to remember
 Wǒ jìde lǎoshī shuō, yào
 qǐng wǒmen chī Zhōngguó
 fàn. (I remember that the teacher
 said he would invite us to
 a Chinese meal.)
13. jiē diànhuà 接电话 VO: to answer the telephone
 Wǒmen jiā xiǎo háizi bùkěyǐ
 jiē diànhuà. (In our house the children
 are not permitted to answer
 the telephone.)
- jiē 接 V: to answer (telephone)
14. júzi 橘子 N: orange
 júzishuǐ 橘子水 N: orange juice
15. jùzi 句子 N: sentence
 Zhèige jùzi wǒ bùdǒng. (I don't understand this
 sentence.)
- jù 一句 M: (for sentence)
 Zhèi wǔjù huà dōu shì
 nǐ xiěde ma?) (Did you write all five of
 these sentences?)
16. kāfēi 咖啡 N: coffee
17. lùyīnjī 录音机 N: tape recorder
 a. lùyǐngjī/lùxiàngjī 录影机/录像机 N: video recorder
 b. lùxiàlai 录下来 V: to record (on tape)
18. māma 妈妈 N: mama, mother
 bàba 爸爸 N: papa, father

19. ná 拿
Nǐ nǎzhe shénme ne?
V: to take, to bring (hold in the hand)
(What are you holding now?/ What are you carrying?)
- a. nálai 拿来
Qǐng ná liǎngbei kāfēi lai.
V: to bring (it) here
(Please bring two cups of coffee.)
- b. náqu 拿去
Zhèige dōngxī, wǒ búyào, nǐ kéyǐ náqu.
V: to take (it) away, to take (it) over there
(I don't want this thing anymore; you may take it away.)
20. pèi 配
Wǔkuài qián yíge rén, qǐng dàshǒu gěi wǒmen pèi wǔge cài yíge tāng.
V: to mate, to mix, to compound, to match, to arrange (select dishes to suit one's taste)
(For five dollars a person, ask the chef to arrange five dishes and one soup that complement each other.)
21. qíguài 奇怪
Nèige hái'izi zhēn qíguài, tā wǎnshàng búshuǐjiào.
SV: to be strange, odd, peculiar
(That child is really strange; he won't go to sleep at night.)
22. sùshè 宿舍
N: dormitory
23. wàng 忘
Tā wàngle tā zìjǐ xìngshēnme.
V: to forget
(He has forgotten his own surname.)
24. wèi (or wéi) 喂
IE: hello (used in telephone greeting)
25. Xiǎomèi 小妹
IE: Little Sister
26. xiěxiàlaile 写下来了
RV: to have written down (actual-positive case)
- méixiěxiàlai 没写下来
RV: to have not written down (actual-negative case)
27. Zhēnmíng 珍明
N: (given name of a person)

OLD WORDS WITH NEW USAGES

28. diǎn 点
 Wǒmen yíge rén diǎn yíge cài, hǎo ma?
 V: to order (select) dishes from a menu
 (We'll each order one dish; how about it?)
29. guānshang 关上
 Wǒmen yào shuìjiào, qǐng bǎ shōuyīnjī guānshang.
 V: to turn off (electric switch, radio, etc.)
 (We want to go to sleep; please turn off the radio.)
30. jiào 叫
 Nǐmen xiǎng jiào jǐge cài?
 V: to order (dishes in a restaurant)
 (How many dishes do you want to order?)
31. kāikai 开开
 Nǐ kāi mén, wǒ kāikai shōuyīnjī.
 V: to turn on (electric switch), to open
 (You open the door; I'll turn on the radio.)
32. yī ... jiù 一 ... 就
 Tā yí jīnlai nǐ jiù guānshang mén.
 PT: as soon as
 (As soon as he comes in, close the door.)
33. zuìhǎo 最好 MA/A-SV: the best
 Nǐ zuìhǎo shǎo shuōhuà./
 Zuìhǎo nǐ shǎo shuōhuà.
 (The best [thing you can do] is to keep your mouth shut.)

COMMUNICATIVE EXCHANGES



Dǎ diànhuà yǐhòu qù fànguǎnr chīfàn

(A Phone Call and a Dinner later in a Restaurant)

Oū Zhēnmíng (O), a Chinese girl, takes her talkative Little Sister Xiǎomèi (X) to meet her American friend Anderson (A) in a Chinese restaurant.

Frame 1

(On the telephone)

1	O: Wèi, shì xuéshēng sùshè ma?	Hello! Is this the students' dormitory?
2	Chuándá: Shì a. Nín zhǎo shéi?	Yes, it is. Whom are you looking for? (Whom do you wish to speak with?)
3	O: Wǒ zhǎo An Dèshēng, qǐng tā jiē diànhuà.	I'm looking for (Mr.) Anderson. Please ask him to take the phone.
4	Chuándá: Hǎo. Qǐng dēngyī-dēng.	OK. Please wait a moment.
5	A: Wèi, wǒ shì An Dèshēng. Nǐ shì Zhēnmíng ba?	Hello! I'm Anderson. You're Zhenming I take it?
6	O: Duìle. Wǒ búfāngxīn ràng Xiǎomèi yíge rén zài jiā. Wǒ dài zhe tā dào fànguǎnr qù, hǎo ma?	That's right. I'm uneasy about leaving Little Sister alone at home. Will it be all right if I take her to the restaurant with me?
7	A: Méi wèntí. Wǒ qù jiē nǐ-men.	No problem. I'll come and fetch you.

Notes:

1&5 Wèi, "Hello." A very common way of answering the telephone or initiating a conversation on the telephone.

2&4 Chuándá. The desk clerk or building custodian, a person usually in the building to take messages, etc.

6 Particle -zhe. In this instance -zhe does not indicate the present progressive situation. If it were omitted, the sentence would mean the same.

Frame 2

(At the restaurant)

8	A: Nǐ yào hē huāchá, háishi hóngchá?	Do you want to drink scented tea or black tea?
9	O: Huāchá huòshi hóngchá dōu kěyǐ. Èi, zhèr yǒu kāfēi ma?	Scented tea or black tea are both OK. I say! Do they have coffee here?
10	X: Yíding yǒu. Qíguài! Zhèr méi càidān. An gēge, qǐng nǐ bǎ nèizhang zhuōzi-shàngde càidān náilai. Wǒ yào yībēi jǔzishuǐ.	Of course they do. How strange! They've no menus here. Brother An, would you please bring the menu from that table over there. I want a cup (glass) of orange juice.
11	A: Hǎo. Wǒ tǐ nǐ jiào yībēi. Bǎ càidān gěi jiějie. Ràng tā diǎn cài.	Good. I'll order a glass for you. Give the menu to Older Sister. Let her order some dishes.

Notes:

8 Hóngchá "black tea" (Lit. red tea) and lǜchá "green tea" are two major categories of Chinese tea. Huāchá, "scented tea," is a general term for specially treated teas, such as mòlichá, "Jasmine tea."

10 The bǎ construction is another Co-verb pattern. Let's compare the bǎ pattern with the ordinary subject-verb-object pattern:

	Subject	CV-Object	V	Object
Ordinary Pattern:	Tā		màile	wǒde qìchē.
Bǎ-construction:	Tā	bǎ wǒde qìchē	màile.	

Note: Not every Subject-Verb-Object sentence can be converted to a bǎ-pattern sentence.

10&11 yào, jiào and diǎn "to order" food or drink in an eating place (coffee shop or restaurant). These three Chinese terms are almost identical; however, the term diǎn is used when ordering food from the menu.

Frame 3

(The waiter comes)

- | | | |
|----|---|---|
| 12 | X: <u>Fúwùyuán</u> lái le. | Here comes the waiter. |
| 13 | A: Yībēi júzishuǐ. Yībēi kāfēi. Yíping Qīngdǎo píjiǔ. | A glass of orange juice, a cup of coffee, and a bottle of Qingdao beer. |
| 14 | O: Qǐng <u>dàshifu</u> suǐbiàn pèi jǐge cài ba. | Ask the chef to select a few dishes. |
| 15 | Fúwùyuán: Hǎo. | Good (All right). |
| 16 | X: Eī! Nǐ zěnméi bǎ cài dān fàngzai zhèr? | I say! Why didn't you put a menu here? |
| 17 | F: Ò! Duìbuqǐ. Wǒ jiù bǎ cài dān gēi nǐ sònglái. | Oh! I'm sorry. I'll bring a menu right away. |

Notes:16 Negate the bǎ pattern with méibǎ or bùbǎ. Examples:Tā méibǎ cài dān fàngzai zhèr. He didn't put the menu here.(NOT Tā bǎ cài dān méi-fàngzai zhèr.)Wèi shénme nǐ bùbǎ nǐ de qìchē kāichūqu? Why don't you drive your car out of here?(NOT Wèi shénme nǐ bǎ qìchē bùkāichūqu?)

Frame 4

- | | | |
|----|---|---|
| 18 | O: Xiǎomèi! Nǐ bǎ Māmā de huà dōu wàngle ma? Tā shuō: "Duō shuō duō cuò, shǎo shuō shǎo cuò" | Little Sister! Have you forgotten everything Mama said? She said, "The more you say, the more mistakes you make; the less you say, the fewer mistakes" |
| 19 | X: Wǒ jìde, wǒ jìde. Tā hái shuō: "Búshuō búcuò." Wǒ yǐjīng bǎ zhèxiē huà dōu xiěxiàlaile. | I remember, I remember. She also said, "If you don't say anything, you won't make any mistakes." I have already written all of this down. |

Frame 4 (Continued)

20 A: <u>Zuìhǎo yòng lùyīnjī bǎ zhèisānjù huà dōu lùxiàlai.</u> <u>Yì yǒu péngyou lái jiù bǎ lùyīnjī kāikāi.</u> Bǎ sānjù tīngwánle cái kényī guānshàng.	It would be best if you used a tape recorder and recorded these three sentences. (Then) as soon as friends come, turn on the recorder. When you have listened to all three sentences, then you can turn it off.
21 O: Cǎi láiile. Wǒmen chīfàn ba.	Here comes the food. Let's eat.

Notes:

19 Xiěxiàlaile "written down," is a Resultative Verb compound indicating actual-positive case. Xiàlai "down" or "come down" and other verbs compounded with motion and direction -lái and -qù can be used two ways in Resultative Verb compounds:

(1) By itself, it is a Resultative Verb compound:

shànglaile	has come up
méishànglai	hasn't come up
xiàlaile	has come down
méixiàlai	hasn't come down
chūlaile	has come out
méichūlai	hasn't come out

(2) It is used as a Resultative Verb ending:

xiěxiàlaile	has been written down
méixiěxiàlai	hasn't been written down
chīxiàqùle	has been eaten
méichīxiàqu	hasn't been eaten (swallowed)
náhuílaile	has been brought back
méináhuílai	hasn't been brought back

20 Yì ... jiù "as soon as ..." pattern. Examples:

<u>Yì yǒu péngyou lái jiù bǎ lùyīnjī kāikāi.</u>	As soon as friends come, then turn on the tape recorder.
<u>Tā yì lái wǒ jiù xiě Zhōngguó zì.</u>	As soon as he comes, I'll write Chinese characters.

20 Adverb cái "then, and only then; and not until then." Cái precisely stresses the "time when" here. Examples:

- Bǎ zhè sānjù tīngwánle . When all three sentences have
cái kéyǐ guānshàng. been heard (listened to) then
you can turn it off.
- Tā shuō xíng cái xíng. Only when he says it is OK
will it be OK./When he says
it is OK, only then will it
be OK.
- Xiàxīngqī sān cái zǒu ne. Will not leave until next
Wednesday.

20 Tīngwánle is a Resultative Verb compound of the actual-positive case, "heard it all," or "listened to the whole thing." Méitīngwán is the actual-negative case, "didn't hear it completely" or "didn't finish listening to it."

对话

Frame 1

(On the telephone)

- | | | |
|---|---------------------------------|---|
| 1 | O: 喂, 是学生宿舍吗? | Hello! Is this the students' dormitory? |
| 2 | Chuándá: 是啊, 您找谁? | Yes, it is. Whom are you looking for? (Whom do you wish to speak with?) |
| 3 | O: 我找安德生, 请他接电话。 | I'm looking for (Mr.) Anderson. Please ask him to take the phone. |
| 4 | Chuándá: 好。请等一等。 | OK. Please wait a moment. |
| 5 | A: 喂, 我是安德生。你是珍明吧? | Hello! I'm Anderson. You're Zhenming I take it? |
| 6 | O: 对了。我不放心让小妹一个人在家。我带着她到饭馆儿去好吗? | That's right. I'm uneasy about leaving Little Sister alone at home. Will it be all right if I take her to the restaurant with me? |
| 7 | A: 没问题。我去接你们。 | No problem. I'll come and fetch you. |

Frame 2

(At the restaurant)

- | | | |
|----|--|--|
| 8 | A: 你要喝花茶, 还是红茶? | Do you want to drink scented tea or black tea? |
| 9 | O: 花茶或是红茶都可以。欸, 这儿有咖啡吗? | Scented tea or black tea are both OK. I say! Do they have coffee here? |
| 10 | X: 一定有。奇怪! 这儿没菜单。安哥哥, 请你把那张桌子上的菜单拿来。我要一杯橘子水。 | Of course they do. How strange! They've no menus here. Brother An, would you please bring the menu from that table over there. I want a cup (glass) of orange juice. |
| 11 | A: 好。我替你叫一杯。把菜单给姐姐。让他点菜。 | Good. I'll order a glass for you. Give the menu to Older Sister. Let her order some dishes. |

Frame 3

(The waiter comes)

- | | | |
|----|----------------------------|---|
| 12 | X: 服务员来了。 | Here comes the waiter. |
| 13 | A: 一杯橘子水, 一杯咖啡,
一瓶青岛啤酒。 | A glass of orange juice, a cup
of coffee, and a bottle of
Qingdao beer. |
| 14 | O: 请大师傅随便配几个菜
吧。 | Ask the chef to select a few
dishes. |
| 15 | Fúwùyuan: 好。 | Good (All right). |
| 16 | X: 欸! 你怎么没把菜单放
在这儿? | I say! Why didn't you put a
menu here? |
| 17 | F: 哦! 对不起。我就把菜
单给你送来。 | Oh! I'm sorry. I'll bring a
menu right away. |

Frame 4

- | | | |
|----|--|--|
| 18 | O: 小妹! 你把妈妈的话都
忘了吗? 她说, “多说
多错, 少说少错...”。 | Little Sister! Have you for-
gotten everything Mama said?
She said, "The more you say,
the more mistakes you make;
the less you say, the fewer
mistakes ..." |
| 19 | X: 我记得, 我记得。她还
说, “不说不错”。我已
经把这些话都写下来了。 | I remember, I remember. She
also said, "If you don't say
anything, you won't make any
mistakes." I have already
written all of this down. |
| 20 | A: 最好用录音机把这三句
话都录下来。一有朋友
来就把录音机开开。把
三句听完了才可以关上。 | It would be best if you used a
tape recorder and recorded
these three sentences. (Then)
as soon as friends come, turn
on the recorder. When you have
listened to all three sen-
tences, then you can turn it
off. |
| 21 | O: 菜来了。我们吃饭吧。 | Here comes the food. Let's
eat. |

SUMMARY



Frame 2

a. The bǎ pattern is an important pattern in Chinese. The speaker can move the object of the verb to a position before the verb, permitting the use of more complex verb structures:

1. with Compound Verbs

Wǒ bǎ nǐde shū huángei I am returning your book.
nǐ.

Tā bǎ nǐde qìchē màigěi He sold your car to me.
wǒ le.

2. with both an Object and a Place Word in the sentence

Qǐng nǐ bǎ nǐde shū Please put your book on the
fàngzai zhuōzishang. table.

3. with verbs taking both a direct and an indirect object
(The bǎ places the direct object before the verb and the indirect object following it.)

Wǒ bǎ nèige chábēi gěi I gave him that tea cup.
tā le.

b. Use yào, jiào and diǎn "to order" when ordering food or drink in an eating place. The only difference in these terms is that diǎn is used when ordering food from the menu.

Frame 3

To negate the bǎ pattern, put the bù- or méi- before the bǎ.

Wèishénme nǐ bùbǎ nǐde Why don't you put your brush-
máo bǐ fàngzai zhuōzi- pen on the table?
shang?

Wǒ zuótiān méibǎ wǒ hái zi Yesterday I didn't bring my
dài qu. children.

Frame 4

a. More Resultative Verb Compounds.

1. For simple compounds, add the motion and direction verbs lái and qù to other similar motion and direction verbs

such as shàng "to go up," xià "to go down," chū "to go out," huí "to return," or jìn "to enter," and guān "to close," to create new Resultative Compounds. Examples:

Tā bǎ chuānghu guān- He shut the window.
shangle.

Tā cóng zhèige mén jìn- He entered from this door.
lái.

2. For more complex compounds, add any of the above possible compounds to an appropriate verb to make more resultative compounds.

Tā bǎ háizi dài huí He takes the children back home.
jiāli qù.

Tā bǎ dōngxi nájìnlaile. He carried the things inside.

- b. The yì ... jiù "as soon as" pattern is used to introduce a sense of immediacy to a sentence. The yì introduces the first clause, which is followed by jiù and a second clause.

Tā yì shuōhua, wǒ jiù As soon as he spoke, I knew
zhīdao shì tā. it was he.

Tā yí dào, wǒmen jiù We will leave as soon as he
chūfā. arrives.

- c. In the following example, adverb cái means "then and only then," or "not until."

Tāmen míngtiān cái lái. They are not coming until to-
morrow.

DRILLS I



A. Substitution Drill: Substitute the cued words for object of the CV bǎ.

(T) Tā bǎ shuǐ hēwánle.
 (He drank and finished the water./He drank all the water.
 cue: chá

(S) Tā bǎ chá hēwánle.
 (He drank and finished the tea./He drank all the tea.)

2. Tā bǎ cài chīwánle.
 cue: fàn

3. Tā bǎ chá hēwánle.
 cue: jiǔ

4. Tā bǎ shēngzì xiěwánle.
 cue: dìzhǐ

5. Tā bǎ huāchá hēwánle.
 cue: hóngchá

6. Tā bǎ diǎnxīn chīwánle.
 cue: júzi

7. Tā bǎ zhèifèn bào kànwánle.
 cue: zhèiběn shū

8. Tā bǎ xīn xiěwánle.
 cue: rìjì

9. Tā bǎ dàshìfu zhāoláile.
 cue: fúwùyuán

10. Tā bǎ wǒde míngzì xiěcuòle.
 cue: nide dìzhǐ

B. Negation Drill: Negate the following sentences. Watch the placement of the negative adverb méi in the example sentence and the omission of the particle le.

(T) Tā bǎ xiǎo mèimei dàilaile.
 (He brought the kid sister here.)

(S) Tā méi bǎ xiǎo mèimei dàilai.
 (He didn't bring the kid sister here.)

2. Tā bǎ jùzishuǐ hēwánle.

3. Fúwùyuán bǎ càidān nálaile.

4. Tā bǎ shēngzì xiěcuòle.

5. Tā bǎ diànhuà guàshangle.

6. Tā bǎ dàshìfu jiàolaile.

7. Wǒmen bǎ diǎnxīn chīwánle.

8. Tāmen bǎ shū niànwánle.

9. Tā bǎ shōuyīnjī kāikaile.

10. Wǒ bǎ lùyīnjī guānshangle.

C. Negation Drill: Negate the CV bǎ with either bù or búyào/bié, whichever is appropriate.

(T) Píngcháng* tā bǎ péngyou
qīnghuī jiāli lái chīfàn.
(Ordinarily he invites
his friends to his house to
eat.)

(S) Píngcháng tā bùbǎ péngyou
qīnghuī jiāli lái chīfàn.
(Ordinarily he does not
invite his friends to his house
to eat.)

* Píngcháng A: ordinarily

2. Měicì kāihuì tā dōu bǎ Lǎo Zhāng suànshang.
3. Báitiān wǒ bǎ chuānghu guānshang.
4. Bǎ chīde dōngxi nájīn fàntīnglai.
5. Bǎ diǎnxīn fàngzai zhuōzishang.
6. Tā bǎ zìjǐde shìqing jiào biéren bàn.
7. Píngcháng tā bǎ qián jiāogěi tā tàitai.
8. Qǐng nǐ bǎ shūjiàzishang de zìdiǎn náxiālai.
9. Qǐng nǐ bǎ shōuyīnjī kāikai.
10. Tā měicì xiěxìn, dōu bǎ zìjǐde dìzhǐ xiězai xīnfēngshang.

D. Transformation Drill: Reconstruct the sentences below, using the CV bǎ.

(T) Tā chīle wǒde júzi le.
(He ate my orange.)

(S) Tā bǎ wǒde júzi chīle.
(He ate my orange.)

2. Tā wàngle nǐde míngzi le.
3. Tā hēle wǒde chá le.
4. Wǒ chīle nǐde diǎnxīn le.
5. Wǒ jīle nèifēng xīn le.
6. Shéi guānle diànshì le?
7. Shéi hēle wǒde qīshuǐ le?
8. Tā màile tā nèibù jiù qīchē le.
9. Shéi chīle xiǎo mèimeide júzi le?
10. Tā wàngle yàojínde shìqing le.

E. Transformation Drill: Reconstruct the sentences below using the CV ba.

(T) Nèifēng xìn, wǒ jìqùle. (That letter, I mailed it.)	(S) Wǒ bǎ nèifēng xìn jìqùle. (I mailed that letter.)
--	--

2. Zhèige càidān, tā gěi wǒmen sònglaile.
3. Nǐmen diǎnde cài, dàshìfu dōu zuòhǎole.
4. Tāmende cài, fúwùyuán gěi wǒmen sònglaile.
5. Nèige qíguàide xīnwén, diàntái gāngcái guǎngbōle.
6. Wǒ yàode nèi liǎngběn shū, tā gěi wǒ dàilaile.
7. Zhōngwen bào, Yīngwen bào, tā dōu kànwánle.
8. Zhōngguo huà, Hánguo huà, tā dōu xuéhuìle.
9. Nèi jǐjù huà, tā yòng lùyīnjī lùxiàlaile.
10. Fànguǎnli de chábēi, tā dài huílaile.

F. Expansion Drill: Add the underlined information to the sentences in the appropriate places.

(T) Fúwùyuán bǎ càidān nálaile. (The waitress/waiter brought the menu here.) cue: <u>to us</u>	(S) Fúwùyuán bǎ càidān <u>gěi wǒmen</u> nálaile. (The waitress/waiter brought the menu [here] to us.)
--	--

2. Xiǎo Mèimei bǎ jǔzishuǐ hēwánle.
orange juice in the bottle
3. Láo Lǐ bǎ zhèige dīzhǐ xiěxiàlaile.
with brush-pen
4. Diàntáishang yǐjīng bǎ zhèijiàn shìqíng guǎngbōle.
in the Chinese language
5. Dàshìfu bǎ cài pèihǎole.
the dishes you ordered
6. Tā bǎ zhèi jǐjù huà lùxiàlaile.
with the tape recorder

7. Wǒ wàngle bǎ diànyǐngpiào dàilaile.
for you
8. Tā wàngle bǎ xìn sòngqùle.
those two airmail letters
9. Tā bǎ nèishuāng qǐguàide xié mǎilaile.
for me
10. Tā bǎ nǐde lùyīnjī xiūhǎole. (slowly/gradually [mànmandel])
slowly/gradually

G. Completion Drill: Fill each blank with either háishi or huòshi.

1. Nǐmen hē hóngchá ne, _____ huāchá? Hóngchá _____ huāchá dōu kényi.
2. Nǐ xiànzài yào qù sùshè ne, _____ huíjiā?
3. Qǐng nǐ tī wǒ mǎi liǎngzhāng diànyǐng piào, qiánbiānde _____ hòubiānde dōu kényi.
4. Wó xiǎng zū yíge gōngyù, lóushàngde _____ lóuxiàde dōu kényi.
5. Nǐ míngtiān xiàwǔ kényi lái zhǎo wǒ, liángdiǎn _____ sāndiǎn dōu kényi.
6. Nǐ gāngcái jiào wǒ mǎi shénme? Shì huàbào ne, _____ zhōubào?
7. Nǐ bǎ wǒde zìdiǎn fàngzài nǎr le? Shì sùshèli ne, _____ kèshìli?
8. Wǒ tīngshuō nǐ xiàge zhōumò qù lǚxíng; nǐ kāichē ne, _____ zuò huǒchē qù?
9. Zuótiān wǒmen zài fàngguǎnr chǐde nèi liǎngge cài, shì nǐ zìjǐ diǎnde ne, _____ jiào dàshǐfu sùbiàn pèide?
10. Nǐ xīhuān hē chá ne, _____ xīhuān hē kāfēi?

H. Transformation Drill: Reconstruct each sentence, using the yi... jiù ... pattern to emphasize the immediacy of the two actions in sequence.

(T) Mǔqīn kànjiànle tāde hái'zi yǐhou, lǐkè fàngxiǎn le. (After the mother saw her child, she immediately felt relieved.)	(S) Mǔqīn yí kànjiànle tāde hái'zi, jiù (lǐkè) fàngxiǎnle.* (As soon as the mother saw her child, she felt relieved.)
--	--

* Notice, in the first clause, yǐhou is deleted when yí is used.

2. Tā zǒudào xuéshēng sùshè yǐhou, kànjiàn Zhēnmíng le.
3. Tā náqi diànhuà lai, tīngjiàn Zhēnmíng de shēngyīn le.
4. Tā kànjiànle chá yǐhou, bùxiǎng hē júzishuǐ le.
5. Fúwùyuán zǒuguòlai yǐhou, wǒmen lǐkè diǎn cài.
6. Wǒ dào zhège xuéxiào yǐhou, rènshile Xiǎo Ān.
7. Tā gāngcái jīnzhāng, bǎ dīzhǐ xiěcuòle.
8. Wǒ juéde jīnzhāng, bǎ tāde míngzi wàngle.

I. Transformation Drill: Change each sentence into a question, using either zěnmé or wèishénme.

(T) Tā méibǎ Xiǎo Mèimei dàilái. (He did not bring the kid sister here.)	(S) Tā zěnmé méibǎ Xiǎo Mèimei dàilái. (How come he did not bring the kid sister here?)
---	--

2. Tā méibǎ lùyīnjī guānshang.
3. Fúwùyuán wàngle bǎ càidan gěi wǒmen nǎlai.
4. Dàshifu wàngle bǎ wǒmen diǎnde cài pèihǎo.
5. Shōupiàoyuán bǎ fēijīpiào gěi wǒ jīlaile.
6. Ta bǎ ta mǔqīn shuōde nèi sānjù huà yòng lùyīnjī lùxiàlaile.
7. Tā bǎ yào jīnde shìqing dōu wàngle.
8. Tā bǎ búyào jīnde shìqing dōu xiěxiàlaile.

J. Completion Drill: Fill in each blank with the suitable RV with compound ending chosen from those in parentheses.

1. Tā gěi wǒ jīle yīběn shū lái. Wǒ kànwánle yòu gěi tā ____ le. (jīhuílai, nāhuílai, jīhuíqu)
2. Zuótiān wǒ zǒudào chéngwài qu, yòu ____ le. (zǒuhuíqu, zǒuhuílai)
3. Tā huíqude shíhou wàngle bǎ shū ____ le. (dàihuílai, dàihuíqu)
4. Tā bǎ wǒde chē kāidào fēijīchǎng qù le; míngtiān zài _____. (nāhuílai, kāihuílai, kāihuíqu)
5. Nǐ cóng shūjiàzishang nǎxiālai de huàbào, kànwánle yīnggāi _____. (dàihuílai, fànghuíqu)
6. Tā cóng tā jiālǐ nǎlai de chábei yàobuyào xiànzài ____? (dàihuílai, dàihuíqu)
7. Wǒmen jiùyào chīfan le; Xiǎo Mèimei hái zài wàitou qǐ zìxíngchē ne. Nǐ chūqu bǎ tā _____. (zhǎohuílai, fànghuíqu, zhǎohuíqu)
8. Yǒu rén zhǎo Lǎo Chén. Lǎo Chén gānggāng chūqu; qǐng nǐ bǎ tā _____. (jiàohuíqu, jiàohuílai, dàihuílai)

K. Drill on "děng": From the following list, select an appropriate form of děng to fill each blank; děng, děngzhe (waiting), děngyiděng děng yihuǐr, děngdào (wait till, by the time).

1. Gāngcái nǐ zài shénme dìfāng ____ wǒ? Wǒ zěnme méi kànjian nǐ?
2. Wó yǐjīng ____ le bàng zhōngtóu le, tā hái méi lái.
3. Zuótiān wǒ ____ sǎndiǎnbàn, tā hái méi lái.
4. Wǒ qù nà zìdiǎn, mǎshàng jiù huílai; qǐng nǐ ____.
5. Nǐ kuài jìnqu ba; nǐ tàitai zài lǐbiānr ____ nǐ ne.
6. Zuótiān fēijī lái wánle; wǒ zài fēijīchǎng cóng jiúdiǎn ____ shìdiǎn.
7. Rúguǒ wǒ ____ shídiǎnzhōng, hái méiyǒu diànhuà lái, wǒ jiù bù ____ le.
8. Nǐ xiànzài búzuò, yào ____ shénme shíhou cái zuò ne?

DRILLS II



A. Identify and locate your teachers' places of origin.

EX: Chéng Lǎoshī shì Tiānjīn rén. Tiānjīn zài Héběi Shěng.

Surname N EV N N CV N

	Běijīng		Běijīng		Héběi
	Tiānjīn		Tiānjīn		Héběi
	Chángshā		Chángshā		Húnán
	Qīngdǎo		Qīngdǎo		Shāndōng
	Nánjīng		Nánjīng		Jiāngsū
	Shànghǎi		Shànghǎi		Jiāngsū
	Fúzhōu		Fúzhōu		Fújiàn
_____ Lǎoshī shì	Hángzhōu	rén.	Hángzhōu	zài	Zhèjiāng Shěng.
	Wūhàn		Wūhàn		Héběi
	Chóngqīng		Chóngqīng		Sì chuān
	Kūnmíng		Kūnmíng		Yúnnán
	Chéngdū		Chéngdū		Sì chuān
	Guǐlín		Guǐlín		Guǎngxī
	Xiān		Xiān		Shānxī
	Kāifēng		Kāifēng		Hénán
	Táiběi		Táiběi		Táiwān

B. State that one of your classmates has purchased a certain item and that the item is of a certain quality/value.

EX: Wáng Shàngshī mǎide máobī hěn piányi.

Surname N V-P N A SV

	Sānděngbǐng				
	Erděngbǐng				
	Yíděngbǐng				
	Xiàshì		shōuyīnjī		
	Zhōngshì		yīfu		hǎotīng.*
	Shàngshì		diànshì		piàoliàng.
	Sānděng Jūnshì zhǎng		gāngbǐ		guī.
_____ Erděng		mǎide	qiānbǐ		hěn piányi.
Yíděng Shìguānzhǎng			fěnbǐ		hǎokàn.
Zhǔnwèi			máobī		
Shàowèi			qìchē		
Zhōngwèi			Hàn-Yīng Zìdiǎn		
Shàngwèi			Yīng-Hàn Zìdiǎn		
Shàoxiào					
Zhōngxìào					
Shàngxiào					

* hǎotīng

SV: be good to listen to, pretty

C. State that (1) you have invited someone to come to see you. (2) that he/she is coming from a certain place. (3) that you have to go to a certain place on a certain date and after a certain meal to meet him/her.

EX: Wǒ qǐngle wǒde nán/nǚ péngyou dào zhèli lái kàn wǒ. Tā yào cóng Niūyuēzhōu lái. Suóyì wǒ bìděi zài dàhòutiān chīle zǎofàn yǐhòu dào zhèlǐde fēijīchǎng qù jiē tā.

PN V-P PN-P N PT PW PT V PN PN AV PT

	yéye									
	nǎinai									
	bàba									
	māma									
	shūshu									
Wǒ qǐngle wǒde	shěnshe	dào	zhèli	lái	kàn	wǒ.	Tā	yào	cóng	
	jiějie									
	mèimei									
	gēge									
	dìdi									
	zhízi									
	zhínǚ									
	etc.									

N N PT MA PN AV CV TW

						míngtiān				
						hòutiān				
						dàhòutiān				
Dé									yī	
Huáshèngdùn									èr	
Xīn Mòxígē									sān	
Yàlísāngnà	zhōu	lái.	Suóyì	wǒ	bìděi	zài			sì	
Èlègāng							xiàge	xíngqi	wǔ	
									liù	
									rì	

V-P N PT PT N/PW-P N PT V PN

	zǎofàn		Jiùjīnshānde		fēijīchǎng					
chīle	wǔfàn	yǐhòu	dào	zhèlǐde	qīchēzhàn		qù	jiē	tā.	
	wǎnfàn		etc.		huǒchēzhàn					

D. State that sometime ago you went to a certain place from a certain place and for a certain reason. (Give your own reason[s].)

EX: Jígeyuè yǐqián wǒ dào Bókèlǐ¹ qùle. Wǒ shì cóng Jiùjīnshān qùde. Wǒ shì qù kàn wǒ zhízi qùde.

NU-M-N PT PN PT N PT-P

Yí	xíngqì								
Liǎng ge	yuè			Zhǐjiāgē					
Sān		yǐqián	wǒ	dào	Xiàwēiyí	qùle.			
etc.	nián				etc.				
Jǐ									

PT EV PT N PT-P PN EV V VP²/S³ V-P

				Niǔyuē					
Wǒ	shì	cóng	Jiùjīnshān	qùde.	Wǒ	shì	qù	_____	qùde.
				etc.					

1. Bókèlǐ N: Berkeley
2. VP=Verb Phrase
3. S=Sentence

E. Make an inclusive statement to indicate a fact or a piece of information that's commonly known to everyone.

EX: Shéi dōu zhīdao yíyuè yíhào shì jiàrì*.

QW-(indef.)-A V S

Shéi	_____	dōu	zhīdao	_____.
------	-------	-----	--------	--------

* jiàrì N: holiday

F. Tell one of your classmates that you are willing to go anywhere with him/her except that one place that you will not go. (Select and name that place yourself.)

EX: Wǒ gēn nǐ dào nǎr qù dōu xíng, jiù shì yíge dìfāng wǒ bù gēn nǐ qù. Nàge dìfāng jiào Èguo.

PN CV PN PT QW(indef.)PT A SV A EV NU-M N PN P

Wǒ gēn nǐ dào nǎr qù dōu xíng, jiù shì yíge dìfāng wǒ bù

CV PN V SP-M N V N

gēn nǐ qù. Nàge dìfāng jiào _____.

G. Make a statement about your friend's habit or inability.

EX: Tā lián yìdiǎnr jiǔ dōu/yě bùnéng hē.

PN CV NU-M NP A VP

Tā lián yī yí M _____ dōu yě _____.

H. Make a statement about what you have received from home and what you did not receive.

EX: Wǒ shōudàole jiāli gěi wǒ jīlái¹ de jīfēng xìn. Kěshi, wǒ méishōudào tāmen gěi wǒ jīlái² de jībāo² diǎnxìn.

PN RV-P N(PW)CV PN RV-P (NU-M)N MA PN RV

Wǒ shōudàole jiāli gěi wǒ jīlái² de _____. kěshi, wǒ méishōudào

PN CV PN RV-P (NU-M)N

tāmen gěi wǒ jīlái² de _____.

1. jīlai RV: send by mail (here)
jī V: mail, send by mail

2. bāo M: package, parcel

I. State that recently you finished reading/writing/studying certain materials (books, magazines, etc.) but you have not yet finished reading/writing/studying certain other materials.

EX: Zuì jìn wǒ kàn wán le yì běn huà bào, kě shì yǒu yì běn xiǎo-shuō * wǒ hái méi kàn wán ne.

MA PN RV-P NU-M N MA V NU-M N

Zuì jìn wǒ kàn ^{niàn} wán le _____, kě shì yǒu _____ xiě
--

PN PT PT RV PT

wǒ hái méi kàn ^{niàn} wán ne. xiě

* xiǎoshuō N: novel

J. Tell your classmates whom you saw recently and whom you did not see.

EX: Zuì jìn wǒ kàn jiàn le lián zhāng, kě shì wǒ méi kàn jiàn bù duì zhī huī yuán.

Zuì jìn wǒ kàn jiàn le _____, kě shì wǒ méi kàn jiàn _____.

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. Hú Měifāng shì yíge xiǎo fànguǎnrli de nǚfúwùyuán.
胡美芳是一个小饭馆里的女服务员。
2. Tāde gōngzuò shíjiān shì cóng shàngwǔ shídiǎnbàn dào wǎnshàng jiǔdiǎn.
她的工作时间是从上午十点半到晚上九点。
3. Nèige xiǎo fànguǎnrli zhǐ yǒu shíjǐzhāng fànzhūō; dàde kěyǐ zuò liùge rén, xiǎode zuò liǎngge rén.
那个小饭馆儿里只有十几张饭桌；大的可以坐六个人，小的坐两个人。
4. Měitiān shàngwǔ shíyídiǎn yǐqián, Hú Měifāng děi bǎ fànzhūōshàng yào yòngde dōngxī yùbèihǎo.
每天上午十一点以前，胡美芳得把饭桌上要用的东西准备好。
5. Tā yě děi zài měizhāng zhuōzishang fàng yíge càidān.
她也得在每张桌子上放一个菜单。
6. Liǎngnián yǐqián tā kāishǐ gōngzuòde shíhòu, juéde càidānshàngde càimíng(zi) tài duōle, méi bànfa jì (to remember).
两年以前她开始工作的时候，觉得菜单上的菜名(子)太多了，没办法记。
7. Tā bǎ bùzhīdào de càimíng(zi) dōu xiěxiàlai, duō kàn jǐbiàn.
她把不知道的菜名(子)都写下来，多看几遍。
8. Zhège fànguǎnr búmai jiǔ. Lái chī Zhōngguófàn de rén chābuduō dōu xǐhuan hēchá.
这个饭馆儿不卖酒，来吃中国饭的人差不多都喜欢喝茶。
9. Fànguǎnrli yǒu hóngchá, huāchá; yě yǒu júzishuǐ.
饭馆儿里有红茶、花茶，也有橘子水。
10. Qùnián Hú Měifāng gēn dàshīfu shuō, "Wǒ xīwàng yǒu jīhuì xuéyìxue zuòcài."
去年胡美芳跟大师傅说，“我希望有机会学一学做菜”。
11. Dàshīfu shuō, "Hǎo a, wǒ hěn yuànyì jiāo nǐ. Nǐ xiān bǎ zhèběn shípǔ nánhuíqu kànyikan."
大师傅说，“好啊，我很愿意教你。你先把这本食谱拿回去看一看。”
12. Xiànzài Hú Měifāng yǐjīng bǎ tā xǐhuan chīde jǐge cài dōu xuéhuìle.
现在胡美芳已经把她喜欢吃的几个菜都学会了。

COMMUNICATION EXERCISES

Activity 1

Telephoning a Chinese Restaurant

Procedure: Work in pairs. While one of you role plays the customer who telephones a restaurant for a dinner reservation*, the other role plays the person taking the reservation over the phone. Then switch roles.

* dīngwèizi VO: reserve a place/seat

Note: When you call for a reservation, be sure to provide enough information to identify the who, when, where (a table by the window? in a special room? etc.) and tell for how many!

Activity 2

Ordering a Meal from the Menu

Procedure: Work in pairs and take turns role playing the waiter or waitress and the customer.

Note: Use the attached menu for reference.

Activity 3

Ordering a Meal from the Restaurant Owner*

Procedure: While your teacher role plays a restaurant owner, the class role plays customers and asks questions concerning (1) price (2) what kind of party it is, (3) food selection, (4) seating arrangement, (5) style of service, etc.

* lǎobǎn N: proprietor
lǎobǎnniáng N: proprietress

LESSON 22

Menu items are first given in simplified characters, then in full form, then in Pinyin, and finally in English.

午晚餐和点心类菜单
(午晚餐和點心類菜單)

Wǔ Wǎn Cān hé Diǎnxīn Lèi Càidān
Menu for Lunch, Dinner and Snacks

冷 盘 类 (冷 盘 类)

Lěng pán lèi
Cold plate

1. 什锦大拼盘 (什锦大拼盘) \$7.50
Shí jīn dà pīn pán
Assorted hors d'oeuvres plate
2. 大 三 拼 \$5.00
Dà sān pīn
Three combination cold plate
3. 双 拼 (雙 拼) \$3.75
Shuāng pīn
Twin combination cold plate
4. 拌 米 蜇 \$3.00
Bàn mǐ zhē
Jelly fish salad
5. 怪 味 鸡 (怪味鷄) \$2.75
Guài wèi jī
Strange taste chicken
6. 五香茶叶蛋 (五香茶葉蛋) 3 for \$1.00
Wǔ xiāng chá yè dàn
Tea egg
7. 松 花 皮 蛋 \$1.00 ea
Sōnghuā pí dàn
Thousand-year duck egg

汤 类 (湯 類)

Tāng lèi
Soup

- | | |
|---|--------|
| 1. 酸 辣 汤 (酸辣湯) | \$3.75 |
| Suān là tāng
Hot and sour soup | |
| 2. 锅 巴 汤 (鍋巴湯) | \$4.25 |
| Guō bā tāng
Sizzling rice soup | |
| 3. 榨 菜 汤 (榨菜湯) | \$3.50 |
| Zhàcài ròusī tāng
Szechuan cabbage pork soup | |
| 4. 桂 花 汤 (桂花湯) | \$3.50 |
| Guì huā tāng
Minced egg drop soup | |
| 5. 鲍 鱼 汤 (鮑魚湯) | \$4.00 |
| Bàoyú tāng
Abalone soup | |
| 6. 海 鲜 汤 (海鮮湯) | \$4.75 |
| Hǎixiān dòufǔ tāng
Seafood with bean curd soup | |
| 7. 虾仁干丝汤 (蝦仁乾絲湯) | \$4.75 |
| Xiārén gānsī tāng
Shrimp with shredded bean curd | |
| 8. 海 参 汤 (海參湯) | \$4.75 |
| Hǎishēn tāng
Sea cucumber soup | |

LESSON 22

鸡和鸭类 (鷄和鴨類)

Jī hé yā lèi
Chicken and duck

1. 宫爆鸡丁 (宫爆鷄丁) \$4.50
Gōngbào jīdīng
Diced chicken with chili sauce
2. 腰果鸡丁 (腰果鷄丁) \$4.50
Yāoguǒ jīdīng
Cashew chicken
3. 麻辣鸡 (麻辣鷄) \$4.50
Má là jī
Hot sauced chicken
4. 咖喱鸡 (咖喱鷄) \$4.75
Jiālǐ jī
Curry chicken
5. 香酥鸭 (香酥鴨) \$7.50
Xiāngsū yā
Crispy fried duck
6. 北京鸭 (北京鴨) \$16.00
Běijīng yā
Peking duck
7. 酒蒸鸭 (酒蒸鴨) \$14.00
Jiǔ jēng yā
Steamed duck with wine
8. 樟茶鸭 (樟茶鴨) \$12.00
Zhāngchá yā
Tea smoked duck

猪肉和牛肉类 (猪肉和牛肉類)

Zhūròu hé niúròu lèi
Pork and beef

1. 酱爆里脊 (醬爆裏脊) \$4.75
Jiàng bào lǐjǐ
Bean sauced tender pork

2. 回锅肉 (回鍋肉) \$4.75
Huí guō ròu
Twice cooked pork with cabbage

3. 木须肉 \$4.75
Mù xū ròu
Mu xu pork

4. 甜酸肉 \$4.75
Tián suāng ròu
Sweet-sour pork

5. 宫爆牛肉 (宮爆牛肉) \$5.00
Gōngbào niúròu
Princess royal beef

6. 葱爆牛肉 \$5.00
Cōngbào niúròu
Quick stir-fried beef with scallions

7. 青椒牛肉 \$5.00
Qīngjiāo niúròu
Stir-fried beef with green pepper

8. 雪豆牛肉 \$5.00
Xūedòu niúròu
Stir-fried beef with snow peas

LESSON 22

海 鲜 类 (海 鲜 类)

Hǎi xiān lèi

Seafood

1. 官 爆 虾 (官 爆 蝦) \$5.25
Gōngbào xiā
Spiced Prawns
2. 炒 三 鲜 (炒 三 鲜) \$5.50
Chǎo sān xiān
Fried mixed seafood plate
3. 鲜 炒 鱿 鱼 (鲜 炒 魷 魚) \$5.00
Xiān chǎo yóu yú
Fried fresh Squid with mixed greens
4. 酥 炸 生 蚝 (酥 炸 生 蠔) \$5.00
Sū zhá shēng háo
Deep fried oysters
5. 生 炒 大 蛤 \$5.00
Shēng chǎo dà gé
Pan fried clams
6. 海 参 鲍 片 (海 参 鲍 片) \$8.00
Hǎi shēn bào piàn
Braised sea cucumber with abalone
7. 姜 葱 烤 蟹 (薑 葱 烤 蟹) \$8.00
Jiāng cōng
Baked crab with ginger and scallions
8. 清 蒸 石 班 鱼 (清 蒸 石 班 魚) \$7.50
Qīng zhēng shí bān yú
Steamed whole fresh rock cod

LESSON 22

点 心 类 (點 心 類)

Diǎnxīn lèi
Snacks

1. 八 宝 饭 (八 寶 飯) \$4.00
Bā bǎo fàn
Eight treasure rice pudding

2. 叉 烧 包 (叉 燒 包) \$0.75 ea
Chā shāo bāo
Barbecued pork bun

3. 炸 馄 饨 (炸 餛 飩) \$2.75
Zhá hún tún
Fried won ton

4. 饺 子 (餃 子) 3 for \$1.00
Jiǎozi
Steamed or boiled dumpling

5. 锅 贴 (鍋 貼) 3 for \$1.00
Guōtiē
Pot sticker

6. 春 卷 (春 捲) \$0.75 ea
Chūn juǎn
Spring roll

7. 什 锦 杂 碎 炒 面 (什 錦 雜 碎 炒 麵) \$2.75
Shíjīn zásuì chǎo miàn
Assorted chop suey fried noodles

8. 牛 肉 炒 饭 (牛 肉 炒 飯) \$2.50
Niúròu chǎo fàn
Beef fried rice

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. Zhēnmíng: Xiǎo Ān, qiántiān wǒmen yīkuàir dài wǒ Xiǎo Mèimei qù chǎnfàn, tā hěn gāoxíng. Wǒmen shuōde měi yí jù huà, chǎide měi yíge cài, tā dōu jǐde.
2. Āndésheng: Zhēnmíng, nèitiān nǐ wèishenme búràng nǐ xiǎo mèimei shuōhuà? Wǒ juéde hěn qíguài.
3. Zh: Háizimen bùyingdāng duō shuōhuà; duō shuō duō cuò.
4. ĀN: Tā nèitiān méi shuōcuò shénme huà. Jiùshi shuōcuòle, yě búyào jīn a.
5. Zh: Zài wǒmen jiāli, wó mǔqīn lǎoshī (always) jiào wǒmen shǎo shuōhuà.
6. Ān: Wǒ yě yǒu yíge mèimei, jīnnián qīsuì. Tā měitiān dōu wèn hěn duō wèntí. Wǒ mǔqīn lǎoshī huída tāde wèntí, gěi tā jiāngjiě tā yào zhǐdào de shìqīng.
7. Zh: Nǐ mǔqīn bùjuéde máfan ma?
8. Ān: Bùjuéde. Tā shuō háizimen yīngdāng bǎ tāmen de wèntí shuōchūlái; fùmǔ huòshi lǎoshī yīngdāng gēn háizimen tán tāmen de wèntí.
9. Zh: Nǐ mǔqīn zěnme yǒu nàme duō shíjiān huída nǐ mèmèide wèntí ne?
10. Ān: Wǒ mǔqīn hěn máng; tā zài xuéxiào jiāoshū. Kěshi tā juéde gēn háizi tánhuà shì yíjiàn zuì yào jīnde shìqīng; suóyì tā kéyì zhǎochū shíjiān lái huída wǒ mèmèide wèntí.
11. Zh: Zhè yě duì. Wǒ děi bǎ zhège wèntí duō xiǎngyixiǎng.
12. Ān: Rúguǒ wǒmen shuōcuòle, wǒ mǔqīn jiù gēn wǒmen yīkuàir yánjiu, bǎ nèige cuòr gǎiduíle.
13. Zh: Dào xiànzài wǒ háishi búyuànyì huída wèntí; zài xuéxiàoli yě búyuànyì duō fùzé, lǎoshī pà (be afraid of) zuò cuòle shìqīng.
14. Ān: Suóyì, wǒ xiǎng nǐ búbì jiào nǐ xiǎo mèimei bǎ nǐ mǔqīn nèi sānjù huà yòng lùyīnjī lùxiálái.
15. Zh: Nǐ gāngcái shuōde nèixiē huà, wǒ cóngqián méi xiǎngdào guò.

16. An: Hǎole, nǐ kàn wǒmen jīntiān shì qù kàn diànyǐng ne, hái-shì dào gōngyuán suíbiàn zǒuzou ne?
17. Zh: Bùnéng kàn diànyǐng; wǒ wàngle bǎ yǎnjìng (eye glasses) dài laile.
18. An: Nàme, wǒmen jiù xiān qù gōngyuán, ránhòu zài qù hē bēi kāifēi, hǎo buhǎo?
19. Zh: Hǎo, zǒu ba.
20. An: Jīntiān wǒ yào xiǎng bànfa ràng nǐ duō shuōhuà, búpà cuò.

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. An: Today is Saturday; yet there are not many people in the park. Isn't it strange?
2. Zh: There is a sports meet this weekend. I think most of the people have gone to see the sports.
3. An: Oh, I forgot that. If you would like to see the sports, I'll go with you.
4. Zh: I don't want to go there. There must be too many people. I'd like to take a walk here in the park.
5. An: Your dress and your shoes match well (pèide hěn hǎo). Did you buy them yourself?
6. Zh: No. My older sister bought them for me.
7. An: I didn't know you had an older sister.
8. Zh: She works in a faraway place (hén yuǎnde dìfāng); she comes home only once a year, or once every two years.
9. An: Did she bring this dress to you when she came back last time?
10. Zh: No, she sent it to me by parcel post last month.
11. An: She must have spent a lot of money to buy this dress.
12. Zh: I think so. (Wó yě zhème xiǎng). She is very nice to our family. She sends money (jī qián) to my parents every month.
13. An: How long has she been working?
14. Zh: A long time. She started early. She went to school only up to the seventh grade (qīniánjí), and then she had to go to the countryside (xiāngxià) to work.
15. An: When was that?
16. Zh: About ten years ago. Now she is already a very experienced worker.
17. An: How come you can continue your schooling (shàngxué) in the city?

18. Zh: I don't know. Maybe things have changed. However, I've always wanted to do something for my older sister after I finish studying.
19. An: You want to help her. In what way (Yòng shénme bànfa)?
20. Zh: When I start to work, I'll ask her to go back to school. She was very good with her school work (Tā niànshū niànde hěn hǎo).
21. An: Do you think there will be opportunities for her to go back to school?
22. Zh: I hope there will be.

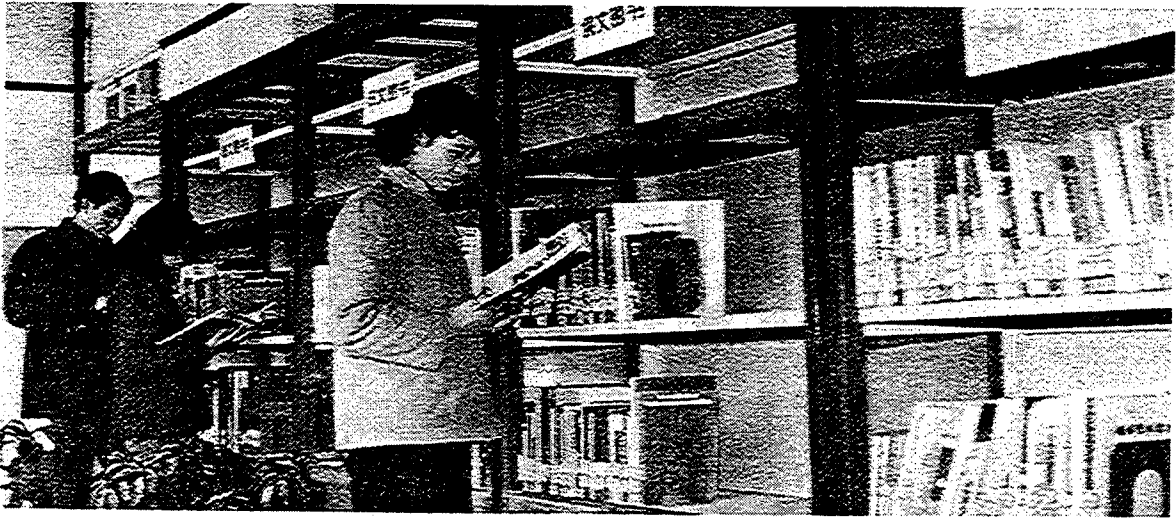
LESSON 23

INTRODUCTION



This lesson deals with:

- More verb compounds.
- More bǎ constructions.
- Use of huán "to return" and jiè "to borrow, to lend."
- Use of shénme and děngděng.
- Types of schools.



Tāmen yào jiè shū.

OBJECTIVES



Upon completion of this lesson you will be able to:

- State that you wish to borrow, lend or exchange something, as in a library.
- State that something is interesting or not interesting.

GLOSSARY



1. Běijīng-Dàxué 北京大学 N: Beijing University (see note)
- a. dàxué 大学 N: university
- b. zhōngxué 中学 N: middle school (high school)
- c. xiǎoxué 小学 N: elementary school
2. -biàn 一遍 M: (for occurrences, times, etc.)
 Nèiběn shū wǒ kànle sānbiàn. (I've read that book three times.)
 Nèijù huà nǐ shuōle sānshí-biàn le, bié zài shuōle. (You've said that sentence thirty times [already]; don't say it any more.)
3. chá 查 V: to check, to inspect, to consult (a dictionary)
- a. cháchūlai 查出来 V: to find out
- b. méicháchūlai 没查出来 RV: failed to find out
 Nèige zì, wǒ chá zìdiǎn, méicháchūlai. (I looked for that word in the dictionary, and failed to find it.)
- c. cháchūlaile 查出来了 RV: have found out (through investigation)
 Hòulai tā chá nèiběn dà zìdiǎn, cháchūlaile. (Later, he consulted the big dictionary, and found it.)
4. cídiǎn 辞典 N: dictionary
5. děngděng 等等 N: and so on, and so forth, etc.
 Zhèixiē shū, bào, děngděng, dōu shì tāde. (All these books, newspapers, etc., are his.)
- shénmede 什么的 N: and so on
 Wǒ bǎ biǎo, zhōng, bǐ, shénmede, dōu mài le. (I sold my watch, clock, pens, and so on.)

Note: Beijing University is the oldest university in China. Originally it was inside Beijing City. After 1949, it took over the beautiful campus of Yenching University (donated by Rockefeller) in the western outskirts of Beijing.

6. dìxia 地下 N: on the ground, on the floor
 Qǐng bǎ zhèixiē dōngxi dōu fàngzai dìxia. (Please place all these things on the floor.)
- dìshang 地上 N: on the ground, on the floor
 Dìshangde shū shì nǐde ma? (Are the books on the floor yours?)
7. hàomǎ(r) 号码(儿) N: number
 diànhuà hàomǎ(r) 电话号码(儿) N: telephone number
 Zài Měiguó, rénren dōu yǒu yíge zuì yàojǐnde hàomǎr. (In the United States, everyone has a most important number.)
8. huán 还 V: to return, to give back (something borrowed)
 huángěi 还给 V: to return to
 Tā měiyuè huángěi wǒ wǔshí kuài qián. (He pays me back \$50.00 each month.)
9. jiè 借 V: to borrow, to lend
 Hǎo jiè hǎo huán, zài jiè bùnnán. (If you borrow and return in good faith, it will not be difficult to borrow again.)
- a. jiègěi 借给 V: to lend to
 Zuótiān tā jiègěi wǒ yībǎi kuài qián. (Yesterday, he lent me \$100.00.)
- b. gēn ... jiè 跟 ... 借 V: to borrow from
 Zuótiān wǒ gēn tā jièle yībǎi kuài qián. (Yesterday, I borrowed \$100.00 from him.)
10. míngbai 明白 SV/V/RVE: to be clear, obvious, plain/ to understand, realize, know
 Nǐ shuōde hěn míngbai. (What you said is very clear.)
 Wǒmen dōu míngbai tāde yìsi. (All of us understand [the meaning of] what he said.)
 Nǐ shuō, nǐmen dōu shuō-míngbaile. (You said that you said it all clearly.)
 Tā shuō, nǐmen méishuō-míngbai. (He says you didn't say it clearly.)

11. rén rén 人人 N: everyone, everybody
12. shǒu 手 N: hand (human) (M: -zhī 只)
Tā shǒuli názhe yìzhī bǐ. (He's holding a pen in his hand.)
jiǎo 脚 N: foot (M: -zhī 只)
Rénrén dōu yǒu liǎngzhī shǒu,
liǎngzhī jiǎo. (Everyone has two hands and two feet.)
13. shūmíng 书名 N: title of a book, book title
Nèiběn shū yǒu Zhōngwén shūmíng,
yě yǒu Yīngwén shūmíng. (That book has a Chinese title and also an English title.)
14. túshūguǎn 图书馆 N: library
túshūguǎn guǎnlǐyuán 图书馆
 管理员 N: librarian
Nèige túshūguǎn yǒu sānbǎi-wūshíduōwànběn shū. (That library has [a collection of] more than 3,500,000 books.)
15. yíhuǐr 一会儿 TW: a moment, a short while
yíhuǐr jiàn 一会儿见 IE: See you later., See you in a moment.
16. yìsi 意思 N: meaning, idea
Wǒ bùdǒng nǐde yìsi. (I don't understand your idea [what you're saying].)
- a. yǒu yìsi 有意思 SV/VO: to be interesting, fun/has meaning, meaningful
- b. méi yìsi 没意思 SV/VO: to be dull, no fun/meaningless
Hējiǔ zuì méi yìsi. (Drinking is the most uninteresting thing to do.)
17. zhěnggè(r) 整个(儿) SP: the whole (thing)
Qǐng nǐ bǎ zhěnggè(r)de shìqing gàosong wǒmen. (Please tell us the whole story [the whole thing].)

COMMUNICATIVE EXCHANGES



Běijīng Dàxué Túshūguǎn
(The Library of Beijing University)

An American student (A) is trying to find out from the librarian (B) how to use the library.

Frame 1

1	A: Wǒ yào huán shū, yě yào jiè shū.	I want to return some books and also borrow some books.
2	B: Qǐng nǐ děngyíděng. (He indicates another patron.) Tā xiān dào de.	Please wait a moment. He was here first (he arrived first).
(After a while, showing a book)		
3	A: Zhèiběn shū shì biérén jiè de. Xiànzài wǒ tī tā dài huāi lái huángěi nǐ men.	This book was borrowed by someone else. I have brought it back on his behalf, to turn it in.
4	B: Fàngzai zhèr ba. Zhè shì nǐ dì yí cì dào zhèr lái jiè shū ma?	Put it here. Is this the first time you've come here to borrow books?
5	A: Shì de.	That's right (Yes).

Notes:

1 Huán "return" and huángěi "return to" can take one indirect object and one direct object. Examples:

<u>S</u>	<u>V</u>	<u>Ind-O</u>	<u>D-O</u>		
Qǐng	nǐ	huán(gěi)	wǒ	qián.	Please pay me back the money (you borrowed).
Wǒ	yào	huán	tā	shū.	I want to return him the book (I borrowed).

1,3,4 Jiè means both "borrow" and "lend" unless the following pattern is used to clarify the situation:

... gēn ... jiè	borrow from
Wǒ gēn Zhāng Xs. jiè le wǔbǎi kuài qián.	I borrowed \$500.00 from Mr. Zhang.

... jiègěi ...
 Zuótiān Zhāng Xs. jiègěi
 wǒ wǔbǎi kuài qián.

lend to
 Yesterday Mr. Zhang lent me
 \$500.00.

Frame 2

- | | | |
|----|--|---|
| 6 | A: Zhèiběn huàbào shì wǒ dào nǐmen zhèr lái yīqián, cóng lóushàngde shūjià nàxiàlái de. Wǒ yǐjīng kànwánle. | This pictorial magazine is one I took down from the shelf upstairs before I came to you (to return the books). I've already finished reading it. |
| 7 | B: Qǐng nǐ bǎ zhèiběn huàbào fànghuīqu. | Please put this pictorial magazine back (where you found it). |
| 8 | A: Wǒ xiǎng jiè yīběn cídiǎn. | I'd like to borrow a dictionary. |
| 9 | B: Cídiǎn kéyǐ zài túshūguǎn-lǐ yòng, bùnéng náchū túshūguǎn qu. | Dictionaries can be used in the library. They cannot be taken out. |
| 10 | A: Kěshì yǒu xiē zì wǒ chále, yòu wàngle; děi chá hǎojǐcǐ. | But there are some words I looked up and then forgot; I'll have to look them up several times. |
| 11 | B: Nǐ wèi shénme bùbǎ nàxiē zìde yìsì xiěxiàlái, huòshì bǎ nèige jùzi duō kàn jǐbiàn? Yàoshì zhěnggè jùzide yìsì míngbái le, jiù kéyǐ jǐde měige zìde yìsì le. | Why don't you write down the meanings of those words, or read those sentences a few more times? If you understand the entire sentence, then you'll remember the meaning of each word. |

Notes:

6&7 Verbs compounded with motion and direction: -lái and -qù are used as verbal suffixes. The sentence generally does not need a Place Word because -lái has an implied "here," and -qù has an implied "there," or destination understood. Examples:

nàxiàlái
 fànghuīqu
 zǒujīnqu
 zǒushàngqu
 zǒushànglai

bring it down here
 put it back there
 go (walk) in there
 walk up (there, away from the speaker)
 walk up (here, toward the speaker)

9 Verbal suffixes can also conjoin Place Words. Examples:

bùnéng náchūqù	cannot take it out
bùnéng náchū túshūguǎn qù	cannot take it out of the library
náchū zhèige fángjiān qù	take it out of this room
zōuchū zhèige lóu qù	walk out of this building

Frame 3

12	A: Shìde! Wǒ kéyǐ jiè dìtú ma?	Right! May I borrow maps?
13	B: Kéyǐ. Qǐng nǐ xiān bǎ hǎomǎ(r) cháchūlai, zài dào shūjiǎ nàr qù zhǎo dìtú.	You may. Please first look up the number, then go to the shelf and look for the map.
14	A: Wǒ déi bǎ shùmíng, hào-mǎ(r), dēngdēng dōu xiězài zhèzhāng zhǐshàng, jiāogěi nǐ. Duì buduì?	I have to write down the title and number and so on, on this sheet of paper, and then hand it to you. Is that right?
15	B: Duìle.	That's right.

Notes:

13&14 The bǎ pattern needs a complement after the main verb. There are several possibilities. Examples:

1. -le

Tā bǎ qìchē mǎile. He sold the car.

2. Verb compounded with -lái or -qù

Qǐng nǐ bǎ wǒde huà xiě-xialai. Please write down my words.

Wǒ xiǎng bǎ zhèige cài chīxiagu. I want to eat (swallow down into my stomach) this dish.

3. Number-Measure

Bǎ dì èrshisān kè zài kàn sǎnbiàn. Read Lesson 23 three more times.

Frame 4

- | | | |
|----|--|--|
| 16 | B: Duìbuqǐ, nǐ <u>shǒu</u> li nèixiē chīde dōngxi, <u>bùkěyì</u> nájìn túshūguǎn lái. | Excuse me (I am sorry). Those edibles in your hand cannot be brought into the library. |
| 17 | A: Búshì wǒde. Gāngcái wǒ kànjian zhèixiē dōngxi fàng-zai <u>dìxia</u> , suǒyì náqǐlai, yào <u>jiāogěi</u> nǐ.

(A hands over the food to B) | They're not mine. Just now, I saw these things (placed) on the floor, so I picked them up to hand over to you. |
| 18 | B: Ò! Xièxie, qù zhǎo shū ba. | Oh, thank you. Go and look for the books. |
| 19 | A: Hǎo. <u>Yìhuìr</u> jiàn. | Okay. See you later. |
| 20 | B: <u>Yìhuìr</u> jiàn. | See you later. |

Notes:

16 Another example illustrating splitting the verbal suffix and inserting túshūguǎn, "library."

bùkěyì nájìn túshūguǎn lái. cannot be brought into the library.

对话

Frame 1

- | | | |
|---|---------------------------|--|
| 1 | A: 我要还书, 也要借书。 | I want to return some books and also borrow some books. |
| 2 | B: 请你等一等。他先到的。 | Please wait a moment. He was here first (he arrived first). |
| 3 | A: 这本书是别人借的。现在我替他带回来还给你们。 | This book was borrowed by someone else. I have brought it back on his behalf, to turn it in. |
| 4 | B: 放在这儿吧。这是你第一次到这儿来借书吗? | Put it here. Is this the first time you've come here to borrow books? |
| 5 | A: 是的。 | That's right (Yes). |

Frame 2

- | | | |
|----|-------------------------------------|--|
| 6 | A: 这本画报是我到你们这儿来以前从楼上的书架拿下来的。我已经看完了。 | This pictorial magazine is one I took down from the shelf upstairs before I came to you (to return the books). I've already finished reading it. |
| 7 | B: 请你把这本画报放回去。 | Please put this pictorial magazine back (where you found it). |
| 8 | A: 我想借一本辞典。 | I'd like to borrow a dictionary. |
| 9 | B: 辞典可以在图书馆里用, 不能拿出图书馆去。 | Dictionaries can be used in the library. They cannot be taken out. |
| 10 | A: 可是有些字我查了又忘了; 得查好几次。 | But there are some words I looked up and then forgot; I'll have to look them up several times. |

Frame 2 (Continued)

- | | | |
|----|--|---|
| 11 | B: 你为什么不要把那些字的意思写下来,或是把那个句子多看几遍?要是整个句子的意思明白了,就可以记得每个字的意思了。 | Why don't you write down the meanings of those words, or read those sentences a few more times? If you understand the entire sentence, then you'll remember the meaning of each word. |
|----|--|---|

Frame 3

- | | | |
|----|-----------------------------------|--|
| 12 | A: 是的!我可以借地图吗? | Right! May I borrow maps? |
| 13 | B: 可以。请你先把号码(儿)查出来,再到书架那儿去找地图。 | You may. Please first look up the number; then go to the shelf and look for the map. |
| 14 | A: 我得把书名、号码(儿),等等都写在这张纸上,交给你。对不对? | I have to write down the title and number and so on, on this sheet of paper, and then hand it to you. Is that right? |
| 15 | B: 对了。 | That's right. |

Frame 4

- | | | |
|----|----------------------------------|--|
| 16 | B: 对不起,你手里那些吃的东西不可以拿进图书馆来。 | Excuse me (I am sorry). Those edibles in your hand cannot be brought into the library. |
| 17 | A: 不是我的。刚才我看见这些东西放在地下,所以拿起来要交给你。 | They're not mine. Just now, I saw these things (placed) on the floor, so I picked them up to hand over to you. |
| 18 | B: 哦!谢谢,去找书吧。 | Oh, thank you. Go and look for the books. |
| 19 | A: 好。一会儿见。 | Okay. See you later. |
| 20 | B: 一会儿见。 | See you later. |

SUMMARY



Frame 1

The verb jiè "to borrow, to lend" is often ambiguous unless treated in the following manner.

1. ... gen ... jiè "to borrow from"

Gēn yínháng jiè qián hěn nán. To borrow money from a bank is very hard.

Wǒ gēn tā jièle sānge yuè de qìchē. I borrowed his car for three months.

2. ... jiègěi ... (to lend to)

Nǐ bǎ qìchē jiègei wǒ kényi bùkényi? Can you lend me your car? (Can I borrow your car?)

Wǒ bùnéng bǎ zhèiliàng qìchē jiègěi nǐ. I cannot lend this car to you.

Frame 2

Like other verbal suffixes, the chūqù, "to go out" in the Resultative Verb náchuqu, "to carry out there" can be split to insert a place name. Examples:

Nǐ bùnéng náchū túshūguǎn qu. You cannot take it out of the library.

Tā yào zǒuhuí jiāli qù. He wants to walk back home.

Frame 3

The bǎ pattern requires a complement after the main verb. Here are some possibilities:

1. Using the particle -le.

Tā bǎ qìchē mài le. He sold the car.

2. Using verb suffixes such as -lái, qù, gěi.

Qǐng nǐ bǎ yīfu huángei wǒ. Please return the clothes to me.

Qǐng nǐ bǎ nǐde qìchē kāidào túshūguǎn qu. Please drive your car to the library.

3. Using Number-Measure combinations.

Bǎ nàge zì zài xiě wǔ-
biàn.

Write that character five more
times.

Wǒ bǎ nèijù huà shuōle
sāncì.

I said that sentence three
times.

DRILLS I



A. Drill on "jiè." Fill in the blanks with the appropriate form of jiè or its compound: jiè, jiègěi, gēn ... jiè.

Note: jiè may be used by itself when the context clearly indicates whether it means "to borrow" or "to lend." example:

A: Wǒ jiè nǐde qiānbǐ yòngyíxià, xíngbùxíng?
(May I borrow your pencil for a while?)

B: Bùxíng, wǒ bú jiè.
(No, I won't lend [it to you].)

1. Nǐ xiǎng _____ shéi _____ chē?
2. Nǐ xiǎng _____ shéide chē?
3. Túshūguǎnli _____ shūde rén hěn duō.
4. Tā chángchang dào túshūguǎn qù _____ shū.
5. Wǒ bù yuànyì bǎ wǒde chē _____ nǐ; nǐ qù _____ biérén _____ ba.
6. Nǐ zěnmē bǎ wǒde qián _____ tā le?
7. Zhèběn zìdiǎn bú shì wǒde; shì wǒ _____ Lǎo Chén _____ de.
8. Nǐ wèishénmē bù bǎ nǐ zìjǐde qián _____ tā?
9. Nǐ bǎ nǐde chē _____ shéi le?
10. Wǒ bǎ wǒde chē _____ Lǎo Chén le.
11. Wǒ qùnián _____ tāde qián, tā hái méi huángei wǒ ne.

B. Reconstruction Drill with "jiè." Reconstruct each sentence by replacing "borrow" with "lend" and vice versa, but keep the fact intact; that is, the borrower remains the borrower and the lender remains the lender; that means you have to change the subject.

(T) Zuótiān wǒ jiègei tā sānshikuài qián.

(Yesterday I lent him \$30.)

(S) Zuótiān tā gēn wǒ jièle sānshikuài qián.

(Yesterday he borrowed \$30 from me.)

2. Xiáo Lǐ chángchang gēn Lǎo Chén jiè zìdiǎn.
3. Wǒ gēge cháng jiègei wǒ qián.
4. Wǒ dìdi bǎ wǒde zìxíngchē jièqùle.
5. Zhèbù qìchē shì wǒ gēn wǒ fùqīn jiède.
6. Tā xiànzài yòngzhède nèizhī xīn gāngbǐ shì gēn tā mǔqīn jiède.
7. Zuótiān kǎoshì wǒ wàngle dài qiānbǐ, hòulai wǒ gēn lǎoshī jièle yìzhī.
8. Gāngcái Xiáo Lǐ wàngle dài qián; wǒ jiègei tā shíkuài.
9. Rúguǒ nǐ qù lǚxíng, bǎ lǚxíng zhīpiào diūle (lost), nǐ gēn shéi jiè qián ne?
10. Nǐ zìjǐ bù mǎi shū, dào kǎoshì yǐqián, shéi jiègei nǐ shū?

C. Drill on "chá" and "kàn." Fill in each blank with the appropriate verb/verb-compound chosen from the following: kàn, kàn(yi)-kàn/kànyixia, chá, chá(yi)chá/cháyixia.

1. Yàoshi nǐ xiànzài bú _____ zhèběn huàbào, ràng tā xiān ná qu _____.
2. Nèige xuésheng měitiān _____ zìdiǎn, suóyì tā zhīdào de zì hěn duō.
3. Rúguǒ nǐ wàngle tāde diànhuà hàomǎ, nǐ kéyì _____ diànhuàběn (telephone book.)
4. Nèiběn huàbào wǒ yǐjīng _____ le háojícìle; nǐ ná qù _____ ba.
5. Zhège zì wǒ yǐjīng _____ le háojícìle, kěshì yòu wàngle.
6. Wǒ jiè nǐde zìdiǎn _____ jǐge zì, xíngbuxíng?
7. Nǐ yào jiè nèiběn shū, děi xiān bǎ hàomǎ _____ chūlai.
8. Wǒ bùzhīdao nèiběn shūde hàomǎ, yě bùzhīdao zěnme _____.
9. Wǒ _____ le diànhuàběn, kěshì méi zhǎodao tāde míngzi.
10. Nèige diànhuàběn shì qùniánde; nǐ děi _____ jīnniánde cái néng zhǎodao tāde míngzi.

D. Expansion Drill: Expand each sentence by adding the cued information to it in the appropriate place.

(T) Zhèběn shū shì cóng túshū-guān jièláide.

(This book is borrowed from the library.)

cue: should be returned today

(S) Zhèběn shū shì cóng túshū-guān jièláide, yīnggāi jīntiān huán.

(This book is borrowed from the library; it should be returned today.)

2. Nǐ nàde shì shénme?

cue: in your hands

3. Wǒ huī xiě zhège zì.

cue: although (I) don't understanding its meaning

4. Tán Lǎoshī zhǐzhe dītú jiǎng Zhōngguó de dìfāng.

cue: pointing with a hand

5. Tā nàde shū shì wǒde.

cue: in his hands

6. Tā qùnián gēn wǒ jiède qián, (tā) yéxǔ wàngle.

cue: still hasn't paid me back

7. Wǒ míngbai zhège zìde yìsi.

cue: but can't use it

8. Wǒ míngbai zhè zhěnggè jùzi de yìsi.

cue: but can't explain it

9. Sāngèyuè yīqián tā cóng túshūguān jièle liángběn shū.

cue: and forgot to return them

10. Zhège jùzilide zì wǒ dōu míngbai.

cue: but do not understand the sentence as a whole

E. Expansion Drill: Expand each sentence by adding the underlined Place Words.

(T) Tā bǎ chē kāijīnqùle.
(He drove the car in.)
into the park

(S) Tā bǎ chē kāijīn gōngyuán qùle.

(He drove the car into the park.)

2. Tā bǎ shū fàng huí qù le. on the bookcase
3. Wǒ bǎ nèi zhāng dà dì tú dài huí lái le. to school
4. Tā bǎ chī de dōng xi dài jìn qù le. into the library
5. Tā bǎ kè rén sòng chū qù le. out of the gate [dà mén]
6. Qǐng nǐ bǎ diǎn xīn nǎ shàng qù. to the third floor [sān lóu]
7. Tā bǎ nǐ de dōng xi fàng jìn qù le. into your car
8. Tā yào zǒu huí qù. back home
9. Tā bǎ nèi fēng xīn fàng jìn qù le. into the envelope [xīn fēng]
10. Nǐ zěn me bǎ wǒ de qián fàng jìn qù le? into your pocket [kǒu dài]

F. RV Ending Drill: Give a suitable ending (suffix) to the resultative verb in each sentence. The suffix may be a single character or a compound. (For some of the following RVs, there is more than one suitable suffix. Just give one.)

(T) Zhèběn shū shì cóng shū-
jià zì shàng nǎ _____ de.

(This book was taken _____
from the bookcase.)

(S) Zhèběn shū shì cóng shū jià-
zì shàng nǎ xià lái de.

(This book was taken down
from the bookcase.)

2. Zhè ge jú zi shì wǒ cóng jiā li dài _____ de.
3. Zhèběn shū shì cóng tú shū guǎn jiè _____ de.
4. Qǐng nǐ bǎ nèi zhāng zhǐ cóng dì xià nǎ _____.
5. Qǐng nǐ bǎ nèi běn shū cóng shū jià zì shàng nǎ _____.
6. Zhè ge lù yǐn jī, nǐ shì cóng shén me dì fāng zhǎo _____ de?
7. Zhè ge hào mǎ nǐ shì cóng nǎr chá _____ de?
8. Qǐng nǐ cóng dì zhǐ běn li (address book) bǎ tā de dì zhǐ zhǎo _____.
9. Nǐ keyi bu keyi bǎ wǒ de shū tì wǒ dài _____?
10. Gāng cái Xiǎo Lǐ zuò zài yī zì shàng. Tā yì tīng jiàn nǐ jiào tā,
jiù zhàn _____ le.

G. Completion Drill - RV with idiomatic ending "qǐlai." Fill in each blank with the appropriate word chosen from those underlined. Notice that qù is never used as an RV ending after qǐ.

1. Nèiwèi lǎo xiānsheng ài shuōhuà; yī _____ , jiù shuō bàntian.
zhànqǐlai, shuōqǐlai
2. Xiàozhǎng yí jīnlai, xuéshengmen jiù dōu _____ le.
zhànqǐlai, nàqǐlai
3. Zuótiān Qīyuè Sīhào, dàjiā dōu bǎ Měiguó guóqí _____ le.
guàqǐlai, shōuqǐlai [pack up]
4. Zhège zì niànqilai róngyi, _____ hěn nán.
shuōqǐlai, xiéqǐlai
5. Wǒ tàitai bǎ méi chīwǎnde cài dōu _____ le.
nàqǐlai, shōuqǐlai [store away]
6. Nǐ kàn tā bǎ chábēi _____ le, yéxǔ tā yào hēchá.
nàqǐlai, shōuqǐlai
7. Nǐ zěnméi méi bǎ nèizhǎng dà dītú _____ ?
nàqǐlai, guàqǐlai
8. Zhèijian shìqing _____ yídìng hěn máfan.
zuòqǐlai, nàqǐlai
9. Gāngcái wǒ bǎ tāde míngzi wàngle, xiànzài cái _____ .
xiǎngqǐlai, shuōqǐlai
10. Xiǎo Mèimei, nǐ hē jūzishuǐ de shíhou zěnméi bù bǎ bēizi _____ .
nàqǐlai, fàngqǐlai

H. Drill on "míngbai" Fill in each blank with the suitable word chosen from the following: míngbai, shuōmíngbai, tīngmíngbai, kànmíngbai, xiǎngmíngbai. In some cases more than one word will be suitable; just choose one.

1. Wǒ bǎ zhèi piān bàogào kànle háojǐbiàn, yě méi _____ .
2. Wǒ bù _____ nǐde yìsi; qǐng nǐ zài shuō yíbiàn.
3. Tā zài zhèfēng xīnli méi _____ tā yào shénme.
4. Gāngcái tā gēn wǒ shuōde huà, wǒ méi _____ .
5. Zhège wèntí, wǒ xiǎngle bàntiān (a long while), yě méi _____ .

6. Tā shuō nà jù huà shuōle háojīci, kěshi hái méi bǎ tāde yìsi _____.
7. Tā bǎ zhège wèntí jiǎngde hěn _____; nǐ zěnme hái bùdǒng?
8. Wǒ tīng Yīnwén guǎngbō, méi _____; hòulai yòu tīng Zhōngwén guǎngbō, yě méi _____.
9. Wǒ méi _____ tāde wèntí, suóyi huídá cuòle.
10. Nǐde huídá méi cuò, kěshi nǐ méi _____.

I. Correction Drill: In each sentence find the words which are out of order, and put them in the right order.

(T) Nǐ zěnme fàngzai dìxia, bǎ júzi?

(S) Nǐ zěnme bǎ júzi fàngzai dìxia?

(How come you put the orange on the floor?)

(T) Nǐ bùnéng bǎ zìdiǎn ná-chūqù, túshūguǎn.

(S) Nǐ bùnéng bǎ zìdiǎn náchū túshūguǎn qù.

(You cannot take the dictionary out of the library.)

2. Tā méi bǎ shū dài huíqù xuéxiào.
3. Wǒ bǎ júzi dōu dài huí lái jiā le.
4. Qǐng nǐ dài huí jiā lái, bǎ júzi.
5. Tā méi dài huí xuéxiào qu, bǎ shū.
6. Nǐmen bùkěyǐ bǎ chǐde dōngxi dài jìn lai jiàoshī.
7. Nǐmen bùkěyǐ dài jìn jiàoshī lai, bǎ chǐde dōngxi.
8. Wǒmen bùnéng náchū túshūguǎn qù, bǎ zìdiǎn.
9. Wǒ bùmíngbai zhè yìsi, zhěngge jùzide.
10. Zhège zì, wǒ háojīci chánguo le.

DRILLS II



- A. Ask one of your classmates the following three questions:
1. Which state, county (xiàn) and city (shì) or town (zhèn) are you from?
 2. Where was your ancestral home (zǔjī)? In Asia (Yàzhōu)? In Europe (Oūzhōu)? In Africa (Fēizhōu)? In Latin America (Lādīng Měizhōu)? etc.
 3. For how many generations (dài) now has your family been settled in America?

- EX: 1. Nǐ shì cóng nǎge zhōu, nǎge xiàn, nǎge chéng(shì), nǎge zhèn lái de?
2. Nǐde zǔjī zài nǎli?
3. Nǐ jiā zài Měiguó yǒu duōshao dài le?

B. State that you know how to do or use everything except for one thing. Therefore, you are going to ask someone to teach you that one thing.

EX: Wǒ shénme dōu huì yòng, jiù shì kuàizi hái búhuì yòng ne.
Wǒ déi qǐng lǎoshi jiāo wǒ.

PN QW-Indef A AV V A-EV NP/VP/S PT P-AV V PT

Wǒ shénme dōu huì yòng, jiù shì _____ hái búhuì yòng ne.
zuò, zuò

PN AV V N V PN

tóngxué
tóngshī
Wǒ déi qǐng péngyou jiāo wǒ.
bānzhǎng
lǎoshī
etc.

C. First, state what you are doing in class right now. Second, ask your teacher if you can have his/her permission to do something else.

EX: Wǒ zhèngzài niànzhe shū ne. Lǎoshī! xiànzài wǒ kéyǐ
chī zhōngfàn qù ma?

PN PT V-P(PT)O PT N MA PN AV

Wǒ zhèngzài _____ ne. Lǎoshī! Xiànzài wǒ kéyǐ

V O V P

jiàn	xiàozhǎng ¹ liánzhǎng	
kàn	diànshì bào xiǎoshuō ²	
tīng	shōuyīnjī xīnwén guǎngbō	
mǎi	cài diǎnxīn bào zhǐ fàn wǎn etc.	qù ma?
dǎ	bàng qiú ³ lěi wǎng pái lán gāo'ěrfū etc.	

- | | | |
|---|-----------|---------------------|
| 1 | xiàozhǎng | N: head of a school |
| 2 | xiǎoshuō | N: novel |
| 3 | qiú | N: ball |

D. State that someone's status has been changed.

EX: Wáng Dànián shì jūnrén¹ le.

Full Name (P) EV N P

		<div style="border: 1px solid black; padding: 2px; display: inline-block;">sān èr yī</div>	----	děngbīng	
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">xià zhōng shàng</div>	--	shì	
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">jūnshì shìguān</div>	-	zhǎng	
_____	(bú)	shì			le.
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">zhūn shào zhōng shàng</div>	--	wèi	
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">shào zhōng shàng</div>	--	xiào	
		<div style="border: 1px solid black; padding: 2px; display: inline-block;">wèi² xiào³</div>	--	guān	

- 1 jūnrén N: serviceman
- 2 wèiguān N: company grade officer
- 3 xiàoguān N: field grade officer

E. State that you want to do something for (with, in place of, or to) someone.

- EX:
1. Wǒ yào gěi wǒ tàitai mǎi yíbiè qìchē.
 2. Wǒ yào gēn wǒ zhīzi qù kàn diànyǐng.
 3. Wǒ yào tì wǒ zhīnǚ qù mǎi shū.
 4. Wǒ yào yòng wǒ péngyoude qìchē qù fēijīchǎng.

PN AV CV PN NP-VP/S

Wǒ	yào	gěi gēn tì duì yòng	wǒ	_____.
----	-----	---------------------------------	----	--------

F. State that someone is in the midst of doing something right now.

EX: Wǒ tàitai zhèngzài zuòzhe diǎnxìn ne.

Subject PT V PT NP/VP/S PT

_____	<u>zhèngzài</u>	kàn zhǐ guà tīng dǎ jiǎng. zuò yùbèi	<u>zhe</u>	_____	<u>ne.</u>
-------	-----------------	---	------------	-------	------------

G. State that someone you know has a lot of good qualities.

EX: Wǒde bānzhǎng búdàn hěn yòngxīn¹ yě hěn cōngmíng².

PN-P N PT A SV PT A SV

Wǒde	_____	<u>búdàn</u>	hěn	chéngshí ³ cōngmíng yǒuxuéwèn ⁴ kèqǐ rèqíng	yě hěn	qínjīn ⁵ . piàoliàng ⁶ . hǎoshuōhuà ⁷ . yǒngjīngyàn. yǒujuéxīn.
------	-------	--------------	-----	---	--------	--

- 1 yòngxīn SV: put heart into
- 2 cōngmíng SV: intelligent
- 3 chéngshí SV: honest
- 4 yǒuxuéwèn SV: learned
- 5 qínjīn SV: diligent
- 6 piàoliang SV: attractive
- 7 hǎoshuōhuà SV: affable

(See Drills II, Lesson 20 for 1,2,4,6 and 7)

H. State that as soon as something occurs, something else will also occur.

EX: Wǒ yì bìyè*, jiù huí lǎojiā.

PN	PT	VO	PT	VO
Wǒ	yì	xiàkè, huí sùshè, chīfàn, hē kāfēi, xiàbān, huíjiā, hē píjiǔ, kàn diànshì,	jiù	huí sùshè chīfàn hē kāfēi kàn huàbào. huíjiā. hē píjiǔ. kàn diànshì. shuǐ jiào.

* bìyè VO: graduate

I. Ask one of your classmates how he/she prefers to spend time during the weekend.

EX: Zài zhōumòde shíhou, nǐ hái shì xǐhuan kàn diànyǐng,
háishì xǐhuan dǎ gāo'ěrfū qiú?

	PT					
CVTW-P	N	PN	PT	AV	VP	
Zài zhōumòde	shíhou,	nǐ	háishì	xǐhuan	dǎ qiú, niànshū, qù gōngyuán, shuǐ jiào, xièxīn, pǎolù ¹ ,	

PT AV VP

háishì	xǐhuan	kàn diànyǐng? tīng yīnyuè ² ? lǚxíng. kàn xiǎoshuo? cānguān zhǎnlǎn? kàn tīyù jiémù ³ ?
--------	--------	--

- 1 pǎolù VO: to run.
- 2 yīnyuè N: music
- 3 tīyù jiémù N: sports program

J. Ask a classmate which location he/she would select if given a choice of two for his/her next assignment, and why. The classmate must respond to your question.

EX: Biyè yǐhou, nǐ huòshi qù Táiwān gōngzuò huòshi qù Rìběn gōngzuò, dōu kéyi. Kěshi, nǐ xiǎng zhè liǎngge dìfāng nǎge duì nǐ zuìhǎo? Wèishénme?

VO PH PN PT V N V PT V

	Hánguo Xiàwēiyí ¹ Rìběn Chōngshéngdǎo ² Hánguo/Cháoxiǎn Mǎlǐlán ³ etc.	
Biyè yǐhou, nǐ <u>huòshi</u> qù	gōngzuò <u>huòshi</u> qù	

N V A AV MA PN V SP

Rìběn Hánguo Xiàwēiyí Chōngshéngdǎo Běi Kǎluóláinà ⁴ etc.	gōngzuò dōu kéyi. Kěshi, nǐ xiǎng zhè	

MU-M N QW-M CV PN SV MA

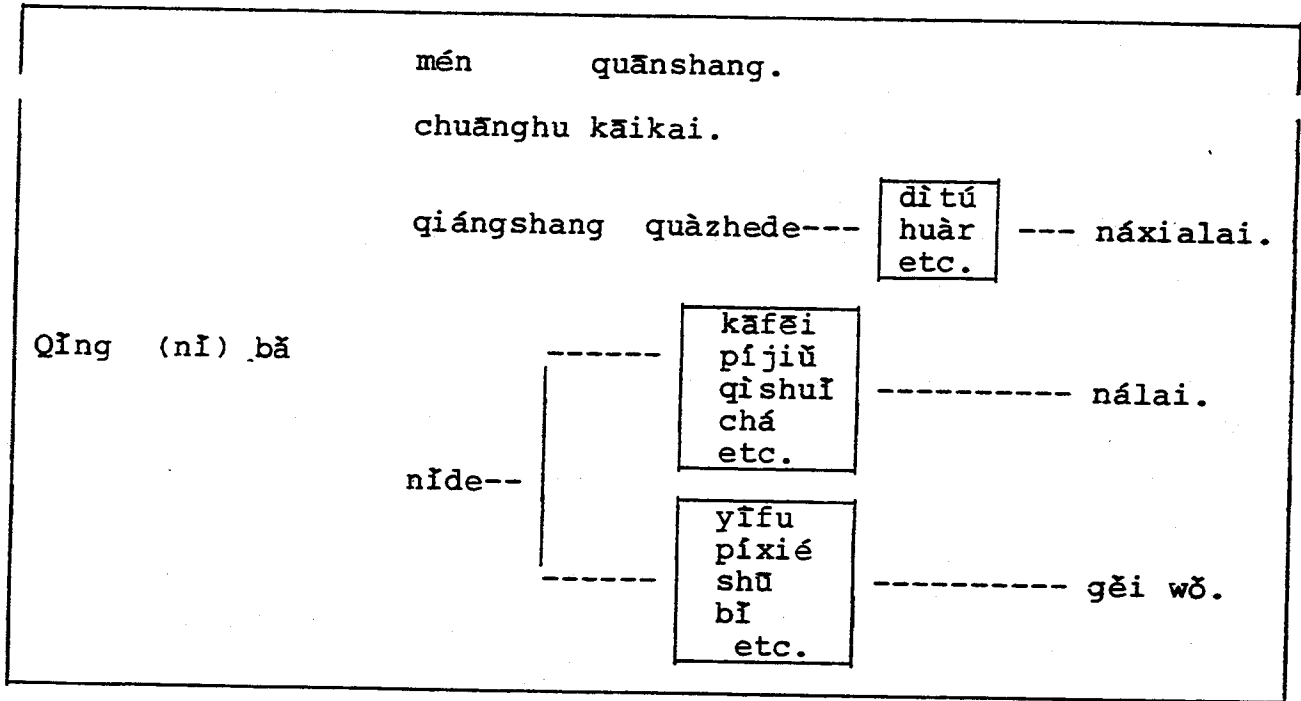
liǎngge dìfāng nǎge duì nǐ zuìhǎo? Wèishénme?

- 1 Hawaii
- 2 Okinawa (See Drills II, Lesson 15)
- 3 Maryland
- 4 North Carolina (See Lesson 3, Enrichment Section for 1, 3 and 4)

K. Ask one of your classmates to do something to a particular object named by you.

EX: Qǐng (nǐ) bǎ nǐde shǒubiǎo gěi wǒ.

V (PN) OM* VP + Complement



* OM = Object Marker

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. A: Qǐngwèn, túshūguǎn zài shénme dìfāng? 请问，图书馆在什么地方？
 B: Jiù zài xuésheng sùshè nèi-biānr. Wǒ zhèng yào dào nèrqù; nǐ kěyǐ gēn wǒ yīkuàir zǒu. 就在学生宿舍那边儿。我正要到那儿去；你可以跟我一块儿走。
2. A: Hǎo. Wǒ shì qiántiān cái lái de, suǒyǐ shénme dìfāng dōu búrènshi. Nǐ lái le duōjiǔle? 好。我是前天才来的，所以什么地方都不认识。你来了多久了？
 B: Wǒ lái le bàn nián duō le. Wǒ zài zhèr niàn Zhōngwén. Nǐ yào niàn shénme? 我来了半年多了。我在这儿念中文。你要念什么？
3. A: Wǒ yě yào niàn Zhōngwén. Cóngqián wǒ xuéguo yīnián Zhōngwén, búguò wǒ xué de shì fántǐzì. 我也要念中文。从前我学过一年中文，不过我学的是繁体字。
 B: Nàme wǒ de Zhōngwén méiyǒu nǐ de hǎo; Wǒ cái xué le bàn nián. 那么我的中文没有你的好。我才学了半年。
4. A: Nǎlǐ; wǒ shì háojǐnián yǐqián xué de, xiànzài duōbàn dōu wàng le. Jiǎntǐzì wǒ dōu búrènshi. 哪里；我是好几年以前学的，现在多半都忘了。简体字我都不认识。
 B: Wǒmen xiān xué pīnyīn, suǒyǐ hái méi xué duōshǎo Hànzì ne. 我们先学拼音，所以还没有学多少汉字呢。
5. A: Wǒ xiān dào túshūguǎn qù kànkan yǒuméiyǒu fántǐzì de zìdiǎn. 我先到图书馆去看看有没有繁体字的字典。
 B: Yǒu, túshūguǎnli yǒu hěn duō Zhōngguó zìdiǎn hé cídiǎn; búguò dōu bùnéng jièchūlai. 有，图书馆里有很多中国字典和词典；不过都不能借出来。

6. A: Jiè shū máfan bù máfan.
借书麻烦不麻烦?
B: Bù máfan. Xiān bǎ shū
hàomǎr cháchūlai, jiù
kényi zìjǐ dào shūjià-
zishang qù zhǎo.
不麻烦。先把书号码儿查出来,
就可以自己到书架子上去找。
7. A: Zhōngwén shū duōbùduō?
中文书多不多?
B: Búsuàn duō, kěshì gòu wǒ-
men kànde. Yǒu hěnduō
shū dōu shì jiāo Zhōngguó
yǔhán de.
不算多,可是够我们看的。
有很多书都是教中国语言的。
8. A: Túshūguǎnli rén duōbùduō?
图书馆里人多不多?
B: Bùduō. Shàngkède shíjiān
xuéshengmen dōu zài kèshì-
li. Xiàkè yǐhòu tāmen
chángcháng yǒu biéde huó-
dòng. Nǐ kàn, qiánbiān
jiù shì túshūguǎn.
不多。上课的时间学生们都在
课室里。下课以后他们常常
有别的活动。你看,前边就
是图书馆。

COMMUNICATION EXERCISES

Activity 1

Answering Questions

Answer the questions below based on the knowledge that you have acquired about the Academic Library (or any other library).

1. Xiànzài túshuguǎn kāimén hé guānmén de shíjiān duì nǐ zěnmeyàng? Shì tài cháng (too long)? Shì tài duǎn (too short)? Háishi zhèng hǎo (just right)? Qǐng nǐ bǎ nǐde yìjiàn (opinion) shuō chūlai.
2. Nǐ juéde túshuguǎn zài xīngqìliù yīnggāi bùyīnggāi kāimén? Wèishénme?
3. Nǐde túshuguǎn jièshūzhèng (library card) shì shénme shíhou língdào* (received)?
4. Rúguǒ nǐ yào jiè yīběn túshuguǎnli méiyǒude shū; nǐ yīnggāi zěnmeyàng duì guǎnlǐyuán shuō?
5. Nǐ qǐng túshuguǎn de guǎnlǐyuán tí nǐ zuòguo yìxiē shénme shìqǐng?
6. Wèishénme yǒude túshuguǎn zīliào (books and reference materials) bùnéng jièchūlái kàn?
7. Nǐ yǒu shíjiān kàn nǐ cóng túshuguǎnli jièchūlái de shū ma? Nǐ bǎ shū huánhuíqu yǐhòu kéyì zài xùjiē (renew) jǐcì?
8. Zhège túshuguǎn de shū měicì kéyì jiè duōjiǔ (how long a time)?
9. Nǐ jiēdào* (received) jǐcì guòqī (overdue) de tōngzhī (notice)?
10. Rúguǒ nǐ bǎ túshuguǎn de shū diū le (lost) nǐ zěnmeyàng (what would you do)?

* lǐng V: draw, receive
dào RVE: indicates arrival at the goal of the completed action

Activity 2

Library Registration (dēngjì)

Procedure: Work in pairs. While one of you role plays the librarian who asks questions in order to issue a library card, the other role plays a prospective patron and answers the questions.

Note: When you are gathering information for registration, be sure to ask about the following:

Name:

Rank (jūnjiē):

I.D. (gōngzuòzhèng):

Unit (dānwèi):

Duty phone:

Home Phone:

Address (zhùzhǐ):

Date of Graduation (bìyè rìqì):

Activity 3

Oral Report

Tell your classmates about the book (or article [wénzhāng]) you read recently.

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. Shíbasuì de Liú Dé míng shì dàxué yīniánjí (first-year in college/freshman) de xuésheng.
2. Tā měitiān sīdiǎnzhong yí xiàke, jiù dào túshūguǎn qù gōngzuò.
3. Tā zài nèr gōngzuò sīge zhōngtóu, dào jiǔdiǎn cái huí sùshè.
4. Zhōumò de shíhou, tā shàngwǔ yě zài túshūguǎn gōngzuò.
5. Měigeyuè tā nàdào de xīnshuǐ (salary) gòu tā bìxūde kāixiāo (expense).
6. Suóyì tā búbì yòng tā fùmǔde qián. Yǒu shíhou tā hái yòng tā zījīde qián mǎi xiē dōngxì sònggěi tā fùmǔ huòshì dìdì, mèimèi.
7. Tā hén xīhuan tāde gōngzuo, yīnwei zài túshūguǎnli yǒu jīhuì kàn hěnduo shū.
8. Tā kāishǐ gōngzuo de shíhou, zhǐshi bǎ xuéshengmen huánde shū fànghuí shūjiàzishang qu.
9. Tā yě bāng xuéshengmen zhǎo shū. Shénme shū zài shénme dìfāng, tā duōbàn dōu jīde.
10. Tā yǐjīng gōngzuole bànnián duōle. Xiànzài tā biān (make/compile) xīnshūde hàomǎ, yě biān túshū mùlù (library catalogue).
11. Hěnduō xuésheng dōu rènshi tā, jiào tā "Xiǎo Liú." Tāmen qù jièshūde shíhou, xīhuan qīng Xiǎo Liú bāngmáng.
12. Yě yǒu xiē xuésheng búrènshi tā, jiào tā "Liú Xiānsheng."
13. Tā yì tīngjian biérén jiào tā "Liú Xiānsheng," tā jiù shuō, "Wǒ jiào Liú Dé míng; jiào wǒ 'Xiǎo Liú' jiù xíngle."
14. Yǒu yīcì, yǒu liǎngge xuésheng zài túshūguǎnli chì dōngxì. Tāmen liǎngge rén shì sīniánjí de xuésheng, juéde méiyourén hǎo yìsi (have the nerve) shuō (admonish) tāmen.
15. Kāishǐde shíhou Xiǎo Liú yě bùhǎoyìsi qù gào song tāmen búyào chì dōngxì. Nà liǎngge rén chīle yòu chì, chìde shēngyīn hěn dà.
16. Dàjiā dōu kàn tāmen liǎngge rén, kěshi tāmen bùjuéde bùhǎoyìsi.

17. Xiǎo Liú zǒuguoqu gēn nà liǎngge xuésheng shuō, "Duìbuqǐ, zài túshūguǎnli bùkěyǐ chī dōngxī."

18. Chīzhe júzi de nèige xuésheng shuō, "Wǒmen hái méi chīfàn ne; tài mángle."

19. Xiǎo Liú shuō, "Nǐmen kěyǐ bǎ chīde dōngxī nádao wàibiān qù, chīwánle zài jìnlai. Hǎobuhao?"

20. Tāmen shuō, "Hǎo ba, wǒmen chūqu chī ba. Xiǎo Liú, nǐ zhēn shì yíge hěn fùzéde túshūguǎn guǎnliyuan."

B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. Lǐ: Lǎo Chén, where are you going?
2. Chén: To the library.
3. Lǐ: Wait a minute. I have a few books to return to the library. Can you take them and return them to the library for me?
4. Chén: All right. Where are the books?
5. Lǐ: I'll go upstairs and bring them down. Please wait for me here.

(A little while later, Lǐ brings the books down to Chén.)
6. Chén: Oh, so many books. You said just a few. I am going to walk there, (and) cannot take so many books with me.
7. Lǐ: Why don't you ride your bicycle?
8. Chén: Chén: It broke down. It is now in a repair shop.
9. Lǐ: You may ride my bicycle. It's over there outside the gate (dàmén).
10. Chén: Why don't you go and return the books yourself?
11. Lǐ: I have to stay in the dormitory to wait for a phone call. Next time I'll return books for you. OK?
12. Chén: You said so several times, but you have never done so (kěshì nǐ cónglái méi nàme zuòguo).
13. Lǐ: I haven't returned books for you, but I have borrowed books for you several times. Don't you remember?
14. Chén: I remember. Altogether only twice, not several times.
15. Lǐ: To borrow books is so much trouble. I have to look up the (code) numbers of the books first and then look for the books on the shelves.
16. Chén: All right, all right. Give me the books; I'll ride your bicycle.
17. Lǐ: When do you think you can come back?

18. Chén: I plan to study in the library for the whole afternoon (zhěngge xiàwǔ).
19. Lǐ: About an hour later, I'll go out to buy something, (and) have to have my bicycle.
20. Chén: Xiǎo Lǐ, take back your books; I don't want to use your bicycle.
21. Lǐ: Lǎo Chén, don't get mad (bié shēngqì). You didn't understand what I meant (wǒde yìsī).
22. Chén: Never mind (búyào jǐn). You can go to the library before you go shopping.

LESSON 24

INTRODUCTION



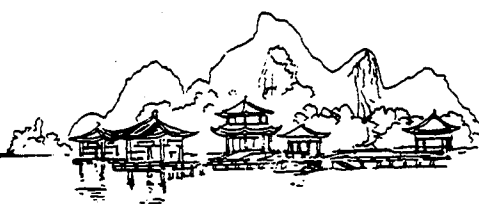
This lesson deals with:

- The potential resultative compound.
- Different uses of kànbìng.
- The difference between dàifu and yīsheng "doctor," and chī-jiǎo-yīsheng "barefoot doctor."
- The opposites qānjīng "to be clean" and zāng "to be dirty."
- The opposites bīng "to be sick" and jiànkāng "to be healthy."
- Use of zhùyì "pay attention."



Lǎorén chángchang kàn dàifu.

OBJECTIVES



Upon completion of this lesson you will be able to:

- a. State whether someone is healthy or sick.
- b. State whether someone or something is clean or dirty.
- c. State whether it is possible or not possible to fulfill some action.

GLOSSARY



1. bǎo 饱 SV/RVE: have eaten one's fill, be satisfied (after eating)
- a. chīdebǎo 吃得饱 RV: to eat and be able to be satisfied (potential-positive)
 Wǔkuài-wǔmáo qián chīdebǎo. (For \$5.50 one can eat one's fill.)
- b. chībubǎo 吃不饱 RV: to eat but not be able to be satisfied (potential-negative)
 Xiànzài dōngxi dōu guǐle, wǔmáoqián, chībubǎo. (Everything now is very expensive; for 50 cents one cannot eat one's fill.)
2. běnlái 本来 MA/TW: originally
 běnlái jiù 本来就 PH: ... to begin with
3. bízi 鼻子 N: nose
4. bìng 病 N/V: illness, sickness/to be sick
- a. bìngren 病人 N: patient, invalid, sick person
- b. bìngsǐle 病死了 PH: to die of illness
5. dàifu 大夫 N: doctor (M.D.)
- a. yīsheng 医生 N: doctor (M.D.)
- b. chìjiǎo-yīsheng 赤脚医生 N: barefoot doctor
6. dé 得 V: to get, to obtain, to gain (acquire something)
 Chīde tài duō, jiù róngyi dé bìng. (After eating too much, it is easy to get sick.)
 dédào 得到 V: to get, to obtain, to gain
7. ěrduo 耳朵 N: ear
8. è 饿 SV: to be hungry
9. fābái 发白 VO: to become pale, turn pale
 Tā yídìng bìngle, liǎnshang fābái. (He is definitely sick; his face has turned pale.)

27. xǐ 洗 V: to wash
Xiǎo hái zi bú huì xǐ liǎn. (Children don't know how to wash their faces.)
28. xiāngxia 乡下 N: countryside
Tāmen zhù zài xiāngxia. (They live in the country.)
29. yǎnjīng 眼睛 N: eye
30. yào 药 N: medicine, drugs
- a. yào pù 药铺 N: drug store, herb (medicinal) store
- b. yào fáng 药房 N: pharmacy, drug store, dispensary
- c. yào fāng 药方 (儿) N: prescription
Nǐ méi yǒu yào fāng, yào fáng bú mǎi gěi nǐ yào. (The drug store won't sell you medicine without a prescription.)
- d. yào shuǐ 药水 N: medicine (liquid)
31. yī wù suǒ 医务所 N: clinic
32. yī yuàn 医院 N: hospital
33. yùn dòng 运动 N/V: exercise (physical), sports, movement/take physical exercise
Tiān tiān dēi yùn dòng liǎng ge zhōng tóu. ([One] must exercise two hours each day.)
34. -zháo 一着 RVE: (indicates success in attaining object of the action)
Nǐ mǎi de zháo Zhōngguó bǐ ma? (Can you [find and] buy Chinese pens?)
35. zháo jí 着急 SV: to be worried, feel anxious
Nǐ wèi shén me zháo jí a? (Why are you worried?)
36. zhè yàng (zhè yàng) 这样 A/N: in this way, manner/
Zhè yàng nǐ yí dìng hěn tóu téng. (Doing it] this way, you'll certainly have a headache.)
37. zhùyì 注意 VO/V: pay attention, take note of

	Qǐng nǐmen zhù yidiǎnr yì.		(Please pay a little attention.)
	Bié zhùyì tāde liǎn, zhùyì tā shuōde huà.		(Don't pay attention to her face but to what she says.)
38.	zǒudedòng	走得动	RV: be able to walk (potential positive case)
a.	zǒubudòng	走不动	RV: not be able to walk (potential negative case)
b.	-dòng	一动	RVE: to move
c.	nádedòng	拿得动	RV: be able to carry (the load)
d.	nábudòng	拿不动	RV: not be able to carry (the load)

COMMUNICATIVE EXCHANGES



Kàn Yīshēng (Dàifu) (Visiting the Doctor)

An American student Anderson (A), attending school in China, becomes sick. His friend Bái (B) takes him to see the school doctor, Wàn (W).

Frame 1

- | | | |
|---|---|---|
| 1 | A: Wǒ zhèi jǐtiān chī bànwǎn fàn jiù <u>bǎole</u> . Wǎnfàn, zhōngfàn dōu chībuxiǎo, bù chī yě bú'è. | The last few days, I get full just eating half a bowl of food. Dinner and lunch, I can't get it down, and feel full even if I don't eat. |
| 2 | B: Nǐ yào qù jiǎnchá yíxià ma? Wǒ kéyǐ sòng nǐ dào <u>yīyuàn</u> qù. | Do you want to go for a check-up? I can take you to the hospital. |
| 3 | A: Wǒ xiǎng xiān dào xuéxiào de <u>yīwusuǒ</u> qù, kàn nèr de yīshēng zěnmē shuō. | I think I should first go to the school clinic and see what the doctor there says. |
| 4 | B: Shànggēyuè wǒmen kàn diànyǐngde shíhòu, nǐ shuōle hǎojǐcǐ tīngdejiàn kěshì kànbuqīngchū. | Last month when we went to see a movie, you said several times that you could hear it, but could not see it clearly. |
| 5 | A: Shì a! Shànggēxīngqī wǒ <u>bēnlái</u> yào qù tǒushì, yīnwèi <u>gōngkè</u> tài máng, suǒyǐ méi shíjiān qù. | That's right! Last week I had originally intended going to have an X ray, but because I was too busy with my studies, I didn't have the time to go. |
| 6 | B: Wǒ xiànzài jiù <u>péi</u> nǐ qù. Nǐ <u>zōudedòng</u> <u>zōubudòng</u> ? | I'll accompany you there now. Are you able to walk? |
| 7 | A: Zōudedòng, kěshì zōubukuài, nǐ děng wǒ yíhuìr. Wǒde <u>shǒu</u> hěn <u>zāng</u> . Ràng wǒ <u>xǐxiliǎn</u> , <u>xǐxishǒu</u> , zài dào <u>yīwusuǒ</u> qù. | I can walk, but not fast. Wait a minute for me. My hands are very dirty. Let me wash my face and hands, and then we'll go to the clinic. |

Notes:

1,6&7 Resultative Verb compounds, (RV). The Potential Situation is characterized by two infixes, de and bu. An RV indicating Actual Situation is characterized by one prefix méi, or one suffix -le. Examples:

<u>Potential:</u>	kànd <u>ed</u> ǒng	can read (see) and be able to understand
	kànb <u>u</u> ǒng	can read (see) but not be able to understand
<u>Actual:</u>	kàndǒng <u>le</u>	have read (seen) and understood
	<u>méi</u> kàndǒng	have read (seen) but didn't understand

The above patterns with these four particles are the most often used RV compounds. The Potential Situation refers to present, future or ongoing happenings. Actual Situation refers to completed action. In the above frame, there are four potential cases:

chǐbuxiàqu	cannot eat (swallow)	Sent. 1
zǒud <u>ed</u> òng	can walk all right	Sent. 6
zǒub <u>u</u> òng	cannot walk	Sent. 6
zǒobukuài	cannot walk quickly	Sent. 7

Some examples of RV potential and actual situations:

<u>Potential Pos.</u>	<u>Potential Neg.</u>	<u>Actual Pos.</u>	<u>Actual Neg.</u>
tīng <u>de</u> jiàn	tīng <u>bu</u> jiàn	tīngjiàn <u>le</u>	méitīngjiàn
kànd <u>de</u> jiàn	kànb <u>u</u> jiàn	kànjiàn <u>le</u>	méikànjiàn
tīng <u>d</u> edǒng	tīng <u>b</u> udǒng	tīngdǒng <u>le</u>	méitīngdǒng
ná <u>d</u> echūqu	náb <u>uchūqu</u>	náchūqu <u>le</u>	méináchūqu
mǎi <u>d</u> ezháo	mǎib <u>uzháo</u>	mǎizháo <u>le</u>	méimǎizháo
chǐ <u>d</u> ebǎo	chǐ <u>b</u> ubǎo	chǐbǎo <u>le</u>	méichǐbǎo
shàng <u>d</u> elái	shàng <u>b</u> ulái	shàngla <u>le</u>	méishànglai
xià <u>d</u> equ	xià <u>b</u> uqu	xiàq <u>le</u>	méixiàqu
xiě <u>d</u> exiàlai	xiě <u>b</u> uxiàlai	xiěxiàlai <u>le</u>	méixiěxiàlai
shuō <u>d</u> ewán	shuō <u>b</u> uwán	shuōwán <u>le</u>	méishuōwán

Frame 2

8	A: Wàn Dàifu, nín hǎo.	How are you Doctor Wàn?
9	W: Nǐ hǎo, qǐngzuò. Zhè shì nǐ dìyí cì zài Zhōngguó kàn bìng ma?	How are you? Please sit down. Is this the first time you've been to see a doctor (OR had a doctor see you) in China?

Frame 2 (Continued)

10	A: Shìde. Yě shì dìyí cì lái zhèige yīwusuǒ.	Yes. And it is also the first visit to this clinic.
11	W: Nǐ yǐqián déguo shénme bìng?	What illnesses have you had before?
12	A: Xiǎoshíhou yǒu yí cì chīle xiē bùtài gānjīngde dōngxi, liǎn fābái, fā liǎngge duō xīngqī de shǎo. Wǒ jiā zài xiāngxià, zhùbuqǐ yīyuàn. Hònlái chīle xiē yào jiù hǎole.	When I was small, one time I ate some things that were not too clean; my face turned pale, and for more than two weeks I ran a fever. My home was in the country, and I couldn't afford to stay in the hospital. Later, after taking some medicine, I got better.

Notes:

12 Resultative Verb Endings (RVE). The ending -qǐ and several others are limited to the Potential Situation. There is no such usage for the Actual Situation. Examples:

zhùbuqǐ
zhùdeqǐ

cannot afford to live or stay
can afford to live or stay

Tā yǒu qián, zhùdeqǐ
fàndiàn, wǒ méi qián,
zhùbuqǐ.

He has money and can afford to stay in a hotel. I have no money and cannot afford to stay in one.

mǎibuqǐ
mǎideqǐ

cannot afford to buy
can afford to buy

Tā yǒu qián, mǎideqǐ
Yīngguo qìchē. Wǒ
méi qián, mǎibuqǐ
zìxíngchē.

He has money and can afford to buy a British car. I have no money and cannot afford to buy a bicycle.

kànbuqǐ

cannot afford to see (movie, opera, etc.)/to despise, to look down

Bié kànbuqǐ nèige
háizi, tā niànshū
niànde hěn hǎo.

Don't despise that child; he studies very well.

kànde qǐ

can afford to see (movie, opera, etc.)/to respect, to think highly of

Tā yǒu qián, shéi
dōu kàndeqǐ tā.

He is wealthy; everyone respects
him.

Frame 3

- | | | |
|----|--|---|
| 13 | W: Nǐ shénme shíhòu jiǎnchá shēntǐ de? | When did you (last) have a physical examination? |
| 14 | A: Qùnián. Zuījīn wǒ yì kànshū, jiù tóutòng, hěn xiǎng shuǐjiào, kěshì shuǐbuzháo. | Last year. Lately, as soon as I read I get a headache and want to go to sleep, but I cannot fall asleep. |
| 15 | W: Wǒ dài nǐ qù tòushì yíxià. Ránhòu wǒmen zài huídào zhèr lái gěi nǐ jiǎnchá yǎnjīng, ěrduo, bǐzǐ. Bié zhāoji, xuéxiào de dàifu dōu hěn zhùyì xuéshēng de jiànkāng. | I'll take you along for an X ray. Later we'll come back and I'll check your eyes, ears and nose. Don't worry; the school doctors all pay great attention to the students' health. |
| 16 | A: Tīng rén shuōguo: "Fùmǔ gěi wǒmen shēngmìng, lǎoshī gěi wǒmen zhīshì, dàifu gěi wǒmen jiànkāng. | I've heard people say, "Parents give us life, teachers give us knowledge, and doctors give us health." |
| 17 | W: Nǐ shuō de búcuò, búguò jiànkāng hái yào nǐ zìjǐ zhùyì. Bìnghǎole yǐhòu, duō zuò yùndòng, nǐ yíding huì hěn jiànkāng de. | What you say is quite correct. However, you yourself have to pay attention to your own health. When you get better, exercise more and you'll certainly be in good health. |
| 18 | A: Xīwàng zhèyàng. | I hope so (hope it will be this way). |
| 19 | W: Wǒmen dào tòushì de fángjiān qù ba. | Let's go to the x-ray room. |

Notes:

14 RVE -zháo is one of the most frequently used Resultative Verb Endings. It shows "success in attaining the object of the action."
Examples:

mǎidezhuó
mǎibuzhuó
mǎizhuóle
méimǎizhuó

able to (find it and) buy it
unable to (find it and) buy it
have bought it
was unable to buy it (couldn't
find one to buy)

zhǎodezháo
 zhǎobuzháo
 zhǎozháo
 méizhǎozháo

able to find it
 unable to find it
 have found it
 failed to find it

There are three ways to ask a RV-potential question:

- | | | |
|-----|------------------------------|------------------------------|
| (1) | Nǐ zǒudedòng ma? | Are you able to walk? |
| (2) | Nǐ zǒubudòng ma? | Are you unable to walk? |
| (3) | Nǐ zǒudedòng, zǒu
budòng? | Are you able to walk or not? |

There are four ways to ask a RV-actual question:

- | | | |
|-----|-------------------------------|-------------------------|
| (1) | Nǐ zhǎozháo ma? | Have you found it? |
| (2) | Nǐ méizhǎozháo ma? | Didn't you find it? |
| (3) | Nǐ zhǎozháo méizhǎo-
zháo? | Did you find it or not? |
| (4) | Nǐ zhǎozháo méiyóu? | Did you find it or not? |

对话

Frame 1

- | | |
|---|---|
| 1 A: 我这几天吃半碗饭就饱了。晚饭、中饭都吃不下去, 不吃也不饿。 | The last few days, I get full just eating half a bowl of food. Dinner and lunch, I can't get it down, and feel full even if I don't eat. |
| 2 B: 你要去检查一下吗? 我可以送你到医院去。 | Do you want to go for a check-up? I can take you to the hospital. |
| 3 A: 我想先到学校的医务所去, 看那儿的医生怎么说。 | I think I should first go to the school clinic and see what the doctor there says. |
| 4 B: 上个月我们看电影的时候, 你说了好几次听得见可是看不清楚。 | Last month when we went to see a movie, you said several times that you could hear it, but could not see it clearly. |
| 5 A: 是啊! 上个星期我本来要去透视, 因为功课太忙, 所以没时间去。 | That's right! Last week I had originally intended going to have an X ray, but because I was too busy with my studies, I didn't have the time to go. |
| 6 B: 我现在就陪你去。你走得动走不动? | I'll accompany you there now. Are you able to walk? |
| 7 A: 走得动, 可是走不快, 你等我一会儿。我的手很脏, 让我洗洗脸、洗洗手, 再到医务所去。 | I can walk, but not fast. Wait a minute for me. My hands are very dirty. Let me wash my face and hands, and then we'll go to the clinic. |

Frame 2

- | | |
|---------------------------|--|
| 8 A: 万大夫, 您好。 | How are you, Doctor Wān? |
| 9 W: 你好, 请坐。这是你第一次在中国看病吗? | How are you? Please sit down. Is this the first time you've been to see a doctor (OR had a doctor see you) in China? |

Frame 2 (Continued)

- 10 A: 是的。也是第一次来这个医务所。
Yes. And it is also the first visit to this clinic.
- 11 W: 你以前得过什么病?
What illnesses have you had before?
- 12 A: 小时候有一次吃了些不太干净的东西; 脸发白, 发两个多星期的烧。我家在乡下, 住不起医院。后来吃了些药就好了。
When I was small, one time I ate some things that were not too clean; my face turned pale, and for more than two weeks I ran a fever. My home was in the country, and I couldn't afford to stay in the hospital. Later, after taking some medicine, I got better.

Frame 3

- 13 W: 你什么时候检查身体的?
When did you (last) have a physical examination?
- 14 A: 去年。最近我一看书就头痛, 很想睡觉, 可是睡不着。
Last year. Lately, as soon as I read, I get a headache and want to go to sleep, but I cannot fall asleep.
- 15 W: 我带你去透视一下。然后我们再回到这儿来给你检查眼睛、耳朵、鼻子。别着急, 学校的大夫都很注意学生的健康。
I'll take you along for an X ray. Later we'll come back and I'll check your eyes, ears and nose. Don't worry; the school doctors all pay great attention to the students' health.
- 16 A: 听人说过, “父母给我们生命, 老师给我们知识, 大夫给我们健康。”
I've heard people say, "Parents give us life, teachers give us knowledge, and doctors give us health."
- 17 W: 你说的不错, 不过健康还要你自己注意。病好了以后, 多做运动, 你一定会很健康的。
What you say is quite correct. However, you yourself have to pay attention to your own health. When you get better, exercise more and you'll certainly be in good health.

Frame 3 (Continued)

- 18 A: 希望这样。 I hope so (hope it will be this way).
- 19 W: 我们到透视的房间去吧。 Let's go to the x-ray room.

SUMMARY



Frame 1

The potential form of the Resultative Verb compound is similar to the actual form with only the infixes de and bu added to make the potential. Examples:

Nǐ kàndèjiàn tāde shū ma? Can you see his book?
Wǒ kànbudǒng tāde huà. I can't understand his painting.

Frame 2

a. The phrase kànbǐng can have two meanings. When referring to a patient, the patient goes to a doctor for a diagnosis.

b. Some Resultative Verb Endings appear only in the potential form. One of these is -qǐ, "to go up" or "to come up."

Wǒ méi qián, mǎibuqǐ
qìchē. I have no money and cannot
afford to buy a car.

Jīntiān wǒ yǒu qián, wǒ
chīdeqǐ Běijīng Kǎoyā. Today I have money; I can
afford to eat Peking (roast)
duck.

DRILLS I



A. Negation Drill: Negate the RVs in the following sentences.

(T) Tā zài wàitou chānggēr, wǒ
zài zhèr tīngdejiàn.
(I can hear him singing
outside from here.)

(S) Tā zài wàitou chānggēr, wǒ
zài zhèr tīngbujàn.
(I cannot hear him singing
outside from here.)

2. Nǐ zài zhèr jiào tā, tā zài lóushang tīngdejiàn.

3. Wǒ zuòzai hòubiān kàn diànyǐng kàndeqīngchū.

4. Wǒ xiǎng wǔge rén chī liǎngge cài, chīdebǎo.

5. Tā shuō tā zìjǐ chī sāngē cài chīdewán.

6. Wǒ juéde zhèjiàn zāng yǐshang xǐdegānjīng.

7. Tā báitiān zài kèshì yě shuǐdezháo.

8. Nèige bìngrén shuō tā zǒudedòng.

B. Reverse Negation Drill: Change the negative RVs into positive RVs.

(T) Zhèjiàn hěn máfānde shì-
qíng, wǒ xiǎng tā shuōbùqīngchū.
(I think he cannot clearly
recount this very complicated
matter.)

(S) Zhèjiàn hěn máfānde shì-
qíng, wǒ xiǎng tā shuōdeqīng-
chū.
(I think he can clearly
recount this very complicated
matter.)

2. Tā kànbuqǐ yǒuqiánde rén.

3. Zhège bēizi tài zāng, yéxǔ xǐbugānjīng.

4. Zhèzhǐ gāngbǐ yóudiǎnr máobīng, yéxǔ xiěbùqīngchū.

5. Cóng zhèr zǒudào yóuzhèngjú, bàngē zhōngtōu zǒubudào.

6. Dìèrshísìkè, yíge zhōngtōu jiǎngbùwán.

7. Nèiwèi bāshisuǐde lǎo xiānsheng yào shànglóu, yéxǔ zǒubudòng.

8. Nèige mén yóudiǎnr máobīng, yǒude shíhou kāibukāi.

C. Construction Drill: Make a choice-form question suitable for each of the sentences in the preceding drills A and B.

(T) Tā zài wàitou chànggēr, wǒ zài zhèr tīngdejiàn.

(T) Zhèjiàn hěn máfande shì-qing, wǒ xiǎng tā shuōdeqīngchū.

(S) Tā zài wàitou chànggēr, nǐ zài zhèr tīngdejiàn tīngbujiàn?

(S) Zhèjiàn hěn máfande shì-qing, nǐ xiǎng tā shuōdeqīngchū shuōbuqīngchū?

D. Drill on RV Ending - Potential: Add an appropriate ending to each of the RVs.

(T) Zhème guǐde qìchē, wǒ mǎi _____.

(Such an expensive car, I _____.)

(T) Zhème guǐde qìchē, zhǐ yǒu yǒuqiándè rén cái mǎi _____.

(Such an expensive car, only rich people _____)

(S) Zhème guǐde qìchē, wǒ mǎi-buqǐ.

(Such an expensive car, I cannot afford to buy it.)

(S) Zhème guǐde qìchē, zhǐ yǒu yǒuqiándè rén cái mǎideqǐ.

(Such an expensive car, only rich people can afford to buy it.)

2. Wǒ xiànzài bú'è, yídiǎnr dōngxì yě chī _____.
3. Zhème guǐde fàndiàn, wǒ zhù _____.
4. Nàme guǐde cài, zhǐ yǒu yǒuqiándè rén cái chī _____.
5. Wǒ shàngbān de shíhou tài máng, zǒu _____; bùnéng qù kàn nǐ.
6. Rúguǒ tā wǎnshang hē kāfēi huòshì chá, tā jiù shuǐ _____.
7. Jīntiān tā qí zìxíngchē qīle yìtiān; wǎnshang yídìng shuǐ _____.
8. Tā shuōde Shànghǎihuà, wǒ yíjù dōu tīng _____.
9. Jiànkāng hěn yàoqǐn, yǒuqiándè rén yě bù yídìng mǎi _____ jiànkāng.
10. Zhèjiàn yífu tài zānglè, zěnme xǐ dōu xǐ _____.

E. Drill on RV Endings - Potential (continued). Add an appropriate ending to each of the RVs.

1. Wǒde ěrduo zhèjìtiān yǒudiǎnr téng, suóyì tīng _____.
2. Jīntiān tā yǒudiǎnr fāshāo, suóyì chī _____ dōngxì.
3. Tā bújǐde bǎ qián fàngzài shénme dìfāngle, zhǎo yě zhǎo _____.
4. Nǐ yàoshi xiànzài qù Jiùjīnshān, jīntiān yídìng huí _____.
5. Nàme dàde qìchē kāi _____ zhème xiǎode mén lai.
6. Nǐ rúguǒ yào zǒudào yīyuàn qù, shífēnzhōng zǒu _____.
7. Rúguǒ nǐ kāichē qù yīwùsuǒ, wǔfēnzhōng kāi _____.
8. Zhème dàde lóufáng, wǒmen mǎi _____.

F. Drill on "yě" (emphatic use of yě). Add yě to each of the following sentences in the proper place. In some sentences you may add yě twice.

(T) Zǎofàn, zhōngfàn, tā dōu chībuxiàqu; buchí bú'è. (He can't eat either breakfast or lunch [and] doesn't feel hungry at all without eating.)	(S) Zǎofàn, zhōngfàn, tā dōu chībuxiàqu; bùchí yě bú'è.
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(T) Wǒde yǎnjīng kànshū téng, bùkànshū téng. (My eyes hurt no matter whether I read or not.)	(S) Wǒde yǎnjīng kànshū yě téng, bùkànshū yě téng.
---	--

2. Tā shuōde Zhōngguohuà, Měiguorén tīngbudǒng, Zhōngguorén tīngbudǒng.
3. Zhèjiàn yíshang tài zāngle; zěnme xǐ, xībúgānjīng.
4. Zhège yào tài nánchīle; wǒ xiǎng chī, chībuxiàqu.
5. Tāde ěrduō yǒu máobīng le; wǒ hěn dàshēngde gēn tā shuōhuà, tā tīngbujàn.
6. Yǒuderén hěn qíguài; nǐ duì tā búkeqì, tā bugāoxīng; nǐ duì tā kèqì, tā bugāoxīng.
7. Zhèjiàn shìqing zhēn nán bàn; (wǒ) qù zuò bùxíng; bùqù zuò, bùxíng.
8. Jiànkāng hěn yào; yǒu qián, bùyídìng mǎidedào.

G. Drill on "běnlái" and "běnlái jiù." Answer each question in a way that you have to use either běnlái or běnlái jiù. (Note that běnlái implies later change of situation, while běnlái jiù implies consistency.)

(T) Nǐ zěnmē méiqù yīyuàn ne?
(How come you didn't go to the hospital?)

(S) Wǒ běnlái yào qù yīyuàn, kěshì hòulái qù yīwùsuǒ le.
(At first I wanted to go to the hospital, but later I went to the clinic.)

2. Nǐ méiqù lǚxíng ma?
(change plan)

OR
Wǒ běnlái jiù bùxiǎng qù yīyuàn.

3. Tā zěnmē hái méi chǎyào?
(no need to)

(I didn't want to go to the hospital in the first place.)

4. Tā bùfāshāo le ma?
(no fever in the first place)

5. Tā xiànzài shuǐdezhào ma?
(after turning off the light)

6. Nǐ dǎsuan měitiān yùndòng ma?
(always been doing so)

7. Nǐ chángcháng tóuténg ma?
(originally, yes; not after taking medicine)

8. Nǐ zěnmē xué Zhōngwén ne?
(at first, planning to learn Japanese; changed plan)

9. Nǐ zěnmē bǎ zhège chábēi xǐde zhème gānjing?
(was clean originally; I didn't wash.)

10. Tāde ěrduō zěnmeyàng?
(at first couldn't hear clearly; after taking medicine ...)

H. Correction Drill: There is a misplaced word in each sentence; find it and put it in the right place.

(T) Gāngcái tā shuō shénme, wǒ tīngméiqīngchū.

(S) Gāngcái tā shuō shénme, wǒ méitīngqīngchū.

(I didn't hear clearly what he said a little while ago.)

2. Wǒmen Yīngwén lǎoshīde shēngyīn tài xiǎo; wǒ měitiān dōu bùtīngqīngchū.

3. Wǒ búhuì shuō Shànghǎihuà, xiǎng shuō yě bùshuōqīngchū.

4. Gāngcái tā chīzhe dōngxi shuōhuà, suóyǐ shuōméiqīngchū.
5. Zhèjiàn yīshang xīle sānci, yě xīméigānjīng.
6. Zhèjiàn yīshang tài zāng le, duōbàn bùxīgānjīng le.
7. Báitiān tā mángle yītiān, wǎnshang yídìng shuǐzháode.
8. Báitiān nǐ shuǐle yītiān, wǎnshang yídìng búshuǐzháo.
9. Nǐ zuótiān shuōméimíngbai, suóyǐ dàjiā dōu méidǒng nǐde yìsi.
10. Wǒ wàngle bǎ qián fàngzai shénme dìfāng; zhǎole bàntiān, zhǎoméidào.

I. Expansion Drill: Expand each sentence by adding the parenthesized information to it. Sometimes an adverb may be added, deleted, or changed accordingly.

- | | |
|--|---|
| <p>(T) Shàng xīngqī tā méichīfàn.
(Last week he didn't eat.)
cue: for the whole week</p> | <p>(S) Shàng xīngqī zhěnggè yī-xīngqī tā dōu méichīfàn.
(Last week he didn't eat for the whole week.)</p> |
|--|---|

2. Nǐ yīnggāi duō zuò yùndòng.
(after recovering from illness)
3. Jiànkāng hé zhīshi dōu zhòngyào (important).
(in a person's life)
4. Nǐ zhīdao měige zìde yìsi hái bùxíng; děi míngbai zhège jùzi de yìsi.
(the whole sentence)
5. Nǐ bǎ tā nèiběn shū diūle (lost), búyào jīn; tā bùxǐhuan nèiběn shū.
(in the first place)
6. Méimǎidào diànyǐngpiào búyào jīn; wǒ bù xiǎng kàn zhège diànyǐng.
(in the first place)
7. Gàosong háizimen xiān bǎ shǒu gēn liǎn xīgānjīngle cái néng chīfàn.
(must wash)
8. Tā yùbei zài túshūguǎn niànshū.
(for the whole afternoon)

9. Nèige bāshisuǐde lǎo xiānsheng kànbuqīngchu.
(nor can [he] hear clearly)
10. Nèige rén hěn qíguài; tā kànbuqǐ méiqiánde.
(also looks down on the rich)

J. Expansion Drill: Add the information given in parentheses to each sentence in the proper place.

(T) Wǒ yí kànshū jiù tóuténg.
cue: recently

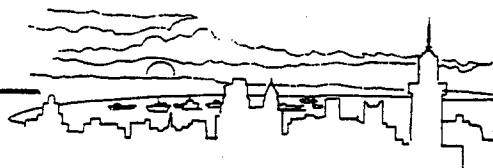
(S) Zuījīn, wǒ yí kànshū jiù tóuténg.
(Recently, I get a headache as soon as I read.)

(T) Wǒ cóngqián méikànjiànguò tòushī yīqǐ.
cue: in the countryside

(S) Wǒ cóngqián zài xiāngxiā méikànjiànguò tòushī yīqǐ.
(In the past I never saw an x-ray device in the countryside.)

2. Wǒ kàn diànyǐng de shíhou, kànbuqīngchu.
(if sitting at the back)
3. Zhège yīyuàn, wǒ zhùbuqǐ.
(too expensive)
4. Shànggēyuè tā bìngle, suóyì xiànzài hái zǒubudòng.
(sick for two weeks)
5. Xiǎo Mèimei shǒuli nàde nèikuài diǎnxīn, chībude.
(not clean)
6. Zhèjiàn yīshang xībugānjing.
(too dirty)
7. Nǐ yīnggāi duō chuān yíjiàn yīshang.
(don't catch cold)(zhāo liáng)
8. Dàifu gěi Xiǎo Ān jiǎnchá shēntǐ, hái gàoosong tā zhùyì jiàn-kāng.
(but didn't give him medicine)
9. Xiàge zhōumò wǒde péngyou lái zhèr, xiǎng qù kànkàn yǒumíngde dìfāng.
(asked me to accompany them)
10. Wǒ bùxǐhuan qù kàn diànyǐng.
(accompany my mother)

DRILLS II



A. Ask one of your classmates where one of his/her relatives is residing right now and where he/she came from.

EX: Nǐde yéye xiànzài zhùzài nǎlǐ? Tā shì nǎlǐde rén?

	zūfù ¹ /yéye	
	zūmǔ ² /nǎinai	
	lǎoye ³	
	lǎolao ⁴	
	fùqīn/bàba	
	mǔqīn/māma	
	shūshu	
	shěnshe	
	gūfu ⁵	
	gūmǔ ⁶ /gūma	
Nǐde	gūgu ⁷	xiànzài zhùzài nǎlǐ? Tā shì nǎlǐde rén?
	jiùjiù ⁸	
	jiùmǔ/jiùma ⁹	
	yí ¹⁰	
	gēge	
	sǎozǐ ¹¹	
	jiějie	
	jiěfu ¹²	
	dìdi	
	dìfù/dìmèi ¹³	
	mèimei	
	mèifu ¹⁴	
	yuèfù ¹⁵	
	yuèmǔ ¹⁶	

- | | | |
|----|-------------|-------------------------------|
| 1 | zūfù | N: (paternal) grandfather |
| 2 | zūmǔ | N: (paternal) grandmother |
| 3 | lǎoye | N: (maternal) grandfather |
| 4 | lǎolao | N: (maternal) grandmother |
| 5 | gūfu | N: husband of father's sister |
| 6 | gūmǔ/gūma | N: father's sister (married) |
| 7 | gūgu | N: father's sister |
| 8 | jiùjiù | N: mother's brother |
| 9 | jiùmǔ/jiùma | N: wife of mother's brother |
| 10 | yí | N: mother's sister |
| 11 | sǎozǐ | N: elder brother's wife |
| 12 | jiěfu | N: elder sister's husband |
| 13 | dìfù/dìmèi | N: younger brother's wife |
| 14 | mèifu | N: younger sister's husband |
| 15 | yuèfù | N: father-in-law |
| 16 | yuèmǔ | N: mother-in-law |

B. State that you know someone who not only likes to perform a certain activity, but also is knowledgeable about that activity or capable of performing it.

EX: Zhāng Dàqiān búdàn ài huà shānshuǐhuà, tā yě hěn néng huà.

NAME	PT	AV	V	O	PN	PT	ADV	AV	V
			zuò	shī, yíshang, mǎimai, dōngxi, jiājù, jiǔ,					zuò.
	búdàn	ài	hē	chá, kāfēi, qīshuǐ, jiǔ, tāng,		tā	yě	hěn néng	hē.
		xǐhuan						huì	
		huà	huà	shānshuǐ, rénwù ¹ huāniǎo ² huāhuì ³					huà.

- 1 rénwùhuà N: figure painting
- 2 huāniǎohuà N: flower-and-bird painting
- 3 huāhuìhuà N: flower-and-plant painting

C. Give a brief oral report about your daily out-of-class activities. You may choose the morning (before 0800), the afternoon (from 1530 to dinner time) or the evening (after dinner but before bed time) period when some of the activities occur.

EX: (Morning) Wǒ zǎoshang wǔdiǎn guò yíkè qīchuáng.
 Qīchuáng yǐhou wǒ xiān xǐzǎo zài guāliǎn¹.
 Guāliǎn yǐhou wǒ jiù shuāyá², shùkǒu³ hé xǐliǎn⁴.
 Wǒ zài fàntīng chīfànde shíjiān shì cóng liùdiǎnbàn dào qīdiǎn. Qīdiǎn yíkè dào qīdiǎn sīshiwǔ wǒ yùbèi gōngkè⁵.
 Chābuduō zài chà shífēn bādiǎnde shíhou wǒ jiù zǒu dào kèshì qù shàngkè qù. Zhōumòde shíhou zǎoshang wǒ shuǐdiào shíyidiǎnbàn yě bùxǐhuan qīlai.

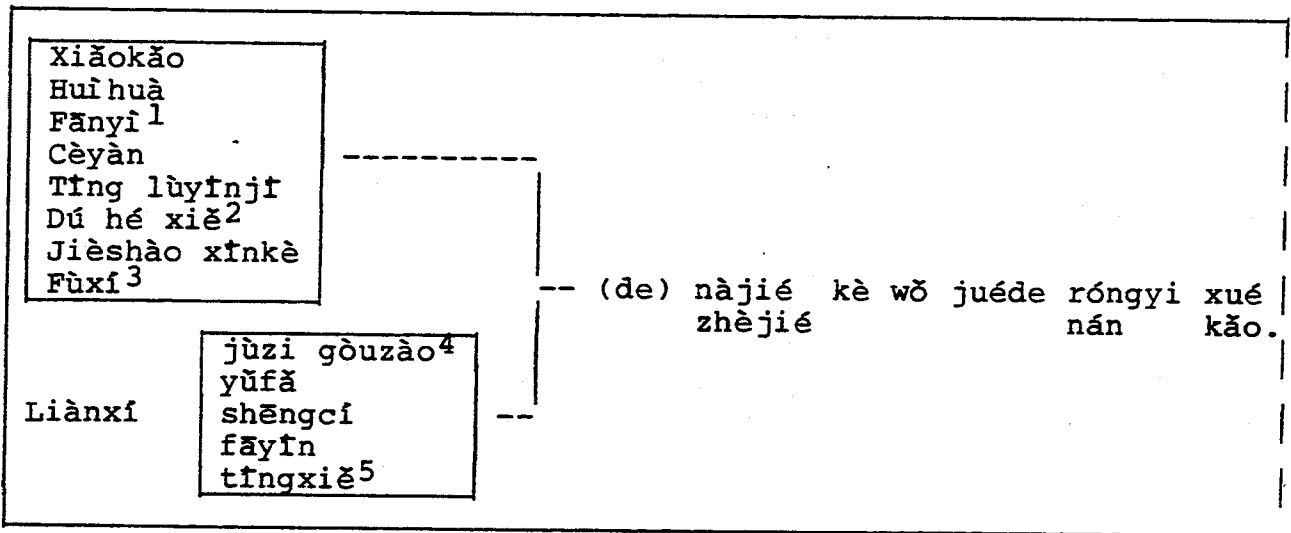
- 1 guāliǎn VO: shave (face)
- 2 shuāyá VO: brush teeth
- 3 shùkǒu VO: gargle
- 4 xǐliǎn VO: wash face
- 5 gōngkè N: schoolwork

D. Given below are some of the class activities that you engage in during the 12-hour instructional cycle. Select one activity that you feel is either difficult or easy to do and give reason(s) to support your claim. Also, you state the time and the class period when that particular activity occurs.

EX: Jièshào xīn kède nàjié kè wǒ juéde róngyì xué. Yīnwei nàjié kè duōbàn shì lǎoshī jiǎng, xuéshēngmen tīng. Nàjié kè shì zài xīngqīyì hé xīngqīsān xiàowǔde dìyíjié shàng.

N/VO/PH

SP-M N PN V SV V



MA SP-M N Reason(s) SP-M N EV CV TW N(MA)

Yīnwei nàjié kè _____. Nàjié kè shì zài xīngqī yīnwei nàjié kè zhèjié. Nàjié kè shì zài xīngqī sān shàngwǔ zhèjié sì xiàowǔ wǔ.

P NU M V

- 1 fānyì V/N: translate/translation
- 2 dú hé xiě PH: reading and writing
- 3 fùxí V/N: review
- 4 gòuzào N: construction
- 5 tīngxiě N: dictation

yī
èr
dì sān jié shàng.
sì
wǔ
liù

E. State that before you plan a trip you have to talk to a friend/relative/travel agent and ask for advice on matters such as where to go, how much it will cost, how long it will take, what types of conveyance to go by, and what kinds of tickets to buy.

EX: Wǒ méi jìhuà lǚxíng yīqián, wǒ děi qǐng yīwèi lǚxíngshè de fúwùyuán gěi wǒ jìhuà yíxià. Wǒ děi wèn tā shì qù Nánměi¹ hǎo ne, hái shì qù Zhōngměi² hǎo ne? Děi huā³ yīqián ne, hái shì liǎngsānqián ne? Děi yòng yíge zhōumò ne, hái shì yíge xīngqǐ ne? Shì zuò fēijī hǎo ne, hái shì zuò chuán hǎo ne? Shì mǎi tóuděng⁴ piào ne, hái shì mǎi pǔtōng piào ne?

1 Nánměi N: South America
3 huā V: spend

2 Zhōngměi N: Central America
4 tóuděng SV: first class

PN PT V N PT PN AV V NU-M N P

Wǒ méi jìhuà lǚxíng yīqián, wǒ děi qǐng yīwèi lǚxíngshè de

N CV PN V NU-M PN AV V PN shì V

fúwùyuán gěi wǒ jìhuà yíxià. Wǒ děi wèn tā shì qù

N SV P PT V N SV P AV V MU-M

Nánměi		Zhōngměi		
Zhōngměi		Běiměi ⁵		yīqián
Yàzhōu ⁶	hǎo ne,	hái shì qù	Ouzhōu ⁷ hǎo ne?	Děi yòng sānsiqián
Aozhōu ⁸			Fēizhōu ⁹	wūliùqián
Nánjīzhōu ¹⁰			Běijí ¹¹	

5 Běiměi N: North America
7 Ōuzhōu N: Europe
9 Fēizhōu N: Africa
11 Běijí N: North Pole

6 Yàzhōu N: Asia
8 Aozhōu N: Australia
10 Nánjīzhōu N: Antarctic

P PT NU-M P AV V NU-M P PT

ne, hái shì liǎngsānqián ne? Děi yòng yíge zhōumò
sìwūqián ne? Děi yòng yíge xīngqǐ ne, hái shì
liùqiqián sānsiqe xīngqǐ

MU-M-TW P PT V N SV P PT V N

sānsì tiān
liāngsānge xīngqī ne? Shì zuò fēijī hǎo ne, háishi zuò chuán
sīwūge xīngqī

SV P PT V SV N P PT V SV N P

hǎo ne? Shì mǎi tóudēng piào ne, háishi mǎi pǔtong piào ne?

F. Given below is a list of countries that, at one time or another during the last four decades (1940-1980), might have engaged in armed conflict with (or against) the United States. Your task is to select one country from the list and tell your classmates whether or not that country has fought against the United States.

EX: Zài guòqu zhè sīshiniánli, Àodàliya¹ gen Měiguó méi dǎguo zhàng.

Zhōngguó (PRC)
Rìběn
Hánguó
Dégúo
Zài guòqu zhè sīshiniánli, Yìdàlì² gen Měiguó (méi) dǎguo zhàng.
Jiānádà
Mòxīgē³
Yuènnán
Èguó
Xīn Xīlán⁴

- | | |
|------------------|----------------|
| 1 Àodàliya | N: Australia |
| 2 Yìdàlì (Yìguó) | N: Italy |
| 3 Mòxīgē | N: Mexico |
| 4 Xīn Xīlán | N: New Zealand |

G. Tell your classmates that there is some personal property you have which you don't like to lend to other people and some other property you have that you don't mind lending.

EX: Wǒ bù xīhuan bǎ wǒde qìchē jiègěi biéren kāi, kěshi wǒ kéyi bǎ wǒde shū jiègěi biéren kàn.

PN P AV CV PN-P N V N V MA PN AV

Wǒ bùxǐhuan bǎ wǒde _____ jiègěi biéren _____, kěshi wǒ kéyi

bǎ wǒde _____ jiègěi biéren _____.

H. Ask your classmates the following four questions:

- (1) Have you ever borrowed anything from anyone before?
- (2) What did you borrow?
- (3) From whom did you borrow it?
- (4) Did you return/repay it?

I. Tell your classmates what you bring into the classroom/school and what you take back to your home/apartment/barracks. Tell what you put it down on and what you pick it up from. Tell what you take it out of and what you put it in to, etc.

EX: Wǒ bǎ shū dài jìn jiàoshì lái, wǒ yě bǎ shū dài huí jiā qu.
 Wǒ bǎ lùyīndài fàng xià lai, wǒ bǎ lùyīndài¹ fàng shàng qu.
 Wǒ bǎ bī ná chū lai, wǒ bǎ kāifēi ná jìn qu.

PN CV N RCV/RV N RCV/RV

Wǒ	bǎ	shū	dài	huí	jiā gōngyù yíngfáng jiàoshì	lai.	
		bào	ná	jìn		qu.	
		bǐ	fàng	shàng		xià	qu.
		zhǐ					lai.
huà	dài	fàng	ná	-----		chūqu.	
qìshuǐ				chūlai.			
kāifēi							
shūbāo ²							
etc.							

1 lùyīndài N: magnetic tape
 2 shūbāo N: schoolbag

DICTATION EXERCISES

With book closed, write down in Pinyin the following sentences dictated by your teacher. Pay special attention to spelling and tones.

1. C: Xiǎo Bái, gāngcái shì nǐ jiào wǒ ma? Wǒ méitīng qīngchū.
小白，刚才才是你叫我吗？我没听清楚。
2. B: Duìle, shì wǒ jiào nǐ; wǒ zài jiē nàibiān, méikànqīngchū shìbúshì nǐ suǒyī wǒ zǒudào jiē zhèbiān láiile.
对了，是我叫你；我在街那边，没看清楚是不是你，所以我走到街这边来了。
3. C: Nǐde shǒu zěnmé zhèmezāng?
你的手怎么这么脏？
4. B: Wǒde zìxíngchē huàile; wǒ xiū(li)le bàntiān; méixiūhǎo.
我的自行车坏了；我修(理)了半天；没修好。
5. C: Chē ne?
车呢？
6. B: Sòngdào xiūlichǎng qùle. Wǒ xǐle yíxià shǒu, kěshì méixǐgānjìng.
送到修理厂去了。我洗了一下手，可是没洗干净。
7. C: Huí dào xuéxiào zài xǐ ba. Wǒ tīngshuō nǐ zuótiān péi Xiǎo Ān qù yīyuàn le.
回到学校里再洗吧。我听说你昨天陪小安去医院了。
8. B: Méi qù yīyuàn, jiù dào xuéxiàolide yīwùsuǒ qùle.
没去医院，就到学校里的医务所去了。
9. C: Tā yǒu shénme bìng?
他有什么病？
10. B: Tā shuō chībúxià, shuìbúzháo, yí kànshū jiù tóuténg; yǒude shíhou kàn buqīngchū, yě tīng buqīngchū.
他说吃不下。睡不着，一看书就头疼；有的时候看不清楚，也听不清楚。
11. C: Nàme tā zǎo jiù yīnggāi qù kàn dàifu le.
那么他早就应该去看大夫了。
12. B: Dàifu xiān gěi tā jiǎnchá shēntǐ, bǎ yǎnjīng, bízi ěrduō, děngdeng, dōu jiǎnchále; hái tòushì le yíxià.
大夫先给他检查身体，把眼睛、鼻子、耳朵，等等，都检查了；还透视了一下。

13. C: Jiǎncháwánle dàifu shuō shénme le?
检查完了大夫说什么了?
14. B: Tā yě méishuō yǒu shénme bìng, jiù jiào Xiǎo Ān zhùyì jiànkāng, bié zháoliáng (catch cold), děng bìnghǎole yǐhòu duō yùndòng.
他也没说有什么病, 就叫小安注意健康、别着凉, 等病好了以后多运动。
15. C: Xiǎo Ān xiànzài zài nǎr? Hái fāshāo ma?
小安现在在哪儿? 还发烧吗?
16. B: Tā xiànzài zài sùshèli xiūxi; běnlai jiù méifāshāo.
他现在在宿舍里休息; 本来就沒发烧。
17. C: Dàifu gěi tā yào le méigěi?
大夫给他药了没给?
18. B: Gěile yíping yàoshuǐ; jiào tā měi sānge zhōngtōu hē yísháo.
给了一瓶药水; 叫他每三个钟头喝一勺儿。
19. C: Dēngyíhuǐr xiàkè yǐhòu wǒ gēn nǐ dào sùshè qù kànkàn Xiǎo Ān ba.
等一会儿下课以后我跟你到宿舍去看看小安吧。
20. B: Hǎo. Sìdiǎnzhōng wǒ zài túshūguǎn qiántou děng nǐ.
好。四点钟我在图书馆前头等你。

COMMUNICATION EXERCISES

Activity 1

Answering Questions

Respond to the following questions based on your knowledge of the dispensary at DLI.

1. Nǐ juéde wǒmen xuéxiào yīwùsuǒ kāiménde shíjiān (0700-1600 Mon-Fri) shì búshì gòu cháng (long enough)? Nǐ yǒu shénme pínglùn (comment) ma?
2. Rúguǒ nǐ yǒu bìng, nǐ děi shénme shíhou dào yīwùsuǒ qu guà-hào (register/sign in)?
3. Zhège xuéxiào de yīwùsuǒ nǐ yǐjīng qùguo jǐcì le?
4. Měicì nǐ qù kànbīngde shíhou déi dēng duō jiǔ?
5. Rúguǒ zài zhōumò huòshi zài yǒu jiàrì (holiday) de shíhou nǐ yǒu bìng, nǐ zhīdao yīnggāi gěi shéi dǎ diànhuà ma? Nǐ zhīdao tāmen de diànhuà hàomǎ ma?
6. Rúguǒ nǐ tóuténg fāshāo, qǐbùlái yě zǒubú dòng, yīwùsuǒ yǒu méiyǒu chē kéyǐ qù yíngfáng (barracks) jiē nǐ? Rúguǒ méiyǒu chē, nǐ zěnme bàn?
7. Yīwùsuǒli de gōngzuò rényuán (personnel, staff) dōu hěn kèqǐ ma? dōu hěn zīxǐ (attentive) ma?
8. Měicì nǐ tàitai huòshi háizi(men) qù kànbīngde shíhou, tāmen dōu néng dédào hěn hǎode jiēdài (reception) hé zhīliáo (medical treatment) ma?
9. Nǐ xiǎng wèishénme nǐ jiālǐde rén qù yīwùsuǒ yǐqián děi xiān dǎ diànhuà yùyuē (make an appointment)?
10. Shì búshì nǐ měicì qù yīwùsuǒ de shíhou dōu děi gěi tāmen kàn yíkan nǐde shēnfènzhèng (I.D. card)? Wèishénme děi gěi tāmen kàn? (huòshi búbì gěi tāmen kàn)?

Activity 2

Role Playing

Procedure: Work in pairs. While one of you role plays a doctor or a nurse (hùshī), the other plays a patient (bīngren). Then switch roles.

Activity 3

Discussion

Procedure: The whole class discusses the following topics:

1. Why American medical schools are so hard to get into.
2. Why hospitals are charging so much money for the different services which they provide.
3. Why socialized medicine and health programs are beneficial. Are there any disadvantages?

TRANSLATION EXERCISES

A. Chinese-English: Cover the Pinyin text below. Teacher: Randomly select students and read each paragraph/sentence twice with a short pause between readings. Student: Say aloud the English equivalent. (translate)

1. Wǔsuǐde Xiǎo Dì yào dāng (to play the role of) yīshēng; tā jiào sīsuǐde Xiǎo Mèi dāng bìng rén.
2. Xiǎo Dì bǎ tā zìjǐde xié hé wàzi (socks) dōu tuōxiàlai (took off), yīnwei tā yào zuò (to be) yíge "chījiǎo-yīshēng."
3. Jiějie jīnlai kànjianle, jiù gào song tā, "Chījiǎo-yīshēng bù yídìng zhēn chīzhe jiǎo. Nǐ chuānshang (put on) xié hé wàzi, yě kéyǐ dāng chījiǎo-yīshēng."
4. Xiǎo Dì bùtīng, bùkěn chuānshang xié hé wàzi.
5. Tā xiān gěi tāde bìng rén, Xiǎo Mèi, jiǎnchá shēntǐ.
6. Tā shuō zhèige bìng rén tài bújiànkāng, shénme bìng dōu yǒu: liǎn fābái, bízi fāhóng (turns red), ěrduō tīngbujian, yǎnjīng kàn bujian, bízi wén (smell) bujian, tóuténg, fāshāo. Zuǐhǎo zhūyuàn (a commonly used short form for zhūzai yīyuàn).
7. Bìng rén wèn, "Nǐde yīyuàn zhème xiǎo. Bìngchuáng (bed for patient) zài shénme dìfāng?"
8. Yīshēng shuō, "Bìngchuáng zài lóushàng bìngfángli (ward). Dēngyihuǐr sòng nǐ shàngqu. Xiànzài nǐ xiān chī yào ba."
9. Tā gěile bìng rén yí dà píng yàoshuǐ (liquid medicine), gào song tā měi shífēnzhōng hē yíbēi.
10. Bìng rén nàqǐlai, lìkè jiù hēle; ránhou shuō, "Zhèige yàoshuǐ hén hǎohē (tasty), gēn júzishuǐ yíyàng (to be the same). Yīshēng, nǐ zài duō gěi wǒ liǎng píng ba."
11. Yīshēng zhāodào yìpíng hóng (red) yàoshuǐr (Mercurochrome), jiù cāzài (rub at) bìng rénde shǒushang, jiǎoshang, liǎnshang.
12. Jiějie yòu jīnlaile, kànjiànle Xiǎo Mèi yīshēn (all over the body) dōu shì hóngyàoshuǐr, jiù shuō, "Zāogāo! Mǎshang jiù xǐ, yě bù yídìng xǐdegānjing."
13. Jiějie gēn Xiǎo Dì shuō, "Kuài chuānshang xié hé wàzi ba. Nǐ zhèwei yīshēng yàoshi zháoliáng zěnme bàn?"
14. Mǔqīn tīngjiàn zhèxiē yǐhou jiù gào song Xiǎo Dì, "Déng nǐ shàng dàxuéde shíhou, nǐ kéyǐ xué yī (study medicine). Èrshinián yǐhou, wǒmen dàjiā dōu yào zhǎo nǐ qù kàn bìng."

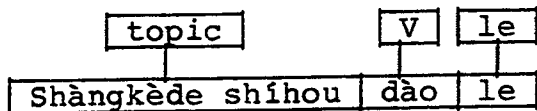
B. English-Chinese: Teacher: Sequentially assign sentences to each student. Student: First read the sentence carefully, then translate into Chinese. Concentrate on word-order, fluency, tones and pronunciation.

1. Li: Lao Chen, I just heard that our clinic bought a new x-ray scanning device (tòushì yīqì).
2. Chen: What for (Zuò shénme yòng)?
3. L: For physical examinations (shēntǐ jiǎnchá).
4. C: Have you seen it?
5. L: No, not this one, but I have seen one in a hospital.
6. C: I have never seen a scanning device. Formerly I lived in the countryside. There was no clinic in our school.
7. L: What would you do if you got sick?
8. C: There was a barefoot doctor who came to our school once a week.
9. L: Why do you call them barefoot doctors?
10. C: I don't know; but I think it is a figure of speech (bīyǔ), meaning that they work in the countryside and pay no attention to their clothing.
11. L: Although there was no clinic or hospital in your school, you are very healthy. I don't remember seeing you falling sick.
12. C: I pay attention to my daily routine (měitiānde shēnghuó), and watch what I eat and what I drink. I also keep myself and my clothing clean.
13. L: That is very important. A healthy person is usually happy. Do you think so (Nǐ shuō shì bushì)?
14. C: Yes. Health and happiness are the most important things in a person's life (shēngmìng).
15. L: Talking about life (shuōdào shēngmìng), I often think about it, but cannot understand it.
16. C: I don't spend much time thinking about these kinds of questions. When I have free time, I go out and do exercises (yùndòng).

17. L: That's interesting. Indeed (zhēnde), exercise (yùndòng) is the best medicine. It makes (ràng) you eat well and sleep well.
18. C: That's true. Look at me. I exercise every day. Since I came here two years ago, I have not caught cold and have had no headaches or diseases.
19. L: Then you don't need a doctor. I suppose you have not been to our school clinic yet.
20. C: Oh, I have. When I arrived here I went to take the physical examination.

MODULE GRAMMAR SUMMARY

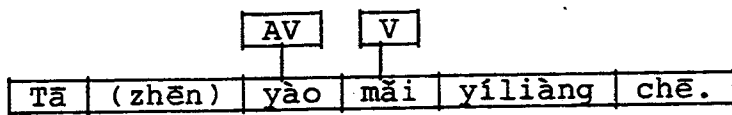
A. Action ended or about to start



1. Bàogàode shíhou dào le.
2. Sóngbàode shíhou dào le.
3. Kàn diànshide shíhou dào le.
4. Yòng diànnǎode shíhou dào le.

This is limited to stating that the beginning or end of some action or activity has been reached.

B. Auxiliary Verb (AV), Use and Position of



1. Wǒ hěn xīhuan mǎi zhèizhī yuánzhūbī.
2. Tā zhēn ai kàn Měiguó bào.
3. Fāng Bǎolan búbì zuò zhōngfàn.
4. Tā hěn huì zuò Zhōngguó fàn.

C. Bǎ construction (This construction needs a complement after the verb, such as -le, a number-measure combination, a verb compound [Resultative Verb Compound-Actual] etc.)

1. Tā bǎ wǒde zìxíngchē mǎile.
2. Bǎ Dìsānkè zài kàn sāncì.
3. Qǐng nǐ bǎ wǒde shū dàihuí xuéxiào qu.
4. Bǎ péngyou qǐngdao nǐ jiāli lai.
5. Tā bǎ zhèixie qián jiāogěi wǒ le.

D. Borrow/Lend, Comparison of

a. ... gēn ... jiè (to borrow from)

1. Shì gēn tā jiède.

2. Wǒ gēn tā jièle wǔmáo qián.

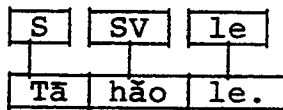
b. ... jiègěi... (to lend to)

1. Yíge péngyou jiègěi wǒle tāde chē.

2. Tā jiègěi wǒ wǔmáo qián

E. Change of status with le

a. Used with SV.



1. Zhèiba yīzi huàile.

2. Zhèige huódòng huànle.

3. Zhèixiē diànchí bútai xīnle.

4. Nèige jiémù xiànzài hěn yǒumíngle.

b. Used with EV.



1. Tā búshì Sóng Tàitai le.

2. Tā shì Lǐ Shìfù le.

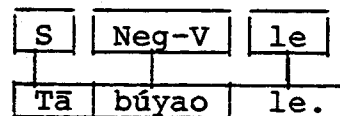
3. Zhèi búshì tāde qìchē le.

4. Tā búshì xiǎoháizi le.

c. Used with V.



OR

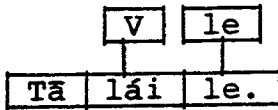


1. Tā xiànzài huì shuō Zhōngguó huà le.

2. Jīnnián tā méiyǒu qián le.
3. Wǒ huì kāi qìchē le.
4. Wǒ bùchī Měiguó fàn le.

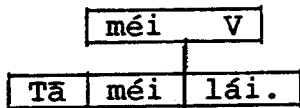
F. Completed Action

a. with le:

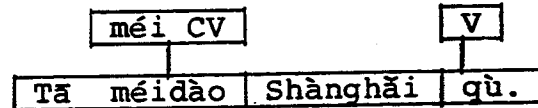


1. Tā mǎile yìshuāng búxié.
2. Tā huàle sìzhāng shānshuǐhuà.
3. Tā mǎile hěn duō dōngxi.
4. Fāng Xiānsheng yǐjīng qùle.
5. Tā dào Dézhōu qùle.

b. negation of completed action:

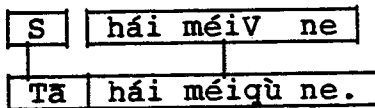


OR



- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Tā méi chīfàn. 2. Tā méicóng Shànghǎi lái. 3. Lǐ Xiānsheng méiqù. | <ol style="list-style-type: none"> 4. Tā méizài yóujú gōngzuò. 5. Tā méi xiězì. |
|--|---|

c. action still not completed:



1. Tā hái méichī fàn ne.
2. Tā hái méi dào Běijīng qù ne.
3. Tā hái méi xué xiězì ne.
4. Nèiběn shū hái méi chūbǎn ne.
5. Wǒ hái méi xué fántīzì ne.

d. double -le with simple un-measured objects (or ...guò ... le) indicates complete action.

1. Tā chīle fàn le.
2. Tā chīguo fàn le.
3. Tā chīle fàn. OR Tā chīfànle. (Same meaning as above.)
4. Wǒ gēn tā tánle huà le.
5. Tā xièle xìn le.

Note: This should not be confused with the double -le pattern or the experiential -guò pattern.

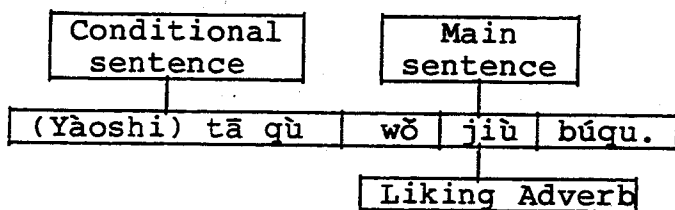
G. Compound Sentences

a. to connect related ideas

búdàn ... yě ... (not only ... but also)

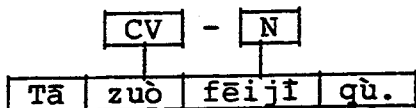
1. Tā búdàn huì yòng kuàizi, yě huì yòng dāochā.
2. Tā búdàn zài hē chá, yě ài hē kāfēi.
3. Tā búdàn huì qí zìxíngchē, yě huì qí mǎ.

b. supposition yàoshi ... jiù



1. (Yàoshi) nǐ bùgěi wǒ qián, wǒ jiù bùgěi nǐ bàozhǐ.
2. Yàoshi tā zài nàr, jiù gěi tā fàn chī.
3. Nǐ yàoshi méi shì, jiù kéyǐ bāng wǒde máng.
4. Tā (yàoshi) hái méi lái, wǒmen jiù búnéng zǒu.

This is compound Chinese sentence in which a condition is first set in a subordinate sentence then resolved in the main sentence. In Chinese, the linking adverb jiù "then" is more important in that the yàoshi "if" can be left out. In English the opposite is more often true.

H. Co-verb construction

As shown by the example above, the Co-verb and its object precede the main verb.

a. Co-verb of conveyance, zuò, qí:

1. Tā qí zìxíngchē qù.
2. Tā zuò huǒchē dào Táizhōng qù.
3. Tā shì zuò fēijī láiide.

b. Co-verb of interest, gěi, tì, gēn, duì, yòng:

1. Wǒ gēn tā yíkuàir qù.
2. Wǒ duì tā shuōhuà.
3. Měiguó rén yòng dāozǐ, chāzi chīfàn.
4. Zhōngguó rén búyòng sháor hētāng ma?
5. Liú Tàitai míngtiān tì Fāng Tàitai zhāodài dàibiǎo.

c. Co-verb of motion and direction, dào, cóng:

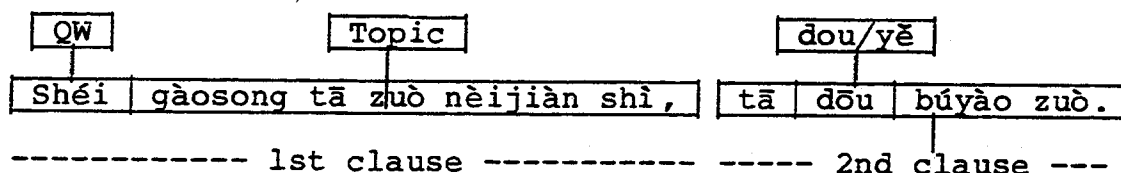
1. Nǐ dào diànqìchǎng qù.
2. Nǐ shì cóng nǎr láiide?
3. Wǒ yào dào Dōnghǎilóu Fànguǎnr qù chīfàn.

d. Co-verb of location zài used as setting for main action:

1. Wǒ gege zài chénglǐtōu shàngxué.
2. Tāmen búzài nèige fàndiànli chīfàn.
3. Wǒ péngyou zài yóujú gōngzuò.
4. Tā zài nèige xuéxiào xuéxi.

I. Dōu/yě

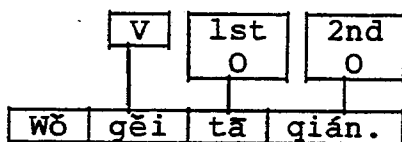
(See Inclusive and Exclusive)
Emphatic function of dōu/yě.



1. Qīchē chūle shénme máobing, tā dōu huì xiūlǐ.
2. Shūdiàn shénme shíhou kāimen, tā yě lái mǎi shū.
3. Shéi wèn tā wèntí, tā dōu bùnéng huídá.
4. Nèige guójiā chūde píjiǔ, wǒ dōu ài hē.

This is a compound sentence. When there is a question word in the first clause, the dou/yě in the second clause has an emphatic function.

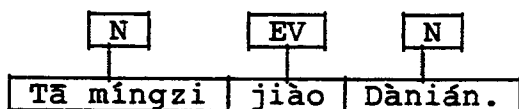
J. Double objects



1. Tā gěi wǒ yìběn shū.
2. Wǒ jiào tā Lǐ Xiānsheng.
3. Tāmen bùgěi wǒ qián.

In this type of structure, the first object in English would be called the indirect object and the second the direct object.

K. 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, ta shì nàrde rén.
3. Qǐngwèn, Bǎolán xìng shénme? Tā bú xìng 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).

L. Exclusive

S	dōu/yě	bù-V
Shéi	dōu	bùzhīdao.

1. Tā shénme dōu bùzhīdao.
2. Wǒ shénme dōu búzuò.
3. Wǒde zìxíngchē méi shénme máobíng.
4. Tā shénme shū dōu bú ài kàn.
5. Zhèixiē píxié wǒ dōu búmài.

M. Guò; the Experiential Modifier

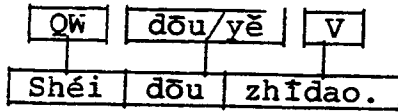
1. Nǐ chiguo Zhongguo fàn méiyóu?
2. Wǒ méichiguo Zhongguo fàn.
3. Nǐ zài Rìběn zhùguo ma?
4. Wǒ méijiànguo Gao Xiānsheng.
5. Nǐ yòngguo daoche ma?

N. Imminent Action

ADJ	V	N	le
Kuài	dào	wūdiǎn	le.

1. Tāde hái zi kuài hǎole.
2. Wǒmen kuài yào zǒule.
3. Wǒ jiù huíjiā le.
4. Lǐ Xiānsheng jiù láile.
5. Wǒmen jiù yào chīfan le.

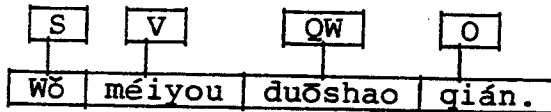
In this pattern there are a limited number of adverbs which imply immediacy such as kuài, yào, jiù.

O. Inclusive

1. Nǎr dōu xíng.
2. Jiù qìchē nǎr dōu yǒu.
3. Shéi dōu xǐhuan chī Zhōngguo fàn.
4. Něizhǒng píjiǔ wǒ dōu ài hē.
5. Něiběn shū dōu kéyi kàn.

P. Indefinites

(question words as indefinites in negative statements)



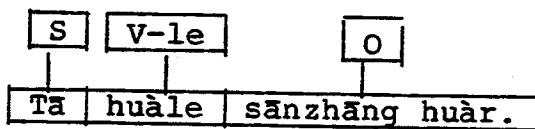
1. Wǒ méi shénme shū.
2. Wǒ méi gēn shéi shuōhuà.
3. Wǒ búniàn shénme.
4. Tā búgàosong shéi.
5. Tā méichī shénme.

In sentences using this pattern, the meaning is somewhat ambiguous, the indefinite word implying "none (at all)" or "none (in particular)."

Q. Le

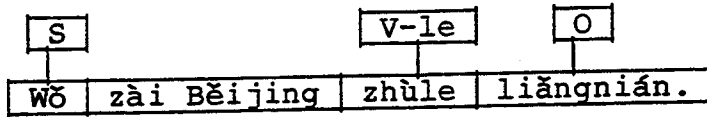
(See Completed action and Change of status.)

- a. single le with measured object:



1. Wǒ qīngle liǎngge rén. Tāmen dōu shuō yào lái.
2. Wǒ niànle sānběn shū.

b. single le with Time Spent:



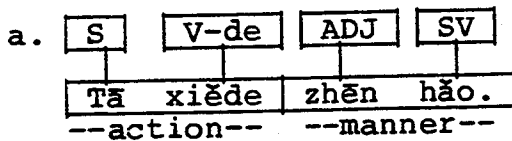
1. Wǒ xuéle liǎngge zhōngtóude Zhōngwén.
2. Qùnián wǒ zài zhèidong gōngyù zhùle sāngēyuè.
3. Shàngēyuè tā gōngzuòle liǎngge xīngqī.

c. Double le with Time Spent:

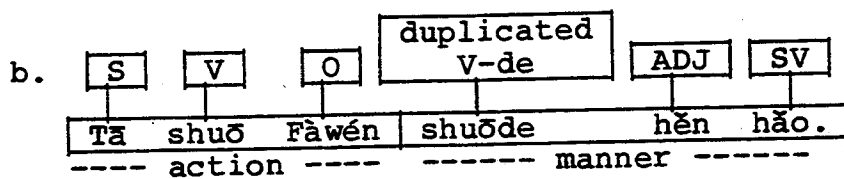
1. Wǒ yǐjīng xuéle liǎngge zhōngtóude Zhōngwén le.
2. Dào xiànzài wǒ zài yínháng gōngzuò le sīnián le.
3. Jīntiān tā xuéxile yíge zhōngtóu le.

R. Manner of Action

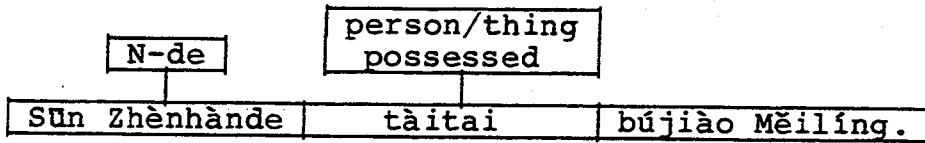
(Note the difference in pattern.)



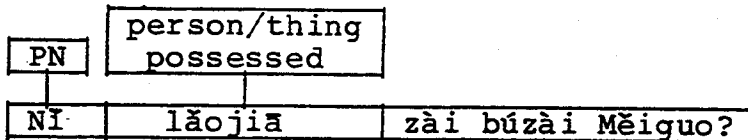
1. Tā chīde tài màn.
2. Tā kāide zhēn kuài.
3. Tā xuéde zuì kuài.



1. Tā shuōhuà shuōde hěn kuài.
2. Tā kāi qìchē kāide hěn màn.
3. Lǐ Tàitai zuò Zhōngguó fàn zuòde hěn hǎo.

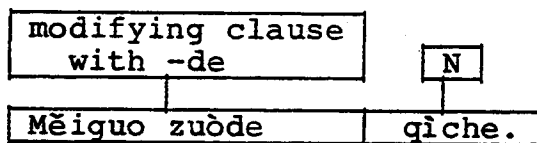
S. Modification of Nouns:a. with -de:

1. Gāo Xiùfēngde xiānsheng shi Táiběi rén.
2. Lǐ Xiǎojiède míngzi jiào Bīngyíng.
3. Zhōu Qiǎoyúnde lǎojiā zài búzài Fùguo?

b. without -de:

1. Wǒ tàitai shi Yīngguo rén.
2. Tā xiānsheng míngzi jiào Guóguān ma?
3. Tāmen lǎojiā zài Zhōngguo 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.)

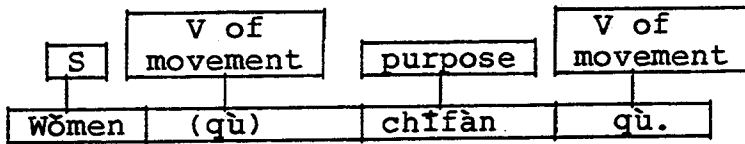
c. modification of noun clause with -de:

1. Yīngguo chūde zhuōzi.
2. Riběn chūde xiǎo qìchē.
3. Lǐ Xiǎojiē zuòde Zhōngguo fàn.

In certain, frequently used expressions where the noun modified is understood, the modifying phrase plus -de will itself become a noun, such as màibàode.

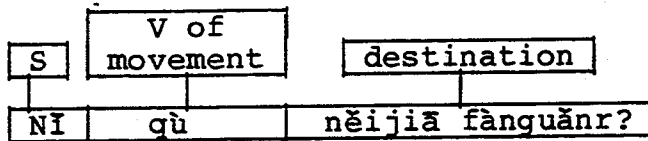
T. Movement patterns

a. double lái and qù:



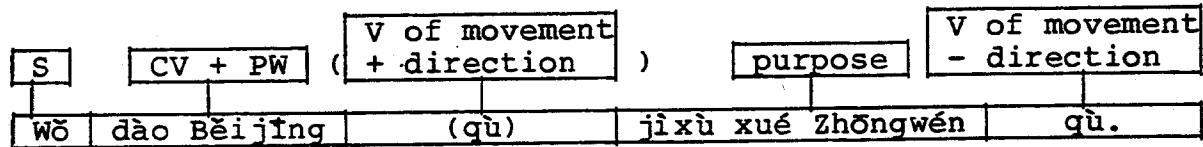
1. Wǒ dào xuéxiào kànshū qu.
2. Tā dào fànguǎnr qù gōngzuò qu.
3. Tā yào dào Fàguo lái hē Fàguo jiǔ lái.

b. single lái and qù:



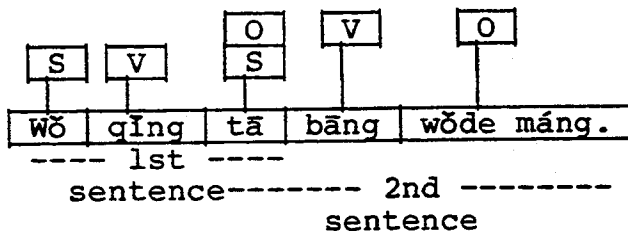
1. Wǒ lái chénglitou.
2. Tā qù nège xuéxiào.

c. with the CV-verb of movement and direction:



1. Tā cóng Měiguó dào Déguó qù.
2. Wǒ zuò huǒchē cóng Táizhōng lái.
3. Tā cóng Měiguó lái xué Déwén lái.

U. Pivotal sentences using qīng, jiào and ràng



1. Nǐ ràng Lǎo Chén jiǎnchá jiǎnchá.

2. Qǐng tā zuò diǎnr shì.
3. Wǒ jiào tā lái chīfàn.
4. Tā ràng wǒ yòng tāmen de diànnǎo.
5. Zuótiān tā qǐng wǒ kàn tā xīn de diànshì.

The pivotal construction sentence is distinctive in that a noun clause is simultaneously the direct object of the first verb and the subject of the second.

V. Question patterns

- a. simple question with ma:

positive/negative statement	ma
Wú Bǎolán xiànzài zài Niǔyuēzhōu	ma?

- b. using Question Words, i.e. shéi, shénme, něiguo:

<u>Question</u>	<u>Answer</u>
1. <u>Shéi</u> shì Hú Měilíng?	Wǒ shì Hú Měilíng.
2. <u>Shéi</u> jiào Mǎ Mínglǐ?	Wǒ jiào Mǎ Mínglǐ.
3. Tā shì <u>shéi</u> ?	Tā shì <u>wǒ xiānsheng</u> .
4. Nǐ xìng <u>shénme</u> ?	Wǒ xìng <u>Mǎdǐng</u> .
5. Wáng Tàitai jiào <u>shénme</u> míngzi?	Tā jiào <u>Měilì</u> .
6. Nǐ shì <u>něiguo</u> rén?	Wǒ shì <u>Fàguo</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.

- c. some Choice-type questions with háishi:

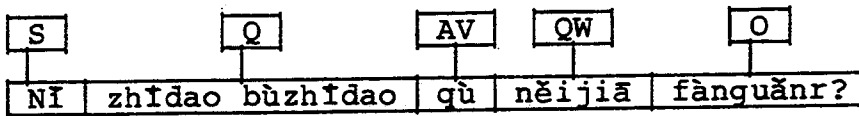
V*	háishi				
Tā	jiào	Tíngfēng	háishi	jiào	Chéng?

1. Nǐ shì Táng Měilì Tàitai háishi Fāng Měilíng Xiáojie?
2. Tā zài Měiguó Dézhōu háishi zài Jiānádá Àndàlüè?

3. Tā xiānsheng jiào Yōngpíng háishi (jiào) Shīying?
4. Tāmen lǎojiā zài Běijīng háishi zài Shànghǎi?
5. Nín guìxìng? Nín xìng Hú háishi xìng Wú?

* The verb can be any type of verb.

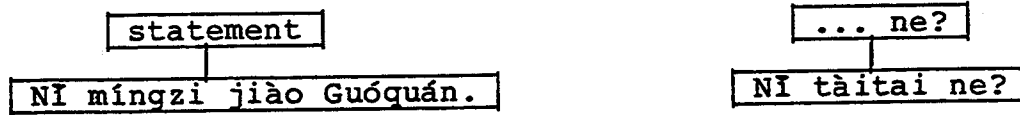
d. question inside a question:



1. Nǐ zhīdao tā shì něiguó rén ma?
2. Nǐ zhīdao tā chī shénme ma?
3. Nǐ zhīdao bùzhīdao tā zhù zài nǎr?

One of the question elements will be a QW, while the second element can be varied such as choice-type or use of ma.

e. abbreviated questions:

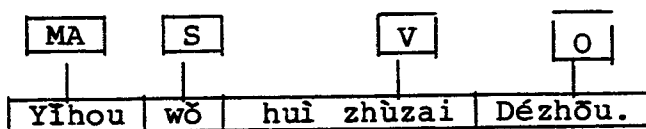


1. Zhāng Xiǎojie xiànzài zài Shànghǎi. Nǐ tàitai ne?
2. Wǒ àirén jiào Sòng Zīyàn. Nǐ àiren ne?
3. Wǒ shì Jiānádà rén. Nǐ ne?
4. Zhōu Mǐnshēngde lǎojiā zài Nánjīng. Nǐ lǎojiā ne?

ne. After a statement, an abbreviated question can be formed with ne. It has the equivalent of the English "What about ...?"

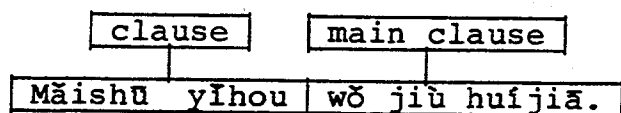
W. Relative Time patterns

a. General Relative Time with the MAs yǐqián or cóngqián, and yǐhòu



1. Nǐ yǐqián zài nǎr gōngzuò?
2. Cóngqián wǒ bùxǐhuan niànshū.

3. Tā yǐhou huì hěn yǒu qián.
- b. Specific Relative Time ... yǐqián, ... yǐhou, and ... de shíhou



1. Wǒmen shàngkède shíhou děi yòng Zhōngwén shuōhuà
2. Tāmen xiàkè yǐhou děi xiūxi xiūxi.
3. Wǒ sīnián yǐqián búzài zhèr gōngzuò.

Note: The specific Relative Time clause can be considered a conditional clause modifying the main clause.

X. Resultative Verb Compounds (Consists of two verbs. The first is the action and the second is the result or extension of the action.)

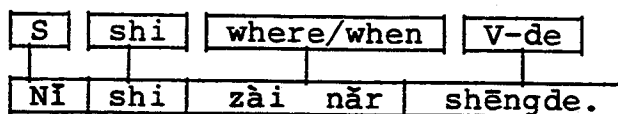
a. Actual (two possibilities: one positive, the other negative.)

1. Nǐ kànjiànle ma?
2. Nǐ chīwánle méiyǒu?
3. Qìchē yùbei hǎole ma?
4. Zhèifēng xīn hái méi shōudào.
5. Tā bǎ qìchē mǎidaole.

b. Potential (Characterized by use of the infixes -de- and -bu-.)

1. Lítou yǒu rén shuōhuà, wǒ tīngbudǒng.
2. Yīyuàn hěn guì, wǒ xiǎng zhùbuqǐ.
3. Yàoshi wǒ yòng Rìběn huà shuō, nǐ tīngdedǒng tīngbudǒng?
4. Tāmen mǎibuqǐ xīn qìchē.
5. Nǐ shì chīdebǎo, háishi chībubǎo ne?

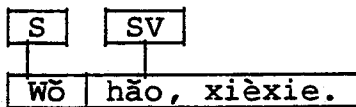
Y. Shi...de construction



1. Wǒ shì zài Měiguó shēngde. (where)
2. Wǒ shì zài yóujú gōngzuòde. (where)
3. Wǒ shì zuò huǒchē qùde. (how)
4. Tā shì zài nèinián shēngde? (when)
5. Tā shì zuò mǎimaide. (why)

The shi...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). This construction can also be used to focus attention on where, how and why.

Z. Stative Verbs



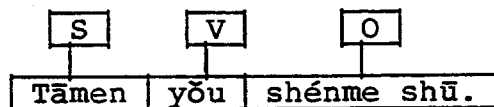
1. Nǐmen hǎo ma? Wǒmen hǎo, xièxie. Nǐ ne?
2. Tā hěn búkèqì.
3. Zhéibu jīqì huàile.
4. Zhèizhāng zhuōzi búdà.

In general, stative verbs are equivalent to the English "to be + adjective."

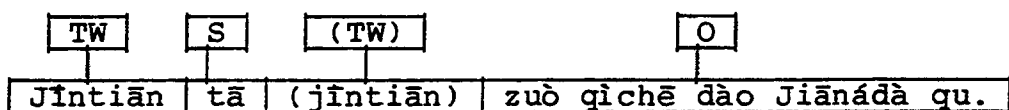
AA. Subject-verb-object pattern



Also



1. Wǒ kàn Měiguó bào.
2. Tā zuò Zhōngguó fàn.
3. Wǒ yǒu hěnduō shū.

AB. Time When construction

1. Zuótiān wǒ dào chéngwàitōu qū.
2. Tā míngtiān lái xuéxiào.
3. Míngtiān wǒ yào mài wǒde qìchē.
4. Jīntiān tā yào chī Zhōngguó fàn.

The Time Word comes before the main verb and either before or after the subject.

AC. Transposed Object

1. Shū, bào wǒ dōu kàn.
2. Yīngwén, Zhōngwén tāmen dōu xué.
3. Zhōngcān, Xīcān wǒ dōu xiǎng hěn hǎo.
4. Dēng, shūzhuōzi, wǒ dōu děi mǎi.

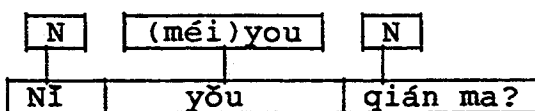
In this type of sentence, the dōu refers to the transposed object.

AD. Yì ... jiù (as soon as) pattern

1. Tā yì tīnghuò tāde péngyou lái, jiù qù kàn tā.
2. Tā yì gěi wǒ qián, wǒ jiù yào chūqu.
4. Tā yì kànjian wǒ, jiù guānshang mén.

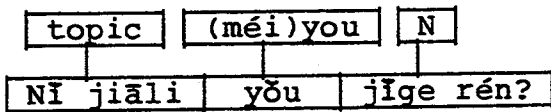
AE. Use and position of yǒu

- a. possessive use of yǒu:



1. Nǐ yǒu hái zi ma?
2. Wǒ men yǒu liǎng ge hái zi.
3. Wǒ méi you gē ge.
4. Nǐ yǒu méi you dì di.

b. impersonal use of yǒu:

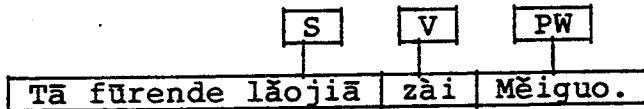


1. Nǐ jiā li yǒu shén me rén?
2. Yǒu wǒ gēn wǒ tài tai.
3. Chéng li yǒu méi you xué xiào?

Yǒu in the last three sentences is usually translated as "there is."

AF. Subject-Verb-Place Word zài

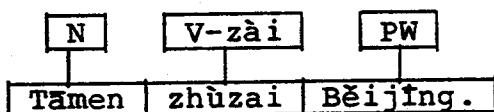
a. zài as main verb:



1. Lǐ Tóngzhì ài ren xiànzài bú zài Dé zhōu, zài Jiā zhōu.
2. Mǎ Tài tai, nǐ xiānsheng lǎo jiā zài nǎr?
3. Tā men bú zài zhèr. Tā zài Yuè nán. Tā ài ren zài Rì běn.
4. Àn dà lüè bú zài Zhōng guo, zài Jiā ná dà.

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.

b. zài as a verb suffix:



1. Nǐ zhù zài xué xiào qián tou ma?
2. Zhèi ge xué sheng zhù zài tā péng you jiā.

3. Tā péngyou zhùzai chéngwàitou.

When zài is used as a verbal suffix, it connects the action to the place the same as in English.

c. zài used as a Co-verb to set up main action:

(See Co-verb of location.)

AG. Zhe, a Verbal Suffix

a. indicating progressive action (sometimes used with [zhèng]zài ... ne).

1. Tā chīzhe fàn ne.

2. Tā zhèngzai chīzhe fàn ne.

3. Tā tīngzhe lùyīn ne.

b. indicating existence.

1. Qiángshang guàzhe yíge guóqí.

2. Zhuōzishang fàngzhe hěn duō shū.

c. indicating adverbial function.

1. Tā shì zǒuzhe láide. (showing body position)

2. Tā zài kètīng zuòzhe.

3. Tā shuōzhe huà kāichē. (showing the manner in which action is carried out.)

4. Tā kànzhe bào chīfan.

CHINESE BASIC COURSE

MODULE 4
GLOSSARY

bǎ	CV: (bring object to front of main verb)	L22
bàba	N: papa, father	L22
<u>Bái Máo Nǚ</u>	N: <u>White-Haired Girl</u> (name of a Chinese opera)	L21
báitiān	TW: daytime	L19
-bān	M: (for train, bus, airplane in time schedule)	L20
bànpào	N: half fare	L20
bǎo	SV/RVE: have eaten one's fill, be satisfied (after eating)	L24
-bēi	M: a cup of (for coffee, tea, milk)	L22
bēizi	N: cup	L22
Běijīng-Dàxué	N: Beijing University	L23
Běijīng Huàbào	N: <u>Beijing Pictorial</u>	L20
Běijīng Zhōubào	N: <u>Beijing Review</u> (weekly)	L19
běnlái	MA/TW: originally	L24
běnlái jiù	PH: ... to begin with	L24
bízi	N: nose	L24
-biān(r)	N: side, edge, border	L21
biàn	V: to change, to change into, to be changed	L20
-biàn	M: (for occurrences, times, etc.)	L23
biǎoshì	V: to express, to indicate, to show	L21
bīng	N/V: illness, sickness/to be sick	L24
bīngren	N: patient, invalid, sick person	L24
bīngsǐle	PH: to die of illness	L24
búcuò	IE/SV: not bad/to be correct, right, pretty good	L22
búdàn	MA: not only, not merely	L19
búdàn ... yě ...	PT: not only ... but also ...	L19
búfāngxīn	SV: to be uneasy	L22
bùjiǔ	TW: soon, before long (not a long time)	L20
càidān	N: menu	L22
canjiā	V: to join in, to participate	L21
chá	N: tea	L22
chábēi	N: teacup	L22
chá	V: to check, to inspect, to consult (a dictionary)	L23
cháchūlai	V: to find out	L23
cháchūlaile	RV: have found out (through investigation)	L23
chápàojuán	N: conductor, ticket inspector	L20
chēpiào	N: train/bus ticket	L20
chēzhàn	N: train/bus depot, station, stop	L20
chéngqiáng	N: city wall	L19

chībubǎo	RV: to eat but not be able to be satisfied	L24
chīdebǎo	RV: to eat and be able to be satisfied	L24
chījiǎo-yīsheng	N: barefoot doctor	L24
chuándá	N: building custodian, concierge	L22
chuánpiào	N: ship/boat/ferry ticket	L20
cídiǎn	N: dictionary	L23
cóng xiǎo(r)	VO: since childhood	L20
cuò	SV: wrong, mistaken, erroneous	L22
cuòr	N: a mistake, an error	L22
dǎ	V: to send, to dispatch, to make a phone call	L19
dǎ diànhuà	VO: to make a phone call	L19
dǎ	V: to fight, to strike, to hit	L20
dǎsǐle	PH: be killed (death by some means other than illness)	L24
dǎ zhàng	VO: to fight a battle, at war	L20
dàifu	N: doctor (M.D.)	L24
dàshǐ	N: ambassador	L21
dàshǐguǎn	N: embassy	L21
dàshǐfu	N: chef	L22
Dàwèi	N: (transliteration of David)	L21
dàxué	N: university	L23
dé	V: to get, to obtain, to gain (acquire something)	L24
dédao	V: to get, to obtain, to gain	L24
dēng	V: to wait (for)	L22
dēngdēng	N: and so on, and so forth, etc.	L23
dēngyidēng	V: to wait for a moment	L22
dī fāng	N: place	L19
dīshang	N: on the ground, on the floor	L23
dīxia	N: on the ground, on the floor	L23
diǎn	V: to order (select) dishes from a menu	L22
diǎnxīn	N: light refreshment, pastry	L19
diànhuà	N: telephone	L19
diànhuà hàomǎ(r)	N: telephone number	L23
diàntī	N: elevator	L21
diànyǐng(r)	N: movie, film	L21
-dòng	RVE: to move	L24
duōbàn(r)	A/N: the greater part, most, probably, most likely/majority	L19
Duó dàle?	IE: How old ...? (for children and young people)	L20
Duó dà suǐshù(r) le?	IE: How old ...? (for adults)	L20
è	SV: to be hungry	L24
éi	EX: By the way! Hey!	L21
ěrduō	N: ear	L24

fābái	VO: to become pale, turn pale	L24
fāshāo	VO: to have a fever	L24
fàng	V: to put, to place	L19
fàngxīn	SV: to rest assured, to feel easy	L22
fēijīpiào	N: airplane ticket	L20
-fēng	M: specific measure for letters, telegrams, etc.	L19
fúwùyuán	N: clerk, attendant, waiter	L22
gǎi	V: to alter, to correct, to revise	L21
gǎizhèng	V: to correct, to make corrections	L21
gānjìng	SV: to be clean	L24
gēn ... jiè	V: to borrow from	L23
gōngyuán	N: public park	L20
gōngkè	N: studies, schoolwork, homework	L24
gònghéguó	N: republic	L19
gòu	SV: to be enough, to be sufficient	L21
guà	V: to hang, to put up, to hang up (the telephone)	L19
guà diànhuà	PH: to hang up the telephone	L19
guānshang	V: to turn off (electric switch, radio, etc.)	L22
guǎngchǎng	N: large square, huge field	L20
guójiā-gōngyuán	N: national park	L20
guóqí	N: national flag	L19
-guo	P: (experiential suffix to verbs)	L20
guò rìzì	VO: to live, to get along, to budget daily expenses	L20
hángkōngxìn	N: airmail	L19
-hào	N: (platform numbering in train stations)	L20
hàomǎ(r)	N: number	L23
Hé Lù-Míng	N: (a person's full name)	L21
Hěn jiǔ méijiàn	IE: Haven't seen you for/in a long time., Long time no see.	L20
hóng	SV: red	L22
hóngchá	N: black tea	L22
hòubiān(r)	N: rear (side), back, behind	L21
hòumiàn	N: back, rear (side), behind	L21
huā(r)	N: flower	L22
huāchá	N: scented tea, jasmine tea	L22
huàbào	N: illustrated magazine or newspaper, pictorial	L20
huán	V: to return, to give back (something borrowed)	L23
huángēi	V: to return to	L23
huìyì	N: conference	L21
huìyìshì	N: conference room	L21

huòshi	CONJ: or, either (in statements only)	L22
jìhuà lǚxíng	VO: to plan a trip	L20
jīhuì	N: opportunity, chance	L21
jìxìn	VO: to mail letters	L19
jiànjian	V: to pay a visit, to see	L19
jiànkāng	N/SV: health/to be healthy	L24
jiāoliú	V: to exchange, to interchange	L19
jiǎo	N: foot (M: -zhi)	L23
jiào	V: to order (dishes in a restaurant)	L22
jīde	V: to remember	L22
jiē	V: to receive, to answer	L19
jiē	V: to answer (telephone)	L22
jiē diànhuà	VO: to answer the telephone, to take a telephone call	L19,22
jiěfàng	V/N: to liberate/liberation	L20
Jiěfàngjūn	N: Liberation Army	L20
jiěfàngqū	N: liberation area (zone, district)	L20
jiè	V: to borrow, to lend	L23
jiègěi	V: to lend to	L23
jīngyàn	N: experience	L19
jiǔ	BF: a long time	L20
júzi	N: orange	L22
júzhīshuǐ	N: orange juice	L22
-jù	M: (for sentence)	L22
jùzi	N: sentence	L22
juéxīn	V/N: to decide, to resolve/decision	L19
kāfēi	N: coffee	L22
kāikāi	V: to turn on (electric switch), to open	L22
kàn bìng	VO: (of a doctor) see a patient; (of a patient) see a doctor for diagnosis	L24
kàn diànyǐng(r)	VO: to watch a movie, to see a movie	L21
kànbuqǐ	RV: cannot afford to see (movie, opera, etc.); to look down upon, despise	L24
kàndeqǐ	RV: can afford to see (movie, opera, etc.); to look up to, to respect	L24
kànwánle	RV: have finished reading	L21
kèrén	N: guest	L19
kuàichē	N: express train/bus	L20
kuàichēpiào	N: express train/bus ticket	L20
kuàixìn	N: express mail, special delivery	L19
lǎo	A: always (doing something)	L20
lǐbiān(r)	N: inside	L21
lǐmiàn	N: inside	L21

liǎn	N: face (human)	L24
liáojiě	V: to understand, to comprehend	L19
lóushàng	PW/N: upstairs	L21
lóutī	N: stairs	L21
lóuxià	PW/N: downstairs	L21
lǚxíng	V/N: to travel/travel	L20
lǚxíng jìhuà	N: a travel plan	L20
lǚxíng zhīpiào	N: traveler's check	L20
lǚxíngshè	N: travel agency	L20
lùxiàlai	V: to record (on tape)	L22
lùyīngjī/lùxiàngjī	N: video recorder	L22
lùyīnjī	N: tape recorder	L22
māma	N: mama, mother	L22
mǎshàng	A: right away, at once	L19
mǎibuqǐ	RV: cannot afford to buy	L24
mǎideqǐ	RV: can afford to buy	L24
mànchē	N: local train/bus (Lit. slow train)	L20
mángsīle	PH: extremely busy (metaphorical "busy to death")	L24
méi-	P/A: (non-functional negative prefix to verbs)	L20
méi xīwàng	SV: to be hopeless, without hope	L21
méi yìsi	SV/VO: to be dull, no fun/meaningless	L23
méicháchūlai	RV: failed to find out	L23
méikànwán	RV: haven't finished reading	L21
méishōudào	RV: haven't received it, didn't receive it	L21
méixiěxiàlai	RV: to have not written down	L22
miǎnpào	N: pass, free ticket, courtesy ticket	L20
-miàn	N: -side	L21
míngbai	SV/V/RVE: to be clear, obvious, plain/to understand, realize, know	L23
ná	V: to take, to bring (hold in the hand)	L22
nábudòng	RV: not be able to carry (the load)	L24
nádedòng	RV: be able to carry (the load)	L24
nálai	V: to bring (it) here	L22
náqu	V: to take (it) away, to take (it) over there	L22
nèiyàng (nàyàng)	A/N: that way, in that manner	L21
péi	V: to accompany, escort	L24
pèi	V: to mate, to mix, to compound, to match, to arrange (select dishes to suit one's taste)	L22

-piān	M: (for compositions, articles, periodicals, etc.)	L21
piào	N: ticket	L20
píngxìn	N: ordinary mail (surface mail)	L19
pǔtong	SV/MA: to be common, ordinary/ordinarily	L20
pǔtong-kuàichē	N: (ordinary/regular) express train/bus	L20
pǔtonghuà	N: Chinese-Mandarin (PRC expression)	L20
qíguài	SV: to be strange, odd, peculiar	L22
-qī	RVE: to be able to afford to	L24
qiánbiān(r)	N: front (side), in front	L21
qiánmiàn	N: in front, front (side)	L21
qiáng	N: wall	L19
qīngchū	SV: be clear, distinct (in meaning, writing, vision, etc.)	L24
rénmín	N: the people	L19
Rénmín-Dàhuìtáng	N: Great Hall of The People	L20
rénren	N: everyone, everybody	L23
rènde	V: to recognize, to know	L20
rènshi	V/N: to recognize, to know, to understand/understanding	L20
rìjì	N: diary	L21
rìzi	N: a special day, a day	L20
Rìzi guòde zhēn kuài!	IE: Time flies!	L20
rúguǒ	MA: if, in case, in the event of	L19
shànglóu	VO: to go upstairs	L21
shēntǐ	N: human body	L24
shénmede	N: and so on	L23
shēngmìng	N: life	L24
shōudào	RV: received (actual-positive case)	L21
shōupiàoyuán	N: ticket taker or collector	L20
shòupiàoyuán	N: ticket seller, ticket office clerk	L20
shǒu	N: hand (human) (M: -zhi)	L23
shūmíng	N: title of a book, book-title	L23
sǐ	V: to die	L24
sùshè	N: dormitory	L22
sù	M/N: age (years of age)	L20
sùshù(r)	N: age	L20
tèbié	SV/A: to be strange, to be unusual, to be special/specially	L20
tèbié-chēpiào	N: special express train/bus ticket	L20
tèbié-kuàichē	N: special express (train/bus)	L20

tèkuài	N: special express (short form for <u>tèbié-kuàiche</u>)	L20
téng	SV/N: to be painful/pain, ache	L24
Tiānānmén	N: Gate of Heavenly Peace (Beijing)	L20
Tiānānmén-Guǎngchǎng	N: Great Square of the Gate of Heavenly Peace, Tian An Mén Square	L20
tóu	N: head	L24
tóutòng (tóuténg)	SV/VO: to have a headache/headache	L24
tòushì	V/N: fluoroscopy, roentgenoscopy (x-ray scan)	L24
túshūguǎn	N: library	L23
túshūguǎn guǎnlǐyuán	N: librarian	L23
wàibiān(r)	N: outside	L21
wàimiàn	N: outside	L21
wǎn	N: bowl	L24
wàng	V: to forget	L22
wèi (or wéi)	IE: hello (used in telephone greeting)	L22
xīwàng	V/N: to hope, to wish, to expect/hope	L21
xǐ	V: to wash	L24
-xià	M: (for an action) (Note that in this case the meaning for <u>yíxià</u> and <u>-yí</u> is the same.)	L24
xià juéxīn	VO: to make one's mind, to be determined, to vow to	L19
xiàlóu	VO: to go downstairs	L21
xiāngxia	N: countryside	L24
Xiǎo Ān	N: Little An (a nickname)	L21
Xiǎo Hé	N: (nickname of Hé Lù-Míng)	L21
Xiǎomèi	IE: Little Sister	L22
xiǎoxué	N: elementary school	L23
xiěxiàlaile	RV: to have written down	L22
xìn	N: letter (mail) (M: <u>-fēng</u>)	L19
xuéhǎo	V: to learn well	L19
yǎnjīng	N: eye	L24
yǎn	V: to show, to perform, to play, to act, to put on (a play)	L21
yǎn diànyǐng(r)	VO: to show films or movies	L21
yàngzi	N: appearance, style, pattern, kind	L20
yào	N: medicine, drugs	L24
yàofáng	N: pharmacy, drug store, dispensary	L24
yàofangr	N: prescription	L24
yàopù	N: drug store, herb (medicinal) store	L24
yàoshuǐ	N: medicine (liquid)	L24
yěxǔ	MA: perhaps	L19

yíge	A: the same	L20
yī ... jiù	PT: as soon as	L22
yīhuìr	TW: a moment, a short while	L23
Yīhuìr jiàn	IE: See you later., See you in a moment	L23
yìpiān rìjì	N: an entry in a diary (a page)	L21
yíqiè	SP: everything, all	L21
yìsi	N: meaning, idea	L23
yīsheng	N: doctor (M.D.)	L24
yīwùsuǒ	N: clinic	L24
yīyuàn	N: hospital	L24
yǒu jīngyàn	SV: to be experienced	L19
yǒu yìsi	SV/VO: to be interesting, fun/has meaning, meaningful	L23
yǒu xīwàng	SV: to be hopeful, have hopes	L21
yùbèi	V: to prepare, to get ready	L19
yùndòng	N/V: exercise (physical), sports, movement/take physical exercise	L24
zhàntái/yuètái	N: platform (train station)	L20
zhànzhè	A: standing	L19
zāng	SV: to be dirty	L24
zhǎngwò	V: to control, to grasp, to matter, to know well	L21
zhàng	N: battle, war	L20
zhāodàihuì	N: reception, entertainment party	L21
zhāodàiyuán	N: ushers (at a party, etc.), hostess (in a restaurant)	L21
zháojí	SV: to be worried, feel anxious	L24
-zháo	RVE: (indicates success in attaining object of the action)	L24
-zhe	P: (verbal suffix indicating <u>-ing</u>)	L19
zhèiyàng (zhèyàng)	A/N: this way, in this manner	L21, 24
Zhēnmíng	N: (given name of a person)	L22
zhěnggè(r)	SP: the whole (thing)	L23
zhèng ... (ne)	PT: (indicating present progressive situation)	L19
zhèngzài ... (ne)	PT: (indicating present progressive situation)	L19
zhǐ	V: to point at, to point	L19
zhǐjiào	V/N: to advise/advice	L21
zhǐzhe	V: pointing	L19
Zhōnghuá	N: China	L19
Zhōnghuá-Rénmín Gònghéguó	PW/N: The People's Republic of China (PRC)	L19
Zhōngshan-Gongyuán	N: Dr. Sun Yat-Sen Park	L20
zhōngxué	N: middle school (high school)	L23
zhōubào	N: weekly (newspaper, magazine, etc.)	L19
zhōumò	TW: weekend	L19
zhùyì	VO/V: pay attention, take note of	L24
zhù	V: to express good wishes, to wish	L21

zhuānyè	N: specialized field of study, subject, specialty, career field	L19
zǒubudòng	RV: not be able to walk	L24
zǒudedòng	RV: be able to walk	L24
zuìhǎo	MA/A-SV: the best	L22
zuìjìn	MA/TW: recently, lately, soon, in the near future	L21
zuòzhe	A: sitting	L19

INTRODUCTION

This workbook is designed to be used in conjunction with some of your homework tapes. It is intended to give you added practice, 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 4. The list indicates whether the tape is to be used with the textbook (T) or the workbook (W).

19AS1(T)	21AS1(T)	23AS1(T)
19AS2(W)	21AS2(W)	23AS2(W)
20AS1(T)	22AS1(T)	24AS1(T)
20AS2(W)	22AS2(W)	24AS2(W)

Note: The S stands for Side.

In addition to these tapes, each lesson has a "Listening Comprehension" (LC) 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.

Tape 19A (S2)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

Segment 1: Questions 1 - 3

1. A group came to visit the Language Institute. How many were there? Where did they come from? (2) 1. _____

2. For the most part they were _____ and _____.
3. Who was responsible for receiving them? 3. _____

Segment 2: Questions 4 - 7

4. Where was the welcoming party held? 4. _____
5. What was hanging in front of the welcoming party building? 5. _____

6. What was hanging on the wall in that building? _____
7. On the _____ were placed a great many _____.

Segment 3: Questions 8 - 10

8. What was under the table? 8. _____
9. What did the guests bring as gifts? 9. _____
10. What did they receive as a gift? 10. _____

Segment 4: Questions 11 - 13

11. What were most of the people at the welcoming party doing? (2) 11. _____

12. What did Xiao Wei do when talking to the visitors? (Be specific.)

12. _____

13. What did the guests tell Xiao Wei? (Be specific.)

13. _____

Segment 5: Questions 14 - 17

14. What guests did Old Zhao talk to?

14. _____

15. What did they talk about?

15. _____

16. What school had these guests gone to?

16. _____

17. How well did Old Zhao understand these guests?

17. _____

Segment 6: Questions 18 - 19

18. Who did the guests want to see after the welcoming party?

18. _____

19. What did he do after the guests had finished talking? (Be specific.)

19. _____

Segment 7: Questions 20 - 23

20. Did it take the students long to prepare the welcoming party?

20. _____

21. Some things they found to be _____.

22. What did Xiao Wei have trouble finding? What did he have to do?

22. _____

23. Where did he find what he was looking for?

23. _____

Segment 8: Questions 24 - 25

24. What was the reason he had so much trouble? 24. _____
25. The _____ this time was very _____.

Segment 9: Questions 26 - 27

26. What did the guests send after they returned home? Why? 26. _____

27. What did they want to continue to do? How? 27. _____

Tape 19A (S2)

Homework Assignment Hand-in Sheets

Part II Written Interpretation: This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

3. _____

4. _____

5.

6.

7.

Tape 20A (S2)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

Segment 1: Questions 1 - 3

- 1. Who is the subject of the story? What is he sometimes called? (2) 1. _____

- 2. Where does he work? As what? (2) 2. _____

- 3. How old is he now? How old when he started working there? 3. _____

Segment 2: Questions 4 - 5

- 4. What problem did he have with most of the visitors to the travel service? 4. _____
- 5. What did he have to learn after he got to Shanghai? 5. _____

Segment 3: Questions 6 - 8

- 6. What kinds of tickets did he sell? 6. _____
- 7. Sometimes he also helps _____ to plan _____, _____, and _____. 8. _____
- 8. What places does he like to recommend to his customers? 8. _____

Segment 4: Questions 9 - 11

- 9. Where did he work before he came to Shanghai? 9. _____
- 10. Normally he did his work at the _____ to the _____.
Sometimes he went _____ to _____. 9. _____

11. He had to know _____ was at _____, and where _____ was located.

Segment 5: Questions 12 - 13

12. What are the last two kinds of ticket mentioned? 12. _____

13. What was he able to do on his job? (2) 13. _____

Segment 6: Questions 14 - 16

14. How did Xiao Qian save his money? 14. _____

15. Why did he invite his parents to travel to Shanghai? 15. _____

16. What tickets did Xiao Qian buy for his parents? 16. _____

Segment 7: Questions 17 - 19

17. Who was Xiao Qian's father? 17. _____

18. Who did Lao Qian like to talk about? 18. _____

19. What did he tell Xiao Qian about those days? 19. _____

Segment 8: Questions 20 - 23

20. How old is Comrade Qian now? 20. _____

21. How old does he appear to others? 21. _____

22. When did he leave the Liberation Army? 22. _____

23. What was significant about the park where he worked? 23. _____

Segment 9: Questions 24 - 25

24. How old did Xiao Qian's mother appear? 24. _____
25. Where has she been working for a long time? 25. _____

Segment 10: Questions 26 - 27

26. Why were comrade Qian and his wife extremely happy? 26. _____
27. What did Mrs. Qian whisper to herself? 27. _____

Segment 11: Questions 28 - 29

28. Why did Comrade Qian say that it was not important to speak Shanghai dialect? 28. _____
29. Why did he say that it was also not important to know where go to? 29. _____

Segment 12: Questions 30 - 31

30. What did Comrade Qian find? 30. _____
31. What did he write in his letter to Xiao Qian? 31. _____

Tape 20A (S2)

Homework Assignment Hand-in Sheets

Part II Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Tape 21A (S2)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

Segment 1: Questions 1 - 2

- 1. Where is the Zhu family's apartment? On what floor? 1. _____

- 2. When are the stairways particularly crowded? 2. _____

Segment 2: Questions 3 - 5

- 3. How many families are living in the building? 3. _____
- 4. What do they wish to have? 4. _____
- 5. What else could they do in the conference room in addition to holding meetings? 5. _____

Segment 3: Questions 6 - 8

- 6. Why did the families hold the meeting? 6. _____
- 7. Who went to the meeting? 7. _____
- 8. Why didn't Mr. Zhu like the elevator? 8. _____

Segment 4: Questions 9 - 10

- 9. Who did they ask to represent them to talk to Mr. Liu? 9. _____

- 10. Who is Mr. Liu and where is his apartment? 10. _____

Segment 5: Questions 11 - 13

11. Where did Mrs. Zhu go after she left the conference room? 11. _____

12. What did Mr. Liu say about his rental income? 12. _____

13. How did Mr. Liu receive his rents? 13. _____

Segment 6: Questions 14 - 15

14. Why did Mr. Zhu say there was still hope of getting an elevator? 14. _____

15. What did Mrs. Zhu say? (2) 15. _____

Segment 7: Questions 16 - 18

16. What is the name of the boy and how old is he? 16. _____

17. What is the name of the movie the boy saw in school? 17. _____

18. Where did Mr. Zhu see this movie? 18. _____

Segment 8: Questions 19 - 21

19. What did Dazhong ask his father? 19. _____

20. Who was working in the embassy? 20. _____

21. What was his job that day? (2) 21. _____

Segment 9: Questions 22 - 24

- 22. What did Mr. Zhu say about the movie? (Be specific.) 22. _____

- 23. What did he say about some of the people in the movie? 23. _____
- 24. What did Mr. Zhu want to write about? 24. _____

Segment 10: Questions 25 - 27

- 25. What did Mrs. Zhu say? 25. _____

- 26. What did Dazhong want to write? 26. _____
- 27. What did Mr. Zhu say when Dazhong asked him to help? 27. _____

Tape 21A (S2)

Homework Assignment Hand-in Sheets

Part II Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Tape 22A (S2)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

Segment 1: Questions 1 - 3

- | | |
|---|----------|
| 1. Where did Sun Lili work? | 1. _____ |
| 2. What did she do in the day-time? | 2. _____ |
| 3. Why did the students in the Chinese Department particularly like to go to that restaurant? | 3. _____ |

Segment 2: Questions 4 - 6

- | | |
|---|----------|
| 4. Who were coming to visit Xiao Wei? | 4. _____ |
| 5. Why did Xiao Wei want Sun Lili to read the menu aloud? | 5. _____ |
| 6. Sun Lili was going to ask the cook about what? | 6. _____ |

Segment 3: Questions 7 - 9

- | | |
|---|-------------------|
| 7. When would those dishes just ordered be available? | 7. _____ |
| 8. Who answered the phone? | 8. _____ |
| 9. Who was wanted on the phone? Who was on the other end of the line? | 9. _____
_____ |

Segment 4: Questions 10 - 12

- | | |
|---|-----------|
| 10. What did Zhao Xiansheng want Xiao Wei to buy from restaurant? | 10. _____ |
| 11. What else did Zhao want him to buy? | 11. _____ |
| 12. What did he tell Zhao? | 12. _____ |

Segment 5: Questions 13 - 16

13. How many mistakes did Lili find in her recording? 13. _____
14. What did Lili bring? 14. _____
15. What tea did Xiao Wei drink? How about Lili? 15. _____
16. Why didn't the restaurant serve coffee or orange juice? 16. _____

Segment 6: Questions 17 - 19

17. What did Xiao Wei say about the food he ordered? 17. _____
18. What did Xiao say about his own cooking? 18. _____
19. What did Lili tell him? 19. _____

Segment 8: Questions 20 - 21

20. What did Lao Zhao ask Xiao Wei? 20. _____
21. What did Xiao Wei say? 21. _____

Tape 22A (S2)

Homework Assignment Hand-in Sheets

Part II Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Tape 23A (S2)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

New Word

xué

V: to imitate, to learn from
(actually a new meaning for
an old word)

Segment 1: Questions 1 - 3

- | | |
|---|----------------------------|
| 1. What did Zhu Dazhong do when he was not in class? (Be specific.) | 1. _____

_____ |
| 2. How many librarians did the school library have? | 2. _____ |
| 3. When was the library especially busy? | 3. _____ |

Segment 2: Questions 4 - 6

- | | |
|--|-------------------|
| 4. How long had Dazhong been working at the library? | 4. _____ |
| 5. What did he learn from the job? (Be specific.) | 5. _____
_____ |
| 6. How did he help the students? (2) | 6. _____
_____ |

Segment 3: Questions 7 - 9

- | | |
|---|-------------------|
| 7. When he had time, what did he do in the library? | 7. _____ |
| 8. What was special about one book? | 8. _____ |
| 9. What did he tell his father? And what did his father give him? | 9. _____
_____ |

Segment 4: Questions 10 - 11

10. When his schoolmates borrowed books from him, What did he do?

10. _____

11. How much would they have to pay if they kept the book more than three weeks?

11. _____

Segment 5: Questions 12 - 14

12. The library was designed for whom?

12. _____

13. Who were the majority of the new students that came to the library?

13. _____

14. What did Dazhong tell the children?

14. _____

Segment 6: Questions 15 - 16

15. How did the two librarians fail to notice the two children?

15. _____

16. What did Dazhong tell the children?

16. _____

Segment 7: Questions 17 - 19

17. What did Dazhong tell his mother?

17. _____

18. What university did his parents go to?

18. _____

19. What did Mrs. Zhu tell him?

19. _____

Segment 8: Questions 20 - 21

20. Dazhong felt what book was most uninteresting?

20. _____

21. What did Mrs. Zhu say about it?

21. _____

Tape 23A (S2)

Homework Assignment Hand-in Sheets

Part II Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

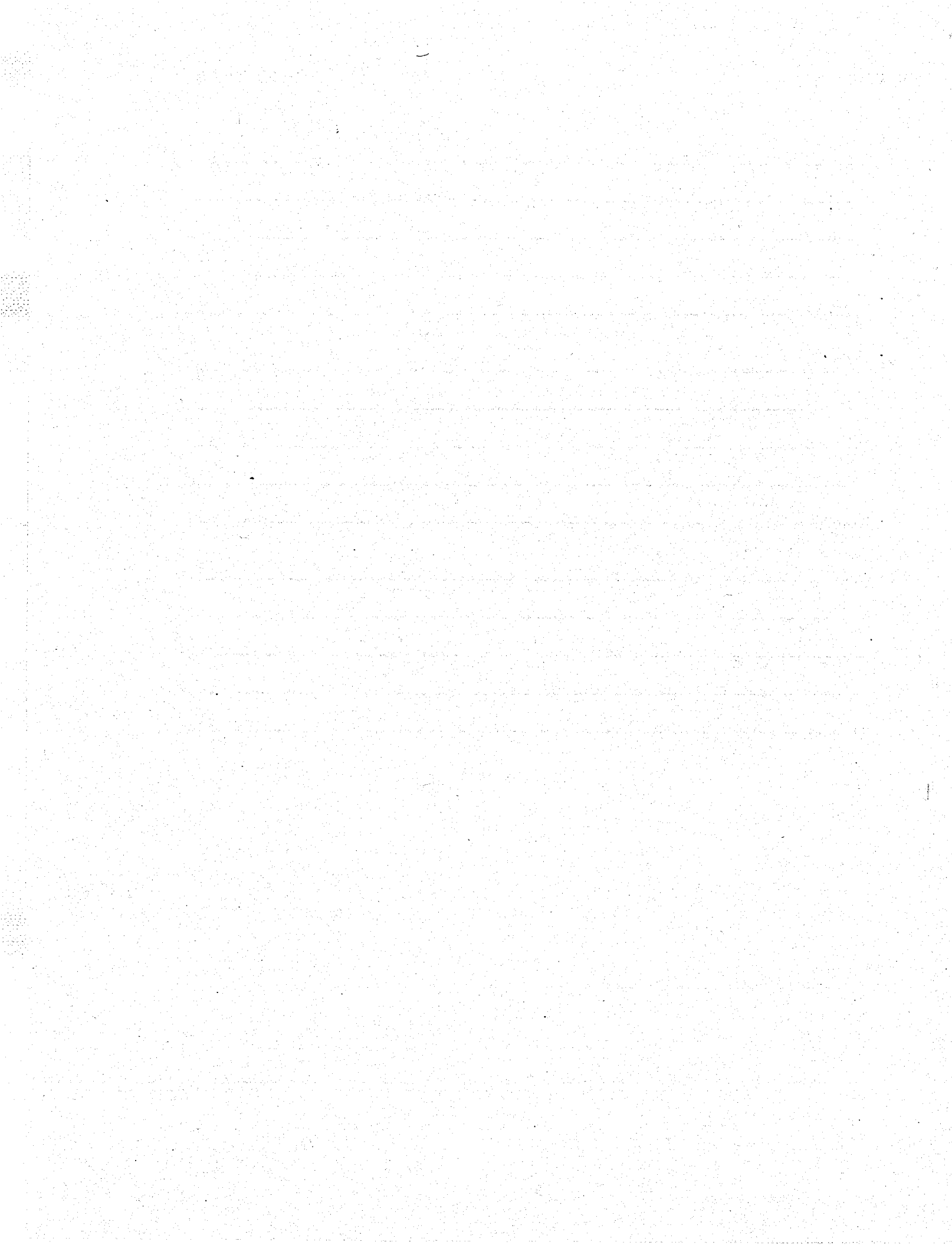
3. _____

4. _____

5.

6.

7.



Tape 24A (S2)

Homework Assignment Hand-in Sheets

Part I Written Responses: Story. Answer the following questions as you listen to the tape. The numbers following some of the questions refer to multiple answers.

Segment 1: Questions 1 - 3

- 1. Who was Doctor Jiang? 1. _____

- 2. What did Mr. Zhu want his family to do when they got sick? 2. _____
- 3. What Did Mr. Zhu want his family to do even when they were healthy? 3. _____

Segment 2: Questions 4 - 5

- 4. What did Mr. Zhu do when Mrs. Zhu asked him "How about yourself"? 4. _____
- 5. Mr. Zhu heard his wife, but why didn't he answer her question? (Be specific.) 5. _____

Segment 3: Questions 6 - 8

- 6. How did Mrs. Zhu know that Mr. Zhu was sick? 6. _____

- 7. Who did Mrs. Zhu invite for dinner? 7. _____
- 8. Where did Dr. Jiang go? And what did he bring back? 8. _____

Segment 4: Questions 9 - 10

- 9. Why didn't Dr. Jiang write the prescription?
- 10. Why did Dr. Jiang want Mr. Zhu to stay in the hospital for a couple of days?

9. _____

10. _____

Segment 5: Questions 11 - 12

- 11. How much exercise did Mr. Zhu say he got every day?
- 12. How did Mr. Jiang diagnose his illness?

11. _____

12. _____

Segment 6: Questions 13 - 14

- 13. What did the examination show?
- 14. what did Dr. Jiang tell them to do?

13. _____

14. _____

Segment 7: Questions 15 - 16

- 15. Why did Mr. Zhu say staying in the hospital was not too bad?
- 16. What did Mrs. Zhu say?

15. _____

16. _____

Tape 24A (S2)

Homework Assignment Hand-in Sheets

Part II Written Interpretation. This part consists of several paragraphs spoken in Chinese. Write out in English what you hear, using the spaces provided.

1. _____

2. _____

3. _____

4. _____

5.

6.

7.

8.

Tape 19LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. Why is it some people, when they are in a bank, stand and some sit.
- b. In a bank, some people work while standing, some work while sitting. Why?
- c. Why is it some people, when they are in a post office, stand and some sit.
- d. In a post office, some people work while standing, some working while sitting. Why?
2. a. Your father is in the midst of reading a very important letter. Don't disturb him.
- b. Your father is in the midst of reading a research paper. Don't disturb him.
- c. Father is in the midst of writing a very important letter. Don't disturb him.
- d. Father is in the midst of writing a research paper. Don't disturb him.
3. a. It's not difficult to study any language, but I think it is not too easy to study it well.
- b. It's not too difficult to write any language, but I think it is not too easy to write it well.
- c. It's not too difficult to study any language, but I think it is not easy to write it well.
- d. It's not easy to study any language, but I also think it is not too easy to write it well.
4. a. I don't have anything to do on the weekend. I ought to finish reading that pictorial I bought.
- b. I don't have anything to do on the weekend. I ought to finish reading that weekly magazine I bought.
- c. I don't have anything to do on the weekend. I ought to finish reading that weekly magazine I just bought.
- d. I don't have anything to do on the weekend. I ought to read that pictorial I just bought.

5. a. It was Mrs. Lin who placed the snack on the table.
- b. It was Mrs. Lin who placed the T.V. on the table.
- c. The T.V. placed on the table was indeed Mrs. Lin's.
- d. The snack placed on the table was indeed made by Mrs. Lin.

Tape 19LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

New words appearing in this exercise:

shèzhǎng
fēi

N: (agency) director
V: to fly

Segment 1: Questions 1 - 3

1. _____, the director of the _____ gave me a _____.
2. He said that he _____ me and my wife to go to _____ for a _____.
3. He said that _____ we would _____ visit _____ but also we would visit _____.

Segment 2: Questions 4 - 5

4. How did I feel after hearing this news? 4. _____
5. Would I go? 5. _____

Segment 3: Questions 6 - 8

6. How long had it been since I had gone back to China? 6. _____
7. Where was my wife born? 7. _____
8. But Chinese is her _____.

Segment 4: Questions 9 - 10

9. Why was my wife so excited when she heard the news. 9. _____
10. She asked me why the director was _____ to invite _____ guests to visit the PRC.

Segment 5: Question 11 - 12

11. I replied that it was because they wanted us to _____ Chinese _____ and to _____ with people on the Mainland.
12. What do they expect us to do after we returned? 12. _____

Segment 6: Questions 13 - 14

13. Did my wife agree? 13. _____
14. How long did it take to get ready? 14. _____

Segment 7: Questions 15 - 16

15. What day did we leave? And how many hours were we in the air? 15. _____
16. How long did we stay in Shanghai? 16. _____

Segment 8: Questions 17 - 18

17. Name three places we visited during the daytime? (3) 17. _____
18. Where could we go at night? 18. _____

Segment 9: Questions 19 - 21

19. Who were our guides in Shanghai? 19. _____
20. What could be said about them? (2) 20. _____
21. On the evening of _____, we, these forty guests _____, and on the morning of the _____ arrived in Beijing.

Segment 10: Questions 22 - 23

22. What three things did our transportation have for passenger convenience? (3) 22. _____

23. What did I send to my friends in San Francisco? (Be specific) 23. _____

Segment 11: Questions 24 - 26

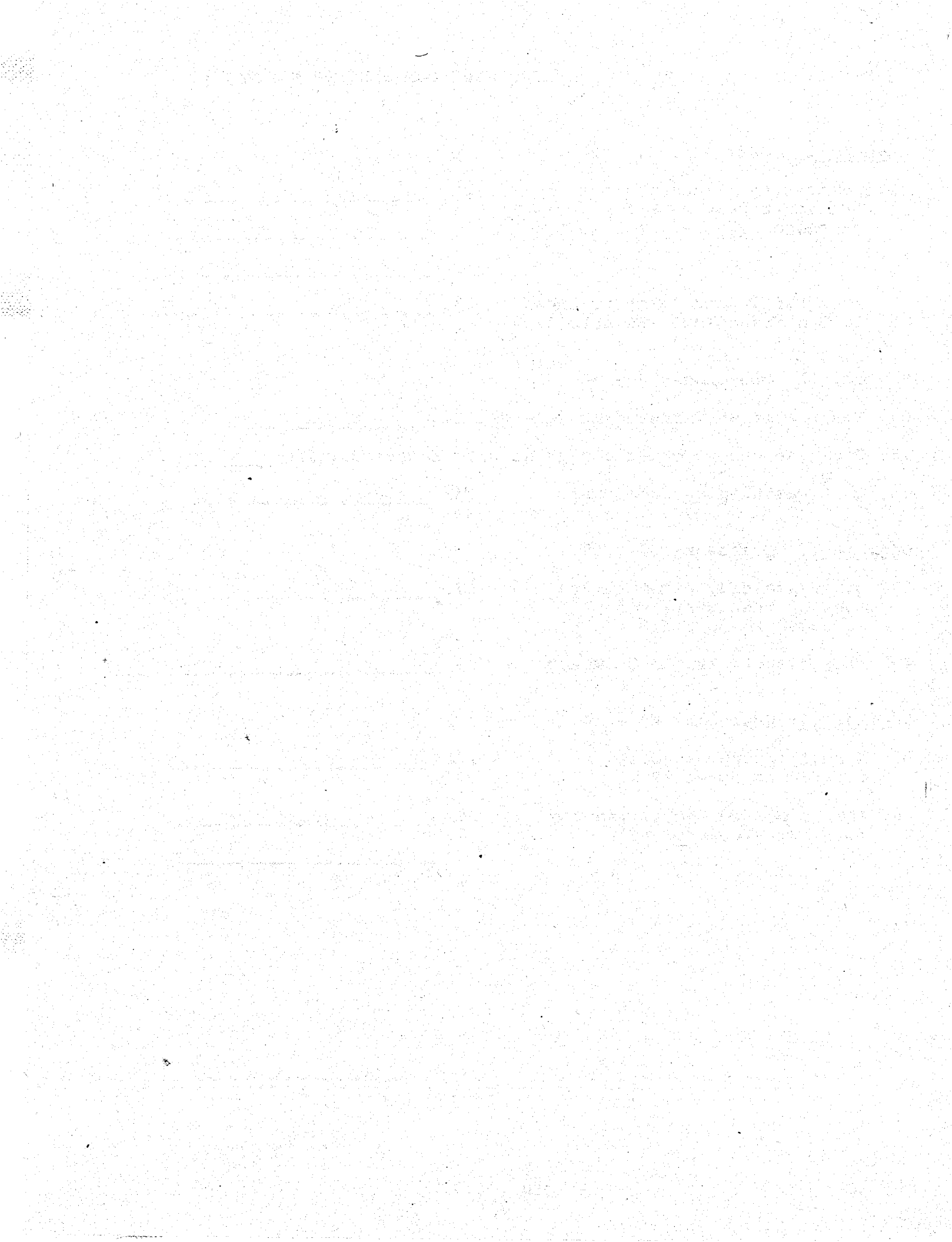
24. The people who greeted us were really _____.
25. From the car we could see those very famous Beijing _____.
26. What was hanging from them? 24. _____

Segment 12: Questions 27 - 28

27. By the morning of April 9th, most of the guests were prepared to do what? 25. _____
28. They didn't want to do what? 26. _____

Segment 13: Questions 29 - 30

29. A small group of guests decided to do what? 27. _____
30. What did I do before leaving Beijing? To whom? (2) 28. _____



Tape 20LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. What special understanding do you have of ...?
- b. Do you have any special understanding of...?
- c. What is special about those you recognized at ...?
- d. Who do you know in particular at ...?
2. a. If someone tells you your Chinese is excellent, will you feel this good?
- b. If someone tells you in Chinese that you are excellent, what will you think?
- c. Would you feel like this if someone told you your Chinese was fine?
- d. If someone told you your Chinese was excellent, how would you feel?
3. a. My hometown is far from here; there are local buses here, not expresses.
- b. Going from here to my hometown, they have a local but not an express.
- c. There are no expresses between my hometown and here, only locals.
- d. Ordinarily there are no express buses from here to my hometown.
4. a. The two of us haven't seen each other in over 40 years, but ...
- b. We haven't seen the two of them in 40 years, but ...
- c. I haven't seen you two in over 40 years, but ...
- d. We haven't seen each other in 40 years, but ...

5. a. Everyone can get a half-price ticket; no one can get a pass.
- b. Not everyone can have a half-price ticket, (but) anyone can buy a pass.
- c. Not everyone can buy half-price tickets. Not everyone can have a pass.
- d. No one can buy half-price tickets, (and) some people can have passes.

Tape 20LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

Segment 1: Questions 1 - 4

- 1. Who gave me the letter? 1. _____
- 2. Where did the letter come from? 2. _____
- 3. Who wrote the letter? 3. _____
- 4. What did he say in the letter? 4. _____

Segment 2: Questions 5 - 7

- 5. What was his full name? 5. _____
- 6. What does he do? 6. _____
- 7. How long have we known each other? 7. _____

Segment 3: Questions 8 - 10

- 8. What was happening in 1938? 8. _____
- 9. So we _____ to leave _____ and go to _____.
- 10. How did we get there? 10. _____

Segment 4: Questions 11 - 13

- 11. What couldn't the students buy at that time? 11. _____
- 12. What kind of ticket were the students able to buy? 12. _____
- 13. What tickets did they buy finally? 13. _____

Segment 5: Questions 14 - 17

- 14. How did the Japanese behave? 14. _____
- 15. What did the conductor do with these people? 15. _____

16. Where did Yōudé go? 16. _____
17. Why did I leave Hankou for America? 17. _____

Segment 6: Questions 18 - 19

18. When did I stop writing to Yōudé? 18. _____
19. Because I knew that the majority of military personnel in _____, did not have _____.

Segment 7: Questions 20 - 21

20. When did I return to Beijing to see my parents? (Be specific.) 20. _____
21. What did Yōudé's parents know about him? 21. _____

Segment 8: Questions 22 - 24

22. In what capacity did I visit the PRC in 1972? 22. _____
23. Who did I call on the phone? 23. _____
24. What did I ask? 24. _____

Segment 9: Questions 25 - 27

25. Where was Yōudé working? 25. _____
26. How did I get to Hankou? 26. _____
27. Where did I meet Yōudé? 27. _____

Segment 10: Questions 28 - 30

28. What did we do that evening? (2) 28. _____
29. What did Yōudé ask me? 29. _____

30. What did I say about the appearance of Beijing?

Segment 11: Questions 31 - 32

31. Yōudé had what plan in mind?

32. Who would he ask to handle his trip to America?

Segment 12: Questions 33 - 34

33. What will he do before he comes to America?

34. How long ago did that conversation take place in Hankou?

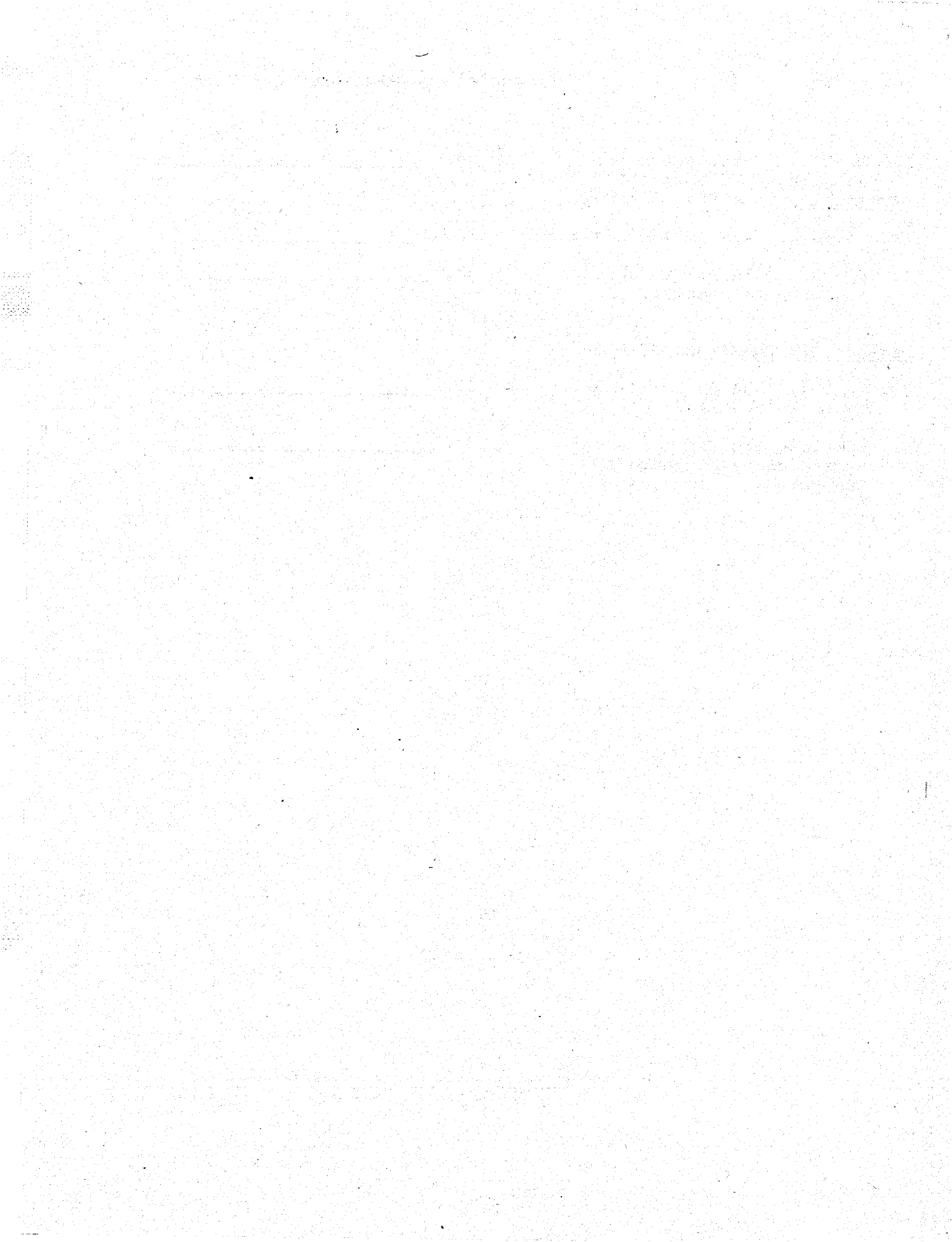
30. _____

31. _____

32. _____

33. _____

34. _____



Tape 21LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. Daily some people meet in the conference room. I want to know what the meeting is about.
- b. Daily some people have a meeting in the conference room. But I just don't know what the meeting is about.
- c. Daily those people have a meeting but I don't know what the meeting is about.
- d. Daily some people have a meeting in the conference room but I don't know why they are meeting.
2. a. There really is no hope for that student. Though I have already corrected him/her more than 80 times he/she still speaks incorrectly.
- b. There really is no hope for this student. Though I have already corrected him/her more than 80 times, he/she still speaks incorrectly.
- c. There really is no hope for that student. Though I have already corrected him/her about 80 times, he/she still speaks incorrectly.
- d. There really is no hope for this student. Though I have already corrected him/her about 80 times, he/she still speaks incorrectly.
3. a. You must certainly master the operation of that type of machine. If not that way, it will be wrong.
- b. You must certainly master this type of machine. If not this kind, it won't be right.
- c. You must certainly operate that type of machine. If not that kind, it won't be all right.
- d. You must certainly control this type of machine this way. If not this way, it will be wrong.

4. a. I do not know why most of the things sent from the mainland each year never arrive.
- b. I do not know why most of the things sent to the mainland each year never arrive.
- c. I do not know why almost all of the things sent from the mainland each year never arrive.
- d. I do not know why most of the things sent each year never arrive.
5. a. It would be great if you were able to write about the day in a diary each night before sleeping.
- b. It would be great if you were able to write a page in the diary each night.
- c. It would be great if you were able to write a page in the diary each night before sleeping.
- d. It would be great if you were able to write about day in a diary each night.

Tape 21LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

Segment 1: Questions 1 - 2

- 1. When did I go to see a movie? 1. _____
- 2. How much was the ticket? 2. _____

Segment 2: Questions 3 - 4

- 3. Who did I see after the movie? 3. _____
- 4. What did he say to me? 4. _____

Segment 3: Questions 5 - 7

- 5. Who gave him an invitation? 5. _____
- 6. What day and what time was the reception? (2) 6. _____

- 7. What did he want me to do? 7. _____

Segment 4: Questions 8 - 10

- 8. Why did I feel I should not go? 8. _____
- 9. What did he say about one more person? 9. _____
- 10. What else did he tell me? 10. _____

Segment 5: Questions 11 - 12

- 11. I agreed to go but I hoped that there would be _____.
- 12. Why did I want to go? 12. _____

Segment 6: Questions 13 - 14

13. When did we arrive at the front gate to the Embassy? 13. _____
14. After he showed his invitation card, how did we go in? 14. _____

Segment 7: Question 15

15. Why was I extremely glad? 15. _____

Segment 8: Questions 16 - 17

16. Where was the American Embassy? 16. _____
17. Where was the ambassador? 17. _____

Segment 9: Questions 18 - 20

18. What did I see as soon as I got upstairs? 18. _____
19. What was the ambassador's name? 19. _____
20. What was the ambassador doing? 20. _____

Segment 10: Questions 21 - 22

21. Who introduced me to the ambassador? 21. _____
22. What day was that day? 22. _____

Segment 11: Questions 23 - 24

23. What did I look at when I was coming down the stairs? 23. _____
24. What time was it? 24. _____

Tape 22LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. My parents passed here a long time ago. My father passed here when I was six years old. My mother passed here when I was only eight.
- b. My parents passed away a long time ago. They both passed away when I was only eight.
- c. My parents passed away a long time ago. My mother passed away when I was six years old. My father passed away when I was only eight years old.
- d. My mother and father have long since passed away. My father died when I was six years old, my mother died when I was eight years old.
2. a. Several of those wine glasses are really expensive. They were bought in Germany. Don't be always picking them up and putting them down.
- b. Several of those wine glasses are very well made. They were bought in France. Don't be always picking them up and putting them down.
- c. A few of those wine glasses are from Germany. Don't be always picking them up and putting them down.
- d. Several of those wine glasses are from Germany. Don't put the old ones there.
3. a. Don't always blame me for saying something wrong. Who doesn't make mistakes?
- b. Don't make any mistakes when you speak. I never say anything wrong.
- c. If I am wrong, don't tell me; who doesn't make mistakes?
- d. Don't always say I make mistakes. Who doesn't make mistakes when speaking?

4. a. That child is really strange; he doesn't go to bed early in the evening, and he doesn't get up early. I really don't know what to do.
- b. That child is strange. He doesn't get up in the evening, and doesn't go out during the day.
- c. The boy is very strange. He doesn't go to bed early in the evening, and he doesn't get up early. I really don't know what to do.
- d. The boy is strange. He doesn't go to bed early in the evening, and he doesn't get up early in the morning. I really don't know what to do.
5. a. Zhen Ming is also very strange. He always opens the door and closes the window.
- b. Zhen Ming is a strange boy. He doesn't open windows or close doors.
- c. This person, Zhen Ming, is also very strange. He is always opening and closing the window a little bit.
- d. Zhen Ming is another strange boy. He is always opening and closing the window.

Tape 22LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

New Words

Xīnkāide

SV: to be newly opened

Shì

BF: room, as in diànhuàshì,
"telephone room"

Segment 1: Questions 1 - 3

1. What did I plan to do this weekend?

1. _____

2. Whom did I call? When?

2. _____

3. Who was he?

3. _____

Segment 2: Questions 4 - 6

4. Where was the telephone room?

4. _____

5. Who answered the phone?

5. _____

6. What was David doing then?

6. _____

Segment 3: Questions 7 - 10

7. What was the first thing I told Mali on the phone?

7. _____

8. What time did I invite them to dinner?

8. _____

9. Where were we going for dinner?

9. _____

10. When did I want him to call back?

10. _____

Segment 4: Questions 11 - 13

- 11. How much later did David call back? 11. _____
- 12. Whom did I invite? As What? (2) 12. _____

- 13. We were going to meet where and when? 13. _____

Segment 5: Questions 14 - 16

- 14. When did I arrive at the restaurant? 14. _____
- 15. What did I see when I entered the restaurant? 15. _____
- 16. What did the waiter ask me? (2) 16. _____

Segment 8: Questions 17 - 18

- 17. What did the waiter recommend? 17. _____

- 18. How much per person? How much altogether? 18. _____

Segment 9: Questions 19 - 21

- 19. What kind of tea did I like? 19. _____
- 20. What did I tell the waiter to ask the guests? 20. _____
- 21. Why did I ask the waiter to bring glasses and put them on the table? 21. _____

Segment 8: Questions 22 - 24

22. What time was it when I
looked at my watch? 22. _____
23. What did I ask the waiter? 23. _____
24. How could I be sure that
the waiter would not forget
what I has said? 24. _____

Tape 23LC(S1)

Part I. Multiple Choice. (Instructions on tape)

1. a. Those books I borrowed from the library are all dull. I can not finish even one of them
- b. The books I borrowed from the library the other day are lost.
- c. That book I borrowed from the library that day, I did not even finish reading it once; I felt it was very uninteresting.
- d. I tried to read those three books I borrowed from the library; I could not finish even one.
2. a. I know that, sometimes in the morning when I get up, I can not use my hands and my feet. My hands can't pick up things; my feet can't walk.
- b. I don't know why but sometimes I could not use my hands or my feet after I got up from the bed. My hands couldn't pick up things; my feet couldn't walk.
- c. Who knows why I could not use my hands nor my feet after I got up in the morning. My hands couldn't pick up things; my feet couldn't walk.
- d. (I) don't know why, but sometimes in the morning when I get up, my hands and feet won't work. (My) hands can't pick up things and (my) feet can't walk.
3. a. There are many dictionaries published on the Mainland. But (when you) want to find a good one, it is hard to find.
- b. The dictionaries published in China are many, but it is not easy to buy them.
- c. The dictionaries published in China are all good. You can buy any one of them.
- d. I am thinking of buying a good dictionary published in China. Are there any?

4. a. Do you pick up things on the ground or on the street?
- b. What kinds of things have you picked up off the ground or off the street?
- c. What things are on the street to be picked up?
- d. On the floor or on the street there are a lot of thing you can pick up.
5. a. Thirty some years ago this school had only three or four students. Today it has 400 students.
- b. Over thirty years ago the whole school only had three students. Now it has 400 students.
- c. There were only three students in this school 30 years ago. Now there are more than 400 students.
- d. More than 30 years ago, in all of the school there were altogether only three female students. Now there are 400.

Tape 23LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

New Words:

mùlù

N: catalogue

biéde

ADJ: other

Segment 1: Questions 1 - 3

- 1. Who told us there would be no class the last period today? 1. _____
- 2. We were going to visit what? 2. _____
- 3. Who was going to brief us about the library? 3. _____

Segment 2: Questions 4 - 6

- 4. Where were we to assemble? 4. _____
- 5. How were we going to get to the library? 5. _____
- 6. Who were we waiting for? 6. _____

Segment 3: Questions 7 - 8

- 7. What did teacher Jiang do before we left? How many? (2) 7. _____

- 8. What was the first? 8. _____

Segment 4: Questions 9 - 10

- 9. What was his second? 9. _____

- 10. What was the response? 10. _____

Segment 5: Question 11

11. What did she want to introduce us to?

11. _____

Segment 6: Questions 12 - 14

12. When are we open? Closed?

12. _____

13. We are open from what time to what time?

13. _____

14. How many books does the library have?

14. _____

Segment 7: Questions 15 - 17

15. Books of how many different languages are found there?

15. _____

16. How are the books used?

16. _____

17. But if he takes a book from the shelf, he must forget to

_____.

Segment 8: Question 18

18. How long can one keep the books? (3)

18. _____

Segment 9: Questions 19 - 20

19. In the catalogue, you find _____, _____ and _____.

20. If you can't find what you want, you can _____.

_____.

Segment 10: Questions 21 - 23

21. What language materials are placed here?

21. _____

22. Materials of other languages are sent where?

22. _____

23. Where did we go afterwards?

23. _____

Tape 24LC(S1)

Part I. Multiple Choice. (Instructions on tape)New Word

cháng

SV: to be long

1. a. When Mary has small, she was sick with a strange illness. Even a most famous doctor did not know the name of the illness.
- b. When Mary was in elementary school, she was sick with a certain strange illness; the most famous doctor in town did not know the name of the medicine.
- c. When Mary was in elementary school, she was bothered with a certain sickness. Even the best doctor in town can not name the sickness.
- d. When Mary was very young, she was sick often. Even the most famous doctor did not know the name of her illness.
2. a. If the food in the dining hall is not enough for you to eat, what do you do?
- b. If the food in the dining hall is not good to eat where do you do the complaining?
- c. If the dining hall does not prepare enough food for you every day, whom do you tell?
- d. If the dining hall does not prepare enough food for you to eat, whom do you tell?
3. a. What method do you use to find out if the food you eat is not clean?
- b. What is the best way to know if the food you eat every day is clean or not?
- c. What is the best way to know the food we eat every day is clean?
- d. With what method are you able to find out that the food you eat is not clean?

4. a. Human life is only several scores of years long.
- b. Man's life is not more than several tens of years long.
- c. Is man's life only several scores of years long?
- d. Man's life is often as long as woman's.
5. a. Those who have lived in the country know nothing about the situation there.
- b. The people who have lived in the country know the situation there.
- c. Those who do not like to live in the country do not want to know the situation there.
- d. Those who like to live in the country are able to find out what the situation is there.

Tape 24LC(S1)

Part II. Written Responses - Story. (Instructions on tape)

Segment 1: Questions 1 - 3

- 1. How has my health been re- 1. _____
cently?
- 2. I not only have _____ but my face is also _____.
- 3. How do I feel, even though 3. _____
I don't eat?

Segment 2: Questions 4 - 6

- 4. Why can't I prepare for my 4. _____
school work? (Be specific.)

- 5. I was originally thinking of 5. _____
going where?

- 6. Why didn't I want to see the 6. _____
doctor?

Segment 3: Questions 7 - 8

- 7. What did I think about my 7. _____
illness? (2)

- 8. Who was worried about my 8. _____
illness?

Segment 4: Questions 9 - 10

- 9. What did she hope the doctor 9. _____
would do for me?
- 10. What did she say would 10. _____
happen to me if I kept
going on like this?

Segment 5: Questions 11 - 12

11. What did I do next morning?

11. _____

12. What did the doctor do with me?

12. _____

Segment 6: Questions 13 - 15

13. What did they do first in the hospital?

13. _____

14. Then what?

14. _____

15. What did Dr. Wang ask me?
(2)

15. _____

Segment 7: Questions 16 - 17

16. What did the doctors do after my checkup?

16. _____

17. What did the doctors say?
(Be specific.)

17. _____

Segment 8: Questions 18 - 20

18. At that time I not only couldn't afford _____,
but I also couldn't afford _____.

19. Whom did I want to talk to?

19. _____

20. Why did my wife tell me not to worry about money?

20. _____