STANDARD CHINESE
A MODULAR APPROACH

STUDENT TEXT

MODULE 1: ORIENTATION
MODULE 2: BIOGRAPHIC INFORMATION

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PREFACE


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

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

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

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

Writers for the first half of the materials were John H. T. Harvey, Lucille A. Barale, and Roberta S. Barry, who worked in close cooperation with the planning council and with the Chinese staff of the Foreign Service Institute. Mr. Harvey developed the instructional formats of the comprehension and production self-study materials, and also designed the communication-based classroom activities and wrote the teacher's guides. Lucille A. Barale and Roberta S. Barry wrote the tape scripts and the student text. By 1978 Thomas E. Madden and Susan C. Pola had joined the staff. Led by Ms. Barale, they have worked as a team to produce the materials subsequent to Module 6.
All Chinese language material was prepared or selected by Chuan O. Chao, Ying-chi Chen, Hsiao-jung Chi, Eva Diao, Jan Hu, Tsung-mi Li, and Yunhui C. Yang, assisted for part of the time by Chieh-fang Ou Lee, Ying-ming Chen, and Joseph Yu Hsu Wang. Anna Affholder, Mei-li Chen, and Henry Khuo helped in the preparation of a preliminary corpus of dialogues.

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

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

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

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

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

James R. Frith, Chairman
Chinese Core Curriculum Project Board
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INTRODUCTION

SECTION I: ABOUT THE COURSE

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

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

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

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

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

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

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

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

Ten situational modules form the core of the course:

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

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

**PRONUNCIATION AND ROMANIZATION (P&R)**
- The sound system of Chinese and the Pinyin system of romanization.

**NUMBERS (NUM)**
- Numbers up to five digits.

**CLASSROOM EXPRESSIONS (CE)**
- Expressions basic to the classroom learning situation.

**TIME AND DATES (T&D)**
- Dates, days of the week, clock time, parts of the day.

**GRAMMAR**
- Aspect and verb types, word order, multisyllabic verbs and be, auxiliary verbs, complex sentences, adverbial expressions.

Each module consists of tapes and a student textbook.

The eight optional modules focus on particular situations:

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

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

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

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

Objectives: The module objectives are listed at the beginning of the text for each module. Read these before starting work on the first unit to fix in your mind what you are trying to accomplish and what you will have to do to pass the test at the end of the module.

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

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

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

Inside a Unit

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>TAPED MATERIALS</th>
<th>WRITTEN MATERIALS</th>
<th>CLASS ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1, P-1 Tapes</td>
<td>Target List</td>
<td>Target List Review</td>
</tr>
<tr>
<td></td>
<td>Reference List</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reference Notes</td>
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<td>----------------------</td>
<td>------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>D-1 Tapes</td>
<td>Drills</td>
<td>Structural Buildup</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drills</td>
</tr>
<tr>
<td>C-2, P-2 Tapes</td>
<td>Reference Notes</td>
<td>Exercise Review</td>
</tr>
<tr>
<td></td>
<td>C-2, P-2 Workbooks</td>
<td></td>
</tr>
</tbody>
</table>

Wên wŭ Temple in central Taiwan  
(courtesy of Thomas Madden)
SECTION II

BACKGROUND NOTES: ABOUT CHINESE

The Chinese Languages

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

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

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

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

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

The remaining six Chinese languages, spoken by approximately a quarter of the population of China, are tightly grouped in the southeast, below the Yangtze River. The six are: the Wu group (Wú), which includes the "Shanghai dialect"; Hunanese (Xiāng); the "Kiangsi dialect" (Gàn); Cantonese (Yuē), the language of Guǎngdōng, widely spoken in Chinese communities in the United States; Fukienese (Mīn), a variant of which is spoken by a majority
on Taiwan and hence called Taiwanese; and Hakka (Kējiá), spoken in a belt above the Cantonese area, as well as by a minority on Taiwan. Cantonese, Fukienese, and Hakka are also widely spoken throughout Southeast Asia.

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

Some Characteristics of Chinese

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Tone</th>
<th>Pinyin</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>High:</td>
<td>má</td>
<td>[mah]</td>
</tr>
<tr>
<td>Falling:</td>
<td>mā</td>
<td>[ma]</td>
</tr>
<tr>
<td>Rising:</td>
<td>mă</td>
<td>[ma]</td>
</tr>
<tr>
<td>Neutral:</td>
<td>mē</td>
<td>[me]</td>
</tr>
<tr>
<td>Low:</td>
<td>mē</td>
<td>[me]</td>
</tr>
</tbody>
</table>
One reason often given for the retention of characters is that they can be read, with the local pronunciation, by speakers of all the Chinese languages. Probably a stronger reason for retaining them is that the characters help keep alive distinctions of meaning between words, and connections of meaning between words, which are fading in the spoken language. On the other hand, a Cantonese could learn to speak Standard Chinese, and read it alphabetically, at least as easily as he can learn several thousand characters.

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

BACKGROUND NOTES: ABOUT CHINESE CHARACTERS

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

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

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

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

洋

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

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

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

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

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

Máo Zédōng (Mao Tse-tung)
Zhōu Ēnlái (Chou En-lai)
Jiāng Jièshì (Chiang Kai-shek)
Sōng Qīnglíng (Soong Ch'ing-ling--Mme Sun Yat-sen)
Sōng Mēilíng (Soong Mei-ling--Mme Chiang Kai-shek)

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

Zhū Dé (Chu Teh)
Lín Biǎo (Lin Plao)
Hú Shī (Hu Shih)
Jiāng Qīng (Chiang Ch'ing--Mme Mao Tse-tung)

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

Símǎ Guǎng (Ssu-ma Kuang)
Ōuyáng Xiū (Ou-yang Hsiiu)
Zhūgē Liàng (Chu-ke Liang)

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

Símǎ Xiāngrú (Ssu-ma Hsiang-ju)

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

*The first version of each example is in the Pinyin system of romanization. The second, parenthesized version is the conventional, or anglicized, spelling.
Given names, as opposed to surnames, are not restricted to a limited list of characters. Men's names are often but not always distinguishable from women's; the difference, however, usually lies in the meaning of the characters and so is not readily apparent to the beginning student with a limited knowledge of characters.

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

The title "Mr." is Xiānshēng.

Mē Xiānshēng
Mē Mīnglí Xiānshēng

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

Mē Tāitāi
Mē Mīnglí Tāitāi

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

Mē Xiǎojiě
Mē Défēn Xiǎojiě

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

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

In the People's Republic, the title "Comrade," Tóngzhī, is used in place of the titles Xiānshēng, Tāitāi, and Xiǎojiě. Mē Mīnglí would be

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

Fāng Tóngzhī
Fāng Bāolán Tóngzhī

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

Mā Tóngzhī
Mā Dēfǎn Tóngzhī

Their grown son could be

Fāng Tóngzhī
Fāng Zìqiáng Tóngzhī

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

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

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

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

Students in this course will be given both the official PRC phonetic equivalents of their names and Chinese-style names.
MODULE 2: BIOGRAPHIC INFORMATION

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

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

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

OBJECTIVES

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

1. Pronounce correctly any word from the Target Lists of ORN or BIO, properly distinguishing sounds and tones, using the proper stress and neutral tones, and making the necessary tone changes.

2. Pronounce correctly any sentence from the BIO Target Lists, with proper pauses and intonation, that is, without obscuring the tones with English intonation.

3. Use polite formulas in asking and answering questions about identity (name), health, age, and other basic information.

4. Reply to questions with the Chinese equivalents of "yes" and "no."

5. Ask and answer questions about families, including who the members are, how old they are, and where they are.

6. Ask and answer questions about a stay in China, including the date of arrival, location-purpose-duration of stay, previous visits, traveling companions, and date of departure.

7. Ask and answer questions about work or study—identification of occupation, the location, and the duration.

8. Give the English equivalent for any Chinese sentence in the BIO Target Lists.
9. Be able to say any Chinese sentence in the BIO Target Lists when cued with its English equivalent.

10. Take part in a short Chinese conversation, using expressions included in the BIO Target List sentences.

**TAPES FOR BIO AND ASSOCIATED RESOURCE MODULES**

<table>
<thead>
<tr>
<th>Biographic Information (BIO)</th>
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<tbody>
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<td>1 C-2</td>
<td>1 P-2</td>
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<td>2 P-2</td>
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<td>3 C-2</td>
<td>3 P-2</td>
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<tr>
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<td>4 C-2</td>
<td>4 P-2</td>
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<td>5 P-2</td>
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Units 1-4 R-1

Units 5-8 R-1

**Classroom Expressions (CE)**

CE 2

**Time and Dates (T&D)**

T&D 1  T&D 2
UNIT 1 TARGET LIST

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

2. Nǐ zhù zài nèige fàndiàn?
   Wǒ zhù zài nèige fàndiàn.
   Which hotel are you staying at?
   I'm staying at that hotel.

3. Nǐ zhù zài zhèige fàndiàn mā?
   Bù, wǒ bù zhù zài zhèige fàndiàn.
   Are you staying at this hotel?
   No, I'm not staying at this hotel.

4. Nǐ zhù zài Mínzú Fàndiàn mā?
   Bù, wǒ bù zhù zài Mínzú Fàndiàn.
   Are you staying at the Nationalities Hotel?
   No, I'm not staying at the Nationalities Hotel.

5. Wěiwèi shì Gāo Tōngzhī?
   Nèiwèi shì Gāo Tōngzhī.
   Which one is Comrade Gāo?
   That one is Comrade Gāo.

   Wǒ hěn hǎo.
   Good morning. Miss Novak! How are you.
   I'm very well.

7. Nǐ shì Méiguó nàrde rén?
   Wǒ shì Jiāzhōu Jiùjīnshān rén.
   Where are you from in America?
   I'm from San Francisco, California.

UNIT 2 TARGET LIST

1. Nǐ péngyou jiā zài nǎlǐ?
   Tā jiā zài Dàlì Jiē.
   Where is your friend's house?
   His house is on Dàlì Street.

2. Nǐ péngyoude dīzhǐ shí...?
   Tāde dīzhǐ shí Dàlì Jiē Sīshìèr-hǎo.
   What is your friend's address?
   His address is No. 42 Dàlì Street.
3. Ni shi Wei Shaoxiaobai?  You are Major Weiss, aren't you?
Shide. Yes.

4. Na shi Guobin Dafandian ba? That is the Ambassador Hotel, isn't it?
Shide, na shi Guobin Dafandian. Yes, that's the Ambassador Hotel.
Ni zhu zai nali ma? Are you staying there?
Bu, wo zhu zai zheli. No, I'm staying here.

5. Ni pingyao zai Taibei gongzu ma? Does your friend work in Taipei?
Ta bu zai Taibei gongzu; ta zai Taizhong gongzu. He doesn't work in Taipei; he works in Taichung.

6. Ni zai nali gongzu? Where do you work?
Ni zai Wuguanchu gongzu. OR I work at the defense attaché's office.
Wo zai yinhang gongzu. I work at a bank.

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

7. lu road

UNIT 3 TARGET LIST

1. Ni men you hazi ma?  Do you have any children?
You, womei you. Yes, we have.

2. Liu Xiaosheng meiyou Mei guo pengyou. Mr. Liu doesn't have any American friends.

3. Ni men you ji ge nánhazi, ji ge nunháizi? How many boys and how many girls do you have?
Womei you liangge nánhazi, yi ge nüháizi. We have two boys and one girl.
4. Hú Xiǎnshēng Hú Tàitái yǒu jīge háizi?
   Tāmēn yǒu liǎngge háizi.
   Shì nánháizi, shì nǚháizi?
   Dōu shì nǚháizi.
   How many children do Mr. and Mrs. Hú have?
   They have two children.
   Are they boys or girls?
   Both of them are girls.

5. Nǐmen háizi dōu zài zhèlǐ ma?
   Bù, liǎngge zài zhèlǐ, yīge hái zài Měiguó.
   Are all your children here?
   No. Two are here, and one is still in America.

6. Nǐ jiāli yǒu shénme rén?
   Yǒu wǒ tàitài gèn sănge háizi.
   What people are in your family?
   There's my wife and three children.

7. Nǐ jiāli yǒu shénme rén?
   Jìlù yǒu wǒ fùqín, mǔqín
   What people are in your family?
   Just my father and mother.

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

8. zhī
9. dìdi
10. gēge
11. jiějie
12. mèimei
13. xiōngdì
14. jiěměi
15. xiōngdì jiěměi
16. fùmǔ
17. zǐfù
18. zǔmǔ
19. wàizǐfù
20. wàizǔmǔ
21. bàba
22. māmā
only
younger brother
older brother
older sister
younger sister
brothers
sisters
brothers and sisters
parents
paternal grandfather
paternal grandmother
maternal grandfather
maternal grandmother
papa, dad, father
momma, mom, mother
UNIT 4 TARGET LIST

1. Tā míngtiān lái ma?  
   Tā yǐjǐng lái le.  
   Is he coming tomorrow?  
   He has already come.
2. Nǐ péngyou lái le ma?  
   Tā hái méi(you) lái.  
   Has your friend come?  
   She hasn't come yet.
3. Tā shì shénme shíhou dàode?  
   Tā shì zuòtiān dàode.  
   When did he arrive?  
   He arrived yesterday.
4. Nǐ shì yīge rén láide ma?  
   Wǒ shì, wǒ bù shì yīge rén láide.  
   Did you come alone?  
   No, I didn't come alone.
5. Nǐ nǔtiān zǒu?  
   Wǒ jǐntiān zǒu.  
   What day are you leaving?  
   I'm leaving today.

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

6. hōutíān  
   the day after tomorrow
7. qiántíān  
   the day before yesterday
8. tiāntíān  
   every day
9. érzi  
   son
10. nǚér  
    daughter

UNIT 5 TARGET LIST

1. Nǐ shì zài nàr shèngde?  
   Wǒ shì zài Dězhōu shèngde.  
   Where were you born?  
   I was born in Texas.
2. Nǐmen xíngqījī yǐ zǒu?  
   Wǒmen Xíngqītiān zǒu.  
   What day of the week are you leaving?  
   We are leaving on Sunday.
3.  NY shì nèinián shèngde?  
    Wǒ shì Yījìusānjìnnián shèngde.  
    What year were you born?  
    I was born in 1939.

4.  NY shì jìyuē jīhāo shèngde?  
    Wǒ shì Qīyuē sīhāo shèngde.  
    What is your month and day of birth?  
    I was born on July 4.

5.  NY duō dā le?  
    Wǒ sānshíwǔ le.  
    How old are you?  
    I'm 35.

6.  NYmen nánháizi dōu jūsūf le?  
    Yīge jūsūf le, yīge liūsūf le.  
    How old are your boys?  
    One is nine, and one is six.

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

7.  hōunián  
    the year after next

8.  jīnián  
    this year

9.  míngnián  
    next year

10. qiánnián  
    the year before last

11. qūnián  
    last year

12. niánnián  
    every year

UNIT 6 TARGET LIST

1.  NY zhù duō jiū?  
    Wǒ zhù yīnián.  
    How long are you staying?  
    I'm staying one year.

2.  NY tàitāi zài Xiānggāng zhù duō jiū?  
    Wǒ xiāng tà zhù liāngtiān.  
    How long is your wife staying in Hong Kong?  
    I think she is staying two days.

3.  NY xiāng zài Táiwān zhù duō jiū?  
    Wǒ xiāng zhù lièyüē.  
    How long are you thinking of staying in Taiwan?  
    I'm thinking of staying six months.

4.  NY láile duō jiū le?  
    Wǒ láile liāngge xīngqī le.  
    How long have you been here?  
    I have been here two weeks.
5. Nǐ tài tài zài Xiānggǎng zhúle duó jīu? Tā zhúle liǎngtiān. How long did your wife stay in Hong Kong? She stayed two days.
7. Nǐ cóngqián láiguó ma? Wǒ cóngqián méi láiguó. Wǒ tài tài láiguó. Have you ever been here before? I have never been here before. My wife has been here.

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

8. qù to go
9. Mǐ Yūē New York

UNIT 7 TARGET LIST

1. Nǐn zài nǎlǐ gōngzuò? Wǒ zài Měiguó Guówùyuàn gōngzuò. Where do you work? I work with the State Department.
7. Wǒ de Zhōngguó huà hěn hǎo. 
Náli, náli. Wǒ jiù hùi shuō yǐdiǎn. 
Your Chinese is very good. 
Not at all, not at all. I can speak only a little.
8. Wǒ shì zài náli xuéde Zhōngwén? 
Wǒ shì zài Huáshèngdùn xuéde. 
Where did you study Chinese? 
I studied it in Washington.

ADDITIONAL REQUIRED VOCABULARY 
(not presented on C-1 and P-1 tapes)
9. jīngjìxué 
economics
10. Rìwén 
Japanese language
11. wénxué 
literature
12. zhèngzhīxué 
political science
13. nán 
to be difficult
14. róngyì 
to be easy
15. xuéxí (xuéxí) 
to study, to learn (PRC)

UNIT 8 TARGET LIST

1. Nǐ jīntiān hǎi yǒu kè ma? 
Méiyou kè le. 
Do you have any more classes today? 
I don't have any more classes.
2. Nǐ cóngqián niàn Yīngwén niànle duō jiǔ? 
Wǒ niàn Yīngwén niànle liùnián. 
How long did you study English? 
I studied English for six years.
3. Nǐ niàn Fǎwén niànle duō jiǔ le? 
Wǒ niànle yīnián le. 
How long have you been studying French? 
I've been studying it for one year.
4. Qùnián wǒ hǎi bù hui xiě Zhōngguó zì. 
Xiànzài wǒ hui xiě yǐdiǎn le. 
Last year I couldn't write Chinese characters. 
Now I can write a little.
5. Nǐ fùqín shì jūnrén ma? 
Shì, tā shì hǎijūn jūnguān. 
Is your father a military man? 
Yes, he's a naval officer.
6. Wǒ jīntiān bù lái le.  I'm not coming today.
   Wǒ bìng le.        I'm sick.

7. Jīntiān hǎo le méiyou?  Are you better today?
   Jīntiān hǎo le.  Today I'm better.

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

8. kōngjūn  air force
9. lùjūn  army
10. shìbīng  enlisted man
11. zuò shì  to work
12. Dēwēn  German language
UNIT 1

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

REFERENCE LIST

(in Bēijīng)

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

2. B: Nǐ zhù zai Mínzhú Fǎndiàn ma?  
   A: Shī, wǒ zhù zai Mínzhú Fǎndiàn.  
   Are you staying at the Nationalities Hotel?  
   Yes, I'm staying at the Nationalities Hotel.

3. A: Nǐ zhù zai nēige fǎndiàn?  
   B: Wǒ zhù zai Bēijīng Fǎndiàn.  
   Which hotel are you staying at?  
   I'm staying at the Bēijīng Hotel.

4. B: Nēiwěi shì Zhāng Tōngzhī?  
   A: Tā shì Zhāng Tōngzhī.  
   Which one is Comrade Zhāng?  
   She is Comrade Zhāng.

5. B: Nēige rén shì Měi Tōngzhī?  
   A: Nēige rén shì Měi Tōngzhī.  
   Which person is Comrade Měi?  
   That person is Comrade Měi.
7. A: Nǐ zhù zài zhèige fàndiàn ma? B: Bù, wǒ bù zhù zài zhèige fàndiàn. Are you staying at this hotel? No, I'm not staying at this hotel.

**VOCABULARY**

<table>
<thead>
<tr>
<th>fàndiàn</th>
<th>hotel</th>
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<tbody>
<tr>
<td>-ge</td>
<td>(general counter)</td>
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<tr>
<td>hěn</td>
<td>very</td>
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<tr>
<td>Jiǔjīnshān</td>
<td>San Francisco</td>
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<tr>
<td>Mínzú Fàndiàn</td>
<td>Nationalities Hotel</td>
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<td>nēi-</td>
<td>which</td>
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<td>nēige?</td>
<td>which?</td>
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<tr>
<td>nēige</td>
<td>that</td>
</tr>
<tr>
<td>nèiwèi?</td>
<td>which one (person)?</td>
</tr>
<tr>
<td>nèiwèi</td>
<td>that one (person)</td>
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<tr>
<td>nǔshī</td>
<td>(polite title for a married or unmarried woman) Ms.; lady</td>
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<tr>
<td>Shī.</td>
<td>Yes, that's so.</td>
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<tr>
<td>-wèi</td>
<td>(polite counter for people)</td>
</tr>
<tr>
<td>Zǎo.</td>
<td>Good morning.</td>
</tr>
<tr>
<td>zhēi-</td>
<td>this</td>
</tr>
<tr>
<td>zhēige</td>
<td>this</td>
</tr>
<tr>
<td>zhēiwèi</td>
<td>this one (person)</td>
</tr>
<tr>
<td>zhù</td>
<td>to stay, to live</td>
</tr>
</tbody>
</table>

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

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

Notes on No. 1

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

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

   Fǎndiàn has two meanings—"restaurant" and "hotel" (a relatively large hotel with modern facilities).* Literally, fǎndiàn means "rice shop."

2. B: Nǐ zhù zài Mínzú Fǎndiàn ma? Are you staying at the Nationalities Hotel?
   A: Shì, wǒ zhù zài Mínzú Fǎndiàn. Yes, I'm staying at the Nationalities Hotel.

Note on No. 2

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

3. A: Nǐ zhù zài nèige fǎndiàn? Which hotel are you staying at?
   B: Wǒ zhù zài Běijīng Fǎndiàn. I'm staying at the Běijīng Hotel.

4. B: Néiwèi shì Zhāng Tóngzhī? Which one is Comrade Zhāng?
   A: Tā shì Zhāng Tóngzhī. She is Comrade Zhāng.

*Another word for "restaurant" is fāngguǎnzi. The general word for "hotel" is lǚguǎn.
5. B: Néige rén shì Méi Tóngzhī?  Which person is Comrade Méi?
   A: Néige rén shì Méi Tóngzhī.  That person is Comrade Méi.

6. B: Néiwēi shì Gāo Tóngzhī?  Which one is Comrade Gāo?
   A: Néiwēi shì Gāo Tóngzhī.  That one is Comrade Gāo.

7. A: Nǐ zhù zài zhèige fāndiàn ma?  Are you staying at this hotel?
   B: Bù, wǒ bù zhù zài zhèige fāndiàn.  No, I'm not staying at this hotel.

Notes on Nos. 3-7

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

Néige rén/Néiwēi: To be polite when referring to an adult, you say nèiwēi or něiwēi, using the polite counter for people -wēi rather than the general counter -ge, though -ge is used in many informal situations.

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

<table>
<thead>
<tr>
<th>Něiwēi</th>
<th>Něiguó rěn</th>
<th>shì shéi?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Něiwēi</td>
<td></td>
<td>zhù zài Mínzhǔ Fǎndiàn?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>specifying words</th>
<th>location words</th>
</tr>
</thead>
<tbody>
<tr>
<td>něige? (nàge?)</td>
<td>(where?)</td>
</tr>
<tr>
<td>něige (nàge)</td>
<td>(there)</td>
</tr>
<tr>
<td>zhěige (zhège)</td>
<td>(here)</td>
</tr>
</tbody>
</table>

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

Many people pronounce the words for "which?" "that," and "this" with the usual vowels for "where?" "there," and "here": nàge, nàge, and zhège.
Bù: A short negative answer is usually formed by bù plus a repetition of the verb used in the question. When a verb, like zhú (zai), cannot be repeated, bù is used as a short answer and is followed by a complete answer. Notice that when used by itself bù is in the Falling tone, but when followed by a Falling-tone syllable bù is in the Rising tone.

Bù, tā xiànzaì bù zài zhèr. No, he's not here now.

   B: Wǒ hěn hǎo. I'm very well.

Notes on No. 8

Name as greeting: A greeting may consist simply of a person's name: Wáng Tōngzhī! "Comrade Wáng!" The name may also be used with a greeting phrase: Wáng Tōngzhī! Nín zǎo. "Comrade Wáng! Good morning."—or, in reverse order, Nín zǎo. Wáng Tōngzhī! "Good morning. Comrade Wáng!" The name is pronounced as an independent exclamation acknowledging that person's presence and status. It is not de-emphasized like "Comrade Wáng" in the English sentence "Good morning, Comrade Wáng."

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

Nūshī, "Ms.," is a formal, respectful title for a married or unmarried woman. It is used after a woman's own surname, not her husband's. Traditionally, this title was used for older, educated, and accomplished women.

In the PRC, where people use Tōngzhī, "Comrade," in general only foreign women are referred to and addressed as (so-and-so) Nūshī. On Taiwan, however, any woman may be called (so-and-so) Nūshī in a formal context, such as a speech or an invitation.

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

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

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

Lǐ Tōngzhī! Nín hǎo. Comrade Lǐ! How are you.
BIO, Unit 1

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

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

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

9. A: Qǐngwèn, nǐ shì Māiguó nàrde rén? May I ask, where are you from in America?
   B: Wǒ shì Jiāzhōu Jiǔjīnshān rén. I'm from San Francisco, California.

Notes on No. 9

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

<table>
<thead>
<tr>
<th>Nǐ shì</th>
<th>Shāndōng</th>
<th>nàr</th>
<th>-de</th>
<th>rén?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ shì</td>
<td>Shāndōng</td>
<td>Jiǔjīnshān</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

A. Response Drill

Respond according to the cues.

1. **Speaker:** Tā zhù zai nǎr?
   *(cue) Běijīng Fàndiàn*
   *(Where is he/she staying?)*

   **You:** Tā zhù zai Běijīng Fàndiàn.
   *(He/she is staying at the Běijīng Hotel.)*

2. **Ni èiren zhù zai nǎr?**
   *(cue) Mínzú Fàndiàn*
   *(Where is your spouse staying?)*

   **You:** Tā zhù zai Mínzú Fàndiàn.
   *(He/she is staying at the Nationalities Hotel.)*

3. **Lǐ Tóngzhī zhù zai nǎr?**
   *(cue) Zhèige fàndiàn*
   *(Where is Comrade Lǐ staying?)*

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

4. **Fāng Tóngzhī zhù zai nǎr?**
   *(cue) Nèige fàndiàn*
   *(Where is Comrade Fāng staying?)*

   **You:** Tā zhù zai nèige fàndiàn.
   *(He/she is staying at that hotel.)*

5. **Chén Tóngzhī zhù zai nǎr?**
   *(cue) Běijīng Fàndiàn*
   *(Where is Comrade Chén staying?)*

   **You:** Tā zhù zai Běijīng Fàndiàn.
   *(He/she is staying at the Běijīng Hotel.)*

6. **Lín Tóngzhī zhù zai nǎr?**
   *(cue) Mínzú Fàndiàn*
   *(Where is Comrade Lín staying?)*

   **You:** Tā zhù zai Mínzú Fàndiàn.
   *(He/she is staying at the Nationalities Hotel.)*

7. **Huáng Tóngzhī zhù zai nǎr?**
   *(cue) Zhèige fàndiàn*
   *(Where is Comrade Huáng staying?)*

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

B. Response Drill

Give affirmative responses to all questions.

1. **Speaker:** Gāo Nǔshī zhù zai Mínzú Fàndiàn ma?
   *(Is Miss Gāo staying at the Nationalities Hotel?)*

   **You:** Shì, tā zhù zai Mínzú Fàndiàn.
   *(Yes, she is staying at the Nationalities Hotel.)*

2. **Zhāng Nǔshī zhù zai Běijīng Fàndiàn ma?**

   **Shì, tā zhù zai Běijīng Fàndiàn.**

C. Response Drill
Give negative responses to all questions.

   (Is Mr. Jiāng staying at this hotel?)  (No, he isn’t staying at this hotel.)
2. Mǎ Xiānshēng zhù zài nàge fàndiàn ma?
3. Lǐ Xiānshēng zhù zài Guóbīn Dàfàndiàn ma?
4. Zhào Xiānshēng zhù zài Yuānshān Dàfàndiàn ma?
5. Líng Xiānshēng zhù zài Yuānshān Dàfàndiàn ma?
6. Táng Xiānshēng zhù zài nàge fàndiàn ma?
7. Sōng Xiānshēng zhù zài zhēgè fàndiàn ma?
D. Response Drill

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

1. **Speaker:** Tāng Tóngzhī zhù zài zhèige fàndiàn ma? (Is Comrade Tāng staying at this hotel?)
   **You:** Shì, tā zhù zài zhèige fàndiàn. (Yes, he is staying at this hotel.)
   **OR**
   **Mā Tóngzhī zhù zài nèige fàndiàn ma?** (Is Comrade Mā staying at this hotel?)
   **Bú shì, tā bù zhù zài nèige fàndiàn.** (No, he isn't staying at that hotel.)

2. **Mā Tóngzhī zhù zài nèige fàndiàn ma?** (Is Comrade Mā staying at that hotel?)
   **Bú shì, tā bù zhù zài nèige fàndiàn.**

3. **Lǐ Tóngzhī zhù zài Běijīng Fàndiàn ma?** (Is Comrade Lǐ staying at the Běijīng Fàndiàn?)
   **Shì tā zhù zài Běijīng Fàndiàn.**

4. **Zhào Tóngzhī zhù zài Mínzú Fàndiàn ma?** (Is Comrade Zhào staying at the Mínzú Fàndiàn?)
   **Bú shì, tā bù zhù zài Mínzú Fàndiàn.**

5. **Líú Tóngzhī zhù zài zhèige fàndiàn ma?** (Is that person staying at that hotel?)
   **Bú shì, tā bù zhù zài zhèige fàndiàn.**

6. **Jiāng Tóngzhī zhù zài nèige fàndiàn ma?** (Is that person staying at that hotel?)
   **Shì, tā zhù zài nèige fàndiàn.**

7. **Zhāng Tóngzhī zhù zài Běijīng Fàndiàn ma?** (Is Comrade Zhāng staying at the Běijīng Fàndiàn?)
   **Bú shì, tā bù zhù zài Běijīng Fàndiàn.**

E. Transformation Drill

Change the less polite forms nèige rén and zhèige rén to the more polite forms nèiwēi and zhèiwēi.

1. **Speaker:** Nèige rén shì Lǐ Tóngzhī. (That person is Comrade Lǐ.)
   **You:** Nèiwēi shì Lǐ Tóngzhī. (That one is Comrade Lǐ.)

2. **Zhèige rén shì Fāng Tóngzhī.**
   **Zhèiwēi shì Fāng Tóngzhī.**

3. **Nèige rén shì Jiāng Tóngzhī.**
   **Nèiwēi shì Jiāng Tóngzhī.**


F. Response Drill

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

1. Speaker: Tā zhù zài nèige fàndiàn? (cue) Mínzú Fàndiàn
   (Which hotel is he/she staying at?)
   You: Tā zhù zài Mínzú Fàndiàn.
   (He/she is staying at the Nationalities Hotel.)

   Tā zhù zài Běijǐng Fàndiàn.

2. Zhāng Tóngzhī zhù zài nèige fàndiàn?  Běijǐng Fàndiàn

3. Jiāng Tóngzhī zhù zài nèige fàndiàn?

4. Wáng Tóngzhī zhù zài nèige fàndiàn?
   (cuede) Zhēige fàndiàn

5. Huáng Tóngzhī zhù zài nèige fàndiàn?  Mínzú Fàndiàn


7. Líu Tóngzhī zhù zài nèige fàndiàn?
   (cuede) Zhēige fàndiàn

G. Response Drill

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

1. Speaker: Qīngwèn, nèige rén shì Wáng Déxián?
   (May I ask, which person is Wáng Déxián?)
   You: Nèige rén shì Wáng Déxián.
   (That person is Wáng Déxián.)
2. Qīngwèn, nèige rén shì Zhào Shìmín? 
   Nèige rén shì Zhào Shìmín.

3. Qīngwèn, nèige rén shì Lín Bāolán? 
   Nèige rén shì Lín Bāolán.

4. Qīngwèn, nèige rén shì Gāo Tīngfēng? 
   Nèige rén shì Gāo Tīngfēng.

5. Qīngwèn, nèige rén shì Zhāng Wānrú? 
   Nèige rén shì Zhāng Wānrú.

6. Qīngwèn, nèige rén shì Hū Mēilíng? 
   Nèige rén shì Hū Mēilíng.

7. Qīngwèn, nèige rén shì Sōng Zhiyuǎn? 
   Nèige rén shì Sōng Zhiyuǎn.

H. Transformation Drill

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

1. **Speaker:** Tā lǎojiā zài Qīngdào.  
   (His/her family is from Qīngdào.)  
   **You:** Tā lǎojiā zài nǎr?  
   (Where is his/her family from?)

   OR   Tā xiànzāi zài Jiānàdà.  
   (He/she is in Canada now.)  
   **You:** Tā xiànzāi zài nǎr?  
   (Where is he/she now?)

   OR   Tā zhù zài Bēijīng Fǎndiàn.  
   (He/she is staying at the Bēijīng Hotel.)  
   **You:** Tā zhù zài nèige fǎndiàn?  
   (In which hotel is he/she staying?)

2. Tā xiànzāi zài Shāndōng.  
   (He/she is in Shāndōng now.)
   **You:** Tā xiànzāi zài nǎr?  
   (Where is he/she now?)

3. Tā zhù zài Mínzú Fǎndiàn.  
   (He/she is staying at the Nationalities Hotel.)
   **You:** Tā zhù zài nèige fǎndiàn?  
   (In which hotel is he/she staying?)

4. Tā lǎojiā zài Hūběi.  
   (His/her family is from Hūběi.)
   **You:** Tā lǎojiā zài nǎr?  
   (Where is his/her family from?)

5. Tā xiànzāi zài Měiguó.  
   (He/she is in America now.)
   **You:** Tā xiànzāi zài nǎr?  
   (Where is he/she now?)
6. 他住在那个饭店。
(He/she is staying at this hotel.)

7. 他家在广东。
(His/her family is from Guangdong.)
UNIT 2

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

1. A: Ni zhù zai náli?
   B: Wǒ zhù zai Guóbìn Dàfāndiàn. Where are you staying?
      I'm staying at the Ambassador Hotel.

2. A: Ni zhù zai náli?
   B: Wǒ zhù zai zhèlǐ. Where are you staying?
      I'm staying here.
   A: Tā ne?
   B: Tā zhù zai náli. How about him?
      He is staying there.

3. A: Ni zhù zai náli?
   B: Wǒ zhù zai péngyou jiā. Where are you staying?
      I'm staying at a friend's house.

4. A: Ni péngyou jiā zài náli?
   B: Tā jiā zài Dài Jìě. Where is your friend's house?
      His house is on Dài Street.

5. A: Ni péngyóude dìzhǐ shì...?
   B: Tāde dìzhǐ shì Dài Jìě His address is No. 42 Dài Street.
      Sìshìèrhào.

6.* A: Ni shì Wèi Shāoxiāo ba?
   B: Shìde. You are Major Weiss, aren't you?
      Yes.

7.** A: Nà shì Guóbìn Dàfāndiàn ba?
   B: Shìde. That is the Ambassador Hotel, isn't it?
      Yes.

8. A: Ni péngyou xiànzài zài náli gōngzuò?
   B: Tā zài Táinán gōngzuò. Where does your friend work now?
      He works in Tainan.

9.* A: Ni zài náli gōngzuò?
   B: Wǒ zài Wūguānchù gōngzuò. Where do you work?
      I work at the defense attache's office.

10.* A: Ni zài yínháng gōngzuò?
    B: Wǒ zài yínháng gōngzuò. Where do you work?
       I work at a bank.
11.* A: NY pêngyou zài Tâibêî gôngzuô ma?
    B: Tâ bû zài Tâibêî gôngzuô; tâ zài Tâizhông gôngzuô.

Does your friend work in Taipei?
He doesn't work in Taipei; he works in Taichung.

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

12. lû
road

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

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba</td>
<td>(question marker expressing supposition of what answer will be)</td>
</tr>
<tr>
<td>dàfǎndiàn</td>
<td>hotel</td>
</tr>
<tr>
<td>-de</td>
<td>(possessive marker)</td>
</tr>
<tr>
<td>dìzhǐ</td>
<td>address</td>
</tr>
<tr>
<td>gōngzuò</td>
<td>to work</td>
</tr>
<tr>
<td>Guōbīn Dàfǎndiàn</td>
<td>Ambassador Hotel</td>
</tr>
<tr>
<td>-hǎo</td>
<td>number (in addresses)</td>
</tr>
<tr>
<td>jīā</td>
<td>home, house</td>
</tr>
<tr>
<td>jīē</td>
<td>street</td>
</tr>
<tr>
<td>lù</td>
<td>road</td>
</tr>
<tr>
<td>nǎ-</td>
<td>that</td>
</tr>
<tr>
<td>nāgē</td>
<td>that (one)</td>
</tr>
<tr>
<td>náli</td>
<td>where</td>
</tr>
<tr>
<td>nàli</td>
<td>there</td>
</tr>
<tr>
<td>péngyou</td>
<td>friend</td>
</tr>
<tr>
<td>shàoxiǎo</td>
<td>major (military title)</td>
</tr>
<tr>
<td>Shìde.</td>
<td>Yes, that's so.</td>
</tr>
<tr>
<td>Wǔguānchū</td>
<td>defense attache's office</td>
</tr>
<tr>
<td>yīnháng</td>
<td>bank</td>
</tr>
<tr>
<td>zài</td>
<td>to be in/at/on (prepositional verb)</td>
</tr>
<tr>
<td>zhē-</td>
<td>this</td>
</tr>
<tr>
<td>zhēge</td>
<td>this (one)</td>
</tr>
<tr>
<td>zhèli</td>
<td>here</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dìyī Dàfǎndiàn</td>
<td>First Hotel</td>
</tr>
<tr>
<td>Měiguō Guōjì Jiāoliǔ</td>
<td>U.S. International Communications Agency</td>
</tr>
<tr>
<td>Zōngshǔ</td>
<td>Bank of America</td>
</tr>
<tr>
<td>Měiguō Yīnháng</td>
<td>Bank of Taiwan</td>
</tr>
<tr>
<td>Tāiwān Yīnháng</td>
<td>post office</td>
</tr>
<tr>
<td>yōuzhèngjū</td>
<td></td>
</tr>
</tbody>
</table>

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REFERENCE NOTES

1. A: Nǐ zhù zài náli?  
   B: Wǒ zhù zài Guōbīn Dàfǎndiàn. 
   Where are you staying? 
   I'm staying at the Ambassador Hotel.

2. A: Nǐ zhù zài náli?  
   B: Wǒ zhù zài zhèlǐ. 
   Where are you staying? 
   I'm staying here. 
   A: Tā ne? 
   B: Tā zhù zài náli. 
   How about him? 
   He is staying there.

Notes on Nos. 1-2

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

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

Náli, náli, and zhèlǐ are common variants of nār, nār, and zhèr in non-Peking dialects of Standard Chinese. The forms with r are Peking dialect forms. Compare:

<table>
<thead>
<tr>
<th>Peking</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>nār?</td>
<td>náli?</td>
</tr>
<tr>
<td>nār</td>
<td>náli</td>
</tr>
<tr>
<td>zhèr</td>
<td>zhèlǐ</td>
</tr>
</tbody>
</table>

Notice the difference in tone between nār and náli. This is because -li has a basic Low tone, and the first of two adjoining Low-tone syllables changes to a Rising tone: nǎ + -lǐ = náli

3. A: Nǐ zhù zài náli?  
   B: Wǒ zhù zài pénghyou jiā. 
   Where are you staying? 
   I'm staying at a friend's house.

4. A: Nǐ pénghyou jiā zài náli?  
   B: Tā jiā zài Dālǐ Jiē. 
   Where is your friend's house? 
   His house is on Dālǐ Street.
Note on Nos. 3-4

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

5. A: Nǐ pénghoude dìzhī shí...? What's your friend's address?
   B: Tāde dìzhī shí Dàlǐ Jiē Síshíérhào. His address is No. 42 Dàlǐ Street.

Notes on No. 5

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

<table>
<thead>
<tr>
<th>nǐ</th>
<th>pénghou</th>
<th>-de</th>
<th>dìzhī</th>
</tr>
</thead>
<tbody>
<tr>
<td>(your)</td>
<td>friend</td>
<td>'s</td>
<td>address</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>wǒde</th>
<th>(my)</th>
</tr>
</thead>
<tbody>
<tr>
<td>nǐde</td>
<td>(your)</td>
</tr>
<tr>
<td>tāde</td>
<td>(his/her)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>short or simple</th>
<th>long or complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>nǐ jiā</td>
<td>Hú Měilíng -de lǎojiā</td>
</tr>
<tr>
<td>wǒ pénghou</td>
<td>nǐ pénghou -de dìzhī</td>
</tr>
<tr>
<td></td>
<td>Lǐ Xiānshēng pénghou -de tāitái</td>
</tr>
</tbody>
</table>
But these are not hard and fast rules. The use or omission of -de is not
determined solely by the number of syllables in a phrase or by the close-
ness between the possessor and the possessed, although both of these
considerations do play a big part in the decision.

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

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

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

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

6. A: Nǐ shì Wèi Shàoxiāo ba?  You are Major Weiss, aren't you?
   B: Shǐde.  Yes.

7. A: Nǐ shì Guòbīn Dàfǎndiàn
   ba?  That is the Ambassador Hotel,
   ba?  isn't it?
   B: Shǐde.  Yes.

Notes on Nos. 6-7

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

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

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

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

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Isn't that the Ambassador Hotel?
That is the Ambassador Hotel, isn't it?
That must be the Ambassador Hotel.

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

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

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

<table>
<thead>
<tr>
<th>Nà</th>
<th>shì Guǒbīn Dàfândiàn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(That)</td>
<td>is the Ambassador Hotel.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nà</th>
<th>-ge</th>
<th>shì Guǒbīn Dàfândiàn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(That)</td>
<td>one</td>
<td>is the Ambassador Hotel.)</td>
</tr>
</tbody>
</table>

However, the question form nà- (nèi-) is a bound word.

8. A: Nǐ péngyou xiànzāi zài nǎi gōngzuò?  
   B: Tā zài Tāinān gōngzuò.  
   Where does your friend work now?  
   He works in Tainan.

9. A: Nǐ zài nǎi gōngzuò?  
   B: Wǒ zài Wūguānchù gōngzuò.  
   Where do you work?  
   I work at the defense attache's office.

10. A: Nǐ zài nǎi gōngzuò?  
    B: Wǒ zài yínháng gōngzuò.  
    Where do you work?  
    I work at a bank.

11. A: Nǐ péngyou zài Táibēi gōngzuò ma?  
    B: Tā bù zài Táibēi gōngzuò; tā zài Tāizhōng gōngzuò.  
    Does your friend work in Taipei?  
    He doesn't work in Taipei; he works in Taichung.
Notes on Nos. 8-11

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

Zài...gòngzuò: Compare these two sentences:

<table>
<thead>
<tr>
<th>Tā</th>
<th>zài</th>
<th>Táinán.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(He is in Tainan.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td>zài</td>
<td>Táinán</td>
</tr>
<tr>
<td>(He in Tainan works.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

You have also seen zài used as a prepositional verb in the sentence

Nǐ zhù zài nǎlì? "Where do you live?"—literally, "You live at where?"

Notice that in this sentence the prepositional verb phrase zài nǎlì comes after the main verb zhù. In the sentence Nǐ zài nǎlì gòngzuò? the prepositional verb phrase zài nǎlì comes before the main verb gòngzuò. Many things, such as stress, contrast, and other objects in the sentence, can influence the order of the prepositional verb phrase and the main verb. In some cases, either order may be used, as in Nǐ zài nǎlì zhù? or Nǐ zhù zài nǎlì? In other cases, the word order is fixed, as in Nǐ zài nǎlì gòngzuò? For text examples, it will be pointed out whether or not the word order may be changed, and the reasons will be given.

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

<table>
<thead>
<tr>
<th>Tā</th>
<th>bù</th>
<th>gòngzuò.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā</td>
<td>zài Táibēì</td>
<td>gòngzuò.</td>
</tr>
<tr>
<td>Tā</td>
<td>bù zài Táibēì</td>
<td>gòngzuò.</td>
</tr>
</tbody>
</table>
BIO, Unit 2

DRILLS

A. Response Drill

1. **Speaker:** Lý Xiānshēng zhù zài náli? (cue) Guǎnbīn Dàfàndiàn (Where is Mr. Lý staying?)
   **You:** Tā zhù zài Guǎnbīn Dàfàndiàn. (He is staying at the Ambassador Hotel.)

2. Gāo Xiānshēng zhù zài náli? (cue) Yuánshān Dàfàndiàn
   **You:** Tā zhù zài Yuánshān Dàfàndiàn.

3. Yāng Xiānshēng zhù zài náli? (cue) Dìyī Dàfàndiàn
   **You:** Tā zhù zài Dìyī Dàfàndiàn.

4. Tāng Xiānshēng zhù zài náli? zhèlǐ
   **You:** Tā zhù zài zhèlǐ.

5. Sīmǎ Xiānshēng zhù zài náli? péngyou jiā
   **You:** Tā zhù zài péngyou jiā.

6. Lǚ Xiānshēng zhù zài náli? náli
   **You:** Tā zhù zài náli.

7. Wáng Xiānshēng zhù zài náli? (cue) Dìyī Dàfàndiàn
   **You:** Tā zhù zài Dìyī Dàfàndiàn.

B. Response Drill

1. **Speaker:** Tā péngyou jiā zài náli? (cue) Bōài Lù (Where is his/her friend's house?)
   **You:** Tā jiā zài Bōài Lù. (His/her house is on Bōài Road.)

2. Lý Xiānshēng jiā zài náli? Dūnhuà Lù
   **You:** Tā jiā zài Dūnhuà Lù.

3. Wáng Xiānshēng jiā zài náli? Nóngān Jiě
   **You:** Tā jiā zài Nóngān Jiě.

4. Hé Xiānshēng jiā zài náli? Dàlǐ Jiě
   **You:** Tā jiā zài Dàlǐ Jiě.

5. Bāo Xiānshēng jiā zài náli? Nánjīng Lù
   **You:** Tā jiā zài Nánjīng Lù.

6. Mǎ Xiānshēng jiā zài náli? Zhōngshān Lù
   **You:** Tā jiā zài Zhōngshān Lù.
7. Lin Xiānshēng jiā zài nǎlǐ?  
   Zhèjiāng Jiē.  
   Tā jiā zài Zhèjiāng Jiē.

C. Response Drill

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

1. Speaker: Nǐ péngyoude dìzhǐ shì...?  
   (cue) 42hào  
   (What is your friend's address?)
   You: Tāde dìzhǐ shì Dàlǐ Jiē  
       Sīshìhào.  
       (His/her address is No. 42  
        Dàlǐ Street.)

2. Nǐ péngyoude dìzhǐ shì...?  
   40hào
   Tāde dìzhǐ shì Dàlǐ Jiē Sīshìhào.

3. Nǐ péngyoude dìzhǐ shì...?  
   95hào
   Tāde dìzhǐ shì Dàlǐ Jiē Jiūshīwūhào.

4. Nǐ péngyoude dìzhǐ shì...?  
   26hào
   Tāde dìzhǐ shì Dàlǐ Jiē Ēshílǐhào.

5. Nǐ péngyoude dìzhǐ shì...?  
   77hào
   Tāde dìzhǐ shì Dàlǐ Jiē Qīshíqīhào.

6. Nǐ péngyoude dìzhǐ shì...?  
   66hào
   Tāde dìzhǐ shì Dàlǐ Jiē Líshíbāhào.

7. Nǐ péngyoude dìzhǐ shì...?  
   44hào
   Tāde dìzhǐ shì Dàlǐ Jiē Sīshìsìhào.

D. Response Drill

Give the appropriate Táiwān street addresses according to the cues.

1. Speaker: Nǐ péngyoude dìzhǐ shì...?  
   (cue) Dálǐ Jiē 42hào  
   (What is your friend's address?)
   You: Tāde dìzhǐ shì Dálǐ Jiē  
       Sīshìhào.  
       (His/her address is No. 42  
        Dálǐ Street.)

2. Nǐ péngyoude dìzhǐ shì...?  
   Bāi Lù 94hào
   Tāde dìzhǐ shì Bāi Lù Jiǔshìsìhào.
3. 你 感激 他们 送给 你…… 他们 送给你 住在 临江路 55号。
4. 你 感激 他们 送给 你…… 你 住在 木兰街 75号。
5. 你 感激 他们 送给 你…… 你 住在 大力街 52号。
6. 你 感激 他们 送给 你…… 他们 送给你 住在 临江路 55号。
7. 你 感激 他们 送给 你…… 他们 送给你 住在 北里路 93号。

E. Transformation Drill

1. Speaker: 我 太太 女士 住在 大力街 附近 街道。 他/她 的 住址 是 号 42 大力街。

2. 欢迎 太太 女士 住在 北里路 附近 街道。
3. 李 太太 女士 住在 临江路 附近 街道。
4. 刘 太太 女士 住在 木兰街 附近 街道。
5. 巴 太太 女士 住在 大力街 附近 街道。
6. 吴 太太 女士 住在 北里路 附近 街道。
7. 林 太太 女士 住在 临江路 附近 街道。
F. Transformation Drill

Change each ma question to a ba question.

1. **Speaker:** Nǐn shì Wèi Shàoxiào ma?  
   **(Are you Major Weiss?)**  
   **You:** Nǐn shì Wèi Shàoxiào ba?  
   **(You are Major Weiss, aren't you?)**

2. Tā shì Zhāng Shàoxiào ma?  
   Tā shì Zhāng Shàoxiào ba?

3. Nǐn shì Huáng Xiǎojíě ma?  
   Nǐn shì Huáng Xiǎojíě ba?

4. Nà shì Guóbīn Dàfǎndiàn ma?  
   Nà shì Guóbīn Dàfǎndiàn ba?

5. Zhè shì Dìyī Dàfǎndiàn ma?  
   Zhè shì Dìyī Dàfǎndiàn ba?

6. Nàwèi shì Wáng Tàitái ma?  
   Nàwèi shì Wáng Tàitái ba?

7. Nà shì Yuánshān Dàfǎndiàn ma?  
   Nà shì Yuánshān Dàfǎndiàn ba?

G. Response Drill

1. **Speaker:** Tā zài nǎlǐ gōngzuò?  
   **(cue) Táibēi**  
   **(Where does he/she work?)**  
   **You:** Tā zài Táibēi gōngzuò.  
   **(He/she works in Taipei.)**

2. Tā zài nǎlǐ gōngzuò?  
   Táinán  
   Tā zài Táinán gōngzuò.

3. Tā zài nǎlǐ gōngzuò?  
   Táizhōng  
   Tā zài Táizhōng gōngzuò.

4. Tā zài nǎlǐ gōngzuò?  
   Gāoxióng  
   Tā zài Gāoxióng gōngzuò.

5. Tā zài nǎlǐ gōngzuò?  
   Jílónɡ  
   Tā zài Jílónɡ gōngzuò.

6. Tā zài nǎlǐ gōngzuò?  
   Táibēi  
   Tā zài Táibēi gōngzuò.

7. Tā zài nǎlǐ gōngzuò?  
   Táizhōng  
   Tā zài Táizhōng gōngzuò.
310, Unit 2

H. Response Drill

1. Speaker: Tā zài yóuzhèngjū gōngzuò ma? (Does he/she work at the post office?)
   You: Dúì le, tā zài yóuzhèngjū gōngzuò. (Yes, he/she works at the post office.)

2. Tā zài Wūguānchū gōngzuò ma?
   Dúì le, tā zài Wūguānchū gōngzuò.

3. Tā zài yíngháng gōngzuò ma?
   Dúì le, tā zài yíngháng gōngzuò.

4. Tā zài Mèiguó Yíngháng gōngzuò ma?
   Dúì le, tā zài Mèiguó Yíngháng gōngzuò.

5. Tā zài Tàiwān Yíngháng gōngzuò ma?
   Dúì le, tā zài Tàiwān Yíngháng gōngzuò.

6. Tā zài Wūguānchū gōngzuò ma?
   Dúì le, tā zài Wūguānchū gōngzuò.

7. Tā zài yóuzhèngjū gōngzuò ma?
   Dúì le, tā zài yóuzhèngjū gōngzuò.

I. Transformation Drill

Add xiànzài, "now," to each statement.

1. Speaker: Zhōu Xiānshèng zài Táibēi gōngzuò. (Mr. Zhōu works in Taipei.)
   You: Zhōu Xiānshèng xiànzài zài Táibēi gōngzuò. (Mr. Zhōu is working in Taipei now.)

2. Zhāng Xiānshèng zài Táizhōng gōngzuò.
   Zhāng Xiānshèng xiànzài zài Táizhōng gōngzuò.

3. Hú Xiǎojié zài Táinán gōngzuò.
   Hú Xiǎojié xiànzài zài Táinán gōngzuò.

   Mǎ Xiǎojié xiànzài zài Gāoxióng gōngzuò.

5. Zhào Xiānshèng zài Jīlóng gōngzuò.
   Zhào Xiānshèng xiànzài zài Jīlóng gōngzuò.

6. Chén Xiānshèng zài Táibēi gōngzuò.
   Chén Xiānshèng xiànzài zài Táibēi gōngzuò.

7. Jiāng Xiǎojié zài Gāoxióng gōngzuò.
   Jiāng Xiǎojié xiànzài zài Gāoxióng gōngzuò.

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J. Transformation Drill

Make each statement negative by changing  sarài to bú sarài.

1. **Speaker**: Hú Tóngzhī sarài Běijīng gōngzuò. (Comrade Hú works in Běijīng.)
   **You**: Hú Tóngzhī bú sarài Běijīng gōngzuò. (Comrade Hú doesn’t work in Běijīng.)

2. Lǐ Tóngzhī sarài Nánjīng gōngzuò.
   Lǐ Tóngzhī bú sarài Nánjīng gōngzuò.

3. Tā sarài Qīngdāo gōngzuò.
   Tā bú sarài Qīngdāo gōngzuò.

4. Lín Tóngzhī sarài Guǎngzhōu gōngzuò.
   Lín Tóngzhī bú sarài Guǎngzhōu gōngzuò.

5. Zhào Tóngzhī sarài Shānghǎi gōngzuò.
   Zhào Tóngzhī bú sarài Shānghǎi gōngzuò.

6. Chén Tóngzhī sarài Qīngdāo gōngzuò.
   Chén Tóngzhī bú sarài Qīngdāo gōngzuò.

   Huáng Tóngzhī bú sarài Běijīng gōngzuò.

K. Response Drill

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

1. **Speaker**: Hú Xiǎojiě sarài Táiběi gōngzuò ma? (cue) Táinán (Does Miss Hú work in Taipei?)
   **You**: Tā bú sarài Táiběi gōngzuò; tā sarài Táinán gōngzuò. (She doesn’t work in Taipei; she works in Tainan.)

2. Lǐ Tàitái sarài Táizhōng gōngzuò ma? Jīlóng
   Tā bú sarài Táizhōng gōngzuò; tā sarài Jīlóng gōngzuò.

3. Mǎ Xiànshēng sarài zhělǐ gōngzuò ma? Gāoxiōng
   Tā bú sarài zhělǐ gōngzuò; tā sarài Gāoxiōng gōngzuò.

4. Tā sarài Wūguānchù gōngzuò ma? Měiguó Yīnháng
   Tā bú sarài Wūguānchù gōngzuò; tā sarài Měiguó Yīnháng gōngzuò.

5. Tā sarài yóuzhèngjū gōngzuò ma? Táiwān Yīnháng
   Tā bú sarài yóuzhèngjū gōngzuò; tā sarài Táiwān Yīnháng gōngzuò.
6. Lín Xiānshèng zài nǎlí gōngzuò ma? zhèlǐ  
   Tài bù zài nǎlí gōngzuò; tā zài zhèlǐ gōngzuò.

7. Liú Xiǎojìě zài Táiběi gōngzuò ma? Táizhōng  
   Tài bù zài Táiběi gōngzuò; tā zài Táizhōng gōngzuò.

1. **Response Drill**

   Give an affirmative or negative response according to each cue.

   1. **Speaker:** Tā zài Táiběi gōngzuò ma?  
      (Does he/she work in Taipei?)
      (cue) Táiběi  
      **You:** Duì le, tā zài Táiběi gōngzuò.  
      (Yes, he/she works in Taipei.)
      OR Tā zài Táiběi gōngzuò ma?  
      (Does he/she work in Taipei?)
      (cue) Táinán  
      **Tài bù zài Táiběi gōngzuò; tā zài Táinán gōngzuò.**  
      (He/she doesn't work in Taipei; he/she works in Tainan.)
   
   2. Tā zài Táizhōng gōngzuò ma? Jílóng  
      **Tài bù zài Táizhōng gōngzuò; tā zài Jílóng gōngzuò.**
   
   3. Tā zài zhèlǐ gōngzuò ma? zhèlǐ  
      **Duì le, tā zài zhèlǐ gōngzuò.**
   
   4. Tā zài yuèzhèngjū gōngzuò ma? Táiwān Yínháng  
      **Tài bù zài yuèzhèngjū gōngzuò; tā zài Táiwān Yínháng gōngzuò.**
   
   5. Tā zài Wūguānchù gōngzuò ma? zhèlǐ  
      **Tài bù zài Wūguānchù gōngzuò; tā zài zhèlǐ gōngzuò.**
   
   6. Tā zài Měiguó Yínháng gōngzuò ma? Měiguó Yínháng  
      **Duì le, tā zài Měiguó Yínháng gōngzuò.**
UNIT 3

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

(in Taipei)

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

2. B: Liú Xiānshēng yǒu Méiguó péngyou ma?
   A: Tā méiyīu Méiguó péngyou.
   He doesn't have any American friends.
   A: Tā yǒu Yīngguó péngyou.
   OR He has an English friend.

3. A: Nǐmen yǒu jīge háizi?
   B: Wǒmen yǒu sānge háizi.
   How many children do you have?
   We have three children.

4. A: Nǐmen yǒu jīge nánhái, jīge nǚhái?
   B: Wǒmen yǒu liǎngge nánhái, yīge nǚhái.
   How many boys and how many girls do you have?
   We have two boys and one girl.

5. B: Shì nánhái, shì nǚhái?
   A: Tāmen dōu shì nǚhái.
   Are they boys or girls?
   All of them are girls.

6. B: Hú Xiānshēng, Hú Tàitái ne?
   Tāmen yǒu jīge háizi?
   How about Mr. and Mrs. Hú? How many children do they have?
   They have two children.
   A: Tāmen yǒu liǎngge háizi.
   B: Shì nánhái, shì nǚhái?
   A: Dōu shì nǚhái.
   Are they boys or girls?
   Both of them are girls.

7. A: Nǐmen háizi dōu zài zhēlǐ ma?
   B: Bù, liǎngge zài zhēlǐ, yīge hái zài Méiguó.
   Are all your children here?
   No. Two are here, and one is still in America.

8. A: Nǐ jiălí yǒu shēnmē rén?
   B: Yǒu wǒ tàitái gèn sānge háizi.
   What people are (there) in your family?
   There's my wife and three children.

9. B: Nǐ jiălí yǒu shēnmē rén?
   A: Jiù yǒu wǒ fùqīn, nǚqīn.
   What people are (there) in your family?
   Just my father and mother.
ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

10. zhǐ  only
11. dìdì  younger brother
12. gēge  older brother
13. jiějie  older sister
14. mèimei  younger sister
15. xiōngài  brothers
16. jiěmèi  sisters
17. xiōngdì jiěmèi  brothers and sisters
18. fùmǔ  parents
19. zūfù  paternal grandfather
20. zūmǔ  paternal grandmother
21. wàizūfù  maternal grandfather
22. wàizūmǔ  maternal grandmother
23. bāba  papa, dad, father
24. māma  momma, mom, mother
<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bàba</td>
<td>papa, dad, father</td>
</tr>
<tr>
<td>dìdì</td>
<td>younger brother</td>
</tr>
<tr>
<td>dōu</td>
<td>all, both</td>
</tr>
<tr>
<td>fùmǔ</td>
<td>parents</td>
</tr>
<tr>
<td>fūqìn</td>
<td>father</td>
</tr>
<tr>
<td>gēge</td>
<td>older brother</td>
</tr>
<tr>
<td>gēn</td>
<td>and</td>
</tr>
<tr>
<td>hǎi</td>
<td>still, yet</td>
</tr>
<tr>
<td>hǎizi</td>
<td>children, child</td>
</tr>
<tr>
<td>jǐ-</td>
<td>how many</td>
</tr>
<tr>
<td>jiǎlǐ</td>
<td>family</td>
</tr>
<tr>
<td>jiējie</td>
<td>older sister</td>
</tr>
<tr>
<td>jiēmèi</td>
<td>sisters</td>
</tr>
<tr>
<td>jīge</td>
<td>how many</td>
</tr>
<tr>
<td>jǐù</td>
<td>only, just</td>
</tr>
<tr>
<td>liǎng-</td>
<td>two</td>
</tr>
<tr>
<td>māma</td>
<td>momma, mom, mother</td>
</tr>
<tr>
<td>méi</td>
<td>not, not to have</td>
</tr>
<tr>
<td>méimei</td>
<td>younger sister</td>
</tr>
<tr>
<td>méiyōu</td>
<td>not to have, there is not (plural suffix)</td>
</tr>
<tr>
<td>-men</td>
<td></td>
</tr>
<tr>
<td>mǔqìn</td>
<td>mother</td>
</tr>
<tr>
<td>nán-</td>
<td>male</td>
</tr>
<tr>
<td>nánháiizi</td>
<td>boy</td>
</tr>
<tr>
<td>nǚmen</td>
<td>you (plural)</td>
</tr>
<tr>
<td>nǚ-</td>
<td>female</td>
</tr>
<tr>
<td>nǚháiizi</td>
<td>girl</td>
</tr>
<tr>
<td>tāmen</td>
<td>they, them</td>
</tr>
<tr>
<td>wàizǐfū</td>
<td>maternal grandfather</td>
</tr>
<tr>
<td>wàizǐmǔ</td>
<td>maternal grandmother</td>
</tr>
<tr>
<td>wǒmen</td>
<td>we, us</td>
</tr>
<tr>
<td>xiōngdì</td>
<td>brothers</td>
</tr>
<tr>
<td>xiōngdì jǐmèi</td>
<td>brothers and sisters</td>
</tr>
<tr>
<td>yǒu</td>
<td>to have, there is</td>
</tr>
<tr>
<td>zhǐ</td>
<td>only</td>
</tr>
<tr>
<td>zūfù</td>
<td>paternal grandfather</td>
</tr>
<tr>
<td>zǔmǔ</td>
<td>paternal grandmother</td>
</tr>
</tbody>
</table>

(introduced in Communication Game)

yǐng le (I've) won

130
REFERENCE NOTES

1. A: Nǐmen yǒu háizi ma? Do you have any children?
   B: Ōu, wǒmen yǒu. Yes, we have.

Notes on No. 1

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

<table>
<thead>
<tr>
<th>singular</th>
<th></th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>wǒ</td>
<td>(I)</td>
<td>wǒmen</td>
</tr>
<tr>
<td>nǐ</td>
<td>(you)</td>
<td>nǐmen</td>
</tr>
<tr>
<td>tā</td>
<td>(he/she)</td>
<td>tāmen</td>
</tr>
</tbody>
</table>

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

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

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

*A few nouns referring to people may be made explicitly plural by adding -men: háizimen can only be "children."
Note on No. 2

Méiyòu: All the verbs discussed so far form the negative with bù, with the single exception of yòu, "to have," which has the irregular negative form méiyòu.

3. A: Nǐmen yǒu jīge háizi? How many children do you have?  
   B: Wòmen yòu sānge háizi. We have three children.

4. A: Nǐmen yǒu jīge nánháizi,  
       jīge nǔháizi? How many boys and how many girls do you have?  
   B: Wòmen yòu liǎngge nánháizi,  
       yīge nǔháizi. We have two boys and one girl.

Notes on Nos. 3-4

In Peking speech, jiā, "how many," is usually used only when the number expected in an answer is about 10 or less. In many other parts of China, speakers use jī- no matter how large a number is expected in the answer.

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

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

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

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

Here are the numbers 1 through 10 with the counter -ge:  
   yīge, liǎngge, sānge, sīge, wūge, liùge, qīge, bāge, jiǔge, shíge

The number 2 has a special form before a counter: liǎng-. Notice that the words for 1, 7, and 8 have Rising tones before -ge, because -ge is basically a Falling-tone syllable. (See also Unit 5, notes on No. 9 and No. 10.)
Nán-, nǚ-: The bound words nán-, "male," and nǚ-, "female," are often used in compounds; for example, nánpénghyou, "boyfriend," and nútóngzhī, "(woman) Comrade."

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

5. B: Shi nánháizi, shì nüháizi? Are they boys or girls?  
A: Tāmén dōu shì nüháizi. All of them are girls.

6. B: Hú Xiānshēng, Hú Tàitái ne? How about Mr. and Mrs. Hú? How many children do they have?  
A: Tāmén yǒu jǐge háiži? They have two children.  
B: Shi nánháizi, shì nüháizi? Are they boys or girls?  
A: Dōu shì nüháizi. Both of them are girls.

7. A: Nǐmen háiži dōu zài zhèlǐ ma? Are all your children here?  
B: Bù, liàngge zài zhèlǐ, yíge hái zài Méiguó. No. Two are here, and one is still in America.

Notes on Nos. 5-7

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

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

8. A: Nǐ jiālǐ yǒu shènhme rèn? What people are (there) in your family?  
B: Yǒu wǒ tàitái gèn sāngé háiži. There's my wife and three children.

9. B: Nǐ jiālǐ yǒu shěnjīn rèn? What people are (there) in your family?  
A: Jiǔ yǒu wǒ fùqīn, mǔqīn. Just my father and mother.
Notes on Nos. 8-9

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

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

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

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

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

Wǒ bù xīng Lǐ, yě bù xīng Lǚ. Wǒ xīng Lǚ.
(I'm not surnamed Lǐ, and I'm not surnamed Lǚ. I'm surnamed Lǚ.)

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

NOT PARALLEL

<table>
<thead>
<tr>
<th>Yǒu</th>
<th>wǒ tāitai (possessor) (noun)</th>
<th>gēn</th>
<th>sānge háizi (number) (noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(There's my wife and three children.)</td>
</tr>
</tbody>
</table>

PARALLEL

<table>
<thead>
<tr>
<th>Yǒu</th>
<th>liǎngge nánhái (number) (noun)</th>
<th>yīge nǚhái (number) (noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(There are two boys and one girl.)</td>
</tr>
</tbody>
</table>

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

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

*Jiù has several other meanings, which will be presented to you as you continue through this course.
BIC, Unit 3

Notes on Additional Required Vocabulary

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

<table>
<thead>
<tr>
<th>Older</th>
<th>Younger</th>
</tr>
</thead>
<tbody>
<tr>
<td>(brother)</td>
<td>gēge</td>
</tr>
<tr>
<td>(sister)</td>
<td>jījīe</td>
</tr>
<tr>
<td>(brothers)</td>
<td>xiōngdì</td>
</tr>
<tr>
<td>(sisters)</td>
<td>jiēměi</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Father's side</th>
<th>Mother's side</th>
</tr>
</thead>
<tbody>
<tr>
<td>(grandfather)</td>
<td>zūfù</td>
</tr>
<tr>
<td>(grandmother)</td>
<td>zūmǔ</td>
</tr>
</tbody>
</table>

The syllable wài in wàizūfù and wàizūmǔ literally means "outer" or "outside."

135
DRILLS

A. Response Drill

Give affirmative answers, using 你.

1. Speaker: Tā yǒu Měiguó péngyou ma? (Does he/she have any American friends?)
   You: 你, tā yǒu Měiguó péngyou. (Yes, he/she has some American friends.)

2. Tā yǒu Zhōngguó péngyou ma? (Does he/she have Chinese friends?)
   You, tā yǒu Zhōngguó péngyou. (Yes, he/she has Chinese friends.)

3. Tā yǒu Dēguó péngyou ma? (Does he/she have German friends?)
   You, tā yǒu Dēguó péngyou. (Yes, he/she has German friends.)

4. Tā yǒu Rìběn péngyou ma? (Does he/she have Japanese friends?)
   You, tā yǒu Rìběn péngyou. (Yes, he/she has Japanese friends.)

5. Tā yǒu Jiānádà péngyou ma? (Does he/she have Canadian friends?)
   You, tā yǒu Jiānádà péngyou. (Yes, he/she has Canadian friends.)

6. Tā yǒu Èguó péngyou ma? (Does he/she have Russian friends?)
   You, tā yǒu Èguó péngyou. (Yes, he/she has Russian friends.)

7. Tā yǒu Yīngguó péngyou ma? (Does he/she have English friends?)
   You, tā yǒu Yīngguó péngyou. (Yes, he/she has English friends.)

B. Response Drill

Give affirmative answers, using 你.

1. Speaker: Tā yǒu gēge ma? (Does he/she have an older brother?)
   You: 你, tā yǒu gēge. (Yes, he/she has an older brother.)

2. Tā yǒu jiějie ma?
   You, tā yǒu jiějie.

3. Tā yǒu dīdī ma?
   You, tā yǒu dīdī.
C. Response Drill

Give negative answers, using méiyou.

1. **Speaker**: Zhāng Xiāngshēng yǒu jīējie ma? (Does Mr. Zhāng have an older sister?)
   **You**: Méiyou, Zhāng Xiāngshēng méiyou jīējie. (No, Mr. Zhāng doesn't have an older sister.)

2. Wāng Xiāngshēng yǒu nǚháiizi ma?
   **You**: Méiyou, Wāng Xiāngshēng méiyou nǚháiizi.

3. Lín Xiāngshēng yǒu měimei ma?
   **You**: Méiyou, Lín Xiāngshēng méiyou měimei.

4. Tā tàitài yǒu gēge ma?
   **You**: Méiyou, tā tàitài méiyou gēge.

5. Huáng Xiǎojiě yǒu dìdì ma?
   **You**: Méiyou, Huáng Xiǎojiě méiyou dìdì.

6. Mā Xiāngshēng Mā Tàitài yǒu háiizi ma?
   **You**: Méiyou, Mā Xiāngshēng Mā Tàitài méiyou háiizi.

7. Yáng Tàitài yǒu nàngháiizi ma?
   **You**: Méiyou, Yáng Tàitài méiyou nàngháiizi.

D. Response Drill

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

1. **Speaker**: Nǐ yǒu dìdì ma? (Do you have a younger brother?)
   **You**: Yǒu, wǒ yǒu dìdì. (Yes, I have a younger brother.)

   OR
   **Speaker**: Nǐ yǒu dìdì ma? (Do you have a younger brother?)
   **You**: Méiyou, wǒ méiyou dìdì. (No, I don't have a younger brother.)
E. Transformation Drill

Change each ma question to a jǐ question.

1. **Speaker**: Tāmen yǒu hǎizí ma? (Do they have children?)
   **You**: Tāmen yǒu jǐge häizi? (How many children do they have?)

2. Wǎng Xiānshēng yǒu jiējiē ma?
   Wǎng Xiānshēng yǒu jǐge jiējiē?

3. Tāmen yǒu nánhǎizí ma?
   Tāmen yǒu jǐge nánhǎizí?

4. Nǐmen yǒu nǔhǎizí ma?
   Nǐmen yǒu jǐge nǔhǎizí?

5. Fāng Xiǎojiē yǒu gēge ma?
   Fāng Xiǎojiē yǒu jǐge gēge?

6. Zhào Tàitái yǒu dìdì ma?
   Zhào Tàitái yǒu jǐge dìdì?

7. Tā yǒu Zhōngguó pèngyou ma?
   Tā yǒu jǐge Zhōngguó pèngyou?

F. Response Drill

Respond to the questions according to the cues.

1. **Speaker**: Zhāng Tóngzhī yǒu jǐge häizi? (cue) 2
   **You**: Zhāng Tóngzhī yǒu liǎngge häizi.
   (Comrade Zhāng has two children.)

2. Zhào Tóngzhī yǒu jǐge nǔhǎizí?
   Zhào Tóngzhī yǒu yīge nǔhǎizí.
3. Chén Tóngzhī yǒu jīge nánháizi?  3
   Chén Tóngzhī yǒu sānge nánháizi.

4. Jiāng Tóngzhī yǒu jīge Měiguó pèngyou?  5
   Jiāng Tóngzhī yǒu wǔge Měiguó pèngyou.

5. Fāng Tóngzhī yǒu jīge mèimei?  1
   Fāng Tóngzhī yǒu yīge mèimei.

6. Wáng Xiānshēng yǒu jīge Zhōngguó pèngyou?  2
   Wáng Xiānshēng yǒu liǎngge Zhōngguó pèngyou.

7. Tā yǒu jīge gēge?  3
   Tā yǒu sānge gēge.

G. Expansion Drill

Add the cues to the questions.

1. Speaker: Tā yǒu jīge nánháizi?  
   (cues) nánháizi
   (How many sons does he/she have?)
   You: Tā yǒu jīge nánháizi, jīge nánháizi?  
   (How many sons and how many daughters does he/she have?)

2. Huáng Xiānshēng yǒu jīge Měiguó pèngyou?  Fāguō pèngyou
   Huáng Xiānshēng yǒu jīge Měiguó pèngyou, jīge Fāguō pèngyou?

3. Lǐ Tàitài yǒu jīge gēge?  dìdì
   Lǐ Tàitài yǒu jīge gēge, jīge dìdì?

4. Sūn Xiǎojiē yǒu jīge jījiējìe?  mèimei
   Sūn Xiǎojiē yǒu jīge jījiējìe, jīge mèimei?

5. Tāmen yǒu jīge Yīngguó pèngyou?  Dēguō pèngyou
   Tāmen yǒu jīge Yīngguó pèngyou, jīge Dēguō pèngyou?

6. Sòng Xiānshēng yǒu jīge nánháizi?  nánháizi
   Sòng Xiānshēng yǒu jīge nánháizi, jīge nánháizi?

7. Tā yǒu jīge gēge?  jījiējìe
   Tā yǒu jīge gēge, jīge jījiējìe?
H. Response Drill

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

1. Speaker: Tā yǒu jīge nánháizi, jīge nūbháizi? (cue) 2
   You: Tā jiù yǒu liǎngge nánháizi, méiyou nūbháizi. (He/she has only two sons, no daughters.)
   (How many sons and how many daughters does he/she have?)

2. Lǐ Xiānshēng yǒu jīge gēge, jīge jiējie? 1
   Tā jiù yǒu yīge gēge, méiyou jiējie.

3. Zhāng Xiǎojiē yǒu jīge jiējie, jīge měimei? 2
   Tā jiù yǒu liǎngge jiējie, méiyou měimei.

4. Zhōu Tàitái yǒu jīge gēge, jīge dǐdǐ? 1
   Tā jiù yǒu yīge gēge, méiyou dǐdǐ.

5. Hú Xiānshēng yǒu jīge dǐdǐ, jīge měimei? 2
   Tā jiù yǒu liǎngge dǐdǐ, méiyou měimei.

6. Tā yǒu jīge Fāguó péngyou, jīge Dèguó péngyou? 2
   Tā jiù yǒu liǎngge Fāguó péngyou, méiyou Dèguó péngyou.

7. Tāmen yǒu jīge nánháizi, jīge nūbháizi? 1
   Tāmen jiù yǒu yīge nánháizi, méiyou nūbháizi.

I. Response Drill

1. Speaker: Tā yǒu jīge nánháizi, jīge nūbháizi? (cue) 2, 3
   You: Tā yǒu liǎngge nánháizi, sānge nūbháizi. (He/she has two sons and three daughters.)
   (How many sons and how many daughters does he/she have?)

2. Zhōu Tóngzhī yǒu jīge gēge, jīge dǐdǐ? 1, 2
   Zhōu Tóngzhī yǒu yīge gēge, liǎngge dǐdǐ.

3. Zhāng Tóngzhī yǒu jīge jiējie, jīge měimei? 3, 1
   Zhāng Tóngzhī yǒu sānge jiējie, yīge měimei.

4. Tāmen yǒu jīge Zhōngguó péngyou, jīge Rìběn péngyou? 5, 1
   Tāmen yǒu wǔge Zhōngguó péngyou, yīge Rìběn péngyou.
5. Chén Tóngzhī yǒu yīge Yíngguò péngyou, yīge Déguo péngyou? 3, 2
Chén Tóngzhī yǒu sāngé Yíngguò péngyou, liǎngge Déguo péngyou.

6. Liú Tóngzhī yǒu yīge nánháizi, yīge nǚháizi? 2, 2
Liú Tóngzhī yǒu liǎngge nánháizi, liǎngge nǚháizi.

7. Tā yǒu yīge jiējie, yīge gēge? 1, 3
Tā yǒu yīge jiējie, sāngé gēge.

J. Response Drill

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

1. Speaker: Qǐngwén, tāmén yǒu yīge háizi? (They have two children.)
   (cue) 2
   (May I ask, how many children do they have?)
   Shi nánháizi, shì nǚháizi? (Are they boys or girls?)
   Dōu shì nánháizi. (Both of them are boys.)

2. Qǐngwén, tā yǒu yīge xiōngdi? 3
   Shi gēge, shì dìdì?
   Dōu shì gēge.

3. Qǐngwén, tā yǒu yīge jiěmei? 2
   Shi jiējie, shì měimei?
   Dōu shì jiējie.

4. Qǐngwén, tā yǒu yīge Zhōngguó péngyou? 4
   Shi nánpéngyou, shì nǚpéngyou?
   Dōu shì nánpéngyou.

5. Qǐngwén, tā yǒu yīge Mǎiguó péngyou? 2
   Shi nánpéngyou, shì nǚpéngyou?
   Dōu shì nánpéngyou.

6. Qǐngwén, tā yǒu yīge háizi? 3
   Shi nánháizi, shì nǚháizi?
   Dōu shì nánháizi.

7. Qǐngwén, tāmén yǒu yīge háizi? 5
   Shi nánháizi, shì nǚháizi?
   Dōu shì nánháizi.

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K. **Substitution Drill**

1. **Speaker:** Qīngwèn, nǐmen jiāli yǒu shénme rèn? (cue) tāmen
   
   **You:** Qīngwèn, tāmen jiāli yǒu shénme rèn?

2. Qīngwèn, tāmen jiāli yǒu shénme rèn? Fāng Xiānshēng

3. Qīngwèn, Fāng Xiānshēng jiāli yǒu shénme rèn? Zhāng Xiǎojiě

4. Qīngwèn, Zhāng Xiǎojiě jiāli yǒu shénme rèn? Lǐ Mínglí

5. Qīngwèn, Lǐ Mínglí jiāli yǒu shénme rèn? nǐ gēge

6. Qīngwèn, nǐ gēge jiāli yǒu shénme rèn? nǐ péngyou

7. Qīngwèn, nǐ péngyou jiāli yǒu shénme rèn?

L. **Expansion Drill**

Add the cue and gēn to each sentence.

1. **Speaker:** Tā yǒu yīge háizi. (cue) tāitai
   
   (He/she has one child.)

   **You:** Yǒu tā tāitai gēn yīge háizi. (There's his wife and one child.)

2. Hū Xiānshēng yǒu yīge měimei. múqín

3. Lǐ Xiǎojiě yǒu liángge dìdì. jiējie

4. Lǐu Xiānshēng yǒu yīge nǚháizi. múqín

5. Lǐn Tāitai yǒu sānge nánháizi. xiānshēng

6. Tā yǒu yīge jiējie. fūqín

7. Wàng Xiānshēng yǒu sīge háizi. tāitai

**You:** Yǒu tā tāitai gēn sīge háizi.
M. **Response Drill**

1. **Speaker**: Tāmen háizi dōu zài zhěli ma?  
   (Are all of their children here?)  
   **You**: Bù, yīge zài zhěli, yīge hái zài Méiguó.  
   (No, one is here, and one is still in America.)

2. Tā gēge, jiējie dōu zài zhěli ma?  
   Jiāzhōu  
   **You**: Bù, yīge zài zhěli, yīge hái zài Jiāzhōu.

3. Tā Méiguó pēngyou dōu zài zhěli ma?  
   Táizhōng  
   **You**: Bù, yīge zài zhěli, yīge hái zài Táizhōng.

4. Tā dìdi, mèimei dōu zài Zhōngguó ma?  
   Dēzhōu  
   **You**: Bù, yīge zài Zhōngguó, yīge hái zài Dēzhōu.

5. Wàng Xiānshēngde háizi dōu zài Dēzhōu ma?  
   Jiāzhōu  
   **You**: Bù, yīge zài Dēzhōu, yīge hái zài Jiāzhōu.

6. Nèi liǎngwěi Xiānshēng dōu zài Shǎnghǎi ma?  
   Qīngdǎo  
   **You**: Bù, yīge zài Shǎnghǎi, yīge hái zài Qīngdǎo.

7. Tāmen háizi dōu zài Xiānggǎng ma?  
   Méiguó  
   **You**: Bù, yīge zài Xiānggǎng, yīge hái zài Méiguó.
UNIT 4

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

(in Běijīng)

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

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

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

4. A: Tā shénme shèihòu lái?  
   B: Tā míngtiān lái.  
   When is she coming?  
   She is coming tomorrow.

5. A: Nǐ pèngyǒu shénme shèihòu dào?  
   B: Tā yǐjīng dào le.  
   When is your friend arriving?  
   He has already arrived.

6. A: Tā shí shénme shèihòu dàode?  
   B: Tā shí zuòtiān dàode.  
   When did she arrive?  
   She arrived yesterday.

7. A: Nǐ shí yīge rén láide ma?  
   B: Bú shí, wǒ bù shí yīge rén láide.  
   Did you come alone?  
   No, I didn't come alone.

8. A: Nǐ shèihòu zǒu?  
   B: Wǒ jīntiān zǒu.  
   When are you leaving?  
   I'm leaving today.

9. A: Nǐ nèitiān zǒu?  
   B: Wǒ jīntiān zǒu.  
   What day are you leaving?  
   I'm leaving today.

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

10. hòutiān  
    the day after tomorrow

11. qián tiān  
    the day before yesterday

12. tiān tiān  
    every day
13. érzi  son
14. nǚér  daughter

VOCABULARY

dào  to arrive
érzi  son
hǒutiān (hǒutian)  the day after tomorrow
jīntiān (jīntian)  today
lái  to come
le (combined le: new-situation and completion marker)
míngtiān (míngtian)  tomorrow
nǎitiān  what day
nǚér  daughter
qiàntiān (qiàntian)  the day before yesterday
shénme shíhou  when
shí...de  (focus construction)
-tiān  day
tiāntiān  every day
yíge rèn  singly, alone
yǐjīng (yǐjing)  already
zǒu  to leave
zuòtiān (zuòtian)  yesterday

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

jiēhūn  to get married, to be married
méi jiēhūn  not to be married

(introduced in Communication Game)

kěshì  but
xiǎng  to think, to think that
REFERENCE NOTES

1. A: 你太太來嗎?  Is your wife coming?
B: 她來。 She is coming.

Notes on No. 1

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

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

2. A: 你太太來了嗎?  Has your wife come?
B: 來了, 她來了。 Yes, she has come.

Notes on No. 2

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

"Completion" and "new situation" are not tenses but aspects. Aspect is a way of talking about events or activities in relation to time. While tenses categorize action in terms of features such as completedness and change. Aspect markers are very different from tense markers because the same aspect may be used in past, present, and future contexts. We may speak of an action that will be completed as of a future time, for example, or of a situation that was new as of a past time. English communicates these ideas to a certain extent through the use of many different tenses for the verb (future perfect, simple past, etc.). Chinese does this through the use of aspect markers and time words. The verbs themselves do not change form.
Le is used in exchange 2 to indicate two aspects—completion and new situation. (It is, however, often used to indicate only one aspect.) Here, it indicates that the person has come, meaning that the action is completed, and that the person is now here, a changed situation. When the marker le refers to both these aspects, we call it "combined le." Combined le can be thought of as a telescoping of the completion le followed by a new-situation le: le le becomes le. In the next two units, you will see the marker le used to indicate each of these aspects separately.

3. A: NY ëiren yě lái le ma? Has your wife come too?
   B: Tā hái méi lái. She hasn’t come yet.

Notes on No. 3

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>lái</th>
<th>(is coming)</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>bù</td>
<td>lái</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>le</th>
<th>(has come [now])</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>hái</td>
<td>méi(you)</td>
</tr>
</tbody>
</table>

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

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

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

Méiyou, "not have," is used to negate the aspect of completion; that is, to say that a certain event did not take place. Méiyou may be shortened to méi. Here are three possible negative answers to the question Tā lái le ma? "Has he come?"
Tā hái méiyou lái. (He hasn't come yet.)
Tā hái méi lái. (He hasn't come yet.)
Hái méiyou. (Not yet.)

4. A: Tā shénme shíhou lái? When is she coming?
B: Tā míngtiān lái. She is coming tomorrow.

5. A: Nǐ péngyou shénme shíhou dào? When is your friend arriving?
   B: Tā yǐjīng dào le. He has already arrived.

Note on Nos. 4-5

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

<table>
<thead>
<tr>
<th>Tā</th>
<th>shénme shíhou</th>
<th>lái?</th>
<th>(When is she coming?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā</td>
<td>míngtiān</td>
<td>lái.</td>
<td>(She is coming tomorrow.)</td>
</tr>
<tr>
<td>Tā</td>
<td>yě</td>
<td>lái le.</td>
<td>(She has come too.)</td>
</tr>
</tbody>
</table>

6. A: Tā shì shénme shíhou dàode? When did she arrive?
   B: Tā shì zuòtiān dàode. She arrived yesterday.

7. A: Wǒ shì yīge rén láide ma? Did you come alone?
   B: Bú shì, wǒ bù shì yīge rén láide. No, I didn't come alone.

Notes on Nos. 6-7

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

*On occasion, a speaker may omit the shì (which is why it is written in parentheses in these notes).
The aspect marker le or its negative méi(you) is used when the center of interest is whether or not an action took place. For example, if you do not know whether Mr. Sun came or not, you would ask

Tā láile méiyou? Did he come?

and you would be answered either

Tā láile. He came.
or

Tā méi lái. He didn't come.

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

The purpose of the (shi)...de construction, on the other hand, is to focus on additional information about a completed action; that is, the construction is used when the center of interest is NOT whether or not a certain action took place. For example, once it has been established that Mr. Sun did in fact come, the (shi)...de construction will probably be used for any additional questions and answers about his coming. For example:

Tā shì shènme shíhou láide? When did he come?

Tā shì zuòtiān láide. He came yesterday.

Tā yìge rén láide ma? Did he come alone?

Tā shì yìge rén láide. He came alone.

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

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

Tā shì zuòtiān láide ma? Was it yesterday that he came?

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

Tā lái le ma? Has he come?

Lái le. Yes, he has.

Tā shì zuòtiān láide ma? Did he come YESTERDAY?

Shì, tā shì zuòtiān láide. Yes, YESTERDAY.
The marker de coming after the verb indicates completion. When the marker de is not used in the sentence, that sentence no longer describes a completed event. The marker shi by itself emphasizes something about the action. Compare these sentences:

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

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

The negative form of the {shi)...de construction is bù shi...de. Compare this with the negatives you have already learned:

<table>
<thead>
<tr>
<th>Tā</th>
<th>shi</th>
<th>zuòtiān</th>
<th>lái</th>
<th>-de.</th>
<th>(It was YESTERDAY that he came.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā bù shi zuòtiān lái</td>
<td>-de.</td>
<td>(It wasn't YESTERDAY that he came.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td></td>
<td>lái</td>
<td>le.</td>
<td>(He has come.)</td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td></td>
<td>hái</td>
<td>méi lái.</td>
<td>(He hasn't come.)</td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td>(mìngtiān)</td>
<td>lái</td>
<td></td>
<td>(He is coming [tomorrow].)</td>
<td></td>
</tr>
<tr>
<td>Tā</td>
<td>(mìngtiān) bù lái</td>
<td></td>
<td></td>
<td>(He isn't coming [tomorrow].)</td>
<td></td>
</tr>
</tbody>
</table>

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

Nǐ shì yīge rén láide ma? Did you come alone?
Shì, wǒ shì yīge rén láide. Yes, I came alone.
Bù shì, wǒ bù shì yīge rén láide. No, I didn't come alone.

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

A: Tā zuòtiān méi lái ma? Didn't he COME yesterday?
B: Tā zuòtiān lái le. He DID COME yesterday.
Literally, yíge rén means "one person." When the expression is used to describe how someone does something, translate it as "alone."

8. A: Wǒ shénme shíhou zǒu?  
   B: Wǒ jīntiān zǒu.  
   When are you leaving?  
   I'm leaving today.

9. A: Wǒ nèitiān zǒu?  
   B: Wǒ jīntiān zǒu.  
   What day are you leaving?  
   I'm leaving today.

Note on Nos. 8-9

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

<table>
<thead>
<tr>
<th>nèitiān?</th>
<th>(what day?/which day?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>qiántiān</td>
<td>(day before yesterday)</td>
</tr>
<tr>
<td>zuótiān</td>
<td>(yesterday)</td>
</tr>
<tr>
<td>jīntiān</td>
<td>(today)</td>
</tr>
<tr>
<td>míngtiān</td>
<td>(tomorrow)</td>
</tr>
<tr>
<td>hōutiān</td>
<td>(day after tomorrow)</td>
</tr>
</tbody>
</table>

Some speakers say the -tiān in these words in the Neutral tone: qiántiān, zuótiān, jīntiān, míngtiān, hōutiān.
DRILLS

A. Transformation Drill

1. **Speaker:** 你 愛人 來 了 嗎？  
   (Is your spouse coming?)  
   **You:** 你 愛人 來 了 嗎？  
   (Has your spouse come?)

2. 你 叔叔 來 了 嗎？

3. 你 朋友 來 了 嗎？

4. 你 哥哥 來 了 嗎？

5. 你 姐姐 來 了 嗎？

6. 你 妹妹 來 了 嗎？

7. 你 弟弟 來 了 嗎？

B. Transformation Drill

1. **Speaker:** 他 來 了 嗎？  
   (Has he/she come?)  
   **You:** 他 已經 來 了 嗎？  
   (Has he/she already come?)

2. 毛 主席 到 了 嗎？

3. 列 主席 趕 了 嗎？

4. 馬 主席 趕 了 嗎？

5. 鄭 重 起 了 嗎？

6. 胡 主席 到 了 嗎？

7. 孫 主席 趕 了 嗎？
C. Response Drill

1. **Speaker:** Tā lái le ma?  
   (Has he/she come?)

   You: Tā hái méi lái.  
   (He/she hasn’t come yet.)

2. Wáng Tóngzhī zǒu le ma?

   Tā hái méi zǒu.

3. Lǐ Tóngzhī dào le ma?

   Tā hái méi dào.

4. Hé Tóngzhī lái le ma?

   Tā hái méi lái.

5. Zhào Tóngzhī lái le ma?

   Tā hái méi lái.

6. Liú Tóngzhī zǒu le ma?

   Tā hái méi zǒu.

7. Sūn Tóngzhī lái le ma?

   Tā lái le, tā yǐjǐng zǒu le.
   (Yes, he/she has already left.)

   Tā àiren yě yǐjǐng zǒu le.  
   (His/her spouse has already left too.)

D. Response Drill

1. **Speaker:** Tā zǒu le ma?  
   (Has he/she left?)

   Tā àiren ne?  
   (And his/her spouse?)

   You: Lái le, tā yǐjǐng lái le.  
   (Tā àiren yě yǐjǐng lái le.  
   (And his/her spouse has already left too.)

   Tā àiren yě yǐjǐng dáo le.  
   (Tā dào le, tā yǐjǐng dào le.)

4. Lǐ Tóngzhī zǒu le ma?

   Tā gēge ne?

   Zǒu le, tā yǐjǐng zǒu le.  
   (Tā gēge yě yǐjǐng zǒu le.)

5. Wáng Tóngzhī lái le ma?

   Tā àiren ne?

   Lái le, tā yǐjǐng lái le.  
   (Tā àiren yě yǐjǐng lái le.)

6. Zhào Xiānshēng dào le ma?

   Tā dìdì ne?

   Dào le, tā yǐjǐng dào le.  
   (Tā dìdì yě yǐjǐng dào le.)

7. Zhāng Tóngzhī zǒu le ma?

   Chén Tóngzhī ne?

   Zǒu le, tā yǐjǐng zǒu le.  
   (Chén Tóngzhī yě yǐjǐng zǒu le.)
E. Response Drill

1. **Speaker:** Tā lái le ma? (Has he/she come?)
   Tā èiren ne? (And his/her spouse?)
   **You:** Tā hái méi lái. (He/she hasn't come yet.)
   Tā èiren yě hái méi lái. (His/her spouse hasn't come yet either.)

2. Tā zǒu le ma?
   Tā èiren ne?
   **You:** Tā hái méi zǒu.
   Tā èiren yě hái méi zǒu.

3. Tā dào le ma?
   Tā èiren ne?
   **You:** Tā hái méi dào.
   Tā èiren yě hái méi dào.

4. Fāng Nǔshì lái le ma?
   Tā dìdì ne?
   **You:** Fāng Nǔshì hái méi lái.
   Tā dìdì yě hái méi lái.

5. Lǐ Xiānshèng dào le ma?
   Tā fūmǔ ne?
   **You:** Lǐ Xiānshèng hái méi dào.
   Tā fūmǔ yě hái méi dào.

6. Chén Tóngzhī zǒu le ma?
   Jiāng Tóngzhī ne?
   **You:** Chén Tóngzhī hái méi zǒu.
   Jiāng Tóngzhī yě hái méi zǒu.

7. Tā mùqin dào le ma?
   Tā jìējìe ne?
   **You:** Tā mùqin hái méi dào.
   Tā jìējìe yě hái méi dào.

F. Response Drill

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

1. **Speaker:** Tā zǒu le ma? (Has he/she left?)
   Tā èiren ne? (And his/her spouse?)
   **You:** Tā yǐjǐng zǒu le. (He/she has already left.)
   Tā èiren hái méi zǒu. (His/her spouse hasn't left yet.)

2. Tā lái le ma?
   Tā èiren ne?
   **You:** Tā yǐjǐng lái le.
   Tā èiren hái méi lái.

3. Tā dào le ma?
   Tā èiren ne?
   **You:** Tā yǐjǐng dào le.
   Tā èiren hái méi dào.
4. 王先生走oire吗？
    他妈妈呢？
4. 王先生已经走ore了。
    他妈妈还没有走。

5. 田同志lái了吗？
    他妹妹呢？
5. 田同志已经lái了。
    他妹妹还没有lái。

6. 毛主席dào了吗？
    他妹妹呢？
6. 毛主席已经dào了。
    他妹妹还没有dào。

7. 王女士zǒu了吗？
    他妈妈呢？
7. 王女士已经zǒu了。
    他妈妈还没有zǒu。

C. Response Drill

1. Speaker: 他lái了吗？
   (Has he/she come?)
   他岳母呢？
   (And his/her spouse?)
   You: 他还没lái。
   (He/she hasn't come yet.)
   他岳母已经lái了。
   (His/her spouse has already come.)

2. 他zǒu了吗？
    他岳母呢？
    他hái没zǒu。
    他岳母已经zǒu了。

3. 他dào了吗？
    他岳母呢？
    他hái没dào。
    他岳母已经dào了。

4. 陈同志lái了吗？
    他妹妹呢？
4. 陈同志hái没lái。
    他妹妹已经lái了。

5. 张先生lái了吗？
    他妹妹呢？
5. 张先生hái没lái。
    他妹妹已经lái了。

6. 他mǔ亲dào了吗？
    他妹妹呢？
6. 他mǔ亲hái没dào。
    他妹妹已经dào了。

7. 王女士zǒu了吗？
    他妹妹呢？
7. 王女士hái没zǒu。
    他妹妹已经zǒu了。
H. Response Drill

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

1. Speaker: Tā zǒu le ma? (cue) zuòtiān (Has he/she left?) Tā àiren ne? (cue) zuòtiān (And his/her spouse?) You: Tā yǐjīng zǒu le. (His/her spouse has already left.) Tā àiren yě yǐjīng zǒu le. (His/her spouse has already left too.)


I. Response Drill

1. Speaker: Tā shénme shǐhou lái? (cue) mǐngtiān (When is he/she coming?) You: Tā mǐngtiān lái. (He/she is coming tomorrow)

2. Lǐ Xiànshēng shénme shǐhou zǒu? jǐntiān Tā jǐntiān zǒu.


5. Zēng Xiānshèng shénme shíhou lái?  hòutiān
   Tā hòutiān lái.
6. Wàng Xiǎojiā shénme shíhou dào?  jīntiān
   Tā jīntiān dào.
7. Tā shénme shíhou zǒu?  hòutiān
   Tā hòutiān zǒu.

J. Transformation Drill
   For each item, ask "which day...."
1. Speaker: Tā lái.  
   (He/she is coming.)
   You: Tā nèitiān lái?  
   (Which day is he/she coming?)
2. Wàng Xiānshèng zǒu.
   Wàng Xiānshèng nèitiān zǒu?
3. Lǐ Tàitái dào.
   Lǐ Tàitái nèitiān dào?
4. Hú Tàitái zǒu.
   Hú Tàitái nèitiān zǒu?
5. Zhāng Xiānshèng dào.
   Zhāng Xiānshèng nèitiān dào?
6. Huáng Tàitái lái.
   Huáng Tàitái nèitiān lái?
7. Tā zǒu.
   Tā nèitiān zǒu?

K. Transformation Drill
1. Speaker: Tā shénme shíhou lái?  
   (When is he/she coming?)
   You: Tā shì shénme shíhou láide?  
   (When did he/she come?)
2. Wàng Xiānshèng shénme shíhou dào?
   Wàng Xiānshèng shì shénme shíhou dàode?
3. Lǐ Tàitái shénme shíhou zǒu?
   Lǐ Tàitái shì shénme shíhou zǒude?
4. Hú Xiānshèng shénme shíhou lái?
   Hú Xiānshèng shì shénme shíhou láide?
5. Huáng Tàitái shénme shíhou dào?
   Huáng Tàitái shì shénme shíhou dàode?
6. Lín Tàitai shènme shìhou zǒu? Lín Tàitai shì shènme shìhou zǒude?
7. Tā shènme shìhou lái? Tā shì shènme shìhou láide?

L. Transformation Drill

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

1. Speaker: Tā lái. (cue) míngtiān (He/she is coming.)
   You: Tā míngtiān lái. (He/she is coming tomorrow.)
   OR Tā lái le. (cue) zuòtiān (He/she came.)
   You: Tā shì zuòtiān láide. (He/she came yesterday.)

2. Wáng Tàitai zǒu. jìntiān Wáng Tàitai jìntiān zǒu.

3. Huáng Tàitai zǒu le. qiántiān Huáng Tàitai shì qíántiān zǒude.

4. Lǐ Xiānshēng lái. hòutiān Lǐ Xiānshēng hòutiān lái.

5. Lín Xiānshēng lái le. zuòtiān Lín Xiānshēng shì zuòtiān láide.

6. Mā Xiǎojiě dào le. qiántiān Mā Xiǎojiě shì qíántiān dàoce.

M. Response Drill

Give affirmative responses to the questions.

1. Speaker: Tā shì zuòtiān láide ma? (Did he/she come yesterday?)
   You: Shìde. Tā shì zuòtiān láide. (Yes. He/she came yesterday.)


N. Response Drill

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

1. Speaker: Tā shì zuòtiān láide ma? (Did he/she come yesterday?)
   You: Bù. Tā bù shì zuòtiān láide. (No. He/she didn't come yesterday.)

2. Jiāng Xiānshēng shì jīntiān dàode ma?
   Bù. Jiāng Xiānshēng bù shì jīntiān dàode.

3. Zhāng Tōngzhī shì qiāntiān zōude ma?
   Bù. Zhāng Tōngzhī bù shì qiāntiān zǒude.

4. Tāmen shì zuòtiān láide ma?
   Bù. Tāmen bù shì zuòtiān láide.

5. Tāmen hái zì shì qiāntiān dàode ma?
   Bù. Tāmen hái zì bù shì qiāntiān dàode.

6. Hé Tōngzhī shì jīntiān zōude ma?
   Bù. Hé Tōngzhī bù shì jīntiān zǒude.

7. Tā àiren shì zuòtiān láide ma?
   Bù. Tā àiren bù shì zuòtiān láide.

O. Response Drill

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

1. Speaker: Tā shì zuòtiān láide ma? (cue) affirmative (Did he/she come yesterday?)
   You: Shìde. Tā shì zuòtiān láide. (Yes. He/she came yesterday.)
   OR Tā shì zuòtiān láide ma? (cue) negative (Did he/she come yesterday?)
   Bù. Tā bù shì zuòtiān láide. (No. He/she didn't come yesterday.)

2. Wáng Tōngzhī shì qiāntiān dàode ma? neg.
   Bù. Wáng Tōngzhī bù shì qiāntiān dàode.
3. Tā gēge shì jīntiān láide ma? neg.  
Bù. Tā gēge bù shì jīntiān láide.

4. Lǐ xiānshēng shì jīntiān zǒude ma? neg.  
Bù. Lǐ Xiānshēng bù shì jīntiān zǒude.

Shìde. Zhào Fùrēn shì zuòtiān dàode.

Bù. Tāmen hǎizi bù shì qiántiān zǒude.

7. Sūn Nǚshī shì zuòtiān dàode ma? neg.  
Bù. Sūn Nǚshī bù shì zuòtiān dàode.

Celebrating the birthday of Māzǔ  
(courtesy of Thomas Madden)
UNIT 5

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

(in Bēijīng)

1. A: Āndēsēn Fūrēn, nǐ shì zài nàr shēngde?
   B: Wǒ shì zài Dězhōu shēngde.
   Mrs. Anderson, where were you born?
   I was born in Texas.

2. A: Nǐmen shì Xīngqīsì dàōde ma?
   B: Bú shì, wǒmen shì Xīngqīwǔ dàōde.
   Did you arrive on Thursday?
   No, we arrived on Friday.

3. A: Nǐmen xīngqījī zōu?
   B: Wǒmen Xīngqītiān zōu.
   What day of the week are you leaving?
   We are leaving on Sunday.

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

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

6. A: Nǐ shì jīhào shēngde?
   B: Wǒ shì Sīhào shēngde.
   What day of the month were you born?
   I was born on the fourth.

7. A: Nǐ duō dà le?
   B: Wǒ ěrshíshì le.
   How old are you?
   I'm 24.

8. A: Nǐ duō dà le?
   B: Wǒ sānshíwǔ le.
   How old are you?
   I'm 35.

9. A: Nǐmen nūnhái zi jīsuī le?
   B: Tā bàsuī le.
   How old is your girl?
   She's eight years old.

10. A: Nǐmen nānhái zi dōu jīsuī le?
    B: Yīge jīsuī le, yīge liúsūn le.
    How old are your boys?
    One is nine, and one is six.

*This exchange occurs on the C-1 tape only.
**This exchange occurs on the P-1 tape only.
### ADDITIONAL REQUIRED VOCABULARY

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Chinese Character</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>hōunián (hounian)</td>
<td>the year after next</td>
</tr>
<tr>
<td>12</td>
<td>jīnnián (jinnian)</td>
<td>this year</td>
</tr>
<tr>
<td>13</td>
<td>míngnián (mingnian)</td>
<td>next year</td>
</tr>
<tr>
<td>14</td>
<td>niánnián (niannian)</td>
<td>every year</td>
</tr>
<tr>
<td>15</td>
<td>qiánnián (qiannian)</td>
<td>the year before last</td>
</tr>
<tr>
<td>16</td>
<td>qūnián (qunian)</td>
<td>last year</td>
</tr>
</tbody>
</table>
VOCABULARY

duō dà  how old
hōumian (hōumian) the year after next
jīhào  what day of the month
jīnnián (jīnnián) this year
jīsuf  how old
jīyùè  what month
míngnián (míngnián) next year
nǐnián  which year
niǎnnián (niǎnnián) every year
qiánnián (qiánnián) the year before last
qūnián (qūnián) last year
shēng  to be born
-suf year (of age)
Xīngqījī  what day of the week
Xīngqītiān
Xīngqīyī (Xīngqīèr, Sunday
Xīngqīsān, Xīngqīsì, Monday (Tuesday,
Xīngqīwǔ, Xīngqīliù) Wednesday, Thursday,

(introduced on C-2, F-2, and drill tapes)
shăngge yùè last month
xiàge yùè next month
zhēige yùè this month
REFERENCE NOTES

1. A: Āndēsēn Fūrēn, nǐ shì zài nàr shēngde?  Mrs. Anderson, where were you born?
   B: Wǒ shì zài Dēzhōu shēngde.  I was born in Texas.

Note on No. 1

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

<table>
<thead>
<tr>
<th>Wǒ</th>
<th>shì</th>
<th>zài Mēiguó</th>
<th>shēng</th>
<th>-de.</th>
<th>(I was born in America.)</th>
<th>WHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>shì</td>
<td>zǔōtiān</td>
<td>dào</td>
<td>-de.</td>
<td>(I arrived yesterday.)</td>
<td>WHEN</td>
</tr>
<tr>
<td>Wǒ</td>
<td>shì</td>
<td>yīge rén</td>
<td>lái</td>
<td>-de.</td>
<td>(I came alone.)</td>
<td>HOW</td>
</tr>
</tbody>
</table>

2. A: Nǐmen shì Xīngqīyī dàōde ma?  Did you arrive on Thursday?
   B: Bú shì, wǒmen shì Xīngqīwù dàōde.  No, we arrived on Friday.

3. A: Nǐmen Xīngqījī yǒu?  What day of the week are you leaving?
   B: Wǒmen Xīngqītiān yǒu  We are leaving on Sunday.

Notes on Nos. 2–3

Days of the week:

<table>
<thead>
<tr>
<th>Xīngqīyī</th>
<th>(what day of the week?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xīngqīyī</td>
<td>(Monday)</td>
</tr>
<tr>
<td>Xīngqīèr</td>
<td>(Tuesday)</td>
</tr>
<tr>
<td>Xīngqīsān</td>
<td>(Wednesday)</td>
</tr>
<tr>
<td>Xīngqīsī</td>
<td>(Thursday)</td>
</tr>
<tr>
<td>Xīngqīwù</td>
<td>(Friday)</td>
</tr>
<tr>
<td>Xīngqīlǐlǐ</td>
<td>(Saturday)</td>
</tr>
<tr>
<td>Xīngqītiān</td>
<td>(Sunday)</td>
</tr>
</tbody>
</table>

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BIO, Unit 5

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

4. A: Nǐ shì nǐnián shèngde? What year were you born?
   B: Wǒ shì Yǐjiùsānjiùnián I was born in 1939. shèngde.

Notes on No. 4

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

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

5. A: Nǐ shì jǐyuè shèngde? What month were you born?
   B: Wǒ shì Qǐyuè shèngde. I was born in July.

Notes on No. 5

Months:

<table>
<thead>
<tr>
<th>jǐyuè?</th>
<th>(what month?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yǐyuè</td>
<td>(January)</td>
</tr>
<tr>
<td>Èryuè</td>
<td>(February)</td>
</tr>
<tr>
<td>Sānyuè</td>
<td>(March)</td>
</tr>
<tr>
<td>Shìyuè</td>
<td>(April)</td>
</tr>
<tr>
<td>Wùyuè</td>
<td>(May)</td>
</tr>
<tr>
<td>Liùyuè</td>
<td>(June)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qǐyuè</th>
<th>(July)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bàiyuè</td>
<td>(August)</td>
</tr>
<tr>
<td>Jiùyuè</td>
<td>(September)</td>
</tr>
<tr>
<td>Shìyuè</td>
<td>(October)</td>
</tr>
<tr>
<td>Shìyìyuè</td>
<td>(November)</td>
</tr>
<tr>
<td>Shìèryuè</td>
<td>(December)</td>
</tr>
</tbody>
</table>
Since the names of the months are formed with numbers, 端, "how many," is the appropriate question word to use for "what month." 端 is used in Beijing to ask for a number expected to be around 10 or 11.

Notice the tones on the words for 1, 7, and 8, which most Peking speakers pronounce as Rising before Falling-tone words such as 九. The syllable -yì- in the word for "November," however, is usually pronounced with the High tone: Shíyìyuè. (See the notes on No. 10 for a summary of tone changes.)

6. A: Wǒ shì Jiǔhào shěngde? What day of the month were you born?
   B: Wǒ shì Sìhào shěngde. I was born on the fourth.

Notes on No. 6

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

In asking about days of the month, 端, "how many," is used, even though the question may be answered by a number as high as 31.

The month and day of the month may be given together. For example,

Wǒ shì Bāyuè Jiǔhào shěngde. I was born on August 9.

7. A: Wǒ duó dà le? How old are you?
   B: Wǒ èrshíshì le. I'm 24.

8. A: Wǒ duó dà le? How old are you?
   B: Wǒ sānshíwǔ le. I'm 35.
Notes on Nos. 7-8

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

The marker le which ends these sentences calls attention to the fact that something is true now that was not true before.* Le has only this new-situation meaning in these sentences. It has no meaning of completion, since, in fact, there is no completed event.

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

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

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

9. A: Nǐmen nǔháizi jiùsuǐ le? How old is your girl?
   B: Tā bāsuǐ le. She's eight years old.

Notes on No. 9

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

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

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

*Ages may also be asked and given without using the new-situation le.
10. A: Nǐmen nánhái zi dōu jǐ suǒ le? How old are your boys?
    B: Yī ge jǐ suǒ le, yī ge liù suǒ le. One is nine, and one is six.

Notes on No. 10

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

Yī, qī, bā: In the spoken language of Peking, the basic high tones of yī, qī, and bā usually change to rising tones before falling-tone words (such as -hǎo, yuè, and -suǒ). This change is most common when the complete number given has only one digit. When there are two or more digits, the qī and bā of numbers ending in 7 and 8 are more likely to have rising tones than the yī of numbers ending in 1 (which is usually in the high tone). Compare:

Shí qī hào the 17th
Shí yī yuè November

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

Remember that, in the digit-by-digit form of giving the year, the numbers 1, 7, and 8 keep their basic high tones: Yī jǐ bā lì yī nǚ, 1986

Note on Additional Required Vocabulary

<table>
<thead>
<tr>
<th>DAYS</th>
<th>qíntiān</th>
<th>zuòtiān</th>
<th>jǐntiān</th>
<th>míngtiān</th>
<th>hōutíān</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEARS</td>
<td>qìnnián</td>
<td>qùnnián</td>
<td>jǐnnián</td>
<td>míngnián</td>
<td>hōunián</td>
</tr>
</tbody>
</table>

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

A. Response Drill

1. Speaker: Qīngwèn, tā shì zài nǎr shēngde? (May I ask, where was he/she born?)
   (cue) Dēzhōu
   (He/she was born in Texas.)

2. Qīngwèn, nǐ àiren shì zài nǎr shēngde? Jiāzhōu
   (May I ask, where was your spouse born?)
   (He/she was born in California.)

3. Qīngwèn, tā àiren shì zài nǎr shēngde? Shānghǎi
   (May I ask, where was his/her spouse born?)
   (He/she was born in Shānghǎi.)

4. Qīngwèn, nǐ háizi shì zài nǎr shēngde? Sīchuān
   (May I ask, where was your child born?)
   (He/she was born in Sīchuān.)

5. Qīngwèn, nǐmen nǐhái zhì shì zài nǎr shēngde? Běijīng
   (May I ask, where was your daughter born?)
   (She was born in Běijīng.)

6. Qīngwèn, nǐmen nánzhī zhì shì zài nǎr shēngde? Mǎzhōu
   (May I ask, where was your son born?)
   (He was born in Massachussetts.)

7. Qīngwèn, Zēng Xiānshēng shì zài nǎr shēngde? Nǐ Yūē
   (May I ask, where was Mr. Zēng born?)
   (He was born in New York.)

B. Substitution Drill

1. Speaker: Qīngwèn, nǐ shěmé shànhòu zǒu? (May I ask, when are you leaving?)
   (cue) nèitiān
   (May I ask, what day are you leaving?)

   You: Qīngwèn, nǐ nèitiān zǒu? (He/she was born in Texas.)
2. Qǐngwèn, nǐ nèitiān zǒu? jǐyǔè
3. Qǐngwèn, nǐ jǐyǔè zǒu? jǐhào
4. Qǐngwèn, nǐ jǐhào zǒu? nèinián
5. Qǐngwèn, nǐ nèinián zǒu? jǐyǔè jǐhào
6. Qǐngwèn, nǐ jǐyǔè jǐhào zǒu? xīngqǐjī
7. Qǐngwèn, nǐ xīngqǐjī zǒu?

C. Substitution Drill
1. Speaker: Wǒmen Xīngqǐjī zǒu. (cue) Xīngqǐèr (We are leaving on Monday.)
   You: Wǒmen Xīngqǐér zǒu.
2. Wǒmen Xīngqǐèr zǒu. Xīngqǐsān
3. Wǒmen Xīngqǐsān zǒu. Xīngqǐsì
4. Wǒmen Xīngqǐsì zǒu. xīngqǐjī
5. Wǒmen xīngqǐjī zǒu? Xīngqǐwǔ
6. Wǒmen Xīngqǐwǔ zǒu. Xīngqǐtīān
7. Wǒmen Xīngqǐtīān zǒu. Xīngqǐlìù
8. Wǒmen Xīngqǐlìù zǒu.
D. Response Drill

1. **Speaker:** Nǐ háizi shì nǐninián shēngde?  
   (cue) 1971  
   (What year was your child born?)
   **You:** Tā shì Yǐjiǔqīnínian shēngde.  
   (He/she was born in 1971.)

2. Lǐ Xiānshēng shì nǐninián shēngde?  
   1944
   **You:** Tā shì Yǐjiūsìnínian shēngde.

3. Nǐ dìdì shì nǐninián shēngde?  
   1940
   **You:** Tā shì Yǐjiūsìlíngnínian shēngde.

4. Nèige háizi shì nǐninián shēngde?  
   1967
   **You:** Tā shì Yǐjiǔlìqīnínian shēngde.

5. Zhēige nánháizi shì nǐninián shēngde?  
   1968
   **You:** Tā shì Yǐjiǔlìbānínian shēngde.

6. Nèige rén shì nǐninián shēngde?  
   1927
   **You:** Tā shì Yǐjiǔèqīnínian shēngde.

7. Tā shì nǐninián shēngde?  
   1933
   **You:** Tā shì Yǐjiūsānsānnínnian shēngde.

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E. Response Drill

1. **Speaker:** Tā shì jǐyuè shēngde?  
   (cue) Èryuè  
   (What month was he/she born?)
   **You:** Tā shì Èryuè shēngde.  
   (He/she was born in February.)

2. Tā àiren shì jǐyuè shēngde?  
   Wǔyuè
   **You:** Tā shì Wǔyuè shēngde.

3. Zhāng Tōngzhì shì jǐyuè shēngde?  
   Sìyuè
   **You:** Tā shì Sìyuè shēngde.

4. Wáng Tōngzhī shì jǐyuè shēngde?  
   Shìyuè
   **You:** Tā shì Shìyuè shēngde.

5. Mǐ àiren shì jǐyuè shēngde?  
   Bāyuè
   **You:** Tā shì Bāyuè shēngde.

6. Mǐ gēge shì jǐyuè shēngde?  
   Shǐyùè
   **You:** Tā shì Shǐyùè shēngde.
7. Tā mèimei shi jǐyǔè shèngde?
   Liùyǔè

Tā shì Liùyǔè shèngde.

F. Expansion Drill

1. Speaker: Tā shì Yǐyǔè shèngde.
   (cue) yīhào
   (He/she was born in January.)
   You: Tā shì Yǐyǔè yīhào shèngde.

2. Tā shì Yǐyǔè shèngde.
   shíyīhào
   Tā shì Yǐyǔè shíyīhào shèngde.

3. Tā shì Yǐyǔè shèngde.
   èrshíhào
   Tā shì Yǐyǔè èrshíhào shèngde.

4. Tā shì Yǐyǔè shèngde.
   qīhào
   Tā shì Yǐyǔè qīhào shèngde.

5. Tā shì Yǐyǔè shèngde.
   shíhào
   Tā shì Yǐyǔè shíhào shèngde.

6. Tā shì Yǐyǔè shèngde.
   èrshībāhào
   Tā shì Yǐyǔè èrshībāhào shèngde.

7. Tā shì Yǐyǔè shèngde.
   shíhào
   Tā shì Yǐyǔè shíhào shèngde.

G. Response Drill

1. Speaker: Nǐmen nǚháizi jǐsuī le?
   (cue) 5
   (How old is your daughter?)
   You: Tā wǔsuī le.
   (She is five.)

2. Nǐmen nǚháizi jǐsuī le? 11
   Tā shíyīsuī le.

3. Nǐ Tāitai nǚháizi jǐsuī le? 13
   Tā shíbānsuī le.

4. Tā mèimei jǐsuī le? 7
   Tā qīsuī le.

5. Nǐ nǚháizi jǐsuī le? 6
   Tā liǔsuī le.
6. Ni nühaizi ji suf le? 4  Ta si suf le.
7. Nêige nânhaizi ji suf le? 8  Ta básuf le.

H. Response Drill
1. Speaker: Ta duó dà le? (cue) 35  You: Ta sânswhwâ le. (He/she is 35.)
   (How old is he/she?)
2. Ni gêge duó dà le? 44  Ta sîshisâ le.
4. Ta jiâjhe duó dà le? 47  Ta sîshiqî le.
5. Ni mêimei duó dà le? 32  Ta sânsheier le.
6. Ta shiren duó dà le? 28  Ta êrshiba le.

I. Response Drill
1. Speaker: Min múqin duó dâ suíshe le? (cue) 65  You: Ta liûshiwusuf le. (She is 65.)
   (How old is your mother?)
2. Min fùqin duó dâ suíshe le? 67  Ta liûshiqisuf le.
3. Ta jiâjhe duó dâ suíshe le? 46  Ta sîshiliusuf le.
4. Ta gêge duó dâ suíshe le? 44  Ta sîshisîsfu le.
5. Zhâng Xiânshêng duó dâ suíshe le? 72  Ta qîshièrsuf le.
7. Wáng Tàitái měimei duó dà suǐshuǐ le?  58  Tā wūshìbàsuǒ le.

J. Substitution Drill

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

1. Speaker: Tā shì Wūyù lǎi de.  (He/she came in May.)  You: Òu. Tā shì shànggè yuè lǎide.  (Oh. He/she came last month.)

2. Tā Qìyù lǎi.  (He/she is coming in July.)  Òu. Tā xiàgè yuè lǎi.  (Oh. He/she is coming next month.)

3. Tā Lìyù lǎi.  (He/she is coming in June.)  Òu. Tā zhègè yuè lǎi.  (Oh. He/she is coming this month.)


5. Tā Qìyù zǒu.  Òu. Tā xiàgè yuè zǒu.


K. Transformation Drill

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

1. Speaker: Tā shì Yǐjínsānwǔnián shēngde.  (He/she was born in 1935.)  You: Tā shì nèinián shēngde?  (What year was he/she born?)

2. Tā shì Sìyù lǎide.  (He/she came in April.)  Tā shì jǐyù lǎide?  (What month did he/she come?)

3. Tā shì Xīngqīwǔ zǒude.  (He/she left on Friday.)  Tā shì Xīngqījī zǒude?  (What day of the week did he/she leave?)
4. Tā shì qīhào dàode. (He/she arrived on the seventh.)

5. Tā shì Yījiǔqīsìnǐn làide. (What day of the month did he/she arrive?)

6. Tā shì Xīngqītiān zǒu̇de. (Tā shì xīngqījī zǒu̇de? (Tā shì) jīyùè shēngde?)
UNIT 6

INTRODUCTION

**Topics Covered in This Unit**

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

**Materials You Will Need**

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

(in Taipei)

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

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

3. A: Nǐ tài tài zài Xīānggāng  How long is your wife staying
   zhù duó jiǔ? in Hong Kong?
   B: Wǒ xiǎng tā zhù liǎngtiān. I think she is staying two days.

4. A: Nǐ xiǎng zhù duó jiǔ? How long are you thinking of
   B: Wǒ xiǎng zhù yīnián. staying?
   B: I'm thinking of staying one year.

5. A: Nǐ xiǎng zài Táiwān zhù  How long are you thinking of
   duō jiǔ? staying in Taiwan?
   B: Wǒ xiǎng zhù bā ge yuē. I'm thinking of staying eight
   B: months.

6.* A: Nǐ pénghòu xiǎng zhù duó  How long is your friend thinking
   jiǔ? of staying?
   B: Tā xiǎng zhù liǎngge  He is thinking of staying two
   xīngqī. weeks.

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

8. A: Nǐ tài tài zài Xīānggāng  How long did your wife stay
   zhù duó jiǔ? in Hong Kong?
   B: Tā zhùle liǎngtiān. She stayed two days.

9. A: Tā lái le ma? Did he come?
   B: Lái le, tā lái le. Yes, he came.

10. A: Tā lái le ma? Did he come?
   B: Méi lái, tā méi lái. No, he didn't come.

11. A: Nǐ gōngqiàn làiguò ma? Have you ever been here before?
    B: Wǒ gōngqiàn méi làiguò. I have never been here before.

---

*This exchange occurs on the C-1 tape only.
ADDITIONAL REQUIRED VOCABULARY
(not presented on C-1 and P-1 tapes)

12. qù  
   to go

13. Niū Yūē  
   New York

VOCABULARY

cóngqián  
before

duō jiū  
how long

-guo  
(experiential marker)

Niū Yūē  
New York

qù  
to go

xiăng  
to think that, to want to;
would like to

Xiānggāng  
Hong Kong

xīngqī  
week

zhū  
to live somewhere
REFERENCE NOTES

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

Notes on No. 1

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

<table>
<thead>
<tr>
<th>Nǐ</th>
<th>shénme shíhou</th>
<th>zǒu?</th>
<th>(When are you leaving?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nǐ</td>
<td>zhù</td>
<td>duó jiǔ?</td>
<td>(How long are you staying?)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Wǒ</th>
<th>zhù</th>
<th>zài Běijīng.</th>
<th>(I'm living in Běijīng.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nǐ</td>
<td>zài Běijīng</td>
<td>zhù</td>
<td>duó jiǔ?</td>
</tr>
</tbody>
</table>

Yīnián: In telling how many years (giving an amount) no counter is used. The tone on yī, "one," changes to Falling before a Rising tone.
2. A: Nǐ tāitai zhù duō jiǔ? How long is your wife staying?  
B: Tā zhù liǎngtiān. She is staying two days.

Note on No. 2

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

3. A: Nǐ tāitai zài Xiānggāng zhù duō jiǔ? How long is your wife staying in Hong Kong?  
B: Wǒ xiǎng tā zhù liǎngtiān. I think she is staying two days.

4. A: Nǐ xiǎng zhù duō jiǔ? How long are you thinking of staying?  
B: Wǒ xiǎng zhù yìnián. I'm thinking of staying one year.

Notes on Nos. 3–4

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

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

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

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

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

*"One day" is yītiān. The tone on yī changes to Falling before a High tone.
5. A: Nǐ xiǎng zài Táiwān zhù duō jiǔ?  
    B: Wǒ xiǎng zhù bāge yuè.  
    How long are you thinking of staying in Taiwan?  
    I'm thinking of staying eight months.

6. A: Nǐ péngyou xiǎng zhù duō jiǔ?  
    B: Tā xiǎng zhù liǎngge xīngqī.  
    How long is your friend thinking of staying?  
    He is thinking of staying two weeks.

Notes on Nos. 5-6

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

<table>
<thead>
<tr>
<th>Sāntiān</th>
<th>(three days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sānniān</td>
<td>(three years)</td>
</tr>
<tr>
<td>Sānge xīngqī</td>
<td>(three weeks)</td>
</tr>
<tr>
<td>Sānge yuè</td>
<td>(three months)</td>
</tr>
</tbody>
</table>

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

Notes on No. 7

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

Notice that when le is in the middle of a sentence (in this case, because it is followed by a duration phrase), we write it attached to the verb before it: lái le duō jiū le
8. A: NY tài tài zài Xiānggāng zhùle duō jiǔ?
B: Tā zhùle liǎngtiān.

How long did your wife stay in Hong Kong?
She stayed two days.

Notes on No. 9

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

Wǒ zài nàr zhùle sān tiān. I stayed there three days.
Wǒ zài zhèr zhùle sān tiān le. I have been here (stayed here) for three days now (so far).

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

Nǐge shíhou tāmen zhǐ yǒu liǎngge háizi. At that time they had only two children.
Tā qùnían bù zài Shànghāi, zài Běijīng. He wasn't in Shànghāi last year; he was in Běijīng.

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

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

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

dà (to be large)  shǐ (to be)
duì (to be correct)  jiào (to be called)
xìng (to be surnamed)  zài (to be at)
xīāng (to want to)  zhīdào (to know)

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

ACTION
Tā yǐjīng dào le.  He has already arrived.
Tā gōngzuò le yīnián.  He worked one year.
Tā lái le ma?  Did he come?

STATE
Tā qùnián bú zài zhèr.  He wasn't here last year.
Tā zuòtiān xiāng qù.  Yesterday he wanted to go.
Tā zuòtiān bú zhīdào.  He didn't know yesterday.

9. A: Tā lái le ma?
   B: Lái le, tā lái le.  Did he come?  Yes, he came.

10. A: Tā lái le ma?
    B: Měi lái, tā méi lái.  Did he come?  No, he didn't come.

Notes on Nos. 9-10

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

Completion le

<table>
<thead>
<tr>
<th>Tā</th>
<th>lái</th>
<th>le</th>
<th>ma?</th>
<th>(Did she come?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā</td>
<td>lái</td>
<td>le.</td>
<td></td>
<td>(She came.)</td>
</tr>
<tr>
<td>Tā</td>
<td>méi</td>
<td>lái.</td>
<td></td>
<td>(She didn't come.)</td>
</tr>
</tbody>
</table>
BIO, Unit 6

Combined le

<table>
<thead>
<tr>
<th>Tā</th>
<th>lái</th>
<th>le</th>
<th>ma?</th>
<th>(Has she come?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā</td>
<td>lái</td>
<td>le</td>
<td></td>
<td>(She has come. OR She's here.)</td>
</tr>
<tr>
<td>Tā</td>
<td>hái</td>
<td>méi</td>
<td>lái.</td>
<td>(She hasn't come yet.)</td>
</tr>
</tbody>
</table>

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

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

Notes on No. 11

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

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

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

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

Let's contrast -guo with completion le: Both le and -guo express completion, but -guo stresses that an action is no longer being performed, or that a state resulting from a process no longer exists. For example, Tā lái le means "He came" or "He has come," not indicating whether or not he is still there. But Tā láíguo means "He came" with the specification that he is not there anymore—that is, he came and left.
One of the uses of the aspect marker -guo is in sentences which express experience or having experienced something at least once in the past, that is, "to have had the experience of doing something." This is how -guo is used in exchange 11. In a question, the marker -guo can be reflected by the English word "ever," and in a negative statement by "never."

<p>| | | | | | |</p>
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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>MÌ</td>
<td>cóngqian</td>
<td>lái</td>
<td>-guo</td>
<td>ma?</td>
<td>(Have you ever been [come] here before?)</td>
</tr>
<tr>
<td>WÔ</td>
<td>cóngqian</td>
<td>mãi</td>
<td>lái</td>
<td>-guo.</td>
<td>(I have never been [come] here before.)</td>
</tr>
<tr>
<td>WÔ</td>
<td>cóngqian</td>
<td>lái</td>
<td>-guo.</td>
<td>(I have been [come] here before.)</td>
<td></td>
</tr>
</tbody>
</table>

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

|  |  |  |  |  |
|---|---|---|---|
| Tã | lái | le. |
| Tã | mãi | lái. |

|  |  |  |  |
|---|---|---|
| Tã | lái | -guo. |
| Tã | mãi | lái | -guo. |
A. Response Drill

1. Speaker: Zhāng Xiǎnshēng zhù duō jiǔ?  
   (cue) yíge yuè  
   (How long is Mr. Zhāng staying?)  
   You: Zhāng Xiǎnshēng zhù yíge yuè.  
   (Mr. Zhāng is staying one month.)

2. Wáng Xiǎojiě zhù duō jiǔ?  
   liǎngge xìngqī  
   (How long is Miss Wáng staying?)  
   Wáng Xiǎojiě zhù liǎngge xìngqī.  
   (Miss Wáng is staying two weeks.)

3. Hú Tàitái zhù duō jiǔ?  
   sānge yuè  
   (How long is Mrs. Hú staying?)  
   Hú Tàitái zhù sānge yuè.  
   (Mrs. Hú is staying three months.)

4. Tā zhù duō jiǔ?  
   sīge xìngqī  
   (How long is he/she staying?)  
   Tā zhù sīge xìngqī.  
   (He/she is staying four weeks.)

5. Tā tàitái zhù duō jiǔ?  
   liǎngge xìngqī  
   (How long is his wife staying?)  
   Tā tàitái zhù liǎngge xìngqī.  
   (His wife is staying two weeks.)

6. Lǐ Xiǎojiě zhù duō jiǔ?  
   wùge yuè  
   (How long is Miss Lǐ staying?)  
   Lǐ Xiǎojiě zhù wǔge yuè.  
   (Miss Lǐ is staying five months.)

7. Tā xiǎnshēng zhù duō jiǔ?  
   lìùge xìngqī  
   (How long is her husband staying?)  
   Tā xiǎnshēng zhù lìùge xìngqī.  
   (Her husband is staying six weeks.)

B. Response Drill

1. Speaker: Zhāng Tóngzhī zhù duō jiǔ?  
   (cue) sān tiān  
   (How long is Comrade Zhāng staying?)  
   You: Zhāng Tóngzhī zhù sān tiān.  
   (Comrade Zhāng is staying three days.)

2. Tā mùqín zhù duō jiǔ?  
   yīnián  
   Tā mùqín zhù yīnián.

3. Tā fūqín zhù duō jiǔ?  
   wǔtiān  
   Tā fūqín zhù wǔtiān.

4. Wáng Tóngzhī zhù duō jiǔ?  
   bātiān  
   Wáng Tóngzhī zhù bātiān.
5.  Nǐ jiējie zhù duō jiǔ? lǐngnián  
    Wǒ jiējie zhù lǐngnián.
6.  Hù Tōngzhī zhù duō jiǔ? sītiān  
    Hù Tōngzhī zhù sītiān.
7.  Tā zhù duō jiǔ? sānnián  
    Tā zhù sānnián.

C. Response Drill
1. Speaker: Tā mǔqín zhù duō jiǔ?  
   (cue) lǐnngge yüè  
   (How long is his/her mother staying?)
   You: Tā mǔqín zhù lǐnngge yüè.  
   (His/her mother is staying two months.)
2. Tā méimei zhù duō jiǔ?  
   yīge xīngqī  
3. Zhāng Tāitái zhù duō jiǔ?  
   jìutiān  
4. Tā gége zhù duō jiǔ?  
   sīge xīngqī.  
5. Wāng Xīānshēng zhù duō jiǔ?  
   yīge yüè  
6. Tā dìdì zhù duō jiǔ?  
   yǐnián  
7. Tā jiējie zhù duō jiǔ?  
   shìtiān

D. Expansion Drill
1. Speaker: Zhāng Tāitái dé gége  
   zhù duō jiǔ?  
   (cue) Xiānggāng  
   (How long is Mrs. Zhāng's  
   older brother staying?)
   You: Zhāng Tāitái dé gége zài  
   Xiānggāng zhù duō jiǔ?  
   (How long is Mrs. Zhāng's  
   older brother staying in  
   Hong Kong?)
2. Jiāng Xīānshēngde dìdì zhù duō  
   jiǔ?  
   Guǎngzhōu  
   Jiāng Xīānshēngde dìdì zài  
   Guǎngzhōu zhù duō jiǔ?
E. Transformation Drill

1. Speaker: Tā zhù jītiān?  
   (How many days is he/she staying?)  
   You: Tā xiǎng zhù jītiān?  
   (How many days is he/she planning on staying?)  

2. Hú Xiānshèng zhù jīge yùè?  
   Hú Xiānshèng xiǎng zhù jīge yùè?  

3. Wāng Tàitài zhù jīge xīngqī?  
   Wāng Tàitài xiǎng zhù jīge xīngqī?  

4. Tā xiānshèng zhù jīniān?  
   Tā xiānshèng xiǎng zhù jīniān?  

5. Zhōu Xiǎojiē zhù jīge yùè?  
   Zhōu Xiǎojiē xiǎng zhù jīge yùè?  

6. Wǒ fùqīn zhù jīge xīngqī?  
   Wǒ fùqīn xiǎng zhù jīge xīngqī?  

7. Tā mèimei zhù jītiān?  
   Tā mèimei xiǎng zhù jītiān?  

F. Expansion Drill

1. Speaker: Tā zhù yīge xīngqī.  
   (He/she is staying one week.)  
   You: Wǒ xiǎng tā zhù yīge xīngqī.  
   (I think he/she is staying one week.)  

2. Tā zhù liǎngnián.  
   Wǒ xiǎng tā zhù liǎngnián.  

3. Tā zhù sānge yùè.  
   Wǒ xiǎng tā zhù sānge yùè.  

4. Tā zhù liǎngge xīngqī.  
   Wǒ xiǎng tā zhù liǎngge xīngqī.
5. Tā zhù qītiān.  Wǒ xiǎng tā zhù qītiān.

G. Transformation Drill

1. **Speaker**: Tā zhù yīge xīngqī.  You: Tā zhùle yīge xīngqī.  
(He/she is staying one week.)  (He/she stayed one week.)

(Comrade Mā is staying one year.)  (Comrade Mā stayed one year.)

(Comrade Wáng is staying four months.)  (Comrade Wáng stayed four months.)

(Comrade Zēng is staying five days.)  (Comrade Zēng stayed five days.)

5. Wǒ zhù liǎngge xīngqī.  Wǒ zhùle liǎngge xīngqī.  
(I am staying two weeks.)  (I stayed two weeks.)

(His/her child is staying six days.)  (His/her child stayed six days.)

(His/her younger sister is staying two years.)  (His/her younger sister stayed two years.)

H. Transformation Drill

1. **Speaker**: Tā zhùle sān tiān.  You: Tā zhùle sān tiān le.  
(He/she stayed three days.)  (He/she has stayed three days.)

2. Wǒ zhùle yīge xīngqī.  Wǒ zhùle yīge xīngqī le.  
(I stayed one week.)  (I have stayed one week.)
3. 他父亲住了两个月。
(His/her father stayed two months.)

4. 他姐姐住了十八天。
(His/her older sister has stayed eleven days.)

5. 王先生成了一年。
(Mr. Wang stayed one year.)

6. 王太太住了三个星期。
(Mrs. Wang has stayed three weeks.)

7. 胡小姨住了七天。
(Miss Hu has stayed seven days.)

I. Transformation Drill

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

1. **Speaker:** 他住一天。
   (He/she is staying one day.)
   **You:** 他想住一天。
   (He/she is planning on staying one day.)

   **OR** 他住一天。
   留给我半个月。（He/she is staying one day.）
   **You:** 他住十天。
   (He/she stayed ten days.)

   **OR** 他住一天。
   还有两个月。（He/she is staying one day.）
   **You:** 他住半年。
   (He/she has stayed six months.)

2. 他住了两个月。
   (He/she stayed two weeks.)

3. 他住三天。
   (He/she is staying three days.)

4. 他住一年。
   (He/she has stayed one year.)

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5. Tā zhù wū ge xīngqī.  
   yǐjīng zōu le  
   (He/she is staying five weeks.) 

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

J. Transformation Drill

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

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

2. Tā yǐyuè lái, Sīyuè zōu.

Tā xiǎng zhù sāngé yuè.

3. Tā Wǔyuè lái, Qīyuè zōu.

Tā xiǎng zhù liǎngge yuè.

4. Tā yīhào lái, liǔhào zōu.

Tā xiǎng zhù wǔtiān.

5. Tā Lìyuè lái, Shìyuè zōu.

Tā xiǎng zhù sīge yuè.

6. Tā Yìjiùqīlíùnián lái,  
   Yìjiùqībānián zōu.

Tā xiǎng zhù liǎngnián.

7. Tā Xīngqīwǔ lái, xiāng Xīngqīyī zōu.

Tā xiǎng zhù sāntiān.

K. Transformation Drill

1. Speaker: Tā shì èrhào láide,  
   shāo zōude.  
   (He/she came on the  
   second, left on the  
   fourth.)

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

2. Tā shì Yìjiùqíyīnián láide,  
   Yìjiùqísān zōude.

Tā zhùle sānnián.

3. Tā shì Sānyuè láide, Wǔyuè zōude.

Tā zhùle liǎngge yuè.

4. Tā shì Xīngqīèr láide, Xīngqīliù  
   zōude.

Tā zhùle sītiān.

5. Tā shì Jiǔhào láide, Shìyīhào  
   zōude.

Tā zhùle liǎngtiān.
6. Tā shì zuǒtiān lái de, jīntiān zǒude.  Tā zhùle yītiān.


L. Transformation Drill

1. Speaker: Tā míngtiān bù lái.  (cue) zuǒtiān
   (He/she isn't coming tomorrow.)
   You: Tā zuǒtiān méi lái.

2. Tā hòutiān bù zōu. qiāntiān
   Tā qiāntiān méi zōu.

3. Tā míngnián bù lái. qūnián
   Tā qǔnián méi lái.

4. Tā xiàge yuè bù zōu. shànggégē yuè
   Tā shànggē yuè méi zōu.

5. Tā xiàge xīngqī bù lái. shànggē xīngqī
   Tā shànggē xīngqī méi lái.

6. Tā hǒunián bù lái. qīannián
   Tā qiānnián méi lái.

7. Tā jīntiān bù zōu. jīntiān
   Tā jīntiān méi zōu.

M. Transformation Drill

1. Speaker: Tā lái le ma?  (Did he/she come?)
   You: Tā láiguō ma?  (Has he/she ever been here?)

2. Tā àiān lái le ma?

3. Tā mùqīn lái le ma?

4. Hú Tōngzhī lái le ma?

5. Tā dīdi lái le ma?

6. Wáng Dànián lái le ma?

7. Zhào Tōngzhī lái le ma?
N. **Response Drill**

Give a negative response to each question.

1. **Speaker:** Wáng Xiǎojiě lái le ma?  
   (Did Miss Wáng come?)  
   **You:** Wáng Xiǎojiě méi lái.  
   (Miss Wáng didn’t come.)

2. Lín Xiānshēng lái le ma?  
   Lín Xiānshēng méi lái.

3. Liú Tàitái lái le ma?  
   Liú Tàitái méi lái.

4. Tā lái le ma?  
   Tā méi lái.

5. Huáng Xiānshēng lái le ma?  
   Huáng Xiānshēng méi lái.

6. Chén Xiǎojiě lái le ma?  
   Chén Xiǎojiě méi lái.

7. Sūn Tàitái lái le ma?  
   Sūn Tàitái méi lái.

O. **Response Drill**

Give a negative response to each question.

1. **Speaker:** Tā láiguō ma?  
   (Has he/she ever been here?)  
   **You:** Tā méi láiguō.  
   (He/she has never been here.)

2. Tā àiren láiguō ma?  
   Tā àiren méi láiguō.

3. Tā nánháizi láiguō ma?  
   Tā nánháizi méi láiguō.

4. Tāmen háizi dōu láiguō ma?  
   Tāmen háizi dōu méi láiguō.

5. Tā dìdì láiguō ma?  
   Tā dìdì méi láiguō.

6. Tā jiējie láiguō ma?  
   Tā jiējie méi láiguō.

7. Tā mùqín láiguō ma?  
   Tā múqín méi láiguō.
UNIT 7

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

(in Taipei)

1. A: Mín zài nǎlǐ gōngzuò?
   B: Wǒ zài Měiguó Guówùyuán gōngzuò.
   Where do you work?
   I work with the State Department.

2. A: Mín zài nǎlǐ gōngzuò?
   B: Wǒ shì xuéshēng.
   Where do you work?
   I'm a student.

3. A: Mín lái zuò shénme?
   B: Wǒ lái niàn shū.
   What did you come here to do?
   I came here to study.

   B: Qǐngwèn, nǐ niàn shénme?
   A: Wǒ niàn lǐshì.
   Oh, I'm a student too.
   May I ask, what are you studying?
   I'm studying history.

5. A: Kē Xiànsēng, nǐ niàn shénme?
   B: Wǒ zài zhělǐ xué Zhōngwén.
   What are you studying, Mr. Cook?
   I'm studying Chinese here.

6. B: Qǐngwèn, nǐ xuèguó Yīngwén ma?
   A: Xūéguó.
   May I ask, have you ever studied English?
   Yes.

7. B: Qǐngwèn, nǐ huì shuō Yīngwén ma?
   A: Wǒ huì shuō yǐdīān.
   May I ask, can you speak English?
   I can speak a little.

8. A: Mǐ tàitái yě huǐ shuō Zhōngguó huà ma?
   B: Bù huì, tā bù huǐ shuō.
   Can your wife speak Chinese too?
   No, she can't.

   B: Nǎlǐ, nǎlǐ. Wǒ jiù huǐ shuō yǐdīān.
   Your Chinese is very good.
   Not at all, not at all. I can speak only a little.

10. A: Mǐ shì zài nǎlǐ xuéde?
    B: Wǒ shì zài Huáshēngdùn xuéde.
    Where did you study it?
    I studied it in Washington.

11. B: Mǐ shì zài dàxué xuéde Yīngwén ma?
    A: Shìde, wǒ shì zài Tāiwān Dàxué xuéde Yīngwén.
    Did you study English at college?
    Yes, I studied English at Taiwan University.

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

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

<table>
<thead>
<tr>
<th>Character</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>dàxué</td>
<td>university</td>
</tr>
<tr>
<td>huà</td>
<td>language, words</td>
</tr>
<tr>
<td>Huáshèngdūn</td>
<td>Washington</td>
</tr>
<tr>
<td>huǐ</td>
<td>to know how to, can</td>
</tr>
<tr>
<td>jīngjíxué</td>
<td>economics</td>
</tr>
<tr>
<td>lǐshǐ</td>
<td>history</td>
</tr>
<tr>
<td>Měiguó Guówùyùàn</td>
<td>U.S. Department of State</td>
</tr>
<tr>
<td>nán</td>
<td>to be difficult</td>
</tr>
<tr>
<td>nián (shǔ)</td>
<td>to study</td>
</tr>
<tr>
<td>Rìwén</td>
<td>Japanese language</td>
</tr>
<tr>
<td>róngyí</td>
<td>to be easy</td>
</tr>
<tr>
<td>shuō (huà)</td>
<td>to speak, to talk</td>
</tr>
<tr>
<td>wénxué</td>
<td>literature</td>
</tr>
<tr>
<td>xué</td>
<td>to study</td>
</tr>
<tr>
<td>xuéshēng (xuéshēng)</td>
<td>student</td>
</tr>
<tr>
<td>xuéxí (xuéxí)</td>
<td>to study, to learn (PRC)</td>
</tr>
<tr>
<td>yǐdiǎn</td>
<td>a little</td>
</tr>
<tr>
<td>Yīngwén</td>
<td>English</td>
</tr>
<tr>
<td>zhèngzhíxué</td>
<td>political science</td>
</tr>
<tr>
<td>Zhōngwén</td>
<td>Chinese</td>
</tr>
<tr>
<td>zuǒ</td>
<td>to do</td>
</tr>
</tbody>
</table>

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

shénme dìfang                    where, what place
REFERENCE NOTES

1. A: Nín zài nǎlǐ gōngzuò?  Where do you work?
   B: Wǒ zài Měiguó Guówùyuàn  I work with the State Department.
gōngzuò.

2. A: Nín zài nǎlǐ gōngzuò?  Where do you work?
   B: Wǒ shì xuéshēng.  I'm a student.

Note on Nos. 1-2

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

3. A: Nín lái zuò shénme?  What did you come here to do?
   B: Wǒ lái niàn shū.  I came here to study.

4. A: Òu, wǒ yě shì xuéshēng.  Oh, I'm a student too.
   B: Qíngwèn, nǐ niàn shénme?  May I ask, what are you studying?
   A: Wǒ niàn lǐshǐ.  I'm studying history.

Notes on Nos. 3-4

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

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

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

To have the meaning "to study," niàn must be followed by either the general object shū or a specific object such as the name of a subject.
Verb types: Zuò, "to do," and niàn (shū), "to study," are action verbs. Both are made negative with bù when referring to actions not yet finished. Both may take completion le or its negative mēi.

Tā bù niàn shū. He doesn't study.
Tā měi niàn shū. He didn't study.
Tā yǐjīng niàn shū le. He has already studied.

5. A: Kē Xiānshēng, nǐ niàn shénme? What are you studying, Mr. Cook?
   B: Wǒ zài zhéli xué Zhōngwén. I'm studying Chinese here.

6. B: Qīngwén, nǐ xuéguo Yīngwén ma? May I ask, have you ever studied English?
   A: Xuéguo. Yes.

Notes on Nos. 5-6

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

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

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

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

7. B: Qīngwén, nǐ huì shuō Yīngwén ma? May I ask, can you speak English?
   A: Wǒ huì shuō yǐdiǎn. I can speak a little.

8. A: Nǐ tàitài yě huì shuō Zhōngguó huà ma? Can your wife speak Chinese too?
   B: Bù huì, tā bù huì shuō. No, she can't.
Notes on Nos. 7-8

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

Tā qùnǐán bū huì shuō Yīngwén. He couldn't speak English last year. When the marker le is used, it is the aspect marker for new situations.

Tā qùnǐán bū huì shuō Yīngwén, xiàngzài huì le. Last year he couldn't speak English, but now he can.

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

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

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

OR

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

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

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

B: Nǎi, nǎi. Wǒ jiù hui shuō yǐdìān. Not at all, not at all. I can speak only a little.

*See also the note on nián shǔ, under exchange 3.
Notes on No. 9

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

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

10. A: Nǐ shì zài náli xuéde? Where did you study it?
   B: Wǒ shì zài Huáshèngdùn xuéde.
   I studied it in Washington.

11. B: Nǐ shì zài dàxué xuéde Did you study English at college?
    Yīngwén ma?
    A: Shìde, wǒ shì zài Tàiwān. Yes, I studied English at Taiwan
    Dàxué xuéde Yīngwén.
    University.

Note on Nos. 10-11

In the Peking dialect of Standard Chinese, which is the model for grammatical patterns presented in this course, the -de of a shì...de construction comes between the verb and its object. The object, therefore, is outside the shì...de construction. Compare "I studied here" with "I studied English here":

<table>
<thead>
<tr>
<th></th>
<th>shì</th>
<th>zhèr</th>
<th>xué</th>
<th>-de</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>shì</td>
<td>zhèr</td>
<td>xué</td>
<td>-de</td>
</tr>
</tbody>
</table>

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

A. Response Drill

1. Speaker: Tā zài nǎlǐ gōngzuò?
   (cue) Guówùyùăn
   (Where does he/she work?)
   You: Tā zài Guówùyùăn gōngzuò.
   (He/she works with the State
    Department.)

2. Tā zài nǎlǐ gōngzuò?
yóuzhèngjū
   (Where does he/she work?)
   Tā zài yóuzhèngjū gōngzuò.
   (He/she works at the post office.)

3. Tā zài nǎlǐ gōngzuò? yīnhàng
   (Where does he/she work?)
   Tā zài yīnhàng gōngzuò.
   (He/she works at a bank.)

4. Tā zài nǎlǐ gōngzuò?
   Wūguānchǔ
   (Where does he/she work?)
   Tā zài Wūguānchǔ gōngzuò.
   (He/she works at the defense
    attache's office.)

5. Tā zài nǎlǐ gōngzuò?
   Guōbīn Dàfǎndiàn
   (Where does he/she work?)
   Tā zài Guōbīn Dāfǎndiàn gōngzuò.
   (He/she works at the Ambassador
    Hotel.)

6. Tā zài nǎlǐ gōngzuò?
   Běijīng Fǎndiàn
   (Where does he/she work?)
   Tā zài Běijīng Fǎndiàn gōngzuò.
   (He/she works at the Běijīng
    Hotel.)

7. Tā zài nǎlǐ gōngzuò?
   Mǐnzhú Fǎndiàn
   (Where does he/she work?)
   Tā zài Mǐnzhú Fǎndiàn gōngzuò.
   (He/she works at the Nationalities
    Hotel.)

B. Expansion Drill

1. Speaker: Tā shì xùéshēng, tā xūe
   Zhōngwén.
   (cue) zhělǐ
   (He/she is a student;
    he/she studies Chinese.)
   You: Tā shì xùéshēng, tā zài zhělǐ
   xūe Zhōngwén.
   (He/she is a student; he/she
    studies Chinese here.)

2. Tā shì xùéshēng, tā xūe Zhōngguó
   huā. nǎlǐ
   Tā shì xùéshēng, tā zài nǎlǐ xūe
   Zhōngguó huā.

3. Tā shì xùéshēng, tā niǎn shénme?
   zhělǐ
   Tā shì xùéshēng, tā zài zhělǐ niǎn
    shénme?
4. Tā shì xuèshèng, tā niàn lǐshī. nǎlǐ?
   Tā shì xuèshèng, tā zài nǎlǐ niàn lǐshī?

5. Tā shì xuèshèng, tā niàn wénxué. zhèlǐ
   Tā shì xuèshèng, tā zài zhèlǐ niǎn wénxué.

6. Tā shì xuèshèng, tā xué Fàwēn. nǎlǐ
   Tā shì xuèshèng, tā zài nǎlǐ xué Fàwēn.

7. Tā shì xuèshèng, tā xué shénme? zhèlǐ
   Tā shì xuèshèng, tā zài zhèlǐ xué shénme?

C. Response Drill

1. Speaker: Qīngwén, tā niàn shénme? (cue) jīngjīxūē
   (May I ask, what is he/she studying?)
   You: Tā niàn jīngjīxūē.
   (He/she is studying economics.)

2. Qīngwén, Wāng Dānnián niàn shénme? wénxūē
   (May I ask, what is Wāng Dānnián studying?)
   Tā niàn wénxūē.
   (He is studying literature.)

3. Qīngwén, Fāng Xiǎojíe niàn shénme? Zhōngguó wénxūē
   (May I ask, what is Miss Fāng studying?)
   Tā niàn Zhōngguó wénxūē.
   (She is studying Chinese literature.)

4. Qīngwén, tā mèimei niàn shénme? zhèngzhīxūē
   (May I ask, what is his/her younger sister studying?)
   Tā niàn zhèngzhīxūē.
   (She is studying political science.)

5. Qīngwén, tā àiren niàn shénme? lǐshī
   (May I ask, what is his/her spouse studying?)
   Tā niàn lǐshī.
   (He/she is studying history.)

6. Qīngwén, Sūn Huīrán niàn shénme? Zhōngguó lǐshī
   (May I ask, what is Sūn Huīrán studying?)
   Tā niàn Zhōngguó lǐshī.
   (She is studying Chinese history.)

7. Tā nánháizi niàn shénme? jīngjīxūē
   (What is his/her son studying?)
   Tā niàn jīngjīxūē.
   (He is studying economics.)
BIO, Unit 7

D. Transformation Drill

1. **Speaker:** Wáng Xiānshēng niàn lìshì.
   (Mr. Wáng is studying history.)
   **You:** Wáng Xiānshēng lái niàn lìshì.
   (Mr. Wáng is coming to study history.)

2. Mā Xiānshēng lái niàn wénxué.

3. Zhāng Xiānshēng lái niàn jīngjíxué.

4. Lǐ Xiānshēng lái niàn Rìwén.

5. Tā lái niàn lǐshì.

6. Hú Xiānshēng lái niàn Yīngwén.

7. Chén Xiānshēng lái niàn Fǎwén.

E. Response Drill

1. **Speaker:** Sūn Tóngzhī lái zuò shénme?
   (cue) gōngzuò
   (What did Comrade Sūn come to do?)
   **You:** Tā lái gōngzuò.
   (He/she is coming to work.)

2. Mā Tóngzhī lái zuò shénme?
   niàn shū

3. Chén Tóngzhī lái zuò shénme?
   xué Rìwén

4. Tā lái zuò shénme? niàn lǐshì

5. Huáng Xiānshēng lái zuò shénme?
   niàn zhèngzhíxué

6. Qián Tóngzhī lái zuò shénme?
   xué Yīngwén

7. Tā lái zuò shénme? gōngzuò

Tā lái niàn lǐshì.

Tā lái niàn zhèngzhíxué.

Tā lái xué Yīngwén.

Tā lái gōngzuò.
F. Response Drill

1. **Speaker:** Qǐngwèn, tā lái niàn shǔ ma? (May I ask, did he/she come to study?)
   **You:** Dū le, tā lái niàn shǔ. (That’s right, he/she came to study.)

2. Qǐngwèn, tā lái niàn Zhǒngwén ma?
   **You:** Dū le, tā lái niàn Zhǒngwén.

3. Qǐngwèn, tā lái niàn jǐngjīxié ma?
   **You:** Dū le, tā lái niàn jǐngjīxié.

4. Qǐngwèn, tā měimei lái niàn Yīngwén ma?
   **You:** Dū le, tā lái niàn Yīngwén.

5. Qǐngwèn, Chén Xiānshèng lái niàn zhèngzhīxié ma?
   **You:** Dū le, tā lái niàn zhèngzhīxié.

6. Qǐngwèn, Wáng Xiānshèng lái xué Fāwén ma?
   **You:** Dū le, tā lái xué Fāwén.

7. Qǐngwèn, Zhāng Xiǎojíě lái xué Rìwén ma?
   **You:** Dū le, tā lái xué Rìwén.

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

G. Response Drill

1. **Speaker:** Tā shì zài dàxué xuéde Zhǒngwén ma? (Did he/she study Chinese in college?)
   **You:** Shīde, tā shì zài dàxué xuéde Zhǒngwén. (Yes, he/she studied Chinese in college.)

2. Tā shì zài Měiguó xuéde Zhǒngwén ma?
   **You:** Shīde, tā shì zài Měiguó xuéde Zhǒngwén.

3. Tā shì zài Táiwān Dàxué niànnde Yīngwén ma?
   **You:** Shīde, tā shì zài Táiwān Dàxué niànnde Yīngwén.

4. Tā shì zài Měiguó niànnde lǐshī ma?
   **You:** Shīde, tā shì zài Měiguó niànnde lǐshī.

5. Tā shì zài Jiāzhōu niànnde zhèngzhīxié ma?
   **You:** Shīde, tā shì zài Jiāzhōu niànnde zhèngzhīxié.
6. Tā shì zài Zhōngguó niànde Zhōngguó wénxué ma?
   Shìde, tā shì zài Zhōngguó niànde Zhōngguó wénxué.

7. Tā shì zài Huáshèngdùn niànde jǐngjīxūé ma?
   Shìde, tā shì zài Huáshèngdùn niànde jǐngjīxūé.

H. Response Drill

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

1. Speaker: Tā shì zài Zhōngguó xūède Zhōngguó huà ma? (cue) Měiguó
   You: Bù shì, tā shì zài Měiguó xūède Zhōngguó huà. (No, he/she studied Chinese in America.)
   (Did he/she study Chinese in China?)

2. Tā shì zài Měiguó niànde Fǎwén ma? Jiānàdà
   Bù shì, tā shì zài Jiānàdà niànde Fǎwén.

3. Tā shì zài Táiwān Dàxūé niànde zhèngzhīxīué ma? Měiguó Dàxūé
   Bù shì, tā shì zài Měiguó Dàxūé niànde zhèngzhīxīué.

4. Tā shì zài Yīngguó niànde Yīngguó wénxūé ma? Měiguó Dàxūé
   Bù shì, tā shì zài Měiguó Dàxūé niànde Yīngguó wénxūé.

5. Tā shì zài Jiāzhōu niànde jǐngjīxūé ma? Táiwān Dàxūé
   Bù shì, tā shì zài Táiwān Dàxūé niànde jǐngjīxūé.

6. Tā shì zài Zhōngguó niànde Zhōngguó lìshǐ ma? Jiāzhōu Dàxūé
   Bù shì, tā shì zài Jiāzhōu Dàxūé niànde Zhōngguó lìshǐ.

7. Tā shì zài Jiānàdà niànde Zhōngwén ma? Táiwān
   Bù shì, tā shì zài Táiwān niànde Zhōngwén.

I. Response Drill

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

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

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OR Tā shì zài Tàiwān Dàxué niàn de Zhōngguó lǐshǐ ma?  
(cue) Měiguó Dàxué niàn de Zhōngguó lǐshǐ.  
(Shì, he/she studied Chinese history at American University.)

2. Tā shì zài dàxué xuède Zhōngwén ma? dàxué  Shìde, tā shì zài dàxué xuède Zhōngwén.


4. Tā shì zài Měiguó Dàxué niàn de wénxué ma? Měiguó Dàxué  Shìde, tā shì zài Měiguó Dàxué niàn de wénxué.

5. Tā shì zài Jīázhōu Dàxué niàn de zhèngzhìxíng ma? Tàiwān Dàxué  Bù shì, tā shì zài Tàiwān Dàxué niàn de zhèngzhìxíng.


J. Substitution Drill

1. Speaker: Mǐ huì shuō Yīngwén ma? (Can you speak English?)  
(cue) Děwén  
You: Mǐ huì shuō Dēwén ma? (Can you speak German?)

2. Mǐ huì shuō Děwén ma? Rìwén  Mǐ huì shuō Rìwén ma?

3. Mǐ huì shuō Rìwén ma? Fǎwén  Mǐ huì shuō Fǎwén ma?

4. Mǐ huì shuō Fǎwén ma? Zhōngguó huà  Mǐ huì shuō Zhōngguó huà ma?

5. Mǐ huì shuō Zhōngguó huà ma? Děguō huà  Mǐ huì shuō Děguō huà ma?

6. Mǐ huì shuō Děguō huà ma?
K. Combination Drill

   (cue) Rìwén.
   (I'm studying Chinese.)
You: Wǒ xué Zhōngwén, wǒ yě xué
   Rìwén.
   (I'm studying Chinese, and I'm
   studying Japanese too.)
   OR Wǒ xué Zhōngwén.
   (cue) tā
   (I'm studying Chinese.)
   Wǒ xué Zhōngwén, tā yě xué Zhōngwén.
   (I'm studying Chinese; he/she is
   studying Chinese too.)

2. Tā xué Fàwén. Dèwén
   Tā xué Fàwén, tā yě xué Dèwén.

3. Wǒ xué Fàwén. tā
   Wǒ xué Fàwén, tā yě xué Fàwén.

4. Wǒ xué zhèngzhìxūé. tā
   Wǒ xué zhèngzhìxūé, tā yě xué
   zhèngzhìxūé.

5. Wǒ xué zhèngzhìxūé. jíngjìxūé
   Wǒ xué zhèngzhìxūé, wǒ yě xué
   jíngjìxūé.

6. Wǒ xué wénxūé. lǐshì
   Wǒ xué wénxūé, wǒ yě xué lǐshì.

L. Combination Drill

1. Speaker: Lín Xiànsheng zài
   Huáshèngdùn. Tā
   xuéguó Fàwén.
   (Mr. Lín was in
   Washington. He
   studied French.)
You: Lín Xiànsheng zài Huáshèngdùn
   xuéguó Fàwén.
   (Mr. Lín studied French in
   Washington.)

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

3. Líu Tàitái zài Jiāzhōu Dàxùé.
   Tā niànguo jíngjìxūé.
   (Mrs. Líu was at the University
   of California. She studied
   economics.)
   Líu Tàitái zài Jiāzhōu Dàxùé
   niànguo jíngjìxūé.
   (Mrs. Líu studied economics at the
   University of California.)

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

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BIO, Unit 7

   (He/she was in Běijīng. He/she studied Chinese.)

   (Miss Sūn was in Canada. She studied English literature.)

   (He/she was in China. He/she studied Chinese literature.)

Tā zài Běijīng xuéguo Zhōngwén.
   (He/she studied Chinese in Běijīng.)

Sūn Xiǎojīē zài Jiānádà niànguo Yīngguǒ wēnxūē.
   (Miss Sūn studied English literature in Canada.)

Tā zài Zhōngguó niànguo Zhōngguó wēnxūē.
   (He/she studied Chinese literature in China.)

M. Response Drill

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

1. **Speaker:** NY huì shuō Yīngwén ma? (cue) xuéguo
   (Can you speak English?)
   **You:** Wǒ huì shuō yǐdiǎn.
   (I can speak a little.)

   OR
   **NY huì shuō Yīngwén ma? (cue) méi xuéguo**
   (Can you speak English?)
   **You:** Wǒ bú huì shuō.
   (I can't speak it.)

2. **NY huì shuō Zhōngwén ma? xuéguo**
   **You:** Wǒ huì shuō yǐdiǎn.

3. Tā huì shuō Dēvén ma? méi xuéguo
   **You:** Tā bú huì shuō.

4. **NY huì shuō Rìwén ma? xuéguo**
   **You:** Wǒ huì shuō yǐdiǎn.

5. Tā huì shuō Yīngguǒ huà ma? xuéguo
   **You:** Tā huì shuō yǐdiǎn.

6. **NY huì shuō Fǎwén ma? méi xuéguo**
   **You:** Wǒ bú huì shuō.
N. Response Drill

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

1. **Speaker:** Tā huì shuō Zhōngguó huà ma?
   (cue) xüéguo
   (Can he/she speak Chinese?)
   **You:** Huì, tā huì shuō Zhōngguó huà.
   (Yes, he/she can speak Chinese.)
   **OR**
   Tā huì shuō Zhōngguó huà ma?
   (cue) méi xüéguo
   (Can he/she speak Chinese?)
   **You:** Bù huì, tā méi huì shuō Zhōngguó huà.
   (No, he/she can't speak Chinese.)

2. Tā àiren huì shuō Fàwén ma?
   xüéguo
   **You:** Huì, tā àiren huì shuō Fàwén.

3. Tā fùqín huì shuō Rìwén ma?
   méi xüéguo
   **You:** Bù huì, tā fùqín méi huì shuō Rìwén.

4. Lǐ Tóngzhī huì shuō Dèwén ma?
   méi xüéguo
   **You:** Bù huì, Lǐ Tóngzhī méi huì shuō Dèwén.

5. Wáng Tóngzhī huì shuō Yīngwén ma?
   xüéguo
   **You:** Huì, Wáng Tóngzhī huì shuō Yīngwén.

6. Chén Tóngzhī huì shuō Fàwén ma?
   xüéguo
   **You:** Huì, Chén Tóngzhī huì shuō Fàwén.
UNIT 8

INTRODUCTION

Topics Covered in This Unit

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

Materials You Will Need

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

(in Taipei)

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

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

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

4. A: Nǐ niàn Fǎwén niànle duō jiǔ le?
   B: Wǒ niànle yīnián le.
   How long have you been studying French?
   I've been studying it for one year.

5. B: Nǐ huì xiě Zhōngguó zì ma?
   A: Huì yǐdiǎn.
   Can you write Chinese characters?
   I can a little.

   B: Xiànzài wǒ huì xiě yǐdiǎn le.
   Last year I couldn't write them.
   Now I can write a little.

7. A: Nǐ fùqin shì jiūnrén ma?
   B: Shì, tā shì hǎijūn jūnguān.
   Is your father a military man?
   Yes, he's a naval officer.

8. B: Wǒ jǐntiān bù lái le.
   B: Wǒ bǐng le.
   I'm not coming today.
   I'm sick.

9. A: Jǐntiān hǎo le méiyǒu?
   B: Jǐntiān hǎo le.
   Are you better today? (Are you recovered?)
   Today I'm better.

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

10. kōngjūn
    11. lǜjūn
    12. shībīng
    13. zuò shī
    14. Děwēn
    air force
    army
    enlisted man
    to work
    German language

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<table>
<thead>
<tr>
<th>Chinese</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bìng</td>
<td>to become ill</td>
</tr>
<tr>
<td>Déwén</td>
<td>German language</td>
</tr>
<tr>
<td>Fǎwén (Fǎwén)</td>
<td>French language</td>
</tr>
<tr>
<td>hǎijūn</td>
<td>navy</td>
</tr>
<tr>
<td>jǐnguān</td>
<td>military officer</td>
</tr>
<tr>
<td>jūnrén</td>
<td>military person</td>
</tr>
<tr>
<td>kè</td>
<td>class</td>
</tr>
<tr>
<td>kōngjūn</td>
<td>air force</td>
</tr>
<tr>
<td>lùjūn</td>
<td>army</td>
</tr>
<tr>
<td>shībīng</td>
<td>enlisted man</td>
</tr>
<tr>
<td>xiě</td>
<td>to write</td>
</tr>
<tr>
<td>zǐ</td>
<td>character</td>
</tr>
<tr>
<td>zuò shì</td>
<td>to work</td>
</tr>
</tbody>
</table>
REFERENCE NOTES

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

Notes on No. 1

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

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

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

<table>
<thead>
<tr>
<th>Tā</th>
<th>lái</th>
<th>le.</th>
<th>(He came)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā</td>
<td>méi(you)</td>
<td>lái.</td>
<td>(He did not come)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Tā</th>
<th>yǒu kè</th>
<th>le.</th>
<th>(Now he has class. [Due to a change in the schedule, he now has class at this time.])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tā</td>
<td>méi-</td>
<td>yǒu kè</td>
<td>le.</td>
</tr>
</tbody>
</table>

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

Tā bù lái le. He is not coming now. [Either he was expected to come but changed his mind, or he used to come at this time but now has stopped.]
In the context of a conversation, the meaning of the sentence would become clear. Here are more examples with the "anymore" meaning:

Tā bù niàn shù le.  He is not going to study anymore.  
(He will no longer attend college.)

Tā bù shì wǒde pèngyou le.  He is not my friend anymore.

Méiyou le.  There is no more.

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

Note on No. 2

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

Tā niàn jīngjìxué, niànr yīnián.  He studied economics for one year.

Tā xué Zhōngguó huà, xuéle sāngé yuè le.  He has been studying Chinese for three months.

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

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

Note on No. 3

Ne is an aspect marker used to emphasize the fact that something is in progress. With action verbs, ne indicates that the action is going on. With state verbs, ne shows that the state exists. With some process verbs, ne indicates that the process is going on. Ne may not be used with certain process verbs. (See also notes on No. 8, about verbs.)
4. A: Nǐ niàn Fǎwén niànle duō jiǔ le? How long have you been studying French?
B: Wǒ niànle yīnián le. I've been studying it for one year.

5. B: Nǐ huì xiě Zhōngguó zì ma? Can you write Chinese characters?
A: Huì yìdiǎn. I can a little.

Notes on Nos. 4-5

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

Tā xiǎng xiě xiě Zhōngguó zì. He wants to learn to write Chinese characters.
Xīǎo dìdì sīsuī le, yījīng huǐ xiě zì le. Little younger brother is four years old and already can write.

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

Wǒ huì Yīngwén. I know English.

6. A: Qùnìán wǒ hái bù huì xiě. Last year I couldn't write them.
A: Xiànzài wǒ huì xiě yìdiǎn le. Now I can write a little.

Notes on No. 6

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

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

The time word xiànzài comes at the beginning of the sentence here. Most time words of more than one syllable may come either before or after the subject, but in either case before the verb.
BIO, Unit 8

7. A: 你的父亲是军人吗?
   B: 是的, 他是海军军官。

8. B: 今天不来.
   A: 我不来了.
   B: 我生病了.

Notes on Nos. 7-8

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

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

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

Nǐ bìng le méiyou?
   Méiyou. Wǒ méi bìng.

(State verbs are always made negative with bù.)

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

<table>
<thead>
<tr>
<th>VERBS</th>
<th>completion le</th>
<th>combined le</th>
<th>new-situation le</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>STATE</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>PROCESS</td>
<td></td>
<td></td>
<td>✗</td>
</tr>
</tbody>
</table>

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Examples:*  

**ACTION**  
Tā zuòtiān gōngzuò le.  
He worked yesterday.  
(completion le)  
Tā yǐjīng lái le.  
He has already come.  
(combined le)  
Gēge xiànzhài niàn dàxué le.  
Older brother goes to college now.  
(new-situation le)**  

**STATE**  
Tā xiànzhài huì xiě zì le.  
He can write now.  
(new-situation le)  

**PROCESS**  
Tā zuòtiān bǐng le.  
He got sick yesterday.  
(completion le)  
Tā xiànzhài bǐng le.  
He is sick.  
(combined le)  
Tā bǐngle yīge yuè le.  
He has been sick for one month now.  
(new-situation le and completion le)

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**VERBS**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>STATE</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>bù</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>méi(you)—negation of completion le</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>hái méi—negation of combined le</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Examples:**

**ACTION**  
Tā bù niàn shū.  
He doesn't (isn't going to) study.  
Tā méi niàn shū.  
He didn't study.  
Tā hái méi niàn shū.  
He hasn't studied yet.  

**STATE**  
Tā qùnián bù xiǎng niàn shū.  
Last year, she didn't want to study.

---

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

**In affirmative sentences containing action verbs, the marker le for new situations is used to describe a change in a general habit.*
PROCESS  Tā jǐntiān méi bīng.  He is not sick today.
          Tā hái méi hǎo.  He hasn't yet recovered.

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

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

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

Notes on No. 9

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

   Tā hǎo.  He's in good health.
   Tā zuōtiān bīng le. Tā jǐntiān yǐjīng hǎo le.  Yesterday he became sick. Today he is already recovered.

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

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

It can be difficult to remember that bīng and hǎo, sometimes translated as "to be sick" and "to be better," are actually process verbs in Chinese, not state verbs. The English sentence "I am better (recovered)" translates as Wǒ hǎo le ("I have become well") and would be incorrect without the le.
Jīntiān hǎo le méiyǒu? Questions may be formed from statements containing completion le or combined le by adding méiyǒu at the end of the statements. You will learn more about forming questions in the first unit of the next module.

Tā láile méiyǒu? Did he come?

Nǐ hǎo le méiyǒu? Are you recovered (from your illness)?

In a Taipei classroom
(courtesy of Thatcher Dean)
DRILLS

A. Response Drill

1. **Speaker**: Tā jīntiān hái yǒu kè ma? (Does he have any more classes today?)
   **You**: Tā méiyǒu kè le. (He doesn't have any more classes.)

2. Tā jīntiān hái lái ma?
   **You**: Tā bù lái le.

3. Tā xiànzāi hái huī shuō Zhōngguó huá ma?
   **You**: Tā bù huī shuō Zhōngguó huá le.

4. Tā xiànzāi hái yǒu Zhōngguó shū ma?
   **You**: Tā méiyǒu Zhōngguó shū le.

5. Tā hái niàn lǐshǐ ma?
   **You**: Tā bù niàn lǐshǐ le.

6. Tā xiànzāi hái zài kōngjūn gōngzuò ma?
   **You**: Tā bù zài kōngjūn gōngzuò le.

7. Tā xiànzāi hái xiāng zǒu ma?
   **You**: Tā bù xiāng zǒu le.

B. Expansion Drill

1. **Speaker**: Tā cóngqián niăn lǐshǐ. (He formerly studied history.)
   **You**: Tā cóngqián niăn lǐshǐ, xiànzāi bù niăn le. (He formerly studied history, but now he doesn't anymore.)

2. Tā cóngqián niăn shū.
   **You**: Tā cóngqián niăn shū, xiànzāi bù niăn le.

3. Tā cóngqián zài lǚjūn zuò shī. (He formerly was in the army)
   **You**: Tā cóngqián zài lǚjūn zuò shī, xiànzāi bù zài lǚjūn zuò shī le.

4. Tā cóngqián bù huī.
   **You**: Tā cóngqián bù huī, xiànzāi huī le.

5. Tā cóngqián bù zhīdào.
   **You**: Tā cóngqián bù zhīdào, xiànzāi zhīdào le.

6. Tāde Zhōngwén cóngqián bù hěn hǎo.
   **You**: Tāde Zhōngwén cóngqián bù hěn hǎo, xiànzāi hěn hǎo le.

7. Tā cóngqián huī shuō Fāguó huà.
   **You**: Tā cóngqián huī shuō Fāguó huà, xiànzāi huī le.
C. **Transformation Drill**

1. **Speaker:** Tā niànguo zhèngzhixué. (He has studied political science.)
   **You:** Tā niàn zhèngzhixué, niànle duō jiǔ?

2. Tā niànguo jīngjìxué. jīnīán
   Tā niàn jīngjìxué, niànle jīnīán?

3. Tā niànguo Zhōngguo wénxué. duō jiǔ
   Tā niàn Zhōngguo wénxué, niànle duō jiǔ?

4. Tā xuéguo Rìwéng. jíge yùè
   Tā xué Rìwéng, xuéle jíge yùè?

5. Tā zài kōngjūn zuòguo shì. duō jiǔ
   Tā zài kōngjūn zuò shì, zuòle duō jiǔ?

6. Tā niànguo Zhōngguo lǐshì. duō jiǔ
   Tā niàn Zhōngguo lǐshì, niànle duō jiǔ?

7. Tā niànguo Yíngguo wénxué. jīnīán
   Tā niàn Yíngguo wénxué, niànle jīnīán?

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D. **Transformation Drill**

1. **Speaker:** Tā xiànzài niàn lǐshì. (He is studying history now.)
   **You:** Tā niàn lǐshì, niànle duō jiǔ le?

2. Tā xiànzài xué Rìwén. jíge yùè
   Tā xué Rìwén, xuéle jíge yùè le?

3. Tā xiànzài niàn Yíngwén. jíge yùè
   Tā niàn Yíngwén, niànle jíge yùè le?

4. Tā xiànzài zài hǎijūn zuò shì. jīnīán
   Tā zài hǎijūn zuò shì, zuòle jīnīán le?

5. Tā xiànzài xué Zhōngguo huà. duō jiǔ
   Tā xué Zhōngguo huà, xuéle duō jiǔ le?

6. Tā xiànzài zài lǜjūn zuò shì. jīnīán
   Tā zài lǜjūn zuò shì, zuòle jīnīán le?

7. Tā xiànzài zài yǐnháng zuò shì. jīnīán
   Tā zài yǐnháng zuò shì, zuòle jīnīán le?
E. **Transformation Drill**

1. **Speaker:** Tā xiànzài hǎi niàn lǐshǐ ne. (He is still studying history.)
   
   **You:** Tā niàn lǐshǐ, hǎi xiǎng niàn duō jiǔ? (How much longer is he going to study history?)

2. Tā xiànzài hǎi niàn Zhōngguó wènxié ne. duō jiǔ
   
   Tā niàn Zhōngguó wènxié, hǎi xiǎng niàn duō jiǔ?

3. Tā xiànzài hǎi xüè Rìwén ne. jīge yūè
   
   Tā xüè Rìwén, hǎi xiǎng xüè jīge yūè?

4. Tā xiànzài hǎi zài lǜjūn zuò shí ne. duō jiǔ
   
   Tā zài lǜjūn zuò shí, hǎi xiǎng zuò duō jiǔ?

5. Tā xiànzài hǎi xüé Zhōngguó huà ne. duō jiǔ
   
   Tā xüé Zhōngguó huà, hǎi xiǎng xüé duō jiǔ?

6. Tā xiànzài hǎi niàn zhēngzhīxüé ne. duō jiǔ
   
   Tā niàn zhēngzhīxüé, hǎi xiǎng niàn duō jiǔ?

7. Tā xiànzài hǎi niàn jīngjīxüé ne. duō jiǔ
   
   Tā niàn jīngjīxüé, hǎi xiǎng niàn duō jiǔ?

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F. **Transformation Drill**

1. **Speaker:** Tā xiànzài niàn lǐshǐ. (He is studying history now.)
   
   **You:** Tā niàn lǐshǐ, niànhle duō jiǔ le? (How long has he studied history?)

   OR Tā niànguo lǐshǐ. (He studied history.)
   
   **You:** Tā niàn lǐshǐ, niànle duō jiǔ? (How long did he study history?)

   OR Tā xiànzài hǎi niàn lǐshǐ. (He is still studying history.)
   
   **You:** Tā niàn nǐshǐ, hǎi xiǎng niàn duō jiǔ? (How long does he plan to study history?)

2. Tā xiànzài niàn Zhōngguó wènxié.
   
   Tā niàn Zhōngguó wènxié, niànle duō jiǔ le?

3. Tā niànguo Zhōngguó wènxié.
   
   Tā niàn Zhōngguó wènxié, niànle duō jiǔ?

4. Tā xiànzài hǎi niàn Rìwén.
   
   Tā niàn Rìwén, hǎi xiǎng niàn duō jiǔ?
5. Tā niànguò Rìwén. Tā niàn Rìwén, niànle duō jiǔ?
6. Tā xuéguò Yīngwén. Tā xué Yīngwén, xuéle duō jiǔ?
7. Tā xiànzài hái xué Yīngwén. Tā xué Yīngwén, hǎi xiǎng xué duō jiǔ?
8. Tā xiànzài zài kōngjūn zuò shì. Tā zài kōngjūn zuò shì, zuòle duō jiǔ le?

G. Expansion Drill
1. Speaker: Wǒ xiě zī le. (I wrote.) You: Wǒ xiě zī le, tā méi xiě zī. (I wrote; he didn't write.)
2. Wǒ dōng le. Wǒ dōng le, tā méi dōng.
3. Wǒ lái le. Wǒ lái le, tā méi lái.
4. Wǒ zǒu le. Wǒ zǒu le, tā méi zǒu.
5. Wǒ zuò le. Wǒ zuò le, tā méi zuò.
7. Wǒ xùě le. Wǒ xùě le, tā méi xùě.

H. Response Drill
1. Speaker: Tā xiě le ma? (Did he write?) You: Tā hái méi xiě. (He still hasn't written.)
2. Tā lái le ma? Tā hái méi lái.
3. Tā hǎo le ma? Tā hái méi hǎo.
5. Tā zǒu le ma? Tā hái méi zǒu.
7. Tā xùě le ma? Tā hái méi xùě.
I. Response Drill

1. Speaker: Tā cóngqián bù huì xiě Zhōngguó zì. Xiànzáì ne?
   (In the past he couldn't write Chinese characters. And now?)
   You: Tā hái bù huì xiě Zhōngguó zì.
   (He still can't write Chinese characters.)

2. Tā cóngqián bù xiǎng xüé Pìwéi. Xiànzáì ne?
   Tā hái bù xiǎng xüé Pìwéi.

3. Tā cóngqián bù niàn lǐshǐ. Xiànzáì ne?
   Tā hái bù niàn lǐshǐ.

4. Tā cóngqián bù dōng Fàwén. Xiànzáì ne?
   Tā hái bù dōng Fàwén.

5. Tāmén cóngqián méiyǒu háizi. Xiànzáì ne?
   Tāmén hái méiyǒu háizi.

6. Tā cóngqián bù huì shuō Déguo huà. Xiànzáì ne?
   Tā hái bù huì shuō Déguo huà.

7. Tā cóngqián bù xiǎng xüé Yīngwén. Xiànzáì ne?
   Tā hái bù xiǎng xüé Yīngwén.

J. Transformation Drill

1. Speaker: Tā cóngqián bù huì xiě Zhōngguó zì.
   (cue) now he can
   (In the past he couldn't write Chinese characters.)
   You: Tā cóngqián bù huì xiě, xiànzáì huì xiě le.
   (In the past he couldn't write; now he can.)
   OR Tā cóngqián huì xiě Zhōngguó zì.
   (cue) no longer
   (In the past he could write Chinese characters.)
   Tā cóngqián huì xiě, xiànzáì bù huì xiě le.
   (In the past he could write; now he can't.)
   OR Tā cóngqián bù huì xiě Zhōngguó zì.
   (cue) still can't
   (In the past he couldn't write Chinese characters.)
   Tā cóngqián bù huì xiě, xiànzáì hái bù huì xiě.
   (In the past he couldn't write; now he still can't.)
2. Tā cōngqián bù dōng Fǎwén. now he can Tā cōngqián bù dōng, xiānzài dōng le.

3. Tā cōngqián dōng Fǎwén. no longer Tā cōngqián dōng, xiānzài bù dōng le.

4. Tā cōngqián bù dōng Fǎwén. still can't Tā cōngqián bù dōng, xiānzài hái bù dōng.

5. Tā cōngqián bù xiǎng xūe Yīngwén. now he does Tā cōngqián bù xiǎng xūe, xiānzài xiǎng xūe le.

6. Tā cōngqián xiǎng xūe Yīngwén. no longer Tā cōngqián xiǎng xūe, xiānzài bù xiǎng xūe le.

7. Tā cōngqián bù xiǎng xūe Yīngwén. still doesn't Tā cōngqián bù xiǎng xūe, xiānzài hái bù xiǎng xūe.

8. Tā cōngqián bù niàn lǐshǐ. now he does Tā cōngqián bù niàn, xiānzài niàn le.

9. Tā cōngqián niàn lǐshǐ. no longer Tā cōngqián niàn, xiānzài bù niàn le.

10. Tā cōngqián bù niàn lǐshǐ. still doesn't Tā cōngqián bù niàn, xiānzài hái bù niàn.