

Standard Chinese

A modular Approach

Standard Chinese: A modular Approach

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Colophon

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Preface

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

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

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

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

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

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

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

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

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

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

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

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

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



James R. Frith, Chairman
Chinese Core Curriculum Project Board

Introduction

About the course

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

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

- The focus is on communicating in Chinese in practical situations — the obvious ones you will encounter upon arriving in China. You will be communicating in Chinese most of the time you are in class. You will not always "be talking about real situations, " but you will almost always be purposefully exchanging information in Chinese.
- This focus on communicating means that the teacher is first of all your conversational partner. Anything that forces him¹ back into the traditional roles of lecturer and drill-master limits your opportunity to interact with a speaker of the Chinese language and to experience the language in its full spontaneity, flexibility, and responsiveness.
- Using class time for communicating, you will complete other course activities out of class whenever possible. This is what the tapes are for. They introduce the new material of each unit and give you as much additional practice as possible without a conversational partner.
- The texts summarize and supplement the tapes, which take you through new material step by step and then give you intensive practice on what you have covered. In this course you will spend almost all your time listening to Chinese and saying things in Chinese, either with the tapes or in class.

How the Course Is Organized

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

Ten situational modules form the core of the course:

ORIENTATION (ORN)

Talking about who you are and where you are from.

¹As used in this course, the words "he," "him," and "Ms" are intended to include both masculine and feminine genders. (Translations of foreign language material not included.)

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

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

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 auxiliary verbs, complex sentences, adverbial expressions.

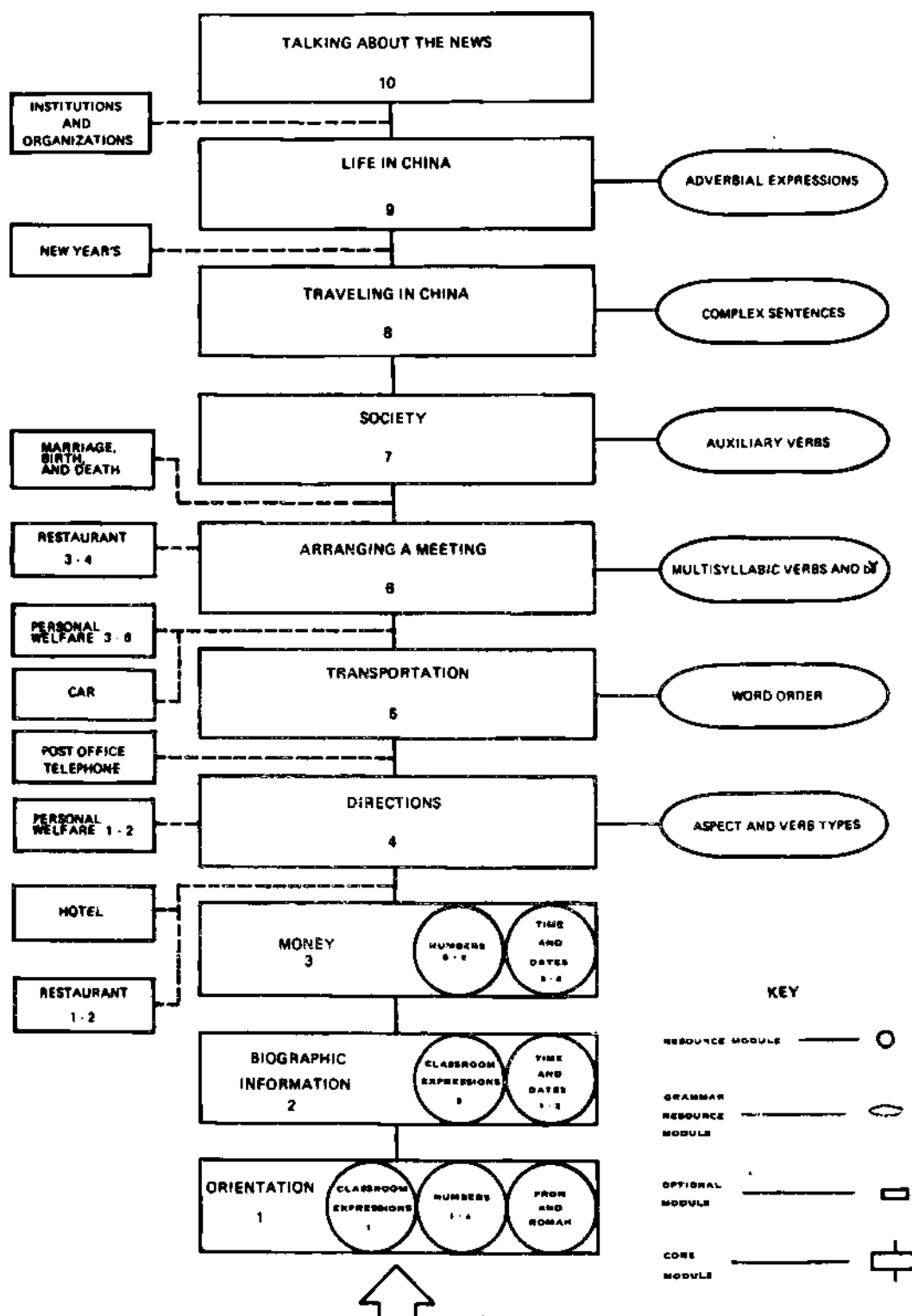
Each module consists of tapes and a student textbook.

The eight optional modules focus on particular situations:

- RESTAURANT (RST)
- HOTEL (HTL)
- PERSONAL WELFARE (WLF)
- POST OFFICE AND TELEPHONE (PST/TEL)
- CAR (CAR)
- CUSTOMS SURROUNDING MARRIAGE, BIRTH, MD DEATH (MBD)
- NEW YEAR'S CELEBRATION (NYH)
- INSTITUTIONS AND ORGANIZATIONS (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 ??? 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-l):** The Target List sentences are given on these tapes. Except in the short Orientation Module, there are two R-l tapes for each module.
- **Criterion Test:** After studying each module, you will take a Criterion Test to find out which module objectives you have met and which you need to work on before beginning to study another module.

Inside a Unit

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

1. **Comprehension Tape 1 (C-l):** This tape introduces all the new words and structures in the unit and lets you hear them in the context of short conversational exchanges. It then works them into other short conversations and longer passages for listening practice, and finally reviews them in the Target List sentences. Your goal when using the tape is to understand all the Target List sentences for the unit.
2. **Production Tape 1 (P-l):** This tape gives you practice in pronouncing the new words and in saying the sentences you learned to understand on the C-l tape. Your goal when using the P-l tape is to be able to produce any of the Target List sentences in Chinese when given the English equivalent.

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

3. **Target List Review:** In this first class activity of the unit, you find out how well you learned the C-l and P-l sentences. The teacher checks your understanding and production of the Target List sentences. He also presents any additional required vocabulary items, found at the end of the Target List, which were not on the C-l and P-l tapes.
4. **Structural Buildup:** During this class activity, you work on your understanding and control of the new structures in the unit. You respond to questions from your teacher about situations illustrated on a chalkboard or explained in other ways.

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

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

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

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

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

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

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

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

TAPED MATERIALS	WRITTEN MATERIALS	CLASS ACTIVITIES
C-1, P-1 Tapes	Target List	Target List Review
	Reference List	
	Reference Notes	
-----	-----	Structural Buildup
D-1 Tapes	Drills	Drills
C-2, P-2 Tapes	Reference Notes	Exercise Review
	C-2, P-2 Workbooks	
-----	-----	Communication Activities

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



Background Notes: About Chinese

The Chinese Languages

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

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

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

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

The Chinese languages and their dialects differ far more in pronunciation than in grammar and vocabulary. What distinguishes Standard Chinese most from

the other Chinese languages, for example, is that it has the fewest tones and the fewest final consonants.

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

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

Some Characteristics of Chinese

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

"to increase," #. Chinese characters are often referred to as "ideographs" which suggests that they stand directly for ideas. But this is misleading. It is better to think of them as standing for the meaningful syllables of the spoken language.

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

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

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

High: **mā**

Falling: **mà**

Rising: **má**

Neutral: **ma**

Low: **mǎ**

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.

Figure 2. Strokes order



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

Figure 3. Running style writing



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

The earliest surviving Chinese characters, inscribed on the Shang Dynasty "oracle bones" of about 1500 B.C. , already included characters that 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.

Figure 4. Running style writing



This character means "ocean" and is pronounced **yáng**. The left side of the character, the three short strokes, is an abbreviation of a character which means "water" and is pronounced **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 yang. This is the "phonetic." It has been borrowed only for its sound value, **yáng**. A speaker of Chinese encountering the above character for the first time could probably figure out that the only Chinese

word that sounds like **yáng** and means something like "water," is the word **yáng** meaning "ocean." We, as speakers of English, might not be able to figure it out. Moreover, phonetics and radicals seldom work as neatly as in this example. But we can still learn to make good use of these hints at sound and sense.

Many dictionaries classify characters in terms of the radicals. According to one of the two dictionary systems used, there are 176 radicals; in the other system, there are 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:²

Máo Zédōng (Mao Tse-tung)

Zhōu Enlái (Chou En-lai)

Jiǎng Jièshí (Chiang Kai-shek)

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

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

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

Zhǔ Dě (Chu Teh)

Lín Biāo (Lin Piao)

Hú Shì (Hu Shih)

Jiāng Qǐng (Chiang Ch'ing—Mme Mao Tse-tung)

There are a few two-syllable surnames.

These are usually followed by single-syllable given names:

Sīmǎ Guāng (Ssu-ma Kuang)

Ōuyáng Xiū (Ou-yang Hsiu)

Zhūgě Liàng (Chu-ke Liang)

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

Sīmǎ Xiāngrú (Ssu-ma Hsiang-ju)

An exhaustive list of Chinese surnames includes several hundred written with a single character and several dozen written with two characters. Some single-syl-

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

lable 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.

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

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

The title "Mr." is **Xiānsheng**.

Mǎ Xiānsheng

Mǎ Mínglǐ Xiānsheng

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

Mǎ Tàitai

Mǎ Mínglǐ Tàitai

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

Mǎ Xiǎojiě

Mǎ Défēn Xiǎojiě

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

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

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

Mǎ Tóngzhì

Mǎ Mínglǐ Tóngzhì

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

Fāng Tóngzhì

Fāng Bǎolán Tóngzhì

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

Mǎ Tóngzhì

Mǎ Děfēn Tóngzhì

Their grown son could be

Fāng Tóngzhì

Fāng Zìqiáng Tóngzhì

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

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

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

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

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

Module 1: Orientation

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

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

Objectives

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

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

Tapes for ORN and associated resource modules

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

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

Numbers			
NUM 1	NUM 2	NUM 3	NUM 4

Classroom Expressions (CE)
CE 1

Unit 1 Target List

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

Unit 2 Target List

- | | | | | |
|----|----|---------------------------|---------|-----------------------------------|
| 1. | A: | Nǐ shì Wáng Xiānsheng ma? | 你是王大年吗? | Are you Mr. Wáng? |
| | B: | Wǒ shì Wáng Dànián. | 我是王大年。 | I am Wáng Dànián. |
| | A: | Wǒ bú shì Wáng Xiānsheng. | 我不是王先生。 | I'm not Mr. Wáng. |
| 2. | A: | Nǐ xìng Wáng ma? | 你姓王吗? | Is your surname Wáng? |
| | B: | Wǒ xìng Wáng. | 我姓王。 | My surname is Wáng. |
| | A: | Wǒ bú xìng Wáng. | 我不姓王。 | My surname isn't Wáng. |
| 3. | A: | Nín guìxìng? | 您贵姓? | Your surname? (POLITE) |
| | B: | Wǒ xìng Wáng. | 我姓王。 | My surname is Wáng. |
| 4. | A: | Nǐ Jiào shénme? | 你叫什么? | What is your given name? |
| | B: | Wǒ Jiào Dànián. | 我叫大年。 | My given name is Dànián (Daniel). |
| 5. | A: | Nǐ hǎo a? | 你好阿? | How are you? |
| | B: | Wǒ hǎo. Nǐ ne? | 我好。你呢? | I'm fine. And you? |
| | A: | Hǎo. Xièxie. | 好。谢谢。 | Fine, thank you. |

Additional required vocabulary (not presented on P-1 and P-1 tapes)

- | | | | |
|----|--------|----|------------|
| 6. | míngzi | 名字 | given name |
|----|--------|----|------------|

Unit 3 Target List

1. A: **Nǐ shì Měiguó rén ma?** 你是美国人吗? Are you an American?
 B: **Shì.** 是。 Yes (I am).
 B: **Bú shì.** 不是。 No (I'm not).
2. A: **Nǐ shì Zhōngguó rén ma?** 你是中国人吗? Are you Chinese?
 B: **Shì, wǒ shì Zhōngguó rén.** 是, 我是中国人。 Yes, I'm Chinese.
 B: **Bú shì, wǒ bú shì Zhōngguó rén.** 不是, 我不是中国人。 No, I'm not Chinese.
3. A: **Nǐ shì něiguó rén?** 你是哪儿国人? What is your nationality?
 B: **Wǒ shì Měiguó rén.** 我是美国人。 I'm an American.
 B: **Wǒ shì Zhōngguó rén.** 我是中国人。 I'm Chinese.
 B: **Wǒ shì Yīngguó rén.** 我是英国人。 I'm English.
4. A: **Nǐ shì nǎrde rén?** 你是哪儿人? Where are you from?
 B: **Wǒ shì Jiāzhōu rén.** 我是加州人。 I'm a Californian.
 B: **Wǒ shì Shànghǎi rén.** 我是上海人。 I'm from Shanghai.

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

- | | | | |
|----|----------------------|----|---------|
| 5: | Déguó | 德国 | Germany |
| 6: | Èguó (Éguó) | 俄国 | Russia |
| 7: | Fàguó (Fǎguó) | 法国 | France |
| 8: | Rìběn | 日本 | Japan |

Unit 4 Target List

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

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

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

Figure 5. On a Běijīng street (courtesy of Pat Fox)



Unit 1

Introduction

Topics Covered in this Unit

1. Questions and answers about full names and surnames.
2. Titles and terms of address ("Mr.," etc.).

Prerequisites to the Unit

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

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

Materials You Will Need

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

About the C-1 and P-1 Tapes

The C-1 and P-1 tapes are your introduction to the Chinese words and structures presented in each unit. The tapes give you explanations and practice on the new material. By the time you have worked through these two tapes, you will be competent in understanding and producing the expressions introduced in the unit.

With the C-1 tape, you learn to understand the new words and structures. The material is presented in short conversational exchanges, first with English translations and later with pauses which allow you to translate. Try to give a complete English translation for each Chinese expression. Your goal when using the C-1 tape is to learn the meanings of all the words and structures as they are used in the sentences.

With the P-1 tape, you learn to put together these sentences. You learn to pronounce each new word and use each new structure. When the recorded instructions direct you to pronounce a word or say a sentence, do so out loud. It is important for you to hear yourself speaking Chinese, so that you will know whether you are pronouncing the words correctly. Making the effort to say the expression is a big part of learning it. It is one thing to think about how a sentence should be put together or how it should sound. It is another thing to put it together that way or make it sound that way. Your goal when using the P-1 tape is to produce the Target List expressions in Chinese when given English equivalents. At the end of each P-1 tape is a review of the Target List which you can go over until you have mastered the expressions.

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

About the Reference List and the Reference Notes

The Reference List and the Reference Notes are designed to be used before, during, or directly after work with the C-1 and P-1 tapes.

The Reference List is a summary of the C-1 and P-1 tapes. It contains all sentences which introduce new material, showing you both the Chinese sentences written in romanization and their English equivalents. You will find that the list is printed so that either the Chinese or the English can be covered to allow you to test yourself on comprehension, production, or romanization of the sentences.

The Reference Notes give you information about grammar, pronunciation, and cultural usage. Some of these explanations duplicate what you hear on the C-1 and P-1 tapes. Other explanations contain new information.

You may use the Reference List and Reference Notes in various ways. For example, you may follow the Reference Notes as you listen to a tape, glancing at an exchange or stopping to read a comment whenever you want to. Or you may look through the Reference Notes before listening to a tape, and then use the Reference List while you listen, to help you keep track of where you are. Whichever way you decide to use these parts of a unit, remember that they are reference materials. Don't rely on the translations and romanizations as subtitles for the C-1 tape or as cue cards for the P-1 tape, for this would rob you of your chance to develop listening and responding skills.

About the Drills

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

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

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

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

The five basic types of drills are described below.

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

Example 1. Here is an English example of a substitution drill:

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

Example 2. Here is an English example of a transformation drill, in which the student is changing affirmative sentences into negative ones:

- T: I'm going to the bank.
 - S: I'm not going to the bank.
 - T: I'm going to the store.
 - S: I'm not going to the store.
3. Response Drills: On the basis of a model given at the beginning of the drill, the student responds to questions or remarks by the teacher as cued by the teacher.

Example 3. Here is an English example of a response drill:

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

Example 4. Here is an English example of an expansion drill:

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

Example 5. Here is an English example of a combination drill:

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

References

Reference list

1.	A:	Nǐ shì shéi?	你是谁?	Who are you?
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián.
2.	A:	Nǐ shì shéi?	你是谁?	Who are you?
	B:	Wǒ shì Hú Měilíng.	我是胡美玲。	I'm Hú Měilíng.
3.	A:	Tā shì shéi?	他是谁?	Who is he?
	B:	Tā shì Mǎ Mínglǐ	他是马明理。	He is Mǎ Mínglǐ.
4.	A:	Tā shì Mǎ Mínglǐ.	他是马明理。	He is Mǎ Mínglǐ.
	B:	Tā shì Hú Měilíng.	她是胡美玲。	She is Hú Měilíng.
5.	A:	Nǐ xìng shénme?	你姓什么?	What is your surname?
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng.
6.	A:	Tā xìng shénme?	他姓什么?	What is his surname?
	B:	Tā xìng Mǎ.	他姓马。	His surname is Mǎ.
7.	A:	Tā shì shéi?	他是谁?	Who is he?
	B:	Tā shì Mǎ xiānsheng.	他是马先生。	He is Mr. Mǎ .
8.	A:	Tā shì shéi?	他是谁?	Who is he?
	B:	Tā shì Mǎ Mínglǐ xiānsheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ.
9.	A:	Wáng xiānsheng, tā shì shéi?	王先生, 他是谁?	Mr. Wáng, who is he?
	B:	Tā shì Mǎ Mínglǐ xiānsheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ
10.	A:	Xiānsheng, tā shì shéi?	先生, 他是谁?	Sir, who is he?
	B:	Tā shì Mǎ xiānsheng	他是马先生。	He is Mr. Mǎ.
11.	A:	Xiānsheng, tā shì shéi?	先生, 她是谁?	Sir, who is she?
	B:	Tā shì Mǎ tàitai.	她是马太太。	She is Mrs. Mǎ.
12.	A:	Wáng xiānsheng, tā shì shéi?	王先生, 她是谁?	Mr. Wáng, who is she?
	B:	Tā shì Mǎ Mínglǐ tàitai.	她是马明理太太。	She is Mrs. Mǎ Mínglǐ.
13.	A:	Wáng xiānsheng, tā shì shéi?	王先生, 她是谁?	Mr. Wáng, who is she?
	B:	Tā shì Mǎ xiǎojiě.	她是马小姐。	She is miss Mǎ.
14.	A:	Tā shì shéi?	他是谁?	Who is he?
	B:	Tā shì Mǎ Mínglǐ tóngzhì.	他是马明理同志。	He is comrade Mínglǐ.
15.	A:	Tóngzhì, tā shì shéi?	同志, 她是谁?	Comrade, who is she?
	B:	Tā shì Fāng Bǎolán.	她是方宝兰。	She is Fāng Bǎolán.

16.	A:	Tóngzhì, tā shì shéi?	同志, 她是谁?	Comrade, who is she?
	B:	Tā shì Fāng Bǎolán tóngzhì.	她是方宝兰同志。	She is comrade Fāng Bǎolán.

Vocabulary

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

Reference notes

Notes on №1-4

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

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

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

Wǒ	shì	Wáng Dànián.	I am Wáng Dànián.
Nǐ	shì	Hú Měilíng.	You are Hú Měilíng.
Tā	shì	Mǎ Mínglǐ.	He is Mǎ Mínglǐ.

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

The pronoun **tā** is equivalent to both "he" and "she." (and it)

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

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

Tā	shì	shéi?	Who is he?
Tā	shì	Mǎ Mínglǐ?	He is Mǎ Mínglǐ.

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

Notes on №5-6

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

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

Wǒ	shi	Wáng Dànián.
I	am	Wáng Dànián.

Wǒ	xìng	Wáng.
I	am surnamed	Wáng.

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

Nǐ	shi	shéi?
You	are	who?

Nǐ	xìng	shénme?
You	are surnamed	what?

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

Notes on №7-8

7.	A:	Tā shì shéi?	他是谁?	Who is he?
	B:	Tā shì Mǎ xiānsheng.	他是马先生。	He is Mr. Mǎ .
8.	A:	Tā shì shéi?	他是谁?	Who is he?
	B:	Tā shì Mǎ Mínglǐ xiānsheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ.

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

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

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

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

Notes on №9-12

9.	A:	Wáng xiānsheng, tā shì shéi?	王先生，他是谁？	Mr. Wáng, who is he?
	B:	Tā shì Mǎ Mínglǐ xiānsheng.	他是马明理先生。	He is Mr. Mǎ Mínglǐ.
10.	A:	Xiānsheng, tā shì shéi?	先生，他是谁？	Sir, who is he?
	B:	Tā shì Mǎ xiānsheng	他是马先生。	He is Mr. Mǎ.
11.	A:	Xiānsheng, tā shì shéi?	先生，她是谁？	Sir, who is she?
	B:	Tā shì Mǎ tàitai.	她是马太太。	She is Mrs. Mǎ.
12.	A:	Wáng xiānsheng, tā shì shéi?	王先生，她是谁？	Mr. Wáng, who is she?
	B:	Tā shì Mǎ Mínglǐ tàitai.	她是马明理太太。	She is Mrs. Mǎ Mínglǐ.

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

Notes on №13-16

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

See the Background Notes on Chinese Personal Names and Titles for **tóngzhì**. "Comrade," and the use of maiden names.

Drills

Substitution drill.

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

Response Drill

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

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

Response drill.

	question	cue	answer
1.	Tā shì shéi? 他是谁? Who is he?	Mǎ xiānsheng 马先生 Mr. Mǎ	Tā shì Mǎ xiānsheng. 他是马先生。 He is Mr. Mǎ.
2.	Tā shì shéi? 她是谁? Who is she?	Hú tàitai 胡太太 Mrs. Hú	Tā shì Hú tàitai. 她是胡太太。 She is Mrs. Hú.
3.	Tā shì shéi? 他是谁? Who is he?	Máo xiānsheng 毛先生 Mr. Máo	Tā shì Máo xiānsheng. 他是毛先生。 He is Mr. Máo.
4.	Tā shì shéi? 他是谁? Who is he?	Zhāng tóngzhì 张同志 Comrade Zhāng	Tā shì Zhāng tóngzhì. 他是张同志。 He is Comrade Zhāng.
5.	Tā shì shéi? 她是谁? Who is she?	Liú xiǎojiě 刘小姐 Miss Liú	Tā shì Liú xiǎojiě. 她是刘小姐。 She is Miss Liú.
6.	Tā shì shéi? 他是谁? Who is he?	Mǎ xiānsheng 马先生 Mr. Mǎ	Tā shì Mǎ xiānsheng. 他是马先生 He is Mr. Mǎ.
7.	Tā shì shéi? 她是谁? Who is she?	Zhào tàitai 赵太太 Mrs. Zhào	Tā shì Zhào tàitai. 她是赵太太。 She is Mrs. Zhào.

Unit 2

Introduction

Topics covered in this unit

1. Questions and answers about given names.
2. Yes/no questions.
3. Negative statement.
4. Greetings.

Prerequisites to the Unit

1. P&R 3 and P&R 4 (Tapes 3 and 4 of the resource module on Pronunciation and Romanization).

Materials You Will Need

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

References

Reference list

1.	A:	Tā shì Wáng tàitai ma?	她是王太太， 吗？	Is she Mrs. Wáng ?
	B:	Tā shì Wáng tàitai.	她是王太太。	she is Mrs. Wáng .
2.	A:	Nǐ shì Wáng xiānsheng ma?	你是王先生吗？	Are you Mr. Wáng ?
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián .
3.	A:	Nǐ shì Mǎ xiānsheng ma?	你是马先生吗？	Are you Mr. Mǎ .
	B:	Wǒ shì Wáng Dànián.	我是王大年。	I'm Wáng Dànián .
4.	A:	Nǐ shì Mǎ xiānsheng ma?	你是马先生吗？	are you Mr. Mǎ ?
	B:	Wǒ bú shì Mǎ xiānsheng.	我不是马先生。	I'm not Mr. Mǎ .
5.	A:	Wǒ shì Wáng Dànián.	我是王大年。	I am Wáng Dànián .
	B:	Wǒ bú shì Wáng Dànián.	我不是王大年。	I am not Wáng Dànián .
6.	A:	Nǐ xìng Fāng ma?	你姓方吗？	Is your surname Fāng ?
	B:	Wǒ bú xìng Fāng	我不姓方。	My surname isn't Fāng .
7.	A:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng .
	B:	Wǒ bú shì Wáng.	我不姓王。	My surname isn't Wáng .
8.	A:	Nǐ xìng Mǎ ma?	你姓马吗？	Is your surname Mǎ ?
	B:	Bù xìng Mǎ. Xìng Wáng.	不姓马。(我)姓王。	My surname isn't Mǎ . My surname is Wáng .
9.	A:	Nín guìxìng?	您贵姓？	Your surname? (polite)
	B:	Wǒ xìng Wáng.	我姓王。	My surname is Wáng .
10.	A:	Nǐ jiào shénme?	你叫什么？	What is your given name?
	B:	Wǒ jiào Dànián.	我叫大年。	My given name is Dànián .
11.	A:	Nǐ hǎo a?	你好阿？	How are you?
	B:	Wǒ hǎo.	我好	I'm fine.
12.	A:	Nǐ hǎo a?	你好阿？	How are you?
	B:	Wǒ hǎo. Nǐ ne?	我好，你呢？	I'm fine. And you?
	A:	Hǎo, xièxie.	好，谢谢。	Fine, thanks.

Vocabulary

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

Reference notes

Notes on №1-3

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

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

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

Notes on №4-5

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

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

Example 6. Examples

bù fēi (not to fly)

bù féi (not to be fat)

bù fěi (not to slander)

bú fèi (not to waste)

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

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

Wǒ		shi		Wáng Dànián.
I		am		Wáng Dànián.
Wǒ	bú	shi		Mǎ Xiānsheng.
I		am	not	Mǎ Xiānsheng.

Notes on №6-8

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

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

Notes on №9

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

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

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

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

Notes on №10

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

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

Notes on №11

11.	A:	Nǐ hǎo a?	你好阿?	How are you?
	B:	Wǒ hǎo.	我好	I'm fine.

Notice that the Low tones of **wǒ** and **nǐ** change to Rising tones before the Low tone of **hǎo**: **Ní hǎo a? hǎo.**

Hǎo is a verb: "to "be good" "to be vell" "to be fine." Since it functions like the verb "to "be" plus an adjective in English, we will call it an adjectival verb.

Wǒ	hǎo
I	am fine

Nǐ	hǎo	a?
You	are fine	?

Notes on №12

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

The marker **ne** makes a question out of the single work **nǐ**, "you": "And you?" or "How about you?"

Notes on №13

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

Drills

Transformations drill

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

Response drill

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

Response drill

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

Response drill

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

Transformation drill

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

Transformation drill

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

Transformation drill

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

Expansion drill

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

Expansion drill

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

Response drill

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

Transformation drill

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

Transformation drill

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

Combination drill

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

Unit 3

Introduction

Topics covered in this unit

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

Prerequisites to the unit

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

Material you will need

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

References

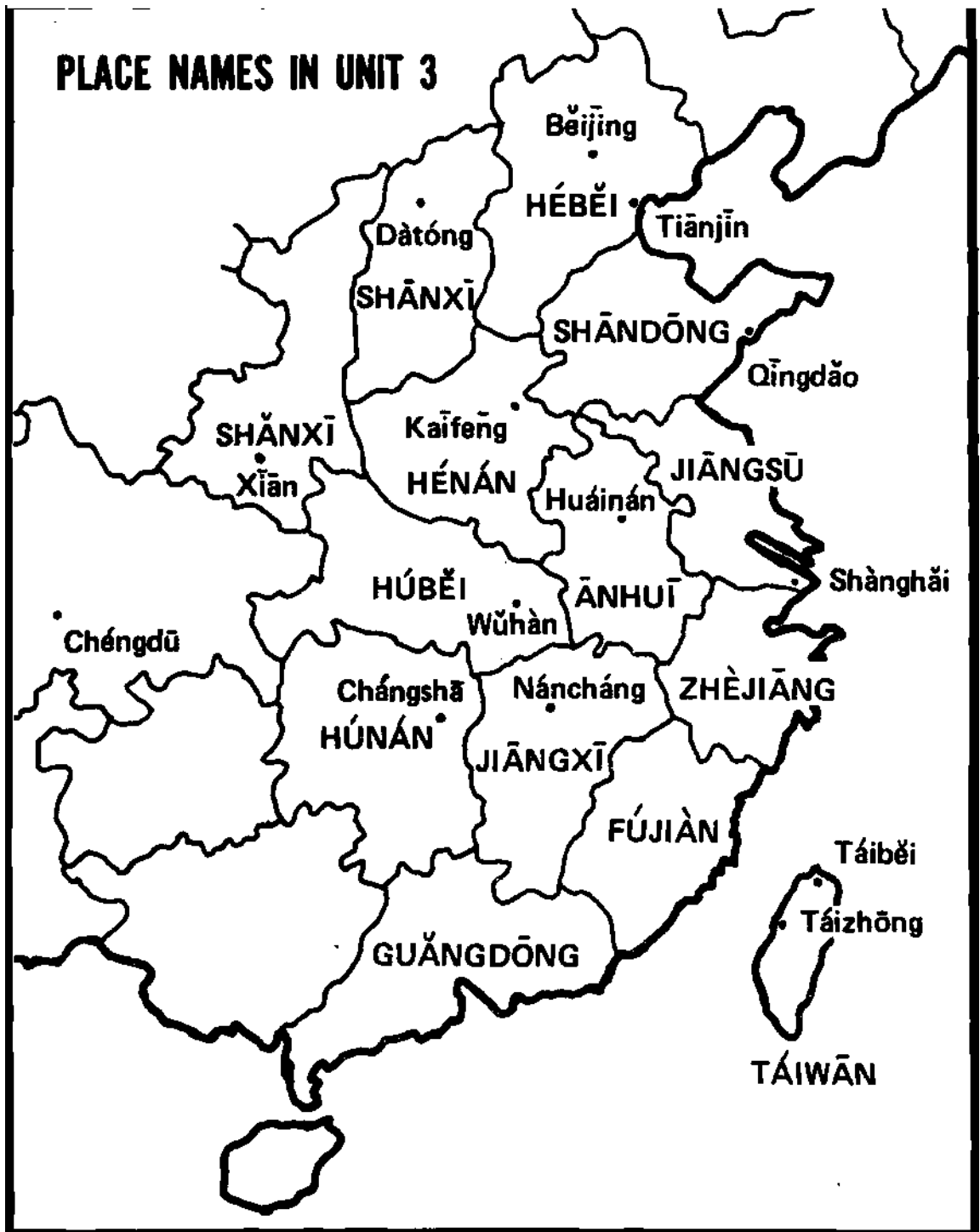
Reference List

1.	A:	Nǐ shì Měiguó rén ma?	你是美国人吗?	Are you American?
	B:	Wǒ shì Měiguó rén.	我是美国人。	I'm American.
2.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗?	Are you Chinese?
	B:	Wǒ shì Zhōngguó rén.	我是中国人。	I'm Chinese.
3.	A:	Wáng xiānsheng, nǐ shì Yīngguó rén ma?	王先生, 你是英国人吗?	Mr. Wáng , are you English?
	B:	Wǒ bú shì Yīngguó rén.	我不是英国人。	I'm not English.
4.	A:	Nǐ shì Zhōngguó rén ma?	你是中国人吗?	Are you Chinese?
	B:	Bú shì.	不是。	No.
	A:	Nǐ shì Měiguó rén ma?	你是美国人吗?	Are you American?
	B:	Shì.	是。	Yes, I'm.
5.	A:	Mǎ xiǎojiě shì Měiguó rén ma?	马小姐是美国人吗?	Is Miss Mǎ an American?
	B:	Bú shì, tā bú shì Měiguó rén.	不是, 他不是美国人。	No, she is not an American.
	A:	Tā shì Zhōngguó rén ma?	他是中国人吗?	Is she Chinese?
	B:	Shì, tā shì Zhōngguó rén.	是, 他是中国人。	Yes, she is Chinese.
6.	A:	Nǐ shì něiguó rén?	你是哪国人?	What is your nationality?
	B:	Wǒ shì Měiguó rén.	我是美国人。	I'm American.
7.	A:	Tā shì něiguó rén?	他是哪国人?	What is his nationality?
	B:	Tā shì Yīngguó rén.	他是英国人。	He is English.
8.	A:	Nǐ shì nǎrde rén?	他是哪儿的人?	Where are you from?
	B:	Wǒ shì Shànghǎi rén.	我是上海人。	I'm from Shànghǎi .
9.	A:	Tā shì Fāng Bǎolán de xiānsheng.	他是方宝兰的先生?	He is Fāng Bǎolán 's husband.
10.	A:	Tā shì nǎrde rén?	他是哪儿的人?	Where is he from?
	B:	Tā shì Shāndōng rén.	他是山东人。	He's from Shāndōng .
11.	A:	Nǐ shì nǎrde rén?	你是哪儿的人?	Where are you from?
	B:	Wǒ shì Jiāzhōu rén.	我是加州人。	I'm Californian.
12.	A:	Nǐ shì Měiguó rén ma?	你是美国人吗?	Are you an American?
	B:	Nǐ shì něiguó rén?	你是哪国人?	What's your nationality?
	A:	Nǐ shì nǎrde rén?	你是哪儿的人?	Where are you from?

Vocabulary

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

Figure 6. 0021-FSI-StandardChinese-Module01ORN-StudentText-7.png



Reference Notes

Notes on № 1-3

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

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

Tā shì Měiguó rén .	他是美国人。	He is an American (noun phrase)
Tā shì Zhōngguó rén.	他是中国人。	He is Chinese (adjective)
Tā shì Shāndōng rén.	他是山东人。	Hi is from Shāndōng. (prepositional phrase)

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

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

Notes on № 4-5

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

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

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

Notes on № 6-7

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

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

něi-	guo	rén
which	country	person

Notice that the syllable **-guó**, "country," in the phrase **něiguó rén** may lose its rising tone.

Notes on № 8-11

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

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

nǎr	-de	rén
where	's	person

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

Fāng Bǎolán	-de	xiānsheng
Fāng Bǎolán	's	husband

Notes on № 12

12.	A:	Nǐ shì Měiguó rén ma?	你是美国人吗?	Are you an American?
	B:	Nǐ shì něiguó rén?	你是哪国人?	What's your nationality?
	A:	Nǐ shì nǎrde rén?	你是哪人的人?	Where are you from?

Drills

Response Drill

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

Response Drill

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

Response Drill

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

Response Drill

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

Transformation Drill

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

Transformation Drill

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

Transformation Drill

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

Transformation Drill

1.	<p>Tā xìng Zhāng. 他姓张。</p> <p>His surname is Zhāng.</p>	<p>Tā xìng shénme? 他姓什么?</p> <p>What's his surname?</p>
2.	<p>Tā shì Běijīng rén. 他是北京人。</p> <p>He is from Běijīng.</p>	<p>Tā shì nǎrde rén? 他是哪儿的人?</p> <p>Where is he from?</p>
3.	<p>Tā shì Wáng Dànián. 他是王大年。</p> <p>He is Wáng Dànián.</p>	<p>Tā shì shéi? 他是谁?</p> <p>Who is he?</p>
4.	<p>Tā shì Riběn rén. 他是日本人。</p> <p>He is Japanese.</p>	<p>Tā shì nǎiguó rén? 他是哪国人?</p> <p>What is his nationality?</p>
5.	<p>Tā shì Shāndōng rén. 他是山东人。</p> <p>He is from Shāndōng.</p>	<p>Tā shì nǎrde rén? 他是哪儿的人?</p> <p>Where is he from?</p>
6.	<p>Tā shì Chén tōngzhì. 他是陈同志。</p> <p>He is comrade Chén.</p>	<p>Tā shì shéi? 他是谁?</p> <p>Who is he?</p>

Unit 4

Introduction

Topics covered in this unit

1. Location of people and places.
2. Where people's families are from.

Prerequisites to the unit

1. NUM 3 and NUM 4 (Tapes 3 and 4 of the resource module on Numbers.)
2. CE 1, on Classroom Expressions.

Material you will need

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

References

Reference List

1.	A:	Qǐngwèn, nǐ shì nǎrde rén?	请问，你是哪儿的人？	May I ask, where are you from?
	B:	Wǒ shì Dézhōu rén.	我是德州人。	I'm from Texas.
2.	A:	Qǐngwèn, Āndésen fūren shì nǎrde rén?	请问，安德森夫人是哪儿的人？	May I ask, where is Mrs. Andersen from?
	B:	Tā shì Dézhōu rén.	他是德州人。	She is from Texas too.
3.	A:	Tā shì Yīngguó rén ma?	他是英国人吗？	Is she English?
	B:	Bú shì, tā bú shì Yīngguó rén.	不是，他不是英国人。	No, he is not English.
	A:	Tā àiren ne?	他爱人呢？	And his wife?
	B:	Tā yě bú shì Yīngguó rén.	他也不是英国人。	She isn't English either.
4.	A:	Qǐngwèn, Qīngdǎo zài nǎr?	请问，青岛在哪儿？	May I ask, where is Qīngdǎo?
	B:	Qīngdǎo zài Shāndōng.	青岛在山东。	Qīngdǎo is in Shāndōng.
5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	请问，你老家在哪儿？	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Āndàlùè.	我老家在安大略。	My family is from Ontario.
	B:	Wǒ lǎojiā zài Shāndōng.	我老家在山东。	My family is from Shāndōng.
6.	A:	Chén Shìmín tóngzhì zài nǎr?	陈世民同志在哪儿？	Where is comrade Shìmín?
	B:	Tā zài nàr.	他在那儿。	He's there.
7.	A:	Qīngdǎo zài nǎr?	青岛在哪儿？	Where is Qīngdǎo?
	B:	Zài zhèr.	在这儿。	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	你爱人现在在哪儿？	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	我爱人现在在加拿大。	My wife is in Canada now.

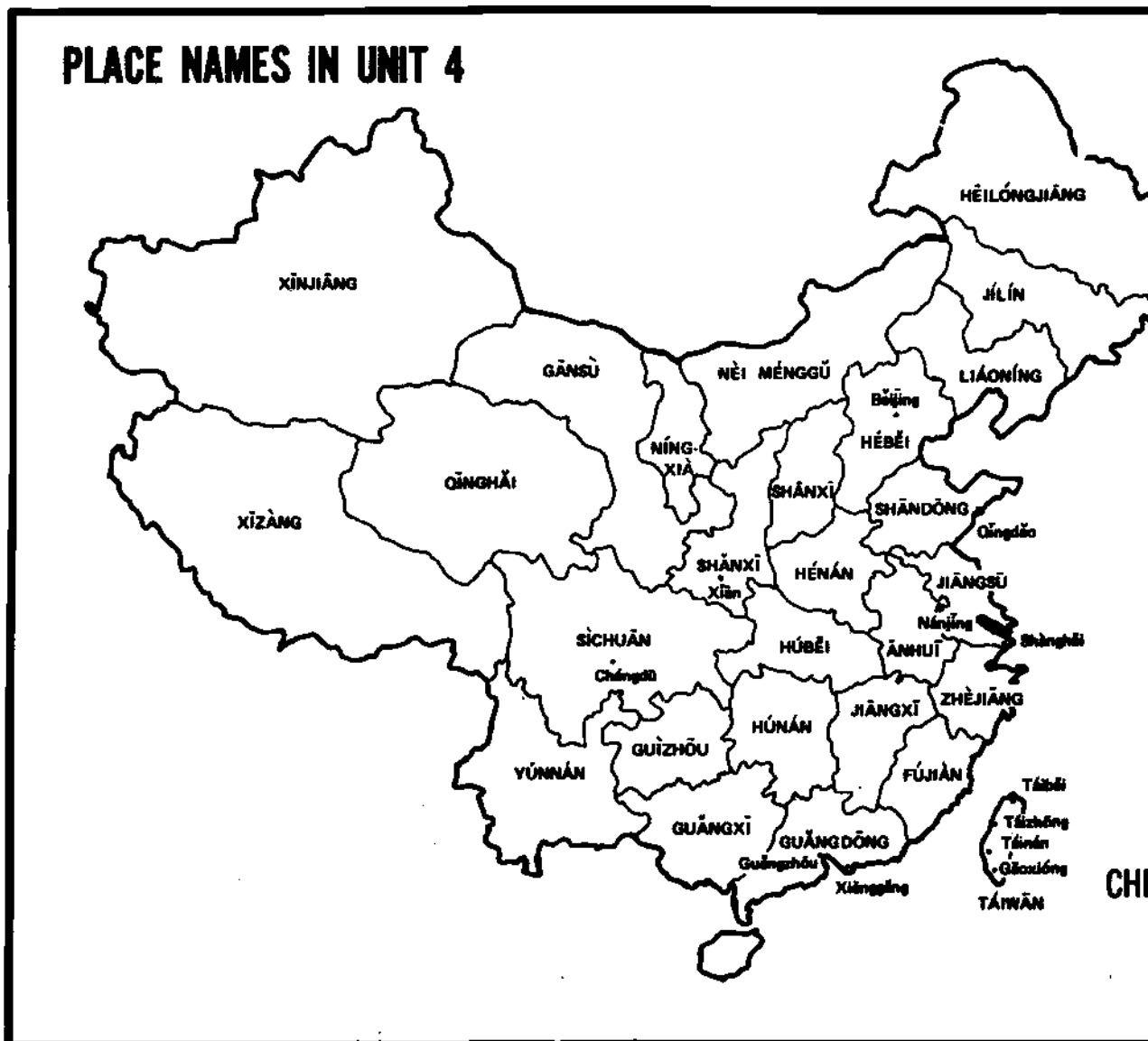
Vocabulary

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

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

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

Figure 7. 0021-FSI-StandardChinese-Module01ORN-StudentText-8.png



Reference Notes

Notes on № 1

1.	A:	Qǐngwèn, nǐ shì nǎrde rén?	请问, 你是哪儿人?	May I ask, where are you from?
	B:	Wǒ shì Dézhōu rén.	我是德州人。	I'm from Texas.

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

 Note

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

Notes on № 2

2.	A:	Qǐngwèn, Āndésēn fūren shì nǎrde rén?	请问, 安德森夫人是哪儿人?	May I ask, where is Mrs. Andersen from?
	B:	Tā shì Dézhōu rén.	他是德州人。	She is from Texas too.

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

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

Table 1. PRC

Dàwéi	Āndésēn	Xiānsheng
-------	---------	-----------

Table 2. TAIWAN

Ān	Désēn	Xiānsheng
Ān	Dàwèi	Xiānsheng

Titles: In the PRC, a foreign man is addressed as **Xiānsheng**, and a married woman as either **Fūren** or **Tàitai**, depending on her status. The term **Fūren** is an especially respectful term used to address the wife of a high-ranking official or businessman. **Fūren** is also used this way on Taiwan.

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

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

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

Notes on № 3

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

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

The possessive phrase **Tā Àiren**, "his wife" (or, "her husband"), is formed by putting the words for "he" (or "she") and "spouse" together.

The marker **-de** (which you have seen in **nǎrde rén**) is not needed when the possessive relationship is felt to be very close. (See also the notes on No. 5.)

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

Tā yě shì Yīngguó rén.	他也是英国人。	She is English too. She is also English.
Tā yě bú shì Yīngguó rén.	他也不是英国人。	She is not English either. She is also not English.

Notes on № 4

4.	A:	Qǐngwèn, Qīngdǎo zài nǎr?	请问, 青岛在哪儿?	May I ask, where is Qīngdǎo ?
	B:	Qīngdǎo zài Shāndōng.	青岛在山东。	Qīngdǎo is in Shāndōng.

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

Notes on № 5

5.	A:	Qǐngwèn, nǐ lǎojiā zài nǎr?	请问, 你老家在哪儿?	May I ask, where is your family from?
	B:	Wǒ lǎojiā zài Āndàlùè.	我老家在安大略。	My family is from Ontario.

B:	Wǒ lǎojiā zài Shāndōng.	我老家在山东。	My family is from Shāndōng.
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Literally, **lǎojiā** is "old home" ("original home," "ancestral home," "native place"), that is, the place you and your family are from. When a Chinese asks you about your **lǎojiā**, he probably wants to know about your hometown, the place where you grew up.

When you ask a Chinese about his **lǎojiā** however, he will tell you where his family came from originally. A Chinese whose grandparents came from the province of **Guǎngdōng** will give that as his **lǎojiā**, even if he and his parents have spent all of their lives in **Sichuān**.

Nǐ lǎojiā zài nǎr? (literally "Where is your original home?") asks for the LOCATION of the town you come from.

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

Compare:

Wó lǎojiā zài Guǎngdōng.	我老家在廣東。	My original home is in Guǎngdōng.
Wǒ lǎojiā shì Guǎngzhōu.	我老家是 廣州。	My original home is Guǎngzhōu.

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

Notes on № 6-8

6.	A:	Chén Shìmín tóngzhì zài nǎr?	陈世民同志在哪儿?	Where is comrade Shìmín?
	B:	Tā zài nàr.	他在那儿。	He's there.
7.	A:	Qīngdǎo zài nǎr?	青岛在哪儿?	Where is Qīngdǎo?
	B:	Zài zhèr.	在这儿。	It's here.
8.	A:	Nǐ àiren xiànzài zài nǎr?	你爱人现在在哪儿?	Where is your wife now?
	B:	Wǒ àiren xiànzài zài Jiānádà.	我爱人现在在加拿大。	My wife is in Canada now.

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

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

Notice that the question word **nǎr** is in the Low tone, while the answer words **nàr** and **zhèr** are both in the Falling tone. Also notice that the vowel sound in **zhèr** is

different from that in **nǎr** and **nàr**. (Some speakers prefer **nèr** to **nàr**.) When you are talking about movable things and people that you presume are not nearby ("nearby," being approximately within pointing range), you usually ask where they are NOW. The "present time" word may be omitted if the time has been established earlier in the conversation.

Nǐ àiren xiànzài zài nǎr?	你爱人现在在哪儿?	Where is your wife now?
Tā zài Běijīng.	他在北京。	She's in Běijīng (now).

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

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

Compare these two exchanges in Běijīng:

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

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

Drills

Response Drill

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

Transformation Drill

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

Transformation Drill

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

Transformation Drill

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

Transformation Drill

1.	<p>Zhào xiānsheng bú shì Táiwān rén. 赵先生不是台湾人。</p> <p>Mr. Zhào isn't from Táiwān.</p>	<p>Zhào xiānsheng yě bú shì Táiwān rén. 赵先生也不是人。</p> <p>Mr. Zhào isn't from Táiwān either.</p>
2.	<p>Lǐ xiānsheng bú shì Táiběi rén. 李先生不是台北人。</p> <p>Mr. Lǐ isn't from Táiběi.</p>	<p>Lǐ xiānsheng yě bú shì Táiběi rén. 李先生也不是台北人。</p> <p>Mr. Lǐ isn't from Táiběi either.</p>
3.	<p>Wáng xiānsheng bú shì Táizhōng rén. 王先生不是台中人。</p> <p>Mr. Wáng isn't from Táizhōng.</p>	<p>Wáng xiānsheng yě bú shì Táizhōng rén. 王先生也不是台中人。</p> <p>Mr. Wáng isn't from Táizhōng either.</p>
4.	<p>Huáng xiānsheng bú shì Táinán rén. 黄先生不是台南人。</p> <p>Mr. Huáng isn't from Táinán.</p>	<p>Huáng xiānsheng yě bú shì Táinán rén. 黄先生也不是台南人。</p> <p>Mr. Huáng isn't from Táinán either.</p>
5.	<p>Liú xiānsheng bú shì Táidōng rén. 刘先生不是台东人。</p> <p>Mr. Liú isn't from Táidōng.</p>	<p>Liú xiānsheng yě bú shì Táidōng rén. 刘先生也不是台东人。</p> <p>Mr. Liú isn't from Táidōng either.</p>
6.	<p>Hú xiānsheng bú shì Jīlóng rén. 胡先生不是基隆市人。</p> <p>Mr. Hú isn't from Jīlóng.</p>	<p>Hú xiānsheng yě bú shì Jīlóng rén. 胡先生也不是基隆市人。</p> <p>Mr. Hú isn't from Jīlóng either.</p>
7.	<p>Chén xiānsheng bú shì Gāoxióng rén. 陈先生不是高雄人。</p> <p>Mr. Chén isn't from Gāoxióng.</p>	<p>Chén xiānsheng yě bú shì Gāoxióng rén. 陈先生也不是高雄人。</p> <p>Mr. Chén isn't from Gāoxióng either.</p>

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

Response Drill

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

Transformation Drill

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

Response Drill

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

Criterion Test

The purpose of the Criterion Test at the end of each module is to show you not only how much of the material you have learned, but also what points you need to work on before beginning to study another module.

Since the primary goal of ORN is to introduce the sound system of Standard Chinese, this test focuses on your ability to discriminate and produce tones, vowels, and consonants. Additionally, there are sections which test your ability to comprehend and produce numbers from 1 through 99 and the material in the ORN Target Lists.

Your knowledge of personal names and titles and the romanization system is also tested. Read the Objectives at the beginning of the module for a description of exactly what the test covers.

Note: Although the entire sound system is introduced in the Pronunciation and Romanization Module, you will be tested here only on those sounds which occur in the Target Sentences. Other sounds will be included in Criterion Tests for later modules.

Following is a sample of the Criterion Test for this module. Each section of the test, with directions and a sample question, is represented here so that you may know exactly what is expected of you after studying the ORN Module.

Minimum scores are suggested for each section of the test. Achieving these scores means that you are adequately prepared for the next module. If you fall below the minimum criterion on any section, you should review relevant study materials.

You will use a tape to complete Part I of the test. Part II is written, and you will complete Part III with your instructor. Part IV of the test (Diagnostics) indicates the passing score for each section and review materials for each section.

Part I

1. This section tests your ability to distinguish the four tones. In your test booklet you will see two syllables after each letter. The speaker will pronounce both syllables, and then say one of them again. You are to decide which syllable was repeated, and circle the appropriate one to indicate your choice. The syllables may occur in any of the four tones, regardless of which tone was used previously in the module. The same syllable may occur more than once in this section.

For example, the speaker might say: **fēi ... fěi** and then repeat fēi

- a. **fēi fěi**

2. This section tests your ability to recognize the four tones in isolated syllables. The speaker will pronounce a syllable twice; you add to the written syllable the tone that you hear. Again, the syllables may occur in any of the four tones, regardless of which tone was used previously in the module.

For example, the speaker might say: **fěi...fěi**

- a. **fei** → **fěi**

3. This section tests your ability to recognize the four tones in two-syllable combinations. The speaker pronounces each two-syllable item twice and then pauses a moment for you to mark tones on the written syllables. For the first ten items, one of the two tones is already marked. For the last ten items, you must fill in both tones.

For example: the speaker might say: **cháběi...cháběi**

a. **chabei** → **cháběi**

4. In this section, you are tested on syllables which differ minimally in sound. The speaker will pronounce each syllable in an item once; then he will pronounce one of the syllables again. Decide which of the syllables was repeated# and indicate your choice by circling that written syllable in your test booklet. The syllables in this test do not necessarily correspond in every way to syllables in the Target Lists They may vary in tone# for example.

For example, the speaker might say: **fàn...fàng** and then repeat **fàng**.

a. **fàn fàng**

5. In this section, you complete the romanization for the syllables that you hear. As the speaker says a syllable, write the appropriate vowel or consonant letter(s) in the blank. This tests your ability to recognize the sounds of a syllable and to use the romanization system correctly. The speaker will say each syllable twice.

For example, the speaker might say: **pàng...pàng** then you would write:

a. **pàng**

6. This section tests your ability to understand the numbers 1 through 99 in Chinese. For each item, the speaker will say a number, and you write down the numerals for that number.

For example, you might hear: **shí-sān**

a. 13

7. This section tests your ability to understand questions and answers about where someone is from and where he is now. Listen to a conversation between Mr. Johnson and Comrade **Zhào**, who have just met. You will hear the conversation three times. The third time you hear it, a pause will follow each line. You may use these pauses to fill in the boxes in your booklet with appropriate information. (You do not have to wait for the second repetition of the conversation to fill in the answers, of course.)

For example: [You will hear a conversation similar to conversations you heard on the C-2 tapes in this module.]

	Home Province	State	or	Present Location
Comrade Zhào				
Mr. Johnson (Yuēhànsūn)				
Comrade Zhào 's husband				
Mrs. Johnson				

8. This section tests your ability to comprehend Chinese utterances by asking you for the English equivalents. For each item, the speaker will say a sentence

from the Target List twice. You indicate your understanding of the sentence by circling the letter of the English sentence which most closely matches the meaning of the Chinese sentence.

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

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

Part II

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

For example,

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

- a. **Yáng**
- b. **Tíngfēng**
- c. **Yáng Tíngfēng**

Part III

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

For example, you might say:

- a. **mā má mǎ mà**

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

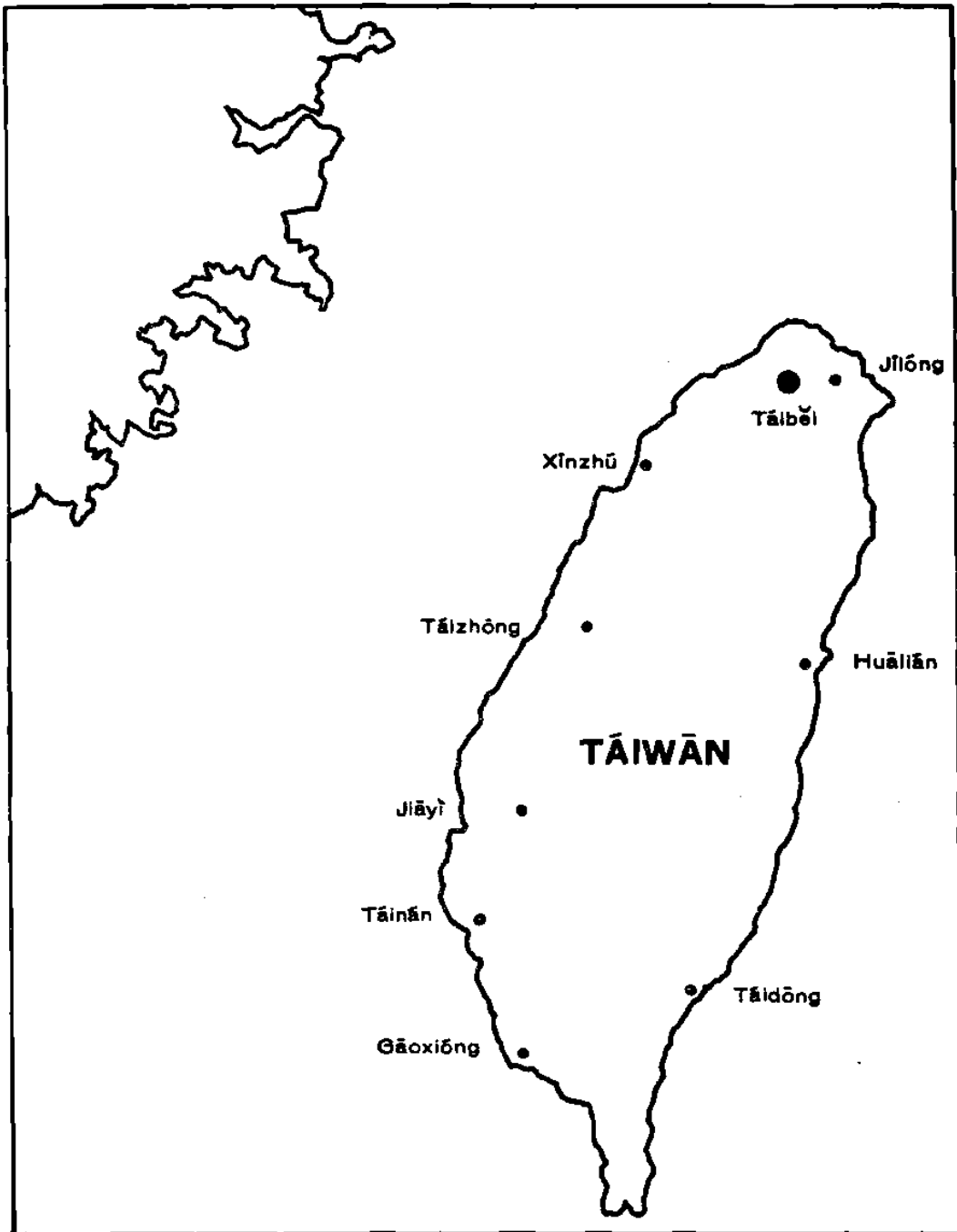
For example, you might say:

- a. **nín...níng**

3. This section tests your ability to locate and name main cities and provinces in China. Using the map in your booklet, point out to your instructor five cities and five provinces and name them. Pronunciation is of secondary importance here.
4. This section tests your ability to produce sentences in Chinese. Your instructor will say an English sentence from the Target Lists, and you translate it into Chinese. Your Chinese sentence must "be correct," both in grammar and in content.

5. This section tests your ability to make conversational use of the material covered in this module. Although limited in scope, this conversation between you and your instructor represents a situation which you are likely to encounter in the real world. As in any conversation, you are free to ask for a repetition or rephrasing of a sentence, or you may volunteer information on the subject. It is not so much the correctness of your pronunciation and grammar that is being tested as it is your ability to communicate effectively.

Appendix 2: Map of Taiwan



Appendix 3: Countries and Regions

Appendix 4: American States

Alabama	阿拉巴马	Ālābāmǎ
Alaska	阿拉斯加	Ālāsījiā
Arizona	亚利桑那	Yàlisāngnà
Arkansas	阿肯色	Ākěnsè, Akānsàsī
California	加州, 加利福尼亚	Jiāzhōu, Jiālǐfóníyà
Colorado	科罗拉多	Kēluólādūō
Connecticut	康涅狄格, 康乃狄克	Kāngnièdígé, Kāngnǎidígé
Delaware	特拉华	Tèlāhuá, Délāwēi (ěr)
Florida	佛罗里达	Fóluólídá
Georgia	乔治亚, 佐治亚	Qióozhìyà, Zuǒzhìyà
Hawaii	夏威夷	Xiàwēiyí
Idaho	爱达荷	Àidáhé
Illinois	伊利诺	Yīlīnuò (sī)
Indiana	印第安纳	Yìndiànnà
Iowa	爱奥华	Yīāhuá, Àiāhuá
Kansas	堪萨斯	Kānsàsī
Kentucky	肯塔基	Kěntǎjī
Louisiana	路易斯安那	Lùyìsīānnà
Maine	缅因	Miǎnyīn
Maryland	马里兰	Mǎlǐlán
Massachusetts	马萨诸塞	Mǎsāzhūsài, Mǎshěng
Michigan	密歇根,	Mìxīgēn, Mìzhīān
Minnesota	明尼苏达	Míngnínsūdà
Mississippi	密西西比	Mìxīxībǐ
Missouri	密苏里	Mìsūlǐ
Montana	蒙大纳	Méngdànà
Nebraska	内布拉斯加	Nèibùlāsījiā
Nevada	内华达	Nèihuádá
New Hampshire	新罕布什尔	Xīn Hānbùshí'ěr, Xīn Hǎn- bùxià
New Jersey	新泽西	Xīn Zéxī
New Mexico	新墨西哥	Xīn Mòxīgē
New York	纽约	Niǔyuē
North Carolina	北卡罗来纳	Běi Kǎluóláinà, Běi Kǎluólínnà
North Dakota	北达科他	Běi Dákētā, Běi Dákēdá
Ohio	俄亥俄	Éhàié

Module 1: Orientation

Oklahoma	俄克拉荷马	Ékèlāhémǎ, Ākèlāhémǎ
Oregon	俄勒冈	Élègāng
Pennsylvania	宾州, 宾夕法尼亚, 宾西法尼亚	Bīnxhōu, Bīnxīfāníyà, Bīnxīfānníyà
Rhode Island	罗得岛	Luódé Dǎo, Luódéàilán
South Carolina	南卡罗来纳	Nán Kǎluóláinà, Nán Kǎluólínnà
South Dakota	南达科他	Nán Dákētā
Tennessee	田纳西	Tiánnàxī
Texas	得克萨斯	Dézhōu, Dékèsàsī
Utah	犹他	Yóutā, Yōuta
Vermont	佛蒙特	Wēiméngtè, Fóméngtè
Virginia	维吉尼亚, 弗吉尼亚	Wēijīníyà, Fójīníyà
Washington	华盛顿	Huáshèngdùn
West Virginia	西弗吉尼亚	Xī Fójīníyà
Wisconsin	威斯康星	Wēisīkāngxīn(g)
Wyoming	怀俄明	Huáiyémíng

Appendix 5: Canadian Provinces

Alberta	阿尔伯塔, 艾伯塔	(Yǎbódá) Ā'ěrbótǎ, Àibótǎ
British Columbia	英属哥伦比亚	Yīngshǔ Gēlúnbǐyà
Manitoba	马尼托巴	Mànnítuōbā
New Brunswick	新不伦瑞克	Xīn Bùlúnzīwéikè
Newfoundland	纽芬兰与拉布拉多	Niǔfēnlándǎo
Northwest Territories		Xīběilíngdì
Nova Scotia	新斯科舍	Xīn Sīkès hè
Ontario	安大略省	Āndàlüè
Prince Edward Island	爱德华岛	Àidéhuádǎo
Quebec	魁北克	Kuíběkè
Saskatchewan	萨斯喀彻温	Sākèqíwàn
Yukon	育空	Yùkōng

Appendix 6: Common Chinese Names

Table 3. Surnames

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

Table 4. Given names (male)

Dá lǐ	达礼	Yǒng píng	永平	Shào wén	绍文
Míng lǐ	明理	Zì qiáng	自强	Shì yīng	世英
Dà nián	大年	Jié	杰	Tíng fēng	廷峰
Shì mín	世民	Zhī yuǎn	知远	Chéng	诚
Huá	华	Guó quán	国权	Zhèn hàn	振汉
Dé xián	德贤				

Table 5. Given names (female)

Juān	娟	Huì wén	蕙文	Mín zhēn	敏贞
Lì róng	丽容	Dé fēn	德芬	Huì rán	蕙然
Wǎn rú	婉如	Lù	露	Bīng yíng	冰莹
Xiù fēng	秀风	Yù zhēn	玉珍	Zǐ yàn	紫燕
Qiǎo yún	巧云	Měi lì	美丽		

Appendix 7: Chinese Provinces

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

Appendix 8: Chinese Cities

Pinyin spelling	Chinese spelling	Map spelling
Běijīng	北京	Peking
Chángshā	长沙	Ch'ang-sha
Chéngdū	成都	Ch'eng-tu
Dàtóng	大同	Ta-t'ung
Gāoxióng	高雄	Kao-hsiung
Guǎnzhōu	广州	Canton
Hángzhōu	杭州	Hang-chou
Hánkǒu	汉口	Han-k'ou
Háinán	海南	Huai-nan
Jīlóng	基隆市	Chi-lung
Kāifēng	开封	K'ai-feng
Nánchāng	南昌	Nan-ch'ang
Nánjīng	南京	Nanking
Qīngdǎo	青岛	Tsingtao
Shànghǎi	上海	Shanghai
Táiběi	台北	Taipei
Táidōng	台東	T'ai-tung
Táinán	台南	T'ai-nan
Táizhōng	台中	T'ai-chung
Tiānjīn	天津	Tientsin
Wúchāng	五常	Wu-ch'ang
Wǔhàn	武汉	Wu-han
Xiān	西安	Sian

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