

UNIT ONE:

HELLO!

Skill: To handle basic courtesy expressions in social interactions.

Zǎo.	<i>Good morning.</i>
Nǐ hǎo.*	<i>Hello.</i>
Nǐ hǎo ma?	<i>How do you do?</i>
Hǎo.	<i>Fine. (I'm fine.)</i>
Hěn hǎo.	<i>Fine. (I'm very well.)</i>
Nǐ ne?	<i>How about you?</i>
Bú cuò.*	<i>I'm not bad.</i>
Wǒ yě tǐng hǎo.	<i>I'm pretty well too.</i>
Wǒ hái kěyǐ.	<i>I'm okay.</i>



Nǐ hǎo.

Qǐng...	<i>Please..., go ahead..., help yourself.</i>
Xièxie.	<i>Thanks.</i>
Duō xiè.	<i>Thanks a lot.</i>
Fēicháng gǎnxiè.	<i>I'm extremely grateful.</i>
Bú xiè.	<i>You're welcome. (You don't have to thank me.)</i>
Bié kèqi.	<i>Don't be (so) polite. You're welcome.</i>

Duìbuqǐ.	<i>I'm sorry.</i>
Zhēn duìbuqǐ.	<i>I'm really sorry.</i>
Méi guānxi.	<i>It's alright, it doesn't matter.</i>
Méiyǒu guānxi.	<i>It's alright, it doesn't matter.</i>

Zàijiàn.	<i>Good bye.</i>
Yìhuìr jiàn.*	<i>See you in a while.</i>
Huíjiàn.	<i>See you in a bit. (PRC)</i>
Míngtiān jiàn.	<i>See you tomorrow.</i>

* A note on pronunciation vs. orthography

Generally, this textbook follows standard *pinyin* orthography (see Preface, p. 7). In some cases, however, the orthography can be misleading to the learner, due in most cases to one of the following reasons.

1) Some Chinese words change tone to accord with their environment. Bù and yī, for instance, are said in the fourth tone when the subsequent word is first, second or third tone, but are said in the second tone when the subsequent word is fourth tone. Thus:

bù gāo, bù máng, bù hǎo— bú lèi;

yì zhāng, yì máo, yì duǒ— yí lì.

Standard orthography marks words such as bù and yī with the tonal value of the word said in isolation—bù is consistently bù and yī is consistently yī—but for the convenience of the learner, **this textbook will deviate from standard orthography by marking the actual spoken values of the tones on bù and yī**, which will therefore vary depending upon environment. Thus, standard orthography's bù lèi and yì lì will be bú lèi and yí lì here.

2) A third tone that precedes another third tone becomes a second tone. (See appendix "The *pinyin* romanization system" p. 216.) Thus nǐ + hǎo is pronounced ní hǎo.

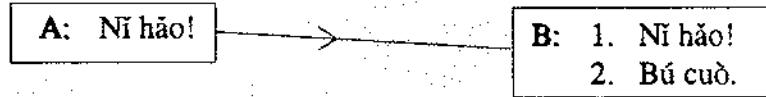
Standard orthography retains the original third tone on both words (nǐ hǎo, hěn hǎo, kěyī). Since it is useful for the learner to know the basic tonal value of new vocabulary items, **this textbook will conform to standard orthography by marking two adjacent third tones as third tones (nǐ hǎo rather than ní hǎo)**, and expect that students will in time learn to shift the first third tone into a second tone (nǐ + hǎo = ní hǎo, kě + yī = kéyī).

3) A small number of words (such as huì) have a basic tonal value, but are commonly said with a different value in a limited number of set expressions (yìhuì jiàn). In such cases, **this textbook will mark the actual spoken value of the phrase, but will asterisk the first occurrence of the expression and provide standard orthography in a note.** Please note, therefore, that what is generally pronounced yìhuì jiàn is properly written yīhuì jiàn.

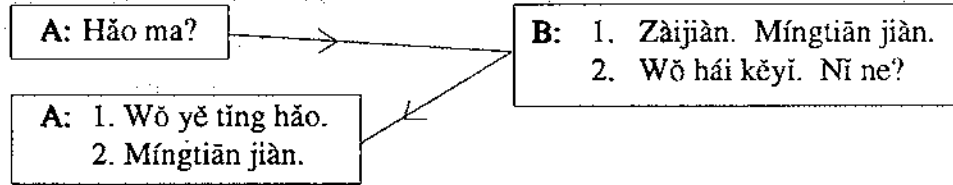
Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

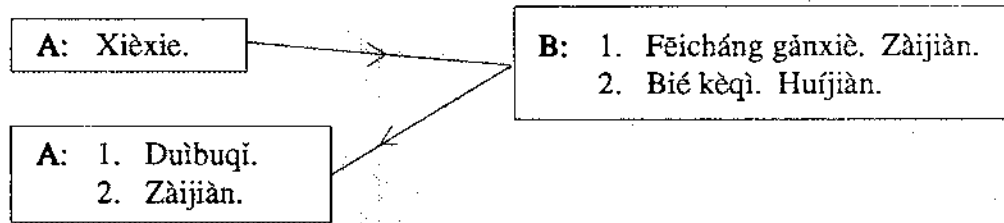
I. (Two friends meet.)



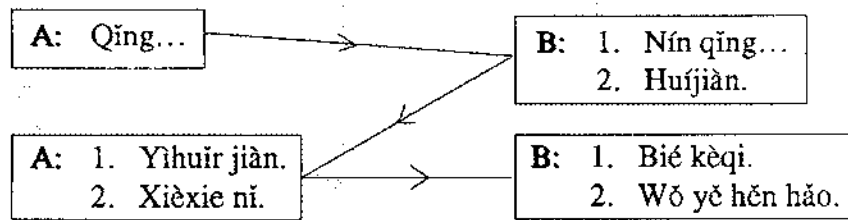
II. (Two friends meet.)



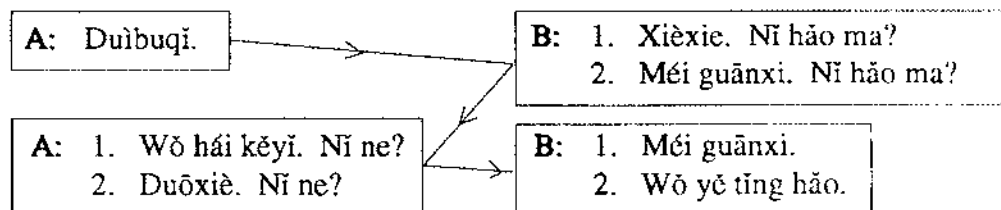
III. (A receives something from B.)



IV. (Two friends approach a buffet line together.)



V. (Two friends meet. A accidentally jostles B.)



A brief encounter

A is walking down a path on campus and runs into B. B drops some things he is holding.

A: Ou, zhēn duìbuqǐ. *Oh, I'm very sorry.*

B: Méiyǒu guānxi. *It's alright.*

A & B both stoop down to pick up the things. A hands them to B.

A: Na... *Here...*

B: Xièxie, xièxie nǐ. *Thanks, thank you.*

A: Bié kèqi. *You're welcome.*

They nod at each other and continue on their separate ways.

Culture notes

Early childhood training in Chinese families used to include the following admonition:

“Lì rú sōng; zuò rú zhōng.” “Stand like a pine tree and sit like a bell.”

For proper posture, in other words, stand straight with arms and legs close to the body, and sit up straight with elbows in, and heels and knees close together. Both the pine tree and the bell have upright, symmetrical outlines. In emulation of these idealized outlines, one Chinese rule of etiquette urged that hands and feet be kept to oneself, and that, in public, one not take up unnecessary space by placing the arms on the hips when standing, or by sitting in a sprawl. Although modern parents no longer speak of the pine tree and the bell, the lesson still remains—contemporary children are still encouraged to be reserved and controlled, especially in public.

It helps to conceptualize two bubbles around the individual when he or she is in a public space. The first, personal bubble fits closely against the body, and serves as a restraint to keep the hands and feet close. The second, interpersonal bubble extends approximately two feet from the body, and is in place whenever one is not dealing with close friends or family. The interpersonal bubble prevents two people from approaching each other too closely.

On rare occasion, however, a Western visitor is surrounded by curious (especially rural) onlookers who may even reach out to touch a hairy arm or a strand of light-colored hair, although in general children especially will avoid close contact with alarming-looking strangers. In such instances, the perpetrators are likely folk unaware of etiquette, who therefore do not care what it dictates.

Although the handshake is gaining popularity in Chinese communities through Western influence, it is still more common to greet, to part, or to acknowledge an exchange of information with a simple nod.

UNIT TWO:

WHO ARE YOU?

SEGMENT A

Skill: To state own name; handle common personal names

wǒ I

nǐ you

tā he, she, it

wǒmen we (plural)

nǐmen you (plural)

tāmen they (plural)

shì to be (am, are, is)

xìng to be surnamed, a surname

jiào to be called (by given name)

míngzi a given name

Zhāng Chang, Cheung (a surname)

Wáng Wang, Wong (a surname)

Lǐ Li, Lee (a surname)

Chén Chen, Chan (a surname)

Mǎ Ma (a surname)

Wǒ shì Wáng Dàwèi.

I am David Wang.

Wǒ xìng Wáng, jiào Dàwèi.

My last name is Wang, my given name David.

Shéi?

Who?

Tā shì shéi?

Who is he/she?

Nǐ xìng shénme?

What is your family name?

Nǐ jiào shénme míngzi?

What is your first name?

Qǐngwèn, nín guìxìng?

May I ask your name? (polite)

Nǐ bú shì Wáng Dàwèi ma?

Aren't you David Wang?

Qǐng zài shuō yí cì.

Please say it again.

Duì.

That's right.

Bú duì.

That's not right.

Duì bu duì?

Is that right?

Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (Two adults meet in a class.)

A: Qǐngwèn guìxìng?

B: 1. Wǒ jiào Dàwèi. Nín ne?
2. Wǒ xìng Wáng. Nín ne?

A: 1. Wǒ xìng Zhāng. Wǒ jiào Zhāng Xiǎokāng.
2. Wǒ hěn hǎo, xièxie.

II. (One student to another, pointing to a third who has just entered.)

A: Tā shì shéi?

B: 1. Tā xìng Wáng.
2. Tā hěn hǎo.

A: 1. Tā jiào shénme míngzi?
2. Tā xìng shénme?

B: 1. Tā xìng Lǐ.
2. Tā jiào Dàtóng.

III. (A, an adult, meets B, a child.)

A: Nǐ jiào shénme míngzi?

B: 1. Wǒ xìng Chén.
2. Wǒ jiào Xiǎoméi.

A: 1. Nǐ xìng shénme?
2. Nǐ shì shéi?

B: 1. Wǒ shì Chén Xiǎoméi.
2. Wǒ xìng Wáng.

IV. (A, a new student, points to writing on the blackboard stating: "TA: Chen Xiaomei.")

A: Chén Xiǎoméi shì shéi?

B: 1. Tā xìng Chén.
2. Shì wǒ.

A: 1. Nǐ hǎo.
2. Qǐngwèn guìxìng?

B: 1. Nǐ hǎo. Nǐ jiào shénme?
2. Tā shì Chén Xiǎoméi.

A: 1. Wǒ shì Liú Zhōng.
2. Chén Xiǎoméi, nǐ hǎo.

V. (Two college classmates are talking about a mutual acquaintance.)

A: Tā xìng Lǐ ma?

B: 1. Tā jiào Yùtóng.
2. Bù, tā xìng Bái.

A: 1. Tā jiào shénme míngzi?
2. Shéi xìng Bái?

B: 1. Tā hěn hǎo.
2. Tā jiào Yùtóng.

Recognition

David Wang and Li Zhongying are chatting outside of a classroom from which they have just emerged. The student with whom Li Zhongying recently collided approaches; David recognizes him.

David: Ei, Xiǎo Zhāng. Hey, Zhang.

Zhāng: Wáng Dàwèi, nǐ hǎo. Hello, David Wang.

David: (to Zhang)
 Zhè shì Lǐ Zhōngyīng. This is Li Zhongying.

(The student, whose last name is Zhang, recognizes Li Zhongying. He smiles and nods at her.)

Lǐ: Qǐngwèn guìxìng? May I ask your last name?

Zhāng: Wǒ xìng Zhāng. It's Zhang.

 Wǒ jiào Déshēng. My first name is Desheng.

David: (to Li)
 Xiǎo Zhāng gēn wǒ Zhang and I are old friends.
 shì lǎo péngyou.

Lǐ: (smiling)
 O, shì ma. Oh, I see. (Lit: is that so?)

Culture notes

Much in China is accomplished through an intermediary. David Wang and Li Zhongying came to know each other because they were in the same class, and David introduced Li Zhongying to Zhang Desheng. It is somewhat unlikely that two people who were not linked somehow, as classmates, coworkers, or through a common friend, would simply introduce themselves to each other. Boldness and directness are often considered rude, uncultured behavior, and therefore to be avoided outside the circle of family and close friends. Change however, is coming quickly to Taiwan and the PRC. Young people may be more direct and self-assertive, especially in dealing with foreigners.

There are between 400 and 500 common Chinese last names. Most consist of a single character, although a handful of "double surnames" such as Ouyang or Zhuge contain two characters each. The family name goes first in a person's full name, followed by the given name.

The majority of Chinese given names were traditionally made up of two characters, although some contained only one. The generation of Chinese in the PRC that roughly coincides with the "baby boom" generation in the U.S. (born between 1940 and 1960) however, largely received single-character first names. Since many cases of mistaken identities ensued as a result, the double-character given name seems to be returning to favor. Chinese families do not select given names for children from a list; they make them up, using sound and meaning as a guide.

Whereas Americans generally prefer the informality of using first names with each other, even very close Chinese friends will often call each other by their last names. Another common practice is to include both family and given names, even in informal contexts. Full names do not usually exceed three syllables anyway, and are therefore not difficult to say. Calling a friend by a given name alone is acceptable, but this is not nearly as common a practice as in America.

Structure notes

The following is a basic sentence pattern in Chinese.

1. Subject + Equative Verb + Noun

Nǐ shì shéi?	<i>you + to be + who</i>	<i>Who are you?</i>
Wǒ xìng Wáng.	<i>I + to be surnamed + Wang</i>	<i>My last name is Wang.</i>
Wǒ de míngzi jiào Dàwèi.	<i>my + first name + to be called + Dawei</i>	<i>My first name is Dawei.</i>

Nǐ, *wǒ*, and *wǒde míngzi* are the **subjects** of the example sentences.

The verbs *shì*, *xìng*, and *jiào* are examples of **equative verbs**—verbs that in one sense or another equate the subject with the noun that follows.

Equative verbs are always followed by a **noun** or **noun-phrase**, or a question word (such as *shéi*) denoting a noun or noun-phrase.

Structure exercise

Fill in each blank in the passage below with one word that fits the context. It is a monologue by a very repetitive young man named Zhang Datong. He has heard of a person named Li Taibai; he introduces himself, and then asks about who Li Taibai is.

Nǐ hǎo. Wǒ _____ Zhāng Dàtóng. Wǒ _____ Zhāng, jiào _____ . Zhāng shì wǒ de xìng, Dàtóng _____ wǒ de míngzi. Qǐng wèn, Lǐ Tàibái shì _____ ? Tā _____ Lǐ, jiào _____. Tàibái shì tā de _____. _____ shì tā de xìng. Tā _____ shéi? Shéi _____ Lǐ Tàibái? _____ shì Zhāng Dàtóng. _____ shì Lǐ Tàibái?

UNIT TWO:

WHO ARE YOU?

SEGMENT B

Skill: To use & understand titles in addressing others



(in addressing adults—formal)

Zhèi wèi shì.....	This is
__Xiānsheng	Mr. __
__Tàitai	Mrs. __
__Xiǎojie*	Miss__
__Nǚshì	Ms. __
__Tóngzhì	Comrade

(in addressing children)

Xiǎomèimei	(girl: "Little sister")
Xiǎodìdi	(boy: "Little brother")
Xiǎopéngyou	(child: "Little friend")

(in addressing adults—informal)

Lǎo__	"Old__"
Xiǎo__	"Young__"

Zhāng Xiānsheng, nǐ hǎo ma?

How do you do, Mr. Zhang?

Lǎo Lǐ, hǎo ma?

How are you, Old Li?

Wáng Tàitai, Wáng Xiǎojie, nǐmen hǎo ma?

Mrs. Wang, Miss Wang, how are you?

Xiǎopéngyoumen dōu hǎo ma?

How are you all, children?

Xuéshēngmen yě dōu hǎo ma?

And how are you all, students?

*Although jie in xiǎojie is neutral tone, its basic value is jiě; therefore since two third tones appear in succession (even though one of them is neutral), "Miss" is actually said as xiǎojie.

Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (A introduces an acquaintance to B.)

A: Zhèi wèi shì Zhāng Xiānsheng.

B: 1. Qǐngwèn guìxìng?
2. Nǐ hǎo.

II. (Zhang and Li meet on a street.)

A: Lǎo Lǐ, nǐ hǎo.

B: 1. Nǐmen hǎo ma?
2. Xiǎo Zhāng, hǎo ma?

A: 1. Wǒmen xìng Lǐ.
2. Hái kěyǐ, xièxie.

III. (Two friends are discussing a young woman.)

A: Tā shì Wáng Tàitai ma?

B: 1. Bù, tā shì Wáng Xiǎojie.
2. Bù, tā shì Wáng Xiānsheng.

A: 1. Tā xìng shénme?
2. Tā jiào shénme míngzi?

B: 1. Tā xìng Zhāng.
2. Tā jiào Jūnhuá.

IV. (A, a college student, meets B, a little girl.)

A: Xiǎomèimei, nǐ hǎo.

B: 1. Xiǎodìdì, nǐ hǎo.
2. Hēn hǎo, xièxie.

A: 1. Nǐ jiào shénme míngzi?
2. Nǐ guìxìng?

B: 1. Wǒ shì Wáng Měiyīng.
2. Wǒ jiào Měiyīng.

V. (A high school teacher runs into his students on a Sunday.)

A: Nǐmen dōu hǎo ma?

B: 1. Dōu hǎo, xièxie.
2. Méi guānxi, xièxie.

A: 1. Xiǎopéngyoumen zài jiàn.
2. Míngtiān jiàn.

The Following Day

Li Zhongying is studying under a tree when David Wang, Zhang Desheng, and an American student named Ai Dehua see her and stop to say hello.

David:	Xiǎo Lǐ.	Hi.
Lǐ:	David, nǐ hǎo.	Hello, David.
David:	Zhè shì Zhāng Déshēng gēn Ài Déhuá.	This is Zhang Desheng and Ai Dehua.
Lǐ:	Zhāng Xiānsheng, Ài Xiānsheng, nimen hǎo.	Hello, Mr. Zhang, Mr. Ai.
Ài:	Lǐ Xiǎojie hǎo ma?	How are you, Miss Li?
Zhāng:	Lǐ Xiǎojie.	Hello.

(Li Zhongying nods at them.)

Culture notes

In Taiwan and overseas Chinese communities, the titles Xiānsheng, Tàitai, Xiǎojie and Nǚshi are more or less the equivalents of Mr., Mrs., Miss and Ms. They fell out of favor with the "New Society" of the PRC, which substituted the uniform and egalitarian Tóngzhì, meaning "Comrade," for everyone. An exception was often made, however, in dealing with foreigners, who were not "Comrades" but generally Xiānsheng and Fūren (Madame).

With the advent of liberalization and internationalization in the PRC, Xiānsheng, Tàitai, Xiǎojie and Nǚshi are reappearing, more commonly in large metropolises (such as Canton in the south) that have a great deal of commercial contact with foreign countries, and almost always with foreigners. Tóngzhì on the other hand, while used, is growing less popular.

Lǎo and Xiǎo are popular, informal terms used between friends, Lǎo generally with older people and Xiǎo with younger people. Males are more likely than females to be called Lǎo.

Structure notes

1. Social titles in Chinese follow the last name—thus Wáng Xiānsheng, Lǐ Tóngzhì. The only exceptions are Lǎo and Xiǎo, which precede the last name. Technically, Lǎo and Xiǎo are not social titles, but rather informal, familiar forms of address for one's friends.

2. The following is a basic sentence pattern in Chinese:

2. Subject + (hěn) + Adjective

Hǎo, xièxie. to be well + thank you I'm fine, thank you.

Tāmen hěn hǎo. they + very + to be well They are very well.

It is important to note that **adjectives** (that describe a state or condition) do not need to be modified by the equivalent of the English verb "to be." Hǎo means "to be well". Translating "I am well" into Chinese as *Wǒ shì hǎo would be wrong.

Hěn expresses degree ("very"), but when it precedes an adjective, it carries almost no meaning. Wǒ hěn hǎo, for instance, means nothing more than "I'm fine." Its use is considered optional, as indicated by the parentheses around it. However, when the subject is used, hěn is also usually used.

3. Words such as dōu (both, all) and yě (also) modify verbs or adjectives, NOT nouns. A common mistake is *Dōu rén hěn hǎo for "Everyone is fine" —do try to avoid it. (Say Dàijiā [everyone] dōu hěn hǎo instead.)

1a. Subject + yě/dōu + Equative verb + Noun

Wǒ xìng Táo. Tā yě xìng Táo.	I + to be surnamed + Tao. he/she + also + to be surnamed + Tao	My last name is Tao. His/her last name is also Tao.
Wǒmen dōu xìng Táo.	I + both + to be surnamed + Tao	We both have the last name Tao.
Nǐ yě xìng Táo ma?	you + also + to be surnamed + Tao + <u>ma</u>	Is your last name Tao too?
Mǎlì, Yuēhàn yě dōu xìng Táo ma?	Mary + John + also + both + to be surnamed + Tao + <u>ma</u>	Do Mary and John both have the last name Tao, too?

2a. Subject + yě/dōu + (hěn) + Adjective

Mǎlì hěn hǎo. Yuēhàn yě hěn hǎo. *Mary + very + to be well . John + also + very + to be well* *Mary is fine. So is John.*

Mǎlì, Yuēhàn dōu hěn hǎo. *Mary + John + both + very + to be well* *Mary and John are both fine.*

Please note that if yě and dōu are used together, then yě precedes dōu.

4. In Chinese, the **subject** of the sentence is often not expressed. If the subject is left out of a declarative sentence (a statement), the subject is generally understood to be "I." If the subject is left off of an interrogative sentence (a question), then the subject is generally understood to be "you."

(Zhang and Wang see each other on the street.)

Zhāng: Èi! Hǎo ma? *hey + to be well + ma* *Hi! How are you?*

Wáng: Hǎo. *to be well.* *I'm fine.*

If the conversation shifts to a third person, then that person will need to be identified as the subject of the sentence. Once identified, further conversation can continue with the subject of the sentence left off again, to be understood as the person identified.

Zhāng: Xiǎo Lǐ ne? Yě hǎo ma? *Xiao Li + ne? also + to be well + ma* *How about Li? Is he doing all right too?*

Wáng: Yě hěn hǎo. *also + very + to be well* *He's fine too.*

5. **Ma** is a question particle. It attaches to the end of a statement to turn that statement into a question.

Tā xìng Dèng, jiào Dàipíng.	he + to be surnamed + Deng + to be called + Daiping	His last name is Deng, his given name Daiping.
Tā xìng Dèng, jiào Dàipíng ma?	He + to be surnamed + Deng + to be called + Daiping + <u>ma</u>	Is his last name Deng, his given name Daiping?

6. **Ne** is another question particle. It attaches to a noun or noun phrase to mean "And what about (the noun/noun phrase)?" The precise meaning of a question formed with **ne** depends on context.

Wǒ xìng Bái. Nǐ ne?	I + to be surnamed + Bai. you + <u>ne</u>	My last name is Bai. What's yours?
Tā hěn hǎo. Xiǎo Wáng ne?	she + very + to be well. Xiao Wang + <u>ne</u>	She's (very) well. How about Wang?

Structure exercise

Fill in each blank in the dialogue below, between two people who know each other only by sight, who catch a glimpse of a third person.

A: Tā _____ shéi? Shì Lǎo Lǐ _____?

B: Shì. Shì Lǎo Lǐ. Tā de míngzi _____ Bái.

A: Nǐ _____? Nǐ de míngzi jiào _____?

B: Wǒ _____ Yùqīng. Wǒ _____ Lán Yùqīng.
_____ ne? Nǐ guì _____?

A: Wǒ xìng Zhāng. Wǒ _____ Zhāng Yànyín.

UNIT TWO:

WHO ARE YOU?

SEGMENT C

Skill: To provide & obtain personal descriptions.

Tā hěn _____. S/he is (very) _____.

gāo	(to be) tall	_____	ǎi	(to be) short
pàng	(to be) fat	_____	shòu	(to be) thin
hēi	(to be) dark	_____	bái	(to be) fair
zhuàng	(to be) strong	_____	ruò	(to be) weak
hǎokàn	(to be) goodlooking	_____	nánkàn	(to be) unattractive
piàoliang	(to be) pretty, handsome	_____	chǒu	(to be) ugly
měi	(to be) beautiful	_____	yīngjùn	(to be) handsome

Shénme yìsi? What does it (this) mean?

Wǒ bù dǒng. I don't understand.

Nǐ dǒng bù dǒng? Do you understand?

Tā gāo bù gāo?
Is s/he tall (or not)?

Tā yīngjùn ma?
Is he handsome?

Nǐ juéde wǒ hǎokàn ma?
Do you think (feel) I am goodlooking?

Nǐ juéde wǒ tài pàng le ma?
Do you think (feel) I'm too fat?



Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. A begins the dialogue, B responds, A responds to B, etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (A is asking B about someone B has met.)

A: Tā gāo ma?

B: 1. Bù, hěn zhuàng.
2. Bù, hěn ái.

II. (Zhang and Wang are chatting.)

A: Xiǎo Lǐ hěn yīngjùn.

B: 1. Shì, tā xìng Lǐ.
2. Shì, tā hěn hǎokàn.

A: 1. Hěn gāo, hěn zhuàng.
2. Hěn chǒu, hěn nánkàn.

B: 1. Yě shì tā.
2. Yě hěn bái.

III. (Zhang and Li are chatting.)

A: Nǐ juéde shéi hǎokàn?

B: 1. Xiǎo Wáng hǎokàn.
2. Tā hěn zhuàng.

A: 1. Duìbuqǐ, Xiǎo Wáng.
2. Xiǎo Wáng hěn piàoliang.

B: 1. Fēicháng gǎnxiè.
2. Gāogāo, shòushòu.

IV. (Two classmates are chatting.)

A: "Ugly" shì shénme yìsi?

B: 1. Nánkàn, chǒu.
2. Nǐ dòng bù dòng?

A: 1. Wǒ dòng le.
2. Wǒ bú cuò.

V. (A is an admirer of B. B is bashful.)

A: Nǐ hěn shòu.

B: 1. Bù, wǒ hěn pàng.
2. Bù, wǒ hěn ruò.

A: 1. Nǐ hěn měi.
2. Nǐ hǎo ma?

B: 1. Bù, wǒ hěn bái.
2. Bù, wǒ hěn nánkàn.

Among friends

Li Zhongying is talking with two close female friends at the cafeteria. After a while she mentions that she has met someone new.

Lǐ: Tā jiào Zhāng Déshēng. Shì His name is Zhang Desheng. He's a
 zhèr de xuésheng. student here.

Friend 1: (smiling)
 Hǎokàn ma? Is he goodlooking?

Lǐ: (laughing)
 Tā tǐng gāo, shòushòu de. He's quite tall, and rather thin.
 Hěn bái hěn bái. He's very fair.

Friend 2: Gēn nǐ yíyàng! Just like you!

Lǐ: Bù. Wǒ bù gāo. No, I'm not tall.
 (They all laugh.)

Culture notes

Standards of physical beauty in China, as elsewhere, derive from images of the privileged or successful in society. For men in traditional China, one avenue to success and status lay in becoming an accomplished scholar and succeeding in successive levels of civil service examinations. The final successful graduates were eligible for official positions in China's administrative bureaucracy. The women of the scholar-gentry class lived secluded lives at home, tending to embroidery and the general management of a large household. Thus the scholar-elite's fairness of skin is admired in both men and women, likely because it contrasts with the sun-darkened complexion of commoners who labor in the fields or on the streets. Slimness or fragility is attractive, particularly in women. The scholar-model of male beauty also stresses slimness and refinement, but a second model, that of the warrior, emphasizes strength, virility (and bushy eyebrows).

Traditional ideals of an elegant, refined, scholarly appearance still influence modern Chinese conceptions. However, the desire for good health and physical, athletic ability have also affected modern standards: "good looking" today often means men and women who are tall, slim, fair, with regular features, who are also reasonably active, although a degree of fragility is still tolerated (even admired) in women. For men, "masculine" resolve and vigor combined with scholarly refinement and decorum define the ideal.

Structure notes

1. This lesson provides further examples of basic sentence pattern #2, restated below.

2. Subject + [bù] + (hěn) + [bù] + Adjective

Wǒ hěn gāo.	<i>I + very + to be tall</i>	<i>I am tall.</i>
Nǐ hěn ǎi.	<i>you + very + to be short</i>	<i>You are short.</i>
Wǒ hěn shòu.	<i>I + very + to be thin</i>	<i>I am thin.</i>
Nǐ hěn pàng.	<i>you + very + to be fat</i>	<i>You are fat.</i>
Wǒ hěn zhuàng.	<i>I + very + to be strong</i>	<i>I am strong.</i>
Nǐ hěn ruò.	<i>you + very + to be weak</i>	<i>You are weak.</i>
Nǐ hěn hǎo.	<i>you + very + to be good</i>	<i>You are good.</i>
Wǒ bù hǎo.	<i>I + not + to be good</i>	<i>I am not good.</i>

2. One forms negative statements in Chinese by placing the particle bù before the verb, adjective or adverb (NEVER DIRECTLY BEFORE THE NOUN).

Tā bú xìng Bái.	<i>he + not + to be surnamed + Bai</i>	<i>His last name is not Bai.</i>
Tā bú shì Bái Xiānsheng.	<i>he + not + to be + White + Mr.</i>	<i>He isn't Mr. White.</i>
Tā bú zhuàng.	<i>he + not + to be strong</i>	<i>He isn't strong.</i>
Tā bù hěn pàng.	<i>he + not + very + to be fat</i>	<i>He isn't very fat.</i>
Tā hěn bù hǎokàn.	<i>he + very + not + to be good-looking</i>	<i>He is very unattractive.</i>

Note the difference between bù + hěn + Adjective and hěn + bù + Adjective. In the first case, hěn is being negated; in the second, the adjective is first negated, and then intensified in its negative form by hěn. Thus while bù hěn hǎo means "not very good," hěn bù hǎo means "very bad."

3. In addition to using the question particle ma, questions in Chinese can also be formed by using the phrase Verb + bù + Verb or Adjective + bù + Adjective. Thus:

Tā xìng Bái.	
Tā xìng bú xìng Bái?	<i>she + to be surnamed + not + to be surnamed + Bai</i> <i>Is she (or isn't she) (sur)named Bai?</i>
Tā shì Bái Xiǎobō.	
Tā shì bú shì Bái Xiǎobō?	<i>she + to be + not + to be + Bai Xiaobo</i> <i>Is she (or isn't she) Bai Xiaobo?</i>
Tā hěn gāo.	
Tā gāo bù gāo?	<i>she + to be tall + not + to be tall</i> <i>Is she (or isn't she) tall?</i>

Structure exercises

1. The following is a brief monologue by a young woman looking at a photograph of a rather good-looking young man named Bai Xiaobo. (Li Mali is her best friend.) Read what she has to say about Bai Xiaobo. Then imagine that this young woman is handed a second photograph, of a young man she does NOT admire. Negate each of her previous utterances by drawing a carat (^) where the negative particle bù could go. Note that in some of the sentences, bù can be inserted in more than one position.

Zhèi wèi shì Xiǎobō.

Tā xìng Bái.

Tā hěn gāo.

Tā hěn zhuàng.

Wǒ juéde tā hěn hǎokàn.

Lǐ Mǎlì yě juéde tā hěn hǎokàn.

Wǒmen dōu juéde tā hěn yīngjùn.

2. After you've negated the remarks above, they will describe a young man who is not named Bai Xiaobo, who is not tall, not strong, and not considered particularly attractive by the two young women named above. You have reason to want a third opinion. Write FIVE QUESTIONS to ask of an unbiased person. Find out the following pieces of information.

Name? _____

Height? _____

Weight? _____

Complexion? _____

Goodlooking? _____

3. Write a brief description of someone you know by filling in the blanks below.

Wǒ yǒu yí ge hǎo péngyou (I have a good friend). Tā xìng _____. Tā de míngzi jiào _____. Tā hěn _____, hěn _____, hěn _____. Wǒ juéde tā hěn _____. Bìrén (other people) yě dōu juéde tā hěn _____.



Nǐ cāi wǒ jǐ suì le?

*Nǐ cāi wǒmen duō
dà suìshu le?*



SEGMENT D

Skill: To provide & obtain information on age, year/grade, address, tel. #.

Fill in the blanks in the English column on the right with your personal information. Then follow the instructions in the Chinese column on the left.

Wǒ _____ suì le.
(fill in your own age in Pinyin)

I am _____ years old.

Wǒ niàn _____ niánjí.
(fill in your grade level /year in Pinyin)

I am in the _____ grade/year.

Wǒ de dìzhǐ shì/ Wǒ zhù zài

My address is/ I live in (at)

_____ shì,
(fill in the name of your city, using Pinyin)

_____ city

_____ jiē,
(fill in your street name, using English)

_____ street, (road, etc.)

_____ hào,
(fill in your street # in Pinyin)

number _____,

_____ shì.
(fill in your apartment # in Pinyin)

apartment _____.

Wǒ de diànhuà hàomǎ shì _____ . My telephone number is _____ .
(fill in your tel. # in Pinyin)

Nǐ jǐ suì le?

How old are you? (asked of children)

Nǐ duó dà le?*

How old are you? (asked of young adults)

Nín duó dà suìshu le?*

How old are you? (asked of older adults)

Nǐ niàn jǐ niánjí?

What grade/year are you?

Nǐ jiā zài nǎr?

Where is your house?

Nǐ zhù zài nǎr?

Where do you live?

Nǐ de diànhuà duóshǎo hào?*

What is your tel. number?

Wǒ bù zhīdào. I don't know.

Wǒ wàng le. I forgot.

*The word duō by itself means "much" or "a lot." It combines with the word shǎo meaning "few" or "a little" to mean "how much." However, when duō is used as a question word, it is generally said in the second tone: duó. Thus what is normally pronounced as duóshǎo, duó dà le, duó dà suìshu le, and duóshǎo hào would in proper *pinyin* orthography be written duōshǎo, duō dà le, etc.



Nǐ cāi wǒ niàn jǐ niánjǐ?

Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (An adult and a child meet in a schoolyard.)

- | | |
|---|---|
| A: Xiǎodìdi, nǐ jī suì le? | B: 1. Sānshíjiǔ suì le.
2. Liù suì le. |
| A: 1. Nǐ niàn jǐ niánjí?
2. Nǐ dòng bù dòng? | B: 1. Tā dòng le.
2. Yī niánjí. |

II. (Two classmates are about to part for the day.)

- | | |
|--|--|
| A: Nǐ de diànhuà duóshǎo hào? | B: 1. Èr jiē, èrshíwǔ hào.
2. Qī qī èr wǔ sān qī. |
| A: 1. Hǎo, xièxie.
2. Zhēn duìbuqǐ. | |

III. (Two classmates are discussing a mutual friend.)

- | | |
|---|---|
| A: Tā jiā zài nǎr? | B: 1. Wǒ bù zhīdào.
2. Wǒ dòng le. Xièxie nǐ. |
| A: 1. Nǐ zhīdào tā de diànhuà hàomǎ ma?
2. Bú xiè. | B: 1. Zài jiàn.
2. Zhīdào. Wú sān yī qī èr wǔ. |

IV. (A and B are getting acquainted.)

- | | |
|--------------------------------|---|
| A: Nǐ zhù zài nǎr? | B: 1. Wǒ bā suì le.
2. Wǒ zhù Cháng'ān Jiē. |
| A: 1. Jǐ hào?
2. Jǐ niánjí? | B: 1. Sān niánjí.
2. Shíběi Hútong, shíwǔ hào. |

V. (A is quizzing B about someone that B knows.)

- | | |
|---|--|
| A: Nǐ zhīdào tā de dìzhǐ ma? | B: 1. Zhīdào, kěshì wǒ wàng le.
2. Wǒ juéde tā de dìzhǐ bù hǎo. |
| A: 1. Tā de dìzhǐ shì shénme?
2. Tā de diànhuà hàomǎ ne? | B: 1. Bú duì, bú duì.
2. Yě wàng le. |

More information

Zhang Desheng is visiting David Wang in his room. After a while, Zhang asks about Li Zhongying.

- | | | |
|--------|--|--|
| Zhāng: | Lǐ Zhōngyīng duó dà le,
nǐ zhīdào ma? | How old is Li Zhongying;
do you know? |
| David: | Tā shíjiǔ suì le. | She's nineteen. |
| Zhāng: | O. | Oh. |
| David: | Nǐ ne? Nǐ duó dà le? | How about you? How old are you? |
| Zhāng: | Wǒ yě shì shíjiǔ suì. | I'm nineteen too. |
| David: | Wǒ cái shíbā suì. | I'm only eighteen. |
| Zhāng: | Tā niàn jǐ niánjí? | What year is he/she in? |
| David: | Shéi? | Who? |
| Zhāng: | Lǐ Zhōngyīng. | Li Zhongying. |
| David: | Dà'èr. | She's a sophomore (in college). |

David grins at Zhang. Zhang looks away.

Culture notes

Although Western influence may be changing traditional behavior in some Hong Kong and Taiwan circles, asking how old a person is (or how much money his or her family makes) is not usually considered too personal, even when asking directly. In fact, NOT asking a so-called "personal question" might show a lack of caring in the Chinese social context. Traditional society generally encourages people to be their "brothers' keepers," to concern themselves with the lives of family members, friends, and neighbors; to lend a hand when things go wrong; to put in words of advice about individual actions; to share in the celebration of successes and good fortune. Individuals who do not concern themselves with the affairs of others around them may be considered self-centered or callous.

Thus it is quite normal for Zhang Desheng to ask about the age of a new acquaintance. It is more convenient for him to ask about Li Zhongying through David, as the intermediary, than to do it of Li directly. Traditionally, young men and women were kept strictly segregated. Such segregation has broken down in modern society, but young people are often still shy about contact between the sexes.

In traditional China people of advanced age commanded more power within the household and greater respect in society. Thus the questions asked to elicit age grow succeedingly more respectful and decorous, as one deals with "higher levels" of age.

Telephone numbers in Hong Kong and Taiwan are seven digits long, but vary between five and seven digits in the PRC.

Table 1: Grades or class levels in the Chinese educational system are enumerated as follows.

Preschool*	Tuō'ěrsuǒ			
Kindergarten*	Yòuzhìyuán/yòu'éryuán			
Grade 1 Grade 2 Grade 3	Xiǎoxué	Chūxiǎo	Xiǎoxué yī niánjí Xiǎoxué èr niánjí Xiǎoxué sān niánjí	
Grade 4 Grade 5 Grade 6		Gāoxiǎo	Xiǎoxué sì niánjí Xiǎoxué wǔ niánjí Xiǎoxué liù niánjí	
Grade 7 Grade 8 Grade 9	Zhōngxué	Chūzhōng	Chūzhōng yī niánjí Chūzhōng èr niánjí Chūzhōng sān niánjí	(Chūyī) (Chūèr) (Chūsān)
Grade 10 Grade 11 Grade 12		Gāozhōng	Gāozhōng yī niánjí Gāozhōng èr niánjí Gāozhōng sān niánjí	(Gāoyī) (Gāoèr) (Gāosān)
1st year college 2nd year college 3rd year college 4th year college	Dàxué		Dàxué yī niánjí Dàxué èr niánjí Dàxué sān niánjí Dàxué sì niánjí	(Dà'yī) (Dà'èr) (Dàsān) (Dàsì)
Graduate school		Yánjiùyuán (Taiwan) / Yánjiùshēngyuán (PRC)		

*Preschool children in the PRC are generally 2 years old. By age 3, children enter kindergarten, where they remain for three years. Grade 1 children are usually 6 years old.

Structure notes

- De can be similar to the apostrophe-S in English, to mark a possessive. Thus, Xiǎo Píng de shēngri means "Xiao Ping's birthday," and wǒ de shēngri is "my birthday."
- Le is a complex and hardworking particle in Chinese that serves a variety of functions. The following are two of these functions:

2b. Subject + Verb/Adjective + le

- a) To mark a **change** in status or condition.

Tā hěn gāo.	She's tall.	----->	Tā gāo le.	She's become tall.
Tā hěn hǎo.	She's fine.	----->	Tā hǎo le.	She's gotten well.
Tā hěn pàng.	She's fat.	----->	Tā pàng le.	She's gotten fat.
Tā bā suì.	She's eight.	----->	Tā bā suì le.	She's turned eight.

- b) Le is used with some verbs having to do with thought and thinking, to mean that a thought process is complete. A change of state is implied.

Wǒ dǒng le.	I understand. I understood. I have come to understand. I came to understand.
Wǒ zhīdào le.	I know (now). I already know. I understand.
Wǒ wàng le.	I forgot. I have forgotten.

Structure exercise

- The particles le and de are missing in the brief monologue below, which is spoken by an admirer of a young woman named Mary Jones. Please write them in in the appropriate positions.

Mǎi hěn hǎo. Tā jīnnián (*this year*) èrshí suì. Tā yìqián (*in the past*) yǒu yìdiǎnr (*was a little*) pàng, xiànzài (*now*) shòu. Wǒ juéde tā hěn piàoliang. Kèxī (*too bad*) wǒ wàng tā diànhuà hàomǎ hé dìzhǐ.

UNIT TWO:

WHO ARE YOU?

SEGMENT E

Skill: To provide & obtain information on height, weight, & birthday.

Fill in the blanks in the English columns on the right with your personal information, using Arabic numerals. Then follow the instructions in the Chinese columns on the left. Refer to Tables 2 and 3 to convert between the English, metric, and Chinese systems.

Wǒ _____ chǐ _____ cùn gāo. (Fill in your height using Pinyin & the English system.)	I am _____ ' _____ " tall.
Wǒ _____ mǐ _____. (Fill in your height, using Pinyin & the metric system.)	I am _____ metres tall.
Wǒ _____ bàng. (Fill in your weight, using Pinyin & the English system.)	I (weigh) _____ lbs.
Wǒ _____ gōng jīn. (Fill in your weight, using Pinyin & the metric system.)	I (weigh) _____ kilograms.
Wǒ _____ jīn. (Fill in your weight, using Pinyin & the Chinese system.)	I (weigh) _____ jīn

shēngāo height
tǐzhòng weight
shēngri birthday

Wǒ shēngri shì _____ nián, (Fill in the year of your birth, using Pinyin)	My birthday is _____ (year)
_____ yuè, (Fill in the month of your birth, using Pinyin)	_____ (month)
_____ hào. (Fill in the day of your birth, using Pinyin)	_____ (day)

Nǐ yǒu duō gāo?

How tall are you?

Nǐ yǒu duō zhòng?

How much do you weigh?

Nǐ de shēngri shì jǐ yuè jǐ hào?

When is your birthday?

Nǐ de shēngri shì shénme shíhou?

When is your birthday?

Nǐ shì nǎi nián shēng de?

In which year were you born?

Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (Two Chinese-Americans who have never met face-to-face are getting acquainted by telephone.)

A: Nǐ yǒu duō gāo?	B: 1. Yībǎi sānshí bàng. 2. Liù chí èr cùn.
A: 1. Nǐ hěn ǎi. 2. Nǐ yǒu duō zhòng?	B: 1. Yībǎi sìshí bàng. 2. Sìshí bàng.
A: 1. Nǐ bú pàng. 2. Nǐ hěn pàng.	

II. (A and B are classmates getting to know each other.)

A: Nǐ jǐ yuè jǐ hào guò shēngri?	B: 1. Yì jiǔ liù liù nián. 2. Bāyuè shíwǔ hào.
A: 1. Nǐ shì nēi nián shēng de? 2. Nǐ shēngri shì jǐ yuè jǐ hào?	B: 1. Jiǔyuè shíbā hào. 2. Yì jiǔ liù líng nián.

III. (A and B are talking about a mutual acquaintance.)

A: Nǐ zhīdào tā de shēngāo tízhòng ma?	B: 1. Tā yì mǐ liù bā, yìbǎi jīn. 2. Shì tā de shēngāo tízhòng.
A: 1. Tā shíbā suì le. 2. Tā bù gāo, bú pàng.	B: 1. Duì. 2. Duìbuqǐ.

IV. (A is telling B about someone B has never met.)

A: Tā bāshí èr gōngjīn.	B: 1. Tài pàng le. 2. Tài shòu le.
A: 1. Bú pàng; tā yì mǐ jiǔ liù. 2. Bú shòu; tā hěn gāo.	B: 1. O? 2. Tā tài hēi le.

V. (A is quizzing B about B's friend, but B is unable to provide any information.)

A: Nǐ zhīdào tā de shēngri shì jǐ yuè jǐ hào ma?	B: 1. Bù zhīdào. 2. Duìbuqǐ.
A: 1. Tā shì nēi nián shēng de? 2. Nǐ bù zhīdào shénme?	B: 1. Wǒ yě bù dòng. 2. Duìbuqǐ, yě bù zhīdào.

Further information

David Wang and Li Zhongying leave class together. David looks at Li curiously.

- | | | |
|--------|--|---|
| David: | Zhōngyīng, nǐ yǒu duō gāo? | Zhongying, how tall are you? |
| Lǐ: | Wǒ yì mǐ liù. Nǐ ne? | I am 1.6 metres (5' 3"). |
| David: | Wǒ wú chǐ bā cùn.
nà jiù shì yì mǐ qī sān, duì bu duì? | I am 5 feet 8...
that's 1.73 metres, right? |
| Lǐ: | Nnn, bù zhī dào. Nǐ dà gài yǒu yì mǐ qī. | Mmm, I don't know. You are probably 1.7 metres. |
| David: | Nǐ yǒu duō zhòng? | How heavy are you? |
| Lǐ: | (<i>laughing</i>)
Wǒ bú gào su nǐ! | I'm not telling you! |
| David: | Nà yǒu shén me guān xi.
Wǒ yì bǎi sì shí bàng...liù shí sān gōng jīn. | What does (telling me) matter..
I'm 140 lbs...63 kg. |
| Lǐ: | Nǐ shēng rì shì jǐ yuè jǐ hào? | When is your birthday? |
| David: | (<i>smiling</i>)
Wǒ yě bú gào su nǐ le. | Then I'm not telling you either. |
| Lǐ: | (<i>laughing and pushing him</i>)
Qù nǐ de!* | Get away! |

(*Caution: This expression can be inflammatory if used with someone other than a friend.)

Culture notes

Chinese people are generally not hesitant about sharing personal information such as height, weight, and birthday, especially with members of the same sex. Shyness may come into play in dealing with members of the opposite sex. In Li Zhongying's case, the ambiguity of the situation is compounded by the confusion of her having to deal with a foreigner, even a pseudo-foreigner (David is Chinese-American).

Young people of the same sex in China and Taiwan (and many non-Western societies) are often very intimate and affectionate with each other. Young women often walk holding hands or linking arms, or sit cheek-to-cheek with their arms around each other. One young man will often put his arm around the shoulder of another while sitting or walking. Young men sometimes rest leaning against each other, with head to shoulder or back to back. This behavior generally does not indicate sexual interest.

Young people of opposite sexes, on the other hand, tend to keep some distance between themselves, unless an overt boyfriend-girlfriend relationship has been established. Even then, public displays of emotion are generally restricted to hand-holding. Kissing and hugging in public does occur in contemporary China, but is viewed with varying degrees of distaste by passersby.

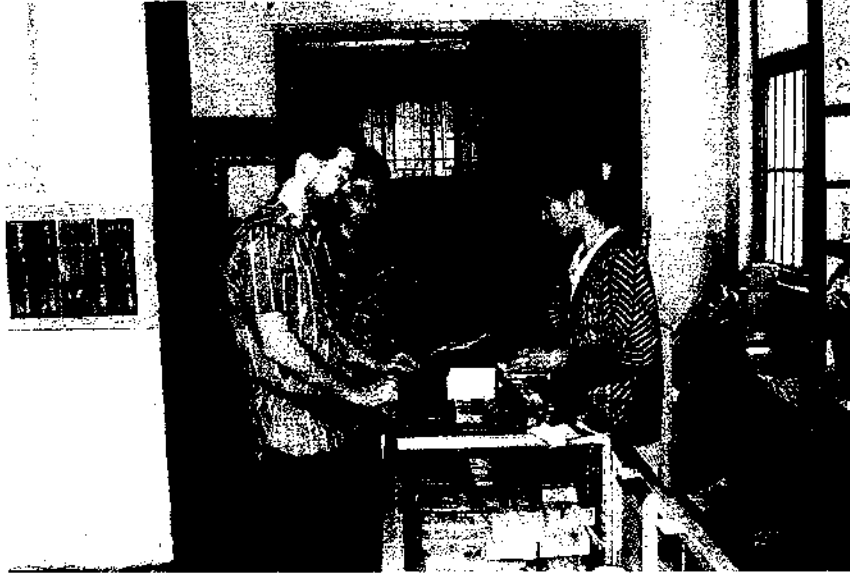
Weight in China is generally given in terms of *jīn* (a catty), which is conveniently twice the value of a kilogram (i.e. 50 kg = 100 *jīn*).

Table 2
Conversion Chart for Height

	$1'' = 2.54 \text{ cm}$
	$1 \text{ cm} = .394''$
	$1' = .305 \text{ m}$
	$1 \text{ m} = 3.28'$
6' 5"	1.96 m
6' 4"	1.93 m
6' 3"	1.91 m
6' 2"	1.88 m
6' 1"	1.85 m
6' 0"	1.83 m
5' 11"	1.80 m
5' 10"	1.78 m
5' 9"	1.75 m
5' 8"	1.73 m
5' 7"	1.70 m
5' 6"	1.68 m
5' 5"	1.65 m
5' 4"	1.63 m
5' 3"	1.60 m
5' 2"	1.58 m
5' 1"	1.55 m
5' 0"	1.53 m
4' 11"	1.50 m
4' 10"	1.48 m
4' 9"	1.45 m
4' 8"	1.43 m
4' 7"	1.40 m
4' 6"	1.38 m

Table 3
Conversion Chart for Weight

	$1 \text{ lb} = .454 \text{ kg} = .907 \text{ j}\bar{\text{in}}$ (catties)	
	$1 \text{ kg} = 2.205 \text{ lbs} = 2 \text{ j}\bar{\text{in}}$	
	$1 \text{ j}\bar{\text{in}} = .5 \text{ kg} = 1.103 \text{ lbs}$	
250 lbs	113.50 kg	226.75 <u>j</u> $\bar{\text{in}}$
240 lbs	108.96 kg	217.68 <u>j</u> $\bar{\text{in}}$
230 lbs	104.42 kg	208.61 <u>j</u> $\bar{\text{in}}$
220 lbs	99.88 kg	199.54 <u>j</u> $\bar{\text{in}}$
210 lbs	95.34 kg	190.47 <u>j</u> $\bar{\text{in}}$
200 lbs	90.80 kg	181.40 <u>j</u> $\bar{\text{in}}$
190 lbs	86.26 kg	172.33 <u>j</u> $\bar{\text{in}}$
180 lbs	81.72 kg	163.26 <u>j</u> $\bar{\text{in}}$
170 lbs	77.18 kg	154.19 <u>j</u> $\bar{\text{in}}$
160 lbs	72.64 kg	145.12 <u>j</u> $\bar{\text{in}}$
150 lbs	68.10 kg	136.05 <u>j</u> $\bar{\text{in}}$
140 lbs	63.56 kg	126.98 <u>j</u> $\bar{\text{in}}$
130 lbs	59.02 kg	117.91 <u>j</u> $\bar{\text{in}}$
120 lbs	54.48 kg	108.84 <u>j</u> $\bar{\text{in}}$
110 lbs	49.94 kg	99.77 <u>j</u> $\bar{\text{in}}$
100 lbs	45.50 kg	90.70 <u>j</u> $\bar{\text{in}}$
90 lbs	40.86 kg	81.63 <u>j</u> $\bar{\text{in}}$
80 lbs	36.32 kg	72.56 <u>j</u> $\bar{\text{in}}$
70 lbs	31.78 kg	63.49 <u>j</u> $\bar{\text{in}}$
9 lbs	4.09 kg	8.16 <u>j</u> $\bar{\text{in}}$
8 lbs	3.63 kg	7.26 <u>j</u> $\bar{\text{in}}$
7 lbs	3.18 kg	6.35 <u>j</u> $\bar{\text{in}}$
6 lbs	2.72 kg	5.44 <u>j</u> $\bar{\text{in}}$
5 lbs	2.27 kg	4.54 <u>j</u> $\bar{\text{in}}$
4 lbs	1.82 kg	3.63 <u>j</u> $\bar{\text{in}}$
3 lbs	1.36 kg	2.72 <u>j</u> $\bar{\text{in}}$
2 lbs	.91 kg	1.81 <u>j</u> $\bar{\text{in}}$
1 lb	.45 kg	.91 <u>j</u> $\bar{\text{in}}$



Zhèr yǒu sān ge rén.

Liǎng ge shì gùkè,

yí ge shì shòuhuòyuán.



Zhèr yǒu nóngmín, yǒu gōngrén.

Nóngmín zài gōngzuò.

Nǐ cāi gōngrén zài zuò shénme?

Answer:

Tāmen zài dà pǎi.



UNIT TWO:

WHO ARE YOU?

SEGMENT F

Skill: To provide and obtain information on professions.

Wǒ shì _____ . I am a _____ .
 (Fill in your occupation using Pinyin; see below.)

Wǒ xiǎng zuò ge _____ . I would like to be a _____ .
 (Fill in what you would like to be.)

Wǒ yěxǔ zuò ge _____ . Perhaps I'll be a _____ .



Zhèige xiǎohár zài kàn shéi?

xuésheng	student
lǎoshī	teacher
hùshi	nurse
yīshēng	doctor
mìshū	secretary
lǜshī	lawyer
jǐngchá	police officer
shòuhuòyuán	salesclerk
fúwùyuán	attendant, clerk, waitperson
gōngrén	worker, laborer
nóngmín	farmer, peasant
zuò	to do
gàn	to do, to engage in

Wǒ bù dǒng. I don't understand.

Qǐng zài shuō yí cì. Please repeat ...

Qǐng shuō màn yìdiǎr. Please speak more slowly.

Nǐ zuò shénme gōngzuò? What (work) do you do?

Nǐ de gōngzuò shì shénme? What is your occupation?

Nǐ jiānglái xiǎng zuò shénme? What would you like to do in the future?

Nǐ xiǎng gàn shénme? What would you like to do?

Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (Two women, previously unacquainted, have struck up a conversation on a train.)

A: Nǐ zuò shénme gōngzuò?	B: 1. Wǒ shì gōngrén. Nǐ ne? 2. Wǒ shì xiǎojie. Nǐ ne?
A: 1. Wǒ shì nǚshì. 2. Wǒ shì hùshi.	B: 1. Zuò hùshi hěn hǎo. 2. Gōngrén dōu tài pàng.
A: 1. Nnng. Hái kěyǐ. 2. Zhēn duìbuqǐ.	

II. (Two classmates are chatting.)

A: Nǐ jiānglái xiāng zuò shénme?	B: 1. Xiǎopéngyǒu. 2. Bù zhīdào. Yěxǔ zuò lǎoshī.
A: 1. Lǎoshī dōu hěn máng. 2. Xiǎopéngyǒumen dōu hǎo ma?	B: 1. Hái kěyǐ, xièxie. 2. Shì.

III. (A is asking B about the family background of a mutual acquaintance.)

A: Xiǎo Wáng de bàba shì zuò shénme de?	B: 1. Tā bàba sìshí suì le. 2. Tā shì nóngmín.
A: 1. Tāmen jiā zài nǎr? 2. Lǎo Zhāng duó dà suìshu le?	B: 1. Zài Táiwān. 2. Tā niàn wǔ niánjí.

IV. (A is daydreaming while B is studying.)

A: Lùshī, jǐngchá, yīshēng, dōu hǎo ma?	B: 1. Wǒ bù dòng. Shénme yìsi? 2. Tā fēicháng gāo.
A: 1. Zuò lùshī, jǐngchá, yīshēng, dōu hǎo ma? 2. Wǒ yě tīng pàng.	B: 1. Zuò jǐngchá hái kěyǐ. Lùshī, yīshēng bú tài hǎo. 2. Shéi? Shéi shì shòuhuòyuán?

V. (A and B have been riding the bus together for some weeks; A decides to get to know B.)

A: Nǐ de gōngzuò shì shénme?	B: 1. Wǒ jiā zhù Shíwú Jiē. 2. Wǒ shì fúwùyuán.
A: 1. Shéi xiāng zuò diànyuán? 2. Zuò fúwùyuán hǎo ma?	B: 1. Bú tài hǎo. 2. Wǒ shì shòuhuòyuán.

Aspirations

David and Li are walking together to the cafeteria for lunch.

- | | | |
|--------|--|--|
| Li: | David, nǐ fùmǔ shì zuò shénme de? | <i>David, what do your parents do?</i> |
| David: | Wó bàba shì zhōngxué lǎoshī,
wǒ māma shì hùshi. Nǐ fùmǔ ne? | <i>My father is a high-school teacher,
my mother is a nurse. How about your parents?</i> |
| Li: | Tāmen dōu shì yīshēng. Nǐ jiānglái
xiǎng gàn shénme? | <i>They are both doctors. What would you like
to do, in the future?</i> |
| David: | Bù zhīdào. Yéxǔ dāng gōnggrén ba. | <i>I don't know. Maybe I'll become a factory worker.</i> |
| Li: | (<i>laughing</i>)
Hǎojí le. | <i>That's great.</i> |
| David: | Nǐ ne? Nǐ xiǎng zuò shénme? | <i>How about you? What do you want to be?</i> |
| Li: | Wǒ yě xiǎng zuò yīshēng. | <i>I want to be a doctor too.</i> |

Culture notes

A professional title is often used as a form of address in social intercourse. Thus, Wang the teacher would be called "Wáng Lǎoshī," Wang the doctor "Wáng Yīshēng," Wang the lawyer "Wáng Lùshī," etc.

Professionals in Chinese societies enjoy the same prestige as in the West, with the exception of lawyers. Since the American adversarial legal system does not exist in the PRC or Taiwan, the Chinese have far less need for lawyers than Americans. As a result, lawyers are not really recognized as a professional group. Scientists and engineers, on the other hand, are well respected as a group, and enjoy perhaps more visibility than in the U.S.

In traditional China, traders and merchants were regarded as money-mongers without a great deal of education. Business-people today still suffer some lingering disdain, but this is rapidly changing as international trade and finance begin to require greater amounts of skill, training, and general education, and earn sizable incomes.

Another occupation that is undergoing change is entertaining. In imperial China, entertainers were near the bottom of the social scale. They were seen as immoral pariahs on the fringes of society, who lived off the largesse of citizens. In contemporary society on the other hand, successful entertainers have become media stars. Their fabulous wealth and lifestyles have made them the role models of many young people.

Teachers in both China and the west are accorded a certain amount of respect by society, but since this is not matched with high salaries, they are not seen to have any real clout. Thus teaching is not a prestigious occupation, although university professors everywhere enjoy some esteem for their erudition.

Structure notes

1. Wǒ shì xuésheng, tā shì lǎoshī etc. are examples of sentence pattern #1: Subject + Equative Verb + Noun, where the nouns are names of professions.
2. Another basic sentence pattern is as follows.

3a. Subject + [bù] + Modal verb + Verb + Object

Wǒ xiǎng zuò jǐngchá.	<i>I + think/plan/intend to + to become + police officer. I would like to become a police officer.</i>
Nǐ xiǎng gàn shénme?	<i>You + think/plan/intend to + to do + what? What are you thinking of doing?</i>

Xiǎng is an example of a class of words called modal verbs, which precede verbs and adjectives and say something about the subject's willingness, ability, need etc. to perform an action or enter into a state (xiǎng xièxie tā = to intend to thank him/her; xiǎng shòu yìdiǎr = to want to become thinner). Xiǎng indicates that the subject intends, plans, or is considering carrying out an action. Modal verbs meaning "to want/wish to," "to hope to," "to be willing to" etc. will appear later.

3. Shénme is a question-word meaning "what." Other question-words or phrases include shéi (who), shénme shíhòu (when), nǎr (where), wèishénme (why), and zěnmé (how).

Structure exercise

Please fill in the blanks in the narrative below, based on the English equivalent, about a middle-aged malcontent named Zhang.

Lǎo Zhāng, tā shì ge _____ . Jīnnián _____ . Tā

shēngāo _____ , tǐzhòng yǒu _____ . Tā hēn

_____ , yě hēn _____ . Tā jīnnián niàn dàxué _____ . Tā

bù xiǎng zuò _____ lǐ; tā jiānglái _____ hùshì.

Old Zhang, he's a policeman. He's forty-two (years old) this year. He's 6 feet tall, 170 lbs. in weight. He's dark, and he's strong. He's (studying) in the third year of college this year. He doesn't want to be a policeman anymore; he's planning to become a nurse in the future.

UNIT TWO:

WHO ARE YOU?

SEGMENT G

Skill: To provide and obtain information on nationality.

Wǒ shì _____ rén. I am a native of _____.
 (Fill in your nationality using Pinyin)

(Wǒ huì shuō _____ I can speak _____)

Měiguó	America, the U.S.	(Yīngwén, Yīngyǔ)
Jiānádà	Canada	
Àodàliyà	Australia	
Yàzhōu	Asia	
Zhōngguó	China	(Zhōngwén, Zhōngguóhuà)
Rìběn	Japan	(Rìwén, Rìběnhuà, Rìyǔ)
Hánguó, Cháoxiǎn	Korea	(Hánwén, Hánguóhuà, Hányǔ)
Yīndù	India	(Yīndùwén, Yīndùhuà, Yīndùyǔ)
Dōngnányà	Southeast Asia	
Zhōngdōng	The Middle East	
Ōuzhōu	Europe	
Yīngguó	England	(Yīngwén, Yīngyǔ)
Fǎguó	France	(Fǎwén, Fǎguóhuà, Fǎyǔ)
Déguó	Germany	(Déwén, Déguóhuà, Déyǔ)
Xībānyá	Spain	(Xībānyáwén, Xībānyáhuà, Xībānyáyǔ)
Éguó	Russia	(Éwén, Éguóhuà, Éyǔ)

guójí *nationality*

- | | |
|--------------------------|------------------------------------|
| Nǐ shì nǎi guó rén? | Of which country are you a native? |
| Nǐ cóng nǎ lǎi de? | Where do you come from? |
| Nǐ jiā zài nǎr? | Where is your home? |
| Nǐ huì shuō nǎi guó huà? | What language(s) can you speak? |

Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (A and B are classmates in an international school who have just met.)

A: Nǐ shì cóng nǎr lái de?

B: 1. Wǒ hěn xǐhuān Rìběn.
2. Wǒ shì cóng Yàzhōu lái de.

A: 1. Rìběnrén dōu hěn gāo ma?
2. Yàzhōu nǐ guó?

B: 1. Nán Cháoxiǎn.
2. Yìndùrén hěn hǎokàn.

A: 1. Wǒ yě xǐhuān Àodàlìyàrén.
2. O, nǐ shì Cháoxiǎnrén.

II. (A, a Chinese, is curious about B, who is obviously a foreigner. They are in a park.)

A: Nǐ jiā zài Ōuzhōu ma?

B: 1. Duì, zài Déguó.
2. Bú duì, wǒ shì Xībānyárén.

A: 1. Jiānádà zài Ōuzhōu ma?
2. Nǐ shì zuò shénme de?

B: 1. Wǒ shì xuésheng.
2. Jiānádà hěn dà.

III. (A and B are classmates at an international school.)

A: Nǐ shì nǐ guó rén?

B: 1. Wǒ bú huì shuō Fǎwén.
2. Wǒ cóng Éguó lái.

A: 1. Wǒ huì shuō Éguóhuà.
2. Wǒ bú huì shuō Rìwén.

B: 1. Tài hǎo le!
2. Zhēn duìbuqǐ.

IV. (A and B are two Asians meeting in the U.S.)

A: Nǐ huì shuō shénme huà?

B: 1. Zhōngwén, Yīngwén, Rìwén.
2. Nǐ yě huì shuō Déyǔ ma?

A: 1. Duìbuqǐ, bú huì shuō.
2. Nǐ shì Zhōngguó rén ma?

B: 1. Méiyǒu guānxi.
2. Bù, wǒ shì Rìběnrén.

V. (A is a Chinese from the countryside who doesn't know much about foreigners.)

A: Měiguórén shuō shénme huà?

B: 1. Shuō Yīngwén.
2. Měiguórén bù shuō huà.

A: 1. Shéi huì shuō Yīngwén?
2. Yīngwén? Bú shì Yīngguó rén shuō Yīngwén ma?

B: 1. Duì. Měiguórén yě shuō.
2. Bú duì. Déguó rén shuō.

On foreign languages

Zhang, Li, and three other students are practicing speaking English with David. A teacher of Russian stops to observe the group. A conversation ensues.

- Lǐ: Lǎoshī, wǒmen zài liànxí shuō Yīngyǔ. *Teacher, we are practicing speaking English.*
- Teacher: (looking at David)
Ei, nǐ Yīngwén shuō de zhēn hǎo. *Hey, you speak English really well.*
(Everyone laughs.)
- Zhāng: Lǎoshī, tā shì Měiguó rén a. *He is an American, teacher.*
- Teacher: Aa? *Hub?*
- David: Wǒ cóng Měiguó lái de. *I come from America.*
Wǒ shì Měiguóguójí de Zhōngguó rén. *I am a Chinese of American nationality.*
- Lǐ: Tā shì Méijí Huárén. *He is Chinese-American.*
- Zhāng: Tā huì shuō Yīngyǔ, yě huì shuō
Zhōngguó huà. Tā zhēn xíng. *He can speak English, and he can also
speak Chinese. He's really something.*
- David: Lǎoshī shì nǎr de rén? *Where do you come from, teacher?*
- Teacher: Wǒ shì běndì rén, kěshì wǒ huì
shuō Éwén. Hǎo ba. Nǐmen liànxí ba. *I am from here, but I can speak Russian.
Well then, you go ahead and practice.*
Zàijiàn. *Goodbye.*
- All: Lǎoshī zàijiàn. *Goodbye, teacher.*

Culture notes

In most nations of the world (but not the U.S., yet), the study of foreign languages is treated as a basic required subject in school, and begins early in the elementary grades. English is very popular in Taiwan and the People's Republic of China. American, Canadian, British, and Australian students, tourists, and business-people in China are often approached by local people looking for an opportunity to practice speaking English.

As noted previously, a professional title is often used as a form of address, either alone (Lǎoshī) or preceded by the surname (Lǐ Lǎoshī). In the dialogue above, the students consistently address the teacher by his title, "Lǎoshī." Often, the title even replaces the term "you" in direct address, as in David's question "Lǎoshī shì nǎr de rén?" (rather than "Nǐ shì nǎr de rén?"). This is a sign of politeness, of deference towards a social superior. The use of the title signifies recognition of the relatively higher social status of the holder of the title, whereas "nǐ" is used widely among social equals or by a superior in reference to an inferior. As an extension of this principle, children sometimes substitute "mom" or "dad" for "you" in direct address, as in "I don't like onions; does Mom like onions?" instead of "Do you like onions, Mom?"

Structure notes

1. Wǒ shì Měiguórén is a further example of Pattern #1: **Subject + Equative Verb + Noun**. The noun here is "an American," which consists of Měiguó (America) modifying rén (person).
2. Wǒ huì shuō Zhōngguóhuà illustrates Pattern #3a: **Subject + Modal verb + Verb + Object**. The modal verb huì means "to know how to (do something)," indicating a learned skill. The verb shuō means "to speak" or "to say."

Structure exercise

Please write answers to the following questions about yourself.

Nǐ shì shénme guójí?

Nǐ jiā zài nǎr?

Nǐ huì shuō Yàzhōu de shénme huà?

Nǐ huì shuō Ōuzhōu de shénme huà?

Nǐ jiānglái xiǎng zuò shénme?

Nǐ shēngri shì jǐ yuè jǐ hào?

Nǐ yǒu duō gāo, duō zhòng?

Nǐ juéde nǐ hǎokàn ma?

UNIT TWO:

WHO ARE YOU?

SEGMENT H

Skill: To provide and obtain information on family members.

qīnqì relatives

xiǎoháir child

nǚ'ér daughter

érzi son

mǔqīn mother

māma mama

jiějie older sister

mèimei younger sister

fùqīn father

bàba papa

gēge older brother

dìdi younger brother



Shéi shì shéi?

bófù paternal uncle (father's older brother)

shūshu paternal uncle (father's younger brother)

bómǔ paternal aunt (wife of father's older brother)

āyí maternal aunt (mother's sister)

yéye paternal grandfather

wàigōng maternal grandfather

nǎinai paternal grandmother

wàipó maternal grandmother

Nǐ yǒu ___ ma?

Zhè shì nǐ de ___ ma?

Nǐmen shì jiěmèi ma?

Nǐmen shì xiōngdì ma?

Nǐ yǒu xiōngdì jiěmèi ma?

Nǐmen méiyǒu xiǎoháir ma?

Do you have a ___?

Is this your ___?

Are you sisters?

Are you brothers?

Do you have brothers & sisters?

Don't you have any children?

Dialogue Practice

The following sets of dialogues presume normal behavior, no unusual circumstances, and no misunderstandings in the contexts indicated. "A" begins the dialogue, "B" responds, "A" responds to "B," etc. Where there is a choice of responses available, please circle the one which is more appropriate.

I. (A and B are new acquaintances.)

A: Nǐ yǒu xiōngdì jiěmèi ma?

B: 1. Tāmen bú tài pàng.
2. Yǒu.

A: 1. Shéi yǒu gēge jiějie?
2. Dōu shì shénme rén?

B: 1. Shì yí ge jiějie, yí ge dìdi.
2. Duìbuqǐ, wǒ méiyǒu.

II. (A runs into B on a street. B is leading a little girl.)

A: Zhèi shì nǐ de nǚ'ér ma?

B: 1. Bù, shì wǒ mèimei.
2. Shì, shì wǒ nǎinai.

A: 1. Tā duō dà suìshu le?
2. Tā jǐ suì le?

B: 1. Liù suì bàn.
2. Jiùshíwǔ suì.

III. (A, a boy, runs into a couple, B, friends of his parents.)

A: Wáng shūshu, Wáng āyí,
nǐmen hǎo.

B: 1. Tāmen hái kěyǐ, xièxie.
2. Èi, Jūnhuá. Nǐ hǎo. Māma
bàba dōu hǎo ma?

A: 1. Nǐ yǒu shūshu, āyí ma?
2. Hǎo, xièxie.

B: 1. Jūnhuá, zài jiàn.
2. Duìbuqǐ, méiyǒu.

IV. (An American learning Chinese is chatting with two Chinese women who look alike.)

A: Nǐmen shì jiěmèi ma?

B: 1. Bù, tā shì wǒ de āyí.
2. Yǒu, wǒ yǒu liǎng ge jiějie.

A: 1. O? Shì nǐ māma de
mèimei ma?
2. Tāmen dōu duō dà le?

B: 1. Yí ge èrshí suì, yí ge shíbā suì.
2. Shì.

V. (A is inquiring about his colleague B's family.)

A: Lǎo Zhāng, nǐ yǒu xiǎoháir
ma?

B: 1. Wǒ yǒu yí ge dìdi.
2. Yǒu, yǒu yí ge.

A: 1. Tā cóng nǎr lái de?
2. Shì nǚ'ér ma?

B: 1. Bù, shì ge érzi.
2. Tā jiǔ suì le.

Structure notes

1. The following are fundamental sentence structures in Chinese.

3. Subject + [bù] + Verb + Object

Tā shuō Yīngwén. *She speaks English.*

Tā bù shuō Zhōngwén. *She doesn't speak Chinese.*

4. Subject + Verb + Number + Measure + Noun

Wǒ yǒu yī ge jiějie. *I have an older sister.*

Wǒ yǒu liǎng ge dìdì. *I have two little brothers.*

2. One meaning of the verb yǒu is "to have." (Other meanings will be introduced later.) It is unlike other Chinese verbs in that it is negated by the adverb méi—the opposite of yǒu is méiyǒu—whereas other verbs are generally negated by the adverb bù.

3. Measure words are characteristic of Chinese. They exist in English, too, but not as pervasively: one speaks of a *piece* of candy, a *lump* of coal, a *sheet* of paper. In this lesson, the Chinese measure word ge applies to people; English does not have the equivalent measure word for individual people that Chinese utilizes—sān ge rén in Chinese is simply "three people" in English. Measure words will be discussed in greater detail in Unit 5c.

4. De has been used before to indicate possession: wǒ de shēngri means "my birthday." When the possessive refers to a close personal relationship, however, such as in "my mother," "my father," etc., the de is generally omitted. Wǒ māma is more common than wǒ de māma.

Structure exercise

Write the following description in Chinese.

Xiǎo Chén's first name is Bīngxīn. She has four younger brothers and one younger sister. Her younger sister is a doctor. Two younger brothers are lawyers, one is a salesclerk, and one is a senior in high school. Xiǎo Chén has a daughter who has turned five. She has no son. Her sister has a son but no daughter.
