

C H I N E S E

Chinese Dialogues
(Pinyin Edition)

By

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Edited by

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DEFENSE LANGUAGE INSTITUTE

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Except for the conversion to Pinyin, the text, including the Introduction, is unchanged from the 1953 edition. Thus, there may be occasional wordings which are not relevant to current practice at the Defense Language Institute.

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INTRODUCTION

This book is planned for students of spoken Mandarin who have completed the study of Mr. M. Gardner Tewksbury's Speak Chinese or its equivalent (approximately 12 weeks of 25 contact hours per week). The twenty-four lessons are based on everyday conversational situations, and each lesson comprises the following study materials for the student:

1. Dialogues
2. Vocabulary Usage
3. Sentence Structure
4. Pronunciation Drill
5. Questions
6. What Would You Say?
7. Memorization (or Story)
8. Translation

A separate Teacher's Manual is being prepared, containing oral drills for comprehension and other instructional materials which should not be placed in the hands of the student. In addition, both the basic materials of the Teacher's Manual have been recorded on SoundScriber records to make it possible for the student to do a large part of his studying by ear rather than by eye.

Each lesson calls for eight to ten contact hours plus an equal amount of individual study and listening to records. This heavy proportion of classroom contact to homework is necessitated by the objective, which is to speak the language, not to read it. Chinese differs from occidental languages in that the normal medium of reading in Chinese is the ideographic character, which is not essential to the mastery of the spoken language. The spoken language is taught more quickly and effectively through the medium of romanization, but this romanization should be regarded chiefly as a tool. Learning to speak requires plentiful oral drill and the use of recorded materials.

Each teacher will have his own ideas as to how much time should be spent on each section of the lesson. The following outline, recording the experience of the Institute of Far Eastern Languages at Yale University over a period of seven years, is suggestive rather than mandatory.

Dialogue. The dialogue is a live situation, and each expression in it is used in a setting. Obviously a student cannot learn the use of an expression without knowing its meaning, but it is equally axiomatic that he doesn't fully understand its meaning without knowing the context in which it is used. Each sentence of the dialogue is important insofar as it shows the student how to use words in a natural situation to express a non-artificial idea. Hence the aim has been to avoid the artificial sentences that once cluttered the pages of language texts - grammatically correct but not necessarily met in current conversation.

Where records are available, the student should prepare for recitation by listening to the sound recording of the dialogue, both with and without reference to the printed text. The normal life situation for learning a language is to listen without preparation to natural conversations and guess new terms from their context. This setting is best simulated if the student is willing to listen several times to the recording without reference to his text, trying to pick new expressions out of the blue. In this way he avoids approaching them as isolated words in a vocabulary list, meeting them instead as dynamic parts of living speech.

The first class period the instructor reads the dialogue to the class in a normal conversational manner and at normal speed, watching for signs of comprehension or of failure to understand. This may be followed by drawing the story out of the class in English and piecing it together. The teacher may read it through a second time with occasional stops to ask a student to translate a sentence as a check on comprehension. The first objective is complete comprehension of the dialogue, without which the subsequent exercises will be relatively ineffective.

Vocabulary Usage. To stress the belief that a word cannot be fully understood apart from a setting the use of each term except the noun is illustrated by one or more sentences. This procedure saves the student the trouble of turning back to the dialogue for an example of use and offers additional contexts in which the term may be used. Nouns seldom raise major problems of usage in Chinese. Drill teachers should avoid merely asking the meaning of a given vocabulary item; the student should be asked to make a sentence using the specified term. Instructors who prefer to give their own examples of use for the new words should take care not to step outside the limits of the lessons already covered. Words frequently have other uses for which the student is not yet ready, the introduction of which at the moment may only complicate his learning without strengthening his understanding.

Sentence Structure. In Speak Chinese the basic sentence patterns of the Chinese language were introduced in a logical order. The second level of instruction, for which Chinese Dialogues has been prepared, calls for review of all patterns introduced on the first level plus extensions and elaborations. This should be done not in order of ease but in topical grouping for comparison. Thus the patterns for the expression of Time are reviewed comparatively, with stress on the positional difference between expressions of time when, which stand before the verb, and time used as a measure, which stands after the verb. Each lesson reviews one or more problems of structure and idiom, and adds further materials and exercises to aid in mastery.

Pronunciation Drill. At the outset of his study of Chinese, the student's pronunciation problems were primarily a matter of mastering unfamiliar sounds. At the second level this adjustment to new sounds should have been completed, but for a long time there may remain the problem of appropriating the rhythms or normal speech and carrying them over from one situation to another. Consequently there is need for drill in imitating rhythmic enunciation of complete phrases or sentences. Here the teacher should be constantly on his guard against 'reading' the drill material rather than 'saying' it conversationally. The Chinese national, raised on the monosyllabic character, used to reading it in a somewhat staccato rhythm, is particularly liable to this fault in teaching. It is easily obviated by quickly memorizing each sentence and saying it without reference to the book.

Questions. A set of questions is offered to which the student is expected to work out appropriate answers. He should constantly bear in mind the principle laid down in Speak Chinese, that the pattern of the question and the pattern of the answer normally parallel each other very closely, in marked contrast to the English custom of inverting the order of subject and verb. This principle actually simplifies the problem for the student; nevertheless it seems to be difficult to persuade him to rely on it. Once he has this rule firmly implanted in his mind, other answer patterns which deviate from this principle may be introduced to enrich the student's speech.

What Would You Say? This is merely a variation on the question-and-answer drill. Given a certain situation, what question would you ask or what remark would you make? The instructor may vary the drill still further by giving a statement and asking what question would be calculated to produce it as an answer. He may have one student make up a question and another student answer it. The old game of "Twenty Questions" is a realistic and palatable way of making the student ask and answer questions.

Memorization or Story. Memorization is sometimes overdone, sometimes underdone, but it certainly has a place in teaching spoken language. The writer studied German under the author of a well-known German grammar. Part of the regular assignment was to commit to memory the illustrative sentences given in the day's quota of grammar text. They were all fundamental structural patterns and some of them have never been forgotten. A contemporary course in Russian is reputed to consist mainly of memorizing a list of several hundred pattern sentences. In the present work a memorization passage is given in every other lesson. The goal in recitation should be correct sentence structure, but deviations in wording which do not affect the essential meaning can well be ignored. The purpose of these exercises is not the reproduction of gems of literature which permit no editing but the acquisition of structural patterns useful in everyday speech.

The stories which alternate with the memorization passages should be treated even more freely. The student studies the story to get the sequence of events and idiomatic expressions. He then tells the story back in his own words. This procedure may be varied by introducing the round-robin approach, which keeps each student alert against the moment when he is called upon to 'go on from there'.

Translation. There are many ways of handling translation exercises. Most laborious of all, most commonly used, but not necessarily most effective is for the instructor to collect and correct all translation exercises and return them to the student - who has on occasion been known to consign the product of the instructor's labors to the waste basket. The main objective of a translation exercise should be to locate the student's problems and forestall repetition of error. Unless grading be considered of prime importance, it seems more economical of teacher time, as well as more effective, to exchange papers in class while the instructor conducts with the aid of a blackboard a clinical analysis of how each English sentence may best be expressed in Chinese and why. Attention to individual problems is assured by questions from the class. The need for grades can easily be met by a brief test after every four or five lessons.

The reader may be surprised that no place has been given to written translation from Chinese into English. This, it is felt, can better be covered orally. The objective of the course is ability to comprehend and to speak, not to compose written translations. The written translations from English into Chinese are tolerated only because they reflect the student's problems of expressing himself in an alien tongue.

Comprehension. Too much time cannot be given to comprehension work of one kind and another. The student of Chinese in America cannot go out onto the street and hear Chinese spoken as he might if he were living in China. The Teacher's Manual offers limited materials aimed at making good this lack. Constant listening to recorded materials offers a second remedy for the situation. To many students this becomes boring after a few repetitions, but such boredom must be overcome, for the student has no better way of getting the rhythms of the language into his subconscious.

We have used at the Institute at least two types of classroom exercise in comprehension. The one is commonly referred to as 'rapid fire'; it consists of reeling off sentences of moderate length at high speed to stimulate the student's attention and accustom him to grasping meaning in complete phrases and sentences rather than word by word. Difficult at the outset, this soon brings the student to the point where he feels a pardonable pride in his ability to understand normal speech at normal speed. The second type of exercise gives the student, at the normal rate of speech, a paragraph at a time, or even an entire anecdote at a time, asking him to catch the train of thought and report the general idea or plot. These two processes complement each other.

What Next? It is assumed that most students of Chinese will have taken up the study of the Chinese character and mastered several hundred by the time he has completed Chinese Dialogues. From this point on he will naturally devote more time to the character, while his spoken Chinese will arise from the character text he may be studying. To facilitate this transition a romanized sketch of Chinese History, Zhōngguó Lìshǐ Gāngyào, has been prepared. It offers abundant material for classroom discussion in Chinese, not only on the history of China in the past, but on current news. Thus it becomes an appropriate preparation for the reading of the Chinese newspaper. This text is accompanied by a Chinese character version for the convenience of Chinese nationals who may be instructing and for the use of students whose knowledge of characters has reached this level.

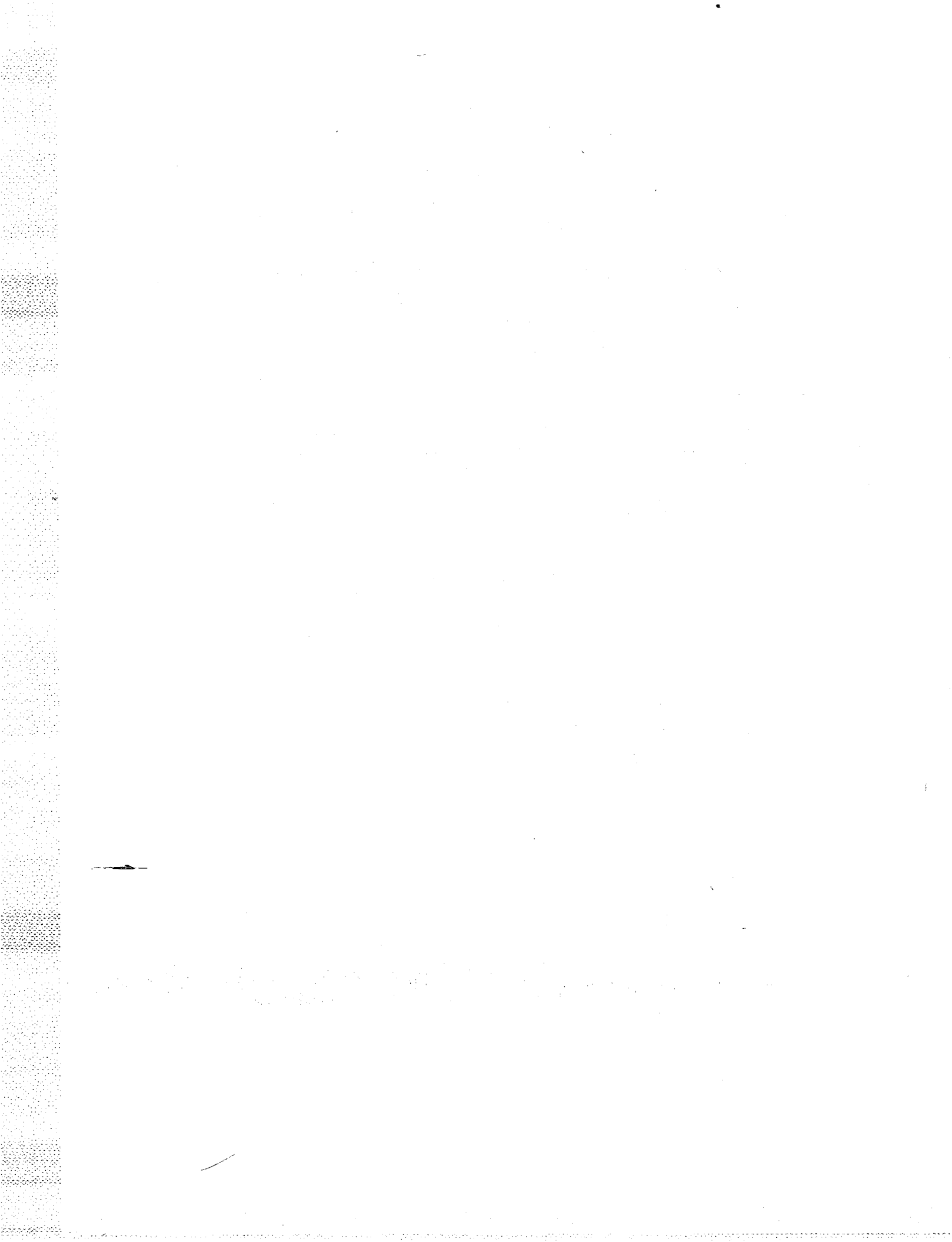
Henry C. Fenn

June 15, 1953

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Fred Wang



DIYIKE - DAOLE SHANGHAI

I. Duihua - (Dialogue)

Sī xiānsheng cóng Měiguó dào Zhōngguó qù. Dào le Shànghǎi, xià chuán yǐhòu, kànjian tāde yiwèi Zhōngguó péngyou, Zhào Zǐān, Zhào xiānsheng. Sī xiānsheng shàng chuán yǐqián gěi Zhào xiānsheng dǎle yige diànbào, suóyì Zhào xiānsheng dào mǎtoushang qu jiē ta. Zhào xiānsheng kànjian Sī xiānsheng jiu guòqu gen ta shuō:

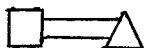
- Zhào: Sī xiānsheng, nín lái le. Hǎo a?
- Sī: Hǎo, nín hǎo a? Xièxie nín lái jiē wo.
- Zhào: Búkèqǐ. Wǒ jiēzhào nín de diànbào, xīnli fēicháng tòngkuai. Chuán shì liúyuè sānhào kāide ma?
- Sī: Duìle, jiùshì wǒ dǎ diànbào neitiān kāide. Zǒude hěn kuài. Lùshang yě méitíng. Yígòng cái zǒule shíliùtiān.
- Zhào: Yídìng hěn lèile ba?
- Sī: Méi shenme. Chuánshang de péngyou hěn duō. Měitiān dàjiā zai yíkuàir tántan, hěn yǒuyìsi.
- Zhào: Zuò chuán hěn yǒuyìsi. Wǒmen huíjiā qu tán ba. Qǐng nín dào wǒmen jiāli qu zhù. Wǒmen gěi nín bǎ wūzi yùbeihǎole.
- Sī: Nà butài máfan ma? Wǒ xiǎng wǒ zhù lǚguǎn ba.
- Zhào: Bùmáfan. Wǒmen yǐjing gěi nín yùbeihǎole.
- Sī: Nàme qǐng nín děng yíděng. Wǒ qu qǔ wǒde xíngli qu.
- Zhào: Xíngli, děng yihuǐr jiào yòngren lai qǔ, hǎo buhǎo? Wǒmen xiān huíqu ba.
- Sī: Yě hǎo. Wǒmen zuò shénme chē qù ne?
- Zhào: Děi xiān zuò gōnggòng-qìchē, zài zuò diànchē. Xiàle diànchē zài guò liángtiáo jiē jiu dào le.
- Sī: Gōnggòng-qìchēzhàn zài nǎr?
- Zhào: Jiù zai nèibianr yige yàopù qiántou. Dào nèige shízìlùkǒur, wàng yòu yizǒu jiu shì.
- Sī: Piào duōshao qián?
- Zhào: Nín búyong guǎnle. Wǒ gěi nín mǎi.
- Sī: Wǒ zìjǐ mǎi ba.
- Zhào: Bù, wǒ mǎi, wǒ mǎi.
- Sī: Nàme xièxie nín.

9. qǔ V: fetch, take out, call for (jiē and qǔ both mean 'fetch', but jiē usually refers to people, qǔ to things)
- 9.1 qǔ xíngli VO: get baggage
- 9.2 qǔ dōngxi VO: fetch things
- 9.3 qǔ qián VO: fetch money, withdraw money
- 9.4 qǔchulai RV: take out, withdraw
- a. Wǒ děi huí jiā qǔ wǒde màozi qu.
- b. Qián dàgài jīntian qǔbuchulái.
10. xíngli N: baggage (M: -jiàn)
11. yòngren N: servant
- 11.1 nányòngren N: male servant
- 11.2 nǚyòngren N: maid
12. gōnggòng-qìchē N: bus, public vehicle (M: -liàng for cart, -tàng for trip)
13. guò V: pass, cross over
- 13.1 guòlai RV: come over
- 13.2 guòqu RV: go over, pass away (die)
- 13.3 guò jiē VO: cross a street
- 13.4 guò NU-tiáo jiē VO: go NU blocks
- a. Qǐng ni ràng wo guòqu.
- b. Tā fùqin zuótian wǎnshang guòqule.
- c. Wǎng qián zǒu, guò sāntiáo jiē jiu dàoile.
14. yào N: medicine
- 14.1 yàopù N: medicine (herb) shop
15. shízì-lùkǒur PW: street or road intersection
- 15.1 shízì N: a cross in the shape of the Chinese character ten (十)
- 15.2 lùkǒu(r) N: end of a street
16. piào N: ticket (M: -zhāng)
- 16.1 huǒchēpiào N: railroad ticket
- 16.2 ménpiào N: entrance ticket (of any kind)
- 16.3 xínglipiào N: baggage ticket
17. guǎn V: manage, take care of, attend to
- 17.1 guǎndeliǎo RV: can manage (actual form uncommon)
- 17.2 guǎnbuzhǎo RV: none of one's business (actual form uncommon)
- 17.3 bùguǎn V: don't care whether, no matter whether
- a. Zhèjian shìqing shéi guǎn?
- b. Tā guǎn hái zi guǎnde hěn hǎo.
- c. Tāmen liǎngge rende shìqing, wǒ guǎnbuliǎo.
- d. Nǐ guǎnbuzhǎo.
- e. Wǒ buguǎn ni yǒu qián méi qián, wǒ děi yào yige màozi.

III. Jùzi Gòuzào - (Sentence Structure)

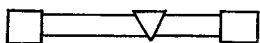
1. The topic of a sentence: While the topic of a Chinese sentence is most commonly a noun, the following situations are also common:

1.1 Number measure:



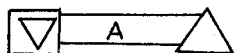
Yíge búgòu. (One is not enough.)

1.2 Specifier (with or without measure):



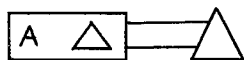
Zhè(ge) shì wǒde. (This one is mine.)

1.3 Funtive verb:



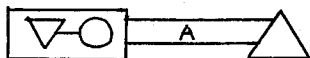
Zǒuzhe tài màn. (Walking is too slow.)

1.4 Stative verb:



Tài xiǎo méiyòng. (Too small is no use.)

1.5 Verb object:



Chàngēer zhēn yǒuyìsi. (Singing is very interesting.)

1.6 Complete sentence:



Wǒ gěi qián, yě xíng. (It's all right for me to pay.)

But it is quite common for a Chinese sentence not to have a topic or a subject. When a thing has already been mentioned in the previous sentence, the subject or object referring to it is often omitted. Usually it is the same topic but sometimes the former object may be used as a new topic which is understood. The first two sentences of this lesson illustrate this type:

Sī xiānsheng cóng Měiguó dào Zhōngguó qù.
 (Sī xiānsheng) dào le Shànghǎi,
 (Sī xiānsheng) xià chuán yǐhòu,
 (Sī xiānsheng) kànjian tāde yíwèi Zhōngguó péngyou,
 (Péngyou) shì Zhào Zīān, Zhào xiānsheng.

In order to comprehend the full meaning of the sentences, one must figure out what the topic of each sentence is.

2. Purpose of coming or going and directional ending:

2.1 A purpose may be expressed in three forms with lái or qù:

- 2.11 Tā dào chēzhàn qu jiē péngyou.
- 2.12 Tā dào chēzhàn jiē péngyou qu.
- 2.13 Tā dào chēzhàn qu jiē péngyou qu.

2.2 Exercise: Translate the following sentences into Chinese, using all three forms:

- 2.21 He went back home to fetch his hat.
- 2.22 My friend will come to meet me at the bus depot.
- 2.23 I plan to go to the country to live.
- 2.24 He said that he wanted to go to town to have a bus ride.
- 2.25 He said that he wanted to go to town by bus to buy something.

3. Use of wàng and cóng:

3.1 Wàng may be followed by certain directional boundforms in the pattern:

wàng	{	-shàng -xià -qián -hòu -zuǒ -yòu -dōng -nán -xī -běi	}	{ fēi zǒu pǎo lái qù
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When these directional boundforms are made into full placewords by the addition of a positional suffix such as -biānr or -tóu, the resultant placewords may follow both wàng and cóng. E.g.

shàng- xià- qián- hòu-	}	{ -tou -biānr	}	dōng- nán- xī- běi- zuǒ- yòu-	}	-biānr (but <u>not</u> <u>-tou</u>)
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3.2 Cóng differs from wàng in three respects:

3.21 In the patterns cóng---lái (come from) and cóng---qù(go from), only dōng, nán, xī and běi may stand.

cóng	{	dōng nán xī běi	}	lái (or qù)
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3.22 Cóng may refer to time as well as place, so may be followed by TW as well as PW, while wàng may not.

3.23 Cóng in the sense of 'by way of', 'via', may be followed by either a PW or a N.

- a. Tā shì cóng zhèr (PW) guòqude.
- b. Tā shì cóng chuānghu (N) jìnláide.

3.24 With opposite pairs of directional boundforms, cóng may stand before the first of the pair and wàng or dào before the second. Furthermore, a wàng-phrase (CV-O) may always be used by itself, while a cóng-phrase cannot.

cóng	{	-shàng -zuǒ -qián -dōng -nán	}	{	wàng dào	}	{	-xià -yòu -hòu -xī -běi	}
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3.3 Exercise:

3.31 Make sentences using the boundforms listed in 3.1. Use each both independently and as a positional suffix.

3.32 Make sentences with the word cóng meaning 'by way of' or 'through'.

IV. Fāyīn Liànxí - (Pronunciation Drill)

1. Nǐ gěi shéi dǎ diànbào le? Wǒ gěi wǒ péngyou.
2. Lǎojiā, mǎtou zài nǎr? Mǎtou jiu zai bēibianr.
3. Nǐ jiē Zhāng xiānsheng qu ma? Wǒ bùjiē ta qu.
4. Wǒde diànbào, tā jiēzhao méiyǒu? Hái méijiēzhao ne.
5. Nǐ xīnli juéde zěnmeyàng? Wǒ juéde hěn tóngkuai.
6. Nǐde biǎo jǐdiǎn le? Wǒde biǎo tingle.
7. Zhèjian shì máfan bumáfan? Máfanjile.
8. Nǐ dào nǎr qu? Oǔ xíngli qu.
9. Nǐ guòdelái guòbulái? Wǒ xiǎng guòdeqù.
10. Lǎojiā, huǒchēzhàn zai shénme dìfang? Yìzhí wàng dōng zǒu, jiu dào le.
11. Zhèjian shì shéi guǎn? Tāmen liǎngge ren guǎn.
12. Wǒ xiǎng wǒ búqule. Bùguǎn nǐ qù buqu, wǒ yě yào qù.

V. Wèntí - (Questions)

1. Sī xiānsheng cóng shénme dìfang dào shénme dìfang qu?
2. Tā dào le Shànghǎide mǎtou kànjian shéi le?
3. Zhào xiānsheng zěnmé zhīdao Sī xiānsheng shénme shíhou dào Shànghǎi?
4. Zhào xiānsheng kànjian Sī xiānsheng yǐhòu, gen ta shuō shénme? Sī xiānsheng shuō shénme?
5. Sī xiānsheng zuòde nèitiáo chuán shì jǐyuè jǐhào kāide? Zài lùshang tingle méiting?
6. Nèitiáo chuán zǒude kuài bukuài? Yígòng zǒule duōshao tiān?
7. Sī xiānsheng shì bushi hěn lèile?
8. Sī xiānsheng zai chuánshang yǒu péngyou ma?
9. Sī xiānsheng zai chuánshang de shíhou, zuò shénme shìqing?
10. Zhào xiānsheng yě juéde zuò chuán yǒuyìsi ma?
11. Zhào xiānsheng gěi Sī xiānsheng zhǎo lǚguǎn le ma? Wèi shénme?
12. Sī xiānsheng wèi shénme yào zhǔ lǚguǎn?
13. Sī xiānsheng wèi shénme yào qǐng Zhào xiānsheng dēng ta yihuǐr?
14. Zhào xiānsheng wèi shénme búràng Sī xiānsheng qu qǔ xíngli?

15. Cóng mǎtòu dào Zhào xiānsheng jiǎ dǎi zuò shénme chē?
16. Gōnggòng-qìchēzhàn zài shénme dìfang? Dào le shízìlùkǒu wàng nǚbianr zǒu?
17. Piào shì shéi mǎide? Duōshao qián?
18. Sī xiānsheng yào mǎi piào, Zhào xiānsheng shuō shénme?
19. Cóng xuéxiào dào nǚ jiǎ zěnme zǒu?
20. Cóng xuéxiào dào fànguǎnr dǎi guò jǐtiáo jiē?

VI. Nǐ shuō shénme - (What Would You Say?)

1. Yàoshi nǐ dào le Zhōngguó, yíxià chuán jiu kànjian yiwèi péngyou lái jiē ni lái le, nǐ dōu wèn ta shénme?
2. Nǐ yǒu yiwèi Zhōngguó péngyou, dào Měiguó lái le. Nǐ dào mǎtòushang qu jiē ta. Nǐ kànjian ta yíhòu, wèn ta shénme?
3. Nǐ yào dào huǒchēzhàn qu, kěshi búrènshi lù. Nǐ zěnme wèn?
4. Nǐ yào qǐng nǐ péngyou dào nǚ jiǎ zhù liǎngtiān, nǐ zěnme gēn ta shuō?
5. Yàoshi nǐ zhǎobuzhào gōnggòng-qìchēzhàn, nǐ zěnme wèn?

VII. Bèishū - (Memorization)

A: Lǎojià, dào huǒchēzhàn qu zěnme zǒu?

B: Nǐ shì zǒuzhē qù, shì zuò chē qù?

A: Yuǎn buyuǎn?

B: Bútài yuǎn, yě bútài jìn. Zǒuzhē yǒu shífen zhōng jiu dào le. Nín cóng zhèr yìzhí wǎng qián zǒu, guò sāntiáo jiē. Dào le shízì-lùkǒu, wàng zuǒ zǒu jiu kànjian le.

A: Yàoshi zuò chē ne?

B: Qiántou nèige yàopù nàr, jiùshì gōnggòng-qìchēzhàn. Zuò sānhào chē, yìzhí jiu dào le.

A: Hǎo, xièxie, xièxie.

VIII. Fānyì - (Translation)

1. Translate the following sentences into Chinese:

- 1.1 Did you send that telegram?
- 1.2 He went to the railway station to meet some friends.
- 1.3 Can you go after her?
- 1.4 Will they receive the letter I wrote by tomorrow night?
- 1.5 They did go to the dock to meet you, but they missed you.
- 1.6 As soon as I heard this I felt very unhappy.
- 1.7 You cannot park your car in front of this building.
- 1.8 None of them went after our baggage.
- 1.9 I can ask him to do it for me, but I don't like to bother him.
- 1.10 This is really a lot of trouble, don't you think?

- 1.11 I have to go to the school to get my pen.
1.12 Go to the left three blocks and you will be there.
1.13 Who takes care of meeting Mrs. Lee?
1.14 No matter whether I can afford it or not, I still must buy one for her.
1.15 That's my business, you don't need to interfere.
2. Below are English translations of sentences used in the vocabulary of this lesson as examples of usage. Translate these back into Chinese (numbers corresponding to those in Part II):
- (1) a. Please turn on the switch.
b. Why didn't you phone me?
- (3) a. I went to the station to meet some friends.
b. Who is going to her home to go after her?
c. I received a telegram from him today.
d. I called him on the phone, but he wouldn't answer the phone.
- (4) a. You must put a little more heart into it.
b. "Only old in body but not in spirit."
- (5) a. As soon as I see him, I feel very happy.
b. Yesterday I met an old friend and we had a most delightful chat.
- (6) a. My watch stopped.
b. I can't find a place to park.
- (7) a. "In cold weather some people are cold; in hot weather everybody is hot."
- (8) a. I don't want to cause you any trouble.
b. This matter is really very troublesome.
- (9) a. I have to go home to get (fetch) my hat.
b. Probably I cannot take this money out today.
- (13) a. Please let me pass.
b. His father passed away last night.
c. Go straight ahead for three blocks and you will be there.
- (17) a. Who takes care of this matter?
b. She disciplines her child very well.
c. I cannot manage those two person's affairs.
d. It's none of your business.
e. Whether you have money or not, I must have a hat.

DIÈRKE - ZÀI ZHÀOJIA

I. Duihuà

Sīmǐzī Xs. gēn Zhào Xs. dào le Zhào jia, Zhào Tt. gēn liǎngge xiǎo háizi dou dào kètīngli lái jiàn Sī Xs.

Zhào Xs: Lái lái lái, wǒ gěi nimen jièshao jièshao. Zhèwei shi Sīmǐzī Xs., gāng cóng Měiguó lái. Zhè jiù shì wǒ tàitai gēn liǎngge xiǎo háizi.

Sī: O! Zhào Tt! Jiǔyǎng jiǔyǎng.

Zhào Tt: Wǒ cháng tīng Zǐān shuō, nín yào dào Zhōngguó lái. Liǎngge lǐbài yíqián wǒ jiù bǎ wūzi gei nín shōushihǎo le. Nín zài lùshang yíqiè dōu hǎo ba?

Sī: Hěn hǎo. Chuánshang yíqiè dōu hěn fāngbiàn. Nín zhei liǎngge xiǎo háizi jǐsuì le?

Zhào Tt: Dà de bǎsuì le. Xiǎo de wǔsuì.

Sī: Dōu shàngxué le ba? Jǐniánjǐ le?

Zhào Tt: Gēge zài sānniánjǐ. Dǐdi hái méishàngxué ne.

Sī: Gēgede bǐzi, zǔi dou xiàng fùqin, lián ěrduo dou xiàng. Kěshi dǐdi xiàng mǔqin. Yǎnjīng xiàngde lǐhài. Nín kàn, yǒu dà yòu hēi, gēn tā mǔqinde jiǎnzhíde yíyàng.

Zhào Tt: Nín qǐng dào zhèjiān wūzi lái kànkàn ba. Zhèjiān shì gei nín yùbeide. Chuáng kǒngpà méiyǒu Měiguode shūfu. Kěshi nín zài zhè zhù, bǐ nín zhù lǚguǎn fāngbian yidiǎnr. Zhèbianr shì zǎofáng. Shǒujīn, yízi, yáshuā, yá gāo dou zài zhèr. Nín yào yòng shénme biéde dōngxi, jiù jiào yòngren gěi nín ná. Qiānwàn bié kèqi.

Sī: Wǒ búhuì kèqi. Nín yě bié kèqile. Zhè bǐ zhù lǚguǎn hǎoduō le.

Zhào Tt: Nín xiān xíxí liǎn, xiūxiūxiūxi ba. Děng yìhuǐ qǐng nín gen wǒmen yíkuàir chīfàn.

Sī: Wǒ yí dào zhèr, jiù máfan nín. Zhēn bùhǎoyìsi.

Zhào Tt: Bù máfan. Děng yìhuǐ jiàn ba.

Sī: Hǎo, děng yìhuǐ jiàn.

II. Shēngzì yòngfǎ

18. jiǔyǎng

IE: I've longed to meet you

A: Wǒ xìng Zhāng, wǒ jiào Zhāng Yǔshí.

B: O, Zhāng Xs! Jiǔyǎng, jiǔyǎng!

19. shōushi V: fix, repair, clean up, put in order, straighten out.
 19.1 shōushi dōngxì straighten things up
 19.2 shōushi wūzi fix up a room
 19.3 shōushi xínglǐ pack up
 19.4 shōushi qìchē repair an automobile
 19.5 shōushihǎole straightened out
 19.6 shōushiwánle finished fixing
- a. Wǒ jīntian zǎoshang děi shōushi shōushi wūzi.
 b. Zhège zhuōzi huàile. Tā shōushile bàntiān méishōushihǎo.
20. yíqiè N: all of anything
 a. Yíqiède shìqing nǐ dōu búyong guǎnle.
21. -niánjí M: grade in school
 21.1 jǐniánjí PW: what grade or year (in school)?
 21.2 sìniánjí PW: fourth grade or year (in school)
- a. Tā zài èrniánjíde shíhou, niànshū niànde bùxíng.
22. bízi N: nose
 23. zuǐ N: mouth
 24. ěrduo N: ear (M. -zhī, one of a pair)
 25. xiàng AV: resemble, seem like
 SV: look alike
 25.1 kànzhe xiàng look like
 25.2 tīngzhe xiàng sounds like
 25.3 xiàng...zhèyàngr like this
 25.4 xiàng...nàyàngr like that
- a. Tāmen liǎngge rén hěn xiàng.
 b. Tā shuō huà tīngzhe xiàng chàng gē.
 c. Wǒ méikànjianguo xiàng tā nàyàngrde rén.
26. yǎnjing N: eye (M. -zhī)
 27. jiǎnzhí(de) A: simply, just
 a. Jiǎnzhíde shuō ba. Wǒ buyuanyi qù.
 b. Tā jiǎnzhíde bùxǐhuan niàn shū.
28. -jiān M: (for rooms)
 a. Zhège fángzi yíòng yǒu wǔjiān wūzi.
29. chuáng N: bed (M. -zhāng)
 30. shǒujīn N: towel (M. -tiáo; -kuài)
 31. yízi N: soap (M. -kuài)
 32. yá N: tooth

33. shuā V: brush
 33.1 shuā yá VO: brush teeth
 33.2 shuā yīshang VO: brush clothes
 33.3 shuāzi N: brush (M. -bǎ -- generally for things which have handles or parts grasped by the hand in using)
 33.4 yáshuā N: toothbrush (M. -bǎ)
 a. Zhège màozi tài zāngle, wǒ kàn shuābugānjingle.
34. yáɡāo N: toothpaste (M. -tǒng -- meaning tube, keg, barrel, tank)
35. (xǐ)zǎofáng N: bathroom (M. -jiān)
 35.1 xǐzǎo VO: to take a bath
36. qiānwàn A: by all means, without fail, be sure
 a. Qǐng nǐ qiānwàn bié wàngle.
37. xiūxi V: rest, take a vacation
 a. Wǒ zhèi jitiān tài lèile, děi xiūxi jitiān le.
38. bùhǎoyìsi A/SV: be embarrassed, be shy
 a. Nǐ gēn tāmen shuō nèige huà, ràng wǒ hěn bùhǎoyìsi.
 b. Wǒ bùhǎoyìsi yào tāde qiān.

III. Jùzi Gòuzào

1. Shì---de Construction:

- 1.1 The shì---de construction is used to stress some attendant circumstance such as time, place, means, purpose, rather than the action of the main verb. In every case, the action of the main verb is already known or has been mentioned, and it is the when, where, who, what or how of the action that is to be stressed. While the de follows the main verb, the shì is generally right before the circumstance to be stressed:

1.11 Tā (shì) zuótian cóng Niǔyuē zuò huǒchē láide.

1.12 Tā zuótian (shì) cóng Niǔyuē zuò huǒchē láide.

1.13 Tā zuótian cóng Niǔyuē (shì) zuò huǒchē láide.

Note that the shì is sometimes omitted in this construction, in which case the stress depends entirely on the voice.

- 1.2 It has just been stated that the de is generally placed right after the main verb. However, when there is an object after the main verb, the de can be placed either after the verb (V-de-O) or after the object (VO-de):

1.21 Nèige ren shì shàngyuè huíde guó. (or)

1.22 Nèige ren shì shàngyuè huí guó de.

The former pattern is more common and is recommended for general use.

1.3 Exercise: Translate the following sentences into Chinese:

- 1.31 I bought a book. Do you know how much I bought it for?
1.32 He has already come. He came by boat.
1.33 Did you fix your room? Yes, I did. When did you fix it?
1.34 Have you brushed my clothes? Which brush did you brush them with?
1.35 It was this morning I bought this watch at that store.
1.36 It was at that store I bought this watch this morning.
1.37 This morning I bought this watch at that store for three dollars.
1.38 When did you have lunch today?
1.39 I didn't buy this book myself. He bought it for me.

2. The Use of Bǐ:

- 2.1 Bǐ has been introduced in Speak Chinese as a co-verb. However, it can also be used as a full verb.

Wōmen liǎngge ren bǐle bàntiān, háishi bùzhīdao shéi gāo.

- 2.2 A co-verbial phrase with bǐ (bǐ-O) generally modifies a stative verb as in the example in 2.3. But it may also modify:

- 2.21 Certain auxiliary verbs such as xǐhuan and ài. When the meaning is well established, the functive verb can sometimes be left out:

Tā bǐ wǒ ài wǎnr.
Wǒ bǐ tā xǐhuan (chī).

- 2.22 Or a functive verb preceded by certain such adverbs as duō, shǎo, zǎo, wǎn, xiān and hòu (and possible some others) and followed by a number-measure:

Tā bǐ wǒ duō chīle yìwǎn fàn.
Tā bǐ wǒ zǎo lái le yíge zhōngtóu.

- 2.3 Degree of comparison is expressed by a predicate complement which is put after the stative verb. It may take any of the following forms:

Zhèige bǐ nèige guì

duōle
-de duō
yidiǎnr
sānmáo (qián)
hǎoxiē
bùshǎo
bùduō
duōshao?

It is important to remember that the two superlative adverbs hěn and tài never precede the stative verb in a sentence expressing degree of comparison.

2.4 Exercise: Translate into Chinese:

- 2.41 Her eyes are much more beautiful than her sister's.
- 2.42 This towel is a little cheaper than that one.
- 2.43 I can fix it much better than he can.
- 2.44 He is one inch taller than I.
- 2.45 He works one more hour than I do.
- 2.46 This pen is one dollar cheaper than the other one.
- 2.47 I am three years older than he is.
- 2.48 I came here only five minutes earlier than he did.
- 2.49 He knows much more than I do.
- 2.410 As soon as you compare these two books, you will know which one is better.

3. Lián---Dōu (or Yě):

3.1 Lián is a co-verb whose object may be either nominal or verbal. The main verb of the sentence, which is modified by the lián-O phrase, must be preceded by dōu or yě. Examples of the different types of object which may follow lián are:

- 3.11 a noun: Lián yíge ren dōu méiyǒu,
- 3.12 a verb: Lián kàn yě búkàn,
- 3.13 a S-V: Lián wǒ qù dōu bùxíng,
- 3.14 a V-O: Tā lián chīfàn dōu chībuqǐ,
- 3.15 a S-V-O: Lián wǒ gěi qián tā dōu búyuànyì, or
- 3.16 a SV: Tāde lián lián hóng dōu méihóng, and possibly some others.

3.2 Exercise: Translate into Chinese:

- 3.21 Even the children know a few words of English.
- 3.22 I don't even know where he is.
- 3.23 He won't even give a dollar for it.
- 3.24 Don't ask him to buy it. He cannot afford even an old car.
- 3.25 He won't even listen to his wife.
- 3.26 He doesn't want to sell even if I buy it.
- 3.27 He feels dull even when drinking.
- 3.28 Mrs. Zhōu won't come even if I invite her.
- 3.29 When I got up this morning, it wasn't even daybreak.
- 3.30 He won't wash his face even when I offered him one dollar.

IV. Fāyīn Liànxí

1. Wǒ gěi nín jièshào jièshào. Zhèwèi shì Zhāng Xs. Jiǔyǎng jiǔyǎng.
2. Yíqiède dōngxì, dou shōushihǎole ma? Dōu shōushihǎole.
3. Nǐ dìdi zài jīniánjí? Tā zài sānniánjí.
4. Zhège shìqing zěnme bàn? Wǒ jiǎnzhíde bùzhīdào.
5. Shǒujin, yízi, yáshuā, yágāo, dōu mǎile ma?
Shǒujin, yízi, dōu mǎile, yáshuā, yágāo, hái méimǎi ne.
6. Zhèjiān shì shénme wūzi? Zhèjiān shì xizǎofáng.
7. Tāde bǐzi, zuǐ, yǎnjing, ěrduo dou xiàng shéi? Shéi dou búxiàng.
8. Nǐ gěi tā mǎi shǒujin le ma? Mǎile. Lián yízi dōu mǎile.
9. Nǐ yìtiān shuā jǐcì yá? Liǎngcì. Zǎoshang yíci, wǎnshang yíci.
10. Zhèjiān shì, nǐ qiānwàn bié wǎngle. Nín fàngxīn. Wǎngbuliǎo.
11. Nín jīntian hái chūqu ma? Bùchūqule. Wǒ děi xiūxi xiūxile.
12. Nǐ bùhǎoyìsi gēn tā shuō ba? Méiyǒu shénme bùhǎoyìsi.

V. Wèntí

1. Sīmízī Xs. dào le Zhào Xs. jia, shéi lái jiàn ta? Dào shénme dìfang lái jiàn ta?
2. Zhào Xs. jièshaode shíhou, shì zěnme shuōde?
3. Zhào Xs. gei tāmen jièshaowánle yǐhòu, Sī Xs. shuō shénme?
4. Zhào Tt. zěnme zhīdao Sī Xs. yào dào Zhōngguo lái?
5. Zhào Tt. shuō, ta shénme shíhou jiu bǎ Sī Xs. de wūzi shōushihǎole?
6. Zhàojia yǒu jǐge hái zi? Shì nán de shì nǚ de? Jǐsuì le?
7. Zhàojiade hái zi shàngxué le méiyǒu? Zài jǐnián jí?
8. Sī Xs. shuō dà hái zi xiàng shéi? Shénme dìfang zuì xiàng?
9. Xiǎode xiàng shéi? Shénme dìfang xiàng de lì hai?
10. Zhào Tt. ràng Sī Xs. kàn tā de wūzi méiyǒu?
11. Zhào Tt. shuō nèige chuáng zěnme yàng?
12. Nǐ xiǎng Sī Xs. zài Zhàojia zhù bǐ zhù lǚguǎn zěnme yàng?
13. Zhào Tt. gěi Sī Xs. yùbeile shénme dōngxi le?
14. Yàoshi Sī Xs. yào yòng bié de dōngxi, tā děi zěnme bàn?
15. Zhào Tt. qǐng Sī Xs. kàn wán le wūzi, gen Sī Xs. shuō shénme?
16. Zhào Tt. qǐng Sī Xs. gen tāmen yíkuài chī wǎn fàn, Sī Xs. shuō shénme?
17. Nǐ zài péngyou jiā li zhù guo méiyǒu? Nǐ jué de zhù zài péngyou jiā li bǐ zhù lǚguǎn fāngbian ma?
18. Nǐ shénme shíhou keyi shuō "jiǔyǎng"?
19. Nǐ xiàng ni fùqin, xiàng nǐ mǔqin?
20. Nǐ huì shōushi qìchē ma? Nǐ huì shōushi shénme?

VI. Nǐ Shuō Shénme?

1. Yàoshi yǒu rén gěi ni jièshào xīn péngyou, nǐ tīngjian tā de míngzi yǐhòu, shuō shénme? Nǐ wèn ta shénme?
2. Nǐ gěi nǐ de péngyou men jièshào de shíhou, zěnme shuō?
3. Nǐ kànjian nǐ péngyou de xiǎo hái zi de shíhou, wèn ta shénme? Nǐ wèn ta fùmǔ shénme?
4. Nǐ zhù zài péngyou jiā li, nǐ de péngyou gěi ni zuò le hěn duō de shì. Nǐ xiǎng yào shuō liangjù huà, xièxie tā. Nǐ zěnme shuō?
5. Yàoshi nǐ qǐng péngyou zài jiā li zhù, nǐ yào ràng tā kànkan tā de wūzi, gào sòng tā shénme dōngxi zài shénme dìfang, nǐ zěnme shuō?

