

**C H I N E S E**  
**BASIC COURSE**

**MODULE 8**  
**LESSONS 43-48**

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## ACKNOWLEDGMENT

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## INTRODUCTION

Modules 6 through 9 of the Chinese Basic Course are an adaptation of Chinese Dialogues, Far Eastern Publications, Yale University, 1953, and are planned for students who have completed the first five modules of the Chinese Basic Course or their equivalent. The 24 lessons in Modules 6 through 9 are based on everyday conversational situations, and each lesson is comprised of the following study materials:

### Introduction and Objectives

Part 1 Duihuà (Dialogue)

Part 2 Cíyǔ Yòngfǎ (Word Usage)

Part 3 Jùzi Gòuzào (Sentence Structure)

Part 4 Wèntí (Questions)

Part 5 Nǐ Shuō Shénme (What Would You Say)

Part 6 Duihuà Liànxí (Communication Exercise)

Part 7 Fānyì (Translation)

Part 8 Dú Hé Xiě (Reading and Writing)

In addition, parts 1 and 2 and a comprehension exercise have been recorded on cassette tape to make it possible for the student to do a large part of his studying by ear rather than by eye.

### Introduction and Objectives

The purpose of the Introduction is to outline the grammar and the patterns that are presented in the lesson, while the purpose of the Objectives is to state in simple terms what the student should be able to do upon completion of the lesson.

### Duihuà (Dialogue)

The Dialogue is an example of a real-life situation. Obviously, a student cannot learn the use of an expression without first knowing its meaning, but it is equally axiomatic that he cannot fully understand its meaning without knowing the context in which it is used. Each sentence of the dialogue is important because it shows the student how to use words in a natural situation to express an idea.

The cassettes are to help the student prepare for the lesson by listening to the dialogue, both with and without the aid of the printed text. The typical way of learning a language is to listen to real-life situations without preparation 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 the text, trying to pick new expressions out of the blue.

In the first class period, the instructor reads the dialogue to the class in a normal conversational manner and at a normal rate of speed, watching for signs of comprehension or of failure to understand. He may use a variety of techniques to check on comprehension. A student's first objective is to completely comprehend the dialogue. If this first objective is not met, the subsequent exercises will be ineffective.

### Ciyǔ Yòngfǎ (Word Usage)

Word Usage is illustrated with examples. 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.

Instructors frequently prefer to give their own examples of use, but they must take care to remain within the limits of the previous lessons.

### Jùzǐ Gòuzào (Sentence Structure)

The basic sentence patterns of the Chinese language were introduced in the first five modules of the Basic Course. Modules 6 through 9 provide a review of all patterns that were introduced and extend and elaborate on them. Each lesson reviews one or more problems of structure and idiom and presents new materials and exercises to aid in mastering the language.

### Wèntí (Questions)

A set of questions about the story in the dialogue is given. To answer these questions successfully, the student must be familiar with the dialogue and the vocabulary of the lesson. The instructor may have the students role play the dialogue before he asks the questions or have the students interview one another about the story.

### Nǐ Shuō Shénme (What Would You Say) and Duihuà Liànxí (Communication Exercise)

What Would You Say is a personalized variation of the question-and-answer drill. The instructor may vary the activity by giving a statement and asking what questions would produce it as an answer, or he may have one student make up a question and another student answer it. The old game of "Twenty Questions" is a realistic way of making the student ask and answer questions. Communication Exercise is another variation of the question-and-answer drill. The instructions for this exercise are given in the book so that the student can prepare the night before to discuss the subjects the next day in class.

### Fānyì (Translation)

Translation constitutes part of the homework of the lesson, and it must be done the night before class according to the homework schedule. The objective of a translation exercise is to locate a student's problems and prevent the repetition of error.

### Dú Hé Xiě (Reading and Writing)

This part of the lesson is divided into three sections: a character rendition of the lesson's dialogue; a list of 15 or more new characters that were introduced in the lesson, together with some combinations and example sentences; and a set of sentences for reading practice.

In the first section, some characters are listed with their pinyin pronunciations under them. These characters are not being introduced as new characters in the lesson, thus the student will not be held responsible for them. The 15 or so new characters and their combinations are introduced without the aid of pinyin, and the student is encouraged to try to guess their meanings from the context. Of course, their meanings are found in the section where the new characters are listed.

In the third section, along with the new characters, some unknown characters whose meanings the student is supposed to discover from the context of the sentence will be introduced. The key to the unknown characters is found at the back of the book. The number of unknown characters and combinations gradually increases until it reaches a maximum of about 10 per lesson.

## A NOTE ON PINYIN

Beginning with this module, some rules for pinyin spelling have changed to bring the orthography more in line with that in recent publications from the People's Republic of China. The following guidelines for spelling will be followed in writing new materials as well as in revising the materials published prior to this module.

1. VO combinations of the chīfàn and kànshū type, where the verb and the object are both monosyllabic, are joined together.

吃饭	chīfàn
吸烟	xīyān
上车	shàngchē

But verbs with pronoun objects are written separately.

打他	dǎ tā
骂你	mà nǐ

2. The verb and the object in verb-object combinations with three syllables or more are written separately.

吃中饭	chī zhōngcān
上电车	shàng diàncā
抽纸烟	chōu zhīyān
修理车	xiūlǐ chē
收拾屋子	shōushi wūzi

3. The negative particles bù- and méi- are prefixed to verbs and stative verbs.

不是	búshì
不好	bùhǎo
没来	méilái



4. Only when the possessive de is associated with pronouns is it joined to the preceding syllable.

你的	nǐde
我们的	wǒmende

5. The de in a noun-modifying phrase or clause is written separately.

新鲜的空气	xīnxiān de kōngqì
很好的书	hěn hǎo de shū
他唱的歌儿	tā chàng de gē

6. The de in the shí ... de pattern is written separately.

哪年毕的业?	Nǎi nián bǐ de yè?
哪年毕业的?	Nǎi nián bìyè de?

7. The de that modifies a verb or a stative verb is joined to the preceding syllable. If the modifying string is unusually long, the de may be written separately.

好好儿地	hǎohǎorde
高高兴兴地	gāogāoxíngxíngde
一个月一个月地给房钱	yíge yuè yíge yuè de gěi fángqián

8. The syllables of a resultative verb are written conjoinedly.

看得见	kàndejiàn
看不见	kànbujiàn
跑得快	pǎodekuài
跑不快	pǎobukuài

9. The de that introduces a descriptive complement (manner description) is joined to the preceding verb.

他跑得很快	Tā pǎode hěn kuài.
累得我说不出话来。	Lèide wǒ shuōbuchū huà lai.

10. There are two kinds of le. One kind is a verbal suffix that indicates completion of the action. The other is usually used at the end of a sentence to indicate a change of status. The completion le is joined to the preceding verb in writing, and the change-of-status le is written separately. Sometimes, a le may have both meanings, as in the fifth example below. If so, we treat it as a change-of-status le and write it separately.

吃了饭	chīle fàn
睡了一个钟头的觉了。	shuīle yíge zhōngtóu de jiào le.
他病了。	Tā bìng le.
他好了。	Tā hǎo le.
他来了。	Tā lái le.

11. Specifiers, numbers, and measures are, as a rule, written separately.

这两个	zhèi liǎng ge
这三本	zhè sān běn
那四块	nèi sì kuài

However, we write yíge, zhèige (zhège), nèige (nàge), něige conjoinedly in accordance with most dictionaries.

12. Tones on individual words are marked according to the Chinese-English Dictionary (Wu Jingrong et. al 1979). The actual tone variations that may occur in the utterance of a sentence are, as a rule, not marked. Some exceptions are listed below.

(a) In a two low-tone sequence, if the second low tone is unmarked because the syllable is unstressed, the first low tone is changed to a rising tone.

所以	suǒyǐ
可以	kéyǐ
小姐	xiǎojiě

(b) The number yí and the negative bù- are marked with rising tones before a falling-tone syllable.

一个	yíge
不累	búlèi

(c) The popular putonghua pronunciations of some words are distinctly different from those given in the dictionary. We have chosen the popular pronunciations and marked the tones accordingly. Listed below are some examples.

一会儿	yīhuǐr (not yīhuīr)
主意	zhǔyi (not zhūyi)
法子	fǎzi (not fǎzi)
朝鲜	Cháoxiǎn (not Cháoxiǎn)

## ABBREVIATIONS

<b>A:</b> adverb	<b>PT:</b> pattern
<b>ADJ:</b> adjective	<b>PW:</b> place word
<b>AV:</b> auxiliary verb	<b>QW:</b> question word
<b>BF:</b> bound form	<b>RV:</b> resultative verb
<b>C/CONJ:</b> conjunction	<b>RVE:</b> resultative verb ending
<b>CV:</b> co-verb	<b>S/SUB:</b> subject
<b>EV:</b> equative verb	<b>SP:</b> specifier
<b>EX:</b> exclamation	<b>SV:</b> stative verb
<b>IE:</b> idiomatic expression	<b>Tt:</b> tàitai
<b>M:</b> measure	<b>TW:</b> time word
<b>MA:</b> movable adverb	<b>Tz:</b> tóngzhǐ
<b>N:</b> noun	<b>V:</b> verb
<b>NU:</b> number	<b>VE:</b> verb ending
<b>O:</b> object	<b>VO:</b> verb object
<b>P:</b> particle	<b>VP:</b> verb phrase
<b>PN:</b> pronoun	<b>Xj:</b> xiǎojie
<b>PH:</b> phrase	<b>Xs:</b> xiānsheng

# LESSON 43



## INTRODUCTION

This lesson deals with a comparison of the uses of zài, jù, and cái.

## OBJECTIVES

Upon completion of this lesson, you will be able to:

1. Discuss traveling to some distant place, mentioning the methods of transportation and the time involved.
2. Ask and answer questions about public, private, and church schools.
3. Talk about the size and the natural resources of a town.

PART 1 Duihua  
(Dialogue)



JIANGYAN

Yǒu rén qǐng Mǎ Xiānsheng dào Táiběi fùjīn de yige  
xiǎo chéng qu jiāngyān. Qù yǐqián, tā dào Wángjiā  
qu gēn Wáng Xiānsheng dǎting nèige xiǎo chéng de  
qíngxíng. Mǎ Xiānsheng dào le Wángjiā, jiànzhào  
Wáng Xiānsheng.

Mǎ: Āi. Ānchéng. Hǎo ba?

Wáng: Nín lái le. Qǐngzuò qǐngzuò. Zhèi jǐtiān zěnmeyàng?

Mǎ: Hěn hǎo. Dìtū de dōngxī dōu zhǎozhào le ma?

Wáng: Hái méizhǎozhào, zhēn zǎogāo!

Mǎ: Wáng Tàitai hǎo le ba?

Wáng: Tā dào hǎo le, xièxiè nín. Nín méichūménr ma?

Mǎ: Méichūménr. Xiàixīngqiliù yǒu rén qǐng wǒ dào Shàoxiàn qu  
jiāngyān. Nín dào nàr qùguo ma?

Wáng: Qùguo. Nèige dìfang hěn búcuò, zhǐde kànkàn.

Mǎ: Cóng zhèr qù, děi zǒu duó jiǔ?

Wáng: Zuò huǒchē, sìshí fēn zhōng; zuò qìchē dǎi yíge zhōngtóu.  
Yàoshi kāide kuài, lùshang bùtíng, sǎnkè zhōng jiù xíng  
le.

Mǎ: Nín zhīdao nàige chéng de rénkǒu yǒu duōshao ma?

Wáng: Wǒ zhīdaode búdà qīngchū. Dàgài yǒu bǎijiūwàn rén ba.

Mǎ: Wǒ tīngshuō nàige dìfang de chūchǎn hěn duō.

Wáng: Duì le. Chūchǎn hěn fēngfù. Chū mǐ chūde suǐ duō. Chūle  
mǐ yǐwài, wǔjīn, jīn-yīn-tóng-tiě-xī, dōu yǒu yídiǎnr.  
Hái yǒu méi, miánhua shénmede.

Mǎ: Chéng lítou yǒu duōshao xuéxiào?

Wáng: Yǒu liǎng ge zhōngxué, bāge xiǎoxué.

Mǎ: Nèixiē xuéxiào dōu shì sīlǐde, hái shì gōnglǐde? Yǒu  
jiàohuì bàn de méiyǒu?

Wáng: Gōnglǐde, sīlǐde dōu yǒu. Yǒu sān ge xiǎoxué shì jiàohuì  
bàn de. Liǎngge shì Jīdūjiào bàn de, yíge shì  
Tiānzhūjiào bàn de. Chénglǐ yǒu sānge jiàotáng, yíge  
jiàotáng yǒu yíge xuéxiào. Nàige dìfang zhēn búcuò, yǒu  
jīhui, wǒ hěn xiǎng qù kànkan.

Mǎ: Nàme wǒmen yìkuàir qù, hǎo bùhǎo?

Wáng: Bùchéng. Xiàxīngqīliù zhōngwǔ, wǒ yǒu yíge yúshuǐ, shì  
qiánjítīān jiù dīnghǎole de. Wǒ qùbuliǎo. Duìbuqǐ.

Mǎ: Méiguānxi, nà dēng yǐhòu yǒu jǐhuì zài shuō ba.

Wáng: Nín shì yòng Yīngwén jiǎng, shì yòng Zhōngwén jiǎng?

Mǎ: Tāmen jiào wǒ yòng Zhōngwén jiǎng, kěshi wǒde Zhōngguó huà bugòu hǎo. Yǒu hǎoxiē huà, wǒ búhuì shuō, yǒu hǎoxiē huà, wǒ yě shuōbuhǎo.

Wáng: Nínde Zhōngguó huà búcuò, gēn Zhōngguó rén shuō de jiǎnzhíde yíyàng. Yěxū yǒushíhou yǒu shuōcuòde de dìfang, kěshi Zhōngguó rén shuōhuà, yě bùnéng méiyǒu shuōcuòde de shíhou. Wǒ kàn nín jiù yòng Zhōngwén jiǎng ba.

Mǎ: Hǎo ba. Búguò wǒ dēi yùbeiyùbei. Wǒ xiǎng jīntiān wǎnshang wǒ bǎ yào jiǎngde xiěxialai, gěi nín kànkàn. Yǒu búduì de dìfang, qǐng nín gěi wǒ gǎigai. Gǎihǎole, wǒ zài niàn jící, yěxū jiù xíng le.

Wáng: Hǎojile. Nín xiěhǎole, wǒ gěi nín kànkàn. Nín zhēn tài xīxīn le.

Mǎ: Búshi tài xīxīn. Wǒ shì pà shuōcuò le. Nín méitīng-shuōguò zhèige xiàohuà ba. Yǒu yíge wàiguó rén, dàizhe yíge xīhǎizi zài jiēbiānrshang wǎnr. Yǒu yíge Zhōngguó rén wèn tā: "Nín zhèige háizi zěnme zènme pàng a? Nín gěi tā shénme chī?" Nèige wàiguó rén shuō: "Ta bùchī biéde, jiù chī tā mǔqīn de niúniǎi." Nín shuō kěxiào bukěxiào?



Wáng: (Dà xiào) Zhèi kě shēn yōuyisi!

Mǎ: Wǒ děi zǒu le.

Wáng: Zài zuò yihuīr, máng shénme?

Mǎ: Wǒ děi huīqu yùbèi nàige jiāngyǎn qu, wǒ míngtiān zài lái ba.

Wáng: Hǎo, nàme wǒ bùliú nín le. Míngtiān nín shénme shíhou lái ne?

Mǎ: Xiàwǔ sidiǎnbàn, hǎo buhǎo?

Wáng: Hǎo, wǒ míngtiān méishí, nín shénme shíhou lái dōu chéng.

Mǎ: Nàme wǒmen míngtiān jiàn.

Wáng: Míngtiān jiàn. Nín mǎnzǒu.

**PART 2 Cíyǔ Yòngfǎ**  
**(Word Usage)**



1. Táiběi PW: Taipei (a city in Taiwan)  
Táizhōng PW: Taichung  
Táinán PW: Tainan  
Táiběi yǒu liǎngbǎi duō wàn rénkǒu.
2. yǎnjiǎng V/N: to give a speech, to lecture /speech  
yǎnshuō V/N: to give a speech, to lecture /speech  
jiǎngyǎn V/N: to give a speech, to lecture /speech  
bǐyǎn V/N: to perform/performance  
a. Tīngwánle tāde yǎnjiǎng yǐhòu, wǒ juéde tā méishuōchū shénme lái.  
b. Nèige xiǎo háizi suǐrán cái wūsuí, kěshì tā gǎn yíge rén bǐyǎn gěi wǒmen kàn.
3. qíngxíng N: condition, situation  
Zuǐjīn Zhōngguó de qíngxíng huàide bùdeliǎo.
4. Shàoxiàn PW: (a fictitious town)
5. rénkǒu N: population  
a. Nǐ zhīdao Zhōngguó xiànzài yǒu duōshao rénkǒu ma?  
b. Měiguó de rénkǒu lián Zhōngguó de yībàn yě méiyǒu.
6. chǎn V/N: to give birth to, to produce/product

V/N: to produce/product, produce  
 mǎn yě duō.

SV: be abundant, be rich  
 mǎngfù.

PH: in addition to ...,  
 besides ...

mǐ měi biéren le.

mǐ yě huì shuō fāwén.

mǐ chūchǎn jiū.

N: hulled rice (grain), meter  
 (a metric unit of length)

N: white rice

N: millet

PH: 1-meter long

suóyì nánfangrén dōu chīmi.

N: gold, silver, brass, iron,  
 and tin (known as the five  
 metals)

N: gold

N: gold (M: -liǎng, ounce)

N: gold watch

PH: made of gold

N: silver

N: silver

N: silver spoon

N: copper

Christianity, Protestant

Jesus

Jesus Christ

Roman Catholic church

church (building)

to change, to transform

can change

cannot change

be corrected

be changed for the worse

to alter clothes

, wǒ gěi tā gǎile hǎojici,

le hěn duō. zuòshì búdiàn

verb affix meaning  
 -able or -ible

be laughable, be funny

be horrible, be terrible

be lovable, be likable

be annoying, be exasperating

jǐ juéde hěn kǎxiào, kǎshi

## PART 3 Jùzi Gòuzào (Sentence Structure)



### Zài, Jiù, and Cǎi Compared

The various uses of zài, jiù, and cǎi as fixed adverbs have been discussed in Lessons 17, 40, 41, and 42. Now we will compare their different meanings in a single pattern, i.e., when they are preceded by a limiting circumstance, whether a word or a clause.

Wǒmen -	míngtiān	-	-	zài	-	zǒu
	chīwán fàn			cǎi		
				jiù		

a. Zài indicates a suggestion, a request, or a command and is used only for future actions. The above zài sentence can, therefore, be followed by the suggestive particle ba.

Wǒmen chīwán fàn <u>zài</u> zǒu ba.	Let's finish eating before we go.
--	-----------------------------------

b. Cǎi indicates that the time of the action is later than expected or desired; therefore, it is not used in a suggestion, a request, or a command. It may take the particle de to stress the time element for a completed action or ne for a future action. Note that le is not used at the end of a cǎi sentence.

Wǒmen chīwán fàn cǎi zǒu ne.	We are not going until we finish eating.
---------------------------------	--

Wǒmen chīwán fàn cǎi zǒu de.	We didn't go until we finished eating.
---------------------------------	--

c. Jiù stresses the immediacy of the action. Words such as likè, which further intensify the immediacy of the action, may precede it. Unlike jiù, zài and cǎi cannot be preceded by likè.

Wǒmen chīwán fàn (likè) jiù zǒu.	We will go right after we finish eating.
-------------------------------------	--

Wǒmen chīwán fàn (likè) jiù zǒu le.	We went right after we finished eating.
--	---

Another illustration of the immediacy of the action in the jiù clause following the limiting circumstance is that yi-, "as soon as," may precede the verb in the first clause.

Wǒmen yìchíwán fàn jiu  
zǒu.

We will go as soon as we  
finish eating.

Jiù and cái may have opposite meanings when they are preceded by a time expression. Jiù means "sooner than expected," and cái means "later than expected." Compare the following sentences:

Tā liúdiǎn zhōng jiu  
lái le.

He came when it was only six  
o'clock.

Tā liúdiǎn zhōng cái lái de.

He didn't come until six  
o'clock.

Exercise. Translate the following sentences into Chinese.

1. Don't go now; you'd better wait until he comes, and then go.
2. If he is willing to pay, I will be very glad to buy one for him.
3. He came at 3:30, an hour too early.
4. We won't eat until he comes back from the school.
5. How about our doing it tomorrow?
6. I didn't answer her until she had written me three times.
7. I will pay you back as soon as I get another loan.
8. We will start a new book only after we finish this one.
9. If he can take me home, I will wait till twelve.
10. I cannot understand the kind of Chinese spoken by other people. I can only understand his Chinese.
11. I plan to write a book when I come back from China.
12. I am too tired now. I'll have to take a rest before I do any more.
13. As soon as spring comes, the grass turns green.
14. It was only because he didn't have any money that I paid for him.
15. Don't read that book today. I don't want you to read it until tomorrow.

PART 4 Wèntí  
(Questions)



1. Mǎ Xiānsheng wèi shénme yào dǎtīng nèige xiǎo chéng de qíngxíng?
2. Tā jiànzhào Wáng Xiānsheng, Wáng Ānchéng gēn tā shuō shénme? Wèn tā shénme wèntí?
3. Wáng Xiānsheng dao nèige xiǎo chéng qùguo ma? Tā juéde nèige chéng zěnmeyàng? Tā hái xiǎng qù ma?
4. Dào nèige dìfang qù, děi zài lùshang zǒu duō jiǔ?
5. Nèige chéng de rénkǒu yǒu duōshao? Wáng Xiānsheng zhīdaode qīngchū buqīngchū?
6. Nèige dìfang yǒu shénme chūchǎn? Chū shénme chūde zuì duō? hái chū shénme?
7. Nèige dìfang de xuéxiào shì sīlǐde hái shì gōnglǐde? Yǒu jiàohuì bàn de méiyǒu? Shì Tiānzhūjiào bàn de hái shì Jīdūjiào bàn de?
8. Nèige dìfang yǒu jǐge zhōngxué, jǐge xiǎoxué?
9. Nèige chéng lǐtōu yǒu jiàotáng ma? Shì shénme jiàohuì de jiàotáng?
10. Mǎ Xiānsheng yào qǐng Wáng Xiānsheng gēn tā yíkuàir gù ma? Wèi shénme Mǎ Xiānsheng yuànyì qǐng Wáng Xiānsheng gēn tā yíkuàir qù?
11. Wáng Xiānsheng yuànyì dao nèige dìfang qù ma? Tā wèi shénme bùnéng qù ne?
12. Mǎ Xiānshengde jiāngyǎn shì yòng Yǐngwén jiǎng, shì yòng Zhōngwén jiǎng? Mǎ Xiānsheng zìjǐ juéde tāde Zhōngwén zěnmeyàng?
13. Wáng Xiānsheng juéde Mǎ Xiānsheng de Zhōngwén zěnmeyàng? Wáng Xiānsheng juéde tā yǐngdǎng yòng Zhōngwén jiǎng hái shì yòng Yǐngwén jiǎng?
14. Mǎ Xiānsheng dāsuān zěnmeyàng yùbèi tāde jiāngyǎn? Wáng Xiānsheng néng bǎng tā shénme mǎng?
15. Wèi shénme Mǎ Xiānsheng yào nàme xiǎoxīn?

16. Qǐng nǐ bǎ Mǎ Xiānsheng shuō de nèige xiàohua shuō yishuō?  
Nǐ juéde kěxiào ma?
17. Mǎ Xiānsheng yào zǒu de shíhou, tā shuō shénme? Mǎ  
Xiānsheng shuō shénme?
18. Mǎ Xiānsheng yào huíqu zuò shénme qu? Tā yào dī'èrtiān  
shénme shíhou lái?
19. Nǐ jiāngyānguo méiyǒu? Shì yòng Zhōngwén jiāng de ma? Nǐ  
juéde jiāngyǎn yīqián yīngdāng yùbèi ma? Yīngdāng zěnme yùbèi?
20. Qǐng nǐ bǎ nǐ qùguode yige xiǎo chéng de qíngxíng shuō  
yishuō.

**PART 5 Nǐ Shuō Shénme**  
(What Would You Say)

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1. Yàoshi nǐ yào dào yige nǐ méiqùguo de difang nǐ xiǎng dǎting dǎting nèige difang de qíngxíng, nǐ dou yào dǎting shénme? Nǐ zěnmē wèn?
2. Yàoshi yǒu rén gēn nǐ dǎting, nǐ zhù de nèige chéng yǒu shénme xuéxiào, yǒu shénme jiàotáng, nǐ zěnmē shuō?
3. Yàoshi nǐde péngyou qǐng nǐ gēn tā dào yige difang qù, nǐ bùnéng qù, nǐ zěnmē gēn tā shuō?
4. Yàoshi nǐ qǐng nǐde péngyou gēn nǐ dào yige difang qù, tā bùnéng qù, kěshi tā hěn bùhǎoyìsi shuō, nǐ gēn tā shuō shénme?
5. Nǐde péngyou dào nǐ jiā lái le. Tānle yíhuìr huà, tā yào zǒu. Nǐ xiǎng liú tā zài zuò yíhuìr, nǐ zěnmē gēn tā shuō?



## **PART 6 Duihuà Liānxí** **(Communication Exercise)**

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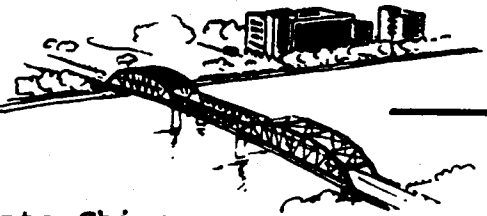
Each student will come to class prepared with two lists. The first list will include information about his hometown, such as the population, the number of churches, the number of schools and products produced in the area. The second list will include information about the schools he attended, such as whether they were public, private, or church operated and the number of students enrolled in them.

Working in pairs, each student describes his hometown to his partner. His partner asks questions and records the information he obtains. Next, the pairs will discuss their schooling, based on the information on their second list. Again, each student records the information he obtains from his partner.

After the first two activities have been completed, each student in turn spends about two minutes telling his classmates what he learned about his partner's hometown and schools.

**PART 7 Fānyì**  
**(Translation)**

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A. Translate the following sentences into Chinese.

1. Who was the speaker yesterday?
2. He's a very good speaker.
3. His lecture was very clear.
4. How is the situation in China now?
5. The population of this place has increased a lot in comparison with last year.
6. That place is rich in many kinds of products.
7. Besides Chinese, he knows German, too.
8. After he graduated from a public elementary school, he went to a private high school.
9. Is your high school a public, private, or church school?
10. This is made of cotton.
11. I understand that the school is operated by a church, but whether it is a Protestant or Catholic church, I don't know.
12. I have an engagement at six o'clock.
13. I can give a speech in Chinese, but I can't do it well.
14. If I make a mistake, please correct it for me.
15. I asked him to alter my dress, but he made it worse.

- B. Listed below are the English translations of sentences used as examples in this lesson's vocabulary. Translate them back into Chinese.
1. The population of Taipei is over two million.
  2. a. After having heard his speech, I felt that he had said nothing special.  
b. That child is only 5 years old, yet he dares to perform a solo for us.
  3. Most recently, the situation in the Middle East has gotten terribly bad.
  5. a. Do you know what the population of China is now?  
b. America's population is less than half of that of China's.
  6. China's territory is vast, and its natural resources are many.
  7. California is rich in produce.
  8. a. Besides you, there will be nobody else.  
b. In addition to English, he can also speak French.  
c. Apart from oranges, California also produces wine.
  9. Southern China produces rice, and southerners live on it.
  11. In America, no one cooks with a coal oven because it's too dirty and inconvenient.
  13. There are no privately established schools in mainland China now.
  14. In mainland China, all schools, no matter whether elementary schools, high schools, or colleges, are run by the government.
  15. It's said that schools run by churches are very good; however, the tuition is a bit too expensive.
  19. a. He never says this sentence correctly. I have corrected him many times already, but he doesn't seem to be able to get it right.  
b. After he joined the military, he changed a lot. He is not only enthusiastic about his work, but also very responsible.
  20. He himself thought the joke he told was very funny, but no one laughed after he had finished it.



第四十三课 讲演

有人请马先生到台北附近的一个小城去讲演。去以前，他到王家去跟王先生打听那个小城的情形。（马先生到了王家，见着王先生。）

马：哎。安成。好吧？

王：您来了。请坐请坐。这几天怎么样？

马：很好。丢了的东西都找着了吗？

王：还没找着，真糟糕！

马：王太太好了吧？

王：她倒好了，谢谢您。您没出门儿吗？

马：没出门儿。下星期六有人请我到绍县去讲演。您到那儿去过吗？

王：去过。那个地方很不错，值得看看。

马：从这儿去，得走多久？

王：坐火车，四十分钟；坐汽车得一个钟头，要是开得快，路上不停，三刻钟就行了。

马：您知道那个城的人口有多少吗？

chéng

王：我知道得不大清楚。大概有八九万人吧。

马：我听说那个地方的出产很多。

王：对了。出产很丰富。出米出得最多。除了米以外，五金，金、银、铜、铁、锡，都有一点儿。

tóng

xī

还有煤、棉花什么的。

mián

马：城里头有多少学校？

Chéng

王：有两个中学、八个小学。

马：那些学校都是私立的，还是公立的？有教会办的没有？

王：公立的、私立的都有。有三个小学是教会办的。

两个是基督教办的，一个是天主教办的。城里

jīdū

zhǔ

Chéng

有三个教堂，一个教堂有一个学校。那个地方

真不错。有机会，我很想去看一看。

马：那么我们一块儿去，好不好？

王：不成。下星期六中午，我有一个约会，是前几天就定好了的。我去不了。对不起。

马：没关系，那等以后有机会再说吧。

王：您是用英文讲，是用中文讲？

马：他们叫我用中文讲，可是我的中国话不够好。

有好些话，我不会说，有好些话，我也说不好。

王：您的中国话不错，跟中国人说得简直地一样。

也许有时候有说错了的地方，可是中国人说话，

也不能没有说错了的时候。我看您就用中文讲

吧。

马：好吧。不过我得预备预备。我想今天晚上我把

我要讲的写下来，给您看看。有不对的地方，

请您给我改改。改好了，我再念几次，也许就

行了。

王：好极了。您写好了，我给您看看。您真太小心

了。

马：不是太小心。我是怕说错了。您没听说过这个

笑话吧。有一个外国人，带着一个小孩子在街

边儿上玩儿。有一个中国人问他：“您这个孩

子怎么这么胖啊？您给他什么吃？”那个外国人

pàng

说：“他不吃别的，就吃他母亲的牛奶。”您说

可笑不可笑？

王：（大笑）这可真有意思！

马：我得走了。

王：再坐一会儿，忙什么？

马：我得回去预备那个讲演去。我明天再来吧。

王：好，那么我不留您了。明天您什么时候来呢？

马：下午四点半，好不好？

王：好，我明天没事，您什么时候来都成。

马：那么我们明天见。

王：明天见。您慢走。

## 生字

1. 讲 jiǎng V: to speak, to say, to explain
- 讲话 jiǎnghuà VO: to speak, to talk, to address
- 讲学 jiǎngxué VO: to give lectures on an academic subject
- a. 这位老师讲书, 讲得很清楚。
- b. 开会的时候, 他讲了几句话。
2. 演 -yǎn- V/BF: to act, to perform in a play/show a film, give a speech
- 讲演 jiǎngyǎn V/N: to give a speech/speech
- 演讲 yǎnjiǎng V/N: to give a speech/speech.
- 我的中文不够好, 不能用中文讲演。
3. 形 -xíng BF/N: condition, situation/form, shape
- 情形 qíngxíng N: condition, situation
- 请你给我们讲一讲那个地方的情形。
4. 产 chǎn V: to produce, to yield
- 出产 chūchǎn V/N: to produce/product, production
- 生产 shēngchǎn V: to produce, to manufacture
- a. 那里出产的毛毯是最有名的。
- b. 这个工厂生产很多种收音机。



5. 米 mǐ

N: rice, meter

米飯 mǐfàn

N: rice (cooked)

米酒 mǐjiǔ

N: rice wine

6. 除 chú

V: to rid

除了...  
(以外)

chúle ... (yiwài) PH: in addition to, besides

他除了中文以外，还会日文。

7. 口 kǒu

N/M: month/measure for people

人口 rénkǒu

N: population, the number of  
people in a family

a. 他家有五口人。

b. 那个城的人口有多少？

8. 铁 tiě

N: iron

9. 丰富 fēngfù

fēngfù

SV/V: be rich, be abundant/  
to enrich

中国东北出产很丰富。

10. 煤 méi

N: coal

煤气 méiqì

N: coal gas, gas

你们家烧煤气吗？

11. 私 sī-

BF: private

私立(的) sīlì(de)

PH: privately established

这个学校是私立的，是公立的？

12. 堂	-táng	BF/M: hall/measure for a class period
讲堂	jiǎngtáng	N: lecture hall, classroom
课堂	kètáng	N: classroom
教堂	jiàotáng	N: church
礼拜堂	lǐbàitáng	N: church

我们每天上六堂课。

13. 约	yuē	V: to make an appointment
约会	yuēhuì	N: appointment

- a. 我们约个时间谈谈。  
b. 我今天晚上有个约会。

14. 改	gǎi	V: to correct, to change, to alter, to revise
改得了	gǎideliǎo	RV: can change
改好	gǎihǎo	RV: correct
改坏	gǎihuài	RV: change for the worse
改衣服衣	gǎiyīfu	VO: to alter clothes

- a. 我的发音不好，请你给我改一改。  
b. 这条裤子太小，没法子改了。

15. 笑话	xiàohuà	N: joke
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New combinations with familiar characters

1. 公立(的) gōnglì (de)                      PH: publicly established
  
2. 教会      jiàohuì                              N: church (organisation)  
    教会办的      jiàohuì bānde              PH: operated by the church
  
3. 五金      wūjīn                                N: the five metals, metals,  
   hardware

## 句 子

1. 在毕业典礼<sup>1</sup>上，校长请了一位名人<sup>2</sup>来讲演。
2. 最近有很多美国人到中国去讲学。
3. 到外国去旅行，最好先把要去的地方情形打听清楚。
4. 美国有什么特产是别的国家没有的？
5. 中国有一种米酒，喝着有一点儿象日本酒的味儿。
6. 那位先生有很丰富的社会科学<sup>3</sup>知识。
7. 他家人口不多，就有他、他爱人跟一个小孩子。
8. 虽然美国出煤，可是没有一家人烧煤做饭。
9. 每天下课以后，除了看书以外，我也喜欢看电视<sup>4</sup>。
10. 我私下<sup>5</sup>跟他商量请他捐钱<sup>6</sup>帮助别人。
11. 人都不应当自私，不管做什么都要先为别人想想才对。
12. 我们学校还没有一个坐得下一千人的大礼堂。
13. 小王总是在放假的时候约女朋友出去玩儿。
14. 事前<sup>7</sup>我忘了跟他约好在什么地方见面。
15. 他这个坏毛病怎么也改不了。
16. 这条河的渔产<sup>8</sup>很丰富。
17. 中国南方人比北方人更爱吃米饭。

18. 那个汽车公司每年生产十四万辆小汽车。
19. 看他走路的样子就知道他一定是喝米酒又喝多了。
20. 为了忙着教堂的事，他连女朋友的约会都忘了。

# LESSON 44

## INTRODUCTION

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This lesson deals with:

- A review of the previously introduced measures.
- Reduplicated measures.
- Temporary measures.

## OBJECTIVE

Upon completion of this lesson, you will be able to make travel reservations on a train, bus, or airplane by telephone.

PART 1 Duihua  
(Dialogue)



DÀO SHÀOXIÀN QŪ

Mǎ Xiānsheng yào dào Shàoxiàn qū. Qù yǐqián, tā gōi huǒchēshàn dǎ diànhuà, dǎtīng huǒchē de bāncí, shíjiān hé piàojià.

Mǎ Xiānsheng: Wèi! Huǒchēshàn ma? Qǐngwèn dào Shàoxiàn de chē yī tiān yǒu jǐ bān?

Diànhuàlǐ: Píngcháng yī tiān liǎng bān, xǐngqilitū gēn xǐngqitiān yī tiān sān bān.

Mǎ Xiānsheng: Dōu shì shénme shíhou kāi ne?

Diànhuàlǐ: Píngcháng shì shàngwǔ bā diǎn shíwǔ fēn yī bān, xiàwǔ sān diǎn sìshíwǔ fēn yī bān. Xǐngqilitū gēn xǐngqixī língwài yǒu yī bān tèbié kuàichē, shì zhōngwǔ shí'èr diǎn zhēng kāi.

Mǎ Xiānsheng: Tèbié kuàichē zǒu duō jiǔ?

Diànhuàlǐ: Bàn ge zhōngtóu, shí'èr diǎn bàn dào.

Mǎ Xiānsheng: Piàojià shì duōshao?

Diànhuàlǐ: Pǔtōngchē shì kuài, kuàichē èrshí kuài.

Mǎ Xiānsheng: Nǐn shuō de kuàichē shì tèbié kuàichē ma?

Diànhuàlǐ: Shì de. Tèkuàichēlǐ de shèbèi dōu shì tóudǎng de, yòu gānjīng yòu shūfu.

Mǎ Xiānsheng: Mǎi lái huí piào shì bùshì kényī shēng yìdiǎnr qián?

Diàn huà li: Shì de, yì zhāng lái huí piào bǐ liǎng zhāng dānchéng-piào piányì yìdiǎnr.

Mǎ Xiānsheng: Hǎo, duōxiè, duōxiè.

Diàn huà li: Búkèqi.

(Xīngqílìù shàngwǔ shíyī diǎn, Mǎ Xiānsheng bǎ xínglì shōushì hǎole, tāde chúshǐ Lǐ Yōucái bāng tā tízhe xiāngzi cóng jiālì chūlai jiào jīchéngchē.)

Lǐ Yōucái: Jīchéngchē!

(Jīchéngchē tíngzài tāmen qiántou. Lǐ Yōucái bǎ xiāngzi fàngzài hòuzuò, Mǎ Xiānsheng jìù shàngle chē.)

Sǐjǐ: Nín qù nǎr?

Mǎ Xiānsheng: Huǒchēzhàn.

(Dào le huǒchēzhàn, sǐjǐ bǎ xiāngzi náxiàlai.)

Mǎ Xiānsheng: Duōshao qián?

Sǐjǐ: (Kànlekàn jīchéngbiāo) Sìshíkuài kuài.

Mǎ Xiānsheng: (Gēile sǐjǐ yì zhāng wúshí kuài de piàozi) Búyòng zhǎo le.

Sǐjǐ: Xièxiè.



(Mǎ Xiānsheng tízhe xiāngzi sōudao shòupiàochū de chuāngkǒu.)

Mǎ Xiānsheng: Shàoxiàn, tèbié kuàichē, lái huípiào yí zhāng.

Shòupiàoyuán: Sānshíwǔ kuài wǔ.

Mǎ Xiānsheng: Zhèi shì yíbǎi kuài.

Shòupiàoyuán: Zhǎo nín liùshíyí kuài wǔ. Zài èr hào yuètái shàngchē.

Mǎ Xiānsheng: Qīngwèn, xínglǐ zài nǎr tuōyùn?

Shòupiàoyuán: Jiu zài nàibiānr.

(Mǎ Xiānsheng bǎ xínglǐ tuōyùnlè yǐhòu, nále xínglǐpiào, zài rùkǒuchū jiǎnle piào, sōudao èr hào yuètái. Zhèi shíhòu huǒchē yíjīng jìnzhàn le, yǒu hēn duō lǚkè dēngzhe shàngchē. Tā tīngjian chēzhàn guǎngbō de shēngyīn: "Gèwèi lǚkè! Wàng Táishōng fāngmiàn de kuàichē jiù yào kāi le, wàng Táishōng fāngmiàn de lǚkè qīng shàngchē." Mǎ Xiānsheng jiù shàngchē le.)

Chápiàoyuán: Qīng wàng lí zǒu. Lítou yǒudeshì kōng zuòwèi.

Mǎ Xiānsheng: Jièguāng, qīng ràng wǒ guòqu.

(Mǎ Xiānsheng kànjian yíge shuāngrénsuòshang jiù zuòzhe yíge rén, tā jiù guòqu le.)

Mǎ Xiānsheng: (Zhǐzhe kōng zuòwèi, duì zuòzhe de lǚkè) Duìbuqǐ, qīngwèn, zhèr yǒu rén ma?

