

S T A N D A R D C H I N E S E
A M O D U L A R A P P R O A C H

MODULE 8: TRAVELING IN CHINA (TVL)

August 1982

Copyright © 1980 by John H. T. Harvey, Lucille A. Barale,
Roberta S. Barry and Thomas E. Madden

PREFACE

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

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

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

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

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

The writers worked as a team, in close cooperation both with the planning council and with the Chinese staff of the Foreign Service Institute. John H. T. Harvey developed the instructional formats of the comprehension and production self-study materials, with Lucille A. Barale and Roberta S. Barry writing the tape scripts and the student text. Mr. Harvey designed the communication-based classroom activities and wrote the teacher's guides, and Ms. Barale prepared the criterion tests. Starting with Module 7, Ms. Barale prepared both text and tape materials.

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

Administrative assistance was provided by Vincent Basciano, sa A. Bowden, Jill W. Ellis, Donna Fong, Renee T.C. Liang, m Madden, Susan C. Pola and Kathleen Strype.

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

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

Standard Chinese: A Modular Approach was field-tested with the co- eration of Brown University, the Defense Language Institute, the Foreign rvice Institute, the Language Learning Center, the United States Air Force ademy, the University of Illinois, and the University of Virginia.

The Defense Language Institute printed and distributed the preliminary terials used for field testing and has likewise printed and distributed is edition.

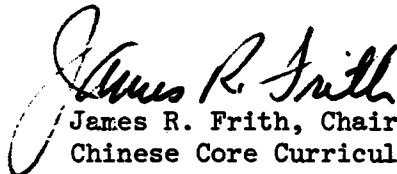

James R. Frith, Chairman
Chinese Core Curriculum Project Board

Table of Contents

Objectives for the Traveling in China Module	1
About Module Seven	3
Unit 1	
Map of the Peking Municipality	4
Reference List	5
Vocabulary List	7
Reference Notes	9
Tape 1 Review Dialogue	16
Tape 2 Workbook	19
Unit 2	
Reference List	33
Vocabulary List	36
Reference Notes	38
Tape 1 Review Dialogue	44
Tape 2 Workbook	47
Unit 3	
Map of the Great Wall	56
Reference List	57
Vocabulary List	61
Reference Notes	63
Tape 1 Review Dialogue	71
Tape 2 Workbook	73
Unit 4	
Map of the Thirteen Tombs	82
Reference List	83
Vocabulary List	86
Reference Notes	88
Tape 1 Review Dialogue.	96
Tape 2 Workbook	98
Unit 5	
Map of a Typical Commune.	106
Reference List.	107
Vocabulary List	109
Reference Notes	111
Tape 1 Review Dialogue.	117
Tape 2 Workbook	119

Unit 6	
Reference List	131
Vocabulary List.	134
Reference Notes.	136
Tape 1 Review Dialogue	145
Tape 2 Workbook.	147
Unit 7	
Reference List	157
Vocabulary List.	159
Reference Notes.	161
Tape 1 Review Dialogue	168
Tape 2 Workbook.	169
Unit 8	
Reference List	175
Vocabulary List.	178
Reference Notes.	180
Tape 1 Review Dialogue	188
Tape 2 Workbook.	191
Vocabulary List for the Module	201
List of Tapes in this Module	213

OBJECTIVES

General

The purpose of the Traveling in China Module (TVL) is to give you a look at some situations you might encounter on a trip to China and to provide you with the language skills you might need in those situations.

Before starting the Traveling in China Module, you should have completed the Meeting Module or have enough background in Chinese to pass the Meeting Criterion Test. As you move into the more advanced level of Chinese, you may find it helpful to review the optional modules: Personal Welfare, Restaurant, Hotel, Post Office and Telephone, and Car. If you have not yet done these modules, it may be necessary to do so now.

The Criterion Test for Traveling in China will focus largely on this module, but material from the first six modules, of course, will also appear.

Specific

When you have finished this module you should be able to:

1. Give an English equivalent for any Chinese sentence from the Target List.
2. Give a Chinese equivalent for any sentence from the Target List.
3. Discuss with a guide or travel agent your plans for a trip to China, what sort of things you want to see, what parts of the country you want to visit, and what aspects of the culture you want to make a point of learning about; and you should be able to name five different places or things that you would like to see.
4. Make a visit to a day-care center and understand the representative's speech about the facility; be able to ask and understand questions about when the day-care center was established, why day-care centers are needed, how the parents and children react to being separated, the goals of taking care of the children, how the children spend their time, and what happens when a child gets sick.
5. Make a visit to the Great Wall and understand the guide's talk about the structure; be able to ask and understand questions about where the wall begins and ends, when the wall was built, what conditions led to its being built, what its purpose was, how it was built, whether it was repaired, and what its dimensions are; and you should also be able to use the expressions for B.C. and A.D. and to convert distances from kilometers to Chinese miles and vice versa.

6. Make a visit to the Ming Tombs and understand the guide's talk about it; be able to ask and understand questions about the lay-out of the Ming Tombs park, when the tombs were built, the archaeological findings in the tombs, how the tombs were built, and where the materials came from.
7. Make a visit to a commune and understand the representative's talk about it; be able to ask and understand questions about when the commune was established, how large it is, how many people live and work there, what is grown there, whether production is mechanized, what is produced in addition to agricultural products, how the commune is organized administratively, and what health care facilities there are on the commune.
8. Make a visit to a commune and ask a commune member how the communes were originally organized, what conditions were like before communization, what stages there were leading up to communization, what conditions were like under these various stages, and how long it took to reach total communization throughout the country.
9. Make a visit to the Former Imperial Palace in Peking and understand the guide's talk about it, be able to ask and understand questions about when the palace was built, what dynasties used it as the imperial residence and governmental center, how large the palace and its grounds are, what certain halls or palace rooms are and what their use was, what the conditions were leading to the end of the Ch'ing Dynasty, what revolution overthrew the government, and who led the revolution.
10. Make a visit to a factory and understand the guide's talk about it, be able to ask and understand questions about what is produced there, what is the size or capacity of production and how much is produced each year, where the workers get their tools and materials, what wages and benefits the workers get, how many women workers there are, where the workers live, how much rent and utility fees they must pay, and what study programs are available to the worker.

About Module 7

Starting with Module 7, there will be only two tapes per unit, instead of five.

Tape 1 will introduce the material on the Reference List, giving you a chance to learn to understand these sentences and to practice saying them. Tape 1 replaces both the C-1 and P-1 tapes which you used in Modules 1-6.

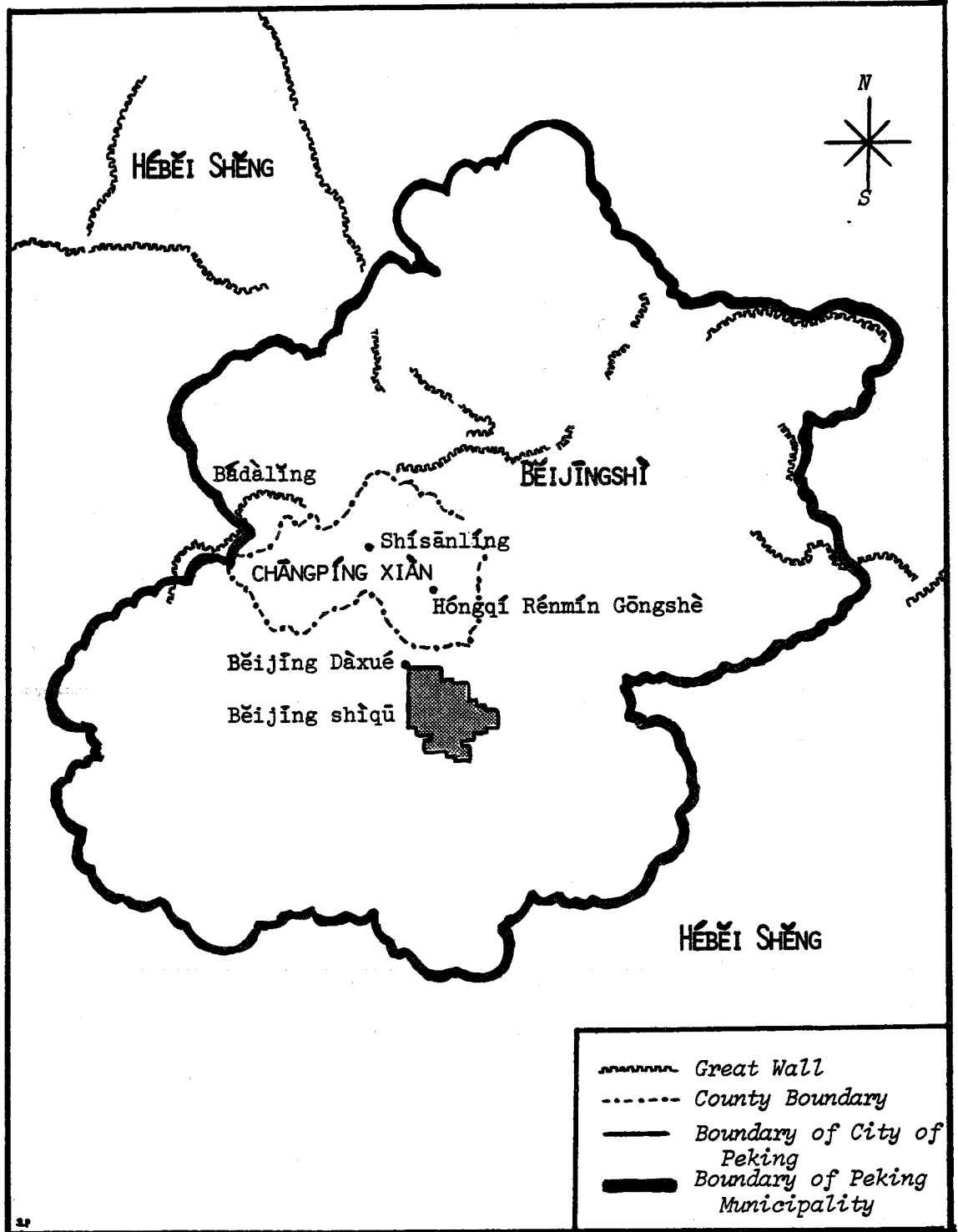
You will find that the Tape 1 is denser in its content and faster paced than either the C-1 or P-1 tapes. The number of new vocabulary items in each unit has been increased from 20-25 to 30-35. You will also notice that the sentences are increasing in length. Since you must learn to comprehend as well as say these sentences from a single tape, you will need to develop your own new ways of using the tape. You may find that you will need to rewind the tape and review the presentation of each sentence several times. Also there is less English explanation on the tape. Explanations which were formerly found on the C-1 and P-1 tapes are now found only in the Reference Notes. You will need to go over the Notes carefully since they are now your only source of grammatical explanation.

Tape 2 will replace the C-2 and P-2 tapes. Each Tape 2 will start off with a review of the sentences from the Reference List. This will be followed by three dialogues. You should listen to each dialogue until you understand it thoroughly. The workbook which accompanies Tape 2 describes the situation in which the conversation takes place and provides you with any additional vocabulary you may need to understand it. You will not be held responsible for these additional vocabulary items. The workbook also contains questions about each dialogue. You will need to prepare answers to these questions in Chinese based on the information in each dialogue. Your teacher may ask you to answer these and other questions about the conversation in class.

In this module we have attempted to use the language of modern-day People's Republic of China. Because most of the language in this module arises in situations where a representative of some organization is speaking to foreign visitors, the language often has an official flavor. Although you may not like to use this sort of language, it is important for you to master it in order to interact effectively when you have the opportunity. Since the first people whom foreign visitors meet are representatives of some sort, it is necessary to learn the language as it is presented here if your questions are to be appropriately phrased and elicit the information you want.

A note on romanizations: The Chinese language transcribed in this course is written in the Hanyu Pinyin System. However, when Chinese proper names occur as part of the English, the traditional postal service spelling is used for the names of provinces and several well-known places, and the Wade-Giles system is used in all other cases.

BOUNDARIES OF THE CITY OF PEKING AND PEKING MUNICIPALITY



Unit 1, Reference List

1. A: Wǒ jìhuà zài Běijīng
fāngwèn yíge xīngqī. I plan to visit Peking
for one week.
2. B: Wǒ bù zhīdào nín yào
cānguānde zhòngdiǎn
shì něixiē fāngmiàn. I don't know what aspect you
would like to stress on your
visit.
- A: Shì gōngyè fāngmiàn. The industrial aspect.
3. A: Wǒ duì nóngyè hěn
yǒu xìngqù. I'm interested in agriculture.
4. A: Qǐng nǐ gěi wǒ ānpái
cānguānde dìfang,
yuē duō yuē hǎo. Please arrange some places for
me to visit, the more
the better.
5. B: Wǒmǎn míngtiān qù cānguān
Běijīng jiāoqū de
rénmín gōngshè. Tomorrow we will go visit a
people's commune in the
suburbs of Peking.
6. A: Wǒ hěn xiǎng qù cānguān
Gùgōng Bówuyuàn. I very much want to go visit the
Former Imperial Palace Museum.
- B: Hǎo, wǒ hòutiān péi nǐ
qù. Good, I'll accompany you there
the day after tomorrow.
7. B: Zài Běijīngde zhèi yíduàn
Chángchéng jiào Bádàlǐng. The section of the Great Wall
near Peking is called Pataling.
8. B: Shísānlǐng jiù shì
Mínglíng. The Thirteen Tombs are the
Ming Tombs.
- B: Dàjiā dōu shuō Shísānlǐng,
yīnwei nàr yǒu shísānge
língmù. Everyone says the Thirteen Tombs
because there are thirteen
tombs there.
- B: Wàiguo péngyou dōu shuō
Mínglíng, yīnwei nà shì
Míngcháode língmù. Foreigners all say Ming Tombs
because they are tombs from
the Ming Dynasty.

9. A: Wǒ yě tīngshuō Běijīng Dàxué
yǒu zìjǐ bānde gōngchǎng. I have also heard that
Peking University has
its own factory.
- B: Wǒ shìshì gěi ni ānpái
yíxià. I'll try to arrange it
for you.
10. A: Wǒ hái tīngshuō xuésheng
yě cānjiā láodòng, shì ma? I have also heard that students
participate in labor, is
that right?
- B: Búdàn xuésheng, lián
gōngzuò rényuán měinián
dōu cānjiā yídiǎr
láodòng. Not only students, even
staff members, each year
participate in some labor.
11. B: Xīngqīyī xiàwǔ wǒmen qù
cānguān yíge yòuéryuán. Monday afternoon we will go
visit a kindergarten.
- A: Shénme yòuéryuán? What kindergarten?
- B: Wǒmen qù kàn yíge quántuō
yòuéryuán. Cānguān
quántuō yòuéryuán bǐ
rìtuō yòuéryuán yǒu
yìsi. We'll go see a full-care
kindergarten. Visiting a
full-care kindergarten is more
interesting than visiting a
day-care kindergarten.
12. B: Yīhòu nèi liǎngtiān nǐn
kànkàn qíngkuàng, hái
xiǎng qù shénme dìfang,
wǒmen zài zuò qītāde ānpái. As for the two days following th
take a look at the situation
and what other places you want
to go, and we'll make further
arrangements.

- (Not on tape) -

13. Dōngběi

Manchuria

14. shè

short for gòngshè, 'commune'

Vocabulary

npái	to arrange (see also WLF-1, HTL-1)
ádǎlǐng (Bādǎlǐng)	Pataling; area northwest of Peking, where the Great Wall is located
ānguān	to visit as a tourist, to sightsee
ānjiā	to participate in
lǎjiā	everyone
Dōngběi	Manchuria
āngmiàn	aspect, side
āngwèn	to visit, to pay a formal visit
gōngchǎng	factory
gōngshè	commune
gōngyè	industry
gōngzuò rényuán	staff personnel
hùgōng Bówuyuán	the Imperial Palace Museum
lǎoqū	suburb
láodòng	to labor
lián...dǒu/yě	even
língmù	tomb or mausoleum (of a distinguished person)
míngcháo	Ming Dynasty
mínglíng	the Ming Tombs
nóngyè	agriculture
qíngkuàng	situation, conditions
qí tā	the others, the remainder
quántuō	full-care, boarding (kindergarten)
rénmín gōngshè	people's commune
rényuán	personnel
rìtuō	day-care (kindergarten)
shí sān líng	'The Thirteen Tombs'
shìshì	to try, to try on, to try out (see also WLF-3)

xìngqū

yòu'eryuán
yuè duō yuè hǎo

zhòngdiǎn

interest

kindergarten
the more the better

key point, central point

Unit 1, Reference Notes

- | | |
|---|--|
| 1. A: Wǒ jìhuà zài Běijīng
fāngwèn yíge xīngqī. | I plan to visit Peking
for one week. |
| 2. B: Wǒ bù zhīdào nín yào
cānguānde zhòngdiǎn
shì něixiē fāngmiàn. | I don't know what aspect
you would like to stress
on your visit. |
| A: Shi gōngyè fāngmiàn. | The industrial aspect. |

Notes on Nos. 1 and 2

fāngwèn, cānguān: Both of these verbs mean 'to visit'. While in many situations you can use either fāngwèn or cānguān, there are occasions where one and not the other is appropriate. Cānguān means 'to visit' in the sense of 'sightsee'. You can cānguān monuments, museums, and parks. Fāngwèn is used to mean 'to visit' when there will be formal interaction between people. Fāngwèn is also used when talking about formal visits between leaders, or visits to factories or offices where the visitors will have a chance to talk with the workers there.

... nín yào cānguānde zhòngdiǎn shì něixiē fāngmiàn?: The noun zhòngdiǎn means 'key point, strong point, central point'. The noun fāngmiàn means 'area, side, facet, aspect'. A fairly literal translation of the sentence above might be 'The key points which you want to visit are which aspects?'

Here are some example sentences using fāngmiàn:

Liǎng fāngmiàn de yìjian
wǒmen dōu yīnggāi
tīngting.

We should listen to the
opinions of both sides.

Wǒ jīntiān yùbei gēn
nǐmen tántán Zhōngguó
jīngjì fāngmiàn de
wèntí.

I am prepared to speak with
you today about the
economic side of China's
problems.

3. C: Wǒ duì nóngyè hěn
yǒu xìngqū.

I'm very interested in
agriculture.

Notes on No. 3

duì ... yǒu xìngqū: 'To be interested in ...' More literally 'to have interest towards...'. Use the prepositional verb duì plus the subject of interest before the verb phrase yǒu xìngqū (yǒu and the noun xìngqū).

Tā duì Měiguó jīngjī
qíngkuāng hěn yǒu
xìngqū.

He is very interested in
the American economic
situation.

4. A: Qǐng nǐ gěi wǒ ānpái
cānguānde dìfang,
yuè duō yuè hǎo.

Please arrange some places
for me to visit, the more
the better.

Notes on No. 4

yuè ... yuè ...: This pattern is used to express the idea 'the more ... the more...'. You can only use verbs or verb phrases to fill in the blanks. Here are some examples:

Zhèiběn shū wǒ yuè
kàn yuè yǒu xìngqū.

The more I read this book, the
more interested I get in it.

Wǒ yuè xiǎng yuè juéde
tā shuōde huà bú duì.

The more I think about it
the more I feel that
what he says isn't right.

Lái kāi huìde rén yuè
duō yuè hǎo.

The more people that come
to the meeting the better.

A common way to use the yuè ... yuè ... pattern is with the verb lái in the first position. The yuè lái yuè ... pattern means 'increasingly ...'.

Tiānqi yuè lái yuè
nuǎnhuo.

The weather is getting
warmer and warmer.

5. B: Wǒmen míngtiān qù cān-
guān Běijīng jiāoquēde
yíge rénmin gōngshè.

Tomorrow we will go visit
a people's commune in
the suburbs of Peking.

Notes on No. 5

rénmín gōngshè: 'People's commune' You've seen rénmín before in phrases such as rénmínbì, 'People's currency'. Rénmín means 'people' in the sense of 'citizens of the country'.

6. A: Wǒ hěn xiǎng qù cānguān
Gùgōng Bówuyuàn.

I very much want to visit
the Imperial
Palace Museum.

B: Hǎo, wǒ hòutiān péi nǐ
qù.

Good, I'll accompany you
there the day after
tomorrow.

Notes on No. 6

Gùgōng Bówuyuàn: 'The (former) Imperial Palace Museum' This was the palace of the ruling families of the Ming and Ch'ing Dynasties. It is located in the center of Peking. In conversation it is sometimes referred to simply as the Gùgōng.

7. B: Zài Běijīngde zhèi yíduàn
Chángchéng jiào Bādǎlǐng.

The section of the Great
Wall near Peking is
called Pataling.

Notes on No. 7

This sentence is a good example of the the word order to be used when there are modifiers, specifiers (zhèi, nèi, etc.), and counters (-ge, -duàn, etc.) before the noun which is modified. The order is:

- 1) modifying phrase with de (Zài Běijīngde)
- 2) specifier and counter (zhèi yíduàn)
- 3) modified noun. (Chángchéng)

Bādǎlǐng: Pataling, also pronounced Bādǎlǐng, actually refers to a mountain area north of Peking where the Great Wall is located. Since the Great Wall is the main thing of interest there, when people say they are going to Bādǎlǐng it is understood that they are going to the Great Wall.

8. B: Shísānlíng jiù shí
Mínglíng. The thirteen tombs are
the Ming Tombs.
- B: Dàjiā dōu shuō Shísānlíng,
yīnwei nār yǒu shísānge
língmù. Everyone says 'Thirteen
Tombs' because there
are thirteen tombs there.
- B: Wàiguo péngyou dōu shuō
Mínglíng yīnwei nà shí
Míngcháo de língmù. Foreigners all say Ming
Tombs because they are
tombs from the Ming
Dynasty.

Notes on No. 8

-líng and língmù: Both of these words are translated as 'tomb'. The word língmù is the general word for 'tomb'. The word -líng is the word for 'tomb' which is used to form a proper name, as in Zhōngshānlíng, 'Sun Yatsen's Tomb'.

9. A: Wǒ yě tīngshuō dàxué yǒu
zìjǐ bānde gōngchǎng. I have also heard that
the university has its
own factory.
- B: Wǒ shìshí gěi nǐ ānpái
yíxià. I'll try to arrange it
for you.

Notes on No. 9

gōngchǎng: 'factory' In the sentence above, the American refers to the university-managed factory. Many universities in China have factories which are run by students and faculty. These factories serve two purposes. One is to give the students an opportunity to learn on-the-job skills, similar to some of the work-study programs in American universities. The other is to give the students an opportunity to participate in labor.

shìshi: 'to try, to attempt, to try out' Here are some examples:

Zhèijiàn yifu hěn hǎo
kàn. Nǐ shìshi kàn,
héshi bu héshi.

This piece of clothing
is very attractive.
Try it on, see if it
fits.

Zhèige xīn chē hěn piào-
liang, ràng wǒ lái
shìshi, hǎo bu hǎo kāi.

This new car is very pretty.
Let me try it out
and see if it is easy
to drive.

1C. A: Wǒ hái tīngshuō xuésheng
yě cānjiā láodòng,
shì ma?

I have also heard that
students participate
in labor, is that right?

B: Búdàn xuésheng, lián
gōngzuò rényuán, měinián
dōu cānjiā yìdiǎr
láodòng.

Not only students, even
staff members, each year,
participate in some
labor.

Notes on No. 10

cānjiā: 'To participate, to take part in something'

Wǒmen míngtiān yào kāi
yíge huì. Qǐng nǐ yě
lái cānjiā, hǎo bu hǎo?

We are going to have a
meeting tomorrow.
Please come and take
part, okay?

láodòng: 'labor' or 'to labor', 'to do physical work'
In the PRC the phrase cānjiā láodòng, literally 'to participate in
labor', is often used to say someone does physical labor.

Zhèiwèi lǎo rén shēntǐ
hěn jiànkāng. Qīshí suì le,
hái néng láodòng.

This old person's health
is very good. He's seventy
years old and still
can do labor.

Tāmen jiā yǒu sān gè rén
cānjiā láodòng.

In their family there are
three people who are
taking part in physical
work.

lián ... dōu: 'Even ... (all)' Because the word lián can occur at the beginning of a sentence or a clause, it has been called a connective, like kěshi or suǒyì. Because it seems to take an object, and occurs before the main verb in the sentence, it has also been called a prepositional verb, like cóng or gěi. There are exceptions to both of these generalizations. You may find it helpful to think of lián simply as an adverb. Like other adverbs, the position of lián in the sentence may vary, but it always occurs before the verb. Lián can be followed by nouns or verb phrases. Either the adverb dōu or the adverb yě must be used in a sentence with lián. Here are some examples.

Nèige hái zǐ lián táng
dōu bù xǐhuan chī le.

That child doesn't even like to
eat candy anymore.

Tā jīntiān bù shūfu. Lián
fàn yě bù xiǎng chī le.

He isn't feeling well
today, he won't even
eat.

Lián wǒ qù yě bù xíng.

Even if I go it won't
work out.

Tā mǔqīn zǒu le. Tā lián
chūlai yě bù chūlai le.

His mother has gone. He
won't even come out.

gōngzuò rén yuán: 'Staff member', literally 'Working personnel' In this situation gōngzuò rén yuán refers to white-collar workers other than the faculty members at the university such as administrators. In other situations, gōngzuò rén yuán may refer to other types of white-collar workers. It is used in contrast to gōng rén, 'workers'.

11. C: Xīngqīyī xiàwǔ wǒmen qù
cānguān yí gè yòu'éryuán.

Monday afternoon we
will go visit a
kindergarten.

A: Shénme yòu'éryuán?

What kindergarten?

C: Wǒmen qù kàn yí gè quán tuō
yòu'éryuán. Cānguān
quán tuō yòu'éryuán bǐ
rì tuō yòu'éryuán yǒu
yì sī.

We'll go see a full-care
kindergarten. Visiting a
boarding kindergarten
is more interesting
than visiting a day-
care kindergarten.

Notes on No. 11

yòuéryuán: 'Kindergarten' The Chinese system of day-care facilities provides nurseries, tuōérsuǒ, for children up to three years of age, and kindergartens, yòuéryuán, for children from three to six years. Literally, yòuéryuán is 'yòuér', 'young child', plus yuán, 'garden'.

quántuō yòuéryuán/rìtuō yòuéryuán: There are two kinds of Chinese kindergartens: quántuō yòuéryuán, 'full-care kindergartens', where children board from Monday through Saturday, and rìtuō yòuéryuán, 'day-care kindergartens', where children spend part of the day while their parents work.

12. C: Yǐhòu nèi liǎngtiān nín
kànkàn qíngkuàng, hái
xiǎng qù shénme dìfang,
wǒmen zài zuò qítāde
ānpái.

As for the two days following that, take a look at the situation, and what other places you want to go, and we'll make further arrangements.

Notes on No. 12

qítā: 'the other one, the others'

qíngkuàng: 'situation, conditions' You'll often hear this word used in phrases such as zài...qíngkuàngxià, 'under... conditions'.

hái xiǎng qù ...: A closer translation of the rest of the sentence would be as 'if ... (then) ...' clauses: 'and if you want to go to any other places, we'll make further arrangements'.

Unit 1, Tape 1 Review Dialogue

(An American talks with his guide at his hotel about the plans for his trip in China.)

- B: Mǎikè'ěr Jiàoshòu, nín xiūxiào le? Chīguo fàn le ma? Professor McKellar, did you rest well? Have you eaten?
- A: Xiūxile yíhuìr. Gāng chīguo fàn. Zhèrde cāntīng zhēn bú cuò. Zhōngcān, Xīcān dōu fēicháng hǎo. I rested awhile. I've just eaten. The dining room is very good. Both the Chinese food and the Western food are extremely good.
- B: Mǎikè'ěr Jiàoshòu, nín jīhua zài Běijīng fǎngwèn duō jiǔ? Yǐhòu xiǎng qù xiē shénme dìfang? Wǒmen jīhua jīhua, ānpái yíxià. Bù zhīdào nín yào cānguānde zhōngdiǎn shì nǎixie fāngmiàn. Professor McKellar, how long do you plan to visit Peking? After that where do you want to go? Let's do some planning and make some arrangements. I don't know what aspect you would like to stress on your visit.
- A: Zhèi shì wǒ dìyīcì lái Zhōngguó. Duì shénme dōu yǒu xìngqù. Wǒ zài Zhōngguó yígòng sānge xīngqī; zài Běijīng zhǐ néng zhù yíge xīngqī. Qǐng nǐ gěi wǒ ānpái cānguānde dìfang, yuè duō yuè hǎo. Yǐhòu wǒ xiǎng qù Dōngbèi, Shànghǎi, Wúhàn, cānguān gōngchǎng. This is my first time in China. I'm interested in everything. I'm in China for three weeks altogether. I can only stay in Peking for one week. Please arrange some places for me to visit, the more the better. After that, I'd like to go to Manchuria, Shanghai or Wuhan to visit factories.
- B: Nà hǎo. Nín duì nóngyè yǒu xìngqù ma? Míngtiān shàngwǔ wǒmen qù cānguān Běijīng jiāoqū yíge rénmin gōngshè, hǎo bu hǎo? All right. Are you interested in agriculture? How about going to visit a people's commune in the suburbs of Peking tomorrow morning?
- A: Hǎo, nà dàgài yào yòng duōshao shíjian? Fine, how long will that probably take?
- B: Wǒ gūji yào yíge shàngwǔ. I estimate that it will take the whole morning.
- A: Xiàwǔ ne? And the afternoon?

- B: Xiàwú wǒ kéyǐ péi nǐ huòzhe nǐ zìjǐ dào Gùgōng Bówuyuàn qù. Lí fàndiàn hěn jìn, kéyǐ zǒuzhe qù. Gùgōng, dìfang hěn dà. Wǒ xiǎng yíge xiàwú kàn-buwán. Guò liǎngtiān nǐn yǒu gōngfú kéyǐ zài qù yíci.
- In the afternoon I can accompany you or you can go yourself to the Imperial Palace Museum. It's not far from the hotel. You can walk there. The Palace is large. I don't think you can see it all in one afternoon. In a few days if you have time you can go again.
- A: Hòutiān ne?
- And the day after tomorrow?
- B: Xīngqīliù wǒ xiǎng ānpái nǐ qù Bádǎlǐng hé Shìsānlǐng.
- I'd like to arrange for you to go to Pataling and Shihsanling Saturday.
- A: Nǐ shuō shénme?
- What did you say?
- B: Ōu, Bádǎlǐng...jiù shì Chángchéng. Zài Běijīngde zhèi yíduàn jiào Bádǎlǐng. Shìsānlǐng ne...jiù shì Mínglíng. Wǒmen jiào Shìsānlǐng yīnwei nàr yǒu shìsāngē língmù. Wàiguo péngyou dōu shuō Mínglíng, yīnwei nà shì Míngchàode língmù. Xīngqītiān dàjiā dōu xiūxi, bù hǎo ānpái. Nǐ yě xiūxi xiūxi. Zìjǐ suǐbiàn dào jiēshàng zǒuzou, mǎimài dōngxi, huòshì dào jǐge gōngyuǎnr qù kànkan.
- Oh Pataling...that's the Great Wall. The section near Peking is called Pataling. Shihsanling...that's the Ming Tombs. We call it Shihsanling because there are 13 tombs there. Foreigners call it the Ming Tombs because they are tombs of the Ming Dynasty. Because everyone rests on Sunday, it is not easy to arrange things. You should rest too. You can go on your own, take a walk on the street, buy things, or go to some parks and look around.
- A: Hǎo.
- Good.
- B: Xīngqīyī wǒ zhǔnbèi gěi nǐ ānpái fāngwèn Běijīng Dàxué.
- I'm preparing for you to visit Peking University on Monday.
- A: Hěn hǎo. Wǒ tèbié xiǎng hé Zhōngguó jiāo jīngjì-xuéde jiàoshòu duō tántan. Wǒ yě tīngshuō dàxué yǒu zìjǐ bānde gōngchǎng. Wǒ yě xiǎng cānguān cānguan, xíng bu xíng?
- Great. I especially want to talk at length with Chinese professors of economics. I have also heard that the university runs its own factory. I'd like to visit that too, is that all right?
- B: Wǒ shìshì ānpái yíxià.
- I'll try to arrange it.

- A: Wǒ hái tīngshuō xuéshēng
yě cānjiā láodòng, shì
ma?
- B: Duì. Búdàn xuéshēng,
lián gōngzuò rényuán
měinián dōu cānjiā yìdiǎr
láodòng. Xīngqīyī xiàwǔ
wǒmen qù cānguān yíge
yòuéryuán.
- A: Shénme yòuéryuán?
- B: Wǒmen qù kàn yíge quántuō
yòuéryuán. Cānguān quántuō
yòuéryuán bǐ rìtuō yòuér-
yuán yǒu yìsi.
- A: Hěn hǎo.
- B: Mǎikèěr Jiàoshòu, yǐhòu
liǎngtiān nín kànkàn
qíngkuàng, hái xiǎng qù
shénme dìfang, cānguān
shénme, wǒmen zài tántan
zài zuò qítāde ānpái. Nín
kàn zhèiyang hǎo bu hǎo?
- A: Hǎo. Fēicháng hǎo.
- I've also heard that the students
participate in labor, is that
right?
- Yes. Not only students,
but even staff personnel
participate each year in some labor.
Monday afternoon we'll go visit
a kindergarten.
- What kindergarten?
- We'll go see a full-care kindergarten.
It's more interesting to go visit
a full-care kindergarten than it is
to go visit a day-care kindergarten.
- Very good.
- Professor McKellar, as for the two
days following that, see what the
situation is, and we'll talk some
more and make further arrangements
about what other places you want to
go and what you want to see.
- Good. Very good.

Unit 1, Tape 2 WorkbookExercise 1

This exercise is a review of the Reference List sentences in this unit. The speaker will say a sentence in English, followed by a pause for you to translate it into Chinese. Then a second speaker will confirm your answer.

All sentences from the Reference List will occur only once. You may want to rewind the tape and practice this exercise several times.

Exercise 2

This exercise contains a conversation in which an American talks with his guide in Peking about the plans for the rest of his trip.

The conversation occurs only once. After listening to it completely, you'll probably want to rewind the tape and answer the questions on page 22 as you listen a second time.

Here are the new words and phrases you will need to understand this conversation:

zhìzào	to manufacture
tuōlājī	tractor
shǐyòng	to employ, to make use of
Dōngběi	Manchuria (required)
píngyuán	a plain
guóyíng nóngchǎng	state farm
zhìzào chǎng	manufacturing plant
Yìhéyuán (Yíhéyuán)	the Summer Palace
Tiānjīn	Tientsin
chéngshì	city
Shěnyáng	a city in Manchuria, formerly Mukden
Anshān	a city in Manchuria