

UNIT 1

INTRODUCTION

Topics Covered in This Unit

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

Prerequisites to the Unit

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

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

Materials You Will Need

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

About the C-1 and P-1 Tapes

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

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

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

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

About the Reference List and the Reference Notes

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

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

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

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

About the Drills

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

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

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

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

The five basic types of drills are described below.

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

Here is an English example of a substitution drill:

T: Are you an American?
S: Are you an American?
T: (cue) English
S: Are you English?
T: (cue) French
S: Are you French?

Transformation Drills: On the basis of a model provided at the beginning of the drill, the student makes a certain change in each sentence the teacher says.

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

T: I'm going to the bank.
S: I'm not going to the bank.
T: I'm going to the store.
S: I'm not going to the store.

Response Drills: On the basis of a model given at the beginning of the drill, the student responds to questions or remarks by the teacher as cued by the teacher.

Here is an English example of a response drill:

T: What is his name? (cue) Harris
S: His name is Harris.
T: What is her name? (cue) Noss
S: Her name is Noss.

Expansion Drills: The student adds something to a pattern sentence as cued by the teacher.

Here is an English example of an expansion drill:

T: He isn't Chinese. (cue) Japanese
S: He isn't Chinese. He's Japanese.
T: She isn't German. (cue) French
S: She isn't German. She's French.

Combination Drills: On the basis of a model given at the beginning of the drill, the student combines two phrases or sentences given by the teacher into a single utterance.

Here is an English example of a combination drill:

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

REFERENCE LIST

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|-----|---------------------------------|--------------------------|
| 1. | A: Nǐ shì shéi? | Who are you? |
| | B: Wǒ shì Wáng Dànián. | I am Wáng Dànián. |
| 2. | A: Nǐ shì shéi? | Who are you? |
| | B: Wǒ shì Hú Měilíng. | I am Hú Měilíng. |
| 3. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Mínglǐ. | He is Mǎ Mínglǐ. |
| 4. | A: Tā shì Mǎ Mínglǐ. | He is Mǎ Mínglǐ. |
| | B: Tā shì Hú Měilíng. | She is Hú Měilíng. |
| 5. | A: Nǐ xìng shénme? | What is your surname? |
| | B: Wǒ xìng Wáng. | My surname is Wáng. |
| 6. | A: Tā xìng shénme? | What is his surname? |
| | B: Tā xìng Mǎ. | His surname is Mǎ. |
| 7. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Xiānsheng. | He is Mr. Mǎ. |
| 8. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Mínglǐ Xiānsheng. | He is Mr. Mǎ Mínglǐ. |
| 9. | A: Wáng Xiānsheng, tā shì shéi? | Mr. Wáng, who is he? |
| | B: Tā shì Mǎ Mínglǐ Xiānsheng. | He is Mr. Mǎ Mínglǐ. |
| 10. | A: Xiānsheng, tā shì shéi? | Sir, who is he? |
| | B: Tā shì Mǎ Xiānsheng. | He is Mr. Mǎ. |
| 11. | A: Xiānsheng, tā shì shéi? | Sir, who is she? |
| | B: Tā shì Mǎ Tàitai. | She is Mrs. Mǎ. |
| 12. | A: Wáng Xiānsheng, tā shì shéi? | Mr. Wáng, who is she? |
| | B: Tā shì Mǎ Mínglǐ Tàitai. | She is Mrs. Mǎ Mínglǐ. |
| 13. | A: Wáng Xiānsheng, tā shì shéi? | Mr. Wáng, who is she? |
| | B: Tā shì Mǎ Xiǎojiě. | She is Miss Mǎ. |
| 14. | A: Tā shì shéi? | Who is he? |
| | B: Tā shì Mǎ Mínglǐ Tóngzhì. | He is Comrade Mǎ Mínglǐ. |

Unit 1

- A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán. She is Fāng Bǎolán.
A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán Tóngzhì. She is Comrade Fāng Bǎolán.

VOCABULARY

nǐ	you
shéi	who
shénme	what
shì	to be
tā	he, she
tàitai	Mrs.
tóngzhì	Comrade
wǒ	I
xiānsheng	Mr.; sir
xiǎojiě (xiǎojie)	Miss
xìng	to be surnamed

REFERENCE NOTES

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|----|---|--|
| 1. | A: Nǐ shì shéi?
B: Wǒ shì Wáng Dànián. | Who are you?
I am Wáng Dànián. |
| 2. | A: Nǐ shì shéi?
B: Wǒ shì Hú Měilíng. | Who are you?
I am Hú Měilíng. |
| 3. | A: Tā shì shéi?
B: Tā shì Mǎ Mínglǐ. | Who is he?
He is Mǎ Mínglǐ. |
| 4. | A: Tā shì Mǎ Mínglǐ.
B: Tā shì Hú Měilíng. | He is Mǎ Mínglǐ.
She is Hú Měilíng. |

Notes on Nos. 1-4

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

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

Wǒ	<u>shì</u>	Wáng Dànián.	(I <u>am</u> Wáng Dànián.)
Nǐ	<u>shì</u>	Hú Měilíng.	(You <u>are</u> Hú Měilíng.)
Tā	<u>shì</u>	Mǎ Mínglǐ.	(He <u>is</u> Mǎ Mínglǐ.)

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

The pronoun tā is equivalent to both "he" and "she."

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

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

Tā	shì	<u>shéi?</u>	(Who is he?)
Tā	shì	<u>Mǎ Mínglǐ?</u>	(He is <u>Mǎ Mínglǐ</u> .)

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

5. A: Nǐ xìng shénme? What is your surname?
 B: Wǒ xìng Wáng. My surname is Wáng.
6. A: Tā xìng shénme? What is his surname?
 B: Tā xìng Mǎ. His surname is Mǎ.

Notes on Nos. 5-6

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

Wǒ	<u>shì</u>	Wáng Dànián.
(I	<u>am</u>	Wáng Dànián.)

Wǒ	<u>xìng</u>	Wáng.
(I	<u>am surnamed</u>	Wáng.)

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

Nǐ	shì	<u>shéi?</u>
(You	are	<u>who?</u>)

Nǐ	xìng	<u>shénme?</u>
(You	are surnamed	<u>what?</u>)

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

7. A: Tā shi shéi? Who is he?
 B: Tā shi Mǎ Xiānsheng. He is Mr. Mǎ.
8. A: Tā shi shéi? Who is he?
 B: Tā shi Mǎ Mínglǐ Xiānsheng. He is Mr. Mǎ Mínglǐ.

Notes on Nos. 7-8

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

Tā	shi	Mǎ	Mínglǐ.	
Tā	shi	Mǎ		Xiānsheng.
Tā	shi	Mǎ	Mínglǐ	Xiānsheng.

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

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

9. A: Wáng Xiānsheng, tā shi shéi? Mr. Wáng, who is he?
 B: Tā shi Mǎ Mínglǐ Xiānsheng. He is Mr. Mǎ Mínglǐ.
10. A: Xiānsheng, tā shi shéi? Sir, who is he?
 B: Tā shi Mǎ Xiānsheng. He is Mr. Mǎ.

11. A: Xiānsheng, tā shì shéi? Sir, who is she?
B: Tā shì Mǎ Tàitai. She is Mrs. Mǎ.
12. A: Wáng Xiānsheng, tā shì shéi? Mr. Wáng, who is she?
B: Tā shì Mǎ Mínglǐ Tàitai. She is Mrs. Mǎ Mínglǐ.

Note on Nos. 9-12

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

13. A: Wáng Xiānsheng, tā shì shéi? Mr. Wáng, who is she?
B: Tā shì Mǎ Xiǎojiě. She is Miss Mǎ.
14. A: Tā shì shéi? Who is he?
B: Tā shì Mǎ Mínglǐ Tóngzhì. He is Comrade Mǎ Mínglǐ.
15. A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán. She is Fāng Bǎolán.
16. A: Tóngzhì, tā shì shéi? Comrade, who is she?
B: Tā shì Fāng Bǎolán Tóngzhì. She is Comrade Fāng Bǎolán.

Note on Nos. 13-16

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

DRILLS

A. Substitution Drill

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| 1. <u>Speaker</u> : Mǎ Mínglǐ | <u>You</u> : Tā shì Mǎ Mínglǐ.
(He is Mǎ Mínglǐ.) |
| 2. Hú Měilíng | Tā shì Hú Měilíng.
(She is Hú Měilíng.) |
| 3. Wáng Dànián | Tā shì Wáng Dànián.
(He is Wáng Dànián.) |
| 4. Lǐ Shīmín | Tā shì Lǐ Shīmín.
(He is Lǐ Shīmín.) |
| 5. Liú Lìróng | Tā shì Liú Lìróng.
(She is Liú Lìróng.) |
| 6. Zhāng Bǎolán. | Tā shì Zhāng Bǎolán.
(She is Zhāng Bǎolán.) |

B. Response Drill

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

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| 1. <u>Speaker</u> : Nǐ shì shéi?
(<u>cue</u>) Wáng Dànián
(Who are you?) | <u>You</u> : Wǒ shì Wáng Dànián.
(I am Wáng Dànián.) |
| OR | |
| Nǐ shì shéi?
(<u>cue</u>) Hú Měilíng
(Who are you?) | Wǒ shì Hú Měilíng.
(I am Hú Měilíng.) |
| 2. Nǐ shì shéi? Liú Shīmín
(Who are you?) | Wǒ shì Liú Shīmín.
(I am Liú Shīmín.) |
| 3. Nǐ shì shéi? Chén Huǐrán
(Who are you?) | Wǒ shì Chén Huǐrán.
(I am Chén Huǐrán.) |
| 4. Nǐ shì shéi? Huáng Déxián
(Who are you?) | Wǒ shì Huáng Déxián.
(I am Huáng Déxián.) |
| 5. Nǐ shì shéi? Zhào Wǎnrú
(Who are you?) | Wǒ shì Zhào Wǎnrú.
(I am Zhào Wǎnrú.) |

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| 6. | Nǐ shì shéi?
(Who are you?) | Jiǎng Bǐngyíng | Wǒ shì Jiǎng Bǐngyíng.
(I am Jiǎng Bǐngyíng.) |
| 7. | Nǐ shì shéi?
(Who are you?) | Gāo Yǒngpíng | Wǒ shì Gāo Yǒngpíng.
(I am Gāo Yǒngpíng.) |

C. Response Drill

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|----|--|---------------|---|
| 1. | <u>Speaker:</u> Tā shì shéi?
(cue) Mǎ Xiānsheng
(Who is he?) | | <u>You:</u> Tā shì Mǎ Xiānsheng.
(He is Mr. Mǎ.) |
| 2. | Tā shì shéi?
(Who is she?) | Hú Tàitai | Tā shì Hú Tàitai.
(She is Mrs. Hú.) |
| 3. | Tā shì shéi?
(Who is he?) | Máo Xiānsheng | Tā shì Máo Xiānsheng.
(He is Mr. Máo.) |
| 4. | Tā shì shéi?
(Who is he?) | Zhāng Tóngzhì | Tā shì Zhāng Tóngzhì.
(He is Comrade Zhāng.) |
| 5. | Tā shì shéi?
(Who is she?) | Liú Xiǎojiě | Tā shì Liú Xiǎojiě.
(She is Miss Liú.) |
| 6. | Tā shì shéi?
(Who is he?) | Mǎ Xiānsheng | Tā shì Mǎ Xiānsheng.
(He is Mr. Mǎ.) |
| 7. | Tā shì shéi?
(Who is she?) | Zhào Tàitai | Tā shì Zhào Tàitai.
(She is Mrs. Zhào.) |
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