

走向未来
Chinese for Tomorrow
新中文教程
A New Five-Skilled Approach
Grammar Book

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This sample includes:

Table of Contents, Preface, Introduction,
Sample from Lesson 2

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PREFACE

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The teaching of grammar has long been one of the most difficult challenges facing foreign language teachers. We take the view that new language can be acquired quickly and effectively without detailed grammatical explanation, but that a deep understanding of the language and its principles is crucial for developing a “feel” for the language and the way it works. We therefore offer our companion grammar book, which contains a systematic explanation of the basic grammatical principles of Mandarin Chinese. Each lesson explains some of the most basic grammar items selected from the Level A Grammar Program 甲级语法 / 甲級語法) of the Hanyu Shuiping Kaoshi (HSK, Chinese Proficiency Test Program, 中国汉语水平考试大纲 / 中國漢語水平考試大綱).¹

This book begins with a brief, general explanation of some special features of Chinese grammar, followed by ten lessons that comprise the main text. Grammar points are introduced in order of learning facility and usefulness—that is, concepts that are easier to grasp and patterns that are most useful are taught first. Based on our teaching experience, we believe that what is most helpful for beginning students is not detailed theoretical explanations of grammar principles, but rather practical information on how to use grammar correctly and appropriately. Therefore, the approach of this book is practical instead of theoretical: we show students exactly how to apply certain grammar points to reproduce their own sentences.

To facilitate learning, we present grammar items in terms of sentence patterns. Each item starts with a short explanation, followed by sentence patterns and multiple examples for the three main forms of sentences: affirmative sentences, negative sentences and interrogative sentences with answers. We also provide some functional explanation notes to some of the more complicated and difficult grammar points. These notes will help the students to understand how to use the grammar in everyday communication. The vocabulary used in the examples is limited to the new words of the current lesson or from previous lessons, with the exception of a few new words that are introduced, defined, and then used in the examples. Students can easily follow the sentence patterns to reproduce their own sentences. Such examples also serve to reinforce the vocabulary words learned in the textbook as they are used in a different context.

Each lesson concludes with an exercise section where students can practice the grammar items introduced in the lesson, and can also get additional practice using the vocabulary introduced in the corresponding textbook lesson together with the new grammar structures they have learned. Students should complete the exercises either orally or on a computer wherever possible, in accordance with the emphasis on Computer Chinese in this course. Answers to the exercises are provided at the end of the book.

Why Present Grammar Separately?

The grammar book is based on the principle that the most effective way to teach a foreign language to adolescents and adults is by means of a two-track approach. One of these is the communicative approach, which is situational and builds competency in terms of using the target language to negotiate a wide range of topics and situations. The second approach is that of deeper knowledge and analytical understanding of the grammatical, phonological, and pragmatic systems of the language. The textbook follows the first track, the communicative approach, and the grammar book the second track.

For example, in a given lesson in the textbook, a student may be asked to learn how to say a small set of numbers, but as preparation for future growth, the student must also understand the workings of the number system and how to say all the numbers from one to one hundred. While the student may not be able to say all the numbers immediately, he or she will eventually gain mastery of the counting system. It makes sense to concentrate on the small set of numbers in the textbook lesson, but include the counting system in the grammar book.

How are the Grammar Book and Textbook Connected?

The textbook and the grammar book are closely connected. What students learn in the textbook is reinforced in the grammar book, and vice versa. Here are some specific ways in which the two books complement each other:

Vocabulary. The vocabulary used in corresponding lessons of the textbook and grammar book connects the two books. For example, the vocabulary introduced in Lesson 1 of the textbook is repeated and reinforced in Lesson 1 of the grammar book, to allow students and teachers to cover both books simultaneously in the same course.

Cross References. In the textbook, notes to the dialogues and passages refer to the points explained in the grammar book and indicate the lessons in which they can be found. In the grammar book, we also provide sample sentences selected from the textbook and explain certain grammar points by analyzing these sentences. It is important to note that the language items introduced in a given textbook lesson may or may not be covered in exactly the same lesson in the grammar book. In the textbook, vocabulary and sentence structures are presented in the order that students are likely to encounter them in their daily lives. In the grammar book, however, grammar items are presented in order of difficulty—the grammar items that are easiest to grasp are presented first. This two-track design is intentional, and it helps to strengthen students' language skills by providing broader exposure to language patterns and more repetition of vocabulary. For example, students may get a brief exposure to the use of the particle 了 “le” in Textbook Lesson 1, but may not learn 了 in detail until Grammar Book Lesson 6. This is because students will encounter 了 fairly early on in Chinese communication, but may not be ready to understand the range of uses of 了 until later. The grammar book serves to reinforce what was learned

in textbook lessons, explain the new usage of familiar words at increasing levels of difficulty, and strengthen students' grasp of grammar.

Exercises. In the grammar book exercises, we provide at least one piece of conversation similar to what was introduced in the corresponding lesson in the textbook, but focusing on new grammar items explained in the grammar book. This way, the students can practice using the new grammar items in situations similar to the ones introduced in the textbook.

Suggestions for Teaching and Curriculum Planning

The companion grammar book has been designed to give teachers and students maximum flexibility and allow them to cover grammar at a pace that works best for their particular program. Students can study the grammar book together with the Chinese for Tomorrow textbook if they would like to have a better understanding about the grammar points introduced in the textbook. In addition, students using textbooks other than Chinese for Tomorrow can study this grammar book as an independent reference book because the grammar points discussed here are the most basic grammar points that every student is expected to know.

If you are teaching this book as part of the curriculum, we suggest teaching the relevant grammar points simultaneously with each corresponding lesson of the textbook. For example, if you are spending two weeks on Textbook Lesson 1, you might spend one full day or two half-days during that two-week period to cover the relevant grammar points discussed in the Grammar Book. Please see the suggested sample syllabi in the Chinese for Tomorrow Teacher's Manual for more detailed suggestions.

The authors
February 2007, New York

ABBREVIATIONS FOR GRAMMAR TERMS

A	Adjective
Ad	Adverb
AV	Auxiliary Verb
CE	Common Expression
Conj	Conjunction
CR	Complement of Result
CD	Compound Directional Complement
Exc	Exclamation
Int	Interjection
MW	Measure Word
N	Noun
Neg	Negation Word
NP	Noun Phrase
Num	Numerals
O	Object
Par	Particle
Pron	Pronoun
Prep	Preposition
PW	Place Word
QW	Question Word
S	Subject
TW	Time Word
V	Verb
VC	Verb plus Complement
VO	Verb plus Object

SAMPLE

A Brief Introduction to Chinese Grammar

Every language has its own special features. To learn Chinese well, one needs to pay close attention to the similarities and differences between Chinese and one's native language.

In order to help elementary-level students better understand the special features of Chinese, we present the following brief introduction to Chinese grammar as a whole. Please note that like other languages, although there are grammar principles or rules in Chinese, almost every grammar principle or rule has exceptions. Therefore the introduction below is based on the most-frequently seen Chinese sentences, and it may not apply to all sentences.

Chinese Sentence Structure

The word order of the most basic type of Chinese sentence is similar to that of English. Chinese sentences are made up of three component parts: subject (主语 / 主語 zhǔyǔ), predicate (谓语 / 謂語 wèiyǔ), and object (宾语 / 賓語 bīnyǔ), although some sentences do not contain objects. Many sentences also have some additional component parts, such as an adverbial (状语 / 狀語 zhuàngyǔ), attribute (定语 / 定語 dìngyǔ) or complement (补语 / 補語 bǔyǔ).

Generally speaking, there are three main forms of sentences in Chinese: affirmative (肯定句 kěndìngjù), negative (否定句 fǒudìngjù), and interrogative (疑问句 / 疑問句 yíwènjù). Although some other special forms of sentences do exist, in this introduction we will focus on the three most common forms.

The most basic type of affirmative Chinese sentence consists of a subject, a predicate and an object. Time words are placed before or after the subject, as opposed to English, where time words are usually placed at the end of the sentence. Similarly, if there is a place word, it should precede the predicate (action verb) rather than follow it. For example: 今天我在家看书 / 今天我在家看書 (Jīntiān wǒ zài jiā kànshū. Today I'll read books at home).

Usually a negative Chinese sentence is structured in the same way as an affirmative one, except that a negative adverb, such as 不 (bù) or 沒有 (méiyǒu) is inserted before the predicate. For example: 明天他不去学校 / 明天他不去學校 (Míngtiān tā bù qù xuéxiào. He is not going to school tomorrow).

The structure of a Chinese interrogative sentence is very different from that of English. In English, the verb and subject word order is reversed when making a question, but in Chinese, there is no need to do so. In most cases, the original word order of an affirmative or negative sentence is retained, and a question particle is added to the end of the sentence, or the expected answer can be replaced with an appropriate question word. For example: 你星期一看电影吗 / 你星期一看電影嗎 (Nǐ xīngqī yī kàn diànyǐng ma? Are you going to see a movie on Monday)? 你什么时候去中国 / 你什麼時候去中國 (Nǐ shénme shíhou qù Zhōngguó? When are you going to China)?

The Chinese Noun

In English, most nouns are countable, and can be distinguished as singular or plural by an “-s” or “-es” ending. Because Chinese characters are made of individual strokes rather than alphabetic letters, however, there is no way to mark nouns as singular or plural. A Chinese noun is always written the same way regardless of quantity. To determine the number of a Chinese noun, one must look at cues from context.

Furthermore, with very few exceptions, Chinese nouns are not classified or inflected as masculine, feminine or neutral, as in many other languages. Thus almost all nouns can be used freely, without modification and without the use of gender-specific articles, adjectives or other referents.

The Chinese Verb

Unlike English verbs, Chinese verbs never change their forms according to the gender or number of a subject, or the tense in the sentence. In other words, no matter whether the subject is male or female, singular or plural, or whether the action expressed by a verb took place in the past, is taking place right now, or will take place in the future, the verb is always written the same way.

SAMPLE

第二課

LESSON 2

► I. “A-not-A” Questions

(See Textbook I, Lessons 4 and 9)

Selected examples from the textbook:

你會不會寫漢字？ (Lesson 4)

你昨天有沒有吃什麼不好的食物？ (Lesson 9)

Another way to ask a question is to put the affirmative form of a verb and the negative form of the verb right next to each other. This is called an “A-not-A” question. In most cases, in an “A-not-A” question, the questioner is not expecting an affirmative more than a negative answer, or vice versa.

Note that in an “A-not-A” question, other question particles, such as 嗎, cannot also be used. Additionally, sentences that contain adverbs, such as 都 (dōu, all) or 也 (yě, also), should not be used with the “A-not-A” question pattern.

Sentence structure:	S + Affirmative V + Negative V + O
Or:	S + Affirmative V + O + Negative V
Or:	S + Affirmative V + O + Negative V + O

Examples:

Nǐ shì bù shì Zhōngguó rén?

你是不是中國人？

Or: Nǐ shì Zhōngguó rén bù shì Zhōngguó rén?

你是中國人不是中國人？

Or: Nǐ shì Zhōngguó rén bù shì?

你是中國人不是？

Are you a Chinese (person) or not?

(Incorrect: 你是不是中國人嗎？)

Nǐ xiǎng bù xiǎng jiā?

你想不想家？

Do you miss home?

(Incorrect: 你想不想家吗？)

Nǐmen chī Zhōngguó fàn bù chī?

你们吃中国饭不吃？

Do you want to eat Chinese food or not?

Nǐ xué diànnǎo bù xué?

你学计算机不学？

Do you study computer science?

Nǐ hé mèimei dōu xué kuàijìxué ma?

你和妹妹都学会计学吗？

Do you and your younger sister both study accounting?

(Incorrect: 你和妹妹都学不学会计学？)

Nǐ mèimèi yě xué Zhōngwén ma?

你妹妹也学中文吗？

(Incorrect: 你妹妹也学不学中文？)

Note: When the predicate is preceded by an auxiliary verb, it is the affirmative and negative forms of the auxiliary verb, not the predicate verb, that are to be placed together. For example:

For example:

Question: Nǐ kěyǐ bù kěyǐ jiāo wǒ Zhōngwén?

你可以不可以教我中文？

Can you teach me Chinese?

Answers: Wǒ kěyǐ jiāo nǐ Zhōngwén.

我可以教你中文。

Yes, I can teach you Chinese.

Wǒ bù kěyǐ jiāo nǐ Zhōngwén.

我不可以教你中文。

No, I can't teach you Chinese.

Nǐ xiǎng bù xiǎng jiā?

你想不想家？

Do you miss home?

(Incorrect: 你想不想家嗎?)

Nǐmen chī Zhōngguó fàn bù chī?

你們吃中國飯不吃？

Do you want to eat Chinese food or not?

Nǐ xué diànnǎo bù xué?

你學電腦不學？

Do you study computer science?

Nǐ hé mèimei dōu xué kuàijìxué ma?

你和妹妹都學會計學嗎？

Do you and your younger sister both study accounting?

(Incorrect: 你和妹妹都學不學會計學?)

Nǐ mèimèi yě xué Zhōngwén ma?

你妹妹也學中文嗎？

(Incorrect: 你妹妹也學不學中文?)

Note: When the predicate is preceded by an auxiliary verb, it is the affirmative and negative forms of the auxiliary verb, not the predicate verb, that are to be placed together.

For example:

Question: Nǐ kěyǐ bù kěyǐ jiāo wǒ Zhōngwén?

你可以不可以教我中文？

Can you teach me Chinese?

Answers: Wǒ kěyǐ jiāo nǐ Zhōngwén.

我可以教你中文。

Yes, I can teach you Chinese.

Wǒ bù kěyǐ jiāo nǐ Zhōngwén.

我不可以教你中文。

No, I can't teach you Chinese.

Note: In the above sentences, 可以 is an auxiliary verb. See Lesson 5 in this grammar book for details on auxiliary verbs.

► II. Usage of Adjectives

(See Textbook I, Lessons 1, 2 and 3)

Selected examples from the textbook:

你是新学生吗? (Lesson 1)

这个名字很好。 (Lesson 1)

我才到纽约, 英文不好。 (Lesson 2)

1. As Predicates

In Chinese, adjectives may function as predicates. In such cases, no other verbs, such as 是, are needed at the same time. The adverb 很 is usually used before the adjective.

Affirmative sentence

Sentence structure: S + A

Examples:

Wáng Xiǎonián de Zhōngwén hěn hǎo.

王小年的中文很好。

Xiaonian Wang's Chinese is very good.

(Incorrect: 王小年的中文是很好。)

Gé Lín de Zhōngwén míngzi hěn hǎo.

格林的中文名字很好。

Green's Chinese name is very good.

(Incorrect: 格林的中文名字是很好。)

Wáng Xiǎonián de Zhōngwén liúli. Gé Lín de Zhōngwén bù liúli.

王小年的中文流利, 格林的中文不流利。

Xiaonian Wang's Chinese is fluent, Green's Chinese is not fluent.

(Incorrect: 王小年的中文是流利, 格林的中文是不流利。)

Note: In the above sentences, 可以 is an auxiliary verb. See Lesson 5 in this grammar book for details on auxiliary verbs.

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格林的中文名字很好。

Green's Chinese name is very good.

(Incorrect: 格林的中文名字是很好。)

Wáng Xiǎonián de Zhōngwén liúli. Gé Lín de Zhōngwén bù liúli.

王小年的中文流利，格林的中文不流利。

Xiaonian Wang's Chinese is fluent, Green's Chinese is not fluent.

(Incorrect: 王小年的中文是流利，格林的中文是不流利。)

Negative sentence

Sentence structure: S + 不 + A

Examples:

Zhège cāntīng bù xiǎo.

这个餐厅不小。

This cafeteria is not small.

(Incorrect: 这个餐厅不是小。)

Xiǎo Wáng de mèimei bù hǎo.

小王的妹妹不好。

Little Wang's younger sister is not good.

(Incorrect: 小王的妹妹不是好。)

Interrogative sentence

Sentence structure: S + A + 吗
Or: S + A + 不 + A

Examples:

Nǐ de Zhōngwén hǎo ma?

你的中文好吗?

Is your Chinese good?

Nǐ de Zhōngwén hǎo bù hǎo?

你的中文好不好?

Is your Chinese good?

Note: In interrogative sentences, 很 is not used.

2. As Attributes or Modifiers

Adjectives may also function as attributes or modifiers. If the adjective is a one-syllable word, no 的 is necessary. However, if the adjective is a two-syllable word, or if the one-syllable adjective is modified by an adverb, a 的 should be added.

Negative sentence

Sentence structure: S + 不 + A

Examples:

Zhègè cāntīng bù xiǎo.

這個餐廳不小。

This cafeteria is not small.

(Incorrect: 這個餐廳不是小。)

Xiǎo Wáng de mèimei bù hǎo.

小王的妹妹不好。

Little Wang's younger sister is not good.

(Incorrect: 小王的妹妹不是好。)

Interrogative sentence

Sentence structure: S + A + 嗎
Or: S + A + 不 + A

Examples:

Nǐ de Zhōngwén hǎo ma?

你的中文好嗎？

Is your Chinese good?

Nǐ de Zhōngwén hǎo bù hǎo?

你的中文好不好？

Is your Chinese good?

Note: In interrogative sentences, 很 is not used.

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Examples:

Xīn cāntīng

新餐厅

(Not: 新的餐厅)

new cafeteria

hěn xiǎo de diànnǎo

很小的电脑

(Not: 很小电脑)

very small computer

liúlì de Zhōngwén

流利的中文

(Not: 流利中文)

fluent Chinese

► **III. The Adverb 都**

(See Textbook I, Lesson 2)

Selected examples from the textbook:

你哥哥和妹妹都上学吗？ (Lesson 2)

他们不都上学。 (Lesson 2)

妹妹跟我都在纽约大学学习。 (Lesson 2)

In an affirmative sentence, the adverb 都 (dōu) means “both” or “all,” and it should precede the predicate. But in a negative sentence, the meaning of 都 depends on the location of the word. If 都 precedes 不 (bù) or 没有 (méiyǒu), it means “not at all” or “none.” If 都 appears after 不 or 没有, it means “some” or “not all.”

Note that the nouns preceding 都 should be plural in number.

Examples:

Xīn cāntīng

新餐廳

(Not: 新的餐廳)

new cafeteria

hěn xiǎo de diànnǎo

很小的電腦

(Not: 很小電腦)

very small computer

liúlì de Zhōngwén

流利的中文

(Not: 流利中文)

fluent Chinese

SAMPLE

► **III. The Adverb 都**

(See Textbook I, Lesson 2)

Selected examples from the textbook:

你哥哥和妹妹都上學嗎？ (Lesson 2)

他們不都上學。 (Lesson 2)

妹妹跟我都在紐約大學學習。 (Lesson 2)

In an affirmative sentence, the adverb 都 (dōu) means “both” or “all,” and it should precede the predicate. But in a negative sentence, the meaning of 都 depends on the location of the word. If 都 precedes 不 (bù) or 沒有 (méiyǒu), it means “not at all” or “none.” If 都 appears after 不 or 沒有, it means “some” or “not all.”

Note that the nouns preceding 都 should be plural in number.

Affirmative sentence

Sentence structure: S + 都 + V + O

Examples:

Wǒ bàba hé wǒ māma dōu shì dàxué jiàoshòu.

我爸爸和我妈妈都是大学教授。

Both my father and my mother are college professors.

Tā de yéye, nǎinai hé gēge dōu shuō Zhōngwén.

他的爷爷、奶奶和哥哥都说中文。

His grandfather, grandmother and elder brother all speak Chinese.

Wǒ hé wǒ péngyou dōu shàng xué.

我和我朋友都上学。

My friend and I both go to school.

Note: If the subject is single in number but the speaker wishes to emphasize a plural object, s/he should reverse the word order by moving the plural object to the beginning of the sentence.

Examples:

Zhōngwén hé Yīngwén wǒ dōu xiǎng xué.

中文和英文我都想学。

I want to learn both Chinese and English.

(Incorrect: 我都想学中文和英文。)

Dìdì hé mèimei wǒ dōu yǒu.

弟弟和妹妹我都有。

I have both a younger brother and a younger sister.

(Incorrect: 我都有弟弟和妹妹。)

(In these examples, although 都 is placed after the single subject 我, 都 is not used to modify 我, but instead modifies the plural objects: 中文和英文 and 弟弟和妹妹.)

Affirmative sentence

Sentence structure: S + 都 + V + O

Examples:

Wǒ bàba hé wǒ māma dōu shì dàxué jiàoshòu.

我爸爸和我媽媽都是大學教授。

Both my father and my mother are college professors.

Tā de yéye, nǎinai hé gēge dōu shuō Zhōngwén.

他的爺爺、奶奶和哥哥都說中文。

His grandfather, grandmother and elder brother all speak Chinese.

Wǒ hé wǒ péngyou dōu shàng xué.

我和我朋友都上學。

My friend and I both go to school.

Note: If the subject is single in number but the speaker wishes to emphasize a plural object, s/he should reverse the word order by moving the plural object to the beginning of the sentence.

Examples:

Zhōngwén hé Yīngwén wǒ dōu xiǎng xué.

中文和英文我都想學。

I want to learn both Chinese and English.

(Incorrect: 我都想學中文和英文。)

Dìdì hé mèimei wǒ dōu yǒu.

弟弟和妹妹我都有。

I have both a younger brother and a younger sister.

(Incorrect: 我都有弟弟和妹妹。)

(In these examples, although 都 is placed after the single subject 我, 都 is not used to modify 我, but instead modifies the plural objects: 中文和英文 and 弟弟和妹妹.)

1. Total Negation (not at all, none)

Negative sentences

Sentence structure: S + 都 + 不 / 没(有) + V + 0

Examples:

Xiǎo Zhāng hé Xiǎo Wén dōu bù shì zhōngxué lǎoshī.

小张和小文都不是中学老师。

Neither Little Zhang nor Little Wen is a middle school teacher.

Wǒ bàba hé wǒ māma dōu méiyǒu diànnǎo.

我爸爸和我妈妈都没有计算机。

Neither my father nor my mother has a computer.

Tāmén dōu bù xiǎngjiā.

他们都不想家。

None of them are homesick.

2. Partial Negation (not all of..., some but not all)

Sentence structure: S + 不/没有 + 都 + V + 0

Examples:

Wǒmen bù dōu shì xīn yímín.

我们不都是新移民。

Not all of us are new immigrants.

Tā de péngyou bù dōu xué Yīngwén.

他的朋友不都学英文。

Not all of his friends study English.

Lǎoshī hé xuésheng méiyǒu dōu huílái.

老师和学生没有都回来。

Not all the teachers and students came back.

1. Total Negation (not at all, none)

Negative sentences

Sentence structure: S + 都 + 不 / 沒(有) + V + O

Examples:

Xiǎo Zhāng hé Xiǎo Wén dōu bù shì zhōngxué lǎoshī.

小張和小文都不是中學老師。

Neither Little Zhang nor Little Wen is a middle school teacher.

Wǒ bàba hé wǒ māma dōu méiyǒu diànnǎo.

我爸爸和我媽媽都沒有電腦。

Neither my father nor my mother has a computer.

Tāmén dōu bù xiǎngjiā.

他們都不想家。

None of them are homesick.

2. Partial Negation (not all of..., some but not all)

Sentence structure: S + 不/沒有 + 都 + V + O

Examples:

Wǒmen bù dōu shì xīn yímín.

我們不都是新移民。

Not all of us are new immigrants.

Tā de péngyou bù dōu xué Yīngwén.

他的朋友不都學英文。

Not all of his friends study English.

Lǎoshī hé xuésheng méiyǒu dōu huílái.

老師和學生沒有都回來。

Not all the teachers and students came back.

Interrogative sentence

Sentence structure: S + 都 + V + O + 吗

Examples:

Question: Nǐ hé nǐ jiějie dōu shì yīshēng ma?

你和你姐姐都是医生吗?

Are you and your elder sister both doctors?

Answer: Wǒ hé wǒ jiějie dōu shì yīshēng.

我和我姐姐都是医生。

My elder sister and I are both doctors.

Question: Nǐmen dōu xué diànnǎo ma?

你们都学计算机吗?

Do all of you study computer science?

Answer: Wǒmen bù dōu xué diànnǎo.

我们不都学计算机。

Not all of us study computer science.

Question: Nǐ hé tā dōu qù shāngxuéyuàn ma?

你和他都去商学院吗?

Do you and he both go to business school?

Answer: Wǒ hé tā dōu bù qù shāngxuéyuàn.

我和他都不去商学院。

Neither he nor I goes to business school.

► IV. Sentences with 在 (See Textbook I, Lesson 2)

Selected examples from the textbook:

妹妹在商学院学会计学。(Lesson 2)

“ABC”就是在美国生的中国人。(Lesson 2)

我的老家也在广东。(Lesson 2)

Interrogative sentence

Sentence structure: S + 都 + V + O + 嗎

Examples:

Question: Nǐ hé nǐ jiějie dōu shì yīshēng ma?

你和你姐姐都是醫生嗎？

Are you and your elder sister both doctors?

Answer: Wǒ hé wǒ jiějie dōu shì yīshēng.

我和我姐姐都是醫生。

My elder sister and I are both doctors.

Question: Nǐmen dōu xué diànnǎo ma?

你們都學電腦嗎？

Do all of you study computer science?

Answer: Wǒmen bù dōu xué diànnǎo.

我們不都學電腦。

Not all of us study computer science.

Question: Nǐ hé tā dōu qù shāngxuéyuàn ma?

你和他都去商學院嗎？

Do you and he both go to business school?

Answer: Wǒ hé tā dōu bù qù shāngxuéyuàn.

我和他都不去商學院。

Neither he nor I goes to business school.

► IV. Sentences with 在 (See Textbook I, Lesson 2)

Selected examples from the textbook:

妹妹在商學院學會計學。(Lesson 2)

“ABC”就是在美國生的中國人。(Lesson 2)

我的老家也在廣東。(Lesson 2)

The word 在 (zài) is usually used together with a noun to indicate the location of a person or object. When a 在 phrase (i.e., 在 + place word) appears before an action verb, it indicates the location of an action, or where an action is carried out.

在 can have many meanings in English, such as “in,” “at,” “on,” “under,” “in front of,” “behind,” etc. Therefore, to determine the exact meaning of 在 in a sentence, one should examine the context carefully.

1. To signify the location of a person or an object, follow this pattern:

Affirmative sentence S + 在 + PW

Examples:

Wǒ de lǎojiā zài Guǎngdōng.
我的老家在广东。
My hometown is in Guangdong (province).

Wǒ jiějie zài Zhōngguó.
我姐姐在中国。
My elder sister is in China.

2. To tell the location of an action, or where an action is carried out, follow this pattern:

S + 在 + PW + V + O

Examples:

Tā bàba zài jiā chī fàn.
他爸爸在家吃饭。
His father eats meals at home.

Wǒ zài jiā kànshū.
我在家看书。
I study at home.

The word 在 (zài) is usually used together with a noun to indicate the location of a person or object. When a 在 phrase (i.e., 在 + place word) appears before an action verb, it indicates the location of an action, or where an action is carried out.

在 can have many meanings in English, such as “in,” “at,” “on,” “under,” “in front of,” “behind,” etc. Therefore, to determine the exact meaning of 在 in a sentence, one should examine the context carefully.

1. To signify the location of a person or an object, follow this pattern:

Affirmative sentence S + 在 + PW

Examples:

Wǒ de lǎojiā zài Guǎngdōng.
我的老家在廣東。
My hometown is in Guangdong (province).

Wǒ jiějie zài Zhōngguó.
我姐姐在中國。
My elder sister is in China.

2. To tell the location of an action, or where an action is carried out, follow this pattern:

S + 在 + PW + V + O

Examples:

Tā bàba zài jiā chī fàn.
他爸爸在家吃飯。
His father eats meals at home.

Wǒ zài jiā kànshū.
我在家看書。
I study at home.

Note: In these examples, the prepositional phrases of place 在家 must appear before the action verbs 吃 and 看. It's incorrect to say 他爸爸吃饭在家 or 我看书在家.

Negative sentence

Sentence structure: S + 不/没 + 在 + PW (+ V + O)

Examples:

Gāo lǎoshī bù zài jiā.

高老师不在家。

Professor Gao is not at home.

Tā bù zài dàxué xuéxí Zhōngwén.

他不在大学学习中文。

He doesn't study Chinese at the college.

Tā bàba bù zài shāngxuéyuàn gōngzuò.

他爸爸不在商学院工作。

His father doesn't work at the business school.

Qùnián tā méi zài wǒ jiā xuéxí Zhōngwén.

去年他没在我家学习中文。

He didn't study Chinese in my house last year.

Interrogative sentence

Sentence structure: S + 在 + PW (+ V + O) + 吗

Examples:

Nǐ mèimei zài zhè jiā Zhōngguó cānguǎn ma?

你妹妹在这家中国餐馆吗？

Is your younger sister in this Chinese restaurant?

Tā zài Běijīng gōngzuò ma?

他在北京工作吗？

Does he work in Beijing?

Note: In these examples, the prepositional phrases of place 在家 must appear before the action verbs 吃 and 看. It's incorrect to say 他爸爸吃飯在家 or 我看書在家.

Negative sentence

Sentence structure: S + 不/沒 + 在 + PW (+ V + O)

Examples:

Gāo lǎoshī bù zài jiā.

高老師不在家。

Professor Gao is not at home.

Tā bù zài dàxué xuéxí Zhōngwén.

他不在大學學習中文。

He doesn't study Chinese at the college.

Tā bàba bù zài shāngxuéyuàn gōngzuò.

他爸爸不在商學院工作。

His father doesn't work at the business school.

Qùnián tā méi zài wǒ jiā xuéxí Zhōngwén.

去年他沒在我家學習中文。

He didn't study Chinese in my house last year.

Interrogative sentence

Sentence structure: S + 在 + PW (+ V + O) + 嗎

Examples:

Nǐ mèimei zài zhè jiā Zhōngguó cānguǎn ma?

你妹妹在這家中國餐館嗎？

Is your younger sister in this Chinese restaurant?

Tā zài Běijīng gōngzuò ma?

他在北京工作嗎？

Does he work in Beijing?

Nǐmen zài xuéxiào kànshū ma?
你们在学校看书吗?
Do you study (read books) at school?

Tā zài jiā chī Měiguó fàn ma?
他在家吃美国饭吗?
Does he eat American food at home?

有 **Versus** 在

The word 有 can also be used to indicate existence, which denotes that there is something or somebody at a certain place, whereas 在 indicates that the thing or person in question is located somewhere. Usually in a 有 sentence, the noun is indefinite, while in a 在 sentence, the noun is definite.

Sentence structure:	PW + 有 + N (indefinite)
Or:	N (definite) + 在 + PW

Examples:

Cānguǎn lǐ yǒu rén.
餐馆里有人。
There are people in the restaurant.

Tā bàba, māma zài jiā.
她爸爸、妈妈在家。
Her father and mother are at home.

Shāngxuéyuàn lǐ yǒu diànnǎo.
商学院里有计算机。
There are computers in the business school.

Wǒ mèimei zài Běijīng
我妹妹在北京。
My younger sister is in Beijing.

Nǐmen zài xuéxiào kànshū ma?
你們在學校看書嗎？
Do you study (read books) at school?

Tā zài jiā chī Měiguó fàn ma?
他在家吃美國飯嗎？
Does he eat American food at home?

有 **Versus** 在

The word 有 can also be used to indicate existence, which denotes that there is something or somebody at a certain place, whereas 在 indicates that the thing or person in question is located somewhere. Usually in a 有 sentence, the noun is indefinite, while in a 在 sentence, the noun is definite.

Sentence structure:	PW + 有 + N (indefinite)
Or:	N (definite) + 在 + PW

Examples:

Cānguǎn lǐ yǒu rén.
餐館里有人。
There are people in the restaurant.

Tā bàba, māma zài jiā.
她爸爸、媽媽在家。
Her father and mother are at home.

Shāngxuéyuàn lǐ yǒu diànnǎo.
商學院里有電腦。
There are computers in the business school.

Wǒ mèimei zài Běijīng
我妹妹在北京。
My younger sister is in Beijing.

► V. Ordinal Numbers (See Textbook I, Lesson 2)

Selected example from the textbook:

我是第三代移民。(Lesson 2)

Ordinal numbers are made by adding the word 第 (dì) before a cardinal number.

Examples:

dì qī gè xuésheng
第七个学生
the seventh student

dì wǔ zhāng zhǐ
第五张纸
the fifth sheet of paper

Dì sān gè rén de Zhōngwén shuō de hěn liúli.
第三个人的中文说得很流利。
The third person speaks Chinese very fluently.

Dì yī wèi lǎoshī xìng Huáng.
第一位老师姓黄。
The first teacher's last name is Huang.

Jīntiān wǒmen yào xué dì sān kè.
今天我们要学第三课。
Today we are going to study Lesson 3.

Note: 第三课 (dì sān kè) is different from 三课 (sān kè). The former means “Lesson 3,” while the latter means “three lessons (or three chapters).”

► VI. Questions with 好吗 or 对不对 (See Textbook I, Lesson 3)

Selected example from the textbook:

去酒吧玩儿，好吗？(Lesson 3)

► V. Ordinal Numbers

(See Textbook I, Lesson 2)

Selected example from the textbook:

我是第三代移民。(Lesson 2)

Ordinal numbers are made by adding the word 第 (dì) before a cardinal number.

Examples:

dì qī gè xuésheng

第七個學生

the seventh student

dì wǔ zhāng zhǐ

第五張紙

the fifth sheet of paper

Dì sān gè rén de Zhōngwén shuō de hěn liúli.

第三個人的中文說得很流利。

The third person speaks Chinese very fluently.

Dì yī wèi lǎoshī xìng Huáng.

第一位老師姓黃。

The first teacher's last name is Huang.

Jīntiān wǒmen yào xué dì sān kè.

今天我們要學第三課。

Today we are going to study Lesson 3.

Note: 第三課 (dì sān kè) is different from 三課 (sān kè). The former means “Lesson 3,” while the latter means “three lessons (or three chapters).”

► VI. Questions with 好嗎 or 對不對

(See Textbook I, Lesson 3)

Selected example from the textbook:

去酒吧玩兒，好嗎？(Lesson 3)

Both 好吗 (hǎo ma, is it all right? how about?) and 对不对 (duì bù duì, is that correct? is it right?) can be placed at the end of a sentence to form a question. In a 好吗 question, the questioner asks the listener's opinion about what the questioner has suggested. In a 对不对 question, the questioner wants to confirm with the listener whether the information the questioner has provided is true.

Note that a comma is usually needed before 好吗 and 对不对. In addition to 对不对, one can also use 对吗. Please note that 好吗 and 对不对 can never be put at the beginning of a sentence.

Examples:

Question: Wǒmen chī Zhōngguó fàn, hǎo ma?

我们吃中国饭，好吗？

Let's eat Chinese food, is that all right?

(Incorrect: 好吗，我们吃中国饭？)

Answers: Hǎo, wǒmen chī Zhōngguó fàn.

好，我们吃中国饭。

All right, let's eat Chinese food.

Bù hǎo, wǒmen bù chī Zhōngguó fàn.

不好，我们不吃中国饭。

No, let's not eat Chinese food.

Question: Nǐ gēge zài Niǔyuē, duì bù duì?

你哥哥在纽约，对不对 (or 你哥哥在纽约，对吗)？

Your elder brother is in New York, is that correct?

(Incorrect: 对不对，你哥哥在纽约？)

Answers: Duì, wǒ gēge zài Niǔyuē.

对，我哥哥在纽约。

Correct, my elder brother is in New York.

Bù duì, wǒ gēge bù zài Niǔyuē.

不对，我哥哥不在纽约。

No, my elder brother is not in New York.

Both 好嗎 (hǎo ma, is it all right? how about?) and 對不對 (duì bù duì, is that correct? is it right?) can be placed at the end of a sentence to form a question. In a 好嗎 question, the questioner asks the listener's opinion about what the questioner has suggested. In a 對不對 question, the questioner wants to confirm with the listener whether the information the questioner has provided is true.

Note that a comma is usually needed before 好嗎 and 對不對. In addition to 對不對, one can also use 對嗎. Please note that 好嗎 and 對不對 can never be put at the beginning of a sentence.

Examples:

Question: Wǒmen chī Zhōngguó fàn, hǎo ma?

我們吃中國飯，好嗎？

Let's eat Chinese food, is that all right?

(Incorrect: 好嗎，我們吃中國飯？)

Answers: Hǎo, wǒmen chī Zhōngguó fàn.

好，我們吃中國飯。

All right, let's eat Chinese food.

Bù hǎo, wǒmen bù chī Zhōngguó fàn.

不好，我們不吃中國飯。

No, let's not eat Chinese food.

Question: Nǐ gēge zài Niǔyuē, duì bù duì?

你哥哥在紐約，對不對(or 你哥哥在紐約，對嗎)？

Your elder brother is in New York, is that correct?

(Incorrect: 對不對，你哥哥在紐約？)

Answers: Duì, wǒ gēge zài Niǔyuē.

對，我哥哥在紐約。

Correct, my elder brother is in New York.

Bù duì, wǒ gēge bù zài Niǔyuē.

不對，我哥哥不在紐約。

No, my elder brother is not in New York.

▶ 练习 Exercises

.....

I. Change the following questions into "A-not-A" questions.

Example: 你学中文吗? → 你学不学中文?

1. 王小年是第三代移民吗?
2. 你有兄弟姐妹吗?
3. 你吃饭了吗?
4. 你妹妹学会计学吗?
5. 你朋友有中文名字吗?

II. Translate the following phrases into Chinese.

1. fluent Chinese
2. very good computer
3. American teacher
4. Chinese students
5. your father
6. my friend's computer

III. Rearrange the following phrases to make correct sentences.

1. 都/你们/想家/不/我们/呢
2. 可是/他/北京/不/老家/的/在/说/他/中文
3. 饭/去/跟/你/他们/中国/餐馆/吗/吃
4. 人/都/华裔/二/三/人/个/第/个/和/第/是
5. 妹妹/你/跟/英文/你/不/都/学院/在/学

IV. Correct the errors, if there are any, in the following sentences.

1. 我都学习中文和英文。
2. 你的老乡帮助你在学校吗?
3. 美国留学生不在餐厅吃饭。
4. 七个人叫高大新。
5. 我朋友家有四张人。

▶ 練習 Exercises

.....

I. Change the following questions into "A-not-A" questions.

Example: 你學中文嗎? → 你學不學中文?

1. 王小年是第三代移民嗎?
2. 你有兄弟姐妹嗎?
3. 你吃飯了嗎?
4. 你妹妹學會計學嗎?
5. 你朋友有中文名字嗎?

II. Translate the following phrases into Chinese.

1. fluent Chinese
2. very good computer
3. American teacher
4. Chinese students
5. your father
6. my friend's computer

III. Rearrange the following phrases to make correct sentences.

1. 都/你們/想家/不/我們/呢
2. 可是/他/北京/不/老家/的/在/說/他/中文
3. 飯/去/跟/你/他們/中國/餐館/嗎/吃
4. 人/都/華裔/二/三/人/個/第/個/和/第/是
5. 妹妹/你/跟/英文/你/不/都/學院/在/學

IV. Correct the errors, if there are any, in the following sentences.

1. 我都學習中文和英文。
2. 你的老鄉幫助你在學校嗎?
3. 美國留學生不在餐廳吃飯。
4. 七個人叫高大新。
5. 我朋友家有四張人。

6. 这位大学很好。
7. 他和他弟弟不都是医生。
8. 她姐姐有中国朋友，对不对吗？

V. Translate the following phrases into Chinese, and then make up sentences of your own using each of the phrases.

1. the first foreign student
2. the second university
3. the third-generation immigrant
4. the tenth computer
5. the fifth professor
6. the second doctor

VI. Read the following passage and answer the questions.

张开是一个华裔学生。他的英文说得很流利，可是他的中文说得不好，因为(yīnwèi, because) 他是在美国生、美国长的。张开的爷爷、奶奶在北京，他们都是医生。张开的爸爸、妈妈都在美国，他们不都是大学教授。

今年(jīnnián, this year) 张开要去北京，因为在北京他可以去大学跟老师学习中文，也可以请他的爷爷、奶奶帮助他学习中文。

1. Does Zhang Kai speak Chinese well? Why or why not?
2. Where are Zhang Kai's grandfather and grandmother?
3. Are both Zhang Kai's father and his mother college professors?
4. Is Zhang Kai going to Beijing this year? Why or why not?
5. Do Zhang Kai's grandparents know Chinese?

VII. Choose the right words to fill in the blanks, and then read the conversation aloud with a partner.

1. 对不对 2. 有没有 3. 很好 4. 吗 5. 好吗 6. 都 7. 不 8. 在

A: 你_____中文名字?

B: 我有，我叫张学文。

A: 这个名字_____。

B: 你和你的朋友_____有中文名字_____?

6. 這位大學很好。
7. 他和他弟弟不都是醫生。
8. 她姐姐有中國朋友，對不對嗎？

V. Translate the following phrases into Chinese, and then make up sentences of your own using each of the phrases.

1. the first foreign student
2. the second university
3. the third-generation immigrant
4. the tenth computer
5. the fifth professor
6. the second doctor

VI. Read the following passage and answer the questions.

張開是一個華裔學生。他的英文說得很流利，可是他的中文說得不好，因為(yīnwèi, because) 他是在美國生、美國長的。張開的爺爺、奶奶在北京，他們都是醫生。張開的爸爸、媽媽都在美國，他們不都是大學教授。

今年(jīnnián, this year) 張開要去北京，因為在北京他可以去大學跟老師學習中文，也可以請他的爺爺、奶奶幫助他學習中文。

1. Does Zhang Kai speak Chinese well? Why or why not?
2. Where are Zhang Kai's grandfather and grandmother?
3. Are both Zhang Kai's father and his mother college professors?
4. Is Zhang Kai going to Beijing this year? Why or why not?
5. Do Zhang Kai's grandparents know Chinese?

VII. Choose the right words to fill in the blanks, and then read the conversation aloud with a partner.

1. 對不對 2. 有沒有 3. 很好 4. 嗎 5. 好嗎 6. 都 7. 不 8. 在

A: 你_____中文名字?

B: 我有，我叫張學文。

A: 這個名字_____。

B: 你和你的朋友_____有中文名字_____?

A: 我们_____都有, 我有, 他没有。

B: 你的朋友_____哪儿?

A: 他在大学。

B: 大学里有很多留学生, _____?

A: 对。

B: 我们去看你的朋友, _____?

A: 好。

SAMPLE

A: 我們_____都有，我有，他沒有。

B: 你的朋友_____哪兒？

A: 他在大學。

B: 大學里有很多留學生，_____？

A: 對。

B: 我們去看你的朋友，_____？

A: 好。

SAMPLE

练习答案

Key to Exercises

.....

▶ 第二课 Lesson 2

I. Change the following questions into "A-not-A" questions.

1. 王小年是不是第三代移民?
2. 你有没有兄弟姐妹?
3. 你吃饭没吃饭?
4. 你妹妹学不学会计学?
5. 你朋友有没有中文名字?

II. Translate the following phrases into Chinese.

1. 流利的中文
2. 很好的电脑
3. 美国老师
4. 中国学生们
5. 你爸爸
6. 我朋友的电脑

III. Rearrange the following phrases to make correct sentences.

1. 我们都不想家 (or 我们不都想家), 你们呢?
2. 他的老家在北京, 可是他不讲中文。
3. 他们跟你 (or 你跟他们) 去中国餐馆吃饭吗?
4. 第二个人和第三个人都是华裔。
5. 和你妹妹都不在学院学英文 (or 你和你妹妹不都在学院学英文)。

IV. Correct the errors, if there are any, in the following sentences.

1. 我们都学习中文和英文。
2. 你的老乡在学校帮助你吗?
3. Correct
4. 第七个人叫高大新。
5. 我朋友家有四口人。
6. 这个大学很好。
7. Correct
8. 她姐姐有中国朋友, 对不对?

練習答案

Key to Exercises

▶ 第二課 Lesson 2

I. Change the following questions into “A-not-A” questions.

1. 王小年是不是第三代移民?
2. 你有沒有兄弟姐妹?
3. 你吃飯沒吃飯?
4. 你妹妹學不學會計學?
5. 你朋友有沒有中文名字?

II. Translate the following phrases into Chinese.

1. 流利的中文
2. 很好的電腦
3. 美國老師
4. 中國學生們
5. 你爸爸
6. 我朋友的電腦

III. Rearrange the following phrases to make correct sentences.

1. 我們都不想家 (or 我們不都想家)，你們呢？
2. 他的老家在北京，可是他不說中文。
3. 他們跟你 (or 你跟他們) 去中國餐館吃飯嗎？
4. 第二個人和第三個人都是華裔。
5. 和你妹妹都不在學院學英文 (or 你和你妹妹不都在學院學英文)。

IV. Correct the errors, if there are any, in the following sentences.

1. 我們都學習中文和英文。
2. 你的老鄉在學校幫助你嗎？
3. Correct
4. 第七個人叫高大新。
5. 我朋友家有四口人。
6. 這個大學很好。
7. Correct
8. 她姐姐有中國朋友，對不對？

V. Translate the following phrases into Chinese, and then make up sentences of your own using each of the phrases.

- | | | |
|----------------------|----------|----------|
| 1. 第一个留学生 | 2. 第二个大学 | 3. 第三代移民 |
| 4. 第十个(or 台, tái) 电脑 | 5. 第五位教授 | 6. 第二个医生 |

VI. Read the following passage and answer the questions.

- Does Zhang Kai speak Chinese well? Why or why not?
No, he does not speak Chinese well because he was born and raised in the United States.
- Where are Zhang Kai's grandfather and grandmother?
They are in Beijing.
- Are both Zhang Kai's father and his mother college professors?
No, they are not both college professors.
- Is Zhang Kai going to Beijing this year? Why or why not?
Yes, he is going to Beijing this year, because he wants to go to a college to learn Chinese with professors there, and he would like to ask his grandparents to help him study Chinese.
- Do Zhang Kai's grandparents know Chinese?
Yes, they know Chinese.

VII. Choose the right words to fill in the blanks, and then read the conversation aloud with a partner.

- | | | | | | |
|--------|-------|------|------|------|------|
| 1. 有没有 | 2. 很好 | 3. 都 | 4. 吗 | 5. 不 | 6. 在 |
| 7. 对不对 | 8. 好吗 | | | | |

V. Translate the following phrases into Chinese, and then make up sentences of your own using each of the phrases.

- | | | |
|-----------------------|----------|----------|
| 1. 第一個留學生 | 2. 第二個大學 | 3. 第三代移民 |
| 4. 第十個 (or 台, tái) 電腦 | 5. 第五位教授 | 6. 第二個醫生 |

VI. Read the following passage and answer the questions.

- Does Zhang Kai speak Chinese well? Why or why not?
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- Where are Zhang Kai's grandfather and grandmother?
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Yes, he is going to Beijing this year, because he wants to go to a college to learn Chinese with professors there, and he would like to ask his grandparents to help him study Chinese.
- Do Zhang Kai's grandparents know Chinese?
Yes, they know Chinese.

VII. Choose the right words to fill in the blanks, and then read the conversation aloud with a partner.

- | | | | | | |
|--------|-------|------|------|------|------|
| 1. 有沒有 | 2. 很好 | 3. 都 | 4. 嗎 | 5. 不 | 6. 在 |
| 7. 對不對 | 8. 好嗎 | | | | |