

In this lesson, you will be able to learn what to do when you don't understand what another person has said. You will also learn how to make suggestions, how to accept or decline suggestions, and how to make comments. This lesson also provides a review of the pronunciation and tones covered so far.

第六课 Lesson 6 (复习 Review)

Wǒmen qù yóuyóǒng, hǎo ma
我们 去 游泳, 好 吗

一. 课文

Text

【评论】 Making
comments

(一)

Wáng Xiǎoyún: Lín Nà, zuótiān de jīngjù zěnmeyàng? ①

王 小云: 林 娜, 昨天 的 京剧 怎么样?

Lín Nà: Hěn yǒu yìsi. Jīntiān tiānqì hěn hǎo, wǒmen qù
林 娜: 很 有 意思。今天 天气 很 好, 我们 去

yóuyóǒng, hǎo ma? ②

游泳, 好 吗?

【建议】 Making
suggestions

Wáng Xiǎoyún: Tài hǎo le! Shénme shíhou qù? ③

王 小云: 太 好 了! 什 么 时 候 去?

Lín Nà: Xiànzài qù, kěyǐ ma? ④

林 娜: 现 在 去, 可 以 吗?

Wáng Xiǎoyún: Kěyǐ.

王 小云: 可 以。



生词 New Words

| | | | |
|--------------|-----|-----|----------------|
| 1. qù | V | 去 | to go |
| 2. yóuyóǒng | VO | 游泳 | to swim |
| 3. zuótiān | N | 昨天 | yesterday |
| 4. jīngjù | N | 京剧 | Beijing opera |
| 5. zěnmeyàng | QPr | 怎么样 | how is it? |
| 6. yǒu yìsi | IE | 有意思 | interesting |
| 7. jīntiān | N | 今天 | today |
| tiān | N | 天 | day |
| 8. tiānqì | N | 天气 | weather |
| 9. tài | Adv | 太 | too; extremely |
| * 10. shénme | QPr | 什么 | what |
| 11. shíhou | N | 时候 | time; moment |
| 12. xiànzài | N | 现在 | now |

(二)

Dīng Lìbō: Yáng lǎoshī, míngtiān nín yǒu shíjiān ma? ⑤

丁 力波: 杨 老师, 明天 您 有 时间 吗?

Yáng lǎoshī: Duìbuqǐ, qǐng zài shuō yí biàn. ⑥

杨 老师: 对不起, 请 再 说 一 遍。

Dīng Lìbō: Míngtiān nín yǒu shíjiān ma?

丁 力波: 明天 您 有 时间 吗?

Wǒmen qù dǎ qiú, hǎo ma?

我们 去 打球, 好 吗?

Yáng lǎoshī: Hěn bàoqiàn, míngtiān wǒ

杨 老师: 很 抱歉, 明天 我

hěn máng, kǒngpà bù xíng. ⑦

很 忙, 恐怕 不 行。

Xièxie nǐmen.

谢谢 你们。

【请求重复】 Asking
someone to repeat
something



【婉拒】 Refusing
or declining politely

生词 New Words

| | | | |
|--------------|-----|----|-----------------------------|
| 1. míngtiān | N | 明天 | tomorrow |
| 2. yǒu | V | 有 | to have |
| 3. shíjiān | N | 时间 | time |
| 4. shuō | V | 说 | to say; to speak |
| 5. biàn | M | 遍 | number of times (of action) |
| 6. dǎ qiú | V O | 打球 | to play ball |
| dǎ | V | 打 | to play |
| qiú | N | 球 | ball |
| 7. bàoqiàn | V/A | 抱歉 | to feel sorry/sorry |
| * 8. máng | A | 忙 | busy |
| 9. kǒngpà | Adv | 恐怕 | to be afraid that; perhaps |
| 10. xíng | V | 行 | to be O.K. |
| * 11. xièxie | V | 谢谢 | to thank |
| 12. nǐmen | Pr | 你们 | you (pl.) |

二. 注释

Notes

① Zuótiān de jīngjù zěnmeyàng?

“How was yesterday’s Beijing opera? ”

“... zěnmeyàng? ” is an expression commonly used to ask for someone’s opinion.

Among the roughly 300 forms of opera in China, Beijing opera has enjoyed the greatest popularity and has the most extensive influence. As a unique art form representative of Chinese culture, it is loved by many people all over the world.

② Wǒmen qù yóuyǒng, hǎo ma?

“Shall we go swimming? ”

“..., hǎo ma? ” is a pattern used when making a suggestion.

③ Tài hǎo le! Shénme shíhòu qù?

“That’s great! When are we going? ”

“Tài hǎo le! (太好了!) ” is an expression used to show enthusiastic approval. It is also used to express happy agreement with a suggestion. You may also use “hǎo(好)” or “xíng(行)” as a response.

④ Xiànzài qù, kěyǐ ma?

“Is it O.K. to go right now? ”

“..., kěyǐ ma? ” is another expression used to make a suggestion. If you agree with a suggestion, you may say “kěyǐ(可以)” or “hǎo(好)”.

⑤ Míngtiān nín yǒu shíjiān ma?

“Do you have time tomorrow? ”

⑥ Qǐng zài shuō yí biàn.

“Pardon? Would you say it again? ”

This phrase is used when the speaker's words were not heard clearly and you would like him/her to repeat them.

⑦ Hěn bàoqiàn, míngtiān wǒ hěn máng, kǒngpà bù xíng.

“I'm sorry, but I'll be very busy tomorrow. I'm afraid I can't.”

“kǒngpà bù xíng” is a phrase to express a courteous refusal.

三. 语音复习

Pronunciation Review

1. 拼音 Spelling

| | | | |
|-------|-------|-----|------|
| zhī | chī | zī | cī |
| jū | qū | gū | kū |
| bēn | pēng | tān | dāng |
| zhōng | chōng | gān | kāng |
| zān | cāng | jīn | qīng |
| zhā | chā | zū | cū |
| gē | kē | jī | qī |

2. 四声 The four tones

| | | | | |
|------|------|------|------|----------|
| yōu | yóu | yǒu | yòu | |
| yōng | | yǒng | yòng | yóuyǒng |
| zuō | zuó | zuǒ | zuò | |
| tiān | tián | tiǎn | tiàn | zuótiān |
| jīn | | jǐn | jìn | jīntiān |
| | míng | mǐng | mìng | míngtiān |
| qī | qí | qǐ | qì | tiānqì |
| xiān | xián | xiǎn | xiàn | xiànzài |
| jīng | | jǐng | jìng | |
| jū | jú | jǔ | jù | jīngjù |
| bāo | báo | bǎo | bào | |
| qiān | qián | qiǎn | qiàn | bàoqiàn |
| kōng | | kǒng | kòng | kǒngpà |
| xīng | xíng | xǐng | xìng | bù xíng |

3. 辨音 Sound discrimination

| | | |
|---------------------|----------------------------|---------------------|
| jiǔ — xiǔ (nine) | sī — shī (private) | cùn — zùn (inch) |
| qì — jì (air) | duì — tuì (to exchange) | guǎn — juǎn |

4. 辨调 Tone discrimination

| | | |
|-------------------------|-----------------------|------------------------|
| wáng — wàng (to die) | kàn — kǎn (to see) | gōng — gòng (labor) |
| sān — sǎn (three) | shēn — shèn (body) | guāi — guǎi |

5. 声调组合 Combination of tones

| | | | | |
|------------------------------------|--------------------------------|------------------------------|---------------------------------------|--------------------------|
| “ ˊ ” + “ - ” | “ ˊ ” + “ ˋ ” | “ ˊ ” + “ ˊ ” | “ ˊ ” + “ ˋ ” | “ ˊ ” + “ ˊ ” |
| lǎoshī yǔyīn (pronunciation) | yǔyán dǎ qiú (to get up) | kěyǐ yǔfǎ (grammar) | kǒngpà qǐngwèn nǚshì (Madam) | jiějie zěnmē (how) |
| xiǎoshuō (novel) | qǐchuáng (to get up) | fǔdǎo (coach) | nǚshì (Madam) | yǐzi (chair) |
| “ ˋ ” + “ - ” | “ ˋ ” + “ ˋ ” | “ ˋ ” + “ ˊ ” | “ ˋ ” + “ ˋ ” | “ ˋ ” + “ ˊ ” |
| shàngbān (to go to work) | sì céng kèwén (text) | wàiyǔ diànyǐng (movie) | bàoqiàn huìhuà (conversation) | xièxie mèimeī |
| qìchē (car) | fùxí (review) | diànnǎo (computer) | Hànzì (Chinese character) | kèqì |
| lùyīn (sound recording) | | | | |

6. 双音节连读 Practice on disyllabic words

| | |
|------------------------------------|--------------------------|
| duànliàn (to do physical training) | chànggē (to sing a song) |
| chīfàn (to eat a meal) | tiàowǔ (to dance) |
| shàngkè (to have lessons) | xǐzǎo (to take a bath) |
| xiàkè (class is over) | shuìjiào (to sleep) |

7. 多音节连读 Practice on polysyllabic words

| | |
|---|------------------------------------|
| shuō Hànyǔ (to speak Chinese) | kàn lùxiàng (to watch video) |
| niàn shēngcí (to read the new words) | zuò liànxí (to do exercise) |
| xiě Hànzì (to write Chinese characters) | fānyì jùzi (to translate sentence) |
| tīng lùyīn (to listen to tape) | yòng diànnǎo (to use computer) |

8. 朗读下面的唐诗 Read the following poem aloud

Dēng Guàn Què Lóu
登 鹤 雀 楼
(Táng) Wáng Zhīhuàn
(唐) 王 之涣
Bái rì yī shān jìn,
白 日 依 山 尽,
Huáng Hé rù hǎi liú.
黄 河 入 海 流。
Yù qióng qiān lǐ mù,
欲 穷 千 里 目。
Gèng shàng yì céng lóu.
更 上 一 层 楼。

9. 朗读下列课堂用语 Read the following classroom expressions aloud

Qǐng kàn shū. (Please look at your books.)

Qǐng xiě Hànzì. (Please write the characters.)

Qǐng zài niàn yí biàn. (Please read it again.)

Wǒmen tīngxiě. (Let's do dictation.)

四. 会话练习

Conversation Practice

KEY SENTENCES

1. Zuótiān de jīngjù zěnmeyàng?
2. Jīntiān tiānqì hěn hǎo, wǒmen qù yóuyǒng, hǎo ma?
3. Tài hǎo le! Shénme shíhòu qù?
4. Xiànzài qù, kěyǐ ma?
5. Kěyǐ.
6. Míngtiān nín yǒu shíjiān ma?
7. Duìbuqǐ, qǐng zài shuō yí biàn.
8. Hěn bàojiàn, kǒngpà bù xíng.

(一) 【建议 Making suggestions】

看图会话 Make a dialogue based on the picture

(1) A: _____, hǎo ma?

B: Tài hǎo le! _____?

A: _____, kěyǐ ma?

B: _____.



(2) A: _____, hǎo ma?

B: Shénme shíhou qù?

A: _____, kěyǐ ma?

B: Duìbuqǐ, _____, _____.

A: Méi guānxi.



(Use the word “tiàowǔ” which means “to dance”).

(二) 【请求重复 Asking someone to repeat something】

看图会话 Make a dialogue based on the picture

A: _____?

B: Duìbuqǐ, _____.

A: _____?



(三) 【评论 Making comments】

看图会话 Make a dialogue based on the picture

(1) A: Qǐngwèn, zhè shì shénme?

B: Zhè shì wǔshù. Wǔshù zěnmeyàng?

A: _____.

(2) A: Zhè shì shénme?

B: Zhè shì xióngmāo.

A: Xióngmāo zěnmeyàng?

B: _____.



(四) 模仿下面的会话进行练习 **Imitate the following dialogues**

(1) A: Nín hǎo!

B: Nín hǎo!

A: Qǐngwèn, nín guìxìng?

B: Wǒ xìng Lǐ, jiào Lǐ Mǎlì. Qǐngwèn, nín xìng shénme?

A: Wǒ xìng Sòng, jiào Sòng Huá. Nín shì nǎ guó rén?

B: Wǒ shì Měiguó rén, shì Běijīng Dàxué (university) de xuésheng.

A: Rènshi nín hěn gāoxìng.

B: Rènshi nín, wǒ yě hěn gāoxìng.



(2) A: Lìbō, nǐ hǎo ma?

B: Wǒ hěn hǎo. Sòng Huá, nǐ ne?

A: Wǒ hěn máng. Nǐ wàipó hǎo ma?

B: Xièxie, tā hěn hǎo. Nǐ bàba, māma dōu hǎo ma?

A: Tāmen dōu hěn hǎo. Mǎlì, zhè shì wǒ péngyou, Dīng Lìbō.

B: Nǐ hǎo.

A: Zhè shì Mǎlì.

C: Nǐ hǎo. Wǒ jiào Mǎlì, shì Běijīng Dàxué de xuésheng. Wǒ xuéxí Hànyǔ. Qǐngwèn, nǐ shì Měiguó rén ma?

B: Bú shì, wǒ shì Jiānádà rén.



(3) A: Tā shì shéi?

B: Tā shì wǒmen lǎoshī.

A: Tā shì Zhōngguó rén ma?

B: Tā shì Zhōngguó rén. Tā xìng Chén.

A: Nà shì shéi?

B: Tā jiào Lù Yǔpíng.

A: Tā yě shì lǎoshī ma?

B: Tā bú shì lǎoshī. Tā shì jìzhě.



(4) A: Xiānsheng, qǐngwèn, bàngōngshì zài nǎr?

B: Zài wǔ céng.

A: Chén lǎoshī zài ma?

B: Shéi? Duìbuqǐ, qǐng zài shuō yí biàn.

A: Chén Fāngfāng lǎoshī zài ma?

B: Tā zài.

A: Xièxie.

B: Bú xiè.



(5) A: Kěyǐ jìnlai ma?

B: Wáng xiānsheng, nín hǎo. Qǐng jìn,
qǐng zuò.

A: Duìbuqǐ, wǒ lái wǎn le.

B: Méi guānxi. Nín yào kāfēi ma?

A: Wǒ bú yào. Xièxie. Míngtiān wǒmen qù kàn jīngjù, hǎo ma?

B: Duìbuqǐ, míngtiān wǒ hěn máng, kǒngpà bù xíng.



(五) 听述 Listen and repeat

我没听清楚,请再说一遍。

对不起,明天我没有时间,恐怕不行。

五. 语音

Phonetics

1. “一”的变调 Tone sandhi of “一”

Normally “一” is pronounced in the first tone when it stands by itself, at the end of a word, phrase or sentence, or is used as an ordinal number. However, “一” is pronounced in the fourth tone when it precedes a first tone, second tone, or third tone syllable. It is read in the second tone when it precedes a fourth tone.

| | | | | | | |
|------|--|---------------|------|--|----------|-------------------------|
| yī + | $\left\{ \begin{array}{c} - \\ \checkmark \\ \vee \end{array} \right.$ | \rightarrow | yì + | $\left\{ \begin{array}{c} - \\ \checkmark \\ \vee \end{array} \right.$ | example: | yì bēi (one cup) |
| | | | | | | yì píng (one bottle) |
| | | | | | | yì běn (one copy) |
| yī + | ` | \rightarrow | yí + | ` | example: | yí biàn (one time/once) |

2. 普通话声母韵母拼合总表 Table of Combinations of Initials and Finals in Common Speech

There are more than 400 meaningful syllables in the common speech of modern Chinese. If we add the four tones to these, we can distinguish more than 1,200 syllables. The syllables covered from Lesson 1 to Lesson 6 are shown in the table on the next page.

六. 语法

Grammar

动词谓语句 Sentences with a verbal predicate

The main part of the predicate in a sentence with a verbal predicate is a verb. The object usually follows the verb. One of its negative forms is made by placing the adverb “不” before the verb.

| Subject | Predicate | | | |
|---------------|----------------|----------------|----------------|-----------|
| | Adv | V | O | 吗? ma? |
| 你 Nǐ | | 要 yào | 咖啡 kāfēi | 吗? ma? |
| 我们 Wǒmen | 都 dōu | 学习 xuéxí | 汉语。 Hànyǔ. | |
| 餐厅 Cāntīng | | 在 zài | 哪儿? nǎr? | |
| 我 Wǒ | 不 bù | 知道。 zhīdao. | | |
| 我 Wǒ | | 姓 xìng | 陆。 Lù. | |
| 她 Tā | | 叫 jiào | 林娜。 Lín Nà. | |
| 您 Nín | 明天 míngtiān | 有 yǒu | 时间 shíjiān | 吗? ma? |

1. 汉字复合笔画(2) Combined character strokes (2)

| Stroke | Name | Example | Way to Write |
|--------|---------------|---------|---|
| ㄚ | shùzhé | 山 | The vertical stroke with a horizontal turn to the right, is written like the second stroke in “山”. |
| ㄣ | shùtí | 以 | The vertical stroke with an upward turn to the right, is written like the first stroke in “以”. |
| ㄥ | shùzhézhéngōu | 马 | The vertical stroke with a horizontal turn to the right, and then a downward turn and a hook, is written like the second stroke in “马”. |
| 乙 | héngzhéwāngōu | 九 | The horizontal stroke with a vertical turn, and then a horizontal turn to the right and an upward hook, is written like the second stroke in “九”. |
| ㄥ | piězhé | 么 | The downward stroke to the left, and then a horizontal turn to the right, is written like the second stroke in “么”. |
| ㄥ | piědiǎn | 女 | The downward stroke to the left and then an extended dot to the right, is written like the first stroke in “女”. |

2. 笔画组合 Combination of strokes

The relationship between strokes in a Chinese character can be essential to its meaning. There are three ways to combine strokes in a character:

- (1) Adjacent (not attached) like “八”, “儿”, “二”, “小”;
- (2) Crossing like “十”, “大”, “九”, “夫”;
- (3) Connecting like “厂”, “丁”, “人”, “山”, “天”.

3. 认写基本汉字 Learn and write basic Chinese characters

(1) 九 丿 九
jiǔ nine 2 strokes



(2) 乚 乚 乚
sī private 2 strokes

(3) 寸 一 寸 寸
cùn a unit of inch 3 strokes



(4) 工 一 丿 工
gōng labour 3 strokes



(5) 亡 丶 亠 亡
wáng to die 3 strokes

(6) 三 一 二 三
sān three 3 strokes



(7) 气(氣) 丿 勹 勹 气
qì air 4 strokes



(8) 立 丶 亠 亠 立
lì to stand 5 strokes



(9) 身 丶 亻 自 自 身 身
shēn body 7 strokes



Note: On the left side or in the middle of a character, “身” is written as “身”.

(10) 兑 丶 丷 丷 兑 兑
duì to exchange 7 strokes

(9) 时间 shíjiān (時間)

间 → 门 + 日

(10) 说 shuō (說)

说 → 讠 + 兑

忄 (shùxīnpáng) 丶 丶 忄

3 strokes

(On the left side of a character, “心” is written as “忄”.)

(11) 忙 máng

忙 → 忄 + 亡

(12) 谢谢 xièxie (謝謝)

谢 → 讠 + 身 + 寸

文化知识

Cultural Notes

Beijing Opera

Beijing opera is a branch of traditional Chinese musical drama. It took shape in Beijing about 150 years ago and has been popular ever since. Beijing opera is a theatrical art synthesizing recitation, instrumental music, singing, dancing, acrobatics, and martial arts, and featuring symbolic motions and stage design. The highly formulaic and suggestive movements of the actors are accompanied by the rhythmic beats of gongs and drums, or the haunting melodies of traditional instruments. All contribute to its uniqueness as a performing art. Beijing opera is rooted deeply in Chinese culture and still appeals strongly to many Chinese.

The first six lessons of this textbook provide an overview of the phonetic system of the Chinese language, which consists of twenty-one initials, thirty-eight finals, and the four basic tones. There are only a little over 1,200 ways of combining initials and finals in Chinese. Now that you can use *pinyin*, you should be able to read any Chinese syllable correctly.

A major goal of language learning is to acquire the ability to communicate in that language. For this purpose, you have learned how to respond to a number of basic social situations. In addition, you have met with more than one hundred words and expressions, have learned forty key sentences and have studied twenty-two sentences of classroom Chinese.

So far, you have acquired sixty basic Chinese characters as well as more than fifty new vocabulary items formed from them. You have also learned some rules of stroke order for Chinese characters. This elementary vocabulary will be useful when you start to learn compound words and continue to build your vocabulary.