

STANDARD CHINESE
A MODULAR APPROACH

STUDENT WORKBOOK

MODULE 1: ORIENTATION
MODULE 2: BIOGRAPHIC INFORMATION

AUGUST 1979

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Roberta S. Barry and Thomas E. Madden

Example: (This example is limited to surnames.) The surnames Hū, Hú, Hǔ, and Hù are listed on the chalkboard. Speaker 1 has taken the card for Hǔ from the deck of surname cards.

S2: Nǐ xìng Hú ma?

S1: Wǒ bú xìng Hú.

S3: Nǐ xìng Hù ma?

S1: Wǒ bú xìng Hù.

S4: Nǐ xìng Hū ma?

S1: Wǒ bú xìng Hū.

S2: Nǐ xìng Hǔ.

S1: Wǒ xìng Hǔ.

Practice Points: Xìng, jiào, and ma. Also, the Pronunciation and Romanization Module through Tape 4 (or through Tape 5 if you have studied P&R 5).

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 Beijing and Taipei.

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. Dellinger 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.

Writers for the first half of the materials were John H. T. Harvey, Lucille A. Barale, and Roberta S. Barry, who worked in close cooperation with the planning council and with the Chinese staff of the Foreign Service Institute. Mr. Harvey developed the instructional formats of the comprehension and production self-study materials, and also designed the communication-based classroom activities and wrote the teacher's guides. Lucille A. Barale and Roberta S. Barry wrote the tape scripts and the student text. By 1978 Thomas E. Madden and Susan C. Pola had joined the staff. Led by Ms. Barale, they have worked as a team to produce the materials subsequent to Module 6.

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

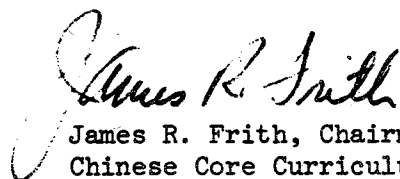
Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

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

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

Standard Chinese: A Modular Approach was field-tested with the cooperation of Brown University; the Defense Language Institute, Foreign Language Center; the Foreign Service Institute; the Language Learning Center; the United States Air Force Academy; the University of Illinois; and the University of Virginia.

Colonel Samuel L. Stapleton and Colonel Thomas G. Foster, Commandants of the Defense Language Institute, Foreign Language Center, authorized the DLIFLC support necessary for preparation of this edition of the course materials. This support included coordination, graphic arts, editing, typing, proofreading, printing, and materials necessary to carry out these tasks.


James R. Frith, Chairman
Chinese Core Curriculum Project Board

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MODULE 1: ORIENTATION

ABOUT COMMUNICATION GAMES

For the classroom activities called Communication Games, the word "communication" is clearly appropriate. You are communicating. That is, you are purposefully exchanging information.

The word "games," however, has the drawback of suggesting a lack of seriousness, except perhaps for seriousness in competition. Communication Games are not meant to be entertaining breaks in the work of language learning, or rewards for that work. They are, instead, meant to be the most serious language-learning work of all. In fact, the only element of the games that is not serious is the occasional competition which may occur.

Once the intent of the activity is understood, the word "games" turns out to be handy and apt. As in other games, you will find that situations, rules, and goals have been made up for the Communication Games. Also, as in other games, the Communication Games succeed in imitating reality in various ways.

While expecting Communication Games to be serious work, you may find them entertaining and rewarding after all. If you do, it will probably be because you are communicating.

You are learning Chinese to be able to communicate in Chinese. Language has other functions. People often talk with each other merely to avoid an awkward silence. They often talk right past each other, to let something out, or talk to themselves, to work something out. But the essential function of language is communication. You want to understand and be understood.

In this course the assumption is made that you learn by doing. You learn to communicate by communicating. A lot of study time and even some class time must be spent on preparing to use the language, but no amount of preparation can take the place of trying to use the language.

It is not enough, however, for the teacher to say "Let's talk." For one thing, you need something to talk about. The subject must be fairly definite if you are to be able to determine whether you have said what you wanted to say. Communication Games set up defined, limited situations to talk about.

For another thing, as a speaker you need to know something the listener does not know. Similarly, as a listener you should not have the information the speaker has. Otherwise, nothing that is said will really tell anybody anything, or have any real effect. You would lose the best evidence

that you have said what you meant to say or have understood what you were meant to understand. In Communication Games, therefore, the players are provided with different information so that they can exchange this information.

To communicate, you need purpose. You need reasons for choosing to say or ask specific things. Your intention gives significance to what happens as a result of what you say. In Communication Games you will be given goals, such as the solution of a puzzle. Different ways to achieve the goals will occur to you as your knowledge of the situation changes and indeed as the situation changes.

The Communication Games in this course make rather different demands on you than most classroom language-learning activities. You may find yourself groping for the right words and for the right way to put them together, or groping for the right meaning. But when you work these problems out for yourself, you are really learning the language. You are doing exactly what you will have to do when you speak Chinese on your own later on--but somewhat more slowly and consciously, as is generally the case when beginning something new.

In other words, in Communication Games you are given opportunities to make mistakes. Without such opportunities, you have no chance to try out your understanding of how the language works.

The time for help from the teacher is after you have said something. After you put a sentence together, partly consciously and partly unconsciously, you are particularly sensitive to what it contains. You know what words you selected, what grammar you applied, what pronunciation you attempted, and what meaning you intended. A correction is likely to meet a recognized need, or at least to click neatly into place. Saying the sentence once or twice after the instructor says it will pull things together for you. Often you will find that you do not need specific help but can pick up hints from the conversation--again, partly consciously and partly unconsciously.

Obviously, you will "play" these Communication Games in Chinese. You should be able to say everything in Chinese, even to ask what an expression means or how to say something. Whatever you say in English is likely to tip your hand, to give away just enough of what you are trying to say to invalidate your attempt to say it in Chinese. (Nonverbal shortcuts can also ruin a game.)

At times, a word or two in English between you and the teacher may straighten out a problem, but these instances will be few. Fight that occasional temptation to lapse into English, particularly when commenting on a game or on your performance. By far the best policy is to swear off English for the duration.

UNIT 1 COMMUNICATION GAME

INSTRUCTIONS:

Type: Fact-Gathering

Situation: You meet three people and exchange names.

Goal: To ask and find out the names of other people and to tell them your name.

Number of Players: Groups of four students or fewer.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.)

For the first round of the game, each male player assumes the man's name which is written on his work sheet. Female players assume women's names. For a second round, each male player assumes the woman's name written on his work sheet, and female players assume men's names. This arrangement will allow maximum practice in pronouncing different names.

Procedure: For these conversations, you should use the "mingling" approach (as you would mingle at a party); that is, mix freely with the other players in your group to exchange information (no fixed order).

Write down the names you learn in the empty boxes on your work sheet, using the correct Hànyǔ Pīnyīn romanization, including tone marks.

Example: You are Speaker 1 (S1). You are talking with your first partner (S2):

S1: Nǐ shì shéi?

S2: Wǒ shì Mǎ Mínglǐ. Nǐ xīng shénme?

S1: Wǒ xīng Fāng. Wǒ shì Fāng Bǎolán.

Additional Note: If you don't catch a name, ask again, as many times as necessary. You may also use the polite request Qǐng nǐ zài shuō yíci, "Please say it again" (from the first tape of the resource module on Classroom Expressions). Qǐng nǐ is actually pronounced qǐng nǐ.

Practice Points: Everything in Unit 1. Also, the Pronunciation and Romanization Module through Tape 2.

SAMPLE WORK SHEETS:

Full Name

a	(Mr.)	
	(Ms.)	
b	(Mr.)	Mǎ Mínglǐ
	(Ms.)	Fāng Bǎolán
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

Full Name

a	(Mr.)	Huá Fānghǔ
	(Ms.)	Lín Wénfēng
b	(Mr.)	
	(Ms.)	
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

Full Name

a	(Mr.)	
	(Ms.)	
b	(Mr.)	Lǐ Huánliàng
	(Ms.)	Lù Wǎnfēng
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

Full Name

a	(Mr.)	
	(Ms.)	
b	(Mr.)	
	(Ms.)	
c	(Mr.)	Hóng Yǒuwéi
	(Ms.)	Luò Hǎiyáo
d	(Mr.)	
	(Ms.)	

Full Name

a	(Mr.)	
	(Ms.)	
b	(Mr.)	
	(Ms.)	
c	(Mr.)	
	(Ms.)	
d	(Mr.)	Fàn Hèlóng
	(Ms.)	Máo Wànfāng

BLANK WORK SHEET:

Full Name

a	(Mr.)	
	(Ms.)	
b	(Mr.)	
	(Ms.)	
c	(Mr.)	
	(Ms.)	
d	(Mr.)	
	(Ms.)	

UNIT 2 COMMUNICATION GAME

INSTRUCTIONS:

Type: Guessing

Situation: You are one of four people with similar-sounding surnames and similar-sounding given names. You know all the names involved but have to guess which name belongs to which person.

Goal: To guess people's surnames and given names.

Number of Players: Groups of four students or fewer.

Materials: One deck of cards with surnames written on them and another deck with given names. (There are enough names and cards for one group of players to play several rounds.)

Setting up: First, your teacher will write on the chalkboard a list of the surnames and given names to be used in the game.

Then, one player is selected to be the first person questioned, and he picks a surname card and a given-name card.

Procedure: For these conversations, you should use the "questioning by turns" approach; that is, each player takes a turn at being questioned by all the other players.

After the player to be questioned has selected his surname card and given-name card, the other players should then take turns trying to guess his surname and given name from the names on the chalkboard. Use ma questions to guess his surname, unless there is only one possibility left, in which case the more appropriate choice is a simple statement of what his surname is.

When the players have guessed the first person's name, a surname card and a given-name card are given to another player, who is then questioned. Continue until each player has been questioned.

When you are questioning a player, do not follow the order in which the names are listed on the chalkboard. Instead, skip around. If you follow a recognizable order, everybody will know which name you are trying to pronounce. The purpose of the game, which is to be understood when pronouncing Chinese names, would thus be defeated.

Example: (This example is limited to surnames.) The surnames Hú and Hù are listed on the chalkboard. Speaker 1 has taken the card from the deck of surname cards.

S2: Nǐ xìng Hú ma?

S1: Wǒ bú xìng Hú.

S3: Nǐ xìng Hù ma?

S1: Wǒ bú xìng Hù.

S4: Nǐ xìng Hū ma?

S1: Wǒ bú xìng Hū.

S2: Nǐ xìng Hǔ.

S1: Wǒ xìng Hǔ.

Practice Points: Xìng, jiào, and ma. Also, the Pronunciation and Romanization Module through Tape 4 (or through Tape 5 if you have studied P&R 5).

CARDS--GIVEN NAMES

Zhīyīng

Zhìyīng

Zhīyīng

Zhǐyīng

Bào yī

Bào yì

Bào yí

Bào yǐ

Qí lóng

Chí lóng

Xí lóng

Shí lóng

CARDS--SURNAMES

Zāng	Cāng	Chāng	Sāng
Zhāng	Chāng	Jiāng	Qiāng
Sī	Sū	Shī	Yī

ABOUT THE C-2 AND P-2 TAPES

The C-2 and P-2 tapes are designed to give you as many benefits of communication practice as possible in self-study materials. The idea of communication with a tape instead of a partner contradicts itself, of course. The tape has no need to know or to tell. It has none of the flexibility of a human speaker. But practice with these tapes is the closest you can come to communication practice outside the classroom and outside real life.

Some of the situations for the exercises are not like situations you will deal with in real life. The exercise situations are not intended to be realistic in this sense but are intended to make the exercises more concrete.* In the exercises, the amount of concentrated practice with constructions and vocabulary items during a few minutes of conversation might equal your exposure to these expressions over a period of days or weeks during a trip to China. For this reason you might find yourself, for example, playing the role of a hotel manager or clerk, dealing with dozens of guests, rather than more realistically acting as a guest.

Approach the communication tapes as you approached the Communication Games: expect to be challenged; expect to work out how to say specific things to fit the facts and requirements of a situation; and expect to learn from correction and repetition after having made your best stab at an answer. Don't be concerned about making mistakes. You are very likely to make mistakes at the beginning of an exercise, when you are getting the feel of it. Sometimes, you may still be making mistakes at the end of an exercise, in which case you might profit from another run-through.

The communication tapes contain enough material in enough variety to merit repeated use, either for initial learning or for review. Remember that these tapes are intended not as tests you should pass hardily or as assignments you must complete but rather as opportunities for you to learn from the rough-and-tumble of the language in use.

Despite the authors' best efforts, instructions may not afford immediate understanding of an activity, particularly if you have not already completed a similar activity in the classroom. After studying the instructions carefully, you may still find that you need to go through the first few items in an exercise before you understand fully what you are supposed to do. Examples in the instructions are usually the first items in the taped exercises.

*This comment applies as well to many of the classroom communication activities.

There are many appropriate answers to most questions in these exercises, and the tape can provide only one correct response. Often the answer provided will be a fuller response than would be given in everyday conversation, on the principle that a fuller answer will imply the correct shorter answer and will be more worthwhile to repeat. At the same time, the answer will always be as direct as possible, never including more than is actually asked for.

You must use your own judgment in deciding whether your answer was acceptable. If you recognize that the suggested answer given on tape is what you intended to say and if you are reasonably sure that your way of saying it is just as good, note that the answer could be said two ways. If you can see where you went wrong, note that. If you are not sure about your answer, the best thing you can do is copy down the question and your answer and consult either the text or your instructor. Don't let it bother you if a few problems remain unresolved.

Some additional vocabulary items are introduced on the communication tapes for most units and are used for the drill tapes and in class. There are just enough of these items to allow you to exploit the sentence types you are learning and to explore the situation topics you are covering. The items are included in the instructions for the C-2 and F-2 exercises and may also be found in the text Target Lists, Reference Lists, and Vocabularies for the units. Some items are also in Resource Modules.

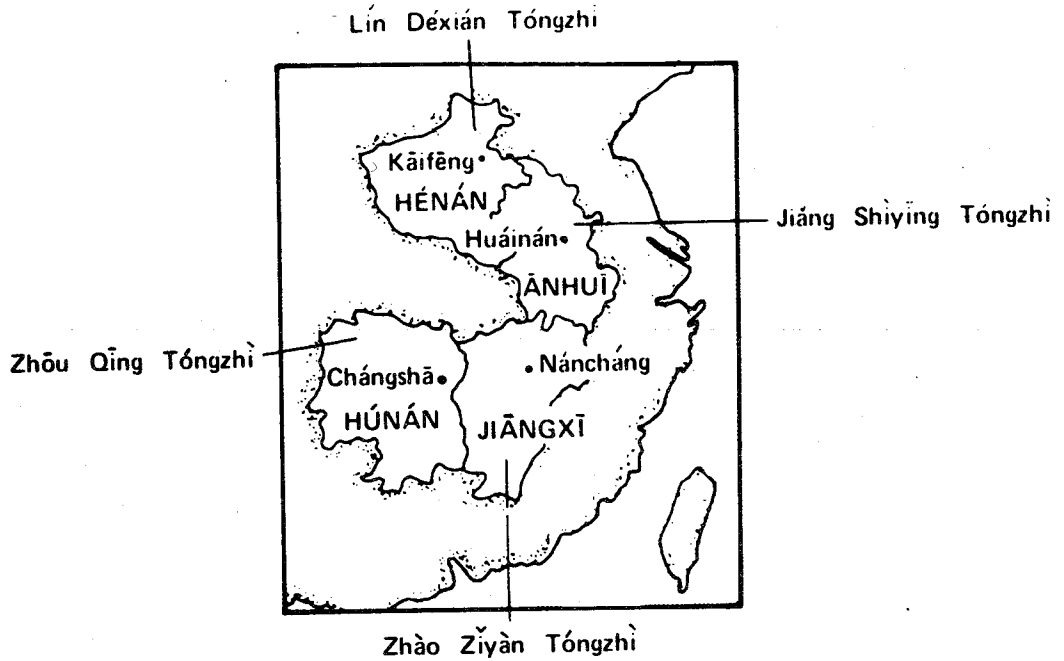
A few comprehension exercises contain sentences that are over your head. These over-the-head items are included to give you practice in picking out the sentences you understand from a stream of Chinese speech. You are not meant to try to learn these sentences.

UNIT 3 C-2 WORKBOOK

EXERCISE 1

Display I is a map of part of China showing the birthplaces of the four people named in the margins. Exercise 1 is a series of yes/no questions about these four people. After listening to each question, consult the map and answer the question "yes" or "no" by putting a check mark in front of the appropriate response. If the pause on tape before the speaker answers a question is not long enough, stop the tape.

DISPLAY I



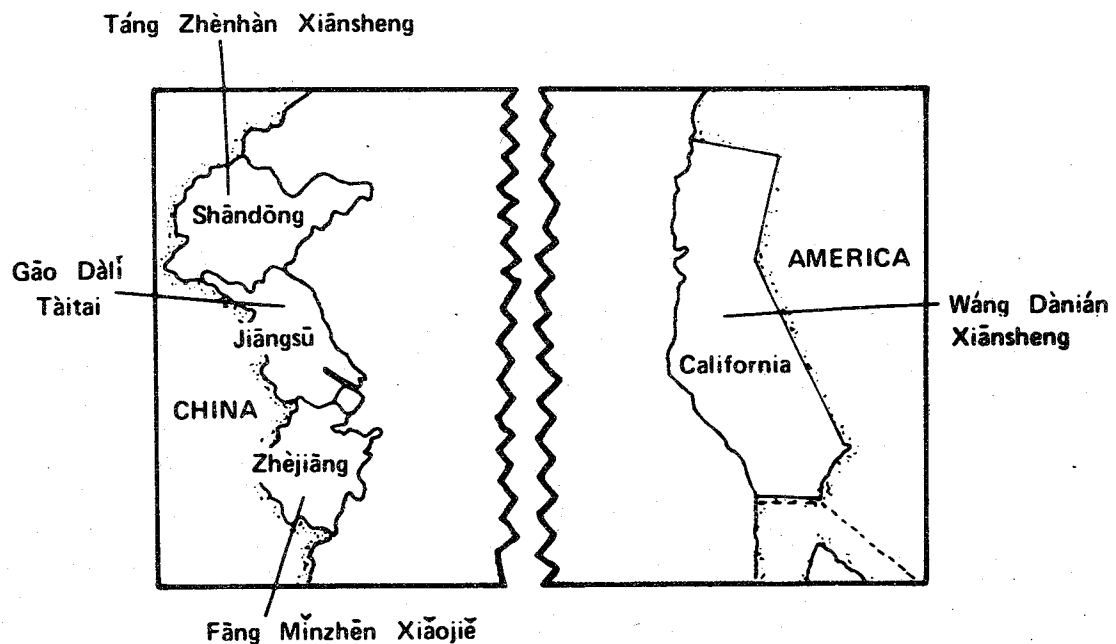
- | | | | |
|------------|--------|-------------|--------|
| 1. () Yes | () No | 7. () Yes | () No |
| 2. () Yes | () No | 8. () Yes | () No |
| 3. () Yes | () No | 9. () Yes | () No |
| 4. () Yes | () No | 10. () Yes | () No |
| 5. () Yes | () No | 11. () Yes | () No |
| 6. () Yes | () No | 12. () Yes | () No |

EXERCISE 2

Display II is a map indicating the names and birthplaces of four people now living in Taipei. Exercise 2 is a series of questions about the people. After listening to each question-word question, put a check mark in front of the response that gives the information requested. After each yes/no question, check "yes" or "no." There is a pause on tape before the speaker answers each question.

(Notice that all the "yes" and "no" answers start out with shì and bú shì.)

DISPLAY II



- | | | | | |
|-----|-------------------|--------------|---------|--------|
| 1. | () Californian | () American | () Yes | () No |
| 2. | () Californian | () American | () Yes | () No |
| 3. | () from Jiāngsū | () Chinese | () Yes | () No |
| 4. | () from Zhèjiāng | () Chinese | () Yes | () No |
| 5. | () from Shāndōng | () Chinese | () Yes | () No |
| 6. | () from Zhèjiāng | () Chinese | () Yes | () No |
| 7. | () Californian | () American | () Yes | () No |
| 8. | () from Jiāngsū | () Chinese | () Yes | () No |
| 9. | () from Zhèjiāng | () Chinese | () Yes | () No |
| 10. | () from Shāndōng | () Chinese | () Yes | () No |
| 11. | () from Shāndōng | () Chinese | () Yes | () No |
| 12. | () from Jiāngsū | () Chinese | () Yes | () No |

EXERCISE 3

In this exercise you will work on your comprehension of questions which ask who different people are and what their names are. For each item, a speaker will ask a question about the person whose name is written in this workbook after the item number. All the information you need to answer each question is in the underlined full name and title. Put a check mark in front of the answer that gives the information requested.

Example from the Tape:

S1: Tā shì shéi?

(pause on tape to allow you to mark your answer)

S2: Tā shì Lín Déxián Tóngzhì.

Example from the Workbook:

1. Lín Déxián Tóngzhì

Lín Déxián Tóngzhì () Lín () Déxián () Yes () No

1. Lín Déxián Tóngzhì

() Lín Déxián Tóngzhì () Lín () Déxián () Yes () No

2. Jiǎng Shìyǐng Tóngzhì

() Jiǎng Shìyǐng Tóngzhì () Jiǎng () Shìyǐng () Yes () No

3. Zhào Zīyàn Tóngzhì

() Zhào Zīyàn Tóngzhì () Zhào () Zīyàn () Yes () No

4. Zhōu Qīng Tóngzhì

() Zhōu Qīng Tóngzhì () Zhōu () Qīng () Yes () No

5. Táng Zhèn hàn Xiānsheng

() Táng Zhèn hàn Xiānsheng () Táng () Zhèn hàn () Yes () No

6. Gāo Dàlǐ Tàitai

() Gāo Dàlǐ Tàitai () Gāo () Dàlǐ () Yes () No

7. Fāng Mǐnzhēn Xiǎojiě

() Fāng Mǐnzhēn Xiǎojiě () Fāng () Mǐnzhēn () Yes () No

8. Wáng Dànián Xiānsheng
() Wáng Dànián Xiānsheng () Wáng () Dànián () Yes () No
9. Lín Déxián Tóngzhì
() Lín Déxián Tóngzhì () Lín () Déxián () Yes () No
10. Jiǎng Shìyīng Tóngzhì
() Jiǎng Shìyīng Tóngzhì () Jiǎng () Shìyīng () Yes () No
11. Zhào Zīyàn Tóngzhì
() Zhào Zīyàn Tóngzhì () Zhào () Zīyàn () Yes () No
12. Zhōu Qīng Tóngzhì
() Zhōu Qīng Tóngzhì () Zhōu () Qīng () Yes () No
13. Táng Zhènhan Xiānsheng
() Táng Zhènhan Xiānsheng () Táng () Zhènhan () Yes () No
14. Gāo Dàlǐ Tàitai
() Gāo Dàlǐ Tàitai () Gāo () Dàlǐ () Yes () No
15. Fāng Mǐnzhēn Xiǎojiě
() Fāng Mǐnzhēn Xiǎojiě () Fāng () Mǐnzhēn () Yes () No
16. Wáng Dànián Xiānsheng
() Wáng Dànián Xiānsheng () Wáng () Dànián () Yes () No

EXERCISE 4

For each item in this exercise, a speaker will introduce himself. Indicate by a check mark which of the two romanized names is the one he gave. Then the speaker will tell you which one is and which one is not the one he gave. For example, if the speaker says

Wǒ shì Wáng Dànián

