

STANDARD CHINESE

A MODULAR APPROACH

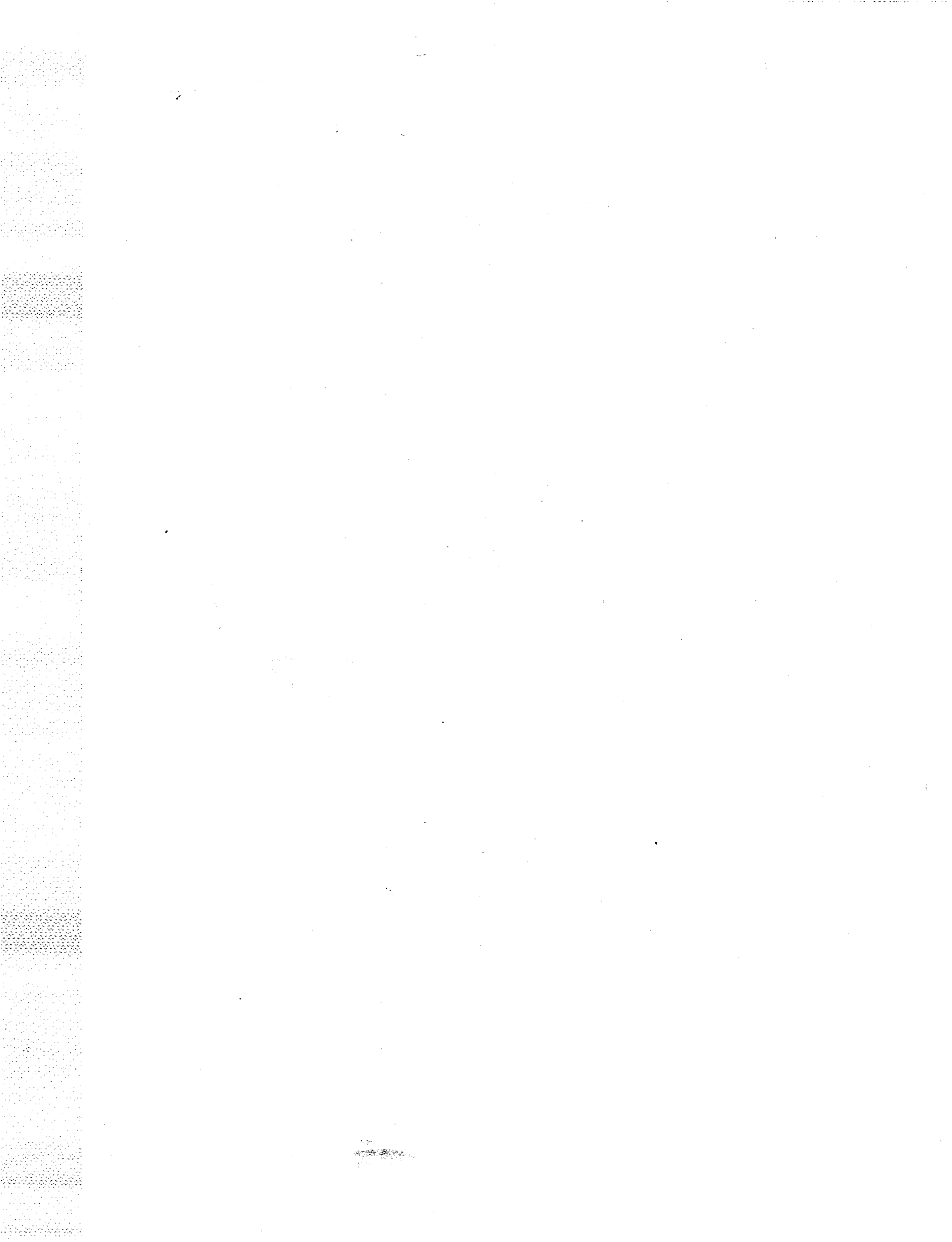
STUDENT WORKBOOK

MODULE 3: MONEY

MODULE 4: DIRECTIONS

August 1979

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Roberta S. Barry, and Thomas E. Madden**



PREFACE

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

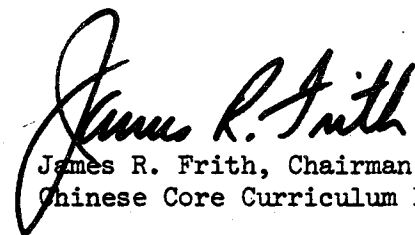
Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

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 3: MONEY

UNIT 1 C-2 WORKBOOK

EXERCISE 1

This is a review dialogue similar to dialogues at the end of C-1 tapes. You will test your understanding of vocabulary items and grammar introduced in this unit.

In this conversation, Mr. Jacobsen is making some purchases at a newsstand in Taipei. You will hear the conversation twice. Then each sentence in the dialogue will be followed by a pause during which you are to say the English equivalent. After each pause, the speaker will give an acceptable English translation for comparison.

EXERCISE 2

In this exercise you will work on your comprehension of amounts of money and prices per unit. Zhāng Sān has 100 Taiwan dollars to spend in the bookstore. You will hear his conversation with the clerk three times. As you listen the first two times, jot down on the chart below prices of items he wants to buy, and answer the first question under the chart. As you listen to the dialogue for the third time, answer the second and third questions.

Here are two titles you will need for this exercise:

Zhōngguó Wénxué Shǐ (History of Chinese Literature)
Táiwān Wéntán (Taiwan Literary Magazine)

ITEM	PRICE
<u>History of Chinese Literature</u>	_____
<u>Taiwan Literary Magazine</u>	_____
<u>History of England</u>	_____
map of England	_____

QUESTIONS

1. Did Mr. Zhāng have enough money for everything he wanted to buy?
() Yes () No

2. Which item did Mr. Zhāng decide not to buy?

- History of Chinese Literature
- Taiwan Literary Magazine
- History of England
- map of England

3. How much money did Mr. Zhāng have left out of his 100 Taiwan dollars?

EXERCISE 3

In this exercise you will work on your comprehension of counters to indicate amounts. You will hear three conversations. The first and third take place at newsstands, and the second in a bookstore.

After listening to the series of conversations for the second time, answer the question below. Then listen to the conversations again.

QUESTION

1. Which two people bought the same number of items?
- No. 1 and No. 2
 - No. 2 and No. 3
 - No. 1 and No. 3

EXERCISE 4

This exercise will give you more practice listening for prices. Lewis Ross, an American student in Taipei, is browsing through a bookstore. You will hear his conversation with the clerk three times. After listening to the dialogue for the second time, answer the questions below. Then listen to the conversation again.

QUESTIONS

1. Did the clerk get the total right? Yes No
2. What is the correct total? _____

UNIT 1 P-2 WORKBOOK

EXERCISE 1

This exercise gives you practice in finding out whether an item is sold, finding out the price per unit, and completing the purchase.

Display I lists the items you want to buy at a newsstand on eight different occasions. For each item, first ask if it is sold there. If the news vendor says that it is, ask the price per copy. When he tells you the price, say that you will buy one copy, and tell him how much you are giving him--the exact change.

Example

YOU ASK: Nǐmen zhèlǐ mài Zhōngwén bào bu mai? [Repeat confirmation.]

TAPE: Wǒmen mài. Jiù zài nǎlǐ.

YOU ASK: Zhège Zhōngwén bào duōshao qián yí fèn? [Repeat confirmation.]

TAPE: Sānkuài qián yí fèn.

YOU SAY: Hǎo. Wǒ mǎi yí fèn. Zhè shì sānkuài qián. [Repeat confirmation.]

The underlined sentence in the last line of the example is "Here's three dollars" (literally, "This is three dollars").

Here are the new vocabulary items you will need for this exercise:

Hàn-Yīng zìdiǎn (Chinese-English dictionary)

Yīng-Hàn zìdiǎn (English-Chinese dictionary)

DISPLAY I You want to buy

1. a Chinese(-language) newspaper
2. a Chinese magazine
3. a map of Taipei
4. a Chinese-English dictionary
5. an American magazine
6. an English(-language) newspaper
7. a map of Taiwan
8. an English-Chinese dictionary

EXERCISE 2

This exercise gives you practice in talking about buying and selling various amounts of things. You will answer questions about how many books students bought and sold at the beginning of last semester.

Display II shows the names of various students and the number of books each student bought and sold at the university bookstore. Use this information to answer the questions. (Notice that all the students have finished buying and selling their books.)

Example

Q: Lín Yǒngpíng mǎile jǐběn shū?

A: Tā mǎile liǎngběn shū. [Repeat confirmation.]

Q: Zhào Défēn mǎile jǐběn shū?

A: Tā mǎile qīběn shū. [Repeat confirmation.]

DISPLAY II

	STUDENT	BOOKS BOUGHT	BOOKS SOLD
1.	Lín Yǒngpíng	6	2
2.	Zhào Défēn	7	3
3.	Yáng Huīrán	6	4
4.	Chén Guōquán	5	3
5.	Sòng Zìqiáng	4	2
6.	Jiǎng Bīngyíng	5	1
7.	Mǎ Zhīyuǎn	7	0
8.	Zhōu Déxián	4	5
9.	Sīmǎ Chéng	6	3
10.	Fāng Wǎnrú	5	2

EXERCISE 3

This exercise involves buying and selling books, but this time you must pay attention to whether or not the students have completed their purchases and sales. Display III shows the purchases and sales students have made as of the day before classes. Use this information to answer the questions on tape. (Not all students have finished buying and selling all their books.)

When giving your answer, you will need to choose between a single le and double le construction. As you remember from the BIO Module, the double le construction is used to talk about actions started in the past and still going on, as in Wǒ lái le liǎngge xīngqī le, "I have been here two weeks." In this exercise you will be talking not about duration of time but rather about amounts of goods, as in Wǒ mǎi le liǎngběn shū le, "I have bought two books (so far)."

Example

Q: Lín Yǒngpíng mǎi le jīběn xīn shū le?

A: Tā yǐjīng mǎi le wǔběn xīn shū le. [Repeat confirmation.]

Q: Tā mǎi le jīběn jiù shū?

A: Tā mǎi le liǎngběn jiù shū. [Repeat confirmation.]

Q: Zhào Défēn mǎi le jīběn jiù shū le?

A: Tā yǐjīng mǎi le yīběn jiù shū le. [Repeat confirmation.]

Here are the additional vocabulary items you will need for this exercise:

xīn (new)

jiù (old)

DISPLAY III

STUDENT	BOOKS BOUGHT (<u>xīn shū</u>)	BOOK SOLD (<u>jiù shū</u>)
1. Lín Yǒngpíng	5 out of 6	2 out of 2
2. Zhào Défēn	4 out of 7	1 out of 3
3. Yǎng Huǐrán	6 out of 6	3 out of 4
4. Chén Guóquán	3 out of 5	3 out of 3
5. Sòng Zìqiáng	4 out of 4	1 out of 2
6. Jiǎng Bīngyíng	3 out of 5	1 out of 1
7. Mǎ Zhīyuǎn	7 out of 7	2 out of 3
8. Zhōu Déxián	3 out of 4	5 out of 5
9. Sīmǎ Chéng	5 out of 6	3 out of 3
10. Fāng Wǎnrú	5 out of 5	1 out of 1

UNIT 1 COMMUNICATION GAME A

INSTRUCTIONS:

Type: Book Exchange

Situation: You are one of four second-year students at a college in Taiwan. It is the start of the school year, and each student wants to sell the books he has left over from last year and wants to buy the books he needs for this year.

All students at this college take the same eight courses during the first two years, four each year, but may take the courses in either year. There is one textbook for each course. You therefore have four textbooks you want to sell, and you want to buy the four textbooks you do not have.

There are two set prices for each secondhand textbook, one price for copies in good condition and one for copies in bad condition. Some students can afford and insist on the good copies, and some can only afford and must settle for the bad copies.

Goal: To sell the four textbooks you have at the set prices and to buy the four textbooks you need at prices you can afford.

Number of Players: Four in a group.

Setting up: First, your teacher will list the eight courses on the chalkboard.

Then, each player is dealt four cards, which represent the four textbooks he has. Each card gives the name of the course and the sale price for the textbook. (See Cards--Textbook, on the following pages.)

Also, each player is dealt a card which reads either "HIGH" (can afford high prices) or "LOW" (has to shop for low prices), indicating what prices he can afford.

Each player then compares the four textbooks he has with the eight listed on the chalkboard to determine what four he needs to buy. He writes a shopping list of the books he needs to buy.

Procedure: Mingle with the other players, shopping around to find who has the textbooks you need and what the high and low prices are. (You may find it more efficient to shop for one textbook at a time.) Then make your purchases.

MON Workbook, Unit 1

Example: You are Speaker 1 (S1). You need to buy a cheap copy of the textbook for the economics course (nèiběn jīngjìxué, "that volume [on] economics").

S1: Nǐ yǒu nàběn jīngjìxué meiyǒu?

S2: Yǒu.

S1: Nǐ mǎi bu mǎi? [S2 may have just bought it for himself.]

S2: Mǎi.

S1: Duōshǎo qián?

S2: Bāshíkuài qián.

S1: Xièxie. Wǒ xiǎngyixiǎng. ("I'll think it over.")

S1: Nǐ yǒu nàběn jīngjìxué meiyǒu?

S3: Méiyǒu.

S1: Zài jiàn.

S1: Nǐ yǒu nàběn jīngjìxué meiyǒu?

S4: Yǒu.

S1: Nǐ mǎi bu mǎi?

S4: Mǎi.

S1: Duōshǎo qián?

S4: Jiǔshíkuài qián.

S1: Wǒ bù mǎi. Zài jiàn.

S1: Wǒ mǎi nàběn jīngjìxué. Zhè shì bāshíkuài qián.

S2: Hǎo.

Speaker 2 hands over the card. You take the card, keeping it separate from your "for sale" cards.

Additional Note: If the teacher asks for the total amount you have spent or made at a given point, you will need the word for "hundred," bǎi (NUM 5).

T: Nǐ mǎile jǐběn shū le?

S: Wǒ mǎile liǎngběn le.

T: Nàliǎngběn shū yíqǒng duōshǎo qián?

S: Yíqǒng yībǎiwǔshíkuài qián. (\$150)

As may be obvious, nàliǎngběn shū means "those two books."

Practice Points: Prices, buying and selling.

CARDS--TEXTBOOK

HIGH	LOW	HIGH	LOW
American History \$90	American History \$75	Chinese History \$85	Chinese History \$60
English Literature \$75	Chinese Literature \$65	English Literature \$55	Chinese Literature \$45

MON Workbook, Unit 1

Economics \$70	Political Science \$65	Political Science \$80	Economics \$95
Chemistry \$85	Chemistry \$75	Mathematics \$50	Mathematics \$70

UNIT 1 COMMUNICATION GAME B

INSTRUCTIONS:

Type: Shopping Lists

Situation: The setting is Taipei. You are one of several people who have made out shopping lists. You are interested in finding out who has the most ambitious spending plans.

Goal: To find the player who will be paying the highest total for his purchases.

Number of Players: Four or more in a group.

Materials: A deck of cards. Written on each card are the name of an item, specific quantity, and the unit price for the item. (See Cards--Shopping, on the following pages.)

Procedure: Each player is dealt a hand of three cards. Together, these make up his shopping list.

Mingle with the other players to exchange information. Ask each player for the items, quantities, and prices of his planned purchases, and work out the totals on your work sheet. (Do not ask players for the total cost of all their purchases.)

Example: You are Speaker 1, starting your conversation with Speaker 2.

S1: Nǐ xiǎng mǎi shénme?

S2: Wǒ xiǎng mǎi yí fèn Yǐngwén bào, liǎngběn Měiguó zázhi, yízhāng Táiwan dìtú.

S1: Yǐngwén bào duōshao qián yí fèn?

S2: Wūkuài qián.

When you have completed your survey, report to the teacher. If you found, for example, that S2's purchases will be more expensive than anyone else's, you will say

S1: Shi S2 Xiānsheng. ("It's S2 who is planning to spend the most.")

T: Yí gòng duōshao qián?

S1: Yí gòng yí bǎi èrshiwūkuài qián.

Practice Points: Items, amounts (with counters), prices.

MON Workbook, Unit 1

INFORMATION WORK SHEET:

Players' Names →				
Items to Buy ↓				
TOTALS →				

CARDS--SHOPPING

1 English-language newspaper at \$5	2 English-language newspapers at \$5 each	1 English-language newspaper at \$10	1 English-language newspaper at \$10
1 Chinese-language newspaper at \$3	3 Chinese-language newspapers at \$3 each	2 Chinese-language newspapers at \$5 each	1 Chinese-language newspaper at \$5
2 American magazines at \$20 each	1 American magazine at \$20	3 American magazines at \$30 each	2 American magazines at \$30 each

3 Chinese magazines at \$10 each	2 Chinese magazines at \$10 each	1 Chinese magazine at \$20	2 Chinese magazines at \$20 each
1 map of Taipei at \$25	3 maps of Taipei at \$25 each	2 maps of Taipei at \$50 each	4 maps of Taipei at \$50 each
1 Chinese-English dictionary at \$35	2 Chinese-English dictionaries at \$35 each	1 Chinese-English dictionary at \$95	3 Chinese-English dictionaries at \$95 each

<p>3 maps of Taiwan at \$40 each</p>	<p>4 maps of Taiwan at \$40 each</p>	<p>1 map of Taiwan at \$65</p>	<p>2 maps of Taiwan at \$65 each</p>
<p>1 English- Chinese dictionary at \$45</p>	<p>3 English- Chinese dictionaries at \$45 each</p>	<p>2 English- Chinese dictionaries at \$75 each</p>	<p>1 English- Chinese dictionary at \$75</p>

UNIT 2 C-2 WORKBOOK

EXERCISE 1

This review dialogue will test your understanding of vocabulary items and grammar introduced in this unit.

In this conversation, Mr. Whitten is making some purchases at a small shop near his hotel in Běijīng. You will hear the conversation twice. Then each sentence in the dialogue will be followed by a pause during which you are to translate. After each pause, the speaker will give an acceptable English equivalent for comparison.

EXERCISE 2

This exercise will give you practice in recognizing exact prices which include dimes and pennies, abbreviated prices, and prices with zero in the tens place. You will hear five conversations involving purchases. The series of dialogues will be repeated two times. As you listen, record on the chart below information about each purchase.

	ITEM	PRICE PER UNIT	TOTAL PRICE	GAVE TO CLERK	RECEIVED IN CHANGE
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____

UNIT 2 P-2 WORKBOOK

EXERCISE 1

In this exercise you will answer questions about quantities of items that have been bought and sold at "marketing and supply cooperatives" (government-owned stores): which store sold what and which person bought what.

Comrade Sūn and Comrade Jiǎng have made purchases in three cooperatives. (Display I shows these transactions.) Supply and Marketing Cooperative Number 1 sells pastries and apples. Supply and Marketing Cooperative Number 2 sells soda and beer. Supply and Marketing Cooperative Number 3 sells oranges and soap, among other things.

Example

TAPE: Dìyī Gōngxiǎo Hézuòshè mǎi xiǎo diǎnxīn bu mai?

YOU: Tāmen mǎi xiǎo diǎnxīn.

TAPE: Tāmen mǎi qìshuǐ bu mai?

YOU: Tāmen bú mǎi.

TAPE: Zài nǎr mǎi?

YOU: Zài Dìèr Gōngxiǎo Hézuòshè mǎi.

Here are the new vocabulary items you will need for this exercise:

píjiǔ (yīpíng píjiǔ)	(beer [a bottle of beer])
júzi (yījīn júzi)	(oranges [a catty of oranges])
fěizào (yíkuài fěizào)	(soap [one bar of soap])
gōngxiǎo hézuòshè	(supply and marketing cooperative)

DISPLAY I

COOPERATIVES (Gōngxiāo Hézuòshè)	CUSTOMERS	
	Comrade Sūn	Comrade Jiǎng
Supply and Marketing Cooperative No. 1 (Dìyī Gōngxiāo Hézuòshè)	2 catties of small pastries	1 catty of apples
Supply and Marketing Cooperative No. 2 (Dìèr Gōngxiāo Hézuòshè)	6 bottles of soda	4 bottles of beer
Supply and Marketing Cooperative No. 3 (Dìsān Gōngxiāo Hézuòshè)	3 catties of oranges	1 bar of soap

EXERCISE 2

In this exercise you will ask for various quantities of items and deal with prices in PRC currency: kuāi, máo, and fēn. Display II is a list of twelve purchases you are to make, on twelve separate occasions.

For each purchase, ask the shopkeeper for the quantity you want. She will respond with the unit price. In your pocket you have two \$10 bills, two \$1 bills, and two dimes of People's currency. Give the shopkeeper an amount of money which is closest to the purchase price. Tell her how much money you are giving her. She will tell you what your change, if any, will be.

Example

YOU: Qǐng nǐ gěi wǒ yīfēn Rénmín Rìbào. [Repeat confirmation.]

TAPE: Hǎo. Rénmín Rìbào wǔfēn qián yīfēn.

YOU: Gěi nǐ yīmáo qián. [Repeat confirmation.]

TAPE: Zhǎo nǐ wǔfēn qián.

DISPLAY II

(Remember that for each purchase you have two \$10 bills, two \$1 bills, and two dimes.)

1. 1 copy of The People's Daily (Rénmín Rìbào)
2. 1 copy of The People's Pictorial (Rénmín Huàbào)
3. 1 copy of a map of Běijīng
4. 1 copy of The New China Dictionary (Xīnhuá Zìdiǎn)
5. 2 copies of a map of China
6. 3 copies of the Guāngmíng Daily (Guāngmíng Rìbào)
7. 1 catty of small pastries
8. 12 bottles of soda
9. 4 catties of apples
10. 10 bottles of Qīngdǎo beer
11. 5 catties of oranges
12. 2 bars of soap

EXERCISE 3

In this exercise you will purchase two items at a time. Display III shows your shopping lists on six different occasions.

With each list, ask the shopkeeper for a certain quantity of the first item. She will note your request with Hǎo. Then say you also want so much of the second item. She will ask you if you want anything else. Reply that you do not. She will tell you the total cost of your purchases. Tell her how much money you are giving her, on the assumption that you have two \$10 bills, two \$1 bills, and two dimes and want to give her only enough to cover the purchases. She will tell you how much change she is giving you, if any.

Example

YOU: Qǐng ni gěi wǒ liǎngzhāng Zhōngguó dìtú. [Repeat confirmation.]

TAPE: Hǎo.

YOU: Wǒ hái yào yìběn Xīnhuá Zìdiǎn. [Repeat confirmation.]

TAPE: Hǎo. Nǐ hái yào shénme?

YOU: Wǒ bú yào shénme le. [Repeat confirmation.]

TAPE: Liǎngzhāng Zhōngguó dìtú wǔkuài qián, yìběn Xīnhuá Zìdiǎn yìkuài liǎngmáo wǔ. Yìgòng liùkuài liǎngmáo wǔ.

YOU: Gěi ni shíkuài qián. [Repeat confirmation.]

TAPE: Zhǎo ni sānkuài qīmáo wǔ.

DISPLAY III

(Remember you have two \$10 bills, two \$1 bills, and two dimes each time.)

1. 2 copies of a map of China AND
1 copy of The New China Dictionary (Xīnhuá Zìdiǎn)
2. 1 copy of The People's Daily (Rénmín Rìbào) AND
2 copies of the Guāngmíng Daily (Guāngmíng Rìbào)
3. 1 copy of a map of Běijīng AND
1 copy of The People's Pictorial (Rénmín Huàbào)
4. 1 catty of small pastries AND
12 bottles of soda
5. 4 catties of apples AND
10 bottles of Qīngdǎo beer
6. 5 catties of oranges AND
2 bars of soap

UNIT 2 COMMUNICATION GAME A

INSTRUCTIONS:

Type: Shopping Lists (This is the same as Communication Game B in Unit 1, except that it is set in Běijīng and involves the new material in this unit.)

MON Workbook, Unit 2

5 bottles of soda at ¥.15	3 bottles of soda at ¥.15	4 bottles of beer at ¥.48	8 bottles of beer at ¥.48
3 catties of small pastries at ¥.75	5 catties of small pastries at ¥.75	4 catties of large apples at ¥.45	1 catty of large apples at ¥.45
5 bars of soap at ¥.35	4 bars of soap at ¥.35	4 catties of small apples at ¥.40	2 catties of small apples at ¥.40

3 catties of oranges at ¥.38	2 catties of oranges at ¥.38	6 maps of Běijīng at ¥.50	3 maps of Běijīng at ¥.50
2 magazines at ¥.22	5 magazines at ¥.22	1 history book at ¥1.05	3 history books at ¥1.05
4 magazines at ¥1.00	7 magazines at ¥1.00	1 map of China at ¥1.55	6 maps of China at ¥1.55

