

STANDARD CHINESE

A MODULAR APPROACH

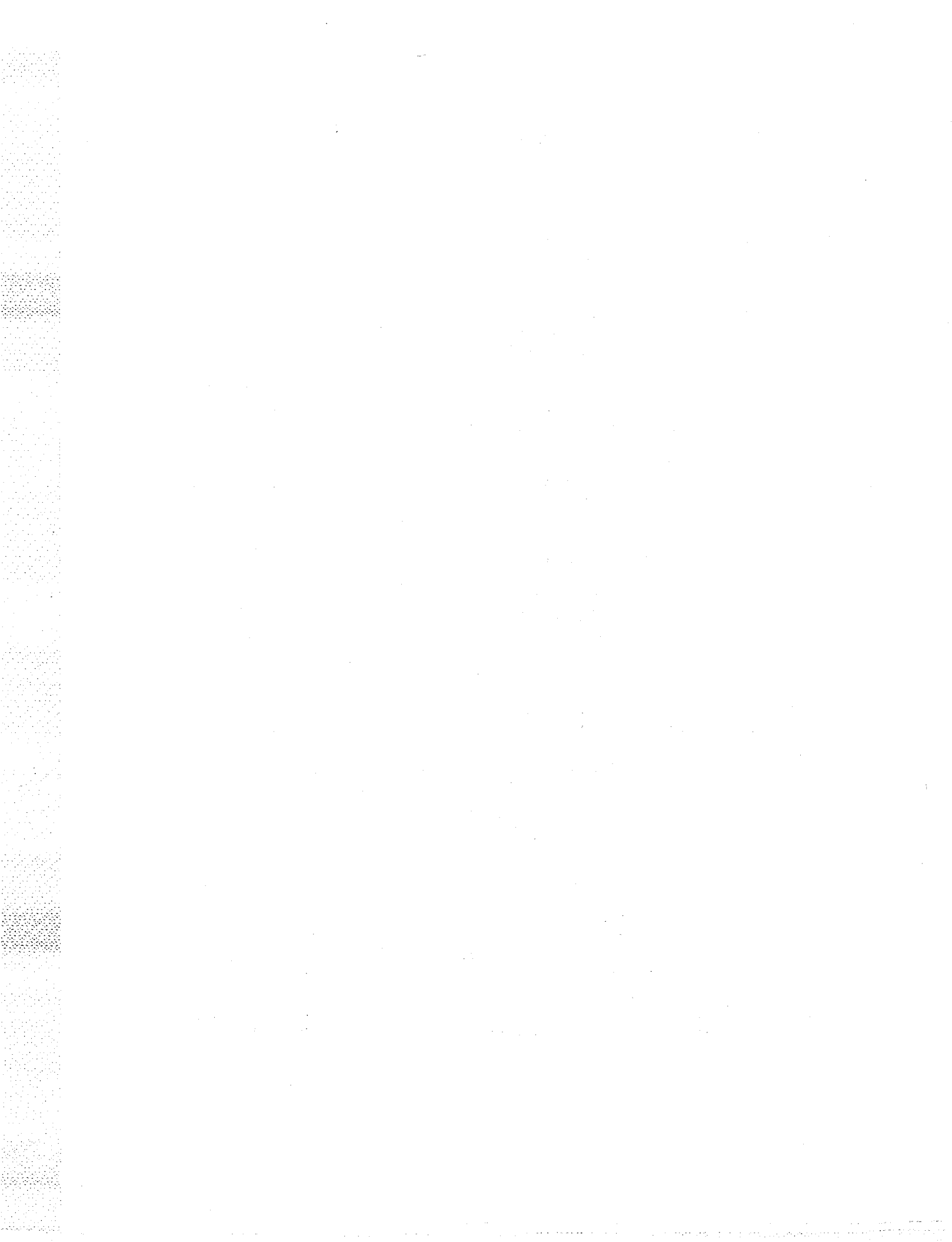
STUDENT WORKBOOK

MODULE 5: TRANSPORTATION

MODULE 6: ARRANGING A MEETING

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 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.

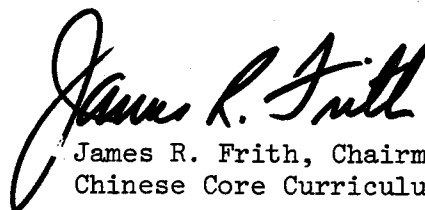
Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

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 5: TRANSPORTATION

UNIT 1 C-2 WORKBOOK

EXERCISE 1

The vocabulary in this exercise is useful for traveling by bus. There are two short conversations. The first conversation takes place between an American man and a Chinese woman at a bus stop in Běijīng. The second is between the American man and the ticket seller on a bus.

You will hear each conversation three times. The third time, each sentence will be followed by a pause. During each pause, translate into English. Then compare your version with the suggested translation given on tape.

Here are some expressions you will need for this exercise:

shāng bān; xià bān	(to go to work; to leave work)
liǎngsān	(two or three)
biéde shíhou	(other times)
Běihǎi Gōngyuán	[a famous park in Běijīng]
gàosu	[alternate pronunciation for <u>gàosong</u> , "to tell"]
zhǔnbèi	(to prepare, to get ready)

EXERCISE 2

This exercise will give you more practice with words used in bus travel. You will hear this conversation, between an American student and a Chinese student in Taipei, three times. After listening to it for the second time, answer the questions on the next page.

Here are some expressions you will need for this exercise:

shǎo	(to be few)
sījī	(driver of a hired vehicle)
huì	(will)
Wǒ bú tài qīngchu.	(I'm not too clear on that.)

QUESTIONS

1. How long has the American been in Taipei? _____
2. What is the American going to do today? _____
3. How many stores are there in Ximending? _____
() a few () not too many () quite a few () many
4. What bus is the American advised to take? _____
5. Where is he supposed to board the bus?
() at the outside door of the school
() at the gate outside the school
() outside the school entrance
6. How often does the bus run? _____

EXERCISE 3

This exercise will give you more practice with words used to discuss a trip. You will hear the conversation, between an American student and his Chinese friend in Taipei, three times. As you listen to it for the third time, answer the questions below.

Here are some expressions you will need for this exercise:

fàng jià	(to close for a holiday)
chuán	(ship, boat)
wèishénme	(why)
hǎowán	(to be fun [lit., "good for relaxing"])
Jílóng	[a city in Taiwan]
Gōnglùjú	(Bureau of Highways [Taiwan])

QUESTIONS

1. Where is the American going on his vacation? _____
2. Where does he have to go to board the boat? _____
3. Has he been there before? () Yes () No
4. For which bus run does the American want to know the time schedule?
() the first () the last

UNIT 1 P-2 WORKBOOK

EXERCISE 1

This exercise is a series of questions about what bus routes go where. The information you will need to answer the questions is given in Display I, a map of the Běijīng bus routes.

The following example is the first item on the tape.

TAPE: Cóng Qián Mén dào Xī Sì zuò jǐlù chē?

YOU: Zuò Èrshìèrlù chē.

TAPE: Guòle Xī Sì, xià yízhàn shì bu shì Píng'ānlǐ?

YOU: Xià yízhàn bú shì Píng'ānlǐ?

TAPE: Èrshìèrlù chē shì bu shì qù Dì Ān Mén?

YOU: Bú qù. Èrshìèrlù chē bú qù Dì Ān Mén.

This exercise contains the names of many places in Běijīng, most of which you have probably never had the chance to pronounce. Therefore you will need to rely on your ability to read Pinyin romanization.

EXERCISE 2

This exercise gives you an opportunity to describe when one person is doing something in relation to when another person is doing something.

Using the information in Display II, you will answer questions about the activities of the four persons listed there. These four persons are representatives of a Taipei publishing firm. Each will be in a particular city for one calendar month. The display shows when they will be in what cities on business.

Here is an example from the exercise:

TAPE: Lǐ Xiānsheng jǐyuè qù Táizhōng gōngzuò?

YOU: Tā Jiǔyuè qù Táizhōng gōngzuò.

TAPE: Tā zài Táizhōngde shíhou, Zhào Xiǎojiě zài nǎli?

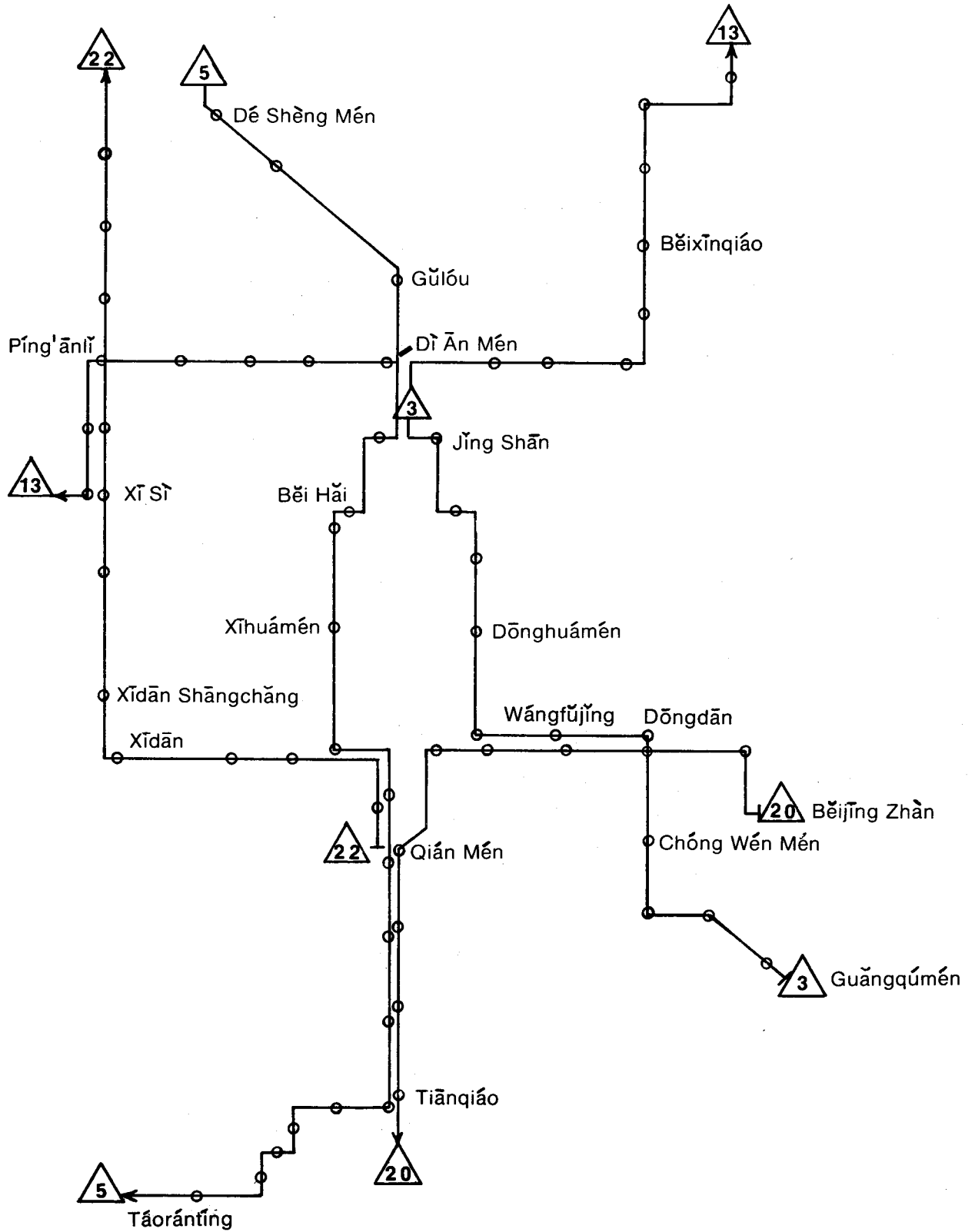
YOU: Lǐ Xiānsheng zài Táizhōngde shíhou, Zhào Xiǎojiě zài Jīlóng.

TAPE: Zhāng Xiānsheng ne?

YOU: Lǐ Xiānsheng zài Táizhōngde shíhou, Zhāng Xiānsheng zài Xiānggǎng.

DISPLAY I

Beijing Bus Routes



For this exercise, you will need the word Dōngjīng, "Tokyo."

DISPLAY II

	<u>Mr. Lǐ</u>	<u>Miss Zhào</u>	<u>Mr. Zhāng</u>	<u>Miss Lín</u>
SEPTEMBER	Taizhong	Jilong	Hong Kong	Tokyo (<u>Dōngjīng</u>)
OCTOBER	Tokyo (<u>Dōngjīng</u>)	Tainan	San Francisco	Taizhong
NOVEMBER	Hong Kong	Gaoxiang	Tokyo (<u>Dōngjīng</u>)	San Francisco

EXERCISE 3

In this exercise you take the part of a visitor in Běijīng. You are interested in visiting some of the sights in the suburbs of the city. Before you make plans to visit these places, you need to find out information concerning the transportation going there. (What bus? How often do they run? How late do they run?)

Display III lists the places you are thinking of visiting. Fill in the information about transportation to each place.

Here is an example from the tape:

YOU: Dào Yīhéyuán qù, zuò jǐlù chē?

TAPE: Zuò Sānshìèrlù chē.

YOU: Sānshìèrlù chē duō bu duo?

TAPE: Hěn duo.

YOU: Měi gé duōshao shíhou yǒu yìbān chē?

TAPE: Měi gé èrshífēn zhōng yǒu yìbān chē.

YOU: Zuìhòu yìbān chē shì yǐdiǎn zhōng?

TAPE: Liùdiǎn zhōng.

DISPLAY III

	BUS NUMBER	NUMEROUS?	HOW OFTEN?	HOW LATE?
Yìhéyuán (SUMMER PALACE)				
From Yìhéyuán to Xiāng Shān (FRAGRANT HILLS)				
Shísānlíng (MING TOMBS)				
Lúgōu Qiáo (MARCO POLO BRIDGE)				

EXERCISE 4

You will act as an interpreter in this conversation between two students in Taipei. The woman has recently come from the United States.

First, you will hear the conversation without interruptions. Then it will be presented as if the woman cannot speak Chinese and the man cannot speak English. Each speaker's lines will be followed by a pause on tape, during which you will translate.

Example

AMERICAN: Today is Sunday. Where do you want to go?

YOU: Jīntiān shì Xīngqītiān. Nǐ yào dào nǎli qù?

CHINESE: Wǒ xiǎng dào Xīméndīng qù kàn diànyǐng.

YOU: I would like to go to Ximending to see a movie.

You will need these words in the exercise:

- | | |
|--------|-----------------------------|
| yìqǐ | (together) |
| sījī | (driver of a hired vehicle) |
| zǒu ba | (let's go) |

UNIT 1 COMMUNICATION GAME

INSTRUCTIONS:

Type: Fact Gathering

Situation: You are involved in a survey of commuters who return home from the Dì Ān Mén area, where three bus lines meet. You have collected information about four commuters. You need to find out the information which three colleagues have collected about twelve other commuters.

Goal: To fill in information about twelve commuters on your work sheet and to identify on your map the stops where they get off.

Number of Players: Groups of four students.

Materials: A work sheet and map for each player. (See Sample Work Sheets and Maps, on the following pages.)

Your work sheet contains the following information about four commuters: 1) the buses they take; 2) the times when they leave Dì Ān Mén; 3) how frequently buses run on those lines at those times; 4) the names of stops where the commuters get off; and 5) (if commuters work late shifts) the time of the last bus on those lines.

Besides indicating the stops known by all four players, the map also identifies (in italics) the four stops at which the commuters listed on your work sheet get off.

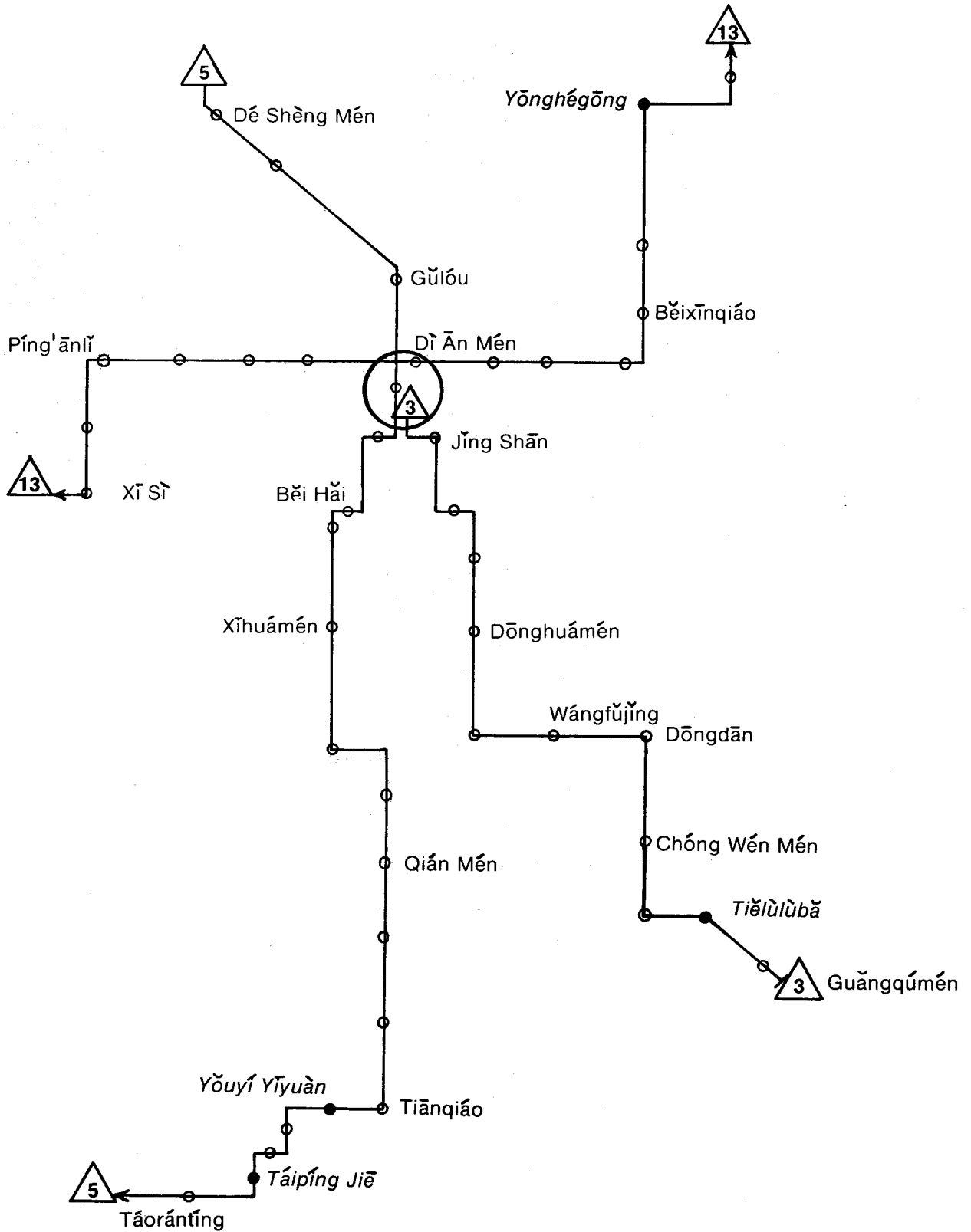
Procedure: Mingle with the players in your group to exchange information. See the example below for the procedure involved in locating stops.

Example: You are Speaker 1 (S1). In this example, you are giving information rather than collecting it, to show how you read the work sheet and map. Notice how you "introduce" one of the commuters described on your work sheet with Yǒu yíge rén...

- S1: Yǒu yíge rén shídiǎn zhōng zǒu.
S2: Tā zuò jǐlù chē?
S1: Tā zuò Shísānlù chē.
S2: Nèige shíhou Shísānlù chē měi gé duōshao shíhou yǒu yìbān?
S1: Měi gé bāfēn zhōng yǒu yìbān.
S2: Tā zuò Shísānlù chē cháo něibianr zǒu?
S1: Cháo dōngbianr zǒu.
S2: Tā zài nǎr xià chē?
S1: Tā zài Guǒzǐ Jiàn xià chē.
S2: Cóng Dì Ān Mén zuò jǐzhān jiù dào le?
S1: Zuò wǔzhān jiù dào le.
S2: Zuìhòu yìbān chē shì jǐdiǎn zhōng?
S1: Shì shíyídiǎn zhōng.

SAMPLE WORK SHEET (MAP):

Beijing

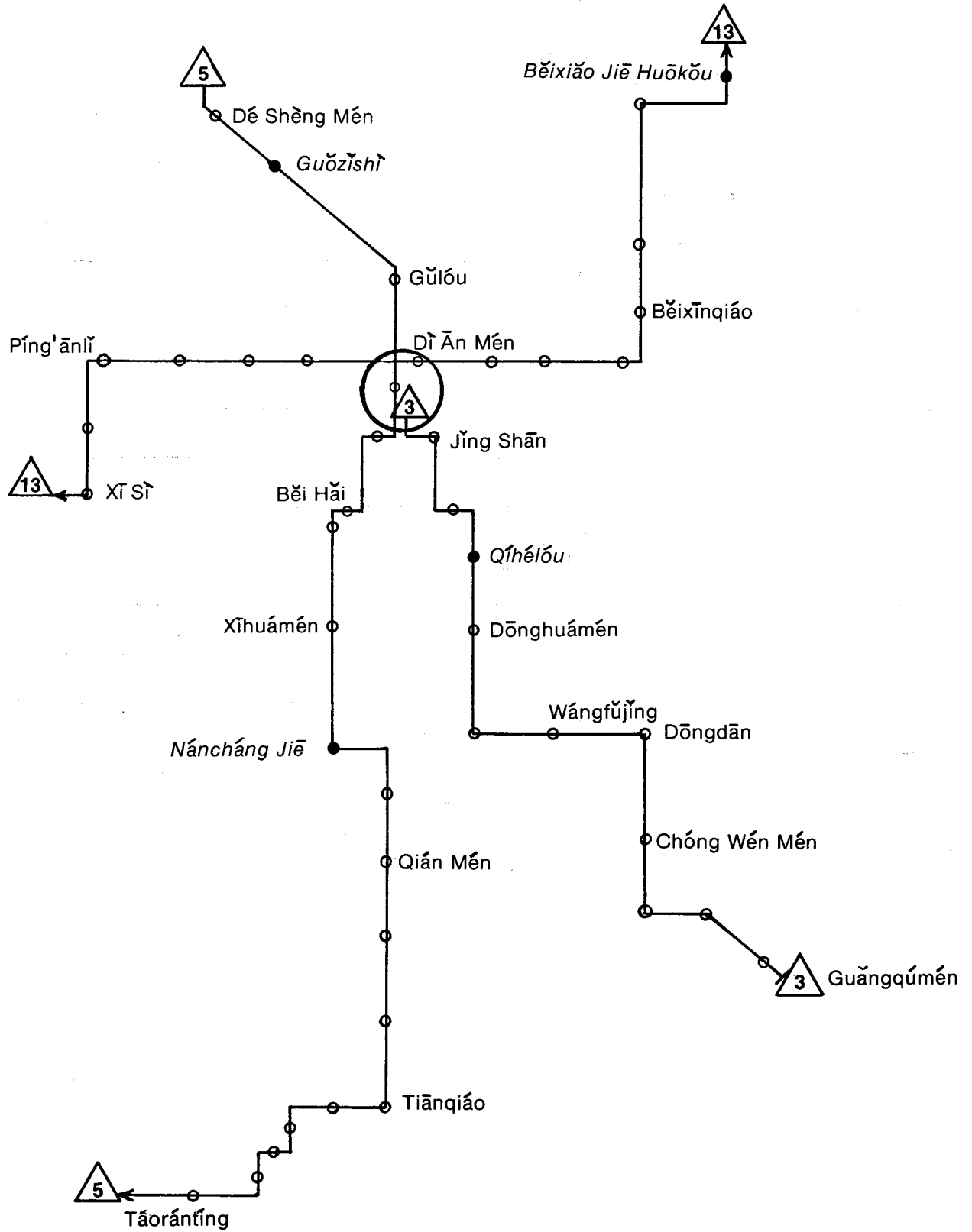


TAKES NO. _____ BUS FROM _____ DÌ AN MÈN	LEAVES DÌ AN MÈN AT ____:____	BUSES EVERY _____ MINUTES AT THAT TIME	GETS OFF AT THE _____ STOP*	(LAST BUS AT ____:____)
5	9:30	5	Guǒzǐshì	
13	5:00	4	Běixiǎo Jiē Huōkǒu	
5	5:30	2	Náncháng Jiē	
3	5:00	3	Qíhélóu	

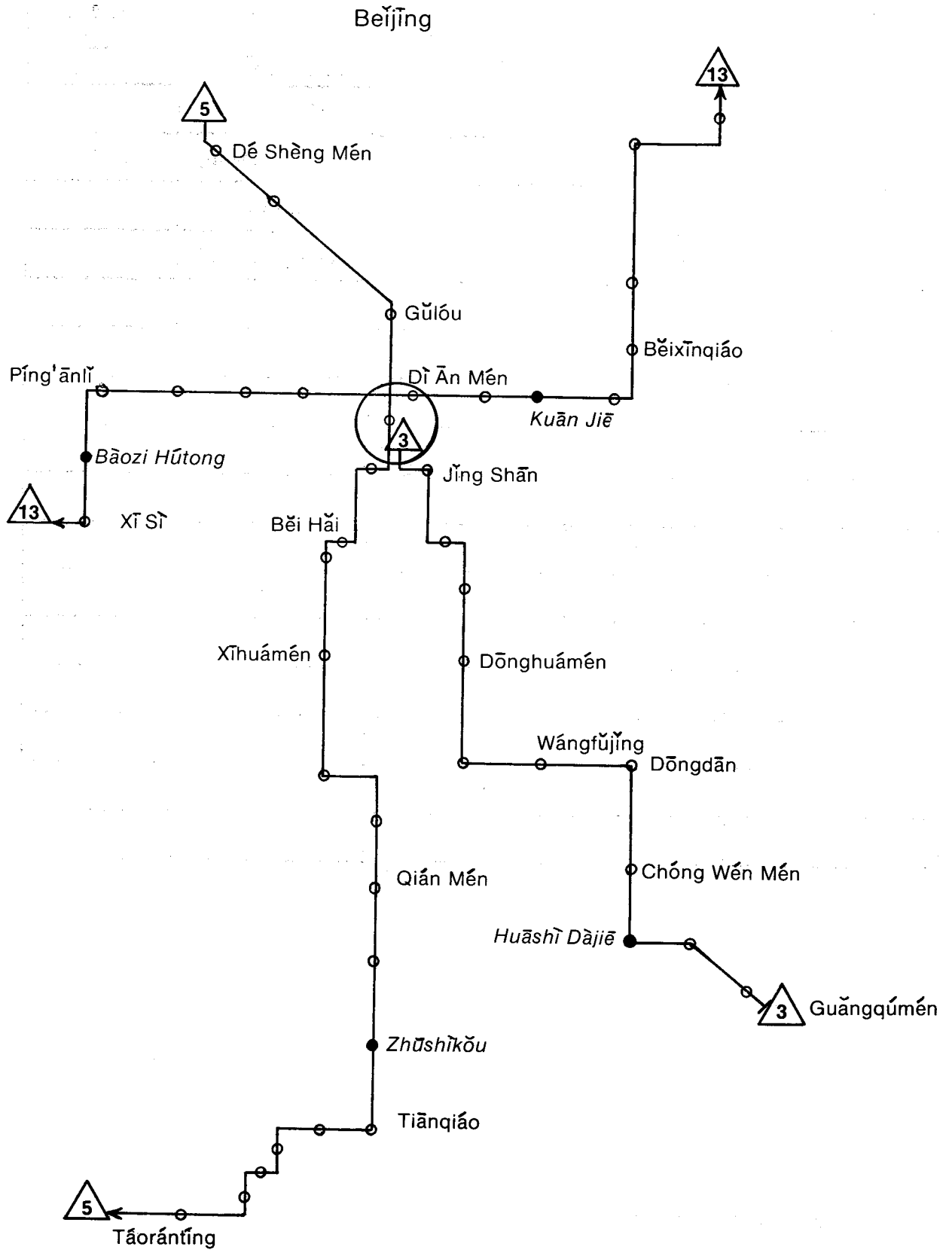
* Label these stops on the map.

SAMPLE WORK SHEET (MAP):

Beijing



SAMPLE WORK SHEET (MAP):

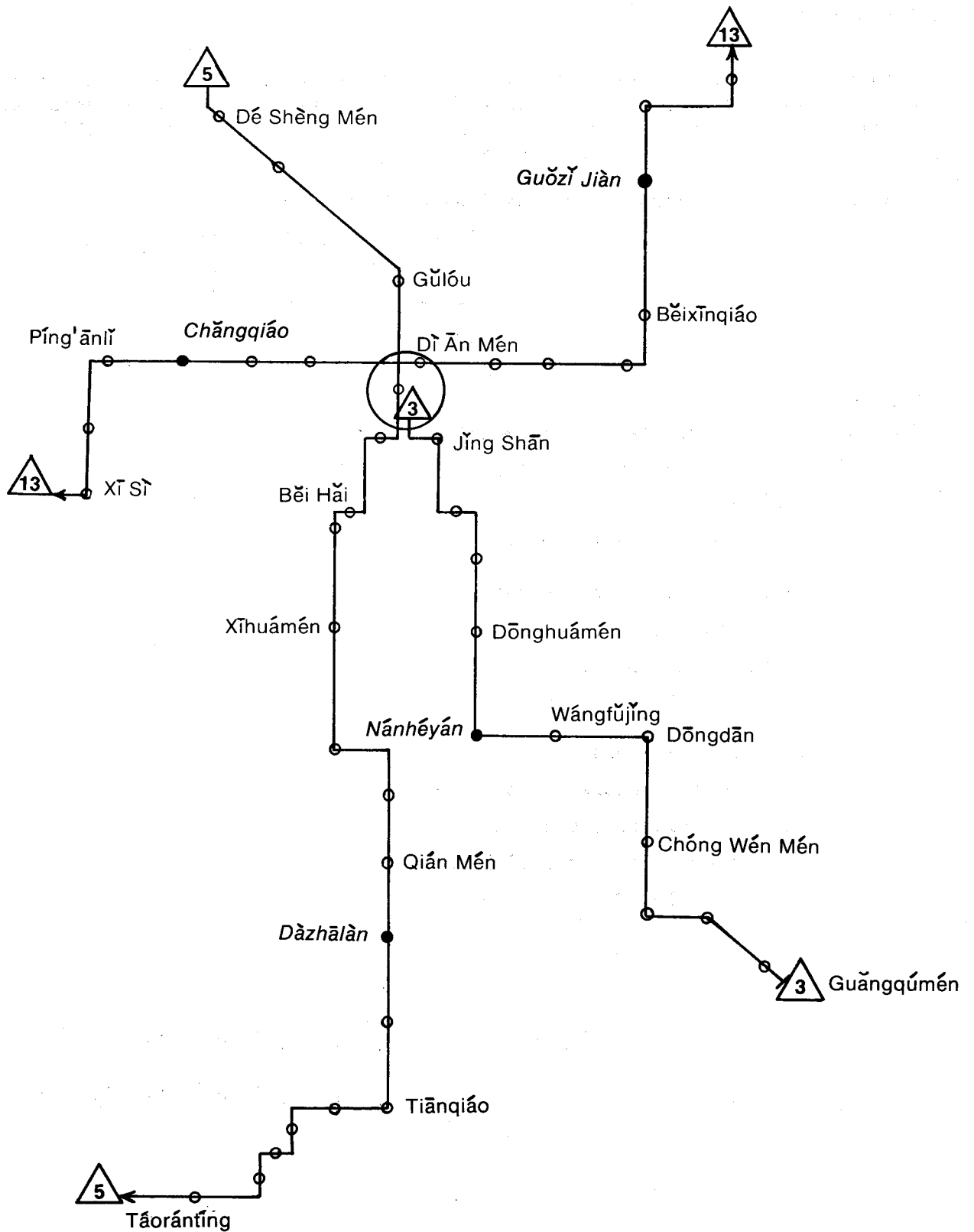


TAKES NO. ____ BUS FROM DÌ ĀN MÉN	LEAVES DÌ ĀN MÉN AT __:__	BUSES EVERY ____ MINUTES AT THAT TIME	GETS OFF AT THE ____ STOP*	(LAST BUS AT __:__)
13	6:30	4	Guōzǐ Jiàn	
13	5:00	3	Chǎngqiáo	
5	4:30	2	Dàzhāilàn	
3	6:00	3	Nánhéyán	

* Label these stops on the map.

SAMPLE WORK SHEET (MAP):

Beijing



UNIT 2 C-2 WORKBOOK

EXERCISE 1

In this exercise you will hear instructions for changing buses. Comrade Sūn, a newcomer to Běijīng, is talking to Comrade Huáng, a longtime resident. You will hear the conversation three times. As you listen to it for the third time, answer the questions below.

Here are some expressions you will need for this exercise:

Xiǎo Mǎ	(Little Mǎ [familiar form of name, used among friends])
zuìhǎo	(it would be best)
bǐjiǎo	(comparatively)

QUESTIONS

1. Comrade Sūn, the newcomer to Běijīng,
 didn't go to the exhibition hall until last week.
 is going this week.
 isn't going until next week.
2. Comrade Sūn has to change buses
 from No. 7 to No. 10.
 from No. 10 to No. 15.
 from No. 15 to No. 10.
3. The exhibition hall has
 more people before ten o'clock.
 fewer people before ten o'clock.
 more people after ten o'clock.
 fewer people after ten o'clock.

EXERCISE 2

In addition to instructions for changing buses, you will hear, in this conversation, ne used in negative sentences containing hái.

An out-of-town cadre who has come to Běijīng on official business is staying at a hostel. In this exercise she is talking to a local cadre.

As you listen to the conversation for the third time, translate each sentence orally during the pause provided on tape. Then compare your translation with the suggested translation given by the speaker.

Here are six words you will need to know:

wánr	(to enjoy oneself)
dōngwùyuán	(zoo)
liǎngcì	(two times, twice)
jiù	(exactly [Wǒ jiù shì yào qù kàn <u>xióngmāo</u> , "Seeing the panda is exactly what I want to do."])
xióngmāo	(panda)
Āndìngmén	[a neighborhood in Běijīng]

EXERCISE 3

You will hear this conversation, between two Chinese cadres in Běijīng, three times. Answer the questions below as you listen for the third time.

The following expressions are in the conversation:

shēng bìng	(to get sick)
dàifu	(doctor)
zhù yīyuàn	(to stay in a hospital)

QUESTIONS

1. When are the cadres going to visit their sick friend?
() before work () after work
2. What bus do they take to go to the hospital? _____
3. Do they go past their stop? () Yes () No

UNIT 2 P-2 WORKBOOK

EXERCISE 1

This exercise is a series of questions asking how to get from one place to another by bus in Běijīng. Answering these questions will give you practice in using the structures and vocabulary introduced in this unit.

Display I, a map, shows bus routes in Běijīng and points at which you can transfer. Use this information to answer the questions on tape.

Example

TAPE: Cóng Tiānqiáo dào Xīdān Shāngchǎng qù, zuò jǐlù chē?

YOU: Zuò Èrshílù chē. Zuòdao Qián Mén huàn chē.

TAPE: Huàn jǐlù chē?

YOU: Huàn Èrshìèrlù chē.

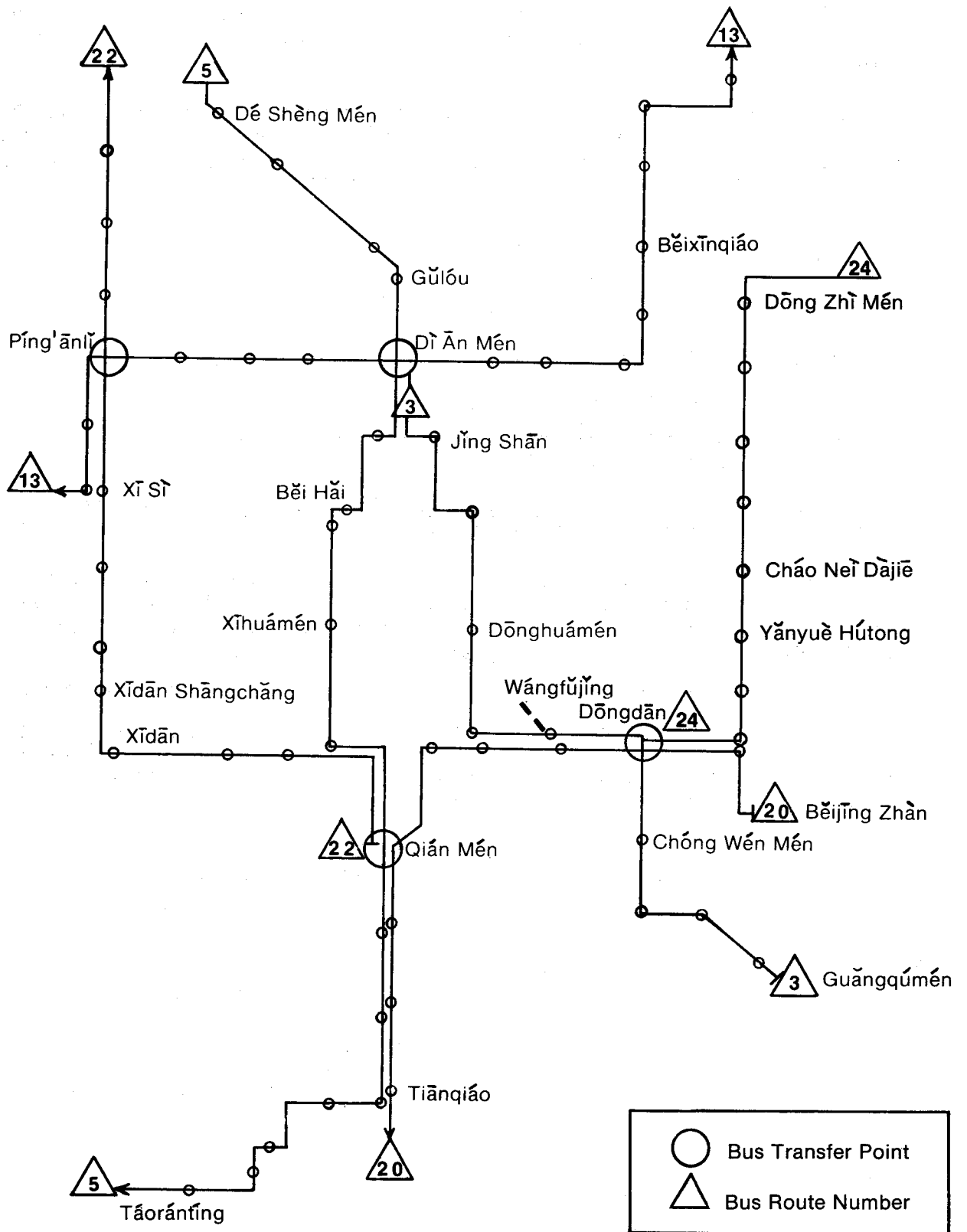
TAPE: Èrshìèrlù chē shì bu shì yě qù Dì Ān Mén?

YOU: Bú qù. Èrshìèrlù chē bu qù Dì Ān Mén.

If it takes two buses to get to a certain place, give the number of the first bus and simply say where it is necessary to change buses. You will then be asked for the number of the second bus.

DISPLAY I

Beijing Bus Routes



EXERCISE 2

In this exercise you will answer questions about eight bus trips you are taking in Taiwan. As you talk about each trip, assume that you are in fact taking the bus trip then.

Display II consists of eight maps showing your bus trips. Each map shows your starting point, your destination, and the place where you are (an X) at the time of the conversation. Use this information to answer the questions on tape.

Example (using the first map)

TAPE: Nǐ dào nǎli qù?

YOU: Wǒ dào Línkǒu qù.

TAPE: Nǐ shì zài nǎli shàngde chē?

YOU: Wǒ shì zài Táiběi shàngde chē.

TAPE: Wǒ yě dào Línkǒu qù. Wǒmen guòle Xīnzhūāng le ma?

YOU: Hái méi guò ne.

Notice that in the sentence Wǒmen guòle Xīnzhūāng le ma? "Did we pass Xinzhuang?" the marker le is used twice.

Up until now in your study, the use of two le markers in a sentence meant that the situation or action was described AS OF NOW. That is, the situation or action might change in the future. This meaning was used with regard to the amount of the object, as in

Wǒ mǎile liǎngběn shū le. (I have bought two books [so far].)

One main difference between this sentence and Wǒmen guòle Xīnzhūāng le ma? is that the latter does NOT have an amount object. When two le markers are used in a sentence containing a nonamount object, the meaning is simply completed action, as in

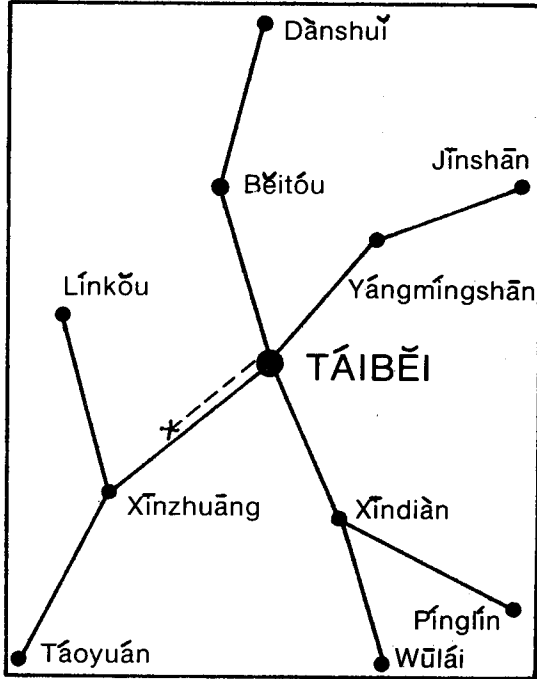
Wǒ mǎile shū le. (I bought books.)

Wǒmen guòle Xīnzhūāng le. (We passed Xinzhuang.)

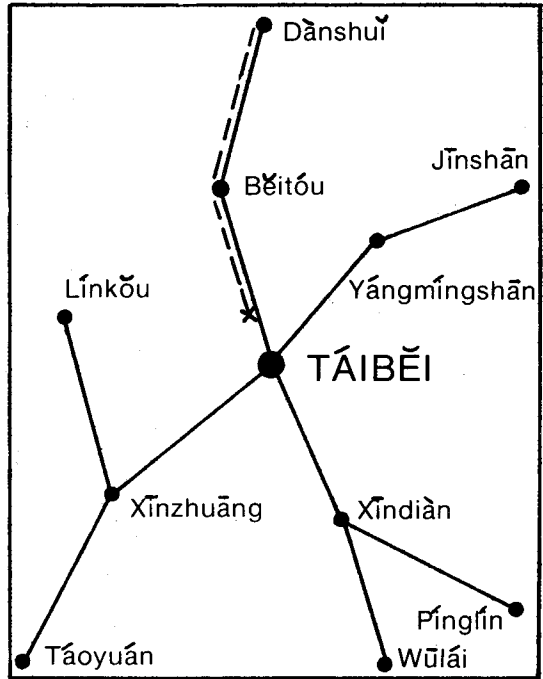
DISPLAY II

Bus Routes in Taipei Area

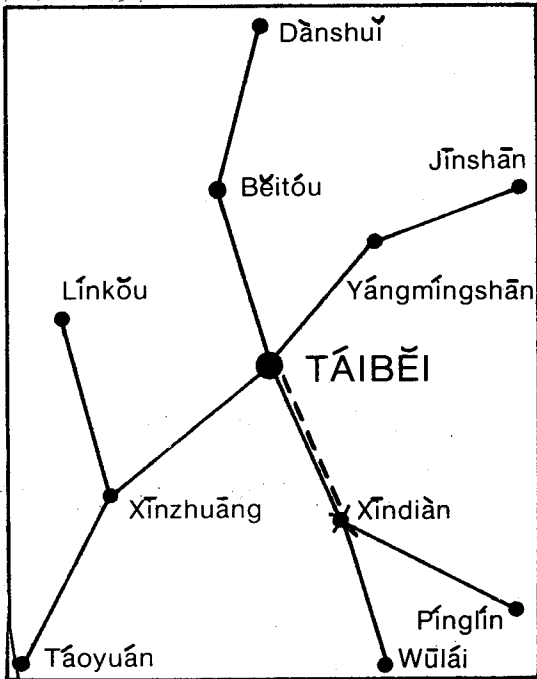
1. To Línkǒu



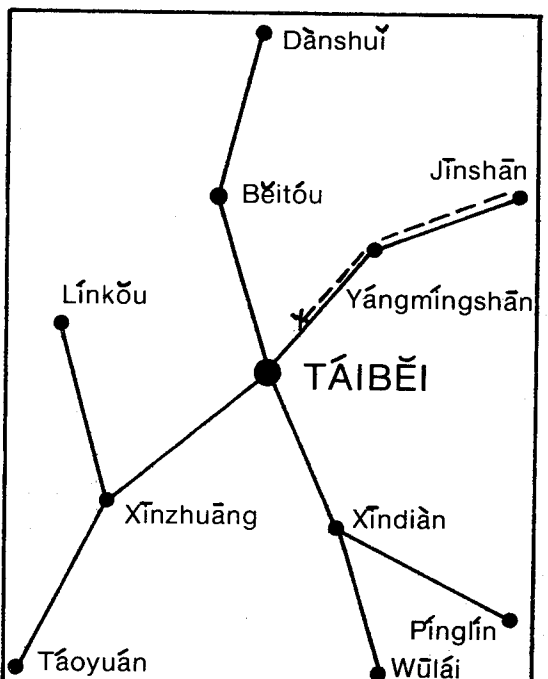
2. To Táiběi



3. To Pínglín

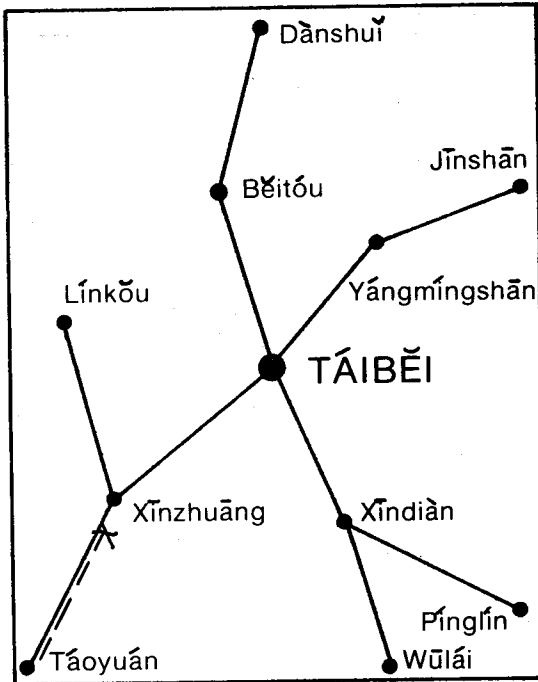


4. To Xīndiàn

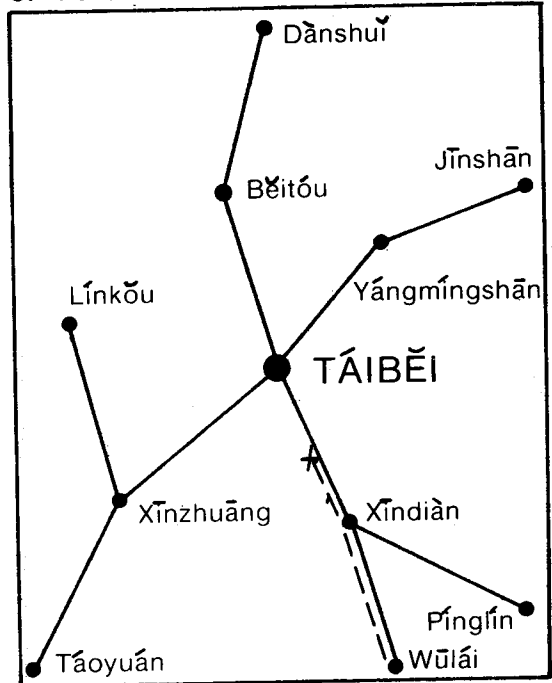


Bus Routes in Taipei Area

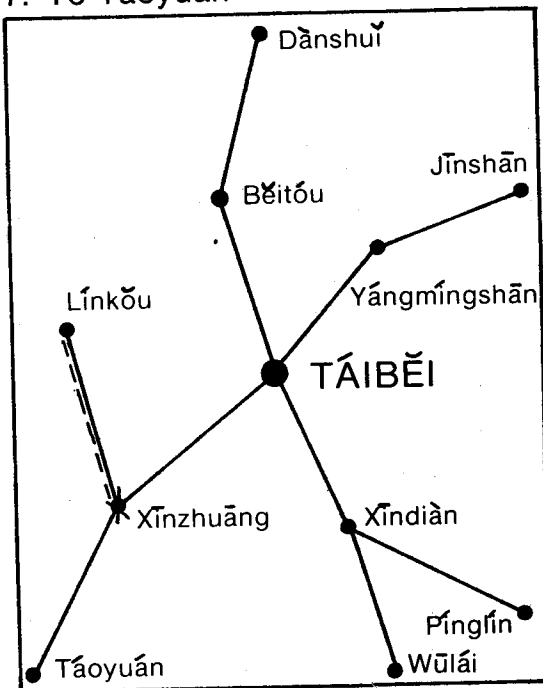
5. To Táiběi



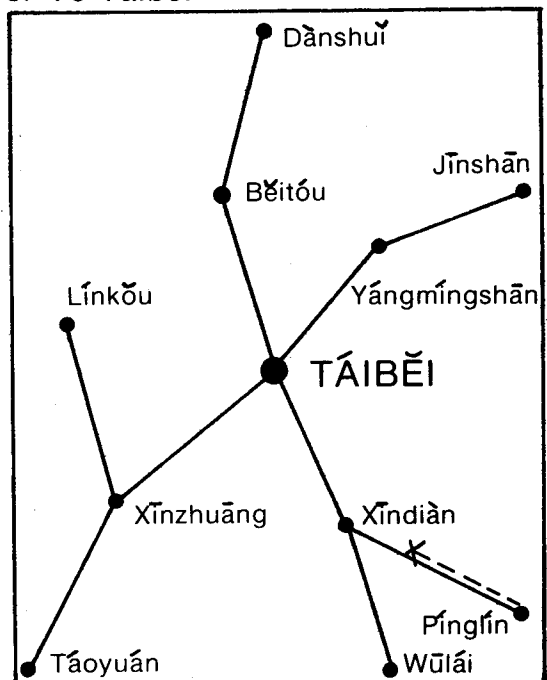
6. To Běitóu



7. To Táoyuán



8. To Táiběi



EXERCISE 3

In this exercise you will answer questions about the activities of five people during one day. Display III shows what the people have done or are going to do. (At the time you are answering these questions, it is 2 p.m. that day.)

Example

TAPE: Sūn Zhènghàn shì shénme shíhòu qù kànde péngyou?

YOU: Tā mǎile dōngxì, jiù qù kàn péngyou qu le.

TAPE: Tā shì shénme shíhòu dào Dìyī Gōngsī qùde?

YOU: Hái méi qù ne. Tā huànle qián, cái dào Dìyī Gōngsī qù.

As you can see, for each question you will give more information than is asked for. Sometimes you are affirming and adding to what the questioner supposed. Sometimes you are correcting his supposition and supplying the right information.

Make sure that you use jiù and cái, both meaning "then," properly: When talking about a completed action, use jiù. When talking about a future action which is LATER than expected, use cái.

Notice that the marker le in the first clause of a description of action sequence does not occur in the same position as the marker le in a full sentence. The marker le used in a dependent clause comes directly after the verb.

You will need the phrase xià bān, "to get off work," in this exercise.

DISPLAY III

NOW

8-10 a.m. 10 a.m.-2 p.m. 2-4 p.m. 4-8 p.m.

Sūn Zhènghàn (John Swenson)	buy things	go to visit a friend	change money	go to the First Co.
Bái Huìrán	study	read a magazine	get off work	go to visit a friend
Shǐ Guóqiáng	buy books	go to buy pastries	study	go to see a movie
Liú Guānghuá	buy books	go to visit a friend	get off work	go to study English
Hán Zǐyàn	study	read a magazine	buy things	go to see a movie

EXERCISE 4

This exercise gives you a chance to review vocabulary and structures by acting as an interpreter. The conversation takes place between a Canadian working in Běijīng and her Chinese acquaintance.

First, you will hear the conversation without interruptions. Then it will be presented as if the Canadian cannot speak Chinese and her Chinese acquaintance cannot speak English. Each speaker's lines will be followed by a pause, during which you will translate. Here is an example:

CANADIAN: I have been in Běijīng for six months already. I haven't yet been to the Běijīng Exhibition Hall.

YOU: Wǒ lái Běijīng yǐjīng liùge yuè le. Wǒ hái méi qùguo Běijīng Zhǎnlǎnguǎn ne.

CHINESE: Xiànzài Běijīng Zhǎnlǎnguǎn zhǎnlǎn Rìběn dōngxī.

YOU: The Běijīng Exhibition Hall is now exhibiting Japanese goods.

You will need these words for the exercise:

zhǎnlǎn	(to exhibit)
huílai	(to come back)
zhèicì	(this time)
yìqǐ	(together)

UNIT 2 COMMUNICATION GAME

INSTRUCTIONS:

Type: Tracing (This game is similar to the Communication Game in Unit 1, DIR Workbook.)

Situation: An American telephones a Chinese friend to ask for directions to the bus stop nearest the friend's house. Both persons have copies of the same map.

Goal: For the "American" to trace on his map the route to the stop nearest the house of his Chinese friend.

Number of Players: Pairs of students.

Materials: A map for each player. (See Sample Work Sheets, on the following pages.)

For simplicity, streets and avenues on the map have been numbered: Èrshìèr Jiē, "Twenty-second Street"; Wǔhào Dàlù, "Fifth Avenue."* The arrows on the map indicate the directions taken by buses on particular streets. Although bus stops are not shown, it is assumed that buses stop at every intersection.

Procedure: The "American" chooses a starting point and says, for example, Wǒ zài Èrshìèr Jiē gēn Wǔhào Dàlùde lùkǒushang, "I'm at Twenty-second Street and Fifth Avenue." Then the "Chinese friend" chooses a location for his house and gives directions to it. The "American" traces the route as his friend talks.

The whole trip should be by bus--not even a single block of it on foot (except for crossing streets to catch another bus). The route need not be the most direct one from the starting point to the destination.

After each round, the partners compare maps to make sure that the "American" has reached the correct destination and has followed the correct route. Players switch roles for the next round.

Example: You are Speaker 1 (S1), the "American."

S1: Wǒ zài Èrshìèr Jiē gēn Wǔhào Dàlùde lùkǒushang. Dào nǐ jiā qu zěnme zǒu?

S2: Zuò Shísānhào gōnggòng qìchē dào Sānshí Jiē, zài huàn Èrshìhào gōnggòng qìchē dào Báohào Dàlù xià chē jiù shì.

*Wǔhào Dàlù is an invented way of saying "Fifth Avenue." There is no standard Chinese translation.

S1: Wǒ xiān zuò Shísānhào gōnggòng qìchē, duì bu duì?

S2: Duì le.

S1: Ránhòu huàn jǐhào gōnggòng qìchē?

S2: Huàn Èrshihào gōnggòng qìchē.

S1: Yào dào Sānshì Jiē cái huàn Èrshihào gōnggòng qìchē, duì bu duì?

S2: Duì le.

S1: Nǐ shuō wǒ zuòdao nǎli xià chē?

S2: Dào Bāhào Dàlù. Wǒ jiā jiù zài qìchēzhàn de duìmiàn.

S1: Xièxie, xièxie.

S2: Bú kèqǐ.

Practice Points: Taking and changing city buses.

SAMPLE WORK SHEET:

