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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.

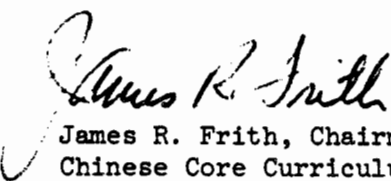
Administrative assistance was provided at various times by Vincent Basciano, Lisa A. Bowden, Jill W. Ellis, Donna Fong, Renee T. C. Liang, Thomas E. Madden, Susan C. Pola, and Kathleen Strype.

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 xǐng shénme?

S1: Wǒ xǐng 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**

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

Full Name

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

**Full Name**

<b>a</b>	<b>(Mr.)</b>	
	<b>(Ms.)</b>	
<b>b</b>	<b>(Mr.)</b>	
	<b>(Ms.)</b>	
<b>c</b>	<b>(Mr.)</b>	Hóng Yǒuwéi
	<b>(Ms.)</b>	Luò Hǎiyào
<b>d</b>	<b>(Mr.)</b>	
	<b>(Ms.)</b>	

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 surname Hú and Hǔ 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 Hǔ ma?

S1: Wǒ bú xìng Hǔ.

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

Zhīyīng

Zhīyīng

Zhǐyīng

Bàoyǐ

Bàoyǐ

Bàoyí

Bàoyǐ

Qílóng

Chílóng

Xílóng

Shílóng

CARDS--SURNAMES

Zāng	Cāng	Shāng	Sāng
Zhāng	Chāng	Shāng	Qíng
Sī	Sū	Shī	Xī

## 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 shot 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-C and F-C 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.

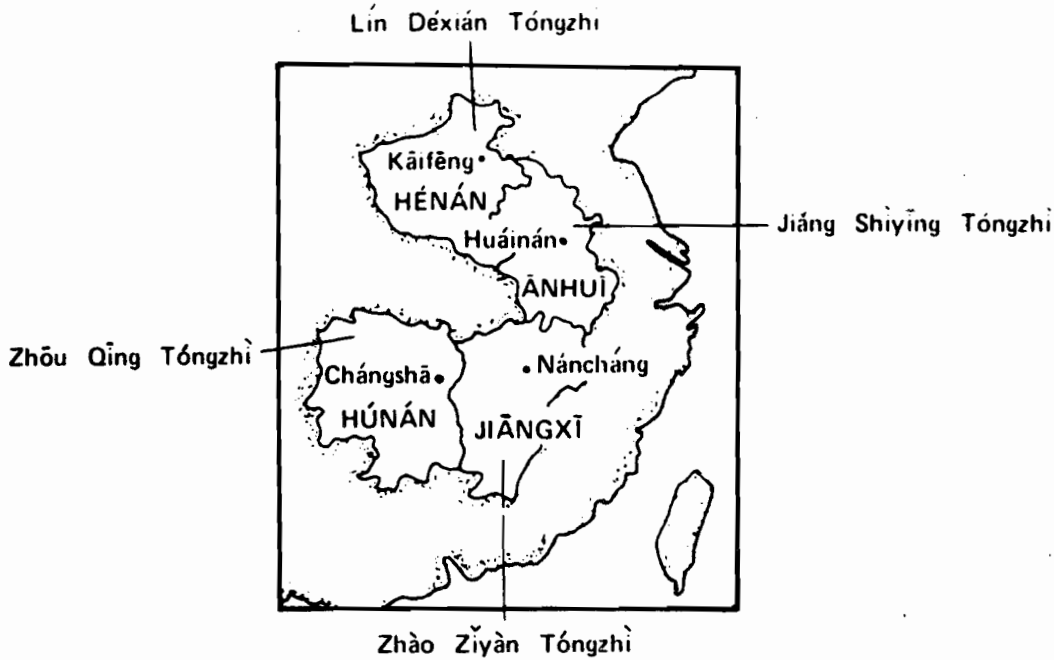
A few comprehension exercises contain sentences that are over your head. These over-the-head items are included to give you practice in picking out the sentences you understand from a stream of Chinese speech. You are not meant to try to learn these sentences.

## 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



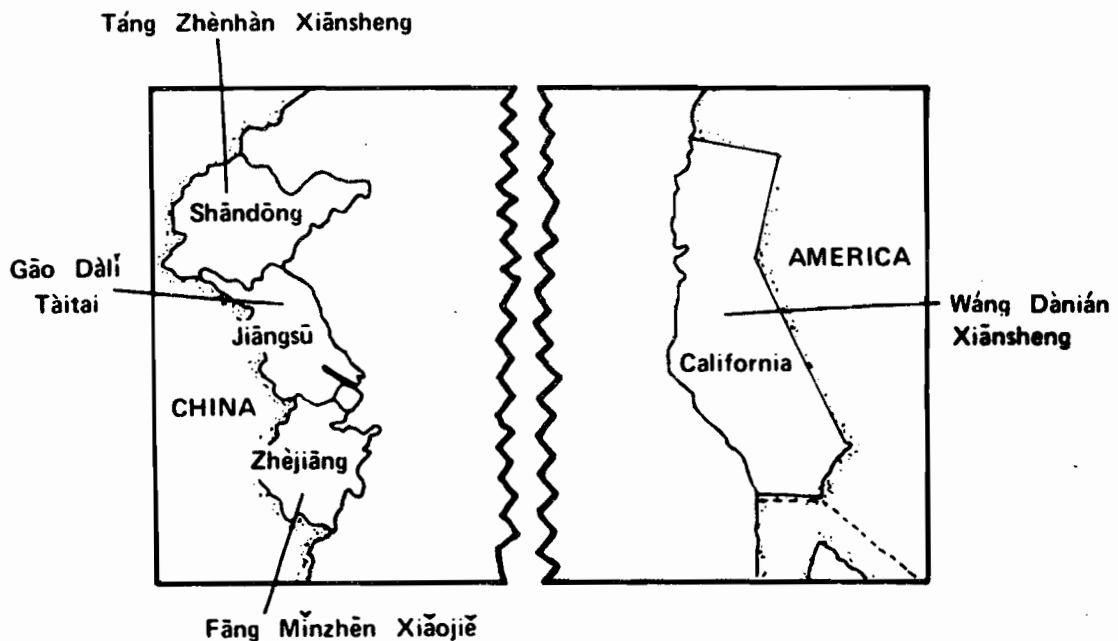
- |            |        |             |        |
|------------|--------|-------------|--------|
| 1. ( ) Yes | ( ) No | 7. ( ) Yes  | ( ) No |
| 2. ( ) Yes | ( ) No | 8. ( ) Yes  | ( ) No |
| 3. ( ) Yes | ( ) No | 9. ( ) Yes  | ( ) No |
| 4. ( ) Yes | ( ) No | 10. ( ) Yes | ( ) No |
| 5. ( ) Yes | ( ) 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 Zhènhan Xiānsheng

( ) Táng Zhènhan Xiānsheng      ( ) Táng      ( ) Zhènhan      ( ) 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 Shìyǐng Tóngzhì

( ) Jiǎng Shìyǐng Tóngzhì ( ) Jiǎng ( ) Shìyǐng ( ) 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 Zhèn hàn Xiānsheng

( ) Táng Zhèn hàn Xiānsheng ( ) Táng ( ) Zhèn hàn ( ) 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

you should answer in your workbook

Wáng Dànián            ( ) Huáng Dànián

Then the speaker will say

Wǒ shì Wáng Dànián, bú shì Huáng Dànián.

(Notice that he mentions the names in left-to-right order.)

For another example, the speaker says

Wǒ shì Huáng Dànián.

You should answer in your workbook

( ) Wáng Dànián             Huáng Dànián

Then the speaker will confirm:

Wǒ bú xìng Wáng, xìng Huáng.

(Again, you can rely on his mentioning the choice on the left first and the choice on the right second.)

- 
- |                        |                     |
|------------------------|---------------------|
| 1. ( ) Lín Déxián      | ( ) Lín Déqián      |
| 2. ( ) Jiǎng Shìyīng   | ( ) Jiǎng Zhìyīng   |
| 3. ( ) Zhào Zīyàn      | ( ) Zhào Zìyàn      |
| 4. ( ) Zhōu Qīng       | ( ) Zhū Qīng        |
| 5. ( ) Táng Zhènhan    | ( ) Tán Zhènhan     |
| 6. ( ) Gāo Dàlǐ Tàitai | ( ) Gāo Dālǐ Tàitai |
| 7. ( ) Fáng Mǐnzhēn    | ( ) Féng Mǐnzhēn    |
| 8. ( ) Wáng Dànián     | ( ) Huáng Dànián    |
| 9. ( ) Mǎ Zìqiáng      | ( ) Mǎ Zhìqiáng     |
| 10. ( ) Sūn Měilián    | ( ) Sūn Měilán      |
| 11. ( ) Jiāng Huìwén   | ( ) Jiǎng Huìwén    |
| 12. ( ) Jiāng Yǒngpíng | ( ) Zhāng Yǒngpíng  |
| 13. ( ) Lǐ Huìrán      | ( ) Lí Huìrán       |
| 14. ( ) Chāng Lìróng   | ( ) Zhāng Lìróng    |
| 15. ( ) Máo Shì míng   | ( ) Máo Sì míng     |
| 16. ( ) Guō Shào wēn   | ( ) Guō Shào wén    |
| 17. ( ) Lóu Chéng      | ( ) Luó Chéng       |
| 18. ( ) Zhāng Měizhēn  | ( ) Zhuāng Měizhēn  |
| 19. ( ) Zhào Jièshí    | ( ) Zhào Jièshǐ     |
| 20. ( ) Sī Dài wéi     | ( ) Shǐ Dài wéi     |

**EXERCISE 5**

For each item, the speaker will tell you where he is from, twice. Write the place name in romanization, including the tone marks. If you need more time to complete an answer, stop the tape.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**EXERCISE 6**

In this exercise you will fill in the boxes below with information from a recorded dialogue. You will hear the dialogue three times. As you listen to it for the third time, stop the tape whenever you hear information which you need to fill in a box. (The third time, there will be enough time between sentences for you to stop the tape and start it up again without missing anything.)\*

	MALE SPEAKER	FEMALE SPEAKER	OTHER PERSON TALKED ABOUT
SURNAME			
GIVEN NAME			
NATIONALITY			
PLACE OF ORIGIN			

\*A good bit of the dialogue is over your head, but all the information you need is in sentences you should be able to understand.

## UNIT 3 P-2 WORKBOOK

### EXERCISE 1

Display I, on the next page, is a map of part of China showing the birthplaces of the four people named in the margins. Use the information in the display to answer the questions in this exercise. The speaker will ask each question twice. Then he will pause to allow you to answer. (You may stop the tape to give yourself more time if you cannot come up with an answer right away.) After this pause, the speaker will give you a correct answer and then pause again to allow you to repeat it. An example precedes the first item on the tape.

Your answer may be different from the speaker's answer but still perfectly correct. If you are not sure whether yours is right or not, make a note and consult your instructor later.

### EXERCISE 2

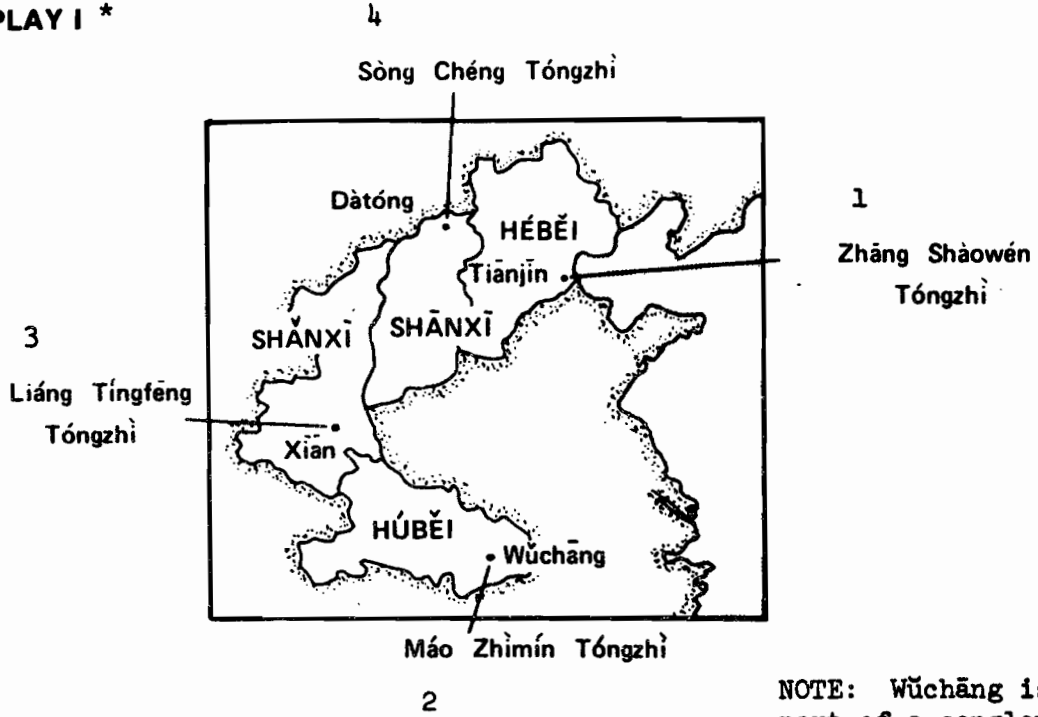
Display II, on the next page, shows the names and birthplaces of four people now living in Taipei. Use the display to answer the questions in this exercise. The speaker will follow the procedure used for asking questions in Exercise 1.

### EXERCISE 3

The names of the eight people in Display I and Display II are numbered. When the speaker says "Number One," that means that the following questions will be about the person with the number 1 next to his name. After the speaker says "Number Two," your answers should be about Máo Zhīmín Tóngzhì. And so forth.

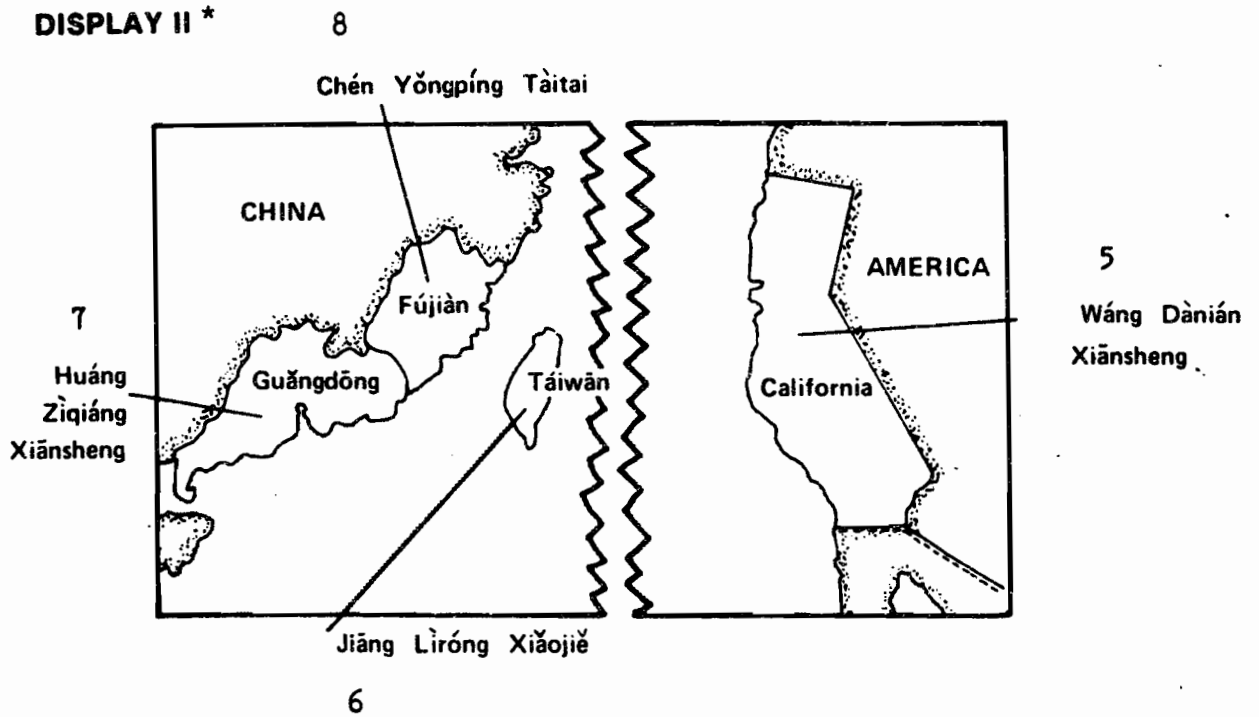
Questions will not be repeated. After each question there will be a pause for your answer, then a confirmation from the speaker, and then a pause for repetition.

DISPLAY I \*



NOTE: Wūchāng is now part of a conglomerate of three cities. The conglomerate is known as Wūhàn.

DISPLAY II \*



\*The numbers included in this display are for use in completing Exercise 3.

## EXERCISE 4

In the conversation on tape, Edward Smith, from Pennsylvania, is meeting someone for the first time in Taipei. After each question addressed to Smith, try to give the answer before he does. (You may stop the tape before answering.) Further instructions are on the tape.

Here is the information you will need for this exercise:

Sī Déhuá            (Edward Smith)

Bīnzhōu            (Pennsylvania)

## UNIT 3 COMMUNICATION GAME

### INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei. You are one of four married people who meet and talk about what provinces they and their husbands or wives are from.

Goal: To find people who come from the same province.

Number of Players: Groups no larger than four players.

Materials: A work sheet for each player. (See Sample Work Sheets, which follow.) Your work sheet shows your name, your home province, and the home province of your spouse.

Procedure: For these conversations, use the "mingling" approach; that is, mix freely with the other players in your group to exchange information (no fixed order).

When you find someone from your province, say in Chinese "I'm also from . . . ." Complete your work sheet by filling in the home provinces of the other players and their spouses as you learn them.

Example: You are Speaker 1 (S1).

S1: Nín guàixìng?

S2: Wǒ xìng Mǎ. Nǐ shì shéi?

S1: Wǒ shì Lǐ Shǒutiān. Mǎ Xiānsheng, nǐ shì nǎrde rén?

S2: Wǒ shì Shāndōng rén.

S1: Mǎ Tàitai shì nǎrde rén?

S2: Tā shì Héběi rén.

S1: Wǒ yě ("also") shì Héběi rén.

Additional Note: Notice in the last line of the example that the new word yě, "also," is used before the verb shì. Yě is not introduced until Unit 4, but try to use it now when you point out a match.

Practice Points: Nǎrde rén, (province) rén.

SAMPLE WORK SHEETS:

	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhīyuǎn								
Mrs. Sūn Zhīyuǎn								
Mr. Sòng Zìqiáng				✓				
Mrs. Sòng Zìqiáng	✓							
Mr. Xú Déxián								
Mrs. Xú Déxián								
Mr. Sīmǎ Shìmín								
Mrs. Sīmǎ Shìmín								



	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhīyuǎn	✓							
Mrs. Sūn Zhīyuǎn		✓						
Mr. Sòng Zìqiáng								
Mrs. Sòng Zìqiáng								
Mr. Xú Déxián								
Mrs. Xú Déxián								
Mr. Sīmǎ Shìmín								
Mrs. Sīmǎ Shìmín								

	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhīyuǎn								
Mrs. Sūn Zhīyuǎn								
Mr. Sòng Zìqiáng								
Mrs. Sòng Zìqiáng								
Mr. Xú Déxián								
Mrs. Xú Déxián								
Mr. Sīmǎ Shìmín		✓						
Mrs. Sīmǎ Shìmín							✓	

	Héběi	Húběi	Sìchuān	Guǎngdōng	Fújiàn	Zhèjiāng	Jiāngsū	Shāndōng
Mr. Sūn Zhīyuǎn								
Mrs. Sūn Zhīyuǎn								
Mr. Sòng Zìqiáng								
Mrs. Sòng Zìqiáng								
Mr. Xú Déxián				✓				
Mrs. Xú Déxián			✓					
Mr. Sīmǎ Shìmín								
Mrs. Sīmǎ Shìmín								

## UNIT 4 C-2 WORKBOOK

### EXERCISE 1

This exercise is based on a conversation between Mr. Davis and Comrade Qián, who have just met. You will hear the conversation three times. As you listen to it for the third time, stop the tape as needed to write down information required to complete the chart below.

Here are vocabulary items you will need for this exercise:

Niǔyüēzhōu      (New York State)

Bīnzhōu            (Pennsylvania)

	HOME STATE OR PROVINCE	PRESENT LOCATION
Mr. Davis (Dàiwéisi)		
Comrade Qián		
Mrs. Davis		
Comrade Qián's husband		

## EXERCISE 2

In this exercise you will listen to fifteen recorded passages in which the names of people's home provinces are mentioned. After hearing each passage, write in Pinyin romanization the name of the person's home province in the blank beside his name.

You will hear each passage twice. After listening for the second time, fill in the blank. You may stop the tape if you need extra time to write, and you may rewind if you need to listen again.

### HOME PROVINCE

1. Wáng Guīfān \_\_\_\_\_
2. Hé Róngwǎng \_\_\_\_\_
3. Sūn Guópíng \_\_\_\_\_
4. Féng Guōān \_\_\_\_\_
5. Lǐ Bǎoyí \_\_\_\_\_
6. Zhōu Shàohuá \_\_\_\_\_
7. Wú Yùfān \_\_\_\_\_
8. Chén Shūyí \_\_\_\_\_
9. Zhōu Dàyǒu \_\_\_\_\_
10. Shěn Xiùyǐng \_\_\_\_\_
11. Táo Àilíng \_\_\_\_\_
12. Yáng Wěiguó \_\_\_\_\_
13. Qián Wěidá \_\_\_\_\_
14. Zhèng Zhìpíng \_\_\_\_\_
15. Huáng Huìzhū \_\_\_\_\_
16. Zhū Xiùméi \_\_\_\_\_
17. Bái Míng huā \_\_\_\_\_

### EXERCISE 3

This exercise is based on a conversation between Mr. Bailey and Comrade Fāng which takes place when they happen to meet on the street. They have been introduced previously but have never had a chance to talk.

The conversation has deliberately not been edited to the point where you can understand everything, but you should be able to understand enough to complete the chart below. Imagine yourself in China, listening to a conversation between two fluent speakers of Chinese. Try to understand as much as you can.

You will hear the conversation three times. As you listen to it for the third time, stop the tape as needed to write down information.

	HOME STATE OR PROVINCE	PRESENT LOCATION
Mr. Bailey (Bèilǐ)		
Comrade Fāng		
Mrs. Bailey		
Comrade Fāng's husband		

## UNIT 4 P-2 WORKBOOK

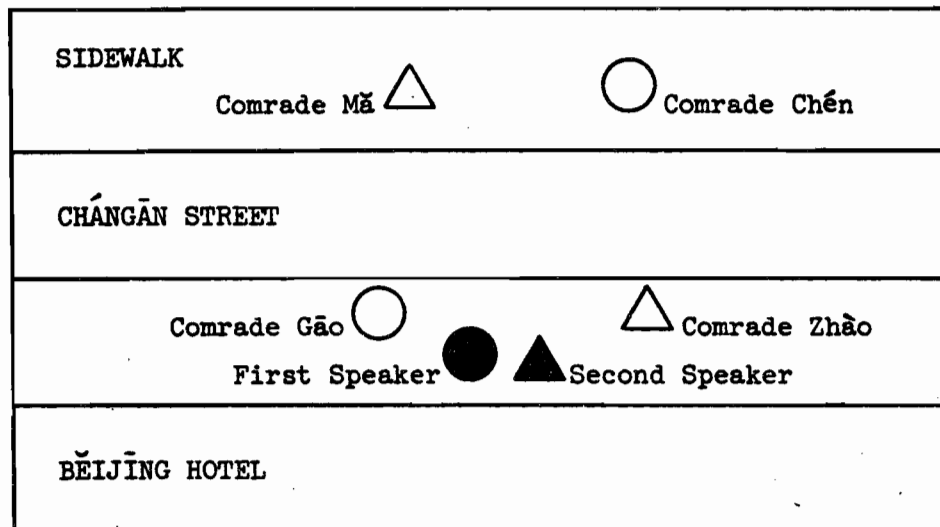
### EXERCISE 1

In this exercise you will practice talking about where people are in terms of "here" and "there."

The Display I diagram sets the scene. The two speakers on tape are standing in front of the Běijīng Hotel. (They are represented by the solid triangle [the man] and the solid circle [the woman].) Comrade Gāo and Comrade Zhào are standing nearby, near enough to be considered "here," although neither is in the conversation. Comrade Mǎ and Comrade Chén are in sight across the street, definitely "there." (These four people are represented by the outline triangles and circles.)

During the pause on tape after each question asked by the First Speaker, try to give an answer. Then you will hear the Second Speaker's answer. Repeat it during the pause which follows.

### DISPLAY I



### EXERCISE 2

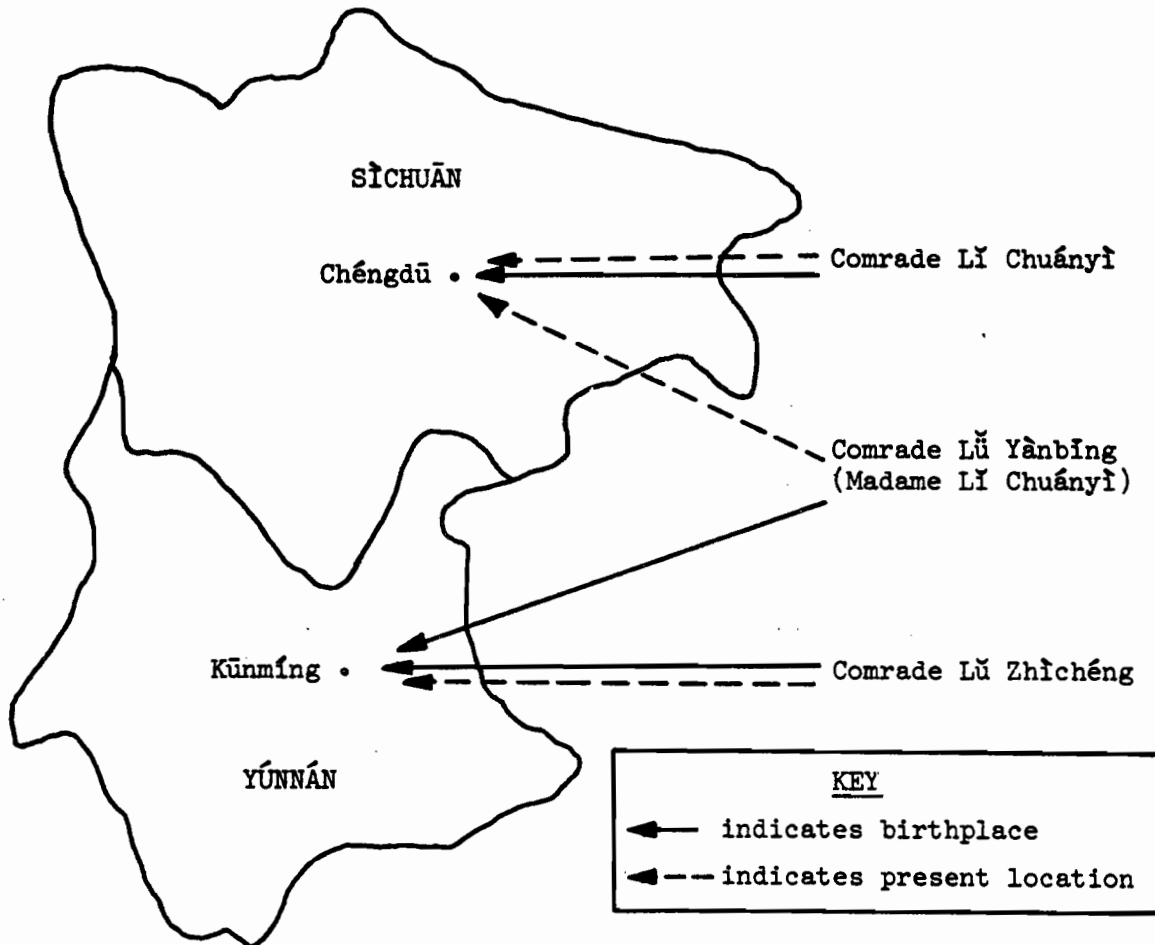
In this exercise you will talk about where people are from and where they are now.

Display II contains the information needed to answer the questions on tape. This display shows the birthplaces and present locations of three people. The solid arrows show that Comrade Lǐ was born in Sìchuān and that Comrade Lǚ (his wife) and Comrade Lǚ were born in Yúnnán. The broken arrows show that Comrade Lǐ and his wife are presently in Sìchuān and that Comrade Lǚ is in Yúnnán. (This exercise does not make reference to the cities of Chéngdū and Kūnmíng.)

Answer each question, and repeat the acceptable answers which follow your responses. If you need time to work out an answer, stop the tape. Keep in mind that your answer may have been perfectly correct even if it was not worded exactly like the answer on tape. You should be able to decide whether your answer was correct or not. If you are not sure, write down the question and your answer, and consult your teacher later.

*Tā xiān zì yě wú zài Kūnmíng.*

#### DISPLAY II





**EXERCISE 3**

This exercise is a continuation of Exercise 2 and is based on Display II. In this exercise the cities of Chéngdū and Kūnmíng are mentioned.

**EXERCISE 4**

This exercise gives you a chance to answer questions you are likely to be asked when first meeting someone.

In the recorded dialogue, Comrade Qián is beginning a conversation with Mr. Davis. They are in Běijīng. Use the information in Display III to answer each question asked by Comrade Qián. Then listen to Mr. Davis' answer. Finally, repeat his answer.

**DISPLAY III**

SURNAME	Davis	(Dàiwéisi)
COUNTRY	U.S.	(Měiguó)
HOME STATE	New York State	(Niǔyüēzhōu)
WIFE'S PRESENT LOCATION	New York State	(Niǔyüēzhōu)
WIFE'S HOME STATE	Pennsylvania	(Bīnzhōu)

## UNIT 4 COMMUNICATION GAME

### INSTRUCTIONS:

Type: Matching

Situation: The setting is Taipei. You are talking with someone about what provinces eight other people are from and what provinces they happen to be in now.

Goal: To find people from the same home province or people who are now in the same province.

Number of Players: Pairs of students.

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

Each of the four arrows on a fact sheet is labeled with a person's name and leads from his home province to the province where he is now. The names of the four people your partner knows about are listed in the lower left-hand corner of the fact sheet.

Procedure: Each player should ask about the home provinces and current locations of the four people his partner knows about. (No fixed order for asking questions.) While questioning your partner, scan your fact sheet for matches. When you find a match, point it out immediately, using the word yě, "also."

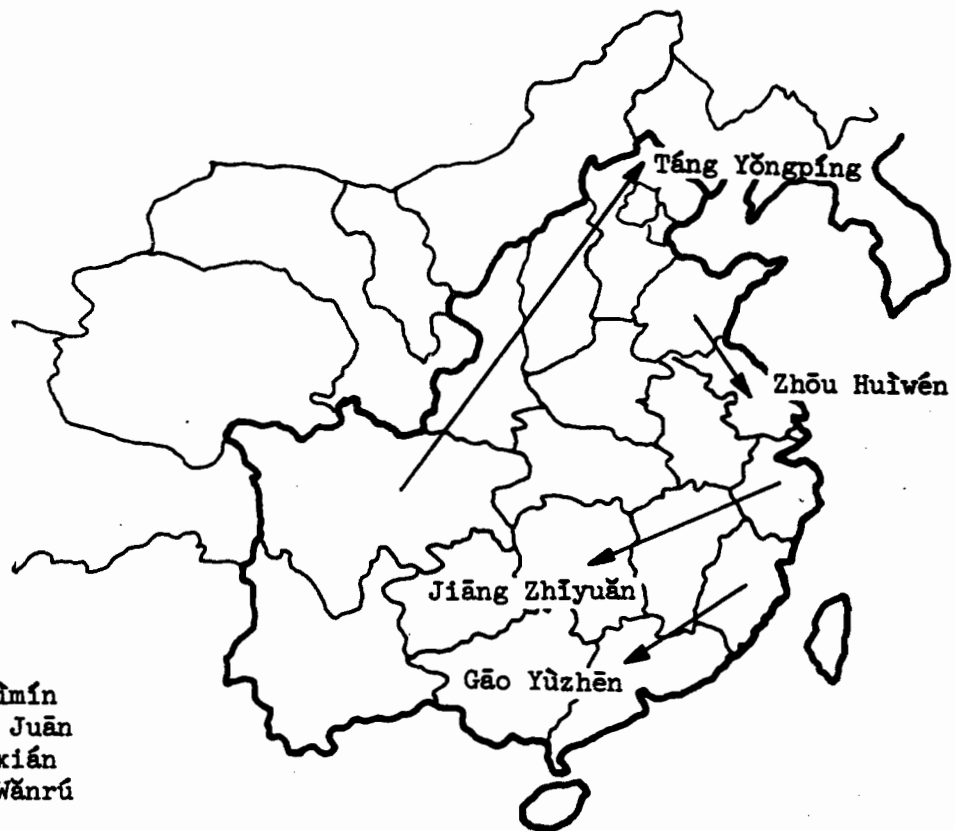
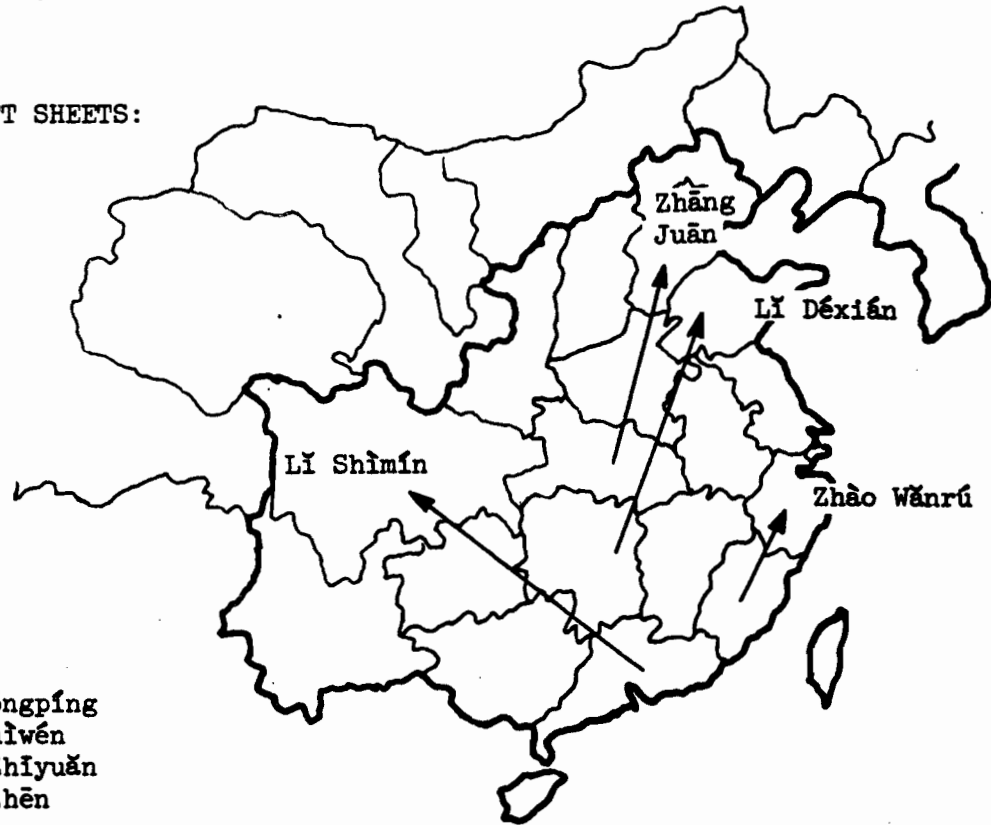
Example: You are Speaker 1.

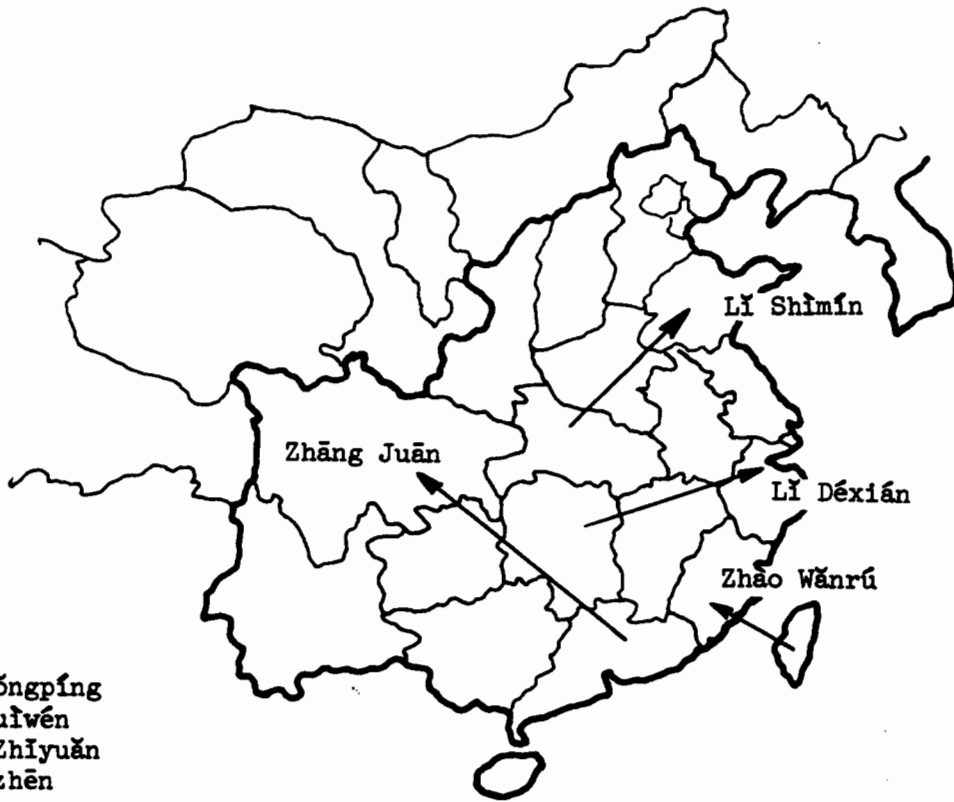
- S1: Táng Yǒngpíng lǎojiā zài nǎr?  
S2: Tā lǎojiā zài Héběi.  
S1: Tā xiànzài zài nǎr?  
S2: Tā xiànzài zài Shāndōng.  
S1: Lǐ Shìmín xiànzài yě zài Shāndōng.

Additional Note: If you don't recognize the name of a province or if you don't know where a province is, refer to the map in your textbook. You may also ask your teacher where a province is, but only in Chinese!

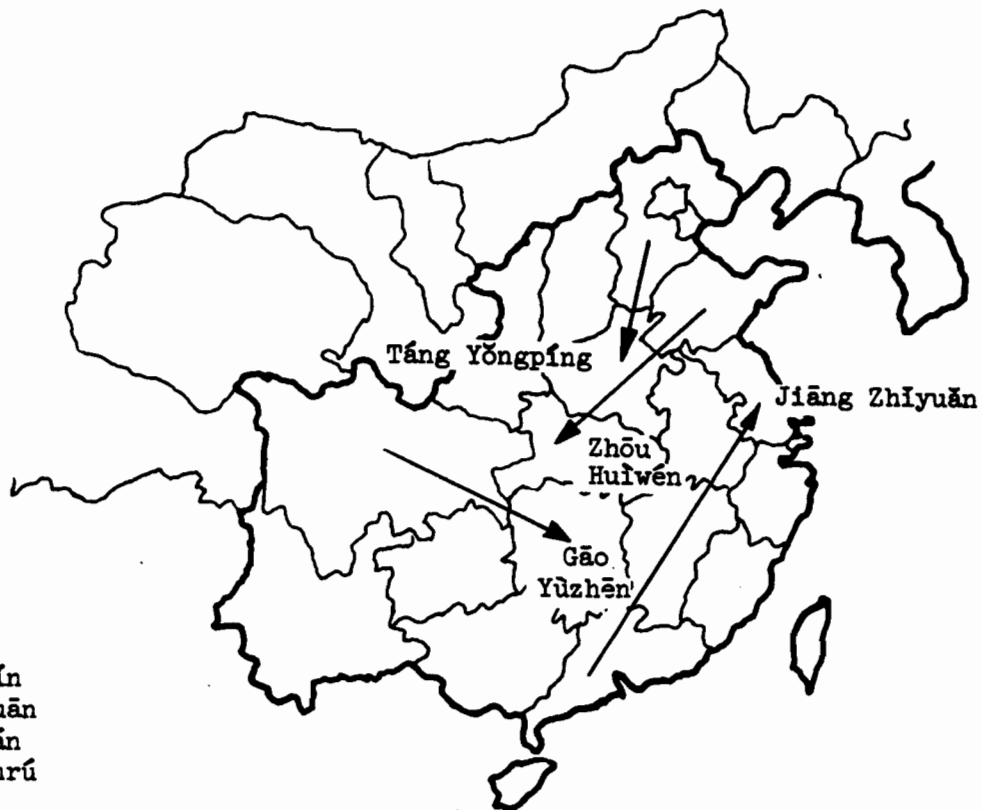
Practice Points: Lǎojiā zài, xiànzài zài, yě.

SAMPLE FACT SHEETS:

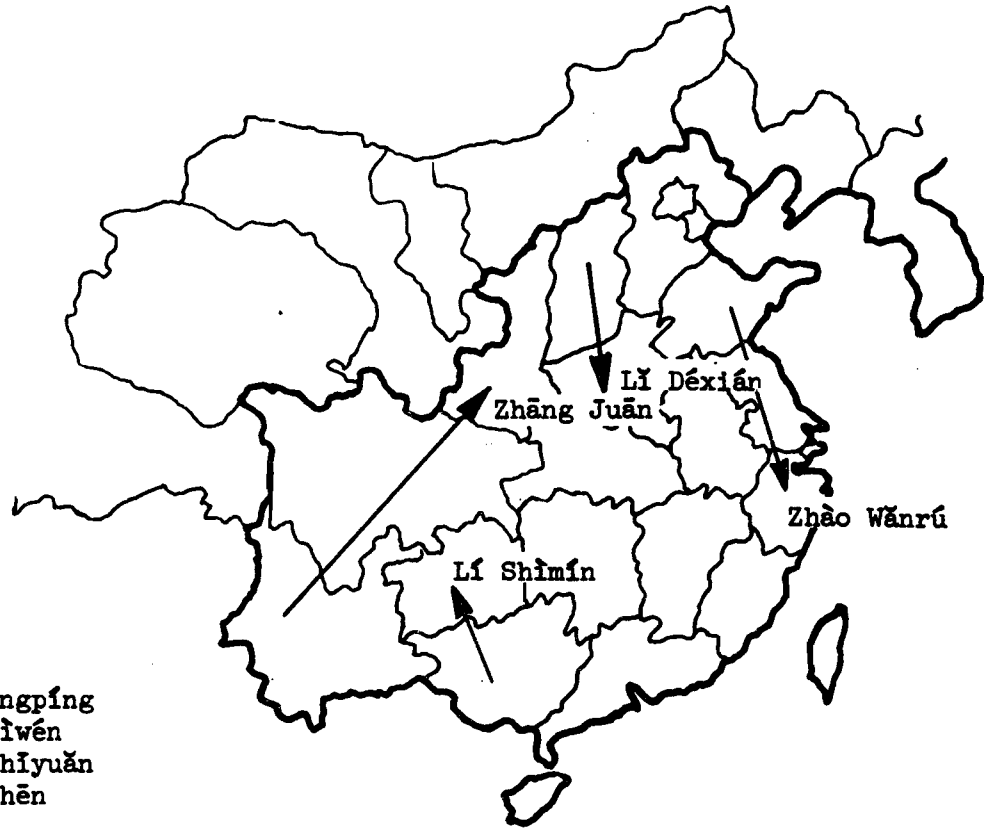




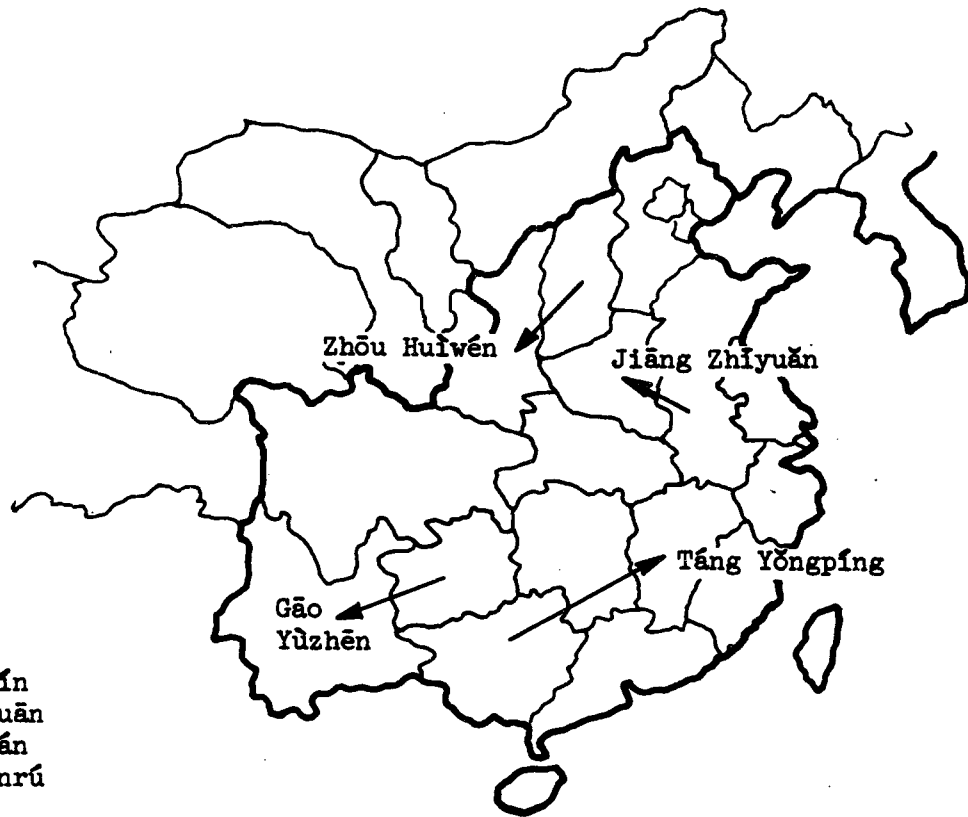
Táng Yǒngpíng  
Zhōu Huīwén  
Jiāng Zhīyuǎn  
Gāo Yùzhēn



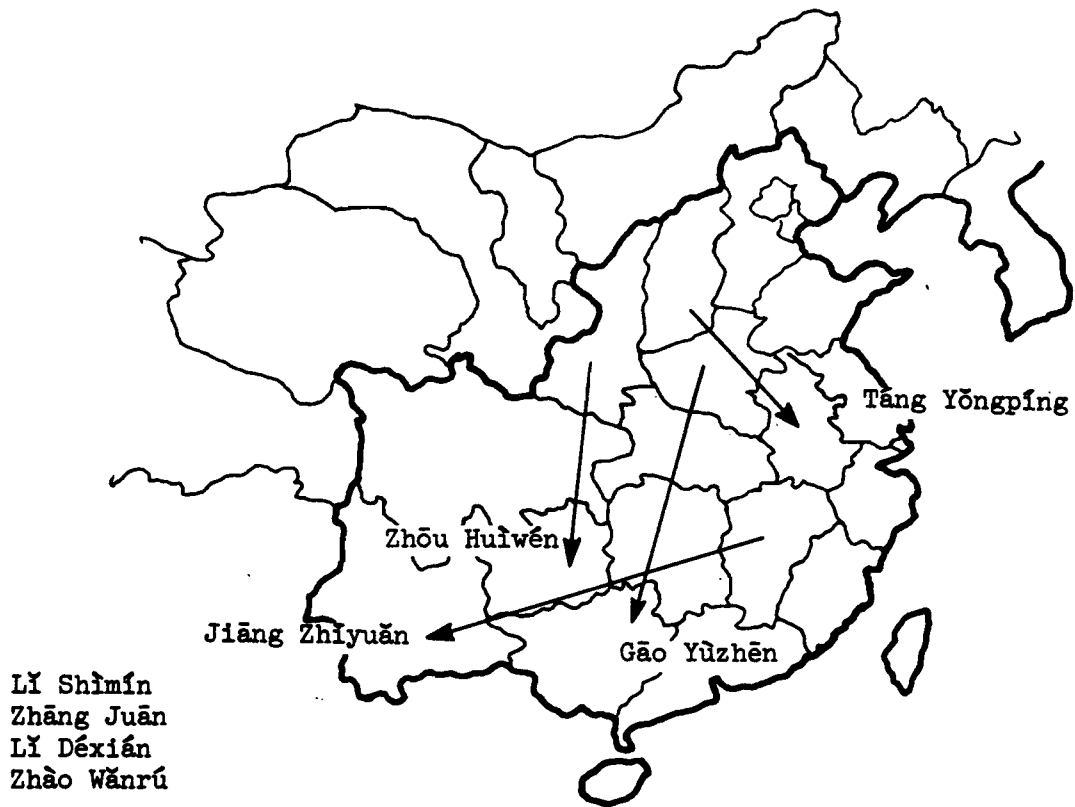
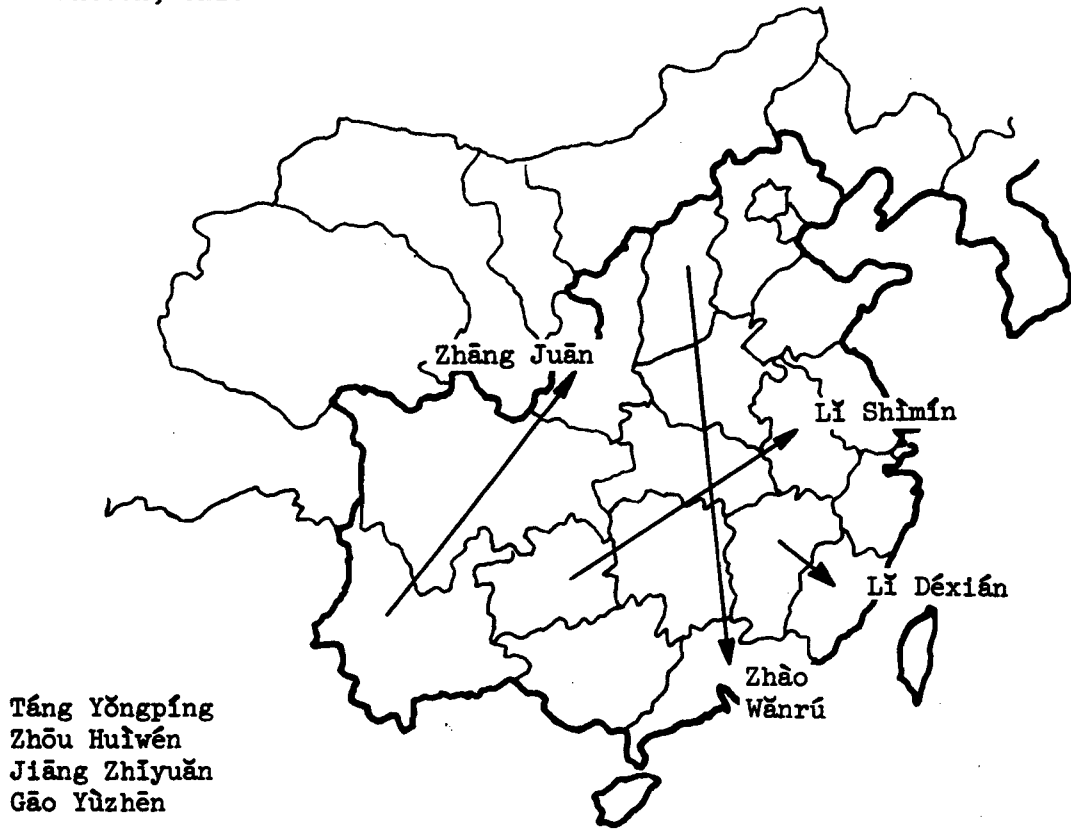
Lǐ Shīmín  
Zhāng Juān  
Lǐ Déxián  
Zhào Wǎnrú



Táng Yǒngpíng  
Zhōu Huīwén  
Jiāng Zhīyuǎn  
Gāo Yùzhēn



Lǐ Shímín  
Zhāng Juān  
Lǐ Dǎxián  
Zhào Wǎnrú



## VOCABULARY

		<u>Module &amp; Unit</u>
a	(question marker)	1.2
àiren	spouse	1.4
ba	(marker for a question which expresses the speaker's supposition as to what the answer will be)	2.2
bàba	papa, dad, father	2.3
bīng	to become ill	2.8
Bīnzhōu	Pennsylvania	1.3*, 1.4*
bù/bú	not	1.2
bú shì	not to be	1.2
bú zài le	to be deceased	2.5*
cóngqián	before, previously	2.6
dà	to be large	2.8*, CE 2
dàfàndiàn	hotel	2.2
dào	to arrive	2.4
dàshǐ	ambassador	2.2*
dàxué	university	2.7
-de	(possessive marker)	2.2
Déguó (Déguo)	Germany	1.3
Déwén	German language	2.7*, 2.8
Dézhōu	Texas	1.4
dì-	used in forming ordinal numbers	1.4
dìdi	younger brother	2.3
Dìyī Dàfàndiàn	First Hotel (name of a hotel in Taipei)	2.2*
dìzhǐ	address	2.2
dǒng	to understand	2.8*, CE 1
dōu	all, both	2.3
duì	to be correct	2.8*, CE 1
duìbuqǐ	I'm sorry, excuse me	1.4*
duì le	yes, that's right	2.1, CE 1
duó dà	how old	2.5
duó jiǔ	how long	2.6

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NOTE: The \* symbol appears after the module and unit reference for vocabulary items which are not required either for comprehension or production.

Module & Unit

Èguó (Èguó)(-guo)	Russia	1.3
èr	two	NUM 1
Èryuè (Èryuè)	February	2.5, T&D 1
érzi	son	2.4
Fǎguó (Fǎguó)(-guo)	France	1.3
fānchéng	to translate into	CE 2
fàndiàn	hotel; restaurant	2.1
Fǎwén (Fǎwén)	French language	2.7°, 2.8
fāyīn	pronunciation	CE 2
fùmǔ	parents	2.3
fùqīn	father	2.3
fūren	Mrs., Lady, Madame; a very polite word for the wife of a high-ranking person	1.4
-ge	(general counter)	2.1, 2.3
gēge	older brother	2.3
gēn	and; with	2.3
gōngzuò	to work	2.2
guìxìng	your honorable surname	1.2
-guó	country	1.3
-guo	(experience marker)	2.6
Guóbīn Dàfàndiàn	Ambassador Hotel (name of a hotel in Taipei)	2.2
hái	still	2.3
hǎijūn	navy	2.8
háizi	child, children	2.3
hǎo	to be good, to be well	2.2
-hào	no. (in addresses, etc.); day of the month	2.2
hěn	very	2.1
hòunián (hòunian)	the year after next	2.5, T&D 2
hòutiān (hòutian)	the day after tomorrow	2.4, T&D 2
huì	to know how to, can; to have the skill or knowledge of, to know	2.7, 2.8
huídá	to answer, to reply	CE 2
jǐ-	how many	2.3
jiā	plus; to add	NUM 4
jiā	home	2.2
-jiā	(counter for institutions)	2.3°
jiāli	family	2.3



Module & Unit

jiàn	to meet	CE 2
Jiānádà	Canada	1.4
jiào	to be called, to be given-named	1.2
Jiāzhōu	California	1.3
jiē	street	2.2
jiéhūn (jiēhūn)	to get married, to be married	2.4*
jiějie	older sister	2.3
jiěmèi	sisters	2.3
Jǐge xīngqī	how many weeks	2.6
Jǐge yuè	how many months	2.6
Jǐhào	what day of the month	2.5, T&D 1
Jīngjìxué	economics	2.7
Jǐnián	how many years	2.6
Jīnnián (jīnnian)	this year	2.5, T&D 2
Jīntiān (jīntian)	today	2.4, T&D 1
Jǐsuì	how old	2.5
Jǐtiān	how many days	2.6
jiǔ	nine	NUM 2
jiù	only	2.3
Jiǔyuè (Jiǔyue)	September	2.5, T&D 1
Jǐyuè	what month	2.5
Jūnguān	military officer	2.8
Jūnrén	military person	2.8
kè	class	2.8
kěshi	but	2.4*
kōngjūn	air force	2.8
lái	to come	2.4
lǎojiā	"original home"	1.4
lǎoshī	teacher	CE 2
le	(combined <u>le</u> : new-situation and completion marker)	2.4
le	(new-situation marker)	2.5
le	(completion marker)	2.6
liǎng	two	2.3
lǐbàijī	what day of the week	T&D 2
Lǐbàitiān	Sunday	T&D 1
Lǐbàiyī	Monday	T&D 2
líng	zero	NUM 1
lìshǐ	history	2.7
liù	six	NUM 1
Liùyuè (Liùyue)	June	2.5, T&D 1
lù	road	2.2
lǚguǎn	hotel	2.1*
lùjūn	army	2.8

Module & Unit

ma	(question marker)	1.2
māma	momma, mom, mother	2.3
màn	to be slow	CE 2
méi	not, not to have	2.3
Měiguó (Měiguó)	America, United States	1.3
Měiguó Guójì	U.S. International Communica-	2.2*
Jiāoliú    Zǒngshū	tions Agency	
Měiguó Guówùyüàn	U.S. State Department	2.7
Měiguó Yínháng	Bank of America	2.2*
méi jiéhūn	not to be married	2.4*
mèimei	younger sister	2.3
méi(you)	not to have; there isn't/aren't	2.3
-men	plural suffix	2.3
Měngtèrui	Monterey	2.7*
míngnián	next year	2.5, T&D 2
(míngnián)		
míngtiān	tomorrow	2.4, T&D 2, CE 2
(míngtiān)		
míngzi	given name	1.2
mǔqīn	mother	2.3
nà	that	2.2
nàge	that (one)	2.2
náli	where	2.2
náli	Not at all!	2.7
nàli	there	2.2
nán	to be difficult	2.7
nánháizi	boy	2.3
nán péngyou	boyfriend	2.3*
nǎr	where	1.4
nàr (nèr)	there	1.4
ne	(question marker)	1.2
něi-	which	2.1
něige	which	2.1
nèige	that	2.1
něiguó	which country	1.3
něinián	which year	2.5
něitiān	which day	2.4
nèr (nàr)	there	1.4
nǐ	you	1.1
-nián	year	2.5, T&D 2
niánji	age, years old	2.5*
niánnián	every year	2.5
niàn shū	to study	2.7
niàn _____	to study _____	2.7
nǐmen	you (plural)	2.3
nín	you (polite)	1.2

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Niǔ Yūē	New York	2.6
Niǔ Yūē Zhōu	New York State	1.4*
nǚér	daughter	2.4
nǚhàizi	girl	2.3
nǚshì	Ms., Miss; lady	1.4*, 2.1
nǚtóngzhì	(female) Comrade	2.3*
péngyou	friend	2.2
pùbù	waterfall	2.3*
qī	seven	NUM 2
qiánnián (qiánnian)	the year before last	2.5
qiántiān (qiántian)	the day before yesterday	2.4
qīngchū	to be clear	CE 2
Qīngdǎo	Qīngdǎo (a city in Shāndōng province)	1.4
qǐngwèn	May I ask...	1.4
Qīyüè (Qīyue)	July	2.5, T&D 1
qù	to go	2.6
qùnián (qùnian)	last year	2.5, T&D 2
rén	person	1.3
Rìběn	Japan	1.3
Rìwén	Japanese language	2.7
róngyì	to be easy	2.7
sān	three	NUM 1
Sānyüè (Sānyue)	March	2.5, T&D 1
Shāndōng	Shāndōng (a province of China)	1.4
shàngge	last, previous (i.e., last month, <u>shàngge yuè</u> )	2.5*, T&D 2
shàngge xīngqī	last week	2.5*, T&D 2
shàngge yuè	last month	2.5*, T&D 2
Shànghǎi	Shànghǎi	1.3
shàng kè	to begin class, to attend class	CE 1
shàoxiào	major (military title)	2.2
shéi	who	1.1
shēng	to be born	2.5
shēngyīn (shēngyin)	voice, sound, noise	CE 2
shénme	what	1.1
shénme dìfang	where, what place	2.7*

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shénme shíhou	when, what time	2.4
shí	ten	NUM 2
shì	to be	1.1
shì	yes, that's so	2.1
shìbīng	enlisted man	2.8
shìde	yes, that's so	2.2
shì...-de	(focus construction)	2.4
Shíèryuè (Shíèryüe)	December	2.5, T&D 1
shìguān	sergeant	2.8
shíhou	time	2.4
Shíyíyuè (Shíyíyüe)	November	2.5, T&D 1
Shíyuè (Shíyüe)	October	2.5, T&D 1
shū	book	2.7°
shuō	to say, to speak	CE 1
shuō	to speak a language	2.7
shuō	to say that...	2.7
shuōcuò	to speak/say incorrectly	CE 2
sì	four	NUM 1
Sìyuè (Sìyüe)	April	2.5, T&D 1
-suì	year (of age)	2.5
suìshu(r)	age	2.5°
tā	he, she, it	1.1
tài	too, excessive	CE 2
tàitai	Mrs., wife	1.1
Táiwān Yínháng	Bank of Taiwan	2.2°
tāmen	they	2.3
-táng	class period	2.8°
-tiān	day	2.4
tiāntiān	every day	2.4
tīng	to listen	2.8°, CE 1
tóngzhì	comrade	1.1
Wàijiāo Xuéyuàn	Foreign Service Institute	2.7°
wàizǔfù	maternal grandfather	2.3
wàizǔmǔ	maternal grandmother	2.3
-wèi	(polite counter for people)	2.1
wèn	to ask (for information)	1.4°, CE 2
wèntí	question, problem	CE 2
wénxué	literature	2.7
wǒ	I, me	1.1
wǒmen	we, us	2.3
wǔ	five	NUM 1
Wǔguānchù	Defense Attache's Office	2.2
Wǔyuè (Wǔyüe)	May	2.5, T&D 1

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xiàge	next (i.e., next month, <u>xiàge yuè</u> )	2.5°, T&D 2
xiàge xīngqī	next week	2.5°, T&D 2
xiàge yuè	next month	2.5°
xià kè	to end class	CE 1
xiǎng	to think that; to want to, would like to	2.5°, 2.6
xiānsheng	Mr., sir	1.1
xiānzài	now	1.4
xiǎojiě (xiǎojie)	Miss	1.1
xiě	to write	2.8
xièxie	thank you	2.2
xìng	to be surnamed	1.1
xīngqī	week	2.6, T&D 2
xīngqījǐ	what day of the week	2.5, T&D 2
Xīngqītiān	Sunday	2.5, T&D 2
Xīngqīyī	Monday	2.5, T&D 2
xiōngdì	brothers	2.3
xiōngdì jiěmèi	brothers and sisters	2.3
xué	to study	2.7
xuéshēng (xuésheng)	student	2.7
xuéxí (xuéxi)	to study, to learn (PRC)	2.7
yě	also	1.4
yī	one	NUM 1
yíci	once, one time	CE 1, CE 2
yìdiǎn(diǎn) (yìdiǎnr)	a little	2.7, CE 2
yíge rén	singly, alone	2.4
yíhào (yīhào)	the first day of the month	2.5
yǐjīng (yǐjing)	already	2.4
Yījiǔ__nián	the year 19__	2.5
Yīngguó (Yīngguo)	England	1.3
yíng le	won	2.3
Yīngwén	English language	2.7
yínháng	bank	2.2
yìsi	meaning	CE 1
Yīyuè (Yíyuè) (-yue)	January	2.5
yǒu	to have; there is/are	2.3
yóuzhèngjú	post office	2.2°
yuè	month	2.5, T&D 1

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zài	again	CE 1
zài	to be in/at/on	1.4
zài	in/at/on (prepositional verb)	2.2
Zǎo.	Good morning.	2.1, CE 1
zěnmē	how	CE 2
zhè	this	2.2
zhège	this (one)	2.2
zhèi	this	2.1
zhèige	this	2.1
zhèige yuè	this month	2.4°, 2.5°
zhèlǐ	here	2.2
zhèngzhìxué	political science	2.7
zhèr	here	1.4
zhǐ	only	2.3
zhīdao	to know	2.8°, CE 1
Zhōngguó (Zhōngguó)	China	1.3
Zhōngguó huà	Chinese (spoken) language	2.7
Zhōngwén	Chinese language	2.7
zhù	to stay, to live	2.1, 2.6
zì	character (of Chinese writing)	2.8
zǒu	to leave	2.4
zǔfù	paternal grandfather	2.3
zǔmǔ	paternal grandmother	2.3
zuò	to do, to make	2.7
zuò shì	to work	2.8
zuótiān (zuótian)	yesterday	2.5