

STANDARD CHINESE

A MODULAR APPROACH

STANDARD CHINESE: A MODULAR APPROACH

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Colophon

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STANDARD CHINESE

A modular approach

Standard Chinese: A Modular Approach originated in an inter-agency 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 in 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 Schools. 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 Kozorz (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 the 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-II 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 Institution Recording Studio. The Chinese script was voiced by Ms. Chao, Ms. Chen, Mr. Chen, Ms. Diao, M. 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, proof-reading, printing, and materials necessary to carry out these tasks.



James R. Frith, Chairman
Chinese Core Curriculum
Project Board

Part I. P&R Pronunciation and Romanization

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Introduction

Your chief concern as you start this course is learning to pronounce Chinese. The Orientation Module, which plunges you right into trying to say things in Chinese, naturally involves a certain amount of pronunciation work. This resource module is designed to supplement that work with a brief, systematic introduction to the sound system of Standard Chinese, as well as to its written representation in Pīnyīn romanization.

The essential part of this module consists of the Pronunciation and Romanization (P&R) tapes and the accompanying displays and exercises in the workbook section of this module. You should work through at least the first four of these tapes, and preferably the first six, while you are studying the Orientation Module.

Following the workbook section of this module, you will find a summary of pronunciation and romanization. You might want to glance at this before starting the tapes, particularly to locate certain charts and lists which could be helpful for reference, but it would probably be better to put off studying the summary until after you have finished the tapes. The tapes are intended as an introduction, while the summary is not. For one thing, text discussions of the sounds of the language cannot equal the recorded presentations and your teacher's oral presentations. For another thing, the summary provides considerably more information than you will need or want at first,

Both the tapes and the summary contain discussions of the sounds of the language and their spellings. You may find that these discussions offer useful hints, allowing you to put your intellect to work on the problems of pronunciation and romanization. However, particularly in pronunciation, most of your learning must come from doing. It is important to practice, reading and writing the romanization, but it is vital to practice recognizing and producing the sounds of the language. Serious and sustained attempts to mimic, as faithfully as possible, either your instructor or the speakers on the tapes will allow you to pick up unconsciously far more than you can attend to consciously.

The most important thing for you to do is to abandon the phonetic "prejudices" you have built up as a speaker of English and surrender yourself to the sounds of Chinese. Being less set than adults in their ways, children are quicker to pick up a proper accent. Try to regress to the phonetic suggestibility of childhood, however hard it is to shed the safe and comfortable rigidity and certainty of adulthood. The most your intellect can supply is a certain amount of guidance and monitoring.

Be sure to repeat the words and sentences on the tapes in your full normal speaking voice, or even louder, as if you were speaking to someone at a reasonable distance. When you speak to yourself under your breath, you are considerably less precise in your pronunciation than when you speak aloud. This is all right in English, since you can already pronounce the language. But, in Chinese, you would not be practicing that skill which you are trying to develop, and you would find yourself at a loss when you tried to switch to full volume in class.

One of the advantages an adult has over a child in learning a language is the ability to make use of a written representation of it. In this course you learn the Pīnyīn system of romanization at the same time that you are learning the sound system of Standard Chinese, (The non-alphabetic system of written characters is taught as a separate component of the course,) You will find that Pīnyīn is not the simplest possible phonetic transcription. Some of the letters and combinations of letters chosen to represent the sounds of Chinese are not the most obvious ones. While consonant letters generally stand for fixed consonant sounds, vowel letters can stand for various vowel sounds, depending on what letters precede them and follow them. Some of the abbreviation rules are more trouble than they are worth at first. These drawbacks—which are actually relatively minor compared with those of most spelling systems—stem from the fact that Pīnyīn was designed for speakers of Chinese, not for speakers of English. The primary consideration in devising the system was the most efficient use of the letters of the Roman alphabet to represent sounds of Chinese. The drawbacks to learn Pīnyīn are considerably outweighed by the advantage that Pīnyīn is widely taught and used as a supplementary script in the People's Republic of China. You are learning Pīnyīn not merely as an aid during the first few weeks of the course, but also as one of the ways Chinese is actually written, and as what may well represent the wave of the future.

NOTE: A number of surnames used in this module are rare. Some may even be unfamiliar to most Chinese, although all are authentic. These rare surnames are used to illustrate various contrasts in sound and spelling.

Tape 1 Workbook (Tones)

Subtitle of Chapter

Section1 Title

Subtitle of Section 1

Text

Tape 2 Workbook (Consonants and Vowels I)

Tape 3 Workbook (Consonants and Vowels II)

Tape 4 Workbook (Consonants and Vowels III)

Tape 5 Workbook (Consonants and Vowels IV)

Tape 6 Workbook (Tones in combination)

Tone Card

Summary

Tones

Consonants and Vowels

Finals

Initials

Appendices

List of Initials

List of Finals

Part II. NUM Numbers

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Chapter Title

Subtitle of Chapter

Section1 Title

Subtitle of Section 1

Text

Part III. CE Classroom expressions

Subtitle of First Part

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Chapter Title

Subtitle of Chapter

Section1 Title

Subtitle of Section 1

Text

Part IV. T&D Time and Dates

Subtitle of First Part

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Chapter Title

Subtitle of Chapter

Section1 Title

Subtitle of Section 1

Text