

**Notes**

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## Notes

**Pinyin** (拼音, pīnyīn) literally means "join (together) sounds" (a less literal translation being "phoneticize", "spell" or "transcription") in Chinese and usually refers to Hànyǔ Pīnyīn (汉语拼音, literal meaning: "Han language pinyin"), which is a system of romanization (phonetic notation and transliteration to roman script) for Standard Mandarin used in the People's Republic of China." Quoted from [Wikipedia](#)

## Welcome

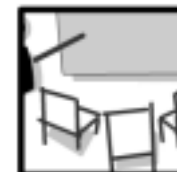
We are proud to bring you this unique, innovative course. Conversational Chinese blends a mix of classroom and online learning activities to engage students in rich, authentic learning experiences. Students participate in role-play skits, analyze video, and play online games to improve oral and written communication ( pinyin) in spoken Mandarin Chinese. We hope you find this curriculum as fun to deliver, as it was for us to create.

Let the instruction begin!

Sincerely,



Ms. Angel Inokon  
Mr. Wuping Lu  
Curriculum Designers  
Stanford University



**Notes****Introduction**

In this section we share the elements that informed the design of this course.

**Our learners**

This course was designed for college students at Stanford University enrolled in a two-credit class to learn basic Mandarin. The class is held in the winter quarter twice a week for 50 minutes. Each class has between 10-15 students.

These learners are:

- Motivated – many are learning Chinese as an elective fun course
- Busy – learners can't fit more class time in their intensive course schedules
- Diverse – they come from a variety of backgrounds and majors
- Have prior knowledge – all have taken at least the autumn quarter basic Chinese course or equivalent

This curriculum works around a major constraint – lack of class time. Students love this low pressure introduction to Chinese. However, they desire more practice time and extra help with grammar and pronunciation. Some students already access other resources like parents, friends and published language media to augment their learning. Access and use of support materials is inconsistent. We aim to make a set of tools and experiences available to everyone.

## Notes

### Our design philosophy

Learning should be real, rich, and student-driven.  
These principals guided our design:

**Real and practical** – ground students in authentic experiences that they may encounter in the real world

**Student centered** – students should drive learning and participate in activities where they critique their work and the work of other; less dependent on instructors

**Rich Experiences** – not all experiences are equal, we design activities where learning is intentional and designed to encourage ongoing study

**Variety of intelligences** – students are different and have a variety of skills linguistic, visual, spatial and otherwise that we want to enable them to employ.

**Frequent assessments** – learners need constant feedback on their progress; assessments are incorporate in every step of the learning

**Technology should be simple** – technology is a tool to support learning. The teacher should not have to invest in learning new tools or IT support. It should incorporate every day tools available on the internet that student's may already be using.

## Notes

### Our vision

Students will understand how to use basic conversational Chinese to effectively and wisely interact and communicate in Chinese-speaking situations. They have to be able to:

- use correct Chinese (in terms of pronunciation and grammar) to communicate
- use the language in a way which is appropriate to the context and is culturally sound.
- navigate real life situations and environments that require flexibility and the ability to express wants and needs
- seek out Chinese language information from a variety resources

## Notes

## Curriculum Plan

### Overview

The course is run as a simulation where students experience authentic conversational challenges as if they were in China. Students will prepare for and role play around the theme Seven Days in China.

### Culminating assessment: Experience Seven Days in China

Students will role-play their journey from the United States to China. In China they will spend seven days using conversations to wisely and effectively navigate real life situations while traveling, shopping, and dining. Students will be assessed in areas of pronunciation, grammar, vocabulary, and culture.

### Course Outline

Each day in China will correspond to one instructional week. Three weeks at the beginning and end of the quarter will be devoted for introduction and review.

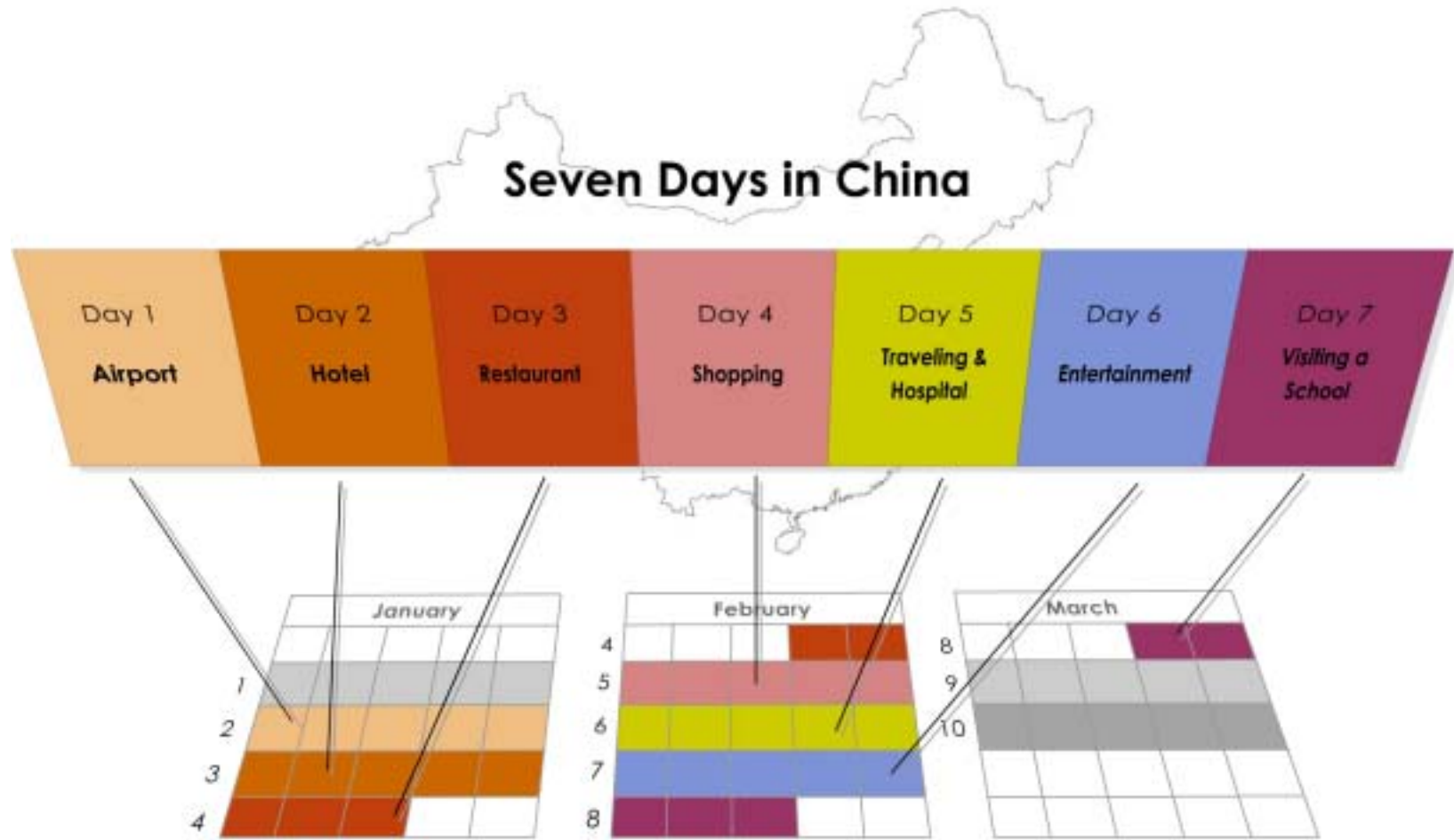
Week 1	Introduction	Week 6	Traveling & Hospital
Week 2	Airport	Week 7	Entertainment
Week 3	Hotel	Week 8	Visiting a School
Week 4	Restaurant	Week 9	Review/Rehearsal
Week 5	Shopping	Week 10	Final Exam: Skit

#### Important Note:

This document includes an example of the lesson plan for Week 4 only.

Tip: The instructor can change the order to fit the needs and interests of the class. The review on Week 9 could come earlier to give students a break mid-quarter. You can vary the amount of review and rehearsal, by gauging your students.

## Winter Quarter Calendar

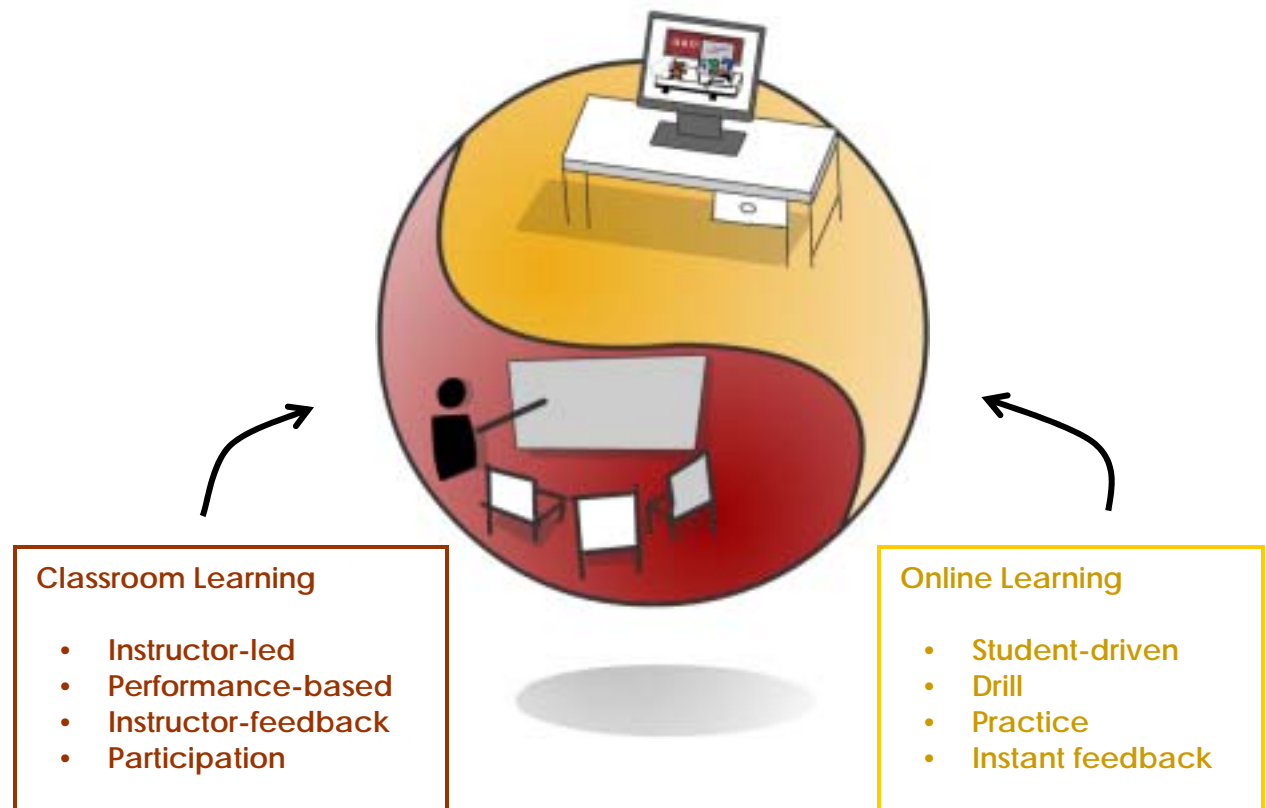


## Notes

## Instructional Strategy

The course is taught in two parts to maximize learning inside and outside of the classroom. There is classroom learning which emphasizes performance activities with instructor-led lessons and feedback. The online portion extends classroom learning to allow students to practice and drill their skills at home.

### A Blend of Classroom and Online Learning



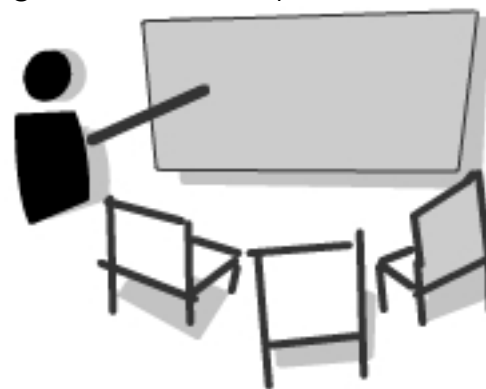
## Notes

**Classroom Learning**

Instructors are encouraged to create every opportunity for students to “learn to talk” and to “talk to learn.” Instructors should use real objects, drama, and visual aids such as pictures and video to engage students in learning vocabulary, sentence patterns, and culture.

Teaching and learning activities should encourage students to acquire information in available resources (e.g., dictionary, map, TV, radio, tape, video, other electronic media) to support authentic tasks. See page Online Learning: TripCase for more information.

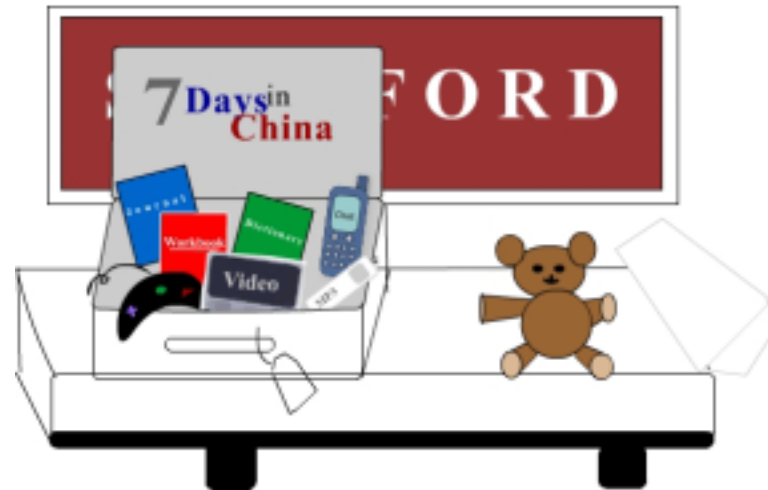
Learning and teaching activities should encourage students to explore Chinese cultures and make comparison with their own. The aim is to know cultural appropriateness of language use. Culture elements should be embedded in learning activities so that students have chances to learn how to communicate in a way that is culturally sound.



## Notes

### Online Learning: The TripCase

Students will access an innovative online resource center called TripCase. Tripcase organizes Chinese language resources under one interface such as videos, glossaries, chat tools, games and reading.



#### TripCase Contents

- **Chat** – text and voice chat to communicate with classmates
- **Games** – test grammar, pronunciation and vocabulary
- **Dictionary** – browse a glossary of terms
- **Journal** – submit homework, video, recordings
- **Workbook** – central book links together readings, audio, video
- **Video player** – watch videos of conversations
- **mp3** – listen to conversations and pronunciations, download to iPod

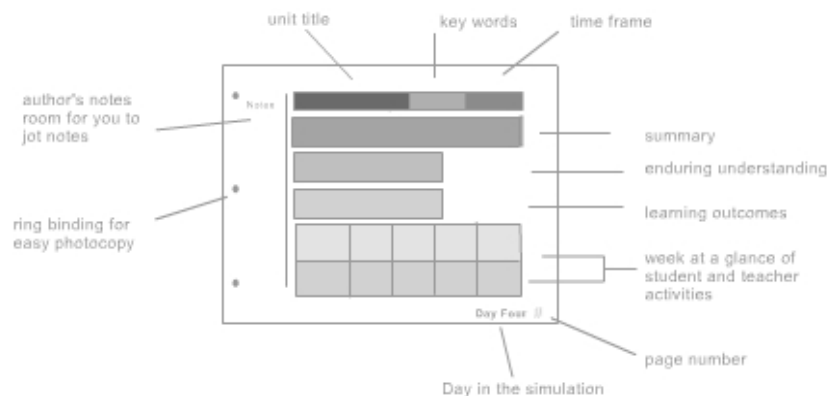
To learn more about TripCase see Online Resources in the Using this Guide section.

## Using this guide

The book is formatted to be easy to follow week to week. The guide contains room for jotting notes with flexible binding designed for easy photocopying.

Each section may contain the following:

- **Unit Title** – title of the unit
- **Key Words** – key terms learners will learn
- **Time Frame** – length and when it occurs
- **Summary** – overview of the lesson
- **Expected outcomes** – enduring understanding and skills students will gain
- **Week at a Glance** – a plan view of the students activities that week online and in the classroom
- **Assessment strategies** – suggestions for testing students, options provided
- **Instructional strategy** – suggestions for teaching by the minute
- **Student Activities** – homework students will be expected to prepare
- **Learning Resources** – helpful resources to support this lesson
- **Assessments Rubric** – guide to help you grade
- **Sample** – sample of a skit



## Online resources

There are online resources to support the instructor and students. TripCase demo files are available online. There is also an online forum for educators to share experiences implementing this curriculum and to access updated content. To access these materials and more go to:

<http://ldf.stanford.edu/~inokon/sevendays/index.htm>

## Notes

**Week 4 – Restaurant**

<b>Unit Title:</b> Having a Meal at Restaurant in China	<b>Time Frame:</b> Day 3 in China
<b>Key Words:</b> dish, drink, order, bill, menu	

**Brief Summary of Unit**

In this introductory unit of eating at restaurants in China, students will learn key vocabulary and expressions commonly used when eating at Restaurants **in China**. They will be able to use conversational Chinese to make an order, ask for more stuff, and to request and pay for bill in a culturally sound way. They will also be able to acquire information from available resources to support these activities.

In the culminating performance task, students will participate in a role-play activity mirroring the real life scenario – eating at a Restaurant in China – to demonstrate what they know and what they can do by using what they have learned both in class and out of class.

**Topic Enduring Understandings**

Students will understand that, to effectively navigate through the process of having meals in restaurants in China, they have to be able to use correct conversational Chinese to communicate in a way which is culturally sound and may need to acquire information from available resources to support this task.

Notes

**Expected Learning Outcomes**

Outcomes are measured on the knowledge and skills students will be able to demonstrate.

Knowledge – Students will know:

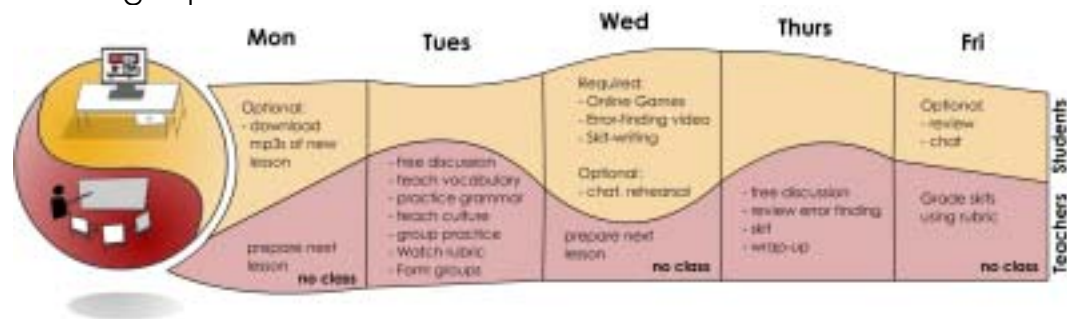
- Key vocabulary used when eating at restaurants **in China**; includes meaning and pronunciation
- Sentence patterns and the rules of grammar
- Culture considerations related to having meals at Chinese restaurants

Skills – students will be able to:

- acquire information about food from dictionary or other resources
- use sentence patterns wisely and flexibly
- place an order, ask for more stuff, ask for and pay for bill in a culturally sound way.

**Week at a Glance**

Here is glimpse of student and teacher activities this week.



## Notes

## Vocabulary

Main Dishes **commonly found** in most Chinese restaurants and likely to be **avored** by average Americans (pick 5):

- Gan1 Bian1 Si4 Ji4 Dou4 (干煸四季豆)
- Ma2 Po2 Dou4 Fu3 (麻婆豆腐)
- Yu2 Xiang1 Rou4 Shi1 (鱼香肉丝)
- Luo2 Bu4 Gan1 Chao3 La4 Rou4 (萝卜干炒腊肉)
- Xi1 Hong2 Shi4 Cao3 Ji1 Dan4 (西红柿炒鸡蛋)
- Gong1 Bao4 Ji1 Ding1 (宫爆鸡丁)

Cold Dishes, Salads and Appetizers (pick 3):

- Liang2 Ban4 Huang2 Gua1 (凉拌黄瓜),
- Fu1 Xi1 Fei4 Pian4 (夫妻肺片),
- Jiang4 Niu2 Rou4 (酱牛肉),
- Liang2 Pi2 (凉皮)

Side Dishes:

- Mi3 Fan4 (米饭)
- Ji1 Dan4 Mian4 (鸡蛋面)

Beverages **commonly found** in most Chinese restaurants and likely to be **avored** by average Americans (pick 3):

- Ke4 Kou3 Ke3 Le4 (可口可乐),
- Pi2 Jiu3 (啤酒), Chen2 Zhi1 (橙汁),
- Cha2 (茶) – Lv4 Cha2 (绿茶),
- Hong2 Cha2 (红茶)
- Mo4 Li4 Hua1 Cha2 (茉莉花茶)

## Notes

**Vocabulary (cont'd)**

Other Restaurant words:

- Cai4 Dan1 (菜单)
- Dian3 Cai4 (点菜)
- Zhu3 Shi2 (主食)
- Ying3 Liao4 (饮料)
- Liang2 Cai4 (凉菜)
- Fu2 Wu4 Yuan2 (服务员)
- Jie2 Zhang4 (结帐)
- Mai3 Dan1 (买单)
- in4 Yong4 Ka3 (信用卡)
- Xian4 Jin1 (现金)
- Xiao3 Jie3 (小姐)

Tip: It is difficult to teach all the vocabulary in in the classroom. There is not enough time. Encourage students to reinforce vocabulary using online games available via Tripcase. These tools drill students and provide instant feedback.

## Notes

**Grammar**

These are the key sentence constructions to learn in this section.

**Ordering**                      Wo3 yao4 ....              *I would like*

**Stating preference**              Wo xi3huan1 ...              *I like...*

**Requesting the bill**              Jie2 zhang4!              *Bill!*

Examples:

Wo3 Yao4 Yi4 Bei1 Lv4 Cha2 (我要一杯绿茶)

Wo3 Yao4 Yi4 Ge4 Gan1 Bian1 Si4 Ji4 Dou4 (我要一个干煸四季豆)

Wo3 Xi3 Huan1 Pi2 Jiu3 (我喜欢啤酒)

Fu2 Wu4 Yuan2, Qing3 Zai4 Jia1 Dian3 Lv4 Cha2 (服务员，请再加点绿茶)

Fu2 Wu4 Yuan2, Jie2 Zhang4 (服务员，结帐)

## Notes

### Culture

These are the culture considerations related to having meals at Chinese restaurants.

- In most restaurants in China, the people who serve you are most likely waitress. In rare case, a waiter will serve you.
- Although you can use either Fu2 Wu4 Yuan2 or Xiao3 Jie3 for the waitress, in some areas in China, "Xiao3 Jie3" is now mainly used to refer to prostitutes. It would be safer to use Fu2 Wu4 Yuan2 in any situation. In addition, Fu2 Wu4 Yuan2 can refer to both waiters and waitresses. Xiao3 Jie3 refers only to waitresses.
- Tips are not Chinese culture. The waiter or waitress does not expect the tips. However, if you give, it won't hurt them, but may make them a little bit embarrassed.
- You probably will see some scenarios you rarely see here such as: people are talking aloud and smoking around you. That's very common in most restaurants. You need to be prepared to it.
- Unlike the situation in US, the dishes you order will be served whichever is ready first. They may not be served at the same time (synchronously) for your group.
- Also in China, the dishes ordered by a group of people are usually shared. You do not need to do so, but be aware of that.
- 99.9 % of chances to eat in China, you are going to pay cash instead of credit card. So bring cash with you.
- Be aware of that it will be very likely that there are differences between the dishes (the name, content, and taste) offered by Chinese restaurants in China and those offered in USA

## Notes

**Suggested Assessment Strategies**

Our design philosophy promotes multiple methods of ongoing assessment, with far greater attention paid to formative and performance assessment.

<b>Type of Assessment</b>	<b>Feedback provided</b>
In-class participation	In-class informal oral feedback.
Multiple-choice- given Pin Yin select it's meaning in English	Online; instant feed back
True-false Test knowledge about culture issues	Online; instant feed back and explanation
Matching - given Pin Yin match its meaning in English	Online; instant feed back
Watch video (online after first class): pick up errors of grammar, pronunciation, and inappropriate cultural elements, then present their finding in the second class	In-class informal feedback.
Write a skit and post on Blackboard: Skit must contain at least three scenes: ordering food, asking for more, requesting the bill.	Teacher will give feedback via comments
Role play in group: each group consolidate the skits each of them developed and perform in the second class.	Rubric: both teacher and peer-review

Regarding when and how these assessments are carried, please also see the suggested instructional strategies.

## Notes

## Suggested Instructional Strategies

## FIRST CLASS (50 minutes)

## In class:

1. **Free talking:** students talk to each other for any topic covered in previous classes. One requirement is that they have to talk in Chinese. The instructor looks around, hear, and give informal oral feedback on pronunciation, grammar, and correctness and appropriateness of language. (5 minutes)
2. **Learn and practice vocabulary:** the instructor presents the word in Pin Yin with picture (if applicable) + the meaning in English on one slide for each new word. Students follow instructor's pronunciation to practice the new words aloud. The Instructor pays attention to those words which are subject to incorrect pronunciation (e.g. nuance between "Cha" and "Ca") and give instant feedback to students' practice. The instructor will also relate culture to the words if applicable. For example, when learning the word "Fu2 Wu4 Yuan2" and "Xiao3 Jie3", the instructor also teaches related culture: in some areas in China, "Xiao3 Jie3" is now mainly used to refer to prostitutes and therefore it would be safer to use Fu2 Wu4 Yuan2 for waiters and waitresses. (8 minutes)
3. **Learn and practice sentence patterns and grammar:** the instructor presents each sentence pattern in Pin Yin + the meaning in English + a scenario using the sentence in the format of video or picture. He or she also explains the grammar behind the sentence pattern. Students follow the instructor's pronunciation to practice for a couple of times. Then each student is asked to replace the words in the sentence pattern to create a new sentence related to course content and speak out. The instructor gives instant oral feedback. (8 minutes)

**Notes**

4. **Learn culture:** students watch scenario-based videos to learn cultural issues stated in the learning outcome. For example, one scenario is that when a group of foreign tourists are eating at a restaurant in China, people at nearby table talk aloud and smoke. By watching the video, students get chances to be exposed to the cultural issues related to having meals in restaurants in China so that they get to know which behavior is common and acceptable and which is not in Chinese culture and become aware of cultural difference between China and the United States. **(8 minutes)**
5. **Group practice:** three students in one group do role-play: customer, waiter or waitress, and cashier. Students in each group rotate their roles to practice the content covered in class. The instructor looks around, hear, and give informal oral feedback on pronunciation, grammar, and correctness and appropriateness of language. **(11 minutes)**
6. **Watch visual rubric:** the instructor explains the unit culminating evaluation, give each group a guideline, and then show the visual rubric (instructor-created video clips mirroring real life situation). By watching a visual rubric with textual explanation on handouts, students have a more concrete picture of where the unit is going and what is expected than by only reading textual rubric. It is also a way to engage students in learning by showing video. **(5 minutes)**
7. **Form a group:** students use the rest time to form their group for the unit evaluation and may work out a plan for this big assignment. **(5 minutes)**

All the content covered in class are also online, so students have chances to check back. The in-class learning activities are suggested only. The instructor can make adjustments and modification based on his or her specific situation.

## Notes

### After class: Student's Tasks

Required:

- ◆ **Online Games:**
  - Multiple-choice: given Pin Yin select it's meaning in English (knowledge)
  - True-false: Test knowledge about culture issues.
  - Matching - given Pin Yin match it's meaning in English (knowledge)
  
- ◆ **Error-finding practice:** students watch online scenario-based video, pick up errors of grammar, pronunciation, and inappropriate cultural elements, then be prepared to discuss their findings in the second class (understanding)
  
- ◆ **Skit writing:** each student writes a skit using what they have learned in class and what they have acquired before and post it on Blackboard. Skit must contain at least three scenes: ordering food, asking for more, requesting the bill. Students are also required to include at least five new items (dishes, drinks, or other stuff served by restaurants) which are not covered in class through whatever resources they can find (menu from restaurants, Internet, dictionary, etc). Then students in each group consolidate their skits to form a single skit for the role-play.

Recommended:

- ◆ **Rehearsal:** students practice the role-play to prepare for the unit culminating assessment.

Optional:

- ◆ **Reviewing** various contents covered in class which are also online
- ◆ **Online chatting** (peer to peer or to native-speakers who want to learn English). For more information go to Tripcase or the course website.

## Notes

## SECOND CLASS (50 min)

1. **Free discussion:** students talk to each other in Chinese about any topic covered in previous classes or they can rehearse the coming role-play. instructor observes and gives informal oral feedback on pronunciation, grammar, and appropriateness of language. (5 minutes)
2. **Discuss error findings:** students present their findings in error-finding practice. The instructor gives oral feedback and also presents the right answers. (5 minutes)
3. **Role Play:** Organized in the groups established in the previous class. Each group member will play three roles – customer, waiter, and cashier. Each round is about 3 minutes. If the group has three members, their total play time is around 9 minutes. Students can bring in various props (cups, pitcher, tablecloth, menu, costumes, etc.). The role play contains at least three scenes: ordering food, asking for more, and requesting the bill. The instructor uses a rubric to assess students' performance. Students also use the rubric to give a peer review. Basically the assessment considers the following questions:
  - Pronunciation -- Were the tones correct? Did you have trouble understanding anything?
  - Vocabulary – Did they use appropriate vocabulary?
  - Grammar – Did they construct sentences correctly?
  - Style – Was there a different way they could have said the sentence? Is there a more culturally appropriate way of communicating?
  - Completeness – Did they complete at least ordering food, asking for more, and requesting the bill?

**Notes**

- New information – Did they include new things (e.g. vocabulary and sentence pattern), which was not covered in class, in their play? **(30-35 minutes)**
4. **Wrap-up:** The instructor gives a short summary on students' performance. Depending on individual student's performance (including various assessments conducted), the instructor may give extra assignments to students who need more practice. **(5 minutes)**

**Recommended Learning Resources**

- Conversational Chinese Workbook designed at Stanford University
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Supplementary handouts created by designers
- Video clips created by designers
- TripCase or A course website to hold all online materials

## Notes

## Rubric for Role-Play Assessment

Rating Scale	Evaluative Criteria
Outstanding	Presentation exceeds basic requirements. Easy to understand. Includes some interesting or unusual detail. Tones are accurate. Students use considerably amount of vocabulary and structures not practiced in class. Students show teamwork and some spontaneity in their communication with, listening to, response to, and support of each other.
Good	Meets task requirements. Comprehensible but may need some inferences by the listener. Includes a variety of appropriate vocabulary and structures practiced in class. Students use some vocabulary and structures not practiced in class. Tones are generally accurate. Students attempt to show some spontaneity but may be stilted in places. Pauses tend to occur at the end of a phrase or sentence rather than after individual words. Students may attempt to self-correct.
Satisfactory	Presentation is largely recited, with frequent pauses. Students' speech is comprehensible with some effort on the part of the listener (the teacher may understand easily; students may have difficulty). Students attempt to provide accurate tones and pronunciation of words and structures that have been practiced in class but may not always be successful. Communication is stilted, with students concentrating on their own parts and often speaking word by word.
Not Demonstrated	Inappropriate, incomprehensible, or incomplete.

## Sample Skit for Role-Play Assessment

Inside the door of a restaurant in Beijing, a lady is waiting there

- The lady:** Qing3 Wen4, Ji3 Wei4? (How many, please)  
**Angel:** San1 Wen4 (3)  
**The lady:** Qing3 Gen1 Wo3 Lai2. (Please follow me) *Angel and others follow the lady.*  
**The lady:** Qing3 Zuo4 (Please sit down). Xiang3 He1 Dian3 Shen3 Me1? (What would you like to drink?)  
**Angel:** Ke4 Kou3 Ke3 Le4, Jia1 Dian3 Bing1 (Coke with ice).  
**Wuping:** Wo3 Yao4 Yi1 Ping2 Pi2 Jiu3 (I want a bottle of beer)  
**Jessica:** Wo3 Yao4 Yi1 Bei1 Cha2 (I would like to have a cup of team)  
**The lady:** Ni3 Meng2 Xian1 Kan4 Cai4 Dan1. Yin3 Liao4 Ma3 Shang4 Jiu3 Shang4 Lai2. (Here is the menu, take your time. Your drink will come soon.)

*2 minutes later, the waitress comes with drinks.*

- Waitress:** Ke3 Yi3 Dian3 Cai4 la3 Ma1? (Are you ready for order?)  
**Angel:** Neng2 Zai4 Gei3 Wo3 Meng2 Dian3 Shi2 Jian1 Ma1? (No, could you give me a little bit more time?)  
**Waitress:** Mei1 Wen4 Ti2, Bu3 Zhao1 Ji1 (No problem, take your time)  
**Angel:** Wo3 Xi3 Huan1 Gan1 Bian1 Si4 Ji4 Dou4, Hai2 You3 Ma2 Po2 Dou4 Fu3 (I like stir-fried green bean as well as Mapo Tofu). Wuping, X, Ni1 Meng2 Xiang3 Chi1 Shen3 Me1? (Wuping, X, what would you like to have?)  
**Wuping:** Wo3 Xiang3 Chi1 Yu2 Xiang1 Rou4 Shi1 (I would like to have – something like “pork with five flavors” in US) and Luo2 Bu4 Gan1 Chao3 La4 Rou4 (Smoked pork stir-fried with tried daikon)  
**Jessica:** Wo3 Xiang3 Chi1 Xi1 Hong2 Shi4 Cao3 Ji1 Dan4 (I would like to have tomato stir-fried with eggs)  
**Angel:** Na4 Wo3 Meng2 Jiu4 Yao4 Zhe4 Wu3 Ge4 Cai4 Ba1 (Let's have these five dishes).  
**Angel:** Fu2 Wu4 Yuan2, Wo3 Meng2 Ke3 Yi3 Dian3 Cai4 La (Waitress, we are ready for order)  
The waitress comes.

- Angel:** Wo3 Meng2 Yao4 Yi1 Ge4 Gan1 Bian1 Si4 Ji4 Dou4, Yi1 Ge4 Ma2 Po2 Dou4 Fu3, Yi1 Ge4 Yu2 Xiang1 Rou4 Shi1, Yi1 Ge4 Xi1 Hong2 Shi4 Cao3 Ji1 Dan4 (we would like to have one ..., one ..., one ..., one ..., and one ...).
- Waitress:** Dui3 Bu3 Qi3 (Sorry), Jin1 Tian1 Mei2 You3 Luo2 Bu4 Gan1 Chao3 La4 Rou4 (We do not have moked pork stir-fried with tried daikon today).
- Angel:** Na4 Jiu4 Yao4 Yi2 Ge4 Gong1 Bao4 Ji1 Ding1 Ma1 (We would like to have Kongpo Chicken)
- Waitress:** Ni3 Meng2 Yao4 Shen2 Me1 Zhu3 Shi2 (What would you like for – something like rice, bread, noodle)
- Angel:** Wo3 Yao4 Mi3 Fan4 (I would like to have rice)
- Wuping:** Wo3 Ye3 Yao4 Mi3 Fan4 (me, too)
- Jessica:** Wo3 Yao4 Yi4 Wan3 Ji1 Dan4 Mian4 (I would to have a bowl of noodle with eggs). The waitress: Da3 Gai4 Shi2 Fen1 Zhong1 Yi1 Hou4 Shang4 Cai4, Qing3 Shao1 Hou4 (It will be ready after about 10 minutes, please wait for a while).

*The food is ready. During the meal, Angel wants more drink, Wuping more rice.*

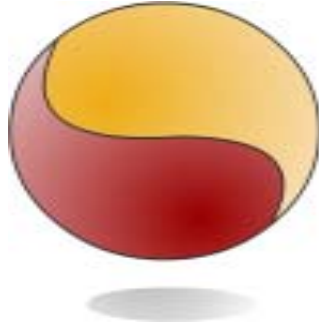
- Angel:** Fu2 Wu4 Yuan2, Neng2 Gei3 Wo3 Jia1 Dian3 Ke4 Kou3 Ke3 Le4 Ma1 (Could you give me more coke?)
- Wuping:** Gei3 Wo3 Zai4 Lai2 Yi1 Wan3 Mi3 Fan4 (Could you give me another bowl of rice?)
- Waitress:** Me2i Wen4 Ti2 (No Problem!)

*They finished their meal and are ready for the bill.*

- Angel:** Fu2 Wu4 Yuan2, Jie2 Zhang4 (Waitress, please give me the bill)
- Waitress:** Brings the bill to the table: Yi2 Gong4 Liu4 Shi2 Kuai4 (together 60 RMB – 1 US \$ = 8 RMB)
- Angel:** Wo3 Neng2 Yong4 Xin4 Yong4 Ka3 Jie2 Zhang4 Ma1? (Can I pay by my credit card?)
- Waitress:** Dui3 Bu3 Qi3 (Sorry), Wo3 Meng2 Bu4 Jie1 Shou1 Xin4 Yong4 Ka3 (We do not accept the credit card). Ni3 De3 Fu4 Xiang4 Jin1 (You have to pay cash).

*Angel paid cash, then Wuping and Jessica paid their shares to Angel.*

## Credits



### Special Thanks to:

Denise Pope  
Yuhwa Liao Rozelle  
Django Paris  
Christa Compton

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