

AP[®] Chinese Language and Culture

Teacher's Guide

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The College Board: Connecting Students to College Success

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Welcome Letter from the College Board

Dear AP® Teacher:

Whether you are a new AP teacher, using this AP Teacher’s Guide to assist in developing a syllabus for the first AP course you will ever teach, or an experienced AP teacher simply wanting to compare the teaching strategies you use with those employed by other expert AP teachers, we are confident you will find this resource valuable. We urge you to make good use of the ideas, advice, classroom strategies, and sample syllabi contained in this Teacher’s Guide.

You deserve tremendous credit for all that you do to fortify students for college success. The nurturing environment in which you help your students master a college-level curriculum—a much better atmosphere for one’s first exposure to college-level expectations than the often large classes in which many first-year college courses are taught—seems to translate directly into lasting benefits as students head off to college. An array of research studies, from the classic 1999 U.S. Department of Education study *Answers in the Tool Box* to new research from the University of Texas and the University of California, demonstrate that when students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. The 2005 National Center for Educational Accountability (NCEA) study shows that students who take AP have much higher college graduation rates than students with the *same* academic abilities who do not have that valuable AP experience in high school. Furthermore, a Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) found that even AP Calculus students who score a 1 on the AP Exam are significantly outperforming other advanced mathematics students in the United States, and they compare favorably to students from the top-performing nations in an international assessment of mathematics achievement. (Visit AP Central® at apcentral.collegeboard.com for details about these and other AP-related studies.)

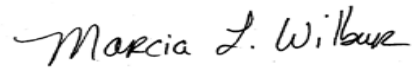
For these reasons, the AP teacher plays a significant role in a student’s academic journey. Your AP classroom may be the only taste of college rigor your students will have before they enter higher education. It is important to note that such benefits cannot be demonstrated among AP courses that are AP courses in name only, rather than in quality of content. For AP courses to meaningfully prepare students for college success, courses must meet standards that enable students to replicate the content of the comparable college class. Using this AP Teacher’s Guide is one of the keys to ensuring that your AP course is as good as (or even better than) the course the student would otherwise be taking in college. While the AP Program does not mandate the use of any one syllabus or textbook and emphasizes that AP teachers should be granted the creativity and flexibility to develop their own curriculum, it is beneficial for AP teachers to compare their syllabi not just to the course outline in the official AP Course Description and in chapter 3 of this guide, but also to the syllabi presented on AP Central, to ensure that each course labeled AP meets the standards of a college-level course. Visit AP Central® at apcentral.collegeboard.com for details about the AP Course Audit, course-specific Curricular Requirements, and how to submit your syllabus for AP Course Audit authorization.

As the Advanced Placement Program® continues to experience tremendous growth in the twenty-first century, it is heartening to see that in every U.S. state and the District of Columbia, a growing proportion

Welcome Letter

of high school graduates have earned at least one grade of 3 or higher on an AP Exam. In some states, more than 20 percent of graduating seniors have accomplished this goal. The incredible efforts of AP teachers are paying off, producing ever greater numbers of college-bound seniors who are prepared to succeed in college. Please accept my admiration and congratulations for all that you are doing and achieving.

Sincerely,

A handwritten signature in black ink that reads "Marcia L. Wilbur". The signature is written in a cursive style with a large, flowing initial "M".

Marcia Wilbur
Director, Curriculum and Content Development
Advanced Placement Program

Equity and Access

In the following section, the College Board describes its commitment to achieving equity in the AP Program.

Why are equitable preparation and inclusion important?

Currently, 40 percent of students entering four-year colleges and universities and 63 percent of students at two-year institutions require some remedial education. This is a significant concern because a student is less likely to obtain a bachelor's degree if he or she has taken one or more remedial courses.¹

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.²

Numerous research studies have shown that engaging a student in a rigorous high school curriculum such as is found in AP courses is one of the best ways that educators can help that student persist and complete a bachelor's degree.³ However, while 57 percent of the class of 2004 in U.S. public high schools enrolled in higher education in fall 2004, only 13 percent had been boosted with a successful AP experience in high school.⁴ Although AP courses are not the only examples of rigorous curricula, there is still a significant gap between students with college aspirations and students with adequate high school preparation to fulfill those aspirations.

Strong correlations exist between AP success and college success.⁵ Educators attest that this is partly because AP enables students to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. Effective AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering their previously unknown capacities for college studies and academic success.

1. Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, *Betraying the College Dream: How Disconnected K–12 and Postsecondary Education Systems Undermine Student Aspirations* (Palo Alto, Calif.: The Bridge Project, 2003), 8.

2. Frank Levy and Richard J. Murnane, "Education and the Changing Job Market." *Educational Leadership* 62 (2) (October 2004): 83.

3. In addition to studies from University of California–Berkeley and the National Center for Educational Accountability (2005), see the classic study on the subject of rigor and college persistence: Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education, 1999).

4. *Advanced Placement Report to the Nation* (New York: College Board, 2005).

5. Wayne Camara, "College Persistence, Graduation, and Remediation," *College Board Research Notes* (RN-19) (New York: College Board, 2003).

Which students should be encouraged to register for AP courses?

Any student willing and ready to do the work should be considered for an AP course. The College Board actively endorses the principles set forth in the following Equity Policy Statement and encourages schools to support this policy.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

The fundamental objective that schools should strive to accomplish is to create a stimulating AP program that academically challenges students and has the same ethnic, gender, and socioeconomic demographics as the overall student population in the school. African American and Native American students are severely underrepresented in AP classrooms nationwide; Latino student participation has increased tremendously, but in many AP courses Latino students remain underrepresented. To prevent a willing, motivated student from having the opportunity to engage in AP courses is to deny that student the possibility of a better future.

Knowing what we know about the impact a rigorous curriculum can have on a student's future, it is not enough for us simply to leave it to motivated students to seek out these courses. Instead, we must reach out to students and encourage them to take on this challenge. With this in mind, there are two factors to consider when counseling a student regarding an AP opportunity:

1. Student motivation

Many potentially successful AP students would never enroll if the decision were left to their own initiative. They may not have peers who value rigorous academics, or they may have had prior academic experiences that damaged their confidence or belief in their college potential. They may simply lack an understanding of the benefits that such courses can offer them. Accordingly, it is essential that we not gauge a student's motivation to take AP until that student has had the opportunity to understand the advantages—not just the challenges—of such course work.

Educators committed to equity provide all students in a school with an understanding of the benefits of rigorous curricula. Such educators conduct student assemblies and/or presentations to parents that clearly describe the advantages of taking an AP course and outline the work expected of students. Perhaps most important, they have one-on-one conversations with the students in which advantages and expectations are placed side by side. These educators realize that many students, lacking confidence in their abilities, will be listening for any indication that they should not take an AP course. Accordingly, such educators, while frankly describing the amount of homework to be anticipated, also offer words of encouragement and support, assuring the students that if they are willing to do the work, they are wanted in the course.

The College Board has created a free online tool, AP Potential™, to help educators reach out to students who previously might not have been considered for participation in an AP course. Drawing upon data based

on correlations between student performance on specific sections of the PSAT/NMSQT® and performance on specific AP Exams, AP Potential generates rosters of students at your school who have a strong likelihood of success in a particular AP course. Schools nationwide have successfully enrolled many more students in AP than ever before by using these rosters to help students (and their parents) see themselves as having potential to succeed in college-level studies. For more information, visit <http://appotential.collegeboard.com>.

Actively recruiting students for AP and sustaining enrollment can also be enhanced by offering incentives for both students and teachers. While the College Board does not formally endorse any one incentive for boosting AP participation, we encourage school administrators to develop policies that will best serve an overarching goal to expand participation and improve performance in AP courses. When such incentives are implemented, educators should ensure that quality verification measures such as the AP Exam are embedded in the program so that courses are rigorous enough to merit the added benefits.

Many schools offer the following incentives for students who enroll in AP:

- Extra weighting of AP course grades when determining class rank
- Full or partial payment of AP Exam fees
- On-site exam administration

Additionally, some schools offer the following incentives for teachers to reward them for their efforts to include and support traditionally underserved students:

- Extra preparation periods
- Reduced class size
- Reduced duty periods
- Additional classroom funds
- Extra salary

2. Student preparation

Because AP courses should be the equivalent of courses taught in colleges and universities, it is important that a student be prepared for such rigor. The types of preparation a student should have before entering an AP course vary from course to course and are described in the official AP Course Description book for each subject (available as a free download at apcentral.collegeboard.com).

Unfortunately, many schools have developed a set of gatekeeping or screening requirements that go far beyond what is appropriate to ensure that an individual student has had sufficient preparation to succeed in an AP course. Schools should make every effort to eliminate the gatekeeping process for AP enrollment. Because research has not been able to establish meaningful correlations between gatekeeping devices and actual success on an AP Exam, the College Board **strongly discourages** the use of the following factors as thresholds or requirements for admission to an AP course:

- Grade point average
- Grade in a required prerequisite course
- Recommendation from a teacher
- AP teacher's discretion

Equity and Access

- Standardized test scores
- Course-specific entrance exam or essay

Additionally, schools should be wary of the following concerns regarding the misuse of AP:

- Creating “Pre-AP courses” to establish a limited, exclusive track for access to AP
- Rushing to install AP courses without simultaneously implementing a plan to prepare students and teachers in lower grades for the rigor of the program

How can I ensure that I am not watering down the quality of my course as I admit more students?

Students in AP courses should take the AP Exam, which provides an external verification of the extent to which college-level mastery of an AP course is taking place. While it is likely that the percentage of students who receive a grade of 3 or higher may dip as more students take the exam, that is not an indication that the quality of a course is being watered down. Instead of looking at percentages, educators should be looking at raw numbers, since each number represents an individual student. If the raw number of students receiving a grade of 3 or higher on the AP Exam is not decreasing as more students take the exam, there is no indication that the quality of learning in your course has decreased as more students have enrolled.

What are schools doing to expand access and improve AP performance?

Districts and schools that successfully improve both participation and performance in AP have implemented a multipronged approach to expanding an AP program. These schools offer AP as capstone courses, providing professional development for AP teachers and additional incentives and support for the teachers and students participating at this top level of the curriculum. The high standards of the AP courses are used as anchors that influence the 6–12 curriculum from the “top down.” Simultaneously, these educators are investing in the training of teachers in the pre-AP years and are building a vertically articulated, sequential curriculum from middle school to high school that culminates in AP courses—a broad pipeline that prepares students step-by-step for the rigors of AP so that they will have a fair shot at success in an AP course once they reach that stage. An effective and demanding AP program necessitates cooperation and communication between high schools and middle schools. Effective teaming among members of all educational levels ensures rigorous standards for students across years and provides them with the skills needed to succeed in AP. For more information about Pre-AP® professional development, including workshops designed to facilitate the creation of AP Vertical Teams® of middle school and high school teachers, visit AP Central.

Advanced Placement Program
The College Board

Participating in the AP Course Audit

Overview

The AP Course Audit is a collaborative effort among secondary schools, colleges and universities, and the College Board. For their part, schools deliver college-level instruction to students and complete and return AP Course Audit materials. Colleges and universities work with the College Board to define elements common to college courses in each AP subject, help develop materials to support AP teaching, and receive a roster of schools and their authorized AP courses. The College Board fosters dialogue about the AP Course Audit requirements and recommendations and reviews syllabi.

Starting in the 2007–08 academic year, all schools wishing to label a course “AP” on student transcripts, course listings, or any school publications must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for all sections of their AP courses. Approximately two months after submitting AP Course Audit materials, schools will receive a legal agreement authorizing the use of the “AP” trademark on qualifying courses. Colleges and universities will receive a roster of schools listing the courses authorized to use the “AP” trademark at each school.

Purpose

College Board member schools at both the secondary and college levels requested an annual AP Course Audit in order to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and to help colleges and universities better interpret secondary school courses marked “AP” on students’ transcripts.

The AP Course Audit form identifies common, essential elements of effective college courses, including subject matter and classroom resources such as college-level textbooks and laboratory equipment. Schools and individual teachers will continue to develop their own curricula for AP courses they offer—the AP Course Audit will simply ask them to indicate inclusion of these elements in their AP syllabi or describe how their courses nonetheless deliver college-level course content.

AP Exam performance is not factored into the AP Course Audit. A program that audited only those schools with seemingly unsatisfactory exam performance might cause some schools to limit access to AP courses and exams. In addition, because AP Exams are taken and exam grades reported after college admissions decisions are already made, AP course participation has become a relevant factor in the college admissions process. On the AP Course Audit form, teachers and administrators attest that their course includes elements commonly taught in effective college courses. Colleges and universities reviewing students’ transcripts can thus be reasonably assured that courses labeled “AP” provide an appropriate level and range of college-level course content, along with the classroom resources to best deliver that content.

For More Information

You should discuss the AP Course Audit with your department head and principal. For more information, including a timeline, frequently asked questions, and downloadable AP Course Audit forms, visit apcentral.collegeboard.com/courseaudit.

Preface

I am pleased to present this publication to teachers embarking on a challenging and exciting journey in the AP Chinese Language and Culture course. The Teacher’s Guide is meant to be an encouraging, user-friendly publication. It contains a wealth of information for organizing and teaching your course. Each chapter has a different focus. For an overview of the course and exam, it is essential that you first read chapter 1 and chapter 4, respectively. Dr. Jianhua Bai, chair of the AP Chinese Language and Development Committee, begins chapter 1 with a look at the evolution of the field of teaching and learning Chinese since the mid-twentieth century. A description of the course and its key concepts and skills follows. Chapter 4 has a detailed description of the contents and format of the AP Chinese Language and Culture Exam and suggestions for preparing your students to take it.

Then, pay particular attention to the teaching tips and helpful advice in chapter 2, and the eight sample syllabi that contain good examples of course organization in chapter 3. (Throughout the guide, you will also find “advice boxes” contributed by other teachers of Chinese who share their own experiences and suggestions.) The last chapter has lists of many helpful publications, films, Web sites, organizations, etc., but it is far from the last word on resources for teaching the course. You should also explore the suggestions in the sample syllabi and the Teachers’ Resources section of AP Central (the College Board Web site), in addition to consulting other professional colleagues.

Working on this Teacher’s Guide has been one of the most rewarding, inspiring, and educational experiences I have ever had in my career teaching Chinese to nonnative speakers. I have been at the University of Virginia since receiving a doctorate in Second Language Acquisition and Teacher Education. My major interests lie in Chinese language acquisition and pedagogy in association with language proficiency and curriculum design. Working on the guide provided a cherished opportunity to use my expertise and experience and collaborate with a group of experts in the field. Not only has this meant personal and professional growth, but it has broadened my view of what it means to be an effective Chinese language teacher and what it takes to design a successful Chinese language program at both secondary and postsecondary levels.

The completion of the guide involved tremendous collaborative efforts from College Board and ETS staff, and secondary and postsecondary Chinese language faculty. My sincerest thanks go to the ETS language specialists for helping ensure that the structure and content of the guide are the best that they can be. I am also deeply grateful to all the Chinese language educators—both contributors to the guide and others—for the continued assistance and support they have provided from the beginning of this project.

Like all of you who either read this guide thoroughly or simply browse it for pleasure, I am a passionate Chinese language educator. I am convinced that a deeper understanding of the Chinese language and culture is the key to success in today’s multilingual and multicultural global community and in becoming a linguistically competent, culturally literate, and globally responsible world citizen. As an active participant in the development of the AP Chinese course, I sincerely hope that it will encourage productive discussions between secondary and postsecondary Chinese language faculty and clearly articulate K–16 curricula in line with recognized standards for second language teaching and learning. We eagerly anticipate the success of the AP Chinese Language and Culture Course and the flourishing of Chinese language programs in the nation and around the world. Enjoy your teaching!

Miao-fen Tseng, Ph.D.



University of Virginia, Charlottesville
Member, AP Chinese Task Force
Member, AP Chinese Professional Development Advisory Group
College Board Consultant, AP Chinese Language and Culture
Senior Reviewer, AP Chinese Course Audit

Chapter 1

About AP Chinese Language and Culture

Overview: Past, Present, Future

The field of teaching and learning Chinese as a second language has come a long way. During the seventeenth to early twentieth centuries, it was mostly Western Christian missionaries who wanted to learn Chinese. According to A. Ronald Walton, “The first wave of intense national interest dates back to World War II, as our rather modest and haphazard dealings with China moved toward more pressing pragmatic concerns. The second wave arose during the 1980s after the normalization of relations between the People’s Republic of China and the United States.”⁶

Great changes have occurred in the past two and a half decades. A 2002 survey conducted by the Modern Language Association (MLA) showed that 34,153 students were studying Chinese in U.S. institutions of higher learning, a 20 percent increase since the previous MLA survey in 1998. Instruction of Chinese at secondary schools has also developed rapidly since the Geraldine R. Dodge Foundation provided generous grants to 60 high schools to teach Chinese in the 1980s. In 2003-04 the Chinese Language Association for Secondary-Elementary Schools conducted a survey, and the 163 schools that responded reported a total enrollment of 16,091 students. It has also been reported that more than 160,000 students attend weekend Chinese language schools in the United States.

Expertise in Chinese language and culture is vitally important as China becomes ever more influential in world affairs. The comment that Timothy Light made in 1999 is still true: “The coming century will be at least in part the ‘Chinese Century’ if for no other reason than the sheer size of the economy of China and the influence that the enormous economic energy will have on all of the rest of the world.”⁷ The increasing number of students learning Chinese at all levels reflects a general recognition of the importance of acquiring Chinese language skills and cultural competence in order to enhance cross-cultural understanding and effective communication in the global community. The issue has also gained attention at the government level. Two prominent U.S. senators, Joseph Lieberman (D.-Conn.) and Lamar Alexander (R.-Tenn.), introduced the United States–People’s Republic of China Cultural Engagement Act in May 2005. The bill would provide funding to expand educational, cultural, and business outreach activities to increase Americans’ knowledge of the Chinese language and culture.

6. A. Ronald Walton, *The NFLC Guide for Basic Chinese Language Programs*, Cornelius C. Kubler, ed. (Columbus, Ohio: National Foreign Language Resource Center, Ohio State University, 1997).

7. Timothy Light, *Mapping the Course of the Chinese Language Field*, Madeline Chu, ed. (Honolulu: Chinese Language Teachers Association Monograph No. 3, 1999).

Chapter 1

Reflecting this growing interest in the language, in the past 25 years the teaching of Chinese has moved from being a marginal discipline with less-developed pedagogy to a strong profession. We have made great progress in Chinese language pedagogy research, curriculum design, and materials development. Although not uniformly adopted by the discipline, the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines disseminated in the 1980s and the *Standards for Foreign Language Learning in the 21st Century* developed by the National Standards in Foreign Language Education Project in the 1990s have had a profound influence, guiding language teachers into ongoing exploration of new approaches to effective teaching. Curriculum and learning materials are becoming more communicative and functional in nature, while offering both new and time-tested, effective techniques to deal with the unique linguistic characteristics of the Chinese language.

Despite the growing interest in learning Chinese, U.S. secondary and postsecondary schools still face the challenge of teacher recruitment and training and lack of instructional resources. In 2003 the College Board made a wise and timely decision to add a Chinese Language and Culture course and exam to its AP Program. President Gaston Caperton stated, “Through the new world language programs, the College Board hopes to make a significant contribution to secondary school curricula. . . . World events make it ever more obvious that a broad knowledge and understanding of other languages and cultures is essential for our young people.” A 2005 survey by the College Board found that approximately 2,400 high schools would be interested in offering the new course, and most of those schools did not offer Chinese. The Asia Society of New York City convened a meeting with leaders in the field in April 2005 and concluded that, to build the infrastructure to support a K–16 pipeline of Chinese language learners to meet national needs, three critical issues must be addressed: “Creating a supply of qualified Chinese language teachers; increasing the number and quality of school programs; and developing appropriate curriculum, materials, and assessments, including technology-based delivery system.”⁸

The AP Chinese Language and Culture course will provide students with varied and ongoing opportunities to develop their communicative competence and understanding of Chinese culture. The course will have a positive impact on the learning of Chinese as a second language and will definitely enhance K–16 articulation, providing support for professional growth, curriculum development, and instructional resources. Most importantly, it will encourage the teaching and learning of Chinese in the early grades, which is essential for producing the urgently needed professionals who can interact gracefully in the Chinese language and culture of the twenty-first century.

Jianhua Bai, Ph.D.
Professor of Chinese, Kenyon College, Gambier, Ohio
Chair, AP Chinese Language and Culture Development Committee

Course Description Essentials

The process of putting together the AP Chinese Language and Culture course and exam was a collective effort of the AP Chinese Task Force and the AP Chinese Language and Culture Development Committee. The Task Force, a group of representatives from both higher education and secondary schools, was formed in August 2004. Members created an outline for the new course and drafted the exam specifications. In July 2005 a Development Committee was formed. It is a standing committee with rotating membership

8. Vivien Stewart and Shuhan Wang, *Expanding Chinese Language Capacity in the United States* (New York: Asia Society, 2005): 4. www.asiasociety.org.

consisting of high school teachers and college professors from different geographical areas. The committee finalized the course outline and exam specifications, wrote the *AP Chinese Language and Culture Course Description*, and worked on questions for the first forms of the AP Chinese Language and Culture Exam. It will develop the annual exam and revise the course and exam design as needed.

The Course Description is an essential resource for teachers. It delineates what should be taught and how learning is assessed on the exam. Teachers should check the Course Description whenever it is updated to ensure that they have timely information. A copy can be downloaded for free from AP Central or purchased from the College Board Store (<http://store.collegeboard.com>).

The AP Chinese Language and Culture course is designed to be comparable to a fourth semester (or the equivalent) college or university course in Mandarin Chinese. These college courses, which deepen students' immersion in the language and culture of the Chinese-speaking world, typically represent the point where students complete approximately 250 hours of college-level classroom instruction. Course work reflects the proficiencies exhibited throughout the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

The AP course's main goal is to develop students' interrelated language skills (listening, speaking, reading, and writing) within an enriched cultural framework. Language skills and cultural understanding should complement each other during the course. Whenever language is taught, it should always be in a socially, culturally, and pragmatically appropriate context.

The course allows maximum flexibility in choosing either traditional or simplified characters for instruction. The AP Exam accommodates both versions.

The College Board conducts periodic comparability studies and research for all AP courses to validate the effectiveness of the course outlines and exams. Such information assists Development Committees in determining the contents of the courses and exams. For information on how this process works with AP languages, see the article "Validating AP Modern Language Examinations Through College Comparability Studies."⁹

Key Concepts and Skills

The Standards

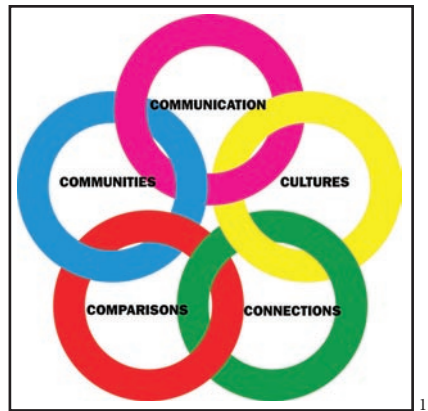
The AP Chinese course reflects the most current trends in second language learning, which place emphasis on using the language holistically in a culturally appropriate context. The *Standards for Foreign Language Learning in the 21st Century*¹⁰ guide the development of the course outline. These standards do not stand separately; they are interconnected and interrelated. Together they present a broad framework that enables students to acquire communication skills, learning strategies, critical thinking skills, understanding of appropriate elements in culture, and knowledge of technology, rather than simply to memorize linguistic components.

9. D. Bischof et al., "Validating AP Modern Language Examinations Through College Comparability Studies." ACTFL: *Foreign Language Annals* 37: 616–29. www.actfl.org.

10. National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century* (Lawrence, Kan.: Allen Press, 1999).

Chapter 1

The standards are outlined below. For ideas about applying them to curriculum design and lesson planning, refer to the Activities and Strategies for Building Proficiency section in chapter 2 and the sample syllabi in chapter 3.



Standards for Chinese Language Learning

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

Comparisons

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the Chinese language and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the Chinese culture and their own.

11. The "five standards" logo is used by the National Standards in Foreign Language Education Project (a collaborative project of ACTFL, AATF, AATI, AATSP, ACL/APA, ACTR, CLASS/CLTA, and NCSTJ/ATJ). It is reproduced here with permission.

Communities

Standard 5.1: Students use the Chinese language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment.

Three Communicative Modes

Of the standards, communication is the central goal that governs the development of linguistic and cultural competence in the AP Chinese Language and Culture course. Communication serves as a tool for building students' proficiency and also shapes the content of the AP Exam. Unlike the traditional perspective, which sees all four language skills as separate, “communication” integrates the skills across three communicative modes: interpersonal, interpretive, and presentational.

The interpersonal communicative mode involves two-way language use, allowing negotiation of meaning to take place between two or more persons who have direct contact through oral or written activities. This is the most dynamic and diversified of the three communicative modes. The involvement of at least two persons brings about ongoing interaction through the use of both productive abilities (speaking and writing) and receptive abilities (listening and reading).

The other two communicative modes—interpretive and presentational—involve one-way communication that does not necessitate direct contact between two persons and therefore prohibits active negotiation of meaning and any opportunities for repetition, clarification, and explanation.

The interpretive communicative mode relates to the receptive skills in reading, listening, and viewing. The role that a student plays in the interpretive mode is that of an audience member. The presentational mode stresses productive skills, including speaking, writing, and showing. The role that a student plays in the presentational mode is that of a presenter. Viewing and showing are added to the interpretive and presentational modes, respectively, to fully illustrate the whole picture of what really happens when communication occurs.

Objectives

The course aims to help students develop proficiency in Chinese language and knowledge of Chinese culture across the three communicative modes. Based on the overview provided in the Course Description, typical objectives of an AP Chinese course would be the following:

Interpersonal communicative mode: listening, speaking, reading, writing

- Ability to comprehend, draw inferences from, and respond to spoken and written Chinese in a variety of personal, social, and cultural contexts.
- Ability to interact in a variety of situations in cultural contexts.
- Ability to use critical thinking skills (e.g., analyzing, comparing, synthesizing, and evaluating) to derive meaning from context.

Interpretive communicative mode: listening, reading, viewing

- Ability to comprehend and interpret spoken Chinese in a variety of social and cultural contexts that pertain to daily life.
- Ability to comprehend and interpret a variety of nontechnical written Chinese texts that pertain to daily life.

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Presentational communicative mode: speaking, writing, showing

- Ability to provide information about events in immediate environment (including family, school, community, and country) and to demonstrate some degree of spontaneous application of language.
- Ability to describe an event or activity in a cohesive and coherent manner with linguistic accuracy.
- Ability to demonstrate cultural appropriateness through spoken and written discourse.
- Ability to compare and contrast phenomena and explain one's preference.

Content

Developing students' awareness of and appreciation for Chinese culture is the foundation that grounds all strategies for Chinese language acquisition throughout the entire course. Lessons will consider Chinese family life and societal structures in the larger community, as well as such aspects of Chinese life as ethnic and regional diversity, holidays and food, sports and games, and current affairs. Students will also become familiar with cultural and artistic topics such as Chinese painting, literature, music, folklore, philosophy, and the influential people who shaped Chinese history and influence Chinese-speaking societies today.

Students' learning experiences should culminate in their understanding of broader contexts in which Chinese language and culture both impact and are influenced by national and international perspectives. They should have developed a broader world view in the process of comparing and contrasting the products and practices of Chinese cultures with those of their own society.

Abilities

Students are given ongoing and varied opportunities to develop their communication competency and their understanding of Chinese culture. Throughout the process, they learn how and why to express something to the appropriate audience, at the right place, and at the right time. Chapter 2, with advice and tips for teachers, and chapter 4, on the AP Exam, introduce concrete ideas for the effective development of the following proficiencies.

Interpersonal communicative mode: listening, speaking, reading, writing

Students frequently engage in interactive activities characteristic of naturally occurring conversations among native speakers, respond to questions in a culturally appropriate way, and express personal views and exchange opinions on familiar topics.

Interpretive communicative mode: listening, reading, viewing

Students actively listen to and read a wide range of contextualized texts and text styles and develop aural proficiencies through exposure to TV commercials, films, radio programs, public announcements, advertisements, signs, posters, newspapers, short stories, and essays.

Presentational communicative mode: speaking, writing, showing

Students clearly express themselves orally and in writing on a variety of familiar topics and in different styles, including descriptive, narrative, expository, and persuasive, by employing vocabulary, structures, and coherent and organizational devices appropriate to the purpose of their presentation and the audience or readers. In addition to developing handwriting skills, students are comfortable with writing Chinese on a computer.

Assessment

Assessments in the course should fully engage students in the meaning-making process of language acquisition and should also highlight the three communicative modes that link content knowledge and language skills. A variety of structured cooperative learning activities should be used for ongoing formative assessment. The sample syllabi in chapter 3 suggest different measures of student proficiency, and advice about assessments and related activities can also be found in a section of chapter 2.

It is helpful to share with students the scoring guidelines (rubrics) against which their work will be judged before students begin an assessment task (see Natasha Pierce’s syllabus in chapter 3 for examples). Your students’ performance will help you plan future lessons.

To help students prepare for the AP Chinese Language and Culture Exam, give them timed assessments similar to those they will encounter on the exam, such as reading passages with multiple-choice items, and essays with a specified number of characters. If possible, give some writing tests on a computer. (For more on preparing students for the AP Exam, see chapter 4.)

Instructional Resources

The College Board does not endorse any specific textbooks for the course. Teachers are encouraged to use a wide range of instructional materials. These may include textbooks, Web sites, CDs, DVDs, and other materials specifically designed for the purpose of learning Chinese language and culture. In addition, authentic materials designed for native speakers such as newspapers, fiction and nonfiction literature, songs, films, and poetry can be very useful.

The Teachers’ Resources area of AP Central has updated reviews of many instructional resources—be sure to spend time there when selecting material for your courses. Also, be sure to check the sample syllabi in chapter 3 and the extensive resource listings in chapter 5 for further suggestions.

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Advice for AP Chinese Language and Culture Teachers

Preparing to Teach AP Chinese

Your first step should be to familiarize yourself with the *AP Chinese Language and Culture Course Description*, the primary source of official information about the course and exam. The Course Description includes an overview of course content, assessments, and suggestions for instructional resources, as well as the exam format and sample questions. It can be downloaded from the Chinese Language and Culture Home Page on AP Central (apcentral.collegeboard.com), the College Board’s Web site for AP professionals, or purchased in hard copy format from the College Board Store (store.collegeboard.com).

The Chinese Home Page provides a wealth of information and useful links for the preparation of the course, including articles, updates on professional development opportunities, and the Teachers’ Resources section, which has reviews and comments on appropriate instructional materials. If you register on AP Central, you can sign up for e-mail notifications of news about the Chinese course and exam. To engage in ongoing discussions with your colleagues, you may want to join the AP Chinese Electronic Discussion Group (EDG). EDG participants include AP teachers, Exam Readers, workshop consultants, school administrators, and college faculty. To join the EDG, log in to AP Central, click on the AP Community navigation tab, and then click the “Registration for Electronic Discussion Groups” link, which will guide you to the directions for joining the group.

You will receive an abundance of information by consulting Chinese language professionals at colleges and universities who have taught the equivalent of the AP Chinese course. Try to get a clear sense of what a fourth-semester college course is like and the expected proficiency level of the students. High school teachers who have taught advanced Chinese are also good resources with whom you can exchange ideas and thoughts about how to organize an AP Chinese course.

Be sure to start collecting authentic supplementary materials as early as possible, since it may take a while to get the videos, CDs, or other resources you would like to use. Don’t forget to ask your network of veteran teachers for help: they might have some items you need, which will save you from a time-consuming search.

Gathering background information on your prospective students can be very helpful. This will enable you to plan a course that suits your students’ language proficiency and reflects the appropriate level of

learning. Communicating with teachers of other subjects is equally important. You need their feedback and suggestions in order to meet the Connections goal in the *Standards for Foreign Language Learning in the 21st Century*.

Involve Chinese Community Schools

You will be surprised how resourceful a weekend Chinese community school can be, particularly if you do not live in a cosmopolitan area. The community school's staff, parents, and students can aid you greatly if you find ways to involve them in your classroom activities and curriculum. For instance, you can design a task-based activity in which your students interview students at the community schools (or their parents).

—Carolyn Kunshan Lee, Duke University,
Durham, North Carolina

For professional growth and self-education, join at least one or two Chinese language professional organizations. You should also participate in professional development workshops, such as the one-day AP Chinese workshops and Pre-AP workshops on vertical teams, as well as the five-day AP Summer Institute and the AP Annual Conference. (For more information on professional development opportunities and suggestions for schools with limited resources, see chapter 5.)

It is never too early to start preparing for a new AP Chinese course. By planning wisely and taking advantage of AP Chinese workshops, you will be well prepared for the challenges ahead.

Be an Effective Teacher

Successful language teachers are not born but trained and cultivated. More often than not, effective AP Chinese teachers will follow the five guidelines outlined below:

Model Enthusiasm

Nothing great can ever be achieved without enthusiasm.

—Ralph Waldo Emerson

Every day that you enter the classroom, envision yourself and your students beginning a journey that will satisfy their need to learn from you and your desire to learn through teaching them. This reciprocal relationship can be an inspiring and mutually beneficial process. By unleashing your passion and high spirits in the classroom, students will register your enthusiasm for the task at hand. Not every student will respond positively, but enthusiasm is contagious.

Set High Standards

Your students' performance partially depends on your expectations as well as your ability to clearly communicate them. If the standards for the course are set high, students will work hard to meet them and will strive for excellence. If the standards are set low, students will never be challenged to realize their full potential. This is not to suggest that you create unrealistic expectations, but the AP Chinese course content is challenging and the workload is demanding. Facility in any language cannot be acquired overnight; it must be cultivated through constant practice every day. It is crucial to help your students develop regular study habits—preparation on a daily basis is far more effective than preparation once a week. Emphasize

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the importance of academic rigor, but also tell students that you have confidence that they will succeed. Your faith in them will increase their self-confidence as well as their Chinese language skills.

Promote Fairness

During the first days, set class management rules and require students to live up to them. Consistency will help nurture a safe and predictable learning environment. Students benefit most if classroom rules and policies adequately represent your expectations. Make sure that the “do’s” and “don’t’s” are clear, whether these involve grading, homework, quizzes, exams, or daily participation. This will help the whole class stay focused on learning. Give opportunities to all students and treat them equally under all conditions. Students are very sensitive to the way that you handle the announced policies. A teacher of principles will win their respect and long-term cooperation.

Stay Flexible

Successful lesson planning means making the best preparations but being willing to improvise when things get off track. What is appropriate for one class might not work well for another; what works on one day might not be successful on another. All teachers, even veterans, make mistakes, such as allotting too little time for some topics, spending more time than necessary on others, and choosing projects that interest some students but not others. Although students may not perform to your expectations, be grateful for their achievements, and remember that you can always remedy what is not done appropriately in another class. Although your efforts may not have been successful, you can learn from the unpredictable results.

Seek Advice

What if, despite your best efforts, an activity or strategy isn’t capturing your students’ interest and attention? Reach out to other Chinese language colleagues in your area, or other language teachers in your school, or through the Chinese Language EDG on AP Central (see the first section of this chapter), or refer to the syllabi in chapter 3 for suggestions on maintaining student involvement in your course.

Be Positive

A positive attitude is a great asset in our profession. Being optimistic will minimize your stress and reassure your students, who expect you to take control of any unexpected situation. As students progress through the daily challenges, your praise and encouragement will inspire them to succeed and relieve tense classroom situations, particularly if students are frustrated about not meeting the course requirements. This will also show students that you are not just pushing them to work hard but are also concerned about their feelings and needs. Nothing builds student confidence more than recognizing their academic achievements and praising them publicly. (Remember to praise yourself silently after you accomplish a certain goal for the day!)

Immerse Students in Chinese

An ideal AP Chinese class resembles a real-life situation in which everyone is immersed in the Chinese language and culture, so your speech should be as authentic as possible. When you speak Chinese in class, you should be providing “comprehensible input,” which is language targeted within, or slightly beyond, the range of students’ ability to understand and fulfill instructional purposes. A string of speech beyond students’ comprehension will not yield meaningful learning—only comprehensible input brings about productive output.

In this immersion environment, students should do most of the talking, not teachers. The more students use the language in class, the more successful the class will be. Give your students ample opportunities to extensively engage in discourse. Most students, especially nonheritage learners, lack access to the target language after class, so formal learning experiences become their primary exposure to the Chinese language and culture. The importance of involving them in active and meaningful dialogue cannot be overstressed.

There are several techniques to help ensure students' immersion in the target language.

Speak Naturally

Your ultimate goal is to help students get used to the normal pace of speech. Although you may occasionally need to lower your rate of speech to optimize students' comprehension, this should not characterize most of your speech in class. Give students ample opportunities to become accustomed to the kind of Chinese speech that they will experience in real-life situations.

Use Comprehensible Input

To generate comprehensible input, familiarize yourself with what students have previously learned. This will help you incorporate the already-learned language and the language to be taught into daily classroom activities. Make appropriate use of visuals, gestures, body language, and physical objects to aid students' understanding.

Have Students Sign a Language Pledge

All students must agree to speak only Mandarin Chinese for the duration of the class. Have students sign the “Language Pledge” and observe it every day. Tell them that violating the pledge not only hinders their acquisition of the language but also disrespects their peers' rights to practice in Chinese. If exceptions are allowed, be clear about the occasions on which you and your students are permitted to use English.

Here are some tips for encouraging students to observe the language pledge:

- Explain clearly the advantages of adhering to Chinese.
- Reinforce the concept that there is no need to fear making mistakes, as this is normal and inevitable when communicating in Chinese at their level.
- Call for students' attention when you hear English spoken.
- Recognize students' successful use of Chinese by sharing your positive comments or even giving small awards.
- Adhere to the language pledge yourself, except on those special occasions that allow the use of English—your consistent use of Chinese will provide students with a positive role model.

Observe Your Own Teaching

Videotape your instruction or have someone observe your class to calculate how often you or your students talk. You may be unconsciously violating your own principles. Attentive self-monitoring or an outsider's comments will help you stay on track. In general, students should be talking more than the teacher. If this is not the case for you, you need to give your students more time to communicate in Chinese.

Correcting Errors in Student Speech

Error correction plays an important role in Chinese language learning. A teacher of Chinese should be aware of three important aspects of error correction: WHAT needs to be corrected during classroom interaction; WHO should carry out the correction; and HOW the correction should be carried out.

For “what,” three basic rules should apply. First, errors that affect comprehensibility of speech should be corrected; second, errors with high frequency should be corrected; and finally, errors least tolerated by native speakers should be corrected. For “who,” a teacher should bear in mind that not only instructors but also student peers and speakers themselves can be effective executors of error correction.

As for “how,” there are many different ways to carry out a correction. Direct methods include: (1) directly pointing out errors and then analyzing and explaining the rules to students; (2) upon noticing errors, providing the student with feedback by saying “Try again” or “Not quite”; and (3) comparing correct and incorrect versions of speech. Indirect methods include: (1) purposely repeating errors and expecting the student to notice and carry out self-correction; (2) repeating the student’s sentence but replacing the incorrect elements with the correct ones (recasting); and (3) paraphrasing what the student said and requesting confirmation by saying “Is this what you mean?” or “Is it correct?” Whether one should use direct or indirect methods to correct errors is dependent upon factors such as the types of errors, students’ stage of learning, personalities, learning styles, and communicative contexts.

—Hong Gang Jin, Hamilton College,
Clinton, New York

Make the Class Truly Communicative

Communication, through expression, negotiation of meaning, and understanding, allows language acquisition to take place naturally in the AP Chinese classroom. Meaningful, age-appropriate contexts for language use provide the best support of communication.

Implementing a student-centered approach in every class is challenging but exciting for AP Chinese teachers. All aspects of the class, such as classroom activities, presentation and discussion of studied materials, homework, and assessments, should place students at the center of learning.

When creating a lesson plan, your goal should be to spend at least 50 percent of the time on student-centered and interactive activities. Pairs or groups of students can participate in games, storytelling, dialogues, role-plays, questions and answers, oral skits, interviews, debates, presentations, and so on. Use authentic materials and realia that reflect hands-on experiences in real life. The situated interactions allow students to use the language in linguistically and culturally appropriate contexts and to apply their knowledge to cope with simulated or real-life situations.

Following are some tips for the implementation of successful communicative tasks:

- **Tell students the purpose of the activity.** Student activities should flow clearly and logically. Communicate the learning objectives clearly to students so they know the purpose of the activity (e.g., to help them practice language functions such as asking/giving information, making a request, or comparing/contrasting things or persons). Never let fun override the goal of the activity. Simply having fun without meeting measurable learning objectives provides students with little more than a relaxing break in their day.
- **Give clear instructions.** Give clear, step-by-step instructions. Provide at least one concrete example or a model of the sequence of the activity.

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- **Manage time carefully.** Group discussion may take a lot of time if you don't plan ahead. When organizing your lesson plan, write down all that you expect to accomplish and the allotted time for each activity.
- **Monitor students constantly.** Monitor the process of negotiation of meaning and provide immediate help during pair or group work. Circulate around the room, redirect off-track behavior, and answer questions as necessary.
- **Use Chinese only.** Make sure that students are speaking in Chinese, not English.
- **Make sure groups are balanced.** Place students in groups with a wide range of language proficiency so that they will learn from each other. Placing all heritage speakers or all nonheritage speakers in one group is not as productive as organizing groups whose members have a variety of learning backgrounds.
- **Use systematic attention-getters.** Employ attention signals such as hand-clapping when necessary, in case some activities go in a direction that you do not expect.
- **Move time-consuming activities after class.** To use class time effectively, assign activities that require more time for preparation (such as a long interview or a survey) to be completed after class.
- **Be an engaged listener, and train students in the interpersonal mode in clarifying and negotiating meaning.** When individuals, pairs, or group members are giving presentations, ask others to listen carefully so that they will be able to answer questions about the main gist of the presentations. Another strategy to retain students' focus is to have them jot down key sentences that they do not understand and ask for clarification after the presentation. This prevents students from daydreaming while their classmates are speaking.

Organizing Instructional Materials

Careful lesson planning and a wise selection of instructional resources will save you a tremendous amount of time spent on fixing ineffectual lessons or searching for new materials. Your planning may cover macro semester-wide class routines as well as activities for a particular lesson or theme at the micro level in the classroom. Each class should be challenging and fulfilling for students.

Begin with a Warm-up Activity

Begin your class with a warm-up activity that includes teacher-to-student and even student-to-student conversations every day, or on most days. This activity, which may look like simple chatting to the students, has a hidden instructional function. It not only provides an optimal opportunity for students to use their previously learned skills to produce spontaneous speech, but it also functions as an attention-getter that prepares the whole class for another adventurous journey.

Organize Units Around Themes

Thematic-based instruction is the best way to implement the standards for second language learning discussed in chapter 1. Organize learning materials based on themes or units that integrate communicative functions rather than form-based instruction. When creating a unit, you should first determine the theme, the targeted standards, expected outcomes, and performance assessment tools. Have a clear picture of the language functions that students are expected to acquire and the cooperative learning activities that will help them meet their goals. Although it is important for students in the AP Chinese course to learn

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vocabulary, formulaic expressions, and sentence patterns, remember that linguistic accuracy is a means to fulfill communicative functions. Successful communication is the goal; linguistic appropriateness and accuracy are the means to help achieve that goal.

Integrated Skills Activities

One of the effective ways of assessing students' integrated skills is asking them to accomplish a certain communicative task by working on authentic materials in groups. This way, they are using three communicative modes in one activity. Taking one of my teaching units, "create a travel brochure or poster," as an example, students are asked to represent a travel agency, create a new packet for a trip, give an oral presentation to their customers, and convince them to join the trip. To accomplish such a task within the presentational mode, students have several steps to follow:

Step 1: Search for an interesting city or site for their presentation.

Step 2: Check the price, transportation, map, route, and the length of the trip from advertisements in local newspapers, and discuss with group members.

Step 3: Design the itinerary, including food, cost, and lodging for the trip, and discuss with group members.

Step 4: Include pictures with the oral presentation.

Although this activity assesses students' abilities in writing (creating a brochure or a poster) and speaking (giving an oral presentation) within the presentational mode, it also requires students to work on skills within the interpretive mode (reading newspapers) and the interpersonal mode (discussing with group members) before their presentation.

—Rae-Shae Chen, Los Altos High School,
Hacienda Heights, California

[See *Natasha Pierce's syllabus in chapter 3 for a detailed discussion of an integrated skills "travel" activity.*]

Contextualize Materials

Learning materials are best presented in context rather than in isolation. Your lessons should encourage language learning to take place in simulated and real-life situations. Whenever an explanation of forms or grammar is necessary, allow students ample opportunities to use what you have presented in a culturally and age-appropriate context. Teaching materials should be used in an authentic context; students' practice should also occur in a culturally appropriate way. Cultural topics should always be incorporated into language instruction. See the sample activities in the syllabi in chapter 3 and sample learning scenarios in *Standards for Foreign Language Learning in the 21st Century* for suggestions.

Spiral, Recycle, and Synthesize Materials

Teaching language block by block without making connections between lessons is less effective than teaching it spirally. Introduce new material based on the old so that both are incorporated into a good sequence by recycling, spiraling, and synthesizing both function and content areas. This allows students to internalize their learning. Learned materials also can be spiraled up and down in different levels of language functions. If it is impossible to recycle, spiral, or synthesize for each class, try to do so in as many classes as possible, especially in a review session. Move from simple to complex but not vice versa. Present materials that are considered difficult in ways that become easier for students to understand, using concise explanations and concrete examples. This avoids depriving students of time to really play with the language.

Offer a Variety of Activities

The major characteristic of communicative activities is negotiation of meaning, through information exchange, role-plays, pair and group work, and information gap activities. Classes with many different activities keep students motivated and your teaching fresh. The activities should accommodate learners' multi-intelligence and different learning styles. While it is necessary to perform some routine activities to keep students comfortable, new activities that are particularly suitable for a certain communicative function and cultural understanding are a must to maintain keen interest. Cooperative learning techniques you might consider include jigsaw, bingo, information gap, and many others. There are countless Web resources you can explore: try a Google search on “jigsaw teaching language” or “information gap teaching language,” for example. You can also find comprehensive ideas on designing activities in chapters 6 and 14 in *Languages and Children—Making the Match: New Languages for Young Learners, Grades K–8*, by Helena Curtain and Carol Ann Dahlberg (Allyn & Bacon, 2004).

Let Students Help with Planning

Each year your class will look different, and adjustments must be made to suit students' needs. A class full of heritage speakers is definitely different from a class where the majority of students are nonheritage learners. Inviting students to get involved in the process of identifying materials, recognizing expected outcomes and setting attainable goals will encourage their active participation and total engagement in the course. If you find that the curriculum you designed with student input is not working, you can always modify it as the course goes along. This is inevitable in all forms of teaching across different disciplines, but especially when teaching a subject such as Chinese language and culture to students with a mixture of backgrounds and learning experiences.

Compile Materials from Many Sources

Remember that a textbook is not a curriculum. A well-articulated curriculum can only be realized with a good combination of themes and effective communicative tasks gathered from a variety of instructional resources according to the goal of the course in particular and the articulation of the Chinese language program in general. Textbooks using a wide variety of authentic materials are scarce, so you will need to assemble a package of materials with different styles from different sources, supplemented by self-created handouts or notes that widen or deepen certain themes. (The syllabi in chapter 3 include a variety of innovative materials culled from many different sources.) Although this type of planning takes time, it will give you freedom in course design, topic selection, and order of presentation.

Activities and Strategies for Building Proficiency

Tone and Character Learning

Tones and characters are two unique features in Mandarin Chinese. Tones are meaning carriers—the same syllable can have different tones representing different meanings. In this sense, the importance of mastering accurate tones cannot be emphasized enough. Although tones are one of the crucial aspects of learning in elementary Chinese classes, you will need to help your students improve their tones and pronunciation through constant remedial and diagnostic practice in the AP Chinese course. This is especially necessary when the majority of students are nonheritage learners, as their tonal acquisition depends upon effective formal instruction in class.

Character learning is as important as tonal acquisition. It is strongly suggested that students practice writing characters before typing them. Although the AP Chinese Exam does not require students to

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write characters by hand, this does not mean that effective character learning only entails being able to type accurate phonetic symbols, recognize characters, and choose the right characters from a list on the computer screen. Writing characters by hand through accurate stroke orders with solid understanding of the construction of characters is still considered an effective way of learning them at the initial stage.

Chinese Character Instruction

Effective Chinese character instruction begins with the teaching of the basic radicals, including their meanings and pronunciations. As most Chinese characters consist of a radical and phonetic elements that are often characters themselves, learning new characters is easier and faster once students master the basic radicals and common phonetic elements. When introducing a new character, try analyzing its components and their association with the meaning or pronunciation of the character. If possible, provide two or more frequently used phrases containing the character. These techniques will help students learn the new character and know how to use it in an appropriate context.

As there are a lot of homonyms in Chinese, and some similar characters, it is important to compare the differences between them because students may use the wrong characters. A good way to clarify the confusion is to give examples in phrases and sentences and test students on them.

The Chinese writing system is unique and takes practice to master—handwriting is an integral part of learning the language. However, being able to effectively use Chinese word processing is equally important in this age of technology. My advice is that both handwriting and typing should be emphasized in the AP Chinese course. For example, students should write regular homework, quizzes, or tests by hand, but they also need to acquire typing skills for their reports and projects.

—Chih-Yun Jong, Arcadia High School,
Arcadia, California

Three Communicative Modes

Each of the five goal areas (communication, cultures, connections, comparisons, communities) in the *Standards for Foreign Language Learning* is equally important in guiding curriculum design in the AP Chinese Language and Culture course, but communication is the central focus that governs the development of linguistic and cultural competence.

Interpersonal Communicative Mode

Listening and Speaking

Listening and speaking are complementary pursuits considered the cornerstone of language development. Opportunities to practice listening and speaking should be omnipresent in the classroom. Consider using a combination of strategies to make your class interactive.

The natural approach

The natural approach maximizes the use of Chinese through communicative activities involving you and your students, pairs of students, or groups. Encourage students to use vocabulary or memorable structures within a culturally appropriate context. You would ask a series of questions to elicit students' answers. Keep the explanation of grammar to a minimum to allow maximum interaction to take place. For example, to introduce the “*shì . . . de 是 的*” structure, you may first simply point out its function and structural features, describing a past event by emphasizing the place, person, time, and manner. Engage students in a series of questions that allow these structures to recur in a meaningful context. This principle also applies to other types of grammatical instruction.

Storytelling

A series of pictures or realia is a valuable visual aid for storytelling. You could begin with a discussion about key words, actions, and conjunction devices, and provide background information for the pictures. Although storytelling is typically a presentational communicative activity, you can make it interpersonal by having groups of students exchange different endings to the story and select a best ending for the group. This will encourage students to interact with one another and refine their output through constant idea exchanges.

Summary frame

A group of students uses a sequence of questions to aid comprehension and highlight the critical elements of some specific information. (Students should also have a chance to clarify the information presented.) This process is ideal for helping students understand a main text. Since the questions themselves include key words, phrases, and structures that occur in the main texts, students will incorporate those items into their responses and consolidate their summary skills.

Direct teaching of speaking

In this activity, you write several key words or key patterns on the chalkboard, organizing and connecting them to form a paragraph. Students listen to the story the paragraph tells, get the gist, repeat sentence by sentence, and eventually retell the story.

Flashcard vocabulary drills

Effective use of flashcards increases comprehension and retention of lesson themes. Flashcards are not limited to vocabulary—they can be used for fixed expressions and useful structures. They are good for practice at the sentence and paragraph levels and can be used to improve text comprehension by giving a series of questions as well.

Learning through media

Ask students to listen attentively to a TV commercial, a TV news report, a radio broadcast, or a video clip, and then have them respond to a series of questions, from the main gist of what they heard to specifics such as questions with “WH” words and other words that are key for understanding. This activity will enhance students’ world knowledge and enlarge their vocabulary.

Text synchronization

Ask students to listen to songs on a karaoke machine; they can read the Chinese characters on the screen and sing along.

Dialogue creation

With a certain theme in mind, you or one of your students can initiate a dialogue and make it flow by inviting others to participate. The dialogue should be spontaneous and therefore can be generated only after students have internalized all learned materials, including linguistic and cultural information.

Description of three time frames

Describing what happened, happens, or will happen is a task associated with students’ experiences of the past and present and their expectations of the future; it is a helpful interactive activity and thus should be incorporated into daily or weekly lesson planning. You can initiate the topic and follow up with a series of questions to extend and expand it. This activity can be done during a warm-up at the start of class, at

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the end of class, or on any other specific occasion. The dialogue may sound like an informal chat between you and your students, but it actually has hidden instructional purposes; these could include reviewing expressions about daily actions or recycling and spiraling learned materials.

Reading/Viewing and Writing, Reading/Viewing and Speaking

A reading activity can be followed by a writing or speaking activity that is interactive in nature. Some possible interactive tasks are:

- Reading an e-mail and responding by writing an e-mail
- Reading a note or a letter and responding by writing a note or a letter, or making a telephone call
- Watching a videotape and writing a summary or giving an oral report with a focus, such as the plot or character analysis. Remind students that their task is to *listen*—there should be no recourse to visual stimuli. Cultural, literary, and aesthetic values can enhance comprehension but are secondary to listening.
- After students finish writing, give them an opportunity to edit each other's work. This allows both reading and writing to be recycling activities. (Students should be taught editorial skills beforehand.)
- Reading and viewing a chart, a poster or flyer, a visual cue, or an advertisement, and responding to certain questions by writing or speaking

For more ideas about developing the four distinct language skills, refer to the descriptions below of the other two communicative modes.

Interpretive Communicative Mode

The major goal of the interpretive communicative mode involves developing the ability to recognize and interpret linguistic and cultural information embedded in an aural or written text. To help your students gradually progress toward this goal, it is important to give them a variety of authentic stimuli for listening, reading, and viewing. Designing scaffolded activities which make these materials accessible to students is very challenging for many teachers. However, exposure to authentic materials is essential for the development of reading and listening proficiencies through constant practice and well-prepared concomitant activities.

Listening

You can read the passage yourself or play a recorded simulated or real-life dialogue with native speakers. Comprehension checks can be assessed through the following formats:

- True and false questions
- Cloze activities in which students fill in blanks based on what they hear
- Multiple-choice questions
- Open-ended questions—who, what, when, where, why, how
- Completing worksheets
- Summarizing

Advice for AP Chinese Language and Culture Teachers

- Drawing pictures (this is particularly useful for the description of a place or room that involves position or directional words)

It is important to ensure that students have exposure to dialogues and narratives on different topics, levels of formality, and social occasions. When considering whether instructions or prompts are given in English or Chinese, you should think carefully about your instructional goals. For instance, students who have demonstrated evidence of comprehension should not be penalized for incorrect production of Chinese characters.

Reading

Before students begin reading, use an activity that allows them to brainstorm about the passage on the basis of the title, subheads, and topic sentences. Prereading questions encourage their skimming of the passage before they extract details through a more careful reading. A list of vocabulary or key words is essential for thorough understanding. It is also helpful if students create their own character banks after each reading activity. Character recognition and decoding skills, dictionary skills, and high-level thinking skills should be taught through a progressive approach with constant practice. Make every effort to select authentic and unabridged materials that reflect the students' reading level and move them toward becoming independent, proficient readers. Once students are equipped with good reading strategies, they may work at home independently, in pairs, or in groups to complete an assignment. This will allow you to spend more class time on interactive activities.

Reading and listening activities may be accompanied by a follow-up activity geared toward the development of a different language modality. For example, a writing activity might precede an activity in which students read aloud the written work completed through cooperative learning; or a dialogue that is used for improving listening skills may later be transformed to a written narrative. There are always options for a mixture of activities that go hand in hand to reinforce learning.

Presentational Communicative Mode

Speaking

Oral presentations are popular activities to conclude a unit, a theme, or a review session. They can be impromptu or prepared ahead, depending on their complexity and level of competence required. Students should be advised to prepare well prior to their performance to guarantee that they have ample time to organize their information and make sure they are speaking clearly and correctly.

Speaking activities, such as skits, dramatic songs, and role-plays are popular among high school students. These types of activities are particularly enjoyable if they are accompanied by Chinese musical instruments or rhythms. Other possible speaking activities are listed below:

- Make a simulated announcement at a train station, airport, or department store.
- Provide information on weather, daily routine, school life, family, or friends.
- Explain reasons for being tardy, late homework, or an absence.
- Introduce oneself or a favorite TV show, movie, song, book, class, person, sport, or Chinese cultural event or holiday.
- Describe a sequence of actions in chronological order with or without realia (e.g., cooking, shopping, field trip, sports event, seeing a doctor).

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- Tell a short story based on a series of pictures or realia or without any printed aids.
- Give a short speech or presentation on a favorite city, hometown, interesting place or person, or travel plans.
- Discuss some formal topics such as a current educational, social, or cultural issue.
- Compare and contrast two people, two classes, two sports, two transportation means, or two cities lived in or visited.
- Have a debate, such as boarding school study environments versus those in public schools, or coeducational schools versus single gender schools.
- Give a *PowerPoint* presentation or make a movie using Microsoft *Movie Maker* software.
- Leave a telephone message making a doctor's appointment, telling a friend about a certain event, and so on.

Speaking activities do not always take place in class. Consider asking students to record their speech in the language lab using recorded prompts. This helps familiarize students with what they will be required to do for the AP Chinese Exam as well. Some topics that are suitable for speaking exercises also may be suitable for writing and vice versa. See the next section for more ideas.

Writing

Organizing thoughts and applying linguistic and cultural knowledge takes time. Therefore, if this activity is meant to be an individual work assignment, it is suggested that it be completed after school. Class time is ideal for cooperative writing, where students work in pairs or groups, generating ideas and brainstorming.

It is vital that collective ideas, along with organizational, coherent, and cohesive devices, are taught or fully discussed before students begin to write. Guided questions in Chinese are very helpful for the generation of ideas and the incorporation of expected patterns and linguistic functions.

Having students write a journal with an increasing number of words per entry as time goes on is highly recommended. The journal may include a variety of informal topics covered in the interpersonal and interpretive modes. Students may be asked to write in an informal style (notes, cards, letters, diaries, dialogues, and stories), or respond to a series of pictures, commercial ads, flyers, posters, Chinese products, or cultural events. This activity builds writing skills. Do not focus on correcting student errors; correction is needed only when errors impede comprehension.

Students can also write an introduction to, or a review of, a popular TV program, movie, contemporary literary work, or newspaper article. Some may aim for publication in a self-published magazine, journal, or school Chinese newspaper. Make sure that the styles of writing move from informal to formal and encompass descriptive, narrative, expository, rhetorical, and comparative styles.

Complete reliance on materials covered in class limits the scope of work; students should be encouraged to use a dictionary and whatever resources are available to complete a writing assignment. Rewriting a piece of edited work is also an effective retrospective technique that encourages students to be accountable in their writing. The final grade should acknowledge the extra effort made to revise the work. If time permits, you can also suggest that students e-mail you in Chinese on a regular basis.

This will familiarize them with a task required on the AP Chinese Language and Culture Exam (see chapter 4).

See the syllabi in chapter 3 for more examples of activities and strategies in the three communicative modes that will enhance learning for your students. Also see chapter 5 for suggested books on teaching strategies in general and in the language classroom in particular.

Assessment

You will want to assess what your students can do and how well they can do it. Students in the AP Chinese Language and Culture course should be evaluated based on their performance of the communicative tasks assigned. No matter what those tasks may be, their major goal should be to help students attain the expected proficiency level and gain a deeper understanding of the culture that shapes the Chinese language.

Since various activities constitute the core of class time, rating students on their ability to carry out specific tasks is the guiding principle for assessment. Specific communicative tasks require students to perform in simulated or real-life situations to fulfill communicative functions, such as making requests, inviting people to do something, making an appointment, providing suggestions, asking for information, describing daily schedules, expressing opinions, appreciation, and apologies, or narrating in different time frames.

In assessing student performance, remember that what is assessed must reflect what students learn, do, and perform in class, and that the way performance is assessed should also be in accordance with the ways students learn, do, and perform. Always use the assessment to examine how much students have learned—not how much students have *not* learned. In this sense, the difficulty level of the assessment is parallel to what is covered in class. As long as students feel confident and are able to do what they are asked to accomplish in class, they should be rewarded with satisfactory results in the assessment.

You can evaluate student performance at different times during a semester using a combination of formative and summative assessments. Formative assessments are often given at a particular point in ongoing instruction. They provide students with immediate feedback on their learning, and teachers can modify lesson planning and curricular activities based on student performance. Summative assessments, which are more comprehensive, provide accountability, measure students' cumulative learning experiences, and confirm the level of learning when an activity has been completed.

Daily performance observation is most frequently used. This type of assessment applies to activities that are carried out on a daily basis, generally in a 5-point scale or in the form of rubrics. Daily or weekly quizzes, midterms or unit tests, and the final exam can all be used at different times to measure performance in a more comprehensive manner. It is also crucial that you incorporate timed assessments, typical of the AP Exam, within each unit's context.

The content and scope of each assessment are best outlined in a checklist or outcome rubric that includes functions to be achieved, with very specific descriptions of linguistic and cultural understandings. The checklist or rubric can be activity-, lesson-, unit-, and even course-based. These rubrics are created not only for teachers' use but for self-evaluation by students. (See Natasha Pierce's "Travel Diary Rubric" and

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“Oral Quiz Rubric” included with the “Dali” activity in her syllabus in chapter 3 for examples of activity-based rubrics. Xiaolin Chang’s syllabus (also in chapter 3) has a rubric for oral presentations in the Student Evaluation section. Deborah Blaz’s book *A Collection of Performance Tasks and Rubrics: Foreign Languages* (Eye on Education, 2001) is also a good source of ideas about the use of outcome rubrics.)

Constantly observe your students’ performance, not only to make sure they are learning what you are teaching but to analyze what they need and to guide future lesson planning. Your school’s Chinese program should also have holistic or summative assessments that set the program standards and overall expectations of student performance upon the completion of the course. These should align with the performance guidelines created by ACTFL (see chapter 1).

You can combine and connect activities to produce an integrated performance assessment. This is the best way of evaluating student performance because it highlights students’ experiences in accordance with a sequence of three interrelated measurements within the three communicative modes. This process through which the meaning is negotiated cooperatively in culturally appropriate contexts occurs in real-life settings quite frequently. Therefore, tasks that involve this process are highly recommended for the conclusion of a unit or a theme, and for a review that embraces the communication skills learned and internalized through different units. For more information, see the *Integrated Performance Assessment Manual* published by ACTFL (go to www.actfl.org and click on the Publications icon to access more information about this publication and an order form).

After any type of assessment is completed, your immediate feedback is essential to make improvement and progress possible. This ensures that the time and effort you put into each lesson is worthwhile. After students learn the results of the assessment, a follow-up observation or assessment is necessary, in whatever format is feasible and convenient for you and your students. Creating a folder or a file for each individual student may be helpful for keeping track of his or her strengths and weaknesses and the progress that he or she has made from the first class to the completion of the course. This may sound like a time-consuming task, but once the files are created, you will be thrilled at how effective they can be in helping you successfully manage the course and optimize each student’s learning.

Use Authentic Assessments

As a novice teacher, I was interested in authentic assessments, but I gravitated toward traditional pen-and-paper exams for the first semester final. My first-year students, all enthusiastic learners, had vastly different scores, and there were many Ds and Fs. I was dismayed.

The following week, at the beginning of the second semester, students embarked on pen-pal letters, encompassing everything they’d done on the semester exam. They poured their hearts into rough draft revisions and then wrote perfect letters, focusing on syntax, characters, and rich vocabulary. Obviously, preparing for a real audience was much more motivating than taking an exam!

Two years later, many of the same students were studying cranes, and I arranged for them to present their projects to Chinese speakers. They agonized over scientific and linguistic accuracy, working harder on pronunciation than ever before.

I now create several occasions each year where students perform for an audience from outside the classroom. These activities connect them to the larger world, motivating them to master all aspects of the language.

—Natasha Pierce, James Madison Memorial High School,
Madison, Wisconsin

(See Natasha’s syllabus in chapter 3.)

Recruiting Chinese Learners

The practical use of the Chinese language cannot be stressed too strongly. Approximately one out of four persons in the world speaks Mandarin Chinese. It has become a central language as China has rapidly emerged as a major player on the economic world stage. As a result, Chinese has great potential to become one of the most dominant world languages over the next several decades. Being able to communicate in a linguistically and culturally appropriate way in a Chinese-speaking environment has gained great significance in the global community.

Successful recruitment of students for AP Chinese begins before students enter your school, when students, parents, and guardians begin to acquaint themselves with what the school has to offer. Choosing a language course might be one of their priorities. You and other Chinese teachers should promote the Chinese program at student and/or parent orientation meetings or workshops for first-year students. Invite current students to talk about their successful and pleasant experiences in learning Chinese. Satisfactory recruitment of students at the first level ensures a large pool of students that feeds into the next levels and culminates in the AP Chinese course.

The first step in recruiting students of Chinese is to overcome their fear of learning the language. Mandarin Chinese has been characterized, perhaps unfairly, as one of the most difficult languages in the world to learn. This is mainly due to its being a pictographic language. Unlike English and many other languages, Mandarin Chinese does not have a visible correspondence between the writing system (characters) and the phonetic system (speech sounds). The construction of the characters, in many cases, does not yield clues to how they are pronounced, unless students have learned enough characters that they have developed an awareness of the pattern between the characters and their corresponding pronunciation. Another thing that makes learning Mandarin Chinese so challenging is the tonal aspect that must be mastered.

When asked whether Mandarin Chinese is indeed a difficult language, teachers should deliver factual information in an encouraging tone. Learning Chinese well is not impossible if students have an accurate understanding of the writing and phonetic system and are exposed to appropriate and effective learning strategies. With the assistance of excellent teachers, the process of learning the Chinese language and understanding Chinese culture will turn out to be fascinating, productive, and inspiring.

When recruiting students for AP Chinese, be sure to point out the benefits of taking AP courses. In addition to the opportunity to study Chinese language and culture in greater depth, students will gain experience with college-level work and improve their chances of getting into competitive colleges. Those who do well on the AP Exam may receive advanced credit, placement, or both at certain institutions. (For specific information about an individual college's policies, see the institution's catalog or talk to a counselor. Information is also available on the AP Credit Policy Info page on AP Central.)

AP Chinese students may be heritage or nonheritage learners. Students with prior exposure to Chinese at home or in weekend Chinese language schools might be mixed with students who are learning the language for the first time in school. The course is not simply for high achievers—all those who have demonstrated a strong desire to be challenged should be encouraged to take it. In addition to the opportunity to receive advanced placement or credit in a postsecondary institution, students will improve their language and critical thinking skills. The experience could inspire them to continue to explore Chinese language and culture after they graduate from high school.

Implement an AP Chinese Vertical Team

Linguistic competence and cultural knowledge are developed over time. By the time students are in the AP Chinese course, they will have formally or informally learned a great deal about Chinese language and culture. In the AP course, students will continue to build on the foundation established in previous courses taken or other experiences they have had. Those early learning experiences will help them succeed in the rigorous AP Chinese course.

Thus, it is important for your school to have a vertically aligned curriculum that allows students to acquire the knowledge and skills needed at one level in order to connect smoothly to the next level. In the AP Chinese Vertical Team, teachers work collaboratively to develop and implement a four- to five-year program with a curriculum that progresses logically from year to year. Issues to be articulated include instructional goals at different grade levels, pedagogy, themes to be covered, expected proficiency, grading policies, communicative functions to be learned, linguistic components, scope of vocabulary, expressions, patterns or grammatical structures, sociolinguistic conventionalized rules, and embedded cultural elements or cultural knowledge.

Teachers on the team hold regular meetings that permit frequent open discussion and interactions. This has a positive impact on the program's consistency, transparency, and coherence and also reinforces a clear feeder pattern to recruit potential students for AP Chinese. Students who are in such a well-structured program have a clear idea about the expectations teachers have at each level and how well students should perform in order to meet those expectations.

If possible and feasible, it is advisable to extend the collaboration to middle-school Chinese language teachers as well.

The best advertisements for AP Chinese are successful learning experiences among learners across all levels. Indeed, teachers at each level play influential roles in recruiting learners of Chinese language and culture. A good start at the first level undoubtedly facilitates everybody's work, and productive results will grow from that solid foundation.

Cultivating the AP Chinese Program

In addition to collaboration among teachers in the AP Chinese Vertical Team, establishing and cultivating a successful AP Chinese program also requires forging close working relationships with parents, school administrators, and your principal.

Your school may need to recruit and train AP Chinese teachers, purchase books and instructional materials, and develop curricula and evaluation procedures. This requires money, and some successful programs have received funds from state or federal sources, particularly during the start-up phase. Go to AP Central or contact your College Board Regional Office (see list on the inside back cover) to find out more about applying for grant assistance.

Take a proactive approach to increasing the visibility of the AP Chinese program at the school and district level. Outreach to the community is key to expanding the program and attracting a diverse group of students. Effective promotional techniques include newsletters, world language fairs, and a Chinese language and culture festival. It is advantageous to attract media attention to your events in order to get maximum exposure. Of course, the support of influential individuals and groups is crucial for long-term success—the importance of winning recognition from district superintendents, members of the school board, and community residents cannot be stressed too much.

Advice for AP Chinese Language and Culture Teachers

Consider inviting former AP students to speak at teacher/parent night or to AP classes about the benefits of taking an AP course and exam. The insights of peers often mean more to high school students than the advice of well-meaning adults, and teachers, parents, and administrators will also be encouraged and inspired.

No matter whether you are on a team of one or a team of several teachers, a comprehensive and long-term recruitment plan is necessary. Come up with a budget-wise and personnel-wise plan—and also develop strategies to deal with an increasing enrollment and expanded program in the long run.

Working with Parents

The involvement of parents and guardians is important in initiating and maintaining the AP Chinese language program. You can disseminate information about the course at “Back to School Night,” teacher/parent conferences, or orientations and workshops. Newsletters can regularly update parents and community members on the reputation and successful progress of the program.

Like their students, parents may be concerned about the workload of the course, the pace of learning, and the time commitment; and they may want to know more about the benefits of taking the course and exam. Be sure to fully communicate such information to the adults who supervise your students’ work and progress after class. They play an important role in creating a successful learning experience, especially when they are competent in Mandarin Chinese and can serve as volunteer helpers or tutors if needed. A contract that clearly introduces the course, students’ obligations, and parental roles may be a helpful document for teachers, students, and parents.

Requiring students to complete assigned tasks in the summer before your course will alleviate their intensive workload during the school year. This early start requires parental support. It will not only ease the pressure on students but will also help you accomplish some of your goals for the course early in the school year.

Working with Teachers from Other Disciplines

To design a well-balanced, standards-based curriculum (see chapter 1), the AP Chinese teacher must coordinate with teachers from other content areas. Keep the lines of communication open with colleagues in other AP (or even non-AP) subject areas, in order to fulfill the connections goal in the standards.

You may want to invite an experienced teacher from another discipline to serve as your mentor. He or she can observe your class and share candid comments to enhance the quality and effectiveness of your teaching. Even feedback from someone with a different professional background can be conducive to self-improvement, by broadening your view of what counts for quality teaching in different disciplines and providing new solutions to your specific challenges.

On a practical note, the more familiar you are with the way other courses and programs are structured, the better you can serve your students. For example, if you know that students have a big project for another course due on a particular date, you can avoid giving them too much outside work that week. By adjusting your curriculum, you will not expend your own energy to no avail. Conversations with colleagues can also provide valuable information about professional development events in your area.

There is no better way to enhance relationships among teachers than by cultivating an atmosphere of mutual help and support. Initiate conversations, and share your love of teaching with your colleagues. Invite them to experience your field whenever special events related to Chinese language and culture are

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planned. Welcome other teachers' participation in your program, and express your willingness to learn from their expertise, but also be ready to help them solve their own professional problems. This cooperative attitude nurtures congeniality and a joyful, amicable working environment throughout the entire school.

Working with the AP Coordinator

The success of the AP Chinese course also depends on the efforts of the AP Coordinator, who is the vital link between the AP Program at the College Board and the teachers, administrators, and students at your school.

The AP Coordinator is a teacher, guidance counselor, or other professional staff person at your school who is responsible for administering the school's AP program and organizing the AP Exam administrations. His or her duties include collecting exam fees, organizing the number of testing rooms needed, recruiting and training proctors, and ensuring an optimal testing environment during the exam weeks.

As an AP teacher, you are expected to help the AP Coordinator by providing information in a timely fashion. There are several things that your students need to be aware of, such as when to register for the exam and/or apply for a fee reduction, the date and room for the exam, and so on. Be sure the Coordinator understands what is needed when your students take the AP Chinese Exam. Keeping the Coordinator updated on any administrative and academic issues regarding your course will help ensure that your students do their best on the exam.

Chapter 3

How to Organize Your Course

Syllabus Development

In this chapter you will find eight sample syllabi: two contributed by college faculty and six from experienced high school Chinese language teachers. Curricula shown here are used in Chinese language programs at both private and public institutions. The two syllabi that exemplify a university fourth-semester Chinese language course will be helpful to new AP Chinese teachers as they seek to translate the rigorous standards of the college course to a one-year curriculum for AP Chinese Language and Culture. The remaining syllabi come from high schools in different geographical regions nationwide.

You can pick and choose components and suggestions from these syllabi when considering the best model for your particular school. The diversity of your students, pedagogical approaches, class scheduling, and access to technology are among the factors to consider in designing a syllabus. Your curriculum must balance the dual demands of content and pace.

Each sample syllabus begins with an introduction to the school setting where the course is taught. The author then shares his or her personal philosophy on why teaching AP Chinese is important. The core elements of the syllabi lie in detailed information about the organization of the course, including lesson planning, teaching strategies, student activities, evaluation techniques, and teaching resources. The syllabi vary in length, content, level of detail, and means of delivery, but all are invaluable sources of inspiration for AP Chinese teachers.

Reflecting most current trends in teaching world languages, the five Cs of language learning discussed in chapter 1—communication, cultures, connections, comparisons, communities—serve as governing principles that guide the implementation of the curricula presented in this chapter. The standards are explicitly or implicitly stated in each syllabus; for instance, you will find examples of activities that demonstrate incorporation of targeted standards.

These syllabi demonstrate that a textbook is not equal to a curriculum. If teaching materials mainly come from a selected textbook mentioned in the syllabus, materials from other sources are always adopted to either widen the scope of the course or deepen the content of the teaching materials. Since no textbooks are created specifically for AP Chinese, you will need to compile a course “package” with an assortment of instructional materials. Authentic materials and realia should be used, in order to best reflect real-life experiences and to create a true linguistic and cultural environment in the AP Chinese classroom. In addition to the sample syllabi, see chapter 5, Resources for Teachers, for sources of authentic materials to incorporate into your course.

Today's Standards-Based Curriculum

What is the best way to teach another language? Many of us used to believe that the answer is helping students learn how to speak, read, and write it. Years ago, students sat in rows to learn grammar and do exercises and drills. They did not use the target language to interact with peers on a daily basis. Today, my curriculum incorporates five goals (communication, cultures, connections, comparisons, and communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*. Students are given opportunities to demonstrate their level of proficiency in four language skills (listening, speaking, reading, and writing) across three communicative modes (interpersonal, interpretive, and presentational).

My students learn to interact in Chinese through oral or written activities. By playing games such as Pictionary, charades, and Concentration, students practice vocabulary and build their language skills. (Check out www.quia.com, a good source of fun and educational classroom games and activities.) Group role-playing—presenting stories and reports about personal experiences and events—gives students opportunities to express themselves in a meaningful way. Asking students to narrate past and future events based on visual cues gives them the cultural context to use hypothetical speech.

Learning about Chinese culture helps students to better understand their own society and that of others. My students participate in activities to learn about traditional and contemporary Chinese cultural practices, such as making a video to illustrate the use of Chinese calligraphy scrolls, comparing the themes of different festivals and food, exploring the perspectives on Chinese culture presented in Chinese painting, retelling Chinese folk tales, and learning a popular Chinese song and analyzing its lyrics.

Students can connect their Chinese language study with other disciplines by learning about Chinese history, geography, science, literature, arts, and math. Activities could include writing a research paper on famous Chinese and American historical figures and their contributions, creating a map depicting the major cities and products in China, or presenting other reports on topics of personal interest. To expand my students' awareness, I encourage them to follow and gather news about current events in China.

Through comparisons, students learn about the differences and similarities between the Chinese language and society and their own (examples to consider include formal and informal greetings; Chinese sounds and four tones; measure words; particles; sentence patterns; and writing systems). China trips, pen pals, and student exchanges give learners a chance to use Chinese at school, in their communities, and around the world. Students develop a personal interest in the Chinese language and culture and continue to pursue Chinese studies in college or study-abroad programs in China.

—Joy Wang, Seaholm High School,
Birmingham, Michigan

Multilevel Classroom?

In an ideal educational environment, no teacher should have two levels of students in one class. This practice requires more than double the amount of preparation for the teacher and reduces instructional time for the students. However, in many public schools, due to issues of class size and teacher availability, Chinese language classes include learners at different proficiency levels. To get everyone engaged in learning during the same time slot, the teacher may design cooperative learning activities. These are small group activities that depend on each student's participation to be successful. It is crucial for the instructor to select a common topic and design tasks that provide opportunities for all students, regardless of their proficiency level, to use the language. Students should be well prepared for what they will be doing in their small groups—the key here is thoughtful design and clear instruction.

—Haiyan Fu, Northside College Preparatory High School,
Chicago, Illinois

(See syllabi from Gloria Feung and Natasha Pierce in this chapter for more advice on teaching a multilevel class.)

Important Note: The AP Course Audit

The syllabi included in this Teachers Guide were developed prior to the initiation of the AP Course Audit and the identification of the current AP Chinese Language and Culture Course Requirements. These syllabi contain rich resources and will be useful in generating ideas for your AP course. In addition to providing detailed course planners, the syllabi contain descriptions of classroom activities and assignments, along with helpful teaching strategies. However, they should not necessarily be used in their entirety as models that would be authorized under the guidelines of the AP Course Audit. To view the current AP Course Requirements and examples of syllabi that have been developed since the launch of the AP Course Audit and therefore meet all of the AP Chinese Language and Culture Course Requirements, please see the Resources for Teachers page AP Central (<http://apcentral.collegeboard.com/courseaudit/resources>).

Eight Sample Syllabi

Sample Syllabus 1

T. Richard Chi
University of Utah
Salt Lake City

University Profile

Location and Environment: The University of Utah is located at the foot of the Wasatch Mountains on the east side of downtown Salt Lake City, the hub of a large metropolitan area with a population of approximately one million people. Utah has one of the highest concentrations of computer hardware and software industries in the country, as well as excellent cultural facilities (including the Utah Symphony, Ballet West, theater companies, and the Sundance Film Festival) and outdoor recreation opportunities (skiing and snowboarding, biking, camping, and mountain and desert hiking).

As Utah's oldest and largest institution of higher education, the university is classified by the Carnegie Foundation as one of the top 50 comprehensive public research universities in the nation. Undergraduate and/or graduate degrees are offered in the humanities, education, engineering, law, business, medicine, and nursing.

In 2004, almost 29,000 undergraduate and graduate students from all 50 states and more than 111 other countries were enrolled in the university; of that total, 55 percent were men, and 45 percent were women. The approximate student to teacher ratio was 16 to 1.

Undergraduate Ethnic Diversity (as of October 2004):

Race/ethnicity unknown	1,792
Asian or Pacific Islander	1,039
Hispanic/Latino	897
Nonresident aliens	546
American Indian or Alaska Native	159
Black, non-Hispanic	123

AP Policy

Students enrolled at the University of Utah who earned a grade of 5, 4, or 3 on an AP Exam taken in high school may be awarded up to eight hours of university credit in many of the areas tested. Duplicate credit is not awarded. Students must submit a request for evaluation to the admissions office to have credit recorded in their records.

The Department of Languages and Literature and its Chinese Program

The University of Utah's Department of Languages and Literature offers outstanding opportunities for undergraduate and graduate studies in language, world literature, culture, and language education. Courses are given in 16 linguistic and literary traditions: Classical Greek, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Modern Greek, Persian, Portuguese, Russian, Spanish, and Turkish.

Chapter 3

The Chinese program offers a full range of undergraduate courses at the beginner, intermediate, and advanced levels in Chinese language, literature, culture, and linguistics. The course I will discuss in this syllabus, CHIN 2020, Intermediate Mandarin Chinese II, is offered in the second semester of the second year.

The Chinese program faculty includes three tenure-track faculty and a fulltime instructor. Their areas of expertise include Chinese language, Chinese literature, comparative literature, cultural studies, literary theories, Chinese linguistics, and teaching Chinese as a second language.

Personal Philosophy

My philosophy aligns with that of the Department of Languages and Literature, which believes that its primary mission is to educate students to become more critically minded and responsible global citizens. Building on a strong foundation in the target language, students learn tools of analysis through which they discover the properties of language and the complexity and beauty of texts.

The new AP Chinese Language and Culture course presents a uniquely challenging, but rewarding, opportunity for both teachers and students. Conceptually and practically, this course will enable high school AP teachers to rethink their advanced Chinese course's organization and delivery in terms of twenty-first century pedagogy. In addition, college instructors will be able to explore how their second-year courses can be constructed and taught to more effectively articulate with the AP Chinese Language and Culture course. For students, the AP course will offer an exciting learning experience with the following characteristics, which are very much in resonance with the spirit and aligned with the goals of the AP Chinese Language and Culture course:

- Immersion in Chinese language and culture through integration of cultural content knowledge and language skills
- Study in a well-integrated curricular framework that emphasizes communicative skills, course content embracing contemporary topics, and rigorous and varied formative, as well as summative, assessments
- Maximum opportunities to use the three modes of communication (interpretive, interpersonal, presentational) for learning and assessment
- Maximum exposure to authentic aural and written language texts for learning and assessment
- Opportunities to enhance problem-solving skills by strengthening cognitive competencies to comprehend meaning in context through hypothesizing, analyzing, comparing and contrasting, making inferences, generalizing, etc.

Class Profile

At the University of Utah, very few heritage students take Chinese language classes. Typically, students in the fourth-semester class (Chinese 2020) are those who started out in the first-year classes as true beginners.

Chinese 2020 is offered once a year in the spring semester, generally with only one section. Since 2001 the average enrollment has been approximately 17 students. The class meets in 50-minute sessions, four times a week for 15 weeks. No group lab work is assigned.

Course Overview

The main purpose of the Chinese 2020 course is to help students develop “functional language ability”—the ability to use Mandarin Chinese in linguistically, culturally, and socially appropriate ways. Students will develop linguistic skills, as described below, in various cultural and social settings.

- **Listening:** Students can understand most face-to-face conversations and some simple factual descriptions and narrations found in authentic spoken Chinese, such as announcements, simple news broadcasts, and commercials.
- **Speaking:** Students can fully participate in casual conversations. They begin to narrate and describe, give simple instructions and reports, and handle familiar situations with complications such as complaints and emergencies.
- **Reading:** Students understand the main gist, key ideas, and supporting details of factual descriptions and narrations, as well as some abstract topics in familiar contexts such as newspaper articles. They begin to read and develop an understanding of the *shūmiànyǔ* 書面語 written language.
- **Writing:** Students can write short messages, letters, and simple compositions well enough to meet some limited social demands.

The primary textbook used for Chinese 2020 is the *Intermediate Mandarin Chinese Textbook* and *Intermediate Mandarin Chinese Workbook* by T. Richard Chi, forthcoming from Cheng & Tsui, Boston.

Course Planner

Students in the Chinese 2020 course are required to prepare for each lesson and do lab work on their own on a weekly basis. They purchase audio recordings of the dialogues and listening-comprehension exercises. Students also access these listening exercises and the reading exercises on the Web. They study the vocabulary items and complete the grammar-based activities before coming to class.

When in class, students are required to participate actively in using the language to perform learning activities—engaging in conversations in pairs, answering questions after listening to and reading passages, and analyzing and finding the meaning of authentic texts collaboratively.

Major tests are given at the end of every fifth week, and regular vocabulary tests are given before we begin a new lesson.

Our textbook, *Intermediate Mandarin Chinese*, has 24 lessons, and lessons 13–24 are covered in Chinese 2020. Each lesson is organized and conducted in a routine format, as specified in the sample lesson plan and instructions for students below.

Lesson 14, “Traveling in China,” *Intermediate Mandarin Chinese* pp. 162–175

Weekend:

1. Complete lesson 13 (“Preparing for a Trip to China”) writing assignments in the workbook and grammar-point activities in the textbook.

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2. Prepare for lesson 14:

- Study vocabulary—test of vocabulary items in Pinyin on Monday.
- Read grammar and culture information.
- Listen to dialogues until you can fully comprehend them without looking at the text, and write the dialogues down in Pinyin or characters.
- Begin working on grammar-points activities and writing them down in characters—this is due on Wednesday.

Monday:

In class:

- Test: lesson 14 vocabulary, character radicals.
- Students listen to and comprehend lesson 14 dialogue: teacher reads in segments of one or two exchanges and asks comprehension questions.
- Teacher collects homework for lesson 13.

Homework:

- Prepare grammar exercises in lesson 14—be ready to perform in class tomorrow.
- Do listening-comprehension exercises in workbook with two or three other classmates.

Tuesday:

In class:

- Students do grammar-points activities in small groups; teacher moves among groups, encouraging, taking notes, bringing class together to discuss errors, alternatives, etc.
- Teacher plays the tape of or reads the listening-comprehension exercises in workbook; students answer questions.

Homework:

- Prepare for speaking activities (dialogues and open-ended situations) in workbook.
- Read character texts of dialogues and listening-comprehension exercises in textbook and workbook; start writing the new words five times each—this is due on Thursday.

Wednesday:

In class:

- Students do speaking activities in groups of two or three; teacher moves among students, encouraging, taking notes, bringing class together to discuss errors, alternatives, etc.
- Students read character texts of dialogues and listening-comprehension exercises in textbook and workbook; small groups of students work together, reading, helping each other out.
- Teacher collects grammar-points exercises.

Homework:

- Continue to study character texts of dialogues and listening-comprehension exercises in textbook and workbook.
- Compare and distinguish traditional and simplified characters.

Thursday:

In class:

- Students continue to read character texts of dialogues and listening-comprehension exercises in textbook and workbook.
- Students compare and distinguish traditional and simplified characters.
- Students work on authentic text-reading activities in textbook and workbook; small group work and report.

Homework:

- Study authentic text-reading activities in textbook and workbook.

Weekend:

- Complete writing assignments in workbook and grammar-points exercises in textbook.
- Complete lesson 14 dialogue dictation exercises.
- Prepare for lesson 15.

Teaching Strategies

Six primary teaching strategies are used throughout the semester. AP Chinese teachers are encouraged to:

1. Emphasize both competence and performance—for example, use contextualized grammar-point exercises (both input and output activities) to help students learn both the structure and the functions of grammatical and cultural points.
2. Emphasize both performance accuracy and the ability to create with language—for example, correct real errors and tolerate some mistakes that may actually be interlanguage.
3. Help students use their cognitive skills to develop and enhance learning strategies and problem-solving skills—for example, guide students to hypothesize, analyze, and guess the main points and some supporting details of an authentic text, and encourage them to go past the unknown and the unfamiliar to acquire new knowledge and information on their own.
4. Develop learning activities simulating tasks in real-life situations—for example, use aural and written authentic language material to guide students from the phase of literacy training to that of authentic language use.
5. Design learner-centered classes. Train students to become resourceful and independent learners doing continuous self-learning, self-monitoring, and self-correcting activities—for example, instead of constantly correcting students' tone errors, guide students to listen to themselves and identify and correct their own tone errors.
6. Assess students' knowledge of language as well as their ability to use it. Use assessment results to adjust pedagogical approaches and help students adopt more effective learning strategies.

Lab Component

Lab work is done online independently by individual students. We use Web-based multimedia materials developed by Alex Chapin at Middlebury College, which include (1) interactive exercises on sounds and tones (material taken from *Beginning Mandarin Chinese Textbook*); dialogues, vocabulary, listening comprehension exercises in *Intermediate Mandarin Chinese Textbook*; and (2) an audiovisual study database for dialogues and vocabulary for the *Beginning Mandarin Chinese Textbook* that provides listening, drilling, recognizing, and recalling vocabulary in context in traditional and simplified characters, Pinyin, and English. Students can use this program to conduct self-testing of vocabulary items and assess their performance, since the software keeps track of the correct and incorrect answers.

Student Evaluation

Various assessment procedures are used to measure a student's overall language proficiency, as well as a student's progress with respect to mastery of vocabulary, grammar, sociolinguistic rules, and the development of various learning strategies. These procedures include weekly quizzes, three unit tests, and observation of classroom activities (interactive speaking activities, interpretive activities that include listening to and reading aural and written authentic language texts, and presentational activities for giving both written and oral reports), as well as writing messages, letters, and some essays. In addition, proficiency tests such as the ACTFL Oral Proficiency Interview (OPI) and a computer-adaptive Chinese proficiency test developed by Tao-chung Yao of the University of Hawaii and conducted online are used at the end of the fourth semester. Prochievement tests, which measure a student's ability to utilize classroom knowledge to handle real-life tasks, are also used. Emphasis is placed on assessing students the same way they are taught and learn—communicatively. For example, grammar points are not tested in isolation but in the context of performing real-life tasks—the same way as they are taught and learned.

Students are informed at the beginning of the semester that their final grade will be determined by homework assignments (20 percent of the final grade), classroom activities (30 percent), weekly quizzes (20 percent), and three major unit tests (30 percent). Each of the three major exams includes a number of sections. First, students listen to an aural text and answer multiple-choice and free-response questions (both speaking and writing) on the computer. Second, students do a written section that includes several reading passages with vocabulary items presented in Pinyin. Students must write the words in Chinese characters and give their meaning as determined by the context in which they occur. They then answer comprehension questions based on the same passages. Third, students read two texts of realia and answer questions by using contextual clues, cultural background knowledge, and cognitive skills to guess meaning in context.

Teacher Resources

The resources I use when teaching this course include textbooks, aural and written realia of various types (the understanding of which requires various levels of cultural and linguistic proficiency), and research-based articles and books on language teaching and learning pedagogical issues. I also use some online material available on various Web sites.

Textbook

Chi, T. Richard. *Intermediate Mandarin Chinese Textbook* and *Intermediate Mandarin Chinese Workbook*. Boston: Cheng & Tsui, forthcoming.

Reference

- Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. Upper Saddle River, N.J.: Pearson ESL.
- Chapin, Alex. Web-Based Audio-Visual Study Db (Database) for Dialogues and Vocabulary for *Beginning Mandarin Chinese*. Middlebury, Vt.: Middlebury College. (Write to: achapin@middlebury.edu)
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- Chi, T. Richard. *Beginning Mandarin Chinese Textbook* and *Beginning Mandarin Chinese Workbook*. Boston: Cheng & Tsui, forthcoming.
- Chi, T. Richard. 2005. "Challenges Facing the Promotion of AP Chinese Course and Secondary School Chinese Language Education in the United States." In *2005 International Symposium Proceedings: Operational Strategies and Pedagogy for Chinese Language Programs in the 21st Century*, Shou-hsin Teng, ed., 325-28. (Symposium held at the National Taiwan Normal University in Taipei, June 2005.)
- Chi, T. Richard. 1996. "A New Model for Teaching Mandarin Chinese as a Foreign Language," 1-27. In *Chinese Pedagogy: An Emerging Field*, Scott McGinnis, ed. 1996. Columbus, Ohio: Ohio State University Foreign Language Publications.
- Ellis, Rod. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Gass, Susan M., and Larry Selinker. 2001. *Second Language Acquisition: An Introductory Course*, 2nd ed. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.

Web Sites

Chinese news and culture
www.China.com

Chinese Web site directory
www.265.com

China News Digest
www.cnd.org

Chinese newspapers published in the United States
www.singtaousa.com
www.worldjournal.com

People's Daily
www.people.com.cn
www.people.com.cn/BIG5/paper2086/

Chinese Today
www.chinesetoday.com

Chapter 3

Chinese Daily
www.chinesedaily.com

Guangming Daily
www.gmw.cn

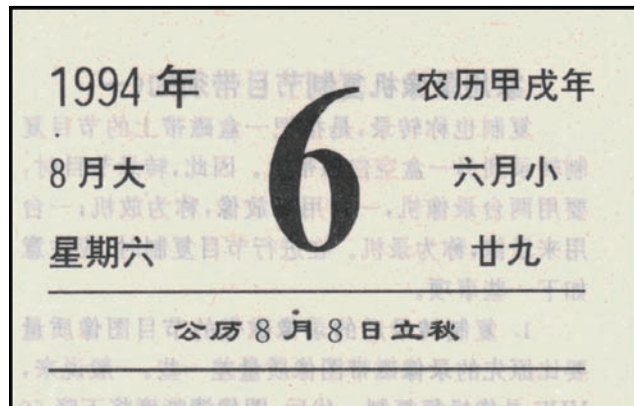
Student Activities¹²

This is an activity I have used to help students learn to:

- read and interpret authentic Chinese presented in authentic cultural context;
- use background knowledge, both linguistic and cultural, and contextual clues to get the gist and some supporting details of authentic language;
- enhance their ability to use cognitive skills to hypothesize, analyze, and guess meaning in context;
- develop and enhance their linguistic and cultural knowledge, as well the ability to handle tasks in real-life situations; and
- practice the interpretive, interpersonal, and presentational modes of communication.

Below are two examples of Chinese calendars—one used in China and the other used in Taiwan. Before tackling the tasks following each calendar, consider first the kinds of information normally found on a calendar.

1. Skim the calendar used in China below and determine if all the “calendar information” is there: year, month, date, day of the week. In order to do so, you must find the corresponding words in Chinese.



2. Why are there two sets of calendar times found on this calendar? To the right of “1994年” is 农历甲戌年, and Chinese characters 六, 廿九, instead of Arabic numerals, are used under 农历甲戌年. What does the word 农历 mean in this context?

12. This activity is adapted from lesson 9, “Happy Birthday!”, in *Beginning Mandarin Chinese* © T. Richard Chi (Boston, Mass.: Cheng & Tsui Company, forthcoming). Order at www.cheng-tsui.com, by mail, or call 800 554-1963. Permission granted by Cheng & Tsui Company, 25 West St., Boston, MA 02111.

3. What are the months and dates indicated on this calendar?
4. In both sets of calendar times, the words 大 and 小 are used next to 月. What information is conveyed by 大 and 小?
5. What does the word 公历 mean—as opposed to the meaning of 农历?

Now examine the calendar used in Taiwan below.



1. What calendar information is found in this text?
2. What information is missing on this calendar?
3. 大 and 小 are also found on this calendar. Do they convey the same or different information as 大 and 小 on the other calendar?
4. Given that there are also two sets of calendar information found on this calendar, what do 大農 and 小國 mean?

Possible postreading activities in the presentational mode

1. Give an oral report on the differences and similarities between the two calendars: what information is presented, the layout, the cultural information imbedded in the calendars, etc.
2. Write a two-paragraph report encompassing all the information included in the oral report.

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Targeted Standards	Reflections
1.2 Interpretive Communication	<ul style="list-style-type: none">• Students read the calendars and infer both language and cultural meaning.
1.3 Presentational Communication	<ul style="list-style-type: none">• Students make an oral presentation on the calendars and later turn their presentation into a written report.
2.1 Practices of Cultures	<ul style="list-style-type: none">• Students develop an understanding of the practice of including both lunar and solar information on these calendars.
2.2 Products of Cultures	<ul style="list-style-type: none">• Students demonstrate an understanding of Chinese calendars by correctly answering the leading questions.
3.1 Making Connections	<ul style="list-style-type: none">• Students make the connection between the calendars and why Chinese people use the lunar calendar.
3.2 Acquiring New Information	<ul style="list-style-type: none">• Students acquire information about the history and social practice of using only lunar calendars in the past and both lunar and solar calendars in modern-day China.
4.2 Cultural Comparisons	<ul style="list-style-type: none">• Students make comparisons and develop an understanding of the differences and similarities between calendars used in China and those used in Taiwan.

Sample Syllabus 2

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University Profile

Location and Environment: Carnegie Mellon is a private, coeducational university offering bachelor's, master's, and doctoral degrees, as well as postmaster's and postbaccalaureate certificates. Located five miles from downtown Pittsburgh, the university is bordered by residential neighborhoods and the wooded hills of a scenic park. The 100-acre site provides an academic environment that combines the best of both worlds—an urban campus in a green setting. Other branches are located in California and the Persian Gulf nation of Qatar, and the university is expanding its international presence in Europe and Asia with master's degree programs and other educational partnerships.

Carnegie Mellon's schools and specialty programs in computer science, engineering, business, public policy, science, the arts, and the humanities are consistently ranked among the best in the country. One of the nation's "most wired" universities, Carnegie Mellon is considered one of the most technologically sophisticated campuses in the world—yet a small student-to-faculty ratio (10.2 to 1) provides an opportunity for close interaction between students and professors.

Current enrollment data show a total of 3,269 male and 2,120 female undergraduates, and 2,010 male and 834 female graduate students.

Undergraduate Ethnic Diversity:

Asian or Pacific Islander	23 percent
International students	13 percent
Black, non-Hispanic	5 percent
Hispanic/Latino	5 percent
American Indian or Alaska Native	1 percent

AP Policy

The university assigns standard units to AP credits for all majors. Standard course equivalencies for each AP Exam are determined by "expert departments" in each college for each acceptable AP grade.

Chinese Language Program

The Department of Modern Languages in the College of Humanities and Social Sciences offers courses in seven languages (Chinese, French, German, Italian, Japanese, Russian, and Spanish). Currently, the Chinese program offers a full range of courses from Elementary Chinese (first year) through Advanced Chinese (fourth year) and Classical Chinese. A Chinese major and minor are both offered. The department also offers a Ph.D. program in Second Language Acquisition.

The Chinese program has grown quickly and currently has one of the top two student enrollments in the Modern Languages Department, with over 450 students enrolled in Chinese courses. The maximum class size is 18 students for elementary and intermediate courses, and 15 students for advanced courses. Since fall 2001 we have offered separate tracks for true beginners and heritage learners at the elementary

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and intermediate levels. Typically, over a quarter of our students at the elementary and intermediate levels are on the heritage-learner track.

Carnegie Mellon does not have a language requirement, so students take Chinese mainly for their long-term career goals, personal interests, or to explore their heritage. Chinese courses can also be counted toward humanities and culture course requirements for engineering, business, and science majors.

Personal Philosophy

General goals: As a teacher of Chinese language, I have devoted myself to designing and creating effective and enjoyable language and culture learning environments. My goal is to maximize not just students' Chinese language skills but also their interest in and enjoyment of Chinese culture. I have adopted a learner-centered approach that takes the students' goals and proficiency as the main themes. As an instructor, my role is to act as a facilitator, guiding students toward their language goals by helping them profit from their learning opportunities.

Recognizing students' potential and respecting individual differences: Students come to Chinese class from many different backgrounds and with varied learning skills. I believe that all students have the potential to learn Chinese well enough to have a positive impact on their personal and professional lives. I respect their individual differences and do my best to respond to their individual needs. My goal is to help students learn to use the resources available to them and grow to be effective self-learners. It is my hope that after experiencing how rewarding this can be, they will continue their intellectual exploration as lifelong learners of Chinese.

Language and culture: To understand a language it is necessary to understand aspects of the culture in which it is spoken. Learning how to utilize the language in a culturally appropriate manner in a wide range of situations is the essence of language learning. Thus, to develop communicative competence, it is not enough merely to understand how the language works syntactically. Students should also develop cultural competence. Not only will this cultural knowledge help students to communicate in Chinese, but it will also help them to be more aware of their own culture and more tolerant of the cultural differences inherent in diverse sociocultural contexts. Understanding another language and culture can fundamentally change our perceptions and experience of the world, helping us to better understand ourselves and others.

Teaching as a dynamic art: As instructors, we should constantly seek new strategies and innovations in order to reach our goal of more efficient, effective, and enjoyable learning. One significant recent development has been the use of computer technology to assist language learning. I like to take advantage of new technologies and implement them in my courses. Another factor that makes teaching dynamic is interacting with students. I enjoy teaching—sharing my expertise with students, helping them learn and grow, and also learning from them. Seeing their joy and satisfaction as they learn Chinese keeps me motivated and enthusiastic.

Class Profile

For Elementary Chinese at Carnegie Mellon we typically offer six sections for true beginners and two sections for heritage learners. For Intermediate Chinese we usually offer three sections for nonheritage learners and two sections for heritage learners. In this syllabus I will share my experience with our Intermediate Chinese II course (nonheritage track), which is the course students would typically take in the second semester of their second year of Chinese. It is equivalent to an advanced-level Chinese course in high school.

Students taking Intermediate Chinese II have completed the Intermediate Chinese I course at Carnegie Mellon or received permission from the instructor. Students who have a background in Chinese or who have taken a standardized test in the language (such as the AP Chinese Language and Culture Exam) meet with the instructor for a placement evaluation.

Course Overview

Intermediate Chinese II covers 10 lessons during a semester; we typically spend one week on each lesson. The class meets four days a week for 50 minutes each day, with the instructor acting as a facilitator to help students with the activities. Class is conducted entirely in Chinese, except for some grammar explanations written in English.

In this course we introduce more sophisticated grammar points and vocabulary to help students' listening, speaking, reading, and writing skills reach the intermediate level. The content and exercises in Intermediate Chinese build upon what has been studied in Elementary Chinese, gradually adding more sophisticated vocabulary and grammatical structures. Topics include more abstract as well as more societal phenomena to help learners better understand current Chinese society and be able to discuss, compare, and analyze cultural differences. Frequent consolidation and review exercises are included.

The course also helps students prepare for advanced Chinese study by exposing them to formal and written expressions and increasing their “media literacy.” This is accomplished by providing exposure to common Chinese idioms and the stories behind them, and by introducing students to authentic materials from newspapers, magazines, and the Internet. Students are also exposed to various communicative situations that require them to develop and use skills such as basic summary, description, discussion, debate, and reporting. Activities related to the broad spectrum of Chinese culture are organized to facilitate language learning by enhancing students' knowledge of the cultural background of the language.

At Carnegie Mellon, the primary textbook we use is the *Chinese Link: Zhongwen Tiandi* 中文天地 series published by Prentice Hall and available in elementary and intermediate levels. The intermediate-level textbook has 20 lessons and is designed to be completed in an academic year of study. We finish the first 10 lessons in Intermediate Chinese I and lessons 11–20 in Intermediate Chinese II. The “five Cs” principles of the *Standards for Foreign Language Learning*—communication, cultures, comparisons, connections, and communities—are addressed consistently throughout the content, exercises, and homework in the textbook series.

In the second-year textbook, texts and examples are provided in both complex and simplified characters in order to accommodate different users' needs and preferences. To help students become accustomed to reading Chinese characters without phonetic transliteration, the Pinyin has been removed from under the characters in the core lesson texts. However, the texts with Pinyin are placed in an appendix for reference. Vocabulary and sentence patterns introduced before the core texts are still supplemented with Pinyin. This allows students to familiarize themselves with the core vocabulary and sentence patterns before they progress to the core text, which is presented without Pinyin.

Course Planner

See the following table for the scope and sequence of the Intermediate Chinese II course.

Lessons and Topics	Objectives and Communications	Grammar	Culture Link
11 第十一課 我被送進醫院了 I Was Taken to the Hospital.	<ul style="list-style-type: none"> Express/reply to concern for others. Describe an unpleasant situation. 	<ol style="list-style-type: none"> Passive sentences 被動句 <i>bèidòngjù</i> <ol style="list-style-type: none"> Unmarked in structure (notional passive sense) Marked in structure with 被 <i>bèi</i>, 叫 <i>jiào</i>, or 讓 <i>ràng</i> 被 <i>bèi</i> sentences versus 把 <i>bǎ</i> sentences 	<p>Culture Notes: How Chinese show their concern for others 中國人對人表示關心的方式 <i>Zhōngguó rén duì rén biǎoshì guānxīn de fāngshì</i></p> <p>Fun with Chinese: Slang: 打是親, 罵是愛。 <i>Dǎ shì qīn, mà shì ài.</i></p>
12 第十二課 由於你的幫助, 事情解決了。 Due to Your Help, the Matter Has Been Solved.	<ul style="list-style-type: none"> Express appreciation. Reply to/accept others' thanks. Describe a cause-and-effect situation. Describe a conditional situation. 	<ol style="list-style-type: none"> Compound sentences 複合句 <i>fùhéjù</i> <ol style="list-style-type: none"> Cause-and-effect conjunctions and their compound sentences 因果連詞和因果複合句 <i>yīnguǒ liáncí hé yīnguǒ fùhéjù</i> Conditional conjunctions and their compound sentences 條件連詞和條件複合句 <i>tiáojiàn liáncí hé tiáojiàn fùhéjù</i> 	<p>Culture Notes: How Chinese people show and accept appreciation 中國人對人表示感謝的方式 <i>Zhōngguó rén duì rén biǎoshì gǎnxiè de fāngshì</i></p> <p>Fun with Chinese: Idiom: 悔不當初 <i>Huǐ bù dāngchū</i></p>
13 第十三課 她催我快一點兒 She Urged Me to Hurry Up.	<ul style="list-style-type: none"> Express anger and complaints. Reply/listen to anger and complaints Seek/provide advice. 	<ol style="list-style-type: none"> Pivotal constructions 兼語句 <i>jiānyǔjù</i> Causative sentences and pivotal constructions 使動用法和兼語句 <i>shǐ dòng yòng fǎ hé jiānyǔ jù</i> Summary of interjections 感嘆詞 <i>gǎntàncí</i> 	<p>Culture Notes: Chinese fortune telling: another way of seeking advice 中國的算命: 尋求建議的另一方式 <i>Zhōngguó de suànmìng: xúnqiú jiànyì de lìng yì fāngshì</i></p> <p>Fun with Chinese: Slang: 吃虧是福 <i>Chī kuī shì fú</i></p>
14 第十四課 我的心撲通撲通地跳著 My Heart Is Going Pitter Patter.	<ul style="list-style-type: none"> Express apology. Accept another's apology. Communicate to make things better. Write Chinese lyric prose. 	<ol style="list-style-type: none"> Onomatopoeia as adverbials or attributives 擬聲詞當修飾語 <i>nǐshēngcí dāng xiūshìyǔ</i> Conjunction 既...又 <i>jì...yòu</i> Summary of topic-comment sentences 	<p>Culture Notes: Famous modern Chinese lyric prose writers 有名的現代中國散文作家 <i>yǒumíng de xiàndài Zhōngguó sǎnwén zuòjiā</i></p> <p>Fun with Chinese: Idiom: 急中生智 <i>Jí zhōng shēng zhì</i></p>
15 第十五課 我只好求你幫忙 (復習) I Have No Choice but to Ask for Your Help. (Review)	<ul style="list-style-type: none"> Review lessons 11 to 14. Request favors and respond to requests for favors. Format e-mail messages. 	<ol style="list-style-type: none"> Review passive sentences Review conjunction 連詞 <i>liáncí</i> Omission of sentence elements in Chinese 	<p>Culture Notes: Chinese folk songs and music 中國的民歌民樂 <i>Zhōngguó de míngē mínyuè</i></p> <p>Fun with Chinese: Idiom: 有驚無險 <i>Yǒu jīng wú xiǎn</i></p>

Lessons and Topics	Objectives and Communications	Grammar	Culture Link
<p>16 第十六課 我們非過來看您不可 We Must Come to Visit You.</p>	<ul style="list-style-type: none"> Give/reply to compliments. Express emphasis in communication. See guest off in a courteous manner. Take leave of your host in a courteous manner. 	<ol style="list-style-type: none"> Summary: emphasis in Chinese sentences Summary: serial verb constructions 	<p>Culture Notes: Chinese courteous manner and expressions 中國的禮儀客套話 <i>Zhōngguó de lǐyí kètào huà</i></p> <p>Fun with Chinese: Slang: 禮多人不怪 <i>Lǐ duō rén bú guài</i></p>
<p>17 第十七課 你難道不是去年申請實習了嗎 Didn't You Apply for an Internship Last Year?</p>	<ul style="list-style-type: none"> Elicit information for confirmation. Talk about procedures. Write a Chinese resume. 	<ol style="list-style-type: none"> Rhetorical questions Procedural adverbs 	<p>Culture Notes: Trend of Chinese university students studying abroad 中國大學生的出國熱 <i>Zhōngguó dàxuéshēng de chūguó rè</i></p> <p>Fun with Chinese: Idiom: 萬事俱備, 只欠東風。 <i>Wànshì jùbèi, zhǐ qiàn dōngfēng.</i></p>
<p>18 第十八課 公司的員工有三百個上下 The Company Has Around 300 Employees.</p>	<ul style="list-style-type: none"> Market oneself. Participate in a job interview. 	<ol style="list-style-type: none"> Review conjunctions (2) Words indicating approximation 	<p>Culture Notes: Employment of university graduates in China 中國大學畢業生的就業情況 <i>Zhōngguó dàxué bièyèshēng de jiùyè qíngkuàng</i></p> <p>Fun with Chinese: Idiom: 毛遂自薦 <i>Máo suì zì jiàn</i></p>
<p>19 第十九課 我倒寧願去金融銀行 I Would Rather Go to the Financial Bank.</p>	<ul style="list-style-type: none"> Express agreement or disagreement. Talk about job benefits. 	<ol style="list-style-type: none"> Adverbs that express speech tones: 卻, 倒, 到底(究竟/終究) <i>què, dào, dàodǐ (jiūjìng/zhōngjiū)</i> Conjunction 固然 <i>gùrán</i> 非 不可 <i>fēi . . . bùkě</i> 	<p>Culture Notes: Foreign businesses in China 中國的外資企業 <i>Zhōngguó de wàizī qǐyè</i></p> <p>Fun with Chinese: Proverb: 百尺竿頭, 更進一步。 <i>Bǎi chǐ gān tóu, gèng jìn yí bù.</i></p>
<p>20 第二十課 與其在家等待, 不如去申請研究生院(復習) I Would Rather Apply for Graduate School than Wait at Home.</p>	<ul style="list-style-type: none"> Ask for advice. Talk about the future. Write letters. 	<ol style="list-style-type: none"> Review conjunctions (3): 與其 . . . 不如 <i>yǔqí . . . bùrú</i>; 即使 . . . 也 <i>jìshǐ . . . yě</i>; 既然 . . . 就 <i>jìrán . . . jiù</i>; 以免 . . . <i>yǐmiǎn</i> Review prepositions: 對 <i>duì</i>, 為 <i>wéi</i>, 給 <i>gěi</i> 	<p>Culture Notes: Service industry in China 中國第三產業的發展 <i>Zhōngguó dì sān chǎnyè de fāzhǎn</i></p> <p>Fun with Chinese: Proverb: 吃得苦中苦, 方為人上人。 <i>Chī dé kǔ zhōng kǔ, fāng wéi rén shàng rén.</i></p>

Teaching Strategies

To expand on the scope and sequence presented above, I will provide an outline of the types of activities I do with students in the course of a lesson. To further demonstrate how the standards for language learning (discussed in chapter 1) are blended into the Intermediate Chinese II course, each group of activities is followed by a table listing the standards generally targeted in that group of activities, as well as reflections on how specific activities support the targeted standards.

1. Preview Activities

At the beginning of each lesson, I discuss with students the goals of the lesson. As illustrated in the Course Planner section, each lesson has three goal areas: communicative tasks, grammar structures, and cultural topics. I then proceed with preview activities, beginning with showing students some visual aids related to the communicative goals or cultural topic of the lesson, accompanied by some questions. I begin by asking about simple personal experiences and then proceed to questions about social and cultural connections and comparisons, such as differences between Western and Chinese culture. During these discussions, I write on the board some of the new vocabulary items that will be introduced in the lesson, as well as other interesting items that occur naturally in the discussion. The main goal of these preview activities is to get students interested in the lesson topic.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students answer questions posed by the instructor.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • Students are introduced to cultural practices related to the lesson's culture topic.
2.2 Products of Cultures	<ul style="list-style-type: none"> • Students are introduced to cultural artifacts related to the lesson's culture topic.
4.2 Cultural Comparisons	<ul style="list-style-type: none"> • Students are asked to compare the culture topic to their own culture.

2. Building Blocks

After the preview activities, core vocabulary items that appear in the main text of the lesson and other supplementary vocabulary items are introduced. Complex and simplified character forms are both presented. Students take turns pronouncing the vocabulary items and using them to make sentences. This helps me check their preparation for class as well as their familiarity with the proper usage of the items. I repeat the sentences to make sure all students understand them. This also helps keep students' attention, since they know they all have made a contribution to class activities.

Following the introduction of core and supplementary vocabulary items, important sentence patterns from the main text are introduced and are practiced by pairs of students in a dialogue format. This activity helps students to become familiar with the phrases before they jump into the main text. It helps provide a systematic and gradual transition from smaller units, such as vocabulary items, to phrases and sentences before students encounter the main text dialogue.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students work on proper pronunciation. • Students practice new vocabulary and sentence patterns in dialogue format.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students learn to interpret and use new vocabulary items.

3. Situational Dialogue

The main text is a situational dialogue that incorporates the core vocabulary and grammar points of the lesson. I ask students to read the dialogue aloud and check comprehension with questions. Sometimes I ask students to raise a few questions and assign others to answer them, to alternate teacher–student interaction. Then I have groups perform the dialogue; some groups perform it as written, and some with slight changes. After this I lead a reading of the main text again to reinforce good pronunciation and intonation. Students are required to circle the new vocabulary and grammar points while we read through the main text.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students practice realistic Chinese dialogue. • Students work on proper pronunciation.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students point out new vocabulary and grammar points in the main text.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • In performing the situational dialogue, students are practicing how people interact in Chinese culture.

4. Grammar Presentation and Examples

After the main text dialogue, I explain the core grammar points from the lesson and give examples of their use.

Targeted Standards	Reflections
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students learn to interpret new grammatical structures.
4.1 Language Comparisons	<ul style="list-style-type: none"> • When new grammar structures are presented, they are often compared and contrasted with English grammatical structures.

5. In-Class Exercises

Following the grammar presentation, I move on to in-class exercises provided by the textbook. These are the types of in-class exercises I typically use for a lesson:

A. Listening Exercises

1. Listen to a passage and answer questions.
2. Listen to the passage again and fill in blanks to complete sentences.
3. Read a poem in Pinyin, paying attention to the tones and rhythm.

Targeted Standards	Reflections
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students interpret the passage they hear.
2.2 Products of Cultures	<ul style="list-style-type: none"> • Students are exposed to Chinese poetry.
3.1 Making Connections	<ul style="list-style-type: none"> • Students learn about rhythm and prosody in poetry by reading Chinese poetry.

B. Character/Vocabulary Exercises

1. First the students repeat the vocabulary items after me, and then each student is assigned one to two items to make words, phrases, and sentences. This reinforces their understanding of the new vocabulary items in the lesson and their proper use in context.
2. 簡體字 *jiǎntǐzì* / 繁體字 *fántǐzì* Simplified and complex character recognition: ask students to take turns reading aloud sentences written with simplified characters; then ask them to rewrite the sentences using complex characters.
3. 漢字復習綜合組字練習 *Hànzì fùxí zōnghé zǔzì liànxí* Form groups and make phrases with the characters to illustrate their different meanings and usages; for example, 過 *guò* (to celebrate, e.g., 過生日 *guò shēngrì*; to pass, e.g., 通過 *tōngguò*; to indicate a past experience, e.g., 我去過中國 *Wǒ qù guò Zhōngguó*).
4. Homophones exercises: e.g., [gong] 公 *gōng*: 公司 *gōngsī*; 恭 *gōng*: 恭喜 *gōngxǐ*; 工 *gōng*: 工作 *gōngzuò*; 功 *gōng*: 功課 *gōngkè*.
5. Similar character exercises: e.g., 經/輕 *jīng/qīng*: 經濟/年輕 *jīngjì/niánqīng*; 慮/虛 *lǜ/xū*: 考慮/謙虛 *kǎolǜ/qiānxū*; 賀/資 *hè/zī*: 祝賀/工資 *zhùhè/gōngzī*; 謙/講 *qiān/jiǎng*: 謙虛/演講 *qiānxū/yǎnjiǎng*; 遇/道 *yù/dào*: 待遇/道理 *dàiyù/dàolǐ*.

Targeted Standards	Reflections
1.1 Interpersonal Communication	• Students learn to recognize and use vocabulary items.
1.2 Interpretive Communication	• Students learn to recognize and use vocabulary items.
2.2 Products of Cultures	• Students are exposed to Chinese characters, a distinguishing feature of Chinese culture.

C. Grammar Exercises and Idioms

1. Students are presented with a situational dialogue or passage. They need to either fill in blanks or rewrite the passage using specified grammar points.
2. I incorporate the lesson's core grammar points into the teaching of idioms. I write a short story to introduce the idiom and the legend or historical story from which it evolved. The story incorporates the main vocabulary and grammar points introduced in the lesson. I also use the animated VCD *365 Idiomatic Stories of China* to teach idioms. First we discuss the idioms, and then we watch the clips. We then reread the short story, highlighting the core grammar points. I show the clip again, and then I ask students to summarize the story using the new vocabulary and core grammar points. Finally, I ask each student to use the idiom to make sentences or share his or her own experiences related to the idiom story, comparing the Chinese cultural practices or views represented by the idiom to practices or views in his or her own culture.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students use Chinese to interact with each other and with the instructor.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students read and understand the situational passage.
1.3 Presentational Communication	<ul style="list-style-type: none"> • Students practice summarizing or rewriting the situational passage in their own words.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • Students learn the cultural practices and views expressed in common idioms.
2.2 Products of Cultures	<ul style="list-style-type: none"> • Students learn common Chinese idioms and the legends or historical stories behind them.
4.2 Cultural Comparisons	<ul style="list-style-type: none"> • Students compare the cultural practices or views represented by the idiom to their own culture.

D. Media Literacy Exercises

Articles or headlines that have topics, grammar points, or vocabulary related to the current lesson are selected. Annotations for new vocabulary items are provided to students to save dictionary time. A common procedure for media literacy exercises is asking students:

- What can you tell about the news by skimming the headlines?
- How would you translate the headlines into English?
- Newspaper headlines are usually very concise, with many abbreviations, omissions, hints, metaphors, and written forms. Can you identify some of these in the headlines?
- What written forms can you find in the article? What are their spoken counterparts?

I also may ask students to use their own words to summarize the headlines or article content and/or to discuss the article (agree/disagree, debate, provide a personal experience, etc.).

Communicative activities may also be included in the media literacy exercises. For example, using authentic Chinese menus, students may be guided to act out a scenario where they are good Chinese hosts inviting friends for dinner. Then they act out ordering food at the restaurant.

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Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none">• Students engage in dialogue with the instructor.• Students interact with other students in various communicative scenarios.• Students discuss the article with the instructor and other students.
1.2 Interpretive Communication	<ul style="list-style-type: none">• Students read and interpret newspaper headlines.• Students read and interpret written forms of language.
1.3 Presentational Communication	<ul style="list-style-type: none">• Students present summaries of article contents.
2.1 Practices of Cultures	<ul style="list-style-type: none">• In the communicative activities, students practice acting according to Chinese culture.
2.2 Products of Cultures	<ul style="list-style-type: none">• Students are introduced to authentic Chinese food via menus.
3.2 Acquiring New Information	<ul style="list-style-type: none">• Articles may introduce distinctly Chinese disciplines, such as Chinese medicine or feng shui.
5.2 Lifelong Learning	<ul style="list-style-type: none">• Practicing with authentic Chinese materials can lower barriers to lifelong learning.

5. Homework Assignments and Projects

Homework assignments include listening activities, character practice, grammar exercises, and situational translations. Students are also asked to write essays in Chinese, and Internet activities may be assigned as homework—links to the activities are provided on our course Web site (see Teacher Resources further in this syllabus). Students do the reading and writing exercises related to an essay or story in the online module. Selected vocabulary items in the essay are hyperlinked to glosses of their pronunciation and meaning, so students can do close reading without taking time to look up characters in the dictionary. The essay is supplemented by related pictures and has links to sound files of native speakers reading the essay. Interactive reading comprehension, grammar, and vocabulary exercises are provided so that students can review and test their mastery of language skills highlighted in the readings. The correct answers and some feedback are provided immediately after students complete the exercises. The results of selected exercises may be submitted to the instructor automatically via e-mail.

Students also do a research project on an aspect of Chinese culture. They choose a topic, research it, and conduct an interview with a native Chinese speaker. Students write reports in English and present their findings to the class in Chinese. See Student Activities at the end of this syllabus for a fuller description of this project.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students conduct interviews with native Chinese speakers.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students read and interpret essays and stories. • Students interpret spoken language during interviews with native speakers.
1.3 Presentational Communication	<ul style="list-style-type: none"> • Students make a formal presentation in class of the results of their research on Chinese culture.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • Students learn about practices of Chinese culture from native informants.
2.2 Products of Cultures	<ul style="list-style-type: none"> • Students learn about products of Chinese culture from native informants.
3.1 Making Connections	<ul style="list-style-type: none"> • In their cultural research, students may be exposed to other disciplines.
3.2 Acquiring New Information	<ul style="list-style-type: none"> • In their cultural research, students may be exposed to distinctive viewpoints originating in Chinese culture.
4.2 Cultural Comparisons	<ul style="list-style-type: none"> • As part of their presentation, students compare aspects of Chinese culture to their own culture.
5.1 School and Community	<ul style="list-style-type: none"> • Students interview native informants outside of the school setting.
5.2 Lifelong Learning	<ul style="list-style-type: none"> • Contact with native speakers provides students with practice utilizing a prime resource for lifelong learning.

Lab Component

The course is supplemented by a Web site containing daily schedules, online exercises, listening materials, signup sheets for appointments with teaching assistants or instructors, event photos, and useful information such as requirements for the Chinese major and minor, news about study abroad, and useful links. We use the *Blackboard* course management system.

Student Evaluation

I take a multifaceted approach to evaluating each student. By doing so, I hope to gain an understanding of the student's overall progress in learning the language, rather than simply his or her performance on a few tests. Following are the components that are used to assess student performance:

- **Attendance:** Class attendance and participation are very important in a language course. Students are required to attend all scheduled classes and take an active part in classroom activities. Attendance and performance data are recorded every day and count for 10 percent of the final course grade.

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- **Character quizzes:** To help students gradually advance their literacy skills, I give character quizzes during almost every class session. The usual format is that I dictate phrases and sentences and students write them out. The phrases and sentences are previously studied vocabulary items intermixed with 10–14 new characters or vocabulary items. This encourages students to develop the habit of learning and reviewing characters daily. Character quizzes count for 10 percent of the final course grade.
- **Assignments:** Homework is assigned for each week for each lesson (a total of 10). A typical assignment is about five to six pages in length, including space for students to write their responses. Homework activities are divided among listening, character consolidation, grammar exercises, and communicative tasks (e.g., newspaper reading and essay writing). Assignments count for 30 percent of the final course grade.
- **Culture research and presentation:** Students do research on an aspect of Chinese culture and present their report in class. As part of the research, they must interview a native Chinese speaker. The culture research and presentation counts for 6 percent of the final course grade. This project is described in more detail in Student Activities at the end of this syllabus.
- **Interviews:** At least one individual student–instructor interview is conducted before midsemester and another before the final exam. Each interview usually takes 25–30 minutes and includes an achievement test (50 percent of the interview grade, 8–10 minutes), proficiency test (50 percent of the interview grade, 8–10 minutes), and time for feedback (8–10 minutes). The achievement test evaluates students’ comprehension of the textbook. Students are asked to write a summary of an assigned reading and then report their summary, followed by some questions from me. The proficiency test also consists of reading, summarizing, and question and answer, but the text is a new short essay on a familiar topic. Students are given two minutes to read the essay, after which they are asked to summarize it and then answer questions about it. During the last portion of the interview, I give students feedback on their performance during the interview and in the course, and ask them for *their* feedback on the course. These interviews count for 6 percent of the final course grade.
- **Tests:** Tests are held every two lessons during the semester, so usually there is one test every two weeks. The tests emphasize character writing and recognition, grammar exercises, reading comprehension, and short essay writing. It takes students about an hour to complete a test in class. Tests count for 30 percent of the final course grade and usually include the following sections:
 - **Listening comprehension:** Passages (or dialogues) that consolidate the core vocabulary and grammar points of the two lessons are read to the students. Students answer four questions in Chinese.
 - **Listening and translation:** Students listen to a passage and then translate it into English. Students need to fully understand the passage so that they can translate.
 - **Character quiz:** I make a situational passage for students to fill in blanks with the new vocabulary items that were presented in the two lessons. Some of the words may be hinted with Pinyin.
 - **Traditional/simplified characters:** I provide sentences in simplified characters and ask students to rewrite the sentences in traditional characters (or vice versa).
 - **Grammar exercises:** These may include filling in the blanks in a situational story or translating English sentences into Chinese using specified grammar points (for example, conjunctions or rhetorical structures). As an example, when testing the causative verbs, I wrote a passage related to the issue of college students drinking alcohol, leaving blanks for students to fill in appropriate causative verbs. The questions about the passage required students to provide their opinions in Chinese (encouraging them to incorporate causative verbs in their answers).

- Reading comprehension: (a) A passage that consolidates the two lessons is presented. Students answer questions or translate portions of the passage. (b) A passage (or short article) selected from a newspaper or Web site and related to the lesson topic is presented. Students are asked to summarize the passage and/or answer questions about it.
- Essay writing: I usually pass out essay-writing handouts with specific vocabulary, grammar points, and length requirements a few days before the written test. Students hand in the essays when they do the written test, although sometimes the essay writing is done in class. The topic and requirements are announced in class, and students can bring their dictionary, books, and other references.
- **Final exam:** The final exam is divided into two parts: an in-class written test and an oral presentation. The written test is similar to the lesson tests, but it is longer and more comprehensive. The oral presentation requires students to write a long essay (600–800 characters) and present it in class. The essay passes through several draft cycles, with feedback from me or my writing assistants at each stage. Students need to incorporate at least 20 grammar points that they have studied. They also need to prepare new character lists and handouts for the audience, as well as several questions based on their essays that they can ask the audience. After presenting his or her essay, the student acts as a discussion leader for a question-and-answer session with the audience and the teacher. The final exam counts for 8 percent of the final course grade.

Teacher Resources

Textbooks and Listening Materials 課本和聽力教材 *Kèběn hé Tīnglì Jiàocái*

Wu, Sue-mei, Yueming Yu, Yanhui Zhang, and Weizhong Tian. 2005. *Chinese Link: Zhongwen Tiandi 中文天地 (Elementary Chinese: Textbook, Workbook & Audio CDs)*. Upper Saddle River, N.J.: Prentice Hall.

Wu, Sue-mei, Yueming Yu, and Yanhui Zhang. *Chinese Link: Zhongwen Tiandi 中文天地 (Intermediate Chinese: Textbook, Workbook & Audio CDs)*. Upper Saddle River, N.J.: Prentice Hall, forthcoming.

Chinese Link: Instructor's Resource Manual. 2005. Upper Saddle River, N.J.: Prentice Hall.

The manual contains sample syllabi, daily schedules, the answer key for in-class and homework exercises, and sample test questions.

Textbook Companion Web Site

www.prenhall.com/chineselink

This open-access site provides useful tools that will help students further their learning of Chinese language and culture.

Carnegie Mellon 82-232 Course Web Site

<http://ml.hss.cmu.edu/courses/suemei/82-232/>

The 82-232 course (Intermediate Chinese II) Web site contains syllabus and course plans, sound files, announcements, exercises, online signup sheets, event photos, information on Chinese minor and major and study abroad programs, etc.

Language and Culture Web Sites

The Chinese Wedding Banquet

<http://ml.hss.cmu.edu/courses/suemei/banquet/banquet.html>

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The Mid-Autumn Festival

<http://ml.hss.cmu.edu/courses/suemei/Moon/>

Internet Cafe

<http://ml.hss.cmu.edu/courses/suemei/china/cafe/cafe.html>

Other Resources

Blackboard. Course management software. www.blackboard.com

National Standards in Foreign Language Education Project. 1999. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kan.: Allen Press.

365 Idiomatic Stories of China. Zhongdi Multi-Media Industrial Co. Ltd. VCD format.
www.zdmulti-media.com.cn/

Student Activities

Culture Research and Presentation

For this project students do research and give a presentation on an aspect of Chinese culture that interests them. Topics may include things like Chinese food, festivals, lifestyles, arts and entertainment, ways of addressing people, weddings, martial arts, traditional medicine, families, and literature.

After choosing a topic, students learn more about it through library and Internet research, and then interview a native Chinese speaker. (It is a good idea to ask students to record the interview and turn in the tape to the instructor—this helps ensure that students do not skip the interview. With the interview subject's permission, these tapes can also be transcribed or made into MP3 files and shared with the class.) Finally, students write a two- to three-page report in English about what they have learned. They share their knowledge by posting the report on the *Blackboard* discussion board and by making a presentation in Chinese to the class. To help classmates follow the presentation, students make a list of new vocabulary items and an outline of what they plan to say and distribute them prior to the presentation.

This project usually turns out to be a wonderful experience for the students. Interviewing a native Chinese speaker makes the culture topic more real and memorable. Students see that culture is not just a concept they read about in a book but something that has a real effect on people's lives. Students sometimes discover that their Chinese skills are better than they thought. Although they may not be able to express everything in perfect Chinese, they often find that they can communicate better than they had imagined. This can be a great motivator. Finally, it is hoped that this project makes students aware of the resources available to them in the form of native speakers—resources that can be tapped in support of lifelong learning of the Chinese language and Chinese culture.

Sample Syllabus 3

Xiaolin Chang
 Lowell High School
 San Francisco, California

School Profile

Location and Environment: Founded in 1856, Lowell is the oldest public high school west of the Mississippi. The student body of this four-year college preparatory school is drawn from the entire city of San Francisco and is socially, economically, and ethnically diverse. Some 25 percent of students are eligible for free or reduced-price school meals.

Admission to Lowell is merit-based and highly competitive. The school seeks students who demonstrate academic excellence and the ability to pursue an unusually rigorous curriculum. Students also participate in a broad range of activities, clubs, and sports. Lowell has received many awards, and its graduates have gone on to distinguished careers in the sciences, politics, the arts, and business. Parents and alumni have raised money for school programs and volunteer regularly in the classroom and at school functions.

Grades:	9–12	
Type:	Public high school with merit-based admission policy	
Total Enrollment:	Approximately 2,500	
Ethnic Diversity:	Chinese	55 percent
	Filipino	5 percent
	Hispanic/Latino	5 percent
	African American	2 percent
	Japanese	1 percent
	Korean	1 percent
	Native American	0.4 percent
	Other Non-White	13 percent
	(Vietnamese, Cambodian, Indian, etc.)	
College Record:	In 2004, 99.6 percent of graduating seniors went on to college.	

Personal Philosophy

All educators are preparing their students for future success. In teaching Chinese, I am offering students a tool to help them reach that goal. China is developing at a rapid pace and playing a very important economic and political role on the international stage. Many of my students would like to participate in this global exchange. On a more personal level, many teachers have students whose ancestors are from China. These students want to learn about their roots, and Chinese language and culture courses help them to succeed in that endeavor. I feel fortunate to have the opportunity to work with these students and feel obligated to help them in this learning process.

Class Profile

At the time of this writing, the fourth-year Chinese course has two sections, each with 32–34 students. Classes meet every day for approximately 55 minutes (because of a modular system, the length of class time varies from day to day). Lab time is not provided for the present fourth-year Chinese course, but it probably will be provided for the AP Chinese course. [Lowell offered its first AP Chinese and Language Course in the fall of 2006.]

Course Overview

Hanyu for Senior Students, Stage 4, is the primary text for the fourth-year Chinese course, along with other supplementary materials, such as Chinese proverbs, stories, newspaper articles, and movies. Students are expected to be creative with the language, to use what they have already learned in new situations, and to provide descriptions of events and persons both in conversation and in short essays. Topics discussed earlier might be reintroduced to students, with higher expectations for their performance. Students will be expected to use more sophisticated vocabulary and be more fluent in their oral presentations. Students also are introduced to new topics, such as environmental issues and historical and cultural concerns. They are expected to be able to read simple articles and short stories with a Chinese dictionary. Chinese history, traditions, philosophy, and religious practices are discussed continuously.

Course Planner

First Fall Semester (6 weeks)

Lesson covered:

Unit 1, It's Nice to Meet You

Lesson 1—What a good choice for a name!

Lesson 2—I've been invited to dinner.

Second Fall Semester (6 weeks)

Lesson covered:

Unit 2, Following the Trends

Lesson 1—What's mod?

Lesson 2—Let's do something interesting.

Third Fall Semester (6 weeks)

Lesson covered:

Unit 3, Time Out

Lesson 1—Let's have something to eat.

Lesson 2—Climbing the Great Wall.

First Spring Semester (6 weeks)

Lesson covered:

Unit 4, Issues and Trends

Lesson 1—No smoking, please!

Lesson 2—Green's my color.

Lesson 3—Don't throw it away, recycle it!

Second Spring Semester (6 weeks)

Lesson covered:

Unit 5, Historical and Cultural Glimpses

Lesson 1—Dragon boats and tea.

Lesson 2—Great Walls and empty cities (story from the Three Kingdoms).

Third Spring Semester (5 weeks)

Finish previous lessons

Supplementary materials and final exam

Sequence of each lesson:

- Introduction of vocabulary: Our students are expected to know all new characters in both simplified and traditional forms.
- Vocabulary quiz: After two or three days, a vocabulary quiz is given. Students might be asked to write both forms, or give one form in writing and the other in recognition (vocabulary translation from Chinese to English).
- Read the article or dialogues: Students might be asked to read first and answer questions, or they might listen to the tape and answer questions for their comprehension check.
- Introduce new sentence structures or review old ones that appeared in the lesson.
- Show students the new structures—give them plenty of examples, and ask them to translate some from English to Chinese.
- Check the exercises provided in the textbook.
- Add some supplementary materials to the lesson to reinforce what students have learned, or simply expose them to more vocabulary.
- Quiz them on each lesson. If the lesson is very short, it can be combined with the next lesson.
- Unit test

Teaching Strategies

Listening:

- Speak as much Chinese as you can in class, reminding students that it's OK if they don't understand everything you say.
- Show Chinese movies without English subtitles. Make questions available before showing the movie.

Speaking:

- Encourage students to speak. Don't correct every mistake they make—just make a note of it and model it in a correct way later.
- Give students some free topics or an assigned topic for conversations in pairs.
- Let students make up a skit as their unit oral presentation.
- Give students bonus credits if they make an appointment for a conversation with the teacher.

Reading:

- Use newspaper articles or other authentic reading materials for students' weekly reading exercise. Ask students to bring in one article each week, which the whole class can read together. The teacher can ask questions, or students can compose some.

Writing:

- Assign a 20-minute free-writing exercise once a week. Students should write as much as they can to get comfortable with the language.

Chapter 3

Sample Lesson Plan

Hanyu for Senior Students, Stage 4, Unit 2, Following the Trends 赶时髦 Gǎn shí máo

Lesson 2.1—Conversation: What's Wrong with the Young People Now?

对话: 现在年轻人怎么啦! *Duihua* : *Xiànzài niánqīngren zěnmē la!*, p. 23

Objectives:

- Learn more vocabulary and sentence structures.
- Find out who Cui Jian is.
- Share favorite music with class.
- Learn how to express abstract ideas.

Length of lesson:

About eight class sessions (55 minutes each).

Lesson sequence:

- Introduce vocabulary.

体育馆 *tǐyùguǎn* 演唱会 *yǎn chàng huì* 约 *yuē* 一无所有 *yí wú suǒ yǒu*

受欢迎 *shòu huānyíng* 追星族 *zhuī xīng zú* 迷上 *mí shàng*

录音带 *lùyīndài* 甚至 *shènzhì* 穿着打扮 *chuānzhuó dǎbàn* 嗓子 *sǎngzi*

琴 *qín* 弹 *tán* 古典音乐 *gǔdiǎn yīnyuè* 算 *suàn* 摇滚乐 *yáoqǔnyuè*

重金属 *zhòngjīn shǔ* 简直 *jiǎnzhí* 噪音 *zào yīn* 京剧 *jīngjù* 单调 *dān diào*

有道理 *yǒu dào lǐ*

- Read the conversation.
- Introduce new sentence structures.
 - a. 就是 的那个 *jiùshì de nèige*

Identify somebody by his or her characteristics or appearance.

Examples:

谁是某某某? *shéi shì mǒu mǒu mǒu?*

就是爱说话的那个。 *Jiù shì ài shuōhuà de nèigè.*

就是跟你借书的那个。 *Jiù shì gēn nǐ jiè shū de nèigè.*

就是个子很高的那个。 *Jiù shì gèzi hěngāo de nèigè.*

就是打球打得很好的那个。 *Jiù shì dǎqiú dǎ dé hěnhǎo de nèigè.*

就是今天穿红衣服的那个。 *Jiù shì jīntiān chuān hóng yīfu de nèigè.*

Practice:

- 1) Give students some names and ask them to identify the people.
- 2) Students work in pairs to identify their classmates. Rotate the rolls.

b. 还是

Showing a preference for an alternative.

Examples:

我觉得还是古典音乐和京剧好听。

Wǒ juéde hái shì gǔdiǎn yīnyuè hé jīngjù hǎo tīng.

我的钱不够, 咱们还是吃 McDonald 吧。

Wǒde qián búgòu, zámén hái shì chī McDonald ba.

还是你唱吧, 我不会唱这首歌。

Hái shì nǐ chàng ba, wǒ búhuì chàng zhèi shǒu gē.

Practice:

- 1) We don't have enough time—let's drive there.
- 2) Let's listen to him. He knows.
- 3) That jacket is too small—you'd better buy this one.

• Homework assignment

Online searching who 崔健 *Cuī Jiàn* is (www.cuijian.com/Chinese/pages/bio/bio.html)

Answer questions:

1. 崔健的出生年月日是哪一天?

Cuī Jiàn de chūshēng nián yuè rì shì nǎ yìtiān?

2. 崔健是哪族人?

Cuī Jiàn shì nǎ zú rén?

3. 谁是崔健的音乐启蒙老师?

Shéi shì Cuī Jiàn de yīnyuè qǐméng lǎoshī?

4. 他小的时候学的是什么乐器?

Tā xiǎo de shíhòu xuéde shì shénme yuèqì?

5. 崔健成名前是做什么工作的?

Cuī Jiàn chéngmíng qián shì zuò shénme gōngzuò de?

Chapter 3

6. 他是哪年被单位开除的?

Tā shì nǎ nián bèi dānwèi kāichú de?

7. 他为什么被开除?

Tā wèishénme bèi kāichú?

8. 崔健的表演外型有什么特点?

Cuī Jiàn de biǎoyǎn wàixíng yǒu shénme tèdiǎn?

9. 他的第一张摇滚乐专辑叫什么名字? 是哪年出的?

Tāde dì yī zhāng yáogǔnyuè zhuānjí jiào shénme míngzi?

Shì nǎ nián chūde?

10. 他的专辑中最有名和最受欢迎的歌叫什么名字?

Tāde zhuānjí zhōng zuì yǒumíng hé zuì shòu huānyíng de gē jiào shénme míngzi?

11. 崔健的乐队用了哪些民族乐器?

Cuī Jiàn de yuèduì yòngle nǎxiē mínzú yuèqì?

12. 崔健的歌代表了中国哪一代人?

Cuī Jiàn de gē dàibiǎo le Zhōngguó nǎ yí dài rén?

13. 崔健的歌为什么受那一代人的欢迎?

Cuī Jiàn de gē wèishénme shòu nà yí dài rén de huānyíng?

Class discussion (check the homework).

Watch Cui Jian's concert DVD.

- Supplementary reading material

对话: 音乐欣赏 *Duihuà: Yīnyuè Xīnshǎng*

(*Beyond the Basics*, chapter VII, pp. 1–18)

Introduce more vocabulary and sentence structures from chapter VII, pp. 6–16.

- Writing assignment

Topic: My Favorite Music

Length: 500 words minimum

Suggestions: How did you find this music?

Why do you like it?

How do you feel when you listen to it?

What do you think about music in general?

What kind of music do you like?

- Class presentation

Show students my favorite piece, which is 梁祝 *Liáng Zhù*.

Pass out the story of 梁祝 *Liáng Zhù*.

After reading the story, we have a discussion. Students are asked to think about similar stories in Western literature. Compare Romeo and Juliet with 梁祝 *Liáng Zhù*. Discuss the similarities and differences between the two stories. Play the music to students. Students give their presentations. If the class is large, chosen students do the presentations, and the others turn in their writing.

- Evaluation
 1. Vocabulary quiz
Students write 20 new phrases and identify 20 new phrases. These words are chosen from the vocabulary list.
 2. Lesson quiz
Students translate some sentences from English to Chinese and from Chinese to English; they read a paragraph about music and answer some questions.
 3. The story of 梁祝 *Liáng Zhù* is one of the skit topics for the unit oral test.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students discuss their Cui Jian search results. • Students discuss and debate issues presented in the story of Liang Zhu.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students comprehend the story of Liang Zhu.
1.3 Presentational Communication	<ul style="list-style-type: none"> • Students present their interpretations of the story in the form of a play. • Students write their thoughts on music and present in class.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • Students discuss cultural elements presented in the story.
3.1 Making Connections	<ul style="list-style-type: none"> • Students make connections with other disciplines such as English literature, social studies, history, and music.
4.2 Cultural Comparisons	<ul style="list-style-type: none"> • Students compare and contrast the social and cultural norms of today with those of the past.

Student Evaluation

Students are evaluated on both oral and written work. I use a point system. Each evaluation earns various points. Homework is mandatory—each missing homework assignment means a 4-point deduction from the final total.

Evaluation of oral presentations is based on the following rubrics:

- Rhetoric: good organization, interesting, engaging, creative, fluent delivery.
- Structure: grammar accuracy, newly learned structures used, new structures attempted.
- Vocabulary: newly learned vocabulary used, new vocabulary attempted.
- Pronunciation: accurate pronunciation and intonation.

Each category is worth 5 points. Rhetoric, structure, and vocabulary earn group points, while pronunciation is scored in individual points.

Written tests include vocabulary quizzes and lesson or unit tests. The vocabulary quiz requires translating 40 words: 20 from Chinese to English and 20 from English to Chinese. Sometimes I dictate Chinese to students and have them write the characters.

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Lesson or unit tests include translating sentences from Chinese to English or from English to Chinese; reading comprehension (multiple-choice questions or answering questions); cloze and paragraph writing. The number of points earned for a quiz or test can be anywhere from 10 to 40, depending on the length or comprehensive level of the assessment.

At the end of each quarter, I add all the points a student has earned and divide that number by the total possible points to get the percentage grade:

100–95% A	83–80% B–	69–67% D+
94–90% A–	79–77% C+	66–64% D
89–87% B+	76–74% C	63–60% D–
86–84% B	73–70% C–	59–0% F

Teacher Resources

Primary Textbook

Chang, Peter, Alyce Mackerras, and Hsiu-Ching Yu. 1999. *Hanyu for Senior Students, Stage 4*. Boston: Cheng & Tsui.

Supplementary Textbooks

Bai, Jianhua, Juyu Sung, and Janet Zhiqun Xing. 1996. *Beyond the Basics: Communicative Chinese for Intermediate/Advanced Learners*. Boston: Cheng & Tsui.

Liu, Xun et al. 2002. *New Practical Chinese Reader*. Beijing: Beijing Language and Culture University Press.

Yao, Tao-chung, and Yuehua Liu, et al. 1997. *Integrated Chinese, Level 2*. Boston: Cheng & Tsui.

Web Sites

Chengo Chinese: e-language learning (a joint project of the Chinese Ministry of Education and the United States Department of Education)
<http://elanguage.cn>

China Daily
<http://news.sohu.com>

D3 Productions: Asian cultural and educational programs
<http://www.d3mediagroup.com>

Confucian history and culture
www.chinakongzi.com

Chinese news, history, and culture
www.china.com

Chinese Newspapers

星島日報 (*Xīngdǎo Ribào*) *Sing Tao Journal*

世界日報 (*Shìjiè Ribào*) *World Journal*

Stories of Chinese Idioms

成语故事 *Chéngyǔ Gùshi*

Chinese Movies

刮痧 (*Guā Shā*) *The Gua Sha Treatment*. 2000, China. Xiaolong Zheng, director. DVD: N.p.: Shi Ma Ltd., 2002.

和你在一起 (*Hé Nǐ Zài Yìqǐ*) *Together*. 2002, China. Chen Kaige, director. DVD: Century City, Calif.: MGM, 2003.

我的父亲母亲 (*Wǒde Fùqīn Mǔqīn*) *The Road Home*. 2000, China. Zhang Yimou, director. DVD: Culver City, Calif.: Sony Pictures, 2001.

一个都不能少 (*Yīgè Dōu Bù Néng Shǎo*) *Not One Less*. 1999, China. Zhang Yimou, director. DVD: Culver City, Calif.: Sony Pictures, 2000.

Student Activity

This is a way to integrate reading, speaking, listening, and writing into one topic practice.

Take any short stories or newspaper articles or passages and:

1. Read the stories or articles to students and ask questions in English to check their comprehension, or
2. Ask students to read aloud and ask questions, or
3. Ask students to read silently and ask questions, or
4. After reading, ask students to come up with questions (this can be done in pairs).

If the story allows, students can dramatize it in a skit (like the story of 梁祝 *Liáng Zhù*) or a conversation, and then present this to the class.

After reading and oral presentations, students are given a writing assignment. For example, after learning the story of 梁祝 *Liáng Zhù*, they write out the story in their own words or write a similar story they know from English literature.

Sample Syllabus 4

Crystal Chu
W. P. Clements High School
Sugar Land, Texas

School Profile

Location and Environment: Clements High School is located in a suburban area southwest of Houston, Texas. Sugar Land has grown significantly in the last 20 years. This is an ethnically diverse area, and most families are socioeconomically advantaged. Clements is noted for academic excellence, and local Asian communities have played a very significant role in building this reputation. Many families in these communities are first-generation immigrants to the United States.

Grades:	9–12
Type:	Suburban public high school
Total Enrollment:	2,280
Ethnic Diversity:	Asian American 39 percent Hispanic/Latino 5 percent African American 3 percent
College Record:	In 2005, 85 percent of graduates went on to four-year colleges, and 10 percent enrolled in two-year colleges.

Personal Philosophy

Due to the development of technology, interactions among nations have greatly increased. China has experienced tremendous economic growth in recent years, and many countries now invest in and, of necessity, communicate with China. In addition, the world's Chinese-speaking population is quite large. The need to learn the Chinese language in order to build and maintain world connections in today's business, political, and social communities grows ever more urgent.

In addition to learning to speak, comprehend, read, and write Chinese, students must expand their knowledge of Chinese culture so that they truly understand China's cultural uniqueness. Reading Chinese literature helps students appreciate the beauty and wisdom of China's past and promotes understanding of China today. It is important to help American students learn the Chinese language and get to know and appreciate China's unique culture so that they can better understand and interact with the Chinese-speaking world.

Class Profile

The majority of students in Clements High School Chinese IV classes are American-born Chinese. Most of their parents speak Mandarin at home, and the listening and speaking ability of these students exceeds their reading and writing skills. There are few non-Chinese students in level IV, and those students do not speak any Chinese at home. The Chinese V class has more native Chinese students.

Chinese IV and Chinese V are offered every year, and each course covers a full year and earns one credit hour. Classes meet every day for 50 minutes. Chinese IV has an enrollment of 27–29 students; Chinese V, 15–20 students.

Course Overview

Chinese IV and Chinese V reinforce skills learned during previous years of Chinese study and use the exercises in the textbook and supplementary materials to continually improve students’ speaking, listening, reading, and writing skills.

The main course objective for Chinese IV is to refine and further develop students’ abilities in Chinese oral and formal written communication. We use the textbook *Beyond the Basics* by Jianhua Bai et al. and articles from a Chinese newspaper.

Chinese V has the same course objectives as Chinese IV but also provides an introduction to literary Chinese and ancient Chinese literature. Texts used include *Gateway to the Chinese Classics*, by Jeannette L. Faurot, and *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*, by Hong Gang Jin, De Bao Xu, and John Berninghausen, as well as articles from Chinese newspapers and teacher handouts.

Chinese IV Course Planner

Fall Semester

Week	Lesson Objectives (L = Lesson)	Content or Theme	Notes
1	Orientation	Introduction to course/ first day packet— classroom management	Usually school starts on Thursday, so this is a short week.
2	L1 Use target language to describe childhood.	Vocabulary, sentence pattern, and grammar	Quiz on L1 vocabulary
3	L1 Support descriptions with details.	Text/translation, L1 exercise, and composition on childhood	Students write a composition every other week. Test on L1
4	Supplementary materials 1. Read mid-autumn festival story. 2. Learn a song about this festival. 3. Newspaper clipping	Story about mid-autumn festival Optional: Learn a lyric song about this festival. Students cut out a Chinese advertisement and translate it into English.	Students are divided into small groups and search the Web for information (in English) about the origins of the mid-autumn festival. They read a Chinese article about this festival.
5	L2 Describe people and express an opinion.	Vocabulary, sentence pattern, and grammar	Interview a Chinese native speaker and describe this person.
6	L2 Support description with details.	Text/translation, L2 exercise, and composition	Composition—students describe a person.
7	Supplementary materials 1. SAT Subject Test in Chinese with Listening study strategies and exercises 2. Newspaper clipping	Students cut out an advertisement from a local Chinese newspaper and translate it into English.	Students do the Subject Test sample questions and create their own tests in the same format.

Chapter 3

Week	Lesson Objectives (L = Lesson)	Content or Theme	Notes
8	L4 Describe what people do. SAT Subject Test in Chinese with Listening review		Vocabulary and sentence-making Oral presentation
9	L4 Describe and compare.	Advantages and disadvantages of different jobs; the kind of job students like best	Composition
10	L5 Explain and develop problem-solving ability.	Vocabulary, sentence pattern, and grammar	Quiz on L5 Vocabulary
11	L5 Explain and develop problem-solving ability.	Text/translations, L5 exercise	Test on L5
12	L6 Instruct and explain the procedures.	Vocabulary, sentence pattern, and grammar	Students get a recipe from the Web and use Chinese to give oral instructions for making the dish.
13	L6 Use target language to demonstrate an understanding of a certain Chinese dish or dietary custom.	Compare dietary cultures; oral presentation on the influence of one culture on another	Student video project—how to cook a Chinese dish, including ingredients, preparation, and procedures
14	L3 Describe popular products and commercials.	Students are divided into groups to make a commercial for a certain product	Students give an oral presentation in class using visual displays, such as a poster or <i>PowerPoint</i> slides.
15	L3 Persuade people to purchase a better product.	Watch a video of a Super Bowl commercial and write critiques.	Composition—students describe the best commercial they have watched and how it persuaded them to buy the product.
16	L7 Describe an abstract concept in music.	Vocabulary, sentence pattern, and grammar	L7 Vocabulary quiz
17	L7 Talk about the music students enjoy.	Show and tell—students' favorite musical pieces	Composition—students choose one of these: 1. My favorite music 2. Why does a country need a national anthem?
18	L1–L7 review	Semester final exam review	

Spring Semester

Week	Lesson Objectives	Content	Notes
1	L8 Express abstract concepts and support with opinions.	Vocabulary, sentence pattern	Students write their own opinions about a criminal case. Assign culture project.
2	L8 Express abstract concepts and support with opinions.	Jury in a court scenario	Students may have a debate or discuss a court case.
3	Supplementary— newspaper clipping	Students cut out five headlines from a local Chinese newspaper.	1. Translate five headlines into English (include two domestic, two international, and one other). 2. Give oral presentation on the headlines in both English and Chinese.
4	L9 Express abstract concepts on love.	1. Make Valentine heart (origami) 2. Make a card using calligraphy.*	Write a Valentine note to a friend and to a family member. * Calligraphy was introduced in the Chinese 1 course.
5	Culture project: (Culture Week) Express abstract concepts, discuss culture issues, and support opinions.	Celebrate the Chinese New Year. We have had a China Night to celebrate the New Year with many cultural performances and plays—each class prepared a program to present.	Students were given culture project information in the first week of the second semester. They present their projects this week.
6	L9 Discuss the topic of love.	Sentence pattern and text/translation	L9 Quiz
7	Supplementary— newspaper clipping	Students cut out five headlines from a local Chinese newspaper.	1. Translate five headlines into English (include two domestic, two international, and one other). 2. Give oral presentation on the headlines in both English and Chinese.
8	L11 Culture	Vocabulary, sentence pattern	Assign speech contest project before Spring Break.
9	L11 Culture	1. Text/translation 2. Speech revision	Speech first draft due Tuesday after Spring Break
10	L15 Speech preparation	Students are grouped and practice their parts.	Speech final copy due Memorize speech
11	L10 Express abstract concept of poverty.	Vocabulary, sentence pattern, and grammar	L11 Quiz

Chapter 3

Week	Lesson Objectives	Content	Notes
12	L10 Discuss the issue of poverty.	Text/translation Group discussion and oral presentation on a poverty scenario	Composition—how to solve the problem of poverty
13	L12 Express abstract concept of happiness.	Vocabulary, sentence pattern, and grammar	Speech contest
14	L12 Express opinions on what happiness means.	Text/translation	
15	L13 Discuss election/political issue.	Vocabulary, sentence pattern, and grammar	
16	L13 Discuss/debate election/political issue.	Oral discussion of the election/political issue	
17	L14 Express abstract concept: movies.	1. Vocabulary, sentences, and grammar 2. Watch video of <i>Raise the Red Lantern</i> by Zhang Yimou.	
18	L14 Talk about a favorite movie and support opinions.	1. Text/translation 2. Discuss the roles of women in the movie; compare and contrast roles now and then.	
19	L8–15 review	Review for semester final exam and AP Chinese Language and Culture Exam.	

Teaching Strategies

The curriculum focuses on oral fluency and formal writing skills. Besides teacher lectures, many group activities are used, including pair-sharing, group discussion, student presentations, peer critiques, video projects, cultural projects, Web searches, skits, debates, writing composition, and preparing students to take the SAT Subject Test in Chinese with Listening in the fall and the AP Chinese and Language Culture Exam in the spring.

We have a cooking project after the lesson about food (lesson 6). Students form in groups to videotape the cooking procedures for certain dishes using creative skits. This project—which is a major grade in the course—is described in detail in the Student Activities section at the end of this syllabus.

At the end of the spring semester, each student is required to deliver a formal speech, which is planned according to our last lesson (lesson 15). The local chapter of the Global Federation of Chinese Business Women annually sponsors a speech contest for the Houston Chinese community in April. Each student prepares a speech, even if he or she will not attend the contest. We hold our own contest in the classroom and select the best student from each class. These students receive awards and are encouraged to attend the community contest. We also have had special prizes for students who overcame stage fright.

We have also made field trips to a museum exhibit of Chinese arts and crafts.

Lab Component

Most of the listening and speaking exercises I use are blended into the instruction. The course is conducted entirely in Chinese. Instead of using the school's mobile language laboratory, I use portable CD/cassette players, as well as oral presentations and small group discussions. Oral proficiency tests are given about every six weeks.

Student Evaluation

Each semester is made up of three grading cycles. Each cycle includes major grades and daily grades.

Major grades (at least three) account for 50 percent of the overall grade for each cycle. Major grades include chapter tests (multiple choice, fill-in-the-blank for grammar usage, sentence making, translation in both Chinese and English), a cultural project, compositions (twice a week), a formal speech presentation, and classroom participation.

Daily grades (at least six) account for the other 50 percent of the overall grade. Daily grades include quizzes, homework and binder organization, and newspaper report and summary.

The overall semester grade breaks down this way:

Grade for first cycle:	25 percent
Grade for second cycle:	25 percent
Grade for third cycle:	25 percent
Final exam:	25 percent

Teacher Resources

Textbook

Bai, Jianhua et al. 1996. *Beyond the Basics: Communicative Chinese for Intermediate–Advanced Learners*. Boston: Cheng & Tsui.

I also use current articles from a local Chinese newspaper.

Resource Books

Faurot, Jeannette L. 1995. *Gateway to the Chinese Classics: A Practical Guide to Literary Chinese*. San Francisco: China Books & Periodicals.

Fenn, Henry C. 1952. *A Sketch of Chinese History*. New Haven, Conn.: Institute of Far Eastern Languages, Yale University.

Ho, Yong. 2000. *China—An Illustrated History*. New York: Hippocrene Books.

Jin, Hong Gang, De Bao Xu, and John Berninghausen. 1999. *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*. Boston: Cheng & Tsui.

Stepanchuk, Carol, and Charles Wong. 1991. *Mooncakes and Hungry Ghosts: Festivals of China*. San Francisco: China Books & Periodicals.

Chapter 3

Tan, Amy. 1990. *The Joy Luck Club*. New York: Putnam.

Tan, Amy. 1991. *The Kitchen God's Wife*. New York: Putnam.

Wang, Yi. 2004. *Common Knowledge About Chinese Culture*. Hong Kong: Hong Kong China Travel Press.

Periodical

YuWenBao North American Monthly

“A friend for learning Chinese and a bridge to know about China.”

www.yuwenbao.us/ywb_na.php

Films

卧虎藏龙 (*Wò Hǔ Cáng Lóng*) *Crouching Tiger, Hidden Dragon*. 2000, China/U.S.A. Ang Lee, director. DVD: Culver City, Calif.: Sony Pictures, 2000.

英雄 (*Yīng Xióng*) *Hero*. 2002, Hong Kong/China. Zhang Yimou, director. DVD: New York: Miramax, 2004.

The Joy Luck Club 喜福會 (*Xǐ Fú Huì*). 1993, U.S.A. Wayne Wang, director. DVD: Burbank, Calif.: Buena Vista Home Entertainment, 2002.

大红灯笼高高挂 (*Dà Hóng Dēnglóng Gāogāo Guà*) *Raise the Red Lantern*. 1991, China. Zhang Yimou, director. DVD: Century City, Calif.: MGM, 2000.

Web Sites

www.yam.com.tw

www.yam.com.cn

www.sina.com.tw

www.sina.com.cn

www.ttv.com.tw

www.cts.com.tw

www.zhongwen.com

Student Activities

Here are two activities I do with students and the language-learning standards each activity satisfies.

Culture Project

Students research a topic in Chinese culture and make a presentation to the class during Chinese New Year. They also submit a written report with visual displays, such as props, posters, or multimedia objects. Possible topics include food, festivals, clothing, children's toys, architecture, tea, martial arts, painting, calligraphy, feng shui, and so on.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students work together in small groups and interact in Chinese to decide on their topics.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students comprehend the information they gathered.
1.3 Presentational Communication	<ul style="list-style-type: none"> • Students present their culture study in class.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • Students learn about a cultural topic and its influence on Chinese civilization or ideology.
2.2 Products of Cultures	<ul style="list-style-type: none"> • Students create <i>PowerPoint</i> presentations or posters or use props to demonstrate what they have learned. They dress in Chinese costumes when presenting their projects, and they receive red envelopes from the teacher with candy, coupons, and sometimes real money inside.
3.1 Making Connections	<ul style="list-style-type: none"> • Students search for cultural information on Chinese Web sites.

Cooking Project

After we study lesson 6 about food, students form small groups, and each group picks one out of eight common Chinese cooking methods. The groups demonstrate the steps for making certain dishes in creative skits that are videotaped and shown to the whole class. Not only do students learn how to write the recipes and prepare the dishes, but they also must record the cooking process. Students critique their classmates' projects as a participation grade. This project stimulates creativity and enhances relationships—and students get to enjoy the dishes they have made.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students work together in groups and decide which dishes to study and to cook.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students comprehend the recipes they get from cookbooks or Internet sources.
1.3 Presentational Communication	<ul style="list-style-type: none"> • Students present the cooking procedures in a play that is videotaped.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • Students learn about a Chinese cooking method and how it is related to a certain culture or geographical area.
2.2 Products of Cultures	<ul style="list-style-type: none"> • Students cook an authentic Chinese meal and explain the preparation and cooking procedures.
3.1 Making Connections	<ul style="list-style-type: none"> • Students use the Internet or library books to search for Chinese recipes.

Sample Syllabus 5

Gloria Feung
William B. Enloe Magnet High School
Raleigh, North Carolina

School Profile

School Location and Environment: Enloe High School is located inside the I-440 beltway of the capital city of North Carolina, close to the state government complex, universities, and banking and commercial facilities. The school is 15 minutes from Research Triangle Park, home to over 131 organizations, including 100 research and development–related organizations. Because of its magnet school status, Enloe attracts many good students from suburban residential areas. The school received the Ronald P. Simpson Distinguished Merit Award from the Magnet Schools of America association in 2000 and was named one of the top 100 public high schools in the United States by *Newsweek* magazine in May 2005.

Grades:	9–12
Type:	Urban public high school with strong magnet program in the humanities, arts, and sciences.
Total Enrollment:	2,354
Ethnic Breakdown:	African American 35 percent Asian American 12 percent Hispanic/Latino 0.03 percent
College Record:	Some 86 percent of Enloe graduates attend college.

Personal Philosophy

More than one billion people speak Chinese, making it the most widely spoken language in the world today. Learning Chinese is the key to understanding one of the world’s oldest and richest cultures. In addition, China’s economic reforms and modernization have made it a major power in the world. Because the pace of economic development in China is so unbelievably fast, job opportunities for Chinese speakers are also increasing rapidly. Those with proficiency in Chinese will qualify for a broader range of opportunities than their peers who cannot speak the language.

I agree with the statement in the *Standards for Foreign Language Learning in the 21st Century* (1999, 25) that a teacher’s most important role is to provide an environment that facilitates language learning. Real language exists not in a vacuum but in a realistic cultural and social context. Language teachers should encourage more communicative interaction among students—once students are prepared for an activity, the teacher should just step back and listen. In this student-centered approach, the teacher is not at the center of the classroom doing most of the talking. On the contrary, students are at the center and are given ample opportunities to practice the language and make mental connections for themselves. Teachers of AP Chinese Language and Culture should be aware of the advantages of a classroom where students are doing the learning rather than where the teacher is simply displaying his or her knowledge.

Class Profile

Students in the college-preparatory program at Enloe High School are required to have at least two years of a language to graduate. The school offers four years of Chinese study beginning with the ninth grade. The 70–80 students in the Chinese program are divided into six levels—Chinese V and Chinese VI are the AP Chinese courses. All classes meet five times a week. Students in the Chinese program come from a variety

of cultural and ethnic backgrounds; however, the majority of students in the advanced Chinese classes are heritage students.

Course Overview

Students who have home backgrounds in Chinese have outnumbered the nonnative speakers in my classes in recent years. Since Chinese is still a small program at Enloe, the school cannot offer a separate track for nonnative students. Furthermore, due to the limited number of classes, students officially registered in different levels cannot be placed in different classrooms. As a result, my level V and level VI courses are placed together in the same classroom. Providing a feasible, sequenced, and integrated curriculum to a mixture of native and nonnative speakers, as well as students of various levels, has been my biggest challenge.

This year my Chinese V students use *Ni Hao 4* by Shumang and Paul Fredlein as their main textbook, and Chinese VI students use *Taiwan Today* by Shou-hsin Teng and Lo Sun Perry. Students have to know the content of both books and participate in oral discussion for both levels, but written tests are limited to each level's prescribed textbook. I try not to separate level V and level VI students completely because when students of two different levels work together and compete together, they get to know one another and it is easier to build team spirit. It is also more likely to bring about a rapport in the classroom, which is very important in teaching.

The course objectives include increasing vocabulary, enhancing the ability to participate in dialogues in Chinese, and being able to read more complex articles in the language. Ideally, Chinese classes that precede the advanced-level courses prepare students to acquire more sophisticated linguistic elements in order to increase the depth and width of their language abilities. In my experience, however, many of my students (who are mostly second-generation Americans) still apply English sentence structures to Chinese sentence structures or informal sentence structures. These students tend to have a limited range of topics they can discuss and write about, so their essays usually have many incorrect characters and grammatical or syntax errors. AP Chinese teachers may need to spiral down from time to time to help students work on basic speaking and writing skills, such as increasing vocabulary and using different ways to express an idea.

The North Carolina Second Language Standard Course of Study follows the modality of the national *Standards for Foreign Language Learning*, which are organized around the “five Cs of foreign language education”: communication, cultures, connections, comparisons, and communities. At the end of their Chinese studies at Enloe, students should be able to do the following:

Speaking and Writing Skills

- Report, narrate, and describe, using connected sentences and paragraph-length and longer forms of discourse, in oral and written presentations on topics of personal, school, and community interest.

Reading and Writing Skills

- Use context to deduce the meaning of unfamiliar vocabulary.

Culture

- Understand and often use idiomatic and culturally authentic expressions.
- Discuss important people, events, and achievements of Chinese culture.

Chapter 3

- Examine historical and contemporary literature.
- Know the values and attitudes of the Chinese people and crosscultural communication skills.

Course Planner

Sample week-by-week lessons

1st Quarter	Chinese V Syllabus	Text/Pages
Week	Topics Covered	<i>Ni Hao 4</i>
1-2 (8/25-9/9)	Holiday activities, friendship	pp. 1-4
3-4 (9/12-23)	Chinese surnames, personalities	pp. 5-8
5-6 (9/26-10/7)	Extracurricular activities, school events	pp. 9-12
7-8 (10/10-21)	Computers, Internet, e-mail, Web sites	pp. 13-24
9 (10/24-28)	Review and work on supplementary readings	

- NOTES:**
1. Thursday is the day for language tests.
 2. There is a test or quiz almost every week.
 3. One audiotape for a speaking project is required each quarter.

1st Quarter	Chinese VI Syllabus	Text/Pages
(Includes above material and topics below)		
Week	Topics Covered	<i>Taiwan Today</i>
1-3 (8/25-9/16)	Exercise in the park	pp. 1-20
4-6 (9/19-10/7)	Night market	pp. 21-40
7-9 (10/10-28)	Eating at a food stand	pp. 41-66
End of First Quarter		

Course outline for the rest of the school year

Second Quarter (Nov. 1–Jan. 20)

Ni Hao 4, Unit Two

Theme: A Friend from Afar, pp. 25–48

- Lesson 1: Hospitality, social etiquette
- Lesson 2: Foods in Australia and China
- Lesson 3: Barbecue, recycling
- Lesson 4: Environmental protection

Taiwan Today, pp. 67–112:

- Lesson 4: Tea and Chinese
- Lesson 5: Marriage and matchmakers
- Lesson 6: Taipei is so crowded

Third Quarter (Jan. 24–Mar. 24)

Ni Hao 4, Unit Three

Theme: Earning Pocket Money, pp. 49–72

- Lesson 1: Part-time jobs
- Lesson 2: Work environment
- Lesson 3: Shopping, fashion
- Lesson 4: An exchanged study

Taiwan Today, pp. 137–212

- Lesson 7: Entrance examination
- Lesson 8: Religions and folk beliefs
- Lesson 9: Festivals

Fourth Quarter (April 4–June 9)

Ni Hao 4, Unit Four

Theme: Young People’s World, pp. 73–96

- Lesson 1: Boyfriend/girlfriend
- Lesson 2: Health—smoking, drugs
- Lesson 3: Peer pressure, generation gap
- Lesson 4: Social issues, youth in China

Taiwan Today, pp. 213–80

- Lesson 10: Strong women
- Lesson 11: Masked cyclists
- Lesson 12: Separated by the Strait

Laboratory

Students do an audiotape project each term. We usually do oral taping at school. Since there is limited time during class, I select three or four volunteers to come to the front of the class and present their speeches, which are followed by my feedback. The remaining students take turns recording their own speeches onto one of two tape recorders. Students who finish taping may write out their speeches as class work or homework for extra credit.

Teaching Strategies

- It is vital to create more interactive activities among students and give students opportunities to practice and use the language during class. For example, ask students to interview one another in Chinese, asking questions such as 暑假过得怎么样? *Shǔjià guòde zěnmeyàng?* 暑假去了什么地方? *Shǔjià qùle shénme dìfang?* 看了哪些好电影, 哪些好书? *Kànle nǎxiē hǎo diànyǐng, nǎxiē hǎo shū?*, then have them report to the class on the students they have interviewed, instead of asking them to talk about their own summer vacations.
- I make simple lessons more challenging and interesting by asking students to listen to me or to an audiotape and then write an outline for what they have heard either in English or in Chinese. After that they must reconstruct what they heard in Chinese from memory.
- Here's a timesaving method: I have students make a list of the supplementary words they do not know, look them up in the dictionary, and turn in the list with definitions added as homework. When I give students more responsibility, I find they become more interested in what they are doing and are more likely to retain the information longer.
- If one student is talking and other students are bored and not paying attention, the best solution is to throw a ball and ask whoever catches it to answer a question. Students have to be on alert in case the ball comes their way, so they stay focused.

The two-column notes and rule-based summarizing strategies below came from two books that Enloe High School teachers were required to read for CEU credits and IGP (Individual Growth Plan) goals, respectively. They were *Project CRISS: CReating Independence Through Student-owned Strategies* and *Handbook for Classroom Instruction That Works*. These two strategies will be very useful for advanced level Chinese students as they study essays and short stories.

- Two-column notes: Main idea–detail notes help students organize main ideas and details from a reading assignment. Students divide their papers into two columns and record main ideas in the left column and details on the right. Main points can be in the form of questions or key words. (*Project CRISS*, 82)
- Rule-based summarizing:
 - Delete trivial material that is unnecessary to understanding.
 - Delete redundant material.
 - Replace a list of things with a word that describes the things in the list (e.g., use fish for rainbow trout, salmon, and halibut).
 - Select a topic sentence or invent one if it is missing. (*Classroom Instruction That Works*, 60)

Sample Standards-Based Lesson Plan

Textbook: *Ni Hao 4*, Lesson 1.2

Second-Language Proficiency: Chinese V

Time Required: Two weeks

Content Objective:

1. Students will be able to make appropriate Chinese introductions, 口天吴 *kǒu tiān wú*, 立早章 *lì zǎo zhāng*, 木子李 *mù zǐ lǐ*, 双木林 *shuāng mù lín*, Manager Lee, Teacher Wang, and Engineer Lin, etc.
2. Students will be able to describe someone's personality, strengths, and talents as related to being a class leader.
3. Students will describe the characteristics of an introvert and an extrovert.

Language Objectives:

Vocabulary:

佳 *jiā*, 人选 *rénxuǎn*, 班主任 *bānzhǔrèn*, 认真 *rènzhēn*, 关心 *guānxīn*, 班会 *bānhuì*, 当 *dāng*, 班长 *bānzhǎng*, 乐器 *yuèqì*, 关系 *guānxì*, 人缘 *rén yuán*, 饶 *ráo*, 活动 *huódòng*, 游园会 *yóu yuán huì*, 担心 *dānxīn*, 说一声 *shuō yìshēng*, 放心 *fàngxīn*, 内向 *nèi xiàng*, 外向 *wài xiàng*, 糊涂虫 *hú tú chóng*, 到底 *dàodǐ*, 忙不过来 *máng bú guò lái*.

Grammar Structures:

- a) Question words: 吗 *ma*, 怎么 *zěnmē*, 为什么 *wèishénme*, 什么 *shénme*

你知道我们今年的班主任是谁吗?

Nǐ zhīdào wǒmen jīnnián de bānzhǔrèn shì shéi ma?

我怎么忙得过来?

Wǒ zěnmē máng dé guò lái?

为什么要选我?

Wèishénme yào xuǎn wǒ?

那有什么关系? 那是什么?

Nà yǒu shénme guānxì? Nà shì shénme?

- b) Resultative verb compound + 了 *le*

我昨天见到了新来的汉语老师。

Wǒ zuótiān jiàn dào le xīn lái de Hànyǔ lǎoshī.

Chapter 3

- c) To work as, to serve as, to be

当医生, 当班长, 当老师, 当爸爸。

dāng yīshēng, dāng bānzhǎng, dāng lǎoshī, dāng bàba.

- d) Too, also

他教学很认真, 也很关心学生。

Tā jiàoxué hěn rènzhēn, yě hěn guānxīn xuéshēng.

Remind students that “and” should not be used to connect two or more verb phrases or clauses in Chinese—that is a common mistake.

e.g. 我是买票进去的。 *Wǒ shì mǎi piào jìnqù de.*

(I bought a ticket and went in.)

他天天唱歌写信。 *Tā tiāntiān chànggē xiěxìn.*

(Every day she/he sings songs and writes letters.)

- e) To come over

他为什么不过来?

Tā wèishénme bú guò lái?

- f) To indicate possibility or impossibility of managing numerous things

忙得过来, 忙不过来

máng dé guò lái, máng bú guò lái

- g) So long as, provided, as long as

只要你用功, 一定能学好汉语。

Zhǐ yào nǐ yònggōng, yídìng néng xué hǎo Hànyǔ.

General lesson plan format:

1. At the beginning of class, I try to motivate students by helping them to make connections between their experience and the concept being taught. For this lesson, we asked the Enloe Student Council officers in our class to talk about their organization.
2. I introduce new words using flash cards in random order and ask students to read the words and give their meaning with the help of their books or a dictionary.
3. I provide hands-on activities for practice and mastery by using the strategies outlined in this syllabus.
4. I evaluate and seek further possible applications of the concept.

See the Student Activities section at the end of this syllabus for a discussion of how some of the activities done for this lesson meet the targeted standards for language learning.

Student Evaluation

When students reach the third and fourth years of Chinese study, they should have mastered all the basics and be able to express themselves in full and complex sentences.

The new performance guidelines have provided us with a variety of ways of evaluating student performance. Assessment is not restricted to the old paper-and-pencil mode. Instead of a question-and-answer test or true-or-false questions, we can evaluate how well students accomplish learning tasks or activities. For example, for the sample lesson plan outlined above (*Ni Hao 4*, Lesson 1.2), the assessment can be achieved as follows:

- a) Asking students to express themselves verbally, in a coherent and grammatical way, and explain if they are introverts or extroverts.
- b) Asking students to give a two- to three-minute speech telling about themselves and why they are the most qualified student body president; then having students write out their speeches in Chinese.

Because of the linguistic diversity in the classroom, I also use vocabulary items, dictation, making sentences, or unscrambling sentences for most written tests. I want to see if students understand and have good control of what they have learned. A test that simply emphasizes rote memorization does not show true differences in students' proficiency levels. As long as students put in enough effort, they will meet the minimal requirement, which eliminates some of the anxiety of the less-experienced students and improves the interest of all.

In my level V and level VI combination class, at the end of each lesson, level VI students create some questions for level V students to answer, which in turn helps me to better understand the proficiency of the level VI students.

Student grades are calculated this way:

Quarterly Grade (two quarters per semester)

Test/quizzes	40 percent
Project	20 percent
Homework	20 percent
Participation	20 percent

1st Semester Grade

Quarter 1	40 percent
Quarter 2	40 percent
Exam	20 percent

2nd Semester Grade

Quarter 3	40 percent
Quarter 4	40 percent
Exam	20 percent

Grades for semesters 1 and 2 are combined to get the final grade for the year.

Teacher Resources

Textbooks

Fredlein, Shumang and Paul. 1993. *Ni Hao 4*. Boston: Cheng & Tsui.

Teng, Shou-hsin. 1993. *Taiwan Today*. Boston: Cheng & Tsui.

Chapter 3

References

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- Brick, Jean. 1991. *China: A Handbook in Intercultural Communication*. North Ryde, New South Wales, Australia: Macquarie University.
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- Marzano, Robert J. et al. 2001. *A Handbook for Classroom Instruction That Works*. Alexandria, Va.: Association for Supervision and Curriculum Development.
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- Santa, Carol M., Lynn T. Havens, and Evelyn M. Maycumber. 2004. *Project CRISS: CReating Independence Through Student-owned Strategies*, 3rd ed. Dubuque, Iowa: Kendall/Hunt Publishing Co.
- Yu Wen bao Chinese Monthly*. (Intermediate). www.yuwenbao.us

Web Sites

- Hu, Wenze, and East Asian Libraries Cooperative Home Page
Links to Web sites on Chinese history, arts, and culture
<http://pears.lib.ohio-state.edu/China/homepage1.html>
- Ohio State University. Marjorie Chan's China Links
Links to Chinese language and linguistics Web sites
<http://chinalinks.osu.edu/>
- University of California, Berkeley. Fan-jian
Traditional/simplified Chinese character tutor
www.language.berkeley.edu/fanjian/start.html
- Xie, Tianwei, California State University at Long Beach.
Conversational Mandarin Chinese On-Line
www.csulb.edu/~txie/ccol/content.htm

Movies/Television

- 红楼梦 (*Hóng Lóu Mèng*) *A Dream of the Red Chamber*. 1961, China. Chiu-feng Yuan, director. DVD/VCD: Hong Kong: Intercontinental Video, 2004.
- 三国演义 (*Sān Guó Yǎn Yi*) *Romance of the Three Kingdoms*. Chinese television series, 1995. VCD: N.p.: Cube, 2005
- A Great Wall* 北京故事 (*Běijīng Gùshi*). 1986, China/U.S.A. Peter Wang, director. DVD: Century City, Calif.: MGM, 2002.
- 蓝风筝 (*Lán Fēngzheng*) *Blue Kite*. 1994, China. Tian Zhuang Zhuang, director. DVD: New York: Kino International, 2003.
- 手机 (*Shǒujī*) *Cell Phone*. 2004, China. Feng Ziaogang, director. VCD: N.p.: Zoke Culture, 2004.
- 别了, 温哥华 (*Biéle, Wēngēhuá*) *Farewell, Vancouver*. 2002, Taiwan. EETV series. Yang Buting and Ding Xin, producers. DVD: Taiwan: distributor not known, 2005.
- 绿茶 (*Lǜ Chá*) *Green Tea*. 2003, China. Yuan Zhang, director. DVD: N.p.: Silver Kent Technology Ltd., 2005.
- 老夫子 (*Lǎo Fū Zi*) *Master Q 2001*. 2001, Hong Kong. Herman Yau, director. DVD: San Francisco: Tai Seng Video Marketing, 2002.
- 一个都不能少 (*Yí Gè Dōu Bù Néng Shǎo*) *Not One Less*. 1999, China. Zhang Yimou, director. DVD: Culver City, Calif.: Sony Pictures, 2000.
- 推手 (*Tuī Shǒu*) *Pushing Hands*. 1992, Taiwan. Ang Lee, director. DVD: Chatsworth, Calif.: Image Entertainment, 1999.
- 茶马古道 (*Chá Mǎ Gǔ Dào*) *Delamu (Tea Horse Route)*. 2003, China. Tian Zhuang Zhuang, director. DVD: Beijing: Bei Jing Bei Ying Lu Yin Lu Xiang Gong Si, 2005.
- 变脸王 (*Biàn Liǎn Wáng*) *The King of Masks*. 1999, China. Tian-Ming Wu, director. DVD: Culver City, Calif.: Sony Pictures, 2000.
- 西游记 (*Xī Yóu Jì*) *Legends of the Monkey King*. 1999, Chinese television series (animated). VHS (dubbed in English): CCTV and Cinair Corp., 2002.
- 我的父亲母亲 (*Wǒde Fùqīn Mǔqīn*) *The Road Home*. 2000, China. Zhang Yimou, director. DVD: Culver City, Calif.: Sony Pictures, 2001.
- 刮痧 (*Guā Shā*) *The Gua Sha Treatment*. 2000, China. Xiaolong Zheng, director. DVD: N.p.: Shi Ma Ltd., 2002.
- 水浒传 (*Shuǐ Hǔ Zhuàn*) *The Water Margin*. 1972, China. Cheh Chang, director. VCD: Hong Kong: Shaw Brothers, n.d.
- 和你在一起 (*Hé Nǐ Zài Yìqǐ*) *Together*. 2002, China. Kaige Chen, director. DVD: Century City Calif.: MGM, 2003.

Student Activities

This section shows how the activities we do for *Ni Hao 4*, Lesson 1.2 (see Teaching Strategies, above), address the standards for language learning.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> Students work in pairs to act out the visual story board included in the textbook.
1.2 Interpretive Communication	<ul style="list-style-type: none"> Students read and comprehend a survey questionnaire about introverts and extroverts.
1.3 Presentational Communication	<ul style="list-style-type: none"> Students can describe someone's personality in Chinese.
2.1 Practices of Cultures	<ul style="list-style-type: none"> Students learn about and participate in age-appropriate cultural practices, such as greeting others in Chinese and giving their names (双木林 <i>shuāng mù lín</i>, 木子李 <i>mù zǐ lǐ</i>, 草头黄 <i>cǎo tóu huáng</i>).
2.2 Products of Cultures	<ul style="list-style-type: none"> Students observe and identify tangible products of Chinese culture, such as shuttlecocks and kites.
3.1 Making Connections	<ul style="list-style-type: none"> Students acquire knowledge through the appreciation of Chinese music and learning Chinese folk songs.
4.1 Language Comparison	<ul style="list-style-type: none"> Students demonstrate awareness that there are phrases that do not translate directly from one language to another (such as serial verb constructions).
4.2 Cultural Comparisons	<ul style="list-style-type: none"> Students analyze the relationship between products and perspectives in Chinese culture and compare and contrast these with their own (王经理 <i>Wáng Jīnglǐ</i>, 陈老师 <i>Chén Lǎoshī</i>, 刘师傅 <i>Liú Shīfu</i>, etc.)
5.1 School and Community	<ul style="list-style-type: none"> Students use the target language to conduct a Chinese Youth Group officers' election in the home community.

Sample Syllabus 6

Natasha Pierce
James Madison Memorial High School
Madison, Wisconsin

School Profile

Location and Environment: Memorial High is located in an urban area with more than 200,000 inhabitants. Madison is the state capital, as well as the home of the flagship university in the University of Wisconsin system. Students come from a wide range of backgrounds; some 22 percent are classified as low income, and 8 percent speak English as a second language.

Grades:	9–12										
Type:	Public high school in diverse urban setting										
Total Enrollment:	2,200										
Ethnic Diversity:	<table> <tr> <td>African American</td> <td>14.6 percent</td> </tr> <tr> <td>Hispanic/Latino</td> <td>7.0 percent</td> </tr> <tr> <td>Southeast Asian</td> <td>3.0 percent</td> </tr> <tr> <td>Other Asian</td> <td>7.2 percent</td> </tr> <tr> <td>Native American</td> <td>0.7 percent</td> </tr> </table>	African American	14.6 percent	Hispanic/Latino	7.0 percent	Southeast Asian	3.0 percent	Other Asian	7.2 percent	Native American	0.7 percent
African American	14.6 percent										
Hispanic/Latino	7.0 percent										
Southeast Asian	3.0 percent										
Other Asian	7.2 percent										
Native American	0.7 percent										

College Record: Approximately 88 percent of graduates attend two or four year colleges.

Personal Philosophy

I view language learning as a tool to be used in accomplishing other goals, rather than as an end in itself. For that reason, I frequently remind students of how the grammar and vocabulary we are studying might be used in real-life contexts, what skills they can acquire by doing the daily homework, and how the final projects will prepare them to use the language outside the classroom. I try to help students relate their study of Chinese to other topics, such as science and business, by giving them opportunities to interact with adults working in various fields who speak Chinese. As a nonnative speaker, I like some of those persons to be native speakers, so that students are exposed to different accents and people unaccustomed to speaking to nonnatives, as well as nonnative speakers who can be role models as successful learners.

In the spirit of viewing language as a tool to be used in the larger world, I generally avoid asking students to create random sentences that don't pertain to the topic studied, or to their own lives. On the other hand, I do believe there is a limited role for substitution drills and other exercises where a language item is examined in isolation from real life.

My students spend at least a third of each class period using what they are learning in pairs, or small groups, so that they are required to learn actively. This has the additional benefit of giving me time to work with them as individuals.

Class Profile

Due to small enrollments in the upper levels, the class discussed in this syllabus includes Chinese level 3, 4, and 5 students. The class meets daily for 50 minutes. Chinese 3 and 4 students usually have no background in Chinese prior to high school, while the Chinese 5 students are heritage learners or even native speakers, so there is a wide range of abilities. The combined number of students ranges from 18 to 28.

Course Overview

I have had to develop a different approach to course planning because of the disparity of learning levels in this intermediate/advanced Chinese class. Over time I have learned that it is easier to teach the class without a textbook, since I have not found one that suits so many different levels. Teaching two to three textbooks in one class period simultaneously wasn't successful—students had fewer opportunities to engage in speaking and listening activities, as one group would have to do worksheets or pair activities while I worked with another group for a good portion of class time. This arrangement also left me with piles of materials to sort through at the end of each class.

Instead, I have developed units around a common topic. Students spend at least a third of each class engaging as a large group and in mixed-level small groups on the particular topic being studied. They also spend time in small groups organized by ability level, and both homework and assessments are almost always differentiated.

In their ability groups and homework, the Chinese 3 and 4 students often focus on discrete grammar points, character writing, pronunciation, and vocabulary practice; when possible, I use activities and assignments that personalize the concepts, vocabulary, and grammar. This work is tedious and not beneficial for Chinese 5 students, so their small groups and homework allow them to explore more sophisticated concepts related to the common topic. Activities for those students could include a short discussion leading to a reading, essay writing, or creating a presentation, display, or role-play that is shared with the entire class. Work done by Chinese 5 students sometimes provides fairly authentic materials for the rest of the class to learn from, particularly when these students draw on their own and their families' experiences in Chinese-speaking environments.

Since students are generally enrolled in my class for two years, I alternate what I do from one year to the next, so that they progress through different topics.

Course Planner

For the syllabus discussed here, I begin the year with a unit on Chinese names; at the same time, I set up almost daily time for students to review basic material learned in previous years by having an ongoing, in-depth interview with another classmate (as much as possible I mix up the levels and assign students who previously did not know each other to work together). This activity culminates in a poster project where students paste a photo of their interview subject with a short essay introducing their new friend. The Chinese names activities and interview project converge at times, since names often describe personal characteristics and parents' aspirations for their child, and information requested during the interviews includes facts about the other person's personality and family and how his or her Chinese name and original name were given.

This year we are also participating in a pilot program on the StudentPlanet Web site linking our classroom with a Chinese classroom. Over a semester, students write periodically on 10 assigned topics, which are posted on a common Web blog. Students discuss the topics with their interview partners before final essays are posted. I ask my students to write different content in each language, so that the Beijing students and their own classmates will read both their Chinese and their English writing. They are also asked to read one Beijing student's blogs in detail and report on them to the class.

In addition, during the first quarter all students read the children's stories 丁点儿猫 *Dīng Diǎnr Māo* and 没有名字的小狗 *Méiyǒu Míngzi de Xiǎogǒu* (*The Puppy Without a Name*) in order to introduce some of the common sentence structures and vocabulary used in written Chinese. The blogs written by the Beijing students reinforce these learnings. I've found that if it is made clear to my students that much of the content

learned in children's literature is found in more adult writing, even the most cynical adolescent will be willing to spend time reading children's stories. Assessment for the lower-level students involves retelling the stories using new vocabulary and grammar, with individual variations on the plot and characters allowed if students wish, while the higher-level students are expected to write stories of their own on themes evoked by the original stories.

This unit on names and making new friends will take about five weeks. Assessment is based on a combination of oral and written quizzes, a poster presentation on the student's Chinese name, and the poster from the interview project; there is also a longer exam at the end of the unit where students can demonstrate basic knowledge of the various aspects of giving a name in Chinese, as well as mastery of key vocabulary and grammar points. Assessment for the blogs is based on a simple rubric; students are graded on accuracy, detail, and ability to create a short but vivid, detailed description of the assigned topic.

The second unit of the year focuses on Beijing, and it lasts for seven weeks. When studying this locale, we are also learning about the hometown of our blog partners, since they are from a Beijing high school (blog topic 3 involves describing "A Special Place in Your Community," while topic 5 is about evening meals in the student's home, discussing typical foods and customs). Students study the tourist sites, using authentic materials such as encyclopedias aimed at children, Web sites, and tour books written for the domestic Chinese market. They plan visits to historic sites and traditional tourist entertainments (Peking Acrobats, Lao She Teahouse, Fangshan Restaurant, restaurants serving Peking Roast Duck, etc.) and use public transportation to negotiate their way around the city. This is a small-group project, with each group assigned a budget that they cannot exceed to cover entrance fees, meals, lodging, and transportation. Students also practice making dumplings and learn about other traditional foods. They are introduced to aspects of the new Beijing through discussion of the controversial architectural projects for the Beijing Opera House and the CCTV station, and issues concerning water and air quality.

Since our school's semesters are 18 weeks, this leaves 6 weeks in semester one, 5 of which are spent in a somewhat similar unit based on another Chinese city, Dali in Yunnan province. The small groups who negotiated their way around Beijing continue their journey to Dali via Kunming. After learning a traditional story and folk song, through the use of a local folk art (batik), students study the tourist sites and continue their virtual trip (again using the same authentic materials used in the Beijing unit). The culminating project is a travel journal of the trip to Beijing and Dali, although there are also some written and oral assessments on roughly a weekly basis. (For more about the Dali unit, see Student Activities at the end of this syllabus).

The final week of semester one is spent watching and discussing the movie *那山那人那狗* *Nà Shān Nà Rén Nà Gǒu* (*Postmen in the Mountains*) and reviewing for the final exam held during the 19th week of the semester.

Semester two begins in January with a two-week unit on the Chinese New Year, although small groups also research and do a presentation on one of the other Chinese holidays. There is another short cooking component to this unit, giving students a chance to pick up some further basic cooking and food-related vocabulary and enhance cultural knowledge acquired in the Beijing unit.

After those first two weeks, we embark on a nine-week study of black-necked cranes, a protected species found in southwest China. One of my goals for this course is to enable students to meet adults working in a Chinese-language context, so that students might discover fields in which to use their language skills in the future. For this unit, students meet scientists (both native and nonnative speakers) who are working for the International Crane Foundation (ICF) on China-related projects. My students and students in China participate in an ICF project, using satellites to track black-necked crane migration; this means they are also studying the geography of southwest China. This unit further allows them a

Chapter 3

venue for meaningful, in-depth pen-pal exchanges with youth in an area where ICF is working (Caohai Nature Reserve in northwest Guizhou province). Students also share what they have learned with children at a local weekend school for heritage learners, expanding their Chinese-speaking contacts in our locale. Finally, the unit allows students to consider their own role in stewardship of our planet through learning about cranes (most of what they learn about black-necked cranes also will be true for two North American species, sandhill cranes and whooping cranes). They will consider one of the most important issues in conservation: the need to find a balance between preserving human livelihood and protecting the environment. The case of Caohai is particularly good for this, as ICF and its partner organizations have had to work for buy-in from the local people, by encouraging and assisting their financial independence; this has resulted in a huge turnaround in public support for conservation projects.

The materials used draw largely from free activity packets for core subject teachers developed by ICF, as well as materials provided for schools participating in the satellite tracking project. Other items provided to me by ICF include a curriculum written for children in Chinese locales with cranes, such as Poyang Lake and Caohai, and a DVD of Chinese news broadcasts. These materials have the advantage of already being in Chinese, and the readings in the curriculum are geared toward elementary school children, making them more accessible to our nonnative teenage students. The news broadcasts are an excellent source for listening activities and have interesting footage of scientists, local residents, and cranes. While none of these materials were created as avenues for language learning, I have found that the hands-on nature of many of the activities lend themselves well to a language classroom. Obviously, it is also necessary for the teacher to create additional activities and handouts to give students further work with new language items.

Assessment for the cranes unit, beyond oral and written quizzes, is based largely on children's books that students produce and share with children at the local heritage school and children in Caohai. Students complete these books over a week's time outside of class, drawing on knowledge acquired during the unit about cranes and conservation. (For more on the cranes unit, see Student Activities at the end of this syllabus.)

After this unit, the class spends one and a half weeks watching the movie *Yi Yi: A One and a Two*, discussing and writing about the film's characters, plot, acting, and direction, and role-playing or narrating some scenes. Since the movie shown in the first semester portrays a very rural lifestyle, this is a chance for students to see Chinese spoken in an urban setting.

The final five weeks are spent studying the home. Students use authentic materials such as brochures for new developments in China, and interior design magazines and books showing homes in China, Taiwan, and Hong Kong, to learn the names of rooms, furniture, and appliances, and review location words and colors, etc. They then spend one week learning the basics of feng shui. I rely on information culled from the Internet (www.arch-world.cn/home/fengshui/fengshui.asp is one site I've found helpful) to introduce basic concepts and vocabulary in several days of *PowerPoint* presentations; I also bring in a guest from the local Chinese-speaking community to offer firsthand experiences with feng shui. This weeklong study culminates in a short project in which students design an ideal home incorporating feng shui and using information learned in the first part of this unit.

Next, students move on to the topic of the traditional courtyard home, studying how factors such as feng shui and social hierarchy influenced the architecture, and considering the energy efficiency of these homes; they view real estate ads on the Web for restored courtyards in downtown Beijing. Finally, they use excerpts from the textbook *Integrated Chinese* to learn vocabulary related to life in a college dormitory, relations with roommates, and renting an apartment. Students practice negotiations with landlords and roommates in role-plays. For a culminating project, students work individually or with others on a project of their choice (which I approve); these have ranged from board games based in a courtyard home or a

modern home to videos introducing students' actual homes, skits involving landlords and roommates, stories that take place in a courtyard home, and brochures for new developments designed by the students.

Teaching Strategies

In the beginning of the year, it is essential to establish a classroom culture where the Chinese 3 students come to appreciate the benefits of suddenly being in a more challenging language environment. Although I minimize the use of English in my Chinese 1 and 2 classes, and speak at a normal pace, inevitably I speak in more simplified Chinese, and students are generally all at the same level of fluency. The transition to being with students who speak like natives, and who don't know what the Chinese 3 students have learned in the past, can shock some students into dropping out of class in the first weeks. Therefore I discuss strategies for dealing with students who have a much more advanced level of language and the benefits of practicing language skills in a sheltered environment. I also have to build an environment where the more advanced students understand that they will be performing to higher standards and that they are expected to be team players and work well with all their classmates.

I find the advanced students are more willing to work cooperatively with the intermediate students if the immediate goal is completion of a task, rather than simply being sure their partners learn something. In other words, if their team is getting ready to participate in a game, perform a role-play, do a presentation, or obtain information from another group, advanced students have a stake in making sure that every member of the team is linguistically equipped to pull his or her own weight. It helps the lower-level students if they have time to prepare on their own, or with someone from their ability group, before they work with the higher-level students. It is also conducive to group harmony if the task requires not only linguistic skill but creative ideas that can be supplied by anyone, regardless of ability level.

Student Evaluation

In our school, final exams (which include written and speaking sections) count for 10 percent of the semester grade. The rest of the grade breakdown generally works as follows: daily homework, 35 percent; quizzes, 20 percent; final projects, 35 percent. Rather than grading on participation, I call on all students to ask and answer questions, demonstrate character writing on the blackboard, perform role-plays, and do other activities in class.

Teacher Resources

Books

Decoration World 03. 2003. Shenzhen, China: Shenzhen City Nanhai Yishu Sheji Ltd.

Gao, Xing. 2004. 中国乡土手工艺 (*Zhōngguó Xiāngtǔ Shǒugōngyì*) *China's Folk Arts*. Beijing: Shaanxi Shifan Daxue Chuban She.

Gong, Haihua. 1986. 没有名字的小狗 (*Méiyǒu Míngzi de Xiǎogǒu*) *The Puppy Without a Name*. Taipei: Hsin Yi Publications.

Hsueh, Regina, and Wen-bin Wu. 1998. In *Chinese Traditions and Festivals*, Jian Zhu, ed. Albuquerque, N.M.: BIGI International.

Jing, Wang, ed. 2004. 中国交通旅游图集 *Zhōngguó Jiāotōng Lǚyóu Tújí*. Beijing: Renmin Chuban She.

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Li, Weiyu. 2002. 丁点儿猫找朋友 *Dīng Diǎnr Māo Zhǎo Péngyou*. Suzhou: Jiangsu Shaonian Ertong Chubanshe.

Lu, Da Dao. 2004. 中国国家地理 (*Zhōngguó Guójiā Dìlǐ*) *Chinese National Geography*. Zhengzhou: Haiyan Chubanshe.

Ouyang, Ying-ji. 2003. *Home, Chinese Home*, Zheng Yong, ed. Beijing: Xinzhi Sanlian Shudian.

走遍云南——大地纵横系列丛书 (*Zǒu Biàn Yúnnán—Dàdì Zònghéng Xiliè Cóngshū*) *Traveling Throughout Yunnan*. 2003. Chengdu: Chengdu Ditu Chubanshe.

Wu, Yuanzong. 2004. 起名艺术 (*Qǐmíng Yìshù*) *The Art of Naming*. Zhuhai: Zhuhai Chubanshe.

Yao, Tao-chung, and Yuehua Liu, et al. 1997. *Integrated Chinese, Level 2*, chapter 6. Boston: Cheng & Tsui.

Web Sites

Arch World (Chinese Web site).

www.arch-world.cn/home/fengshui/fengshui.asp

The International Crane Foundation (ICF), Baraboo, Wis.

www.savingcranes.org

Source for all the teaching materials in the unit on black-necked cranes, including the K–12 activity packets “Cranes, Kids, and Wetlands,” the Caohai camp curriculum, the Poyang Lake curriculum, and materials for the satellite tracking project.

StudentPlanet. Palo Alto, Calif.: StudentPlanet, Inc.

www.studentplanet.org

TrackStar. Lawrence, Kan.: ALTEC, University of Kansas.

Software allows teachers to create online lessons by annotating existing Web sites.

<http://trackstar.4teachers.org>

Watershed in a Box. Madison, Wis.: University of Wisconsin-Extension and Wisconsin Department of Natural Resources.

<http://clean-water.uwex.edu/wav/otherwav/winbox.pdf>

Films/VCDs

Beijing's Courtyard Homes (VCD). China Academy of Sciences Da Heng Dianzi Publishing.

www.discware.com.cn

Chinese Dumplings (VCD). 2003. Beijing: Foreign Languages Press.

www.chinasprout.com

Dali's Ancient City (VCD). Da Heng Wen Hua Co.

www.discware.com.cn

Famous Foods of Beijing (VCD). China Academy of Sciences Da Heng Dianzi Publishing.

www.discware.com.cn

Famous Sites of Beijing, 1–5 (VCD). China Academy of Sciences Da Heng Dianzi Publishing.

www.discware.com.cn

那山那人那狗 (*Nà Shān Nà Rén Nà Gǒu*) *Postmen in the Mountains*. 1998, China. Huo Jianqui, director. DVD: Hong Kong: Mei Ah, 2006.

Yi Yi: A One and a Two. 2000, Taiwan/Japan. Edward Yang, director. DVD: New York: Fox Lorber, 2001.

Student Activities

Below are excerpts from two units: one taught in the first semester and one taught in the second.

Dali

Main Description of Activity: Students begin this unit studying a legend from the Bai minority of Dali in Yunnan province, comparing it to similar tales of star-crossed lovers in their own culture. They also learn about “dialogue songs” used in traditional courtship in Bai, Han, and other Chinese cultures, and about the major sites in Dali through the traditional Bai craft of batik. The second half of the unit, where students become “tourists” to learn about modern Dali, is described here.

Students work in multilevel groups to make choices, within an assigned budget, on modes of transportation to Dali and accommodations, and they create a skit about touring one site that evokes its scenery and history. Individual students also create travel journals as a culminating project. This journal must include information about the folklore and arts studied in the first half of the Dali unit, as well as the student’s experiences “traveling” in the second half. Each student reads the final projects of two classmates, writing comments. Students also discuss their journals with the teacher as an oral assessment.

Day 1 Traveling to Dali

I make a presentation (using either *PowerPoint* or overhead transparencies) about coach/bus/airplane schedules and fares from Kunming to Dali, to kick off a discussion comparing rates, length of travel time, comfort factors, etc. (Chinese tourist Web sites are good sources for this.) Students have the same information on a handout, and they participate in interpreting it and discussing the advantages and disadvantages of various methods of travel. Together we write several sentences comparing prices and times for the various means of transport.

I assign students to travel groups and give each group a budget of 6,000 RMB for a trip to, in, and from Dali. Each group assigns roles such as note-taker, report-giver, and accountant. Individuals negotiate with classmates to decide the mode of travel between Kunming and Dali; I walk around the room and join the conversations or just listen in. Each group reports to the whole class; I encourage students to challenge other groups’ decisions and justify their own.

Students work in two-person teams to complete a dialogue between an American student planning a trip to Dali and his or her host sibling in Beijing. The dialogue is based on the day’s handout of travel information, with the American student misinterpreting numbers representing the departure and arrival times written for a 24-hour clock as prices, and so on. The host sibling interprets the categories of information for each of the three modes of travel, and by the end of the dialogue, the American student has learned to interpret train, plane, and coach schedules well enough to feel ready to travel alone to Dali.

Homework: Students write the first entry in their travel diary, using four comparisons to describe how the trip to Dali was undertaken, how long it took, what happened along the way, what they most want to do and see in Dali, and anything else they would like to add.

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Day 2 Finding Accommodations

Warm-up: I use a Gouin series modeling weary travelers lugging bags off of an overnight train and looking around the train station, pulling out a map of tourist sites, gazing around, and then deciding to find a hotel to stash bags.

Presentation: I show part of the VCD *Dali's Old City*, up through where the narrator has negotiated his room in the youth hostel and rented a bicycle. I periodically pause the VCD so we can take notes together on useful phrases (single/double rooms, private bath, hostel, deposit, ID card, etc.). Volunteers do mini role-plays of two to four sentences using a few of these words and phrases; I ask other students questions about each role-play to maximize use of new vocabulary.

I tell half the students that they are hoteliers; the other half are travelers. Hoteliers note down whether or not they currently have vacancies in the three kinds of rooms available (double, single, dormitory)—they must have at least two kinds of vacancies—and they also come up with prices comparable to those on the VCD. “Travelers” jot down their ideal room choice and a price range.

Students then talk in pairs, one as a hotelier and one as a traveler, negotiating a type and price of room and rental of a bicycle. The goal is for students to practice as much new vocabulary as possible before I call an end to the activity. If there is time, the traveler can also ask questions about local restaurants and sights, and the hotelier can ask the traveler about her or his background.

Assessment: Two volunteers perform their dialogue for the class.

Homework: Students write a dialogue where two traveling companions negotiate with one another and a hotel worker to get an agreeable room. One traveler cares more about comfort and privacy than saving money, while the other is worried about not having enough money for the rest of the trip and the journey home. The hotel is quite busy, so it only has vacancies in certain types of rooms (I purposely complicate the situation so that students will have more to write about).

Day 3 More on Hotels

Warm-up: We begin with a survey that rates the importance of the following on a scale of 1–5: price, quiet, own bathroom, own bedroom, chance to meet new friends, close to or in Old City, modern, has a feeling of Old Dali. I start the activity with a two- to three-minute class discussion to explain the rankings, using comparisons where appropriate; then pairs of students work together to fill out the survey, each student marking his or her own opinion while listening to his or her partner's. Structures using 对我来说 *duì wǒ wǒ lái shuō*, 不但...而且 *búdàn...érqiě*, 希望 *xīwàng*, 比 *bǐ*, 虽然...但是 *suīrán...dànshì*, are modeled, and students are encouraged to use them to express their opinions.

Presentation: I use *PowerPoint* slides with Dali hotel information, as well as a student handout with the same information, which includes the number of ranking “stars” (if any) granted to the hotel, prices for various kinds of rooms, availability of private bath, distance to sights and the train station, etc. I then lead the class in reading and reacting to various options. I show the class my own survey and discuss what led to my decision on where to stay while in Dali.

Group Work: Students return to the previous day's travel groups. Each member states a lodging preference, and then the group must come to an agreement that is acceptable to all. One of the handouts is a form meant to be filled out online to reserve a room; each student fills it out with the group in order to learn and practice answering such vocabulary as 酒店名称 *jiǔdiàn míngchēng*, 房型 *fángxíng*, 入住日期 *rù zhù rìqī*, 付款方式 *fùkuǎn fāngshì*, 总人数 *zǒng rénshù*, and 身份证号码 *shēnfènzhèng hàomǎ*. Each group's reporter shares the group's decisions, and the reasons for them, with the whole class.

The groups then create an enticing “TV ad” for one of the hotels. The ad must include at least two “frames” (written on large pieces of paper) with text, a logo, a small song in Chinese extolling the merits of the hotel and of Dali, information on the hotel’s location, proximity to the bus and train stations and the airport, and prices for three different kinds of rooms. Each group presents its ad to the whole class.

Day 4 Review of Days 1–3; Preparing to Tour

Presentation: I use pictures of an imaginary Chinese host family in Beijing to set up this situation: after several days of traveling students need to check in with their host family by phone. We brainstorm questions that the host family might ask (how the weather is, if the travelers are dressed warmly enough, how much sleep they’ve had, how much money they’ve spent on what, what the Dali accommodations are like, what fun things they’ve done, etc.). I elicit possible answers to all these questions.

Group Work: Groups of three prepare a role-play of the telephone conversation; they are encouraged not to write down every word of the skit but rather to practice each line several times until they can say it on cue. I allow groups to run through their dialogues several times, spontaneously changing what they say each time, which requires students to really listen to what others are saying. Several groups then present their dialogues to the whole class.

I give a couple of objects to each group of three (these could include souvenirs bought in Dali, admission tickets from sites visited there, photos of various places in Dali, etc.). Each group has a few minutes to practice telling about the object, where they got it, why they bought or kept it, what they saw, said, and heard at the place they bought it, and what it will remind them of after they return home. When time is up they pass the objects to the group on their left and then do the same exercise with the items they have just received from the group on their right. After the items have circulated to most of the groups, I elicit comments on the objects. If there is time, two volunteers might perform a spontaneous role-play—perhaps one where they are packing their bags to return to Kunming and are reminiscing about each object as they pack it.

Conclusion: Students write in their journals about one or more of the objects. These journal entries, after corrections, can be included in the final project.

Homework: Students continue their journal entries, writing to a prescribed length (probably differentiated by level). The entries include comments on their conversations with the host family, the trip to Dali, their hotel, and some of the souvenirs they’ve acquired, as well as the site they most want to visit on the first day of sightseeing.

Days 5–7 Touring

Warm-up: I use a Gouin series to help students visualize touring and work on necessary vocabulary. Motions can include putting on a backpack, hailing a cab, buying an admission ticket, taking in particular sites, posing for or taking photos, buying souvenirs, getting tired, having too little money left to take a cab back to the hotel, waiting at a bus stop, returning to their hotel room, and so on.

Group Activities: I hand out a rubric for the travel diary and oral quiz to take place on the same day; I discuss expectations and how the activities of the previous and upcoming days tie in to the travel diary’s completion and mastery of content in the oral quiz. Homework for these days is to write the final entries in the rough draft travel diary, including a description of the student’s sightseeing based on his or her own skit and those of other classmates; historical and cultural information from the same sources; how the student traveled; how much money was spent on various things; surprising or fun things that happened on the trip; how the student feels at the end of the trip; recommendations for other travelers; and what the student plans to do on leaving Dali.

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Small groups “tour” several of the more famous sites in Dali by reading information printed from travel books such as 走遍云南 *Zǒu Biàn Yúnnán* (成都地图出版社 *Chéngdū dìtú chūbǎnshè*) and Web sites (I use a site for teachers called TrackStar, which allows me to create a site with links to any sites I want students to visit, showing my questions and tasks in the top frame).

If possible, each small group learns about a different site than the other groups; the sites/activities covered could be: 大理古城 *Dàlǐ Gǔ Chéng*, 苍山 *Cāngshān*, 三塔 *Sāntǎ*, 蝴蝶泉 *Húdiéquán*, & 洱海 *Ērhǎi*. If more are needed, others could include 周城 *Zhōu Chéng*, & 三道茶表演 (*Sān Dào Chá biǎoyǎn*).

Advanced students are given the task of interpreting formal written language into spoken Chinese for the other students. As all students visit a site, they take notes on such things as historical and cultural information, money spent on admission, and transportation to the site from their hotel.

As they work on their skits, students should strive to give their classmates enough information about a site so that the latter can write about it in their travel journals. Each group will also prepare a short, simple *PowerPoint* presentation of their “photo album” of the site.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none">Students express preferences and negotiate with group members.
1.2 Interpretive Communication	<ul style="list-style-type: none">Students interpret spoken language in a video on touring in Dali, as well as written language in tourist information materials and on Web sites.
1.3 Presentational Communication	<ul style="list-style-type: none">Students present group decisions about transportation and accommodations and perform a skit showing the place they toured and a “photo album.”
2.2 Products of Cultures	<ul style="list-style-type: none">Students discuss realia/souvenirs from Dali and the experiences and memories these mementos represent.
3.1 Making Connections	<ul style="list-style-type: none">Students calculate accumulated costs and compare lengths of time and distances.
4.2 Cultural Comparisons	<ul style="list-style-type: none">Through role-plays and the travel journal, students compare their city to Dali.
5.2 Lifelong Learners	<ul style="list-style-type: none">Students learn to interpret information and ask questions when traveling independently in China.

Handouts from Dali Unit:

1. Your group will be “touring” several of the more famous sites in Dali by reading information printed from Web sites and travel books. Your group will have one student who can interpret written, formal language into spoken Chinese. As you visit a site, take notes below on such things as historical and cultural information, money spent on admission, hours open to the public, and transportation to the site from your hotel. Think about what photos you would take and what souvenirs you might find or buy.

景点名字:	开放时间:
门票价钱:	交通:
文化和历史背景:	

2. Before your group leaves the site, create a skit in which each group member speaks about your experiences there; write out your own lines only. The skit should demonstrate the information taken in your notes above. We will be performing these skits for the class. You must learn your lines and perform (rather than read) them. Think about what actions and even props or visual aids will make your meaning clear. Some props and visual aids also may help you to remember times and prices, etc. Part of your presentation will include sharing the “photo album” pages from your site in a *PowerPoint* presentation. These photos should give the audience a vivid and complete picture of your site; include a caption for each photo.

大理游记 **Travel Diary Rubric**

学生的姓名 _____

A reader should know the following from your journal:

- How you traveled from Kunming to Dali, and between the various sites in Dali; the cost; and why you made your transportation choices
- With whom you traveled
- Your expectations at the beginning of the trip, and your feelings at the end, as well as whether this marks the end of your trip or you are traveling on
- Information on accommodations in Dali (at least your own; you may mention other possibilities as well) and the preferences of your group members
- Information on five major sites in Dali, including what you saw, some historical and cultural background for each site, what your group spent money on, what was fun, tiring, surprising, etc.
- Information on ethnic groups, food, art/handicrafts, and cultural practices (e.g., a festival, legend, song)
- What you recommend to other travelers visiting Dali

Your travel journal should also demonstrate that you know how to:

- Use 比 to make comparisons
- Use 离 to describe distance
- Locate Yunnan, Kunming, and Dali on a map
- Interpret schedules for various means of transportation and other tourist information

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Your travel journal should also have the following:

- Four or more pictures and one map of Dali showing the various sites and your hotel

Grading:

4 points	Journal contains all the above information. Journal is neatly compiled and well organized. There are no mistakes in accuracy/grammar, characters, etc. Journal conveys a sense of the location and the journey.
3 points	Journal contains all the above information. Journal is somewhat neatly compiled and organized. There are 1–3 mistakes in accuracy/grammar, characters, etc. Journal conveys a sense of the location and the journey.
2 points	Some of the requested information is missing. Journal is readable; information is somewhat clear/easy to find. There are 3–5 mistakes in accuracy/grammar, characters, etc. Journal conveys some sense of the location and the journey.
1 point	Much of the requested information is missing. Journal is difficult to read; information is difficult to find. There are six or more mistakes in grammar/characters. Journal is sloppily put together with little thought about impact.

Oral Quiz Rubric

学生的姓名 _____

Tell 老师 the following information to show that you have mastered what we've covered in this unit. You may use notes to help you remember numbers for distances, length of time, and prices, but the notes should have no Chinese characters to show that you can convey these ideas on your own.

- Locate Yunnan, Kunming, and Dali on a map. Tell how you traveled from Kunming to Dali, how long it took, and how much you spent.
- Tell me what kind of hotel you stayed in while in Dali. Did you have a single room? Was there a private bathroom? How much did it cost? Was it near or far from one of the tourist attractions?

- Tell me about two places you visited, including something about the history or cultural background of each place, admission prices, something you ate or bought. Compare two things or places.
- Tell me how much money your group had left at the end of the trip.

4 points	Speaks with confidence and no significant hesitations No grammatical mistakes Makes a definite attempt to use tones, mostly correctly Able to convey all the above information
3 points	Speaks with confidence and few significant hesitations No grammatical mistakes Makes a definite attempt to use tones, many correctly Able to convey all the above information
2 points	Speaks with little confidence and significant hesitations Several grammatical mistakes Little attempt to use tones and many are incorrect Unable to convey all of the requested information
1 point	Speaks with little/no confidence and significant hesitations Many grammatical mistakes No attempt to use tones Unable to convey most of the above information

Black-Necked Cranes

Main Description of Activity: Students study the physical appearance, feeding habits, life cycle, and habitat of black-necked cranes. Materials used include curriculum from the International Crane Foundation (ICF) written for Chinese children (Poyang Lake, “Xiaoyun the Siberian Crane Chick,” which I’ve adapted for black-necked cranes, and the Caohai curriculum), and news broadcasts from China about black-necked crane migration and conservation efforts. We also use proverbs (such as 鹤立鸡群 *hè lì jī qún*, 鹤发童颜 *hè fǎ tóng yán*, 焚琴煮鹤 *fén qín zhǔ hè*, 驾鹤西归 *jià hè xī guī*), qigong movements, and pictorial representations to study the cultural significance of cranes. Throughout the unit the class receives daily updates on the locations of 10 banded cranes, with students locating each one on their own maps, as well as on a large color map in the classroom. Some days there are reports from scientists in the field to discuss.

Toward the end of the unit, each student creates a children’s coloring book summarizing important information learned; these books are shared with children at a local heritage learners’ school (students may do a presentation for extra credit) and mailed to children in Caohai, Guizhou. Since ICF is near Madison, we also do a field trip to observe cranes’ appearance, behavior, and calls, as well as the restored prairie and wetland habitat, either with a Chinese-speaking tour guide or myself.

Day 1 Introduction

Presentation: I use a *PowerPoint* presentation to introduce students to black-necked cranes and the satellite tracking project, eliciting discussion from the students.

Group Activities/Practice: Pairs of students produce a life-size cutout of an adult crane (height 5 feet, weight 10 pounds, wingspan 8 feet), including notations on the dimensions. Each cutout is judged by the class, and the best are chosen for display.

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Students begin a series of readings adapted from ICF's Poyang Lake curriculum about Siberian cranes. The readings are written in the first person by a crane chick and include conversations with parents about physical appearance, functions of various physical traits, life cycle, feeding, and habitat. I use puppets and props such as cellophane grass, dried grass, and stuffed animals such as owls or wild cats, to introduce new information in each section. Students work in pairs to produce simple role-plays, perhaps four to six sentences long, between the chick and his mother about one of the topics in the readings to share with the class. Next, groups of two look over the reading handout, which has blanks throughout the text, and speculate on what words could be used to fill in the blanks. After several minutes, the class goes over the handout together, with students suggesting answers, and I fill in the correct words on an overhead transparency of the handout.

Homework: Lower-level students use a worksheet to reinforce vocabulary, grammar, and concepts. Advanced students use the reading handout to write a conversation between a biologist and a class of children on a field trip to the Caohai wetlands. All students also produce a colored, scaled drawing comparing a crane's dimensions to a typical human's.

Day 2 Introduction, Continued

Student Activities: The class finishes the reading begun the day before, and I use props and pictures to introduce concepts relating to a crane chick's appearance, encouraging students to use vocabulary to repeat the concepts themselves. After this brief discussion, the class completes the reading, filling in the blanks in the handout together.

Then I put students in mixed-level groups of three to five and ask the groups to create role-plays. Advanced students, playing biologists, may look at the dialogue written as part of their homework as they role-play leading a field trip of students, played by their classmates, from Caohai. They are encouraged to elicit a discussion on everything they have learned about black-necked cranes in the last two days. Practice is oral, but a group secretary may note down some of the most interesting or difficult questions and answers. After about 10 minutes, two new volunteers play the biologists, while the remaining students play the children on the field trip, asking them questions.

Homework: Students write five to seven questions, with complete answers, to be used in a *Jeopardy!* game played toward the end of the unit. They also practice using the vocabulary item 并 *bing* to refute several statements at the bottom of the day's handout.

Day 3 The Importance of Wetlands

Presentation and discussion: We do a wetlands experiment in which I show students a brick and a sponge and ask which represents roads and parking lots and which represents a wetland. When both are placed in a baking pan at an angle, different things happen when water is poured over them. The class discusses questions such as:

- What functions do wetlands have?
- Are there any near our school or in your neighborhood? (For example, the soccer field is a seasonal wetland.)
- Why do black-necked cranes need this kind of habitat?

- What kind of foods do they find? Students work in small groups to sort through photos of different possible foods, then the class puts together a “menu” of the foods cranes eat.
- What other functions are served by wetland habitat? (protection from prey, water, distance from humans, etc.)

I use a cardboard box lined with a plastic bag, crumpled newspapers covered by another layer of plastic, and other materials to create a model of the terrain surrounding our school, including a large mall, parking lots, soccer field/seasonal wetland (represented by a sponge), residential areas, drainage canals, and outlying farms. Students identify the various elements, practicing the names of the places and location words, showing where rainwater accumulates, and estimating the number of cars and homes in the neighborhood.

Homework: Intermediate students use a worksheet to reinforce the day’s concepts and vocabulary. Advanced students write a description of the terrain surrounding the school.

Day 4 Watershed in a Box: How Wetlands Are Affected by the Greater Environment

Warm-up: Students discuss the model terrain created in the previous lesson, using their homework as a resource to form sentences.

Group activities: Small groups work together to quickly create a model landscape in a plastic or cardboard box, using everyday materials such as crumpled newspaper, paper bags, Kool-Aid mix, and other materials to represent different sources of pollution. Students try to show a topographically varied landscape by including common elements such as a wetland area, parking lots, residential developments, farms, etc. When “rain” is sprayed into the box, students trace which forms of pollution are most easily picked up by the rainwater, and how all pollution ends up in lower-lying water sources. The groups prepare a brief report, detailing the terrain they created and how different sources of pollution infiltrated the water supply, which they give to the class. We discuss how cranes are affected by human lifestyles.

The class reads a short chapter on wetlands and cranes from the Caohai curriculum provided by the ICF. Homework is based on the reading, differentiated by levels.

As the unit progresses, students accumulate original writings and information that will be used in their children’s books. They keep track of interesting questions to ask the tour guide during the field trip. If the timing is right, the first pen-pal letters arrive early in the unit, sparking interest about the Caohai nature reserve and its inhabitants.

Chapter 3

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> • Students interact with Chinese pen pals about their respective locales.
1.2 Interpretive Communication	<ul style="list-style-type: none"> • Students interpret written and spoken Chinese through reading pen-pal letters and curriculum for Caohai children and viewing news programs and Web sites on the satellite tracking project.
1.3 Presentational Communication	<ul style="list-style-type: none"> • Students present children’s books they wrote as a culminating project to local heritage learners’ schools and Caohai children; students are able to orally present information on physical appearance of cranes, functions of certain physical traits, habitat, threats to cranes, and conservation efforts.
2.1 Practices of Cultures	<ul style="list-style-type: none"> • Conservation efforts include locals’ negotiations with the International Crane Foundation.
2.2 Products of Cultures	<ul style="list-style-type: none"> • Students study proverbs, martial arts, and decorative arts showing the symbolic significance of cranes.
3.1 Making Connections	<ul style="list-style-type: none"> • Students reinforce and further their knowledge of environmental sciences through using Chinese.
5.1 School and Community	<ul style="list-style-type: none"> • Students learn to interpret information and ask questions when traveling independently in China.

Handouts from Cranes Unit

小组会话练习：一两个同学是科学家；你们在云南省的大山包自然保护区工作。今天来了几个小朋友（其他同学），都是从附近的小学来的。科学家要给小朋友介绍你们的工作和一些关于(*guānyú*/ about) 黑颈鹤的常识。小朋友，你们要很好奇地，同时很客气地问很多，很多问题！下面的生词要全都用到！

全 <i>quán</i> whole	保护 <i>bǎohù</i> protection
分布 <i>bù</i> distribution	唯一 <i>wéiyī</i> the only
高原 <i>gāoyuán</i> high plateau	科学家 <i>kēxuéjiā</i> scientist
发现 <i>discover</i>	休息 <i>xiūxi</i> to rest
卫星 <i>wèixīng</i> satellite	跟踪 <i>gēnzōng</i> to track
公/母 <i>male/female</i> (animals only!)	成年 <i>adult</i>
环 <i>huán</i> band, ring	放飞 <i>release a bird to the wild</i>
性别 <i>xìngbié</i> gender	适合 <i>shìhé</i> be suited for
气候 <i>climate</i>	氧气 <i>yǎngqì</i> oxygen
身高 <i>height</i>	体重 <i>tǐzhòng</i> weight
功能 <i>function</i>	羽毛 <i>yǔmáo</i> feather

作业: Make a scaled drawing comparing a Black-Necked Crane to you (or someone, something else) in height and weight. Drawing should be colored correctly and should consider proportions. Label the drawing, and show the functions of the crane's physical appearance.

我是黑颈鹤!

大家好, 我叫小云。我是一只黑颈鹤。为什么我是一只黑颈鹤呢, 因为。。。我的爸爸妈妈都是_____。他们长得可漂亮了, _____一米十五公分, 体重_____, 看起来很苗条。当它们站在那里的時候, 你可以看到他们的脖子是黑色的, 身体是_____色的, 长着黄色的长_____, 头顶是_____色的, 当然这里并不是羽毛的颜色, 是_____的颜色, 他们还有一双修长的_____, 也是黑色的, 所以我们都认为黑色, 红色和灰色搭配在一起是最美的。如果我的爸爸妈妈飞上天空, 你又能看到一幅美妙的图画, 他们的翅展超过_____, 在空中飞翔, _____直直的伸出, 样子很美。这时你还能发现, 他们的翅膀尖是黑色的。

当...的时候 when	并 <i>bìng</i> used for negative emphasis
修长 <i>xiū long and slender</i>	直直的 <i>zhí zhíde straight</i>
伸出 <i>shēn stick out</i>	尖 <i>jiān end tip sharp</i>

我长得跟我爸爸妈妈还是挺像的, 也有高高的 _____, _____的身材, 长_____长_____子和长 _____, 只是我的身上长着黄白混杂的_____, 我一直为此不高兴, 为什么我没有爸爸妈妈那样的羽毛呢? 以前我还怀疑我是不是被爸爸妈妈捡回来的小鸭子, 可爸爸妈妈总是叫我不要着急, 说等我长大了

长着 <i>zhǎngzhe growing</i>	混杂 <i>hǔnzá mixed together</i>	一直 <i>yízhí continuously</i>
为此 <i>wèicǐ because of this</i>	怀疑 <i>huáiyí suspect, doubt</i>	总是 <i>zǒngshì always</i>
担心 <i>dān worry about</i>		

_____同样会有灰色和黑色的羽毛，后来我看到别的黑颈鹤家的孩子也是我这样的毛色，也就不再担心这个了。

我是爸爸妈妈的第一个孩子，他们非常爱我，总是跟我讲我出生时的情景。他们说我一_____就睁开一双大眼睛东张西望，一下子就认准了他们，几小时后我就能_____起来跟着他们到处跑，一天后就能吃他们喂给我的食物。那时我的羽毛跟枯草是差不多一个颜色，容易让我藏在草里不被敌人发现，而且全身毛茸茸的，好像穿了一件毛衣，可暖和了。我长得可快了，在出生后两个月里，我差不多每天长高_____公分，所以大概三个月后我的个头就快要赶上了我的父母，而且我开始学习_____。当我第一次从空中看我出生的那片_____的时候，我在心里想，当一只黑颈鹤真好呀！

情景 *qíng jǐng*

东张西望 *look all around*

到处 *dàochù* everywhere

藏 *cáng* hide (*Zàng* Tibet)

而且 *érqiě* furthermore

暖和 *nuǎn* warm

赶上 *gǎn* catch up to

睁开 *zhēng kāi* open wide

认准 *rènzhǔn* identify imprint on

枯草 *kūcǎo* dry grass

敌人 *dírén* enemy

毛茸茸 *máoróngróng* fluffy

个头=个子

第一次 *dì yí cì* the first time

现在你也能算一个鹤类专家！Use 并 to refute the statements below.

鹤喜欢在树上栖息。

因为鹤住在水很多的地方，所以它们很会游泳。

科学家很了解黑颈鹤的迁徙路线。(liǎojiě understand)

鹤的腿，脖子很短，像鸭子一样。

鹤的头顶上有红色的羽毛。

Chapter 3

Sample Syllabus 7

Adam Ross
Lakeside School
Seattle, Washington

School Profile

Location and Environment: Lakeside School is a coed, independent, nonsectarian day school located at the north end of the city of Seattle. Admission is selective (only 32 percent of those applying are admitted). Lakeside has a tradition of academic excellence: in 2004, 23 (of 113) seniors qualified as National Merit Scholarship Semifinalists; 27 were recognized as National Merit Commended Students; and 4 received recognition in the National Achievement Program.

Lakeside's Upper School (grades 9–12) is situated on a 34-acre campus with five major classroom buildings, including five science labs, a 30,000-volume library, a 400-seat auditorium, music building, arts building with five visual arts studios, field house, gymnasium, all-weather track, weight room, aerobics center, and four athletic fields.

Grades:	5–12	
Type:	Private, coeducational day school	
Total Enrollment:	757	
Ethnic Diversity:	Asian American	20.57 percent
	Multiracial	15.42 percent
	African American	9.64 percent
	Hispanic/Latino	3.98 percent
	Native American	2.19 percent
	Middle Eastern	1.03 percent
College Record:	Ninety-eight percent of Lakeside graduates attend college.	

Personal Philosophy

I believe it is essential to prioritize oral proficiency and functional use of the target language and to develop listening and speaking skills before working to master reading and writing skills. My philosophy coheres with the goals of Lakeside's Languages Department. Oral proficiency constitutes a pivotal component of every student's performance in the class and of his or her overall grade. My classes provide many opportunities for in-class oral participation and exercises focused on honing spoken fluency. These activities are described in more detail throughout this syllabus.

Class Profile

Lakeside's Upper School Chinese program currently comprises one section each of Chinese I, II, III, and IV, with enrollment varying between 9 and 15 students per section.

Our class schedule works on alternating short and long periods. Short periods (45 minutes) meet on Mondays, Tuesdays, and Fridays. Long periods (75 minutes) meet on Wednesdays and Thursdays. Chinese I and II meet four times weekly, with three short periods and one long. Chinese III and IV meet three times weekly, with two short periods and one long.

Course Overview

For the Chinese IV class, which I will be outlining here, we use two textbooks supplemented by extra outside readings. (By and large, Lakeside's level IV language courses are equivalent in content to AP courses.)

In the first weeks, I cover several final chapters of *Xiàoyuán Hànyǔ* 校园汉语: *Speaking Chinese on Campus*, followed by six to eight chapters from *Shifting Tides: Culture in Contemporary China* (中国之路 *Zhōngguó zhī lù*). My course is supplemented by a viewing of a Chinese serial drama, 别了, 温哥华 *Biéle, Wēngēhuá* (*Farewell, Vancouver*). I also supplement our work with readings from other texts, generally choosing “proverb stories” early in the year, and gradually moving toward longer essays that expand upon the thematic units in our texts. These essays are often selected from the text 中国视点 *Zhōngguó shìdiǎn* (*Spotlight on China*) or are brief online news features.

Thematic units focus on a wide range of current issues in China, including social changes, legal issues, religious beliefs, and the divide between traditional and modern culture. Our goals are to increase students' range of vocabulary, helping them develop advanced listening and speaking skills, as well as the ability to read longer essays.

Many course activities are designed to enhance spoken fluency, including role-playing (real-life encounters and problem-solving situations), brief and extended conversations in pairs or small groups, oral presentations, formal interviews, acting from scripts or written scenes, conversation-based testing, and frequent all-class discussions on both specific questions and general thematic issues. In addition, many of our teaching materials incorporate tapes, CDs, videos, and Web sites that model the target language and require careful listening and follow-up exercises to check comprehension. Listening and speaking skills are also enhanced through listening to films, television programs, radio programs, etc., and having students respond to specific questions and discuss more general relevant themes.

To learn a language like Chinese, however, students also must spend a good deal of time studying Chinese characters and learning how to cope with reading texts written entirely in characters. Students can easily become frustrated with learning a nonalphabetic language, and hence my teaching focuses on ways of making reading and writing fun, including ample games and contests. Through a gradual, incremental process, students begin by reading very short pieces of text, often presented contextually, and answering brief questions about them, both in writing and orally; they then move on to reading short narrative texts and responding to them with short written answers, creative writing, or role-playing; and finally, at the most advanced stages, students read short stories, essays, and poems that provide greater challenges. They learn to maintain a discussion based on their interpretations and to write more extensive analytical responses of several pages.

Teaching students to learn and love Chinese culture is an essential step in developing a good Chinese course. To do this, we celebrate festivals, visit Chinese communities, engage in pen-pal exchanges with students in China, and view a selection of films that illustrate social changes in contemporary Taipei, Hong Kong, Shanghai, and Beijing. Students also view selected episodes of a Chinese TV serial drama to increase their listening comprehension skills and to introduce them to the concerns of Chinese immigrants in North America. We engage in cultural comparison by considering American cultural mores and how they contrast with Chinese values and world views.

Course Planner

We generally spend approximately three weeks (nine class sessions) working on a given unit in our text in Chinese IV.

Chapter 3

September 7–28 *Speaking Chinese on Campus* Lesson 12 世外桃源 *Shì Wài Táo Yuán* (下 *xià*) “Peach Blossom Spring” (second half)

Week One: Review speaking exercise “Inviting Guests to One’s Home”; review reading text from lesson 11, 世外桃源 *Shì Wài Táo Yuán* (上 *shàng*) “Peach Blossom Spring” (first half), which is the last chapter we covered in Chinese III the previous spring; this discussion segues into the second half of “Peach Blossom Spring” in lesson 12.

Week Two: Practice/mastery of first set of vocabulary items; grammar patterns and word usage; vocabulary quiz; practice/master second set of vocabulary items; view first 15 minutes of episode 1 of *Farewell, Vancouver* and discuss issues for Chinese immigrating to North America. Supplementary reading: 成语故事 *Chéngyǔ Gùshì* (“Proverb Story”): 揠苗助长 *Yà Miáo Zhù Zhǎng* (“Pulling Stalks to Help Them Grow”).

Week Three: Additional grammar practice; reading and discussion of lesson text; view 15 additional minutes of episode 1 of *Farewell, Vancouver*; first test on *Speaking Chinese on Campus*, lesson 12.

September 30–October 21 *Shifting Tides* Lesson 1 中国人谈自己的母亲 *Zhōngguó rén Tán Zìjǐ de Mǔqīn* “Chinese Talking About Their Mothers”

Week One: Reading of 简介 *Jiǎn Jiè* (“Brief Introduction”), practice/mastery of new characters, grammar patterns. Complete viewing of episode 1 of *Farewell, Vancouver*. Student oral presentations on episode 1. Reading of 采访 *Cǎifǎng* (一) *yī* 小学生付荃荃 *Xiǎoxuéshēng Fù Quánquán* (“Interview 1: Elementary School Student Fu Quanguan”).

Week Two: Vocabulary quiz; first short essay assignment: “Writing About Your Mother—how does she express ‘motherly love’ for you?” (Some students will opt to participate in the Chinese Language Association of Secondary-Elementary Schools (CLASS) essay contest (if offered) and will substitute writing an essay on the contest topic for this writing exercise); reading 采访 *Cǎifǎng* (二) *èr* 高级编辑陈明 *Gāoji Biānjí Chén Míng* (“Interview 2: Senior Editor Chen Ming”).

Week Three: Discussion of essay topics, readings; listening practice (using CD listening files accompanying *Shifting Tides*); online video: 快乐是什么? *Kuàilè Shì Shénme?* (“What Is Happiness?”, from the Web site Real People on Real Topics); supplementary reading: 成语故事 *Chéngyǔ Gùshì*: 愚公移山 *Yú Gōng Yí Shān* (“The Foolish Man Moves a Mountain”); begin viewing of episode 2 of *Farewell, Vancouver*; textbook exercises; second test on *Shifting Tides*, lesson 1.

October 24–November 11 *Shifting Tides* Lesson 2 中国的独生子女都是“小皇帝”吗? *Zhōngguó de Dú Shēng Zǐnǚ dōu shì “Xiǎo Huángdì” ma?* “Are Single Children All ‘Little Emperors’?”

Week One: Reading of 简介 *Jiǎn Jiè* (“Brief Introduction”), practice/mastery of new characters, grammar patterns. Complete viewing of episode 2 of *Farewell, Vancouver*. Student oral presentations on episode 2. Guided paragraph-writing practice 一件印象最深的事情 *Yíjiàn Yìnxiàng Zuì Shēn de Shìqíng* (“An Event that Left a Deep Impression,” see p. 13 of *Shifting Tides*).

Week Two: Vocabulary quiz; reading of 电视节选 *Diànshì Jiéxuǎn* (“Television Excerpt”): 教子不可强按头 *Jiào Zǐ Bù Kě Qiáng Àn Tóu* (“When You Teach Your Children, You Should Not Force Them to Learn Things in Which They Are Not Interested”). Role-play exercise based on parents “pushing” kids; discussion of school pressures; supplementary reading: 成语故事: 朝三暮四 *Chéngyǔ Gùshì: Zhāo Sān Mù Sì* (“Three in the Morning, Four in the Evening”); listening practice.

Week Three: Vocabulary quiz; textbook exercises; online video: 童年的故事 *Tóng Nián de Gùshì* (“A Story from Childhood Years,” from Real People on Real Topics); preparation for interview exercise (see “An Interview Activity” in Student Activities at the end of this syllabus). Third test on *Shifting Tides*, lesson 2.

November 14–December 7 *Shifting Tides* Lesson 3 卖黄瓜的个体户和向“钱”看 *Mài Huángguā de Gètìhù hé Xiàng “Qián” Kàn “Self-employed Cucumber Seller and Money Chasing”*

Week One: Reading of 简介 *Jiǎn Jiè* (“Brief Introduction”), practice/mastery of new characters, grammar patterns. Cultural background discussion: the development of private enterprises in China, corruption in China (our discussion of corruption is a prelude to a plot thread in the *Farewell, Vancouver* video, which we will view later in the year). View first half of episode 3 of *Farewell, Vancouver*.

Week Two: Vocabulary quiz; reading of 电视节选 *Diànshì Jiéxuǎn* 卖黄瓜的个体户 *Mài Huángguā de Gètìhù* (“Self-employed Cucumber Seller”); role-play: bargaining at the market (review exercise from an earlier Chinese course); more vocabulary review (this chapter is particularly heavy in new vocabulary); view second half of episode 3 of *Farewell, Vancouver*. Oral presentations on *Farewell, Vancouver*.

Week Three: Listening and reading activities from *Shifting Tides*, lesson 3. Test on *Shifting Tides*, lesson 3. Start viewing of feature film: 美丽的新世界 *Měilì de Xīn Shìjiè* (*A Beautiful New World*)—this film about a “country bumpkin” who starts his own private enterprise in a Shanghai neighborhood shows the plight of migrant workers in Chinese cities, which makes for good discussion material compared to the immigrant experience shown in *Farewell, Vancouver*.

December 9–16, January 4–13, *Speaking Chinese on Campus* Lesson 16 成语故事 *Chéngyǔ Gùshì* “*Chengyu* (Proverb) Stories”

This lesson is conveniently divided into two short “Proverb Story” segments, which facilitates our reading since Lakeside’s winter break comes halfway through the unit. We also use some class time to continue watching short sections of *A Beautiful New World*. This period marks the end of the fall semester.

Week One: Learn vocabulary for first reading and review discussion questions and reading exercises in text. Discuss (1) owning a weapon in one’s home, and (2) interrupting others when they are talking. Guided paragraph practice: 美国的个体户跟中国的个体户 *Měiguó de Gètìhù gēn Zhōngguó de Gètìhù* (“American and Chinese Private Enterprises,” see *Shifting Tides*, pp. 44–45). Read 成语故事：自相矛盾 *Chéngyǔ Gùshì: Zì Xiāng Máo Dùn* (“Self-contradiction”). View the first half of episode 4 of *Farewell, Vancouver*.

Week Two (returning from winter break): Review “Self-contradiction” story and vocabulary. Learn vocabulary for second reading and engage in discussions on (1) concepts of “respect,” (2) a person who is stubborn, and (3) one’s own willingness to take on challenges. Read 成语故事：望洋兴叹 *Chéngyǔ Gùshì: Wàng Yáng Xīng Tàn* (“Lamenting Your Smallness Before the Ocean”). Begin semester project on Chinese art/calligraphy. Prepare for field trip to Seattle Asian Art Museum. View the second half of episode 4 of *Farewell, Vancouver*.

Week Three: Review all vocabulary and word usages; prepare for short test on *Speaking Chinese on Campus*, lesson 16. Present projects. (Because this is the end of the semester, students usually review each other’s projects in a relaxed fashion, as they are busy with other course projects, tests, papers, etc.).

Chapter 3

January 16–February 3, *Shifting Tides* Lesson 4 不拘小节的人 *Bù Jū Xiǎo Jié de Rén* “An Inconsiderate Person”

With the start of the spring semester, students are expected to watch full episodes of *Farewell, Vancouver* on their own weekly, with class time used for discussions and/or presentations on the content. Some episodes may be skipped because the plot occasionally becomes repetitive or overly “soap-operaish.”

Week One: Reading of 简介 *Jiǎn Jiè* (“Brief Introduction”), practice/mastery of new characters, grammar patterns; *Farewell, Vancouver*, episode 5.

Week Two: Vocabulary quiz; reading of 电视节选：不拘小节的人 *Diànshì Jiéxuǎn: Bù Jū Xiǎo Jié de Rén* (“An Inconsiderate Person”); discussion of “inconsiderateness” and cultural perceptions of “consideration for others”; *Farewell, Vancouver*, episode 6.

Week Three: Vocabulary quiz; grammar practice and review; test on *Shifting Tides*, lesson 4; *Farewell, Vancouver*, episode 7.

February 6–17, February 27–March 3, *Shifting Tides* Lesson 5 “Changes in Chinese Family Structure”

Week One: Reading of 简介 *Jiǎn Jiè* (“Brief Introduction”), practice/mastery of new characters, grammar patterns; start discussion of women’s equality in China and in the United States. *Farewell, Vancouver*, episode 8.

Week Two: Vocabulary quiz; reading of 电视节选：我需要一个温暖的家 *Diànshì Jiéxuǎn: Wǒ Xūyào Yíge Wēnnuǎn de Jiā* (“I Need a Warm, Loving Home”); discussion of Chinese and American concepts of gender roles, particularly within families; *Farewell, Vancouver*, episode 9.

Week Three: Focused writing assignment: 我对男女平等的看法 *Wǒ Duì Nán Nǚ Píngděng de Kànfǎ* (“My Views on Male/Female Equality”). I adapt the guided paragraph-writing exercise on p. 83 of *Shifting Tides* and have students create an outline of their ideas and write their own essays on this topic in lieu of a full-period test on this chapter (which is a bit heavy in terms of vocabulary for high school students and is difficult to compress into one test). Students work in class to develop their theses, share their opinions in a class discussion, and write a full-page essay by the end of the week. We also have a vocabulary quiz; review “An Inconsiderate Person”; and discuss “inconsiderateness” and cultural perceptions of “consideration for others.” *Farewell, Vancouver*, episode 10.

March 6–March 24, *Shifting Tides* Lesson 6 下岗女士 *Xiàgǎng Nǚshì* “Unemployed Women Workers”

Week One: Reading of 简介 *Jiǎn Jiè* (“Brief Introduction”), practice/mastery of new characters, grammar patterns; discussion of “white collar/blue collar” work; online video: 什么工作好 *Shénme gōngzuò hǎo?* (from Real People on Real Topics). *Farewell, Vancouver*, episode 11.

Week Two: Vocabulary quiz; reading of 电视节选：下岗女士 *Diànshì Jiéxuǎn: Xiàgǎng Nǚshì* (“Unemployed Women Workers”); discussion of problem of unemployment in China and the concept of “iron rice bowl”; *Farewell, Vancouver*, episode 12.

Week Three: Vocabulary quiz. Intensive vocabulary practice—at this point in our *Shifting Tides* text, students are challenged to learn long lists of vocabulary, and the unit test for this chapter will focus primarily on vocabulary usage/mastery. Test on *Shifting Tides*, lesson 6; *Farewell, Vancouver*, episode 13.

March 27–April 14, *Shifting Tides* Lesson 7 她再也不想结婚了 *Tā Zài Yě Bù Xiǎng Jiéhūnle* “She Never Wants to Get Married Again”

Week One: Reading of 简介 *Jiǎn Jiè* (“Brief Introduction”), practice/mastery of new characters, grammar patterns; guided paragraph-writing practice: 美国的蓝领工人和白领工人 *Měiguó de Lánlǐng Gōngrén hé Báilǐng Gōngrén* (“Blue Collar Workers and White Collar Workers in the United States,” see *Shifting Tides*, p. 103); reading of 故事节选 *Gùshi Jiéxuǎn* (“Story Excerpt”), first half; *Farewell, Vancouver*, episode 14.

Week Two: Vocabulary quiz; reading of “Story Excerpt,” second half; discussion of marital issues in China (traditional views about remarriage, concubinage). Grammar usage: passive-voice constructions. *Farewell, Vancouver*, episode 15.

Week Three: Supplementary reading: readings on marriage from *Spotlight on China*. Test on *Shifting Tides*, lesson 7.

Following spring break in mid-April, I allow students to choose curriculum units. These may be related to later chapters of *Shifting Tides* or not, depending upon their interests. I have often found Chinese readings online and have attempted to feature films that show modern China, Taiwan, and Hong Kong and reflect on the issues addressed in the readings.

Because I lead a service learning trip to China that focuses on environmental issues, I like teaching lesson 12 of *Shifting Tides*, which covers 环境污染的问题 *Huánjìng Wūrǎn de Wèntí*, “The Pollution Problem” in China. I supplement this unit with selections from other textbooks, particularly a chapter of *Spotlight on China* that focuses on environmental pollution.

Throughout the course, students view episodes of the serial drama *Farewell, Vancouver*. Usually students watch the series at home, reserving class time for discussion and role-plays based on the characters and plot of the story. I have several copies of the series on DVD and VCD files, which students can view on their own. At the beginning of the course, we occasionally watch certain scenes in class to review the language and clarify particularly challenging scenes (the show is almost entirely in Chinese, with no English subtitles). I assign rather short segments for students to view in the fall semester, but I gradually increase the amount they need to watch, so by the end of the course students must view and be prepared to discuss a complete 45-minute episode each week.

During the course of the year, I also show a second Chinese film, often Ang Lee’s *Eat Drink Man Woman* or the Hong Kong drama *Comrades: Almost a Love Story*.

I usually schedule at least one major field trip a year for Chinese IV students (sometimes in January or February, and sometimes at the end of the year). In the past, we have visited the Seattle Chinese Garden, viewed theatrical performances, and toured art exhibits.

Teaching Strategies

My most valuable strategy is to keep up the energy of the class—this generally means bringing a variety of activities to each classroom, even at the advanced levels. I schedule a warm-up and at least two different activities focused on different skills or subjects in a short-period class or at least three different activities during a long-period class. Students find it tedious to spend a long time reading or writing, so each class contains a significant amount of discussion, in pairs, small groups, or classwide.

Lakeside students are both fun-loving and competitive, and it is essential to develop all sorts of games and contests that involve their language skills. This can be as simple as speed character-writing contests to more involved games like “Vocabulary Password,” and the like.

Student Evaluation

Our goals in Chinese IV are to achieve accuracy of expression in both spoken and written Chinese while discussing cultural differences between China and the West. Students are expected to prepare short oral reports on a variety of topics on a weekly basis, and to engage in discussion and debate as we deepen our understanding of a variety of social issues in the Chinese-speaking world. In addition to preparing texts and dialogues, students are also expected to prepare themselves for viewings of Chinese films and serial dramas, and to discuss pertinent issues in these works in class. Students write monthly paragraphs (which eventually expand to full-length essays), working with each other and with the instructor to polish their writing skills. A final exam is administered at the end of the school year.

Major tests and the final exam focus on a number of issues: vocabulary usage, character recognition and writing, demonstration of grammatical function, free essay writing, and reading comprehension. I rarely use multiple-choice or fill-in-the-blank types of questions, expecting Chinese IV students to display a full range of character-writing skills and contextualized vocabulary/grammar usage.

Semester Grading

Classroom performance/participation	20 percent
Tests	20 percent
Quizzes	10 percent
Oral interviews/presentations/skits	25 percent
Monthly compositions	15 percent
Daily homework	10 percent

Final grades are calculated as 40 percent of the fall semester grade, 45 percent of the spring semester grade, and 15 percent of the final exam for the course.

Teacher Resources

Textbooks

Chen, Stella, Carrie Reed, and Cao Yuqing. 2003. *Xiàoyuán Hànyǔ 校园汉语: Speaking Chinese on Campus*. Seattle: University of Washington Press.

Jin, Hong Gang, and De Bao Xu, et al. 2003. *Shifting Tides: Culture in Contemporary China* (中国之路 *Zhōngguó zhī lù*). Boston: Cheng & Tsui.

Ning, Yu. 1999. *中国视点 (Zhōngguó shìdiǎn) Spotlight on China*. Beijing: Beijing Language and Culture University Press.

Online Resources

Bai, Jianhua. Real People on Real Topics.

Video materials for *Beyond the Basics* textbook (Bai, Jianhua et al. 1996. Boston: Cheng & Tsui)
www2.kenyon.edu/Depts/Mll/Chinese/BBVideo/BBVideo.htm

Harbaugh, Rick. Zhongwen.com.
Chinese characters and culture.
www.zhongwen.com/

Jazar Ltd. Chinese Tools.
www.chinese-tools.com/

Pei, Ming Long. China the Beautiful.
Chinese cultural heritage.
www.chinapage.com/china.html

Rudick, Todd David. Rikai.com.
“Your guide to the Chinese Internet.”
www.rikai.com/perl/HomePage.pl?Language=Zh

Wu, Sue-mei. The Wedding Banquet. <http://ml2.hss.cmu.edu/courses/suemei/banquet/banquet.html>

Vierkant, D. MDGB Free Online Chinese Dictionary.
www.xuezhongwen.net/chindict/chindict_welcome.php

Movies and Television

别了，温哥华 (*Biéle, Wēngēhuá*) *Farewell, Vancouver*. 2002, Taiwan. EETV series. Yang Buting and Ding Xin 杨步亭、丁芯 producers. DVD: Taiwan: distributor not known, 2005.

美丽的新世界 (*Měilì de xīn shìjiè*) *A Beautiful New World*. 1998, China. Shi Runjiu 施润玖, director. DVD: Hong Kong, Mei Ah, 1999.

甜蜜蜜 (*Tián mì mì*) *Comrades, Almost a Love Story*. 1997, Hong Kong. Peter Chan, director. DVD: Hong Kong: Tai Seng Entertainment, 2001.

饮食男女 (*Yǐn Shí Nán Nǚ*) *Eat Drink Man Woman*. 1994, Taiwan. Ang Lee, director. DVD: Culver City, Calif.: MGM, 2002.

Student Activities

An Interview Activity

Students are asked to create a survey (in Chinese) of 10–15 questions on various subjects to ask their Chinese-speaking classmates. Since our textbook has topics like “Chinese Talking About Their Mothers” and “Are [Chinese] Single Children All ‘Little Emperors?’”, students query their Chinese and Chinese American classmates on how they view their family lives. Common questions are: “Do you feel you have more pressure to do well in school having Asian parents?” “Do you feel your parents are overprotective, and that you have no independence?”

Very often, the results are not as stereotypical as one would expect. Students often think that teenagers of Asian descent will have parents who have higher expectations of their children than do Caucasian, African American, or Latino parents, but this is not always the case. Students of different backgrounds thus get some insight into Asian American family culture.

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A student handout in Chinese at the end of my syllabus outlines the parameters of the assignment.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none">• Students conduct conversations about family life in Chinese with classmates who are native and near-native speakers, sharing their feelings about “Chinese” and “American” identities.
1.3 Presentational Communication	<ul style="list-style-type: none">• Students report to the class about the content of their interviews.
2.1 Practices of Cultures	<ul style="list-style-type: none">• Students learn about cultural perceptions of motherhood and family life in Chinese households.
3.2 Acquiring New Information	<ul style="list-style-type: none">• Students acquire information about Chinese households directly from their Chinese-speaking schoolmates.
4.2 Cultural Comparisons	<ul style="list-style-type: none">• Students compare Chinese and American cultural values in regard to family life.
5.1 School and Community	<ul style="list-style-type: none">• Students expand their use of Chinese language and learning about Chinese culture beyond the classroom and into the general school community via their interviews.

Below is the student handout outlining this assignment:

中文四年级

采访活动

我们已经谈了不少关于中国家庭的情况了, 比如中国人怎么看自己的母亲、中国的独生子女是不是“小皇帝”、等问题。为了多了解我们中国同学的家庭情况, 而他们自己对家庭有什么概念, 现在我们要进行我们自己的采访。

你们的任务: 想出10-15 个问题来问湖畔学校的中国 (或者“华裔”*Huáyì* = “overseas Chinese,” i.e., Chinese American) 同学。

这个星期, 请你们至少去采访三个会说中文的同学。请把他们说的话记录下来, 然后我们下星期一起谈他们的答案。

访问完以后, 请你们想一想这些讨论问题:

1. 他们对他们家庭的看法跟你怎么看你自己的家庭很有差别吗? 在哪些方面不一样?
2. 你认为中国 (亚洲) 孩子住在美国的经历很特别吗? 为什么 (不)?
3. 这些同学是否有两个“个性”? 有没有一个“美国”个性和一个“中国/亚洲”个性的现象?

进行采访时, 必须要说中文! 千万别说英文!

Sample Syllabus 8

Lei Wu
 St. Paul's School
 Concord, New Hampshire

School Profile

Location and Environment: Founded in 1856, St. Paul's School is located in a rural area of Concord, New Hampshire, with 2,000 acres of woodlands, open fields, and ponds.

St. Paul's is a coeducational, college-preparatory school committed to academic excellence and deeply concerned with the quality of life of its school family. As a boarding school, St. Paul's hopes to inspire and cultivate in its students an understanding of how communities work and a willingness to make the personal sacrifices needed to sustain a community and serve those in it. The hallmarks of a successful community—trust, friendship, understanding, honest dialogue, and honorable behavior—have long been valued and continue to be priorities.

The curriculum encompasses core courses in five academic divisions: the humanities, languages, mathematics, sciences, and the arts. An innovative and student-centered residential life course is conducted in each of the 18 dormitories. There are exceptional opportunities for language study in the junior and senior years through the School Year Abroad program, the Classical Honors program, and the school's programs in China, England, France, Japan, Sweden, Denmark, and Germany.

Grades:	9–12	
Type:	Private, coeducational, college-preparatory boarding school	
Total Enrollment:	530	
Ethnic Diversity:	International	17 percent
	Asian American	14 percent
	African American	8 percent
	Hispanic/Latino	5 percent
	Native American	1 percent
College Record:	In 2005, 98 percent of graduating students went on to college.	

Personal Philosophy

My philosophy of teaching in general is shaped by a combination of my experience in the classroom and my academic preparation. After studying theories of second language acquisition and their implications for pedagogical applications, I would contend that there is no one single method or idea that guarantees successful language learning. Instead, I think teaching a language involves a combination of diverse elements that allows students to access a whole new world and celebrate differences through exposure to a new and exciting language.

In retrospect, my struggles to master English as a second language—especially to acquire the social aspects of the language for effective communication—strongly reflect a lack of interaction through the target language both in and out of the classroom. My personal challenge as a learner is constantly reflected in my students who are learning Chinese as a second language. Social aspects of the target language are very important in second language acquisition. I subscribe to the sociocultural perspectives in second/foreign language learning that are based on the work of Vygotsky (1978). The most fundamental concept of sociocultural theory is that the human mind is mediated (Lantolf, 2000). Learning, including the learning of second languages, is a semiotic process attributable to participation in socially mediated activities.

Chapter 3

Additionally, this mediation becomes the eventual means for mediating the individual's own mental functioning. Through socially mediated activity and the eventual "individual(s)-acting-with-mediational-means," the social and individual planes of human psychological activity are interwoven (Wertsch et al., 1993; Wertsch, 1998). This theory has important implications for the AP Chinese Language and Culture course as well because it stresses the importance of interaction as a social, not a cognitive, issue, and the creation of a "zone of proximal development" that is unique to each Chinese learner's needs and goals.

I believe that the essence of teaching is learning, not viewing the "mind as a container" to be filled with knowledge. Education should be an exploration, and teachers and students should experience the adventure of learning together. The AP Chinese course, especially at its developmental stage, provides secondary school Chinese teachers such an opportunity for exploration. I see my role as not only conveying information and facts about the language I teach but also as inspiring engagement that prepares my students to participate actively in the classroom by means of different ways of thinking about the world. Successful teaching is accomplished by listening to students and promoting a positive and dynamic environment that encourages vigorous discussions among as many students as possible, because social interaction among the participants (both teacher and students) is a powerful approach to knowledge construction.

The *Standards for Foreign Language Learning* (discussed in chapter 1 of this Teacher's Guide) are in agreement with the sociocultural perspectives discussed above. I encourage language teachers to incorporate these standards into their course work because they overlap in instruction and help make language learning relevant and meaningful. The "five Cs" presented in the standards document (communication, cultures, connections, comparisons, and communities) provide a broad vision for language instruction at many different levels and establish a clear context for classroom practice. These standards have guided me and will continue to guide me in designing my curriculum for Chinese studies.

Class Profile

Students who take the Advanced Chinese Language 5 course usually have successfully completed the Level 4 Chinese Language course at St. Paul's, or they have come to the school with a strong language background. The students are all very motivated to continue with their Chinese studies and want to be challenged as much as possible in this course. One section of Advanced Chinese Language 5 is offered each year, with enrollment usually fewer than 10 students. The course meets four times during a six-day cycle, and each block is 55 minutes long. One of the four sessions is conducted in the school's language laboratory.

Course Overview

Advanced Chinese Language 5 is intended for qualified students who are interested in completing studies comparable in content and difficulty to a full-year course at the second-year college level. The content and objectives of the course are comparable to what is required in the AP Chinese Language and Culture course.

The primary goal of Advanced Chinese Language 5 is to enable students to master advanced-level Chinese language structures, expressive styles, and conventions of communication through topics reflecting multiple aspects of Chinese society and culture, and the use of various authentic multimedia and literary materials in different linguistic registers. Students in the course have the following objectives, which agree with the goals of the Standards for Chinese Language Learning to promote the "five Cs" in the Chinese language classroom:

- To continue to develop communicative competence in Chinese listening, speaking, reading, and writing

- To be able to understand the textbook and given materials both in speaking and in reading and be able to discuss the cultural aspects of the readings in Chinese
- To be able to use the knowledge gained through course materials to develop critical thinking skills in order to make connections and comparisons with other content areas of learning
- To be able to use the Chinese language to communicate more effectively both in the school setting and in real-life situations

Students are expected to read and write on a weekly basis. Oral skills are also emphasized through class discussion, which provides opportunities for students to articulate and debate their understanding of the materials in Chinese.

The primary textbook used is *A New Text for a Modern China* by Irene Liu and its accompanying supplementary workbook by Shining Zou and Feng Lan. This textbook contains 19 lessons under five major topics; each topic focuses on the rapidly changing attitudes and values of modern China. Other resources such as short literary pieces, newspaper articles, and films are also used to encourage students to understand and interpret different forms of spoken and written language on a variety of topics in Chinese.

Course Planner

This weekly calendar is based on the tri-semester system at St. Paul’s School.

Fall Term

Week 1	Class	Assignment/Quiz
9/12	Housekeeping matters for the class Overview of the course requirements	Give assignment #1
9/13	Unit I—Population and Housing Introduction (人口住房 <i>Rénkǒu Zhùfáng</i>)	
9/15	Introduction (人口住房 <i>Rénkǒu Zhùfáng</i>)	
9/17	Language lab	Assignment #1 due
Week 2		
9/19	Introduction (人口住房 <i>Rénkǒu Zhùfáng</i>)	Quiz #1
9/20	1.1 The Population Explosion (人口大爆炸 <i>Rénkǒu Dàbào zhà</i>)	Give assignment #2
9/22	No class—house trips	
9/24	1.1 The Population Explosion (人口大爆炸 <i>Rénkǒu Dàbào zhà</i>)	
Week 3		
9/26	Language lab	Assignment #2 due
9/27	1.1 The Population Explosion (人口大爆炸 <i>Rénkǒu Dàbào zhà</i>)	Quiz #2

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9/29	1.2 Housing (住宅 Zhùzhái)	Give assignment #3
10/1	1.2 Housing (住宅 Zhùzhái)	
Week 4		
10/3	1.2 Housing (住宅 Zhùzhái)	
10/4	Language lab	Quiz #3 Assignment #3 due
10/6	Supplementary material & Unit I review	
10/8	No class—SAT administration	
Week 5		
10/10	Unit I TEST	
10/11	Unit II—Education and Employment	
	Introduction (教育就业 Jiàoyù Jiùyè)	Give assignment #4
10/13	Introduction (教育就业 Jiàoyù Jiùyè)	
10/15	Language lab	Quiz #4
Week 6		
10/17	2.1 Vocational Student (我是职业高中生 Wǒ Shì Zhíyè Gāozhōngshēng)	Assignment #4 due
10/18	2.1 Vocational Student (我是职业高中生 Wǒ Shì Zhíyè Gāozhōngshēng)	Give assignment #5
10/20	Language lab	
10/22	Parents' Weekend—short class	
Week 7		
10/24	No class—Parents' Week end	
10/25	2.1 Vocational Student (我是职业高中生 Wǒ Shì Zhíyè Gāozhōngshēng)	Quiz #5 Assignment #5 due
10/27	2.2 From Dropping Out to Taking the Graduate Exam (从“退学风”到“考研热” Cóng “Tuì Xué Fēng” dào “Kǎo Yán Rè”)	Give assignment #6
10/29	Language lab	
Week 8		
10/31	2.2 From Dropping Out to Taking the Graduate Exam (从“退学风”到“考研热” Cóng “Tuì Xué Fēng” dào “Kǎo Yán Rè”)	

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11/1	2.2 From Dropping Out to Taking the Graduate Exam (从“退学风”到“考研热” <i>Cóng “Tuì Xué Fēng” dào “Kǎo Yán Rè”</i>)	Quiz #6
11/3	2.3 The Social Impact of the New Attitude (“读书无用论”的新冲击 <i>“Dú Shū Wú Yòng Lùn” de Xīn Chōngjī</i>)	Assignment #6 due Give assignment #7
11/5	2.3 The Social Impact of the New Attitude (“读书无用论”的新冲击 <i>“Dú Shū Wú Yòng Lùn” de Xīn Chōngjī</i>)	
Week 9		
11/7	2.3 The Social Impact of the New Attitude (“退学风”到“考研热” <i>Cóng “Tuì Xué Fēng” dào “Kǎo Yán Rè”</i>)	
11/8	Language lab	Quiz #7 Assignment #7 due
11/10	Supplementary reading & Unit II review	
11/12	Unit II TEST	
Week 10		
11/14	Unit III—Lovers and Marriages Introduction (恋爱婚姻 <i>Liàn Ài Hūnyīn</i>)	Work on final project
11/15	Introduction (恋爱婚姻 <i>Liàn Ài Hūnyīn</i>)	
11/17	Introduction ((恋爱婚姻 <i>Liàn Ài Hūnyīn</i>)	Quiz #8/project due
11/19	Language lab/project presentations	
Thanksgiving Break		
Winter Term		
Week 1		
11/29	3.1 An Advertisement of a Marriage Proposal and its Respondents (一则征婚启事和应征者 <i>Yìzé Zhēnghūn Qǐshì hé Yìngzhēngzhě</i>)	Give assignment #8
12/1	3.1 An Advertisement of a Marriage Proposal and its Respondents (一则征婚启事和应征者 <i>Yìzé Zhēnghūn Qǐshì hé Yìngzhēngzhě</i>)	
12/3	Language lab	

Chapter 3

Week 2

12/5	3.1 An Advertisement of a Marriage Proposal and its Respondents (一则征婚启事和应征者 <i>Yizé Zhēnghūn Qǐshì hé Yìngzhēngzhě</i>)	Assignment #8 due Quiz #9
12/6	3.2 Romance between Elderly People (黄昏之恋 <i>Huáng Hūn Zhī Liàn</i>)	Give assignment #9
12/8	3.2 Romance between Elderly People (黄昏之恋 <i>Huáng Hūn Zhī Liàn</i>)	
12/10	Language Lab	

Week 3

12/12	3.2 Romance between Elderly People (黄昏之恋 <i>Huáng Hūn Zhī Liàn</i>)	
12/13	3.2 Romance between Elderly People (黄昏之恋 <i>Huáng Hūn Zhī Liàn</i>)	Assignment #9 due Quiz #10
12/15	Film: <i>To Live</i> (活着 <i>Huózhe</i>)	
12/17	Film: <i>To Live</i> (活着 <i>Huózhe</i>)	

Christmas Break

Week 4

1/9	3.3 Change in the Concept of Marriage (中国婚姻观念变化的新现象: 公证婚前财产 <i>Zhōngguó Hūnyīn Guānniàn Biànhuà de Xīn Xiànxàng:</i> <i>Gōngzhèng Hūn Qián Cáichǎn</i>)	Give assignment #10
1/10	3.3 Change in the Concept of Marriage (中国婚姻观念变化的新现象: 公证婚前财产 <i>(Zhōngguó Hūnyīn Guānniàn Biànhuà de Xīn Xiànxàng:</i> <i>Gōngzhèng Hūn Qián Cáichǎn</i>)	
1/11	3.3 Change in the Concept of Marriage (中国婚姻观念变化的新现象: 公证婚前财产 <i>(Zhōngguó Hūnyīn Guānniàn Biànhuà de Xīn Xiànxàng:</i> <i>Gōngzhèng Hūn Qián Cáichǎn</i>)	
1/12	Language lab	Quiz #11 Assignment #10 due

Week 5

1/16	No class—Martin Luther King Day	
1/17	Supplementary material and Unit III review	

1/19	Unit III TEST	
1/21	Film: <i>Eat Drink Man Woman</i> (饮食男女 <i>Yǐn Shí Nán Nǚ</i>)	
Week 6		
1/23	Film: <i>Eat Drink Man Woman</i> (饮食男女 <i>Yǐn Shí Nán Nǚ</i>)	
1/24	Unit IV: Family, Women, and Children	
	Introduction (家庭 <i>jiāting</i> , 妇女 <i>fùnǚ</i> , 儿童 <i>értóng</i>)	Give assignment #11
1/26	Introduction (家庭 <i>jiāting</i> , 妇女 <i>fùnǚ</i> , 儿童 <i>értóng</i>)	
1/28	No class—SAT administration	
Week 7		
1/30	Introduction (家庭 <i>jiāting</i> , 妇女 <i>fùnǚ</i> , 儿童 <i>értóng</i>)	
1/31	Language lab	Quiz #12
		Assignment #11 due
2/1	4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争 <i>Wǒ hé Lǎobàn de Quán Wǔ zhī Zhēng</i>)	Give assignment #12
2/2	4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争 <i>Wǒ hé Lǎobàn de Quán Wǔ zhī Zhēng</i>)	
Week 8		
2/6	Winter recess	
2/7	4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争 <i>Wǒ hé Lǎobàn de Quán Wǔ zhī Zhēng</i>)	
2/9	Language lab	Quiz #13
		Assignment #12 due
2/11	4.2 The Wife's Coming and Going in the Labor Market (妻子下岗又上岗 <i>Qīzi Xiàgǎng yòu Shànggǎng</i>)	Give assignment #13
Week 9		
2/13	4.2 The Wife's Coming and Going in the Labor Market (妻子下岗又上岗 <i>Qīzi Xiàgǎng yòu Shànggǎng</i>)	
2/14	4.2 The Wife's Coming and Going in the Labor Market (妻子下岗又上岗 <i>Qīzi Xiàgǎng yòu Shànggǎng</i>)	
2/16	Language lab	Quiz #14
		Assignment #13 due

Chapter 3

2/18 4.3 Single Child Family: Beibei's Years
(独生子女家庭: 贝贝进行曲) Give assignment #14
Dú Shēng Zǐ Nǚ Jiāting: Bèibèi Jìnxíngqǔ

Week 10

2/20 4.3 Single Child Family: Beibei's Years
(独生子女家庭: 贝贝进行曲)
Dú Shēng Zǐ Nǚ Jiāting: Bèibèi Jìnxíngqǔ

2/21 4.3 Single Child Family: Beibei's Years
(独生子女家庭: 贝贝进行曲)
Dú Shēng Zǐ Nǚ Jiāting: Bèibèi Jìnxíngqǔ

2/23 Language lab **Quiz #15**
Assignment #14 due

2/25 Unit IV review and essay writing

Week 11

2/27 **Unit IV TEST** **Work on project**

2/28 Film: *The Invisible Net*

3/2 Film: *The Invisible Net*

3/4 Project presentation Project due

Spring Break

Spring Term

Week 1

3/27 Unit V—Phases of Economic Development
Introduction (经济发展的动态 *Jīngjì Fāzhǎn de Dòngtài*) Give assignment #15

3/28 Introduction (经济发展的动态 *Jīngjì Fāzhǎn de Dòngtài*)

3/30 Language lab

4/1 Introduction (经济发展的动态 *Jīngjì Fāzhǎn de Dòngtài*) **Quiz #16**
Assignment #15 due

Week 2

4/3 5.1 Personal Investment Give assignment #16
(个人投资 *Gèrén Tóuzī*)

4/4 5.1 Personal Investment (个人投资 *Gèrén Tóuzī*)

4/6 Language lab

4/8 5.1 Personal Investment **Quiz #17**
(个人投资 *Gèrén Tóuzī*) Assignment #16 due

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Week 3

4/10	5.2 Bankruptcy in China (企业破产在中国 <i>Qǐyè Pòchǎn zài Zhōngguó</i>)	Give assignment #17
4/11	5.2 Bankruptcy in China (企业破产在中国 <i>Qǐyè Pòchǎn zài Zhōngguó</i>)	
4/13	Language lab	
4/15	5.2 Bankruptcy in China (企业破产在中国 <i>Qǐyè Pòchǎn zài Zhōngguó</i>)	Quiz #18 Assignment #17 due

Week 4

4/17	5.3 Bird's-eye View of Consumption in Cities (都市消费面面观 <i>Dūshì Xiāofèi Miàn Miàn Guān</i>)	Give assignment #18
4/18	5.3 Bird's-eye View of Consumption in Cities (都市消费面面观 <i>Dūshì Xiāofèi Miàn Miàn Guān</i>)	
4/20	Language lab	
4/22	5.3 Bird's-eye View of Consumption in Cities (都市消费面面观 <i>Dūshì Xiāofèi Miàn Miàn Guān</i>)	Quiz #19 Assignment #18 due

Week 5

4/24	Unit V review and essay writing	
4/25	Unit V TEST	Start AP Exam review
4/27	AP Exam review	
4/29	AP Exam review	

Week 6

5/1–5/4	AP Exam review
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Week 7 (AP Exam Week)

5/8–5/9	AP Exam review
??	AP Exam
5/13	Literature selection: “Moonlight in the Lily Pond” 荷塘月色 (朱自清) <i>Hé Táng Yuè Sè (Zhū Zì Qīng)</i>

Week 8

5/15	Literature selection: 荷塘月色 (朱自清) <i>Hé Táng Yuè Sè (Zhū Zì Qīng)</i>	Give assignment #19
5/16	Literature selection: 荷塘月色 (朱自清) <i>Hé Táng Yuè Sè (Zhū Zì Qīng)</i>	
5/18	Literature selection: 荷塘月色 (朱自清) <i>Hé Táng Yuè Sè (Zhū Zì Qīng)</i>	
5/20	Newspaper article/short TV play	Assignment #19 due

Chapter 3

Week 9

5/22	Literature selection: “The New Year Sacrifice” 祝福 (鲁迅) <i>Zhùfú (Lǚ Xùn)</i>	Give assignment #20
5/23	Literature selection: 祝福 (鲁迅) <i>Zhùfú (Lǚ Xùn)</i>	
5/25	Literature selection: 祝福 (鲁迅) <i>Zhùfú (Lǚ Xùn)</i>	
5/27	Literature selection: 祝福 (鲁迅) <i>Zhùfú (Lǚ Xùn)</i>	Assignment #20 Due

Week 10

5/29	Newspaper article/short TV play	Quiz #20
5/30	Film/work on final project	
6/1	Film/work on final project	
6/2	Newspaper article/short TV play	
6/5	Final project presentations	Projects due

Teaching Strategies

This course is organized around the five thematic units of the textbook *A New Text for a Modern China*. Supplementary materials such as short readings, newspaper articles, films, and short TV plays are all related to the themes. Each unit includes (1) vocabulary preview and prereading activities; (2) grammar explanation and review; (3) exercises (vocabulary, grammar, essay, language lab work, etc.); (4) discussion of the reading; and (5) reading comprehension and writing practice.

Vocabulary preview and prereading activities: Each lesson in the textbook contains a list of vocabulary words. Students are required to study the list before the introduction of a new text. Very often I give a homework assignment in which students prepare to explain a few words, using sample sentences, to the class. I also give students some general comprehension questions to answer while reading for the next day’s class. These are usually general background questions related to the topic or general comprehension questions on the introduction piece of the unit. I use these questions to start a class discussion, which can take place in small groups first and then as a whole class. If the reading is from a source other than the textbook (newspaper, magazine article, etc.), we develop a vocabulary list together as students discuss the reading.

Grammar explanation and review: Our textbook has a grammar explanation section with excellent sample sentences that illustrate the structure and syntax of the Chinese language. Students can study independently and bring questions to class as we start our discussion of the reading. We spend a considerable amount of class time on more complicated new structures at the initial stage of each lesson, so that students are better able to comprehend the reading and better equipped to discuss it.

Exercises: Students do many different types of exercises to improve all four language skills. There are cloze exercises in the textbook and workbook for filling in blanks, multiple-choice questions, and sentence-making exercises for vocabulary practice and reinforcement. Students are required to use the language lab for listening and speaking practice on the texts and related news reports for each class. They also do speed-reading exercises constantly and write on a weekly basis. Students keep a journal; they write on a subject they choose or on assigned topics, depending on the theme of the week. All these exercises will help students prepare for the AP Exam.

Discussion of the reading: At this point, most students feel comfortable speaking on the topic in class, if they have seriously followed up with all the preparation exercises. All students are expected to participate actively in class discussion because this is the best way to improve their oral expression and overall communicative competence.

Reading comprehension and writing practice: At the beginning of each class, we do a speed-reading comprehension exercise for 8–10 minutes on topics related to the thematic unit. This constant exercise provides an excellent opportunity for students to expand their vocabulary and improve their overall reading comprehension. In addition, we often do in-class writing practice (paragraph writing or one-page essays). Sometimes, after class discussion, or after watching a segment of a movie, students are given an open-ended question to answer, or they are directed to write a short reflection on the movie or video clip, or simply on the main reading in class. This constant exercise trains students to use their newly learned vocabulary words and expressions in their writing and reinforces their mastery of the language used when discussing a particular topic.

A Sample Lesson Plan: “Love and Marriage”

Preparation

Materials:

- *A New Text for a Modern China* by Irene Liu—Unit 3: Introduction (Love/Marriage)
- *Supplementary Workbook for A New Text for a Modern China* by Shining Zou and Feng Lan (pp. 80–89)
- Film segment

Resources:

- Chalkboard
- Worksheets
- Audio/video equipment (language lab)

Class time needed:

Four or five class periods

Objectives:

The students will:

- Learn new vocabulary and expressions related to the theme of love and marriage;
- Identify different values from Chinese culture and other cultures (student’s own culture);
- Master stock phrases and apply them in both spoken and written expressions in context appropriately; and
- Discuss the topic of love and marriage orally and write a short essay related to the theme.

Chapter 3

Teaching Procedure

Day 1: Vocabulary preview and prereading activities

A vocabulary preview activity is assigned before class, so the students will be ready to participate from the beginning. The process is described in Teaching Strategies, above; prereading questions for Unit 3, Introduction, are at the end of this lesson plan.

Day 2: Grammar explanation and review

The second day starts with questions students may have after reading the grammar explanation section. I usually distribute a sheet with the language points from the text before class. Some of the points are explained in detail in the book, but others are not, so this gives students a chance to look those up from the context of their text and bring questions to class. In class, we do different types of exercises for a more focused practice before we move on to an in-depth discussion of the reading. The exercises can be “make sentences using the new structures/usage,” “sentence translation exercise,” “fill-in blanks or complete sentences,” “write a paragraph using several new structures given,” etc. These exercises provide more focused practice on new grammatical structures and usage so that students feel more prepared when they start talking about the reading.

Day 3: Language lab and discussion of the reading

On the third day, we take the students to the language lab to watch a movie segment related to the theme of love and marriage. Alternatively, students can listen to an Internet news report on the topic. After students have a chance to listen to the material a few times and take notes, I put them into pairs and assign each pair a particular question for discussion; for example, I tell them to assume the roles of characters in the film, using a Chinese cultural standpoint, or I tell one to be a newspaper reporter interviewing the other. After spending 15–20 minutes on this role-play exercise, we have a whole class discussion on the language lab material and then relate it to our main reading. The movie segment/news report can use 15–20 minutes; pair work, 15–20 minutes; and whole class discussion, 15–20 minutes, depending on the students. After all these preparation activities, we get into a discussion of the main reading. At that point, most students feel more comfortable discussing love and marriage. Students are usually assigned to write a reflection journal or prepare for a debate exercise for the next class.

Day 4: Discussion of the reading/reading comprehension/writing practice

On the fourth day, we usually start with a speed-reading exercise (8–10 minutes) on a related topic, followed by more in-depth discussion of our main reading of the lesson. This can be a whole class discussion or a debate—either choice is an excellent opportunity for students to clearly articulate their feelings on the topic of love and marriage. At this point, students are well prepared, and the discussion usually goes very nicely. After the discussion, I usually ask them to start on an assigned essay, which they finish later as homework. If time allows, students can also be given an open-ended question to answer in paragraph format for in-class writing practice.

Evaluation/Assessment of the Sample Lesson

The assessment is ongoing through the daily assignments and a weekly assignment that includes vocabulary and grammar exercises, reading comprehension practice, and a reflection journal. At the conclusion of the thematic unit, there is a summative unit test that includes an oral portion (30 percent of the test score) and a written portion (70 percent). The oral part of the final evaluation includes a listening section and a speaking section conducted in the language lab; the written part includes sections on vocabulary, grammar, reading comprehension, and writing.

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none"> Students engage in conversations, provide and obtain information, and exchange opinions in Chinese on the topic of love and marriage.
1.2 Interpretive Communication	<ul style="list-style-type: none"> Students understand and interpret written and spoken language on the topic of love and marriage.
1.3 Presentational Communication	<ul style="list-style-type: none"> Students present their ideas and opinions in both spoken and written Chinese.
2.1 Practices of Cultures	<ul style="list-style-type: none"> Students demonstrate an understanding of traditional practices of Chinese marriages and perspectives on the Chinese cultural aspects of love and marriage.
3.1 Making Connections	<ul style="list-style-type: none"> Students gain knowledge of historical aspects of Chinese society through reading and reflecting on the traditional values of love and marriage in a feudalistic society.
3.2 Acquiring New Information	<ul style="list-style-type: none"> Students research and read about old values and viewpoints in a traditional Chinese society.
4.2 Cultural Comparisons	<ul style="list-style-type: none"> Students demonstrate understanding of the different concepts and values in different societies through comparisons of Chinese society with their own.

Prereading Questions

1. 在中国的封建社会里,人们可以自由恋爱吗?为什么?
2. 无论在中国还是在美国,老年人和青年人的婚姻观念一不一样?
3. 现代中国人和现代美国人的婚姻观念有什么不同吗?说说为什么?

Lab Component

Students must spend half an hour per day (or 2 1/2 hours per week) in the language lab, using the audio/video materials provided for the class. There is also a 45-minute movie session in the language resource room each week, followed by a 15-minute class discussion.

Student Evaluation

Final grades are based on the following:

In-class performance:	15 percent
Homework assignments:	30 percent
Quizzes:	20 percent
Unit tests:	20 percent
Term project:	15 percent

Students are expected to preview the vocabulary section of the material and read the grammar notes before class. Active involvement in class discussion is expected of all participants, so students should come to class prepared to take part. Homework is assigned on a weekly basis. It usually includes listening/speaking exercises in the language lab, vocabulary-building practice, and grammar exercises, as well as reading/writing exercises. Writing assignments and compositions should be at least 250 characters in length or longer, unless specified otherwise. If students choose to type, all final copies should be double-spaced.

Vocabulary and reading comprehension quizzes usually include dictation of characters, fill-in blanks or multiple-choice questions, sentence-completions, and short readings with comprehension questions. Thematic unit tests are designed to assess students' overall mastery of the unit and include sections on vocabulary, grammar, reading comprehension, and writing.

Term projects provide many opportunities for students to work independently and to write and speak Chinese in different formats. Each term students choose a project of interest and go through the process of doing research, organizing information, and making final presentations in oral and written form at the end of term. Specific guidelines for the project are given at the beginning of the term.

My grading scale reflects the Modern Languages Division policy at St. Paul's School.

HH (High Honors)	90–100
H (Honors)	80–89
HP (High Pass)	70–79
P (Pass)	60–69
U (Unsatisfactory=Fail)	50–59

Teacher Resources

Textbooks

Liu, Irene, with Liu Ziaoqi. 1998. *A New Text for a Modern China*. Boston: Cheng & Tsui.

Zou, Shining, and Feng Lan. 2001. *Supplementary Workbook for a New Text for a Modern China*. Boston: Cheng & Tsui.

Resource Books

Cheung, Hung-nin Samuel. 1994. *A Practical Chinese Grammar*. Hong Kong: Chinese University of Hong Kong.

朱子仪 Zhū Zīyí. 2002. 汉语阅读速成 *Hànyǔ yuèdú sùchéng* (中级篇 *zhōngjí piān*). 北京语言文化大学出版社 *Běijīng yǔyán wénhuà dàxué chūbǎnshè*.

- Lantolf, James P. 2000. "Introducing Sociocultural Theory." In *Sociocultural Theory and Second Language Learning*, James P. Lantolf, ed. Oxford: Oxford University Press.
- National Standards in Foreign Language Education Project. 1999. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kan.: Allen Press.
- Qian, Li-qun, ed. 2001. *Chinese Famous Literary Works*. Sichuan, China: Sichuan Art Publication Company.
- Teng, Shou-hsin, and Yuehua Liu. 1992. *Short Chinese TV Plays*. Boston: Cheng & Tsui.
- Vygotsky, L. S. 1978. *Mind in Society*. Cambridge, Mass.: Harvard University Press.
- Wertsch, James V. 1998. *Mind as Action*. Oxford: Oxford University Press.
- Wertsch, James V., F.A. Hagstrom, and P. Tulviste. 1993. "A Sociocultural Approach to Agency." In *Context for Learning: Sociocultural Dynamics in Children's Development*, Ellice A. Forman, Norris Minick, and C. Addison Stone, eds. 1997. New York: Oxford University Press.

Web Sites

Chinese Newspapers

www.lsa.umich.edu/asian/chinese/online/newspaper.html

Chinese Magazines

www.cnd.org/HXWZ/

Learn Chinese Online

http://usc.edu/dept/ealc/chinese/newweb/recourse_page.htm

Online Chinese Tools

www.mandarintools.com

Listen to Chinese Idiom Stories Online

www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html

Interactive Language-Learning Software

www.clavisinica.com/info.html

Listen to Chinese Online

www.voanews.com/chinese/index.cfm (Voice of America: Chinese News Page)

www2.ken.edu/People/bai/VCSC.htm (Chinese Video Clips)

www.abc.net.au/ra/mand/ (Radio Australia: Chinese News Page)

Chinese Films

人到中年 (*Rén Dào Zhōng Nián*) *At Middle Age*. 1982, China. Qiming Wang and Sun Yu, directors. VCD: www.cnave.com or www.baidu.com.

飲食男女 (*Yīn Shí Nán Nǚ*) *Eat Drink Man Woman*. 1994, Taiwan. Ang Lee, director. DVD: Culver City, Calif.: MGM, 2002.

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家 (*Jiā Family*). 1957, China. Chen Xihe and Ye Ming, directors. VCD: www.cnave.com or www.baidu.com.
VHS: video@naihaid.com.

湖南来的女孩儿 (*Húnán Láide Nǚháir*) *Girl from Hunan*. 1986, China. Xie Fei and U Lan, directors. VHS:
New York: New Yorker Video, 2000.

祝福 (*Zhù Fú*) *New Year Sacrifice*. 1956, China. Sang Hu, director. DVD: San Diego, Calif.: Knight
Mediacom International, 2004.

洗澡 (*Xǐzǎo*) *Shower*. 1999, China. Zhang Yang, director. DVD: Culver City, Calif.: Columbia/Tristar
Studios, 2000.

活着 (*Huózhe*) *To Live*. 1994, China. Zhang Yimou, director. DVD: Century City, Calif.: MGM, 2003.

Student Activities

Course activities take place in a variety of formats that emphasize different Chinese language skills. In-class activities include reading and writing exercises, aural-oral practices in both the language lab and the classroom, dialogue presentations, role-plays, debates, character quizzes, lesson quizzes, video clips/movie segments, and more. Out-of-class activities include preview and review activities, weekly homework assignments, journal writing, language lab assignments, and independent term projects.

Sample activity (“Love Doctors”)

Introduction: The purpose of this activity is to improve students’ reading comprehension and spoken and written expression on a particular topic related to a thematic unit—in this case, the thematic unit of love and marriage. The activity also offers an opportunity for crosscultural exploration of the topic in a fun and entertaining way. Many newspapers in the United States offer columns such as “Miss Manners,” “Dear Abby,” and others of this genre. Students can translate selected columns into Chinese for writing practice, followed by discussion with “patients” and “love doctors.” (Students can also use original Chinese newspaper columns on similar issues to do this activity.)

Materials: Newspaper clippings (either English or Chinese)

Procedure:

1. Read for comprehension/translation
 - Students are directed to translate a newspaper column from English to Chinese the day before the activity and then bring the translation to class. Alternatively, students can be directed to read Chinese newspaper columns or short magazine commentaries on the topic.
 - In small groups, students discuss the readings and note general distinctions between Chinese and American values and issues of love and marriage.
 - In pairs, students are assigned to a particular question. In each pair, one person takes the Chinese cultural standpoint, and the other, the American cultural standpoint. Then they switch roles.
 - Students debate the answers, first in pairs and then among the whole class.

2. Student love doctors

- After a short break, rearrange the desks and chairs to set up “love clinics” for the second part of this activity. Each clinic should have a desk with one chair for the “doctor” and two other chairs (or more, depending on class size) for the “patients.” If the class is large, patients can be directed to work on their “love problems” while waiting for their turn in the clinic.
- The doctors are directed to take their seats, and the patients enter the clinic and take seats.
- The following protocol should be followed during this activity:
 - The doctor helps one patient at a time.
 - The doctor and the patients use appropriate terms to address each other.
 - Other patients cannot offer advice while the doctor and the first patient are in session (they can only listen quietly and prepare to get ready for presenting their own cases).
 - Doctors can offer any advice that they think would lead to the solution of the problem (they are encouraged to be creative).
 - Patients are allowed to see another doctor for a second opinion, if they wish.
 - After the first round, doctors and patients can switch roles.

This activity gives students the opportunity to extend the topic of love and marriage from our thematic unit to many more related topics and use their newly learned vocabulary and expressions to read, interpret, compare, and communicate in Chinese on these topics. Students are encouraged to be creative, but they are also encouraged to relate their own experiences in real life to these issues during the activity. Students can also be encouraged to reflect on both the topics and their learning experiences in a journal entry after the activity.

Chapter 3

Targeted Standards	Reflections
1.1 Interpersonal Communication	<ul style="list-style-type: none">• Students work together in pairs and small groups to discuss the topic in Chinese.
1.2 Interpretive Communication	<ul style="list-style-type: none">• Students comprehend the newspaper columns or magazine articles through reading and translation.
1.3 Presentational Communication	<ul style="list-style-type: none">• Students present their understanding of the reading to peers in class.
2.1 Practices of Cultures	<ul style="list-style-type: none">• Students read Chinese columns that reflect Chinese cultural values concerning love and marriage and experience Chinese viewpoints by playing assumed roles as doctors and patients.
3.1 Making Connections	<ul style="list-style-type: none">• Students acquire knowledge of current social issues associated with different cultural values and viewpoints in both American and Chinese societies through the interactive processes of reading authentic materials and in-depth discussion and sharing. Through such discussions, students also reinforce knowledge gleaned in other content areas, such as humanities class.
3.2 Acquiring New Information	<ul style="list-style-type: none">• Students acquire knowledge of Chinese cultural practices with regard to love and marriage.
4.2 Cultural Comparisons	<ul style="list-style-type: none">• Students compare and contrast the social and cultural values of American society with those of Chinese society. Students also compare and contrast the cultural norms of today with those of the traditional society in the past.

Chapter 4

The AP Exam in Chinese Language and Culture

The AP Chinese Language and Culture Exam assesses students' proficiency in Mandarin Chinese and understanding of Chinese culture across the three communicative modes and within the broad context of the *Standards for Foreign Language Learning* discussed in chapter 1 of this Teacher's Guide. As such, the exam reflects the objectives of the AP Chinese course. It is administered in May each year.

Exam questions are created by the AP Chinese Language and Culture Development Committee, in consultation with content specialists at ETS. Members of the committee, who are appointed by the College Board, include Chinese language teachers from both secondary and postsecondary institutions. In addition, a Chief Reader who is in charge of the scoring of the exam attends committee meetings to ensure that questions can be reliably scored. All questions are thoroughly reviewed to ensure their appropriateness, level of difficulty, and ability to distinguish gradations of achievement before they are assembled into a complete exam.

Exam Format

The exam is approximately three hours in length. It is a computer-based test, not a traditional paper-and-pencil test, designed to measure a student's ability to communicate in the interpersonal, interpretive, and presentational modes using listening, speaking, reading, and writing skills as well as cultural knowledge. Each student works at an individual computer, listening through headphones, typing answers to questions, and speaking into a microphone. Chinese text may be viewed in either traditional or simplified characters, and the student can type using either of two input methods: the Microsoft *Pinyin* IME (*MSPY*), which is based on Hanyu Pinyin, or the Microsoft *New Phonetic* IME, which is based on Zhuyin Fuhao (Bopomofo).

The multiple-choice section contains rejoinder questions, which measure interpersonal communication, as well as listening and reading selections with questions that measure interpretive communication.

In the free-response section, questions measure interpersonal and presentational communication. Students write a story narration based on a series of pictures, write a letter, read and respond to an e-mail, and relay a telephone message by writing an e-mail. In addition, they participate in a simulated conversation and give two oral presentations on topics requiring cultural knowledge.

Although language and culture go hand in hand and should receive equal emphasis in the AP Chinese curriculum, special attention should be given to the cultural aspects that have direct and immediate impact on the development of language competence. The exam does not have a separate section that tests cultural knowledge: students' understanding of Chinese culture is tested through the use of language skills in four areas (listening, speaking, writing, and reading).

AP Chinese Language and Culture Exam Format

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section I	Multiple Choice	70 questions	50%	1 hour and 20 minutes
Part A: Listening	Rejoinders Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Using set phrases and social formulae; communicating opinion, attitude, intent 	10–15 questions	10%	10 minutes
	Sample Stimulus Types: <ul style="list-style-type: none"> • Announcement • Conversation • Instructions • Message • Report Knowledge/skills: <ul style="list-style-type: none"> • Interpretive communication • Comprehension; inference; application of introductory cultural knowledge 	15–20 questions	15%	10 minutes
Part B: Reading	Sample Stimulus Types: <ul style="list-style-type: none"> • Advertisement • Article • E-mail • Letter • Note • Poster • Sign • Story Knowledge/skills: <ul style="list-style-type: none"> • Interpretive communication • Comprehension; inference; application of introductory cultural knowledge 	35–40 questions	25%	60 minutes

The AP Exam in Chinese Language and Culture

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section II	Free Response		50%	1 hour and 25 minutes
Part A: Writing	Story Narration Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Narrating story as depicted by series of pictures 	1 question	15%	15 minutes
	Personal Letter Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Informing; describing; expressing preference; justifying opinion 	1 question		30 minutes
	E-Mail Response Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Reading; responding to request 	1 question	10%	15 minutes
	Relay Telephone Message Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Listening; summarizing message; conveying important details 	1 question		6 minutes
Part B: Speaking	Conversation Knowledge/skills: <ul style="list-style-type: none"> • Interpersonal communication • Participating in conversation by responding appropriately 	6 questions	10%	5 minutes
	Cultural Presentation Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Describing and explaining significance of a Chinese cultural practice or product 	1 question	15%	7 minutes
	Event Plan Knowledge/skills: <ul style="list-style-type: none"> • Presentational communication • Describing; comparing; contrasting; explaining; justifying; applying introductory cultural knowledge 	1 question		7 minutes

Chapter 4

The following explains what students are expected to do on the exam, as well as the format for each section:

Section I: Multiple-Choice Questions

Part A: Listening

- **Rejoinders**

Students listen to several short conversations or parts of conversations and identify the appropriate continuation of each conversation. The individual conversations are unrelated to those that precede or follow. After listening to each conversation's four possible continuations, the student must choose the most logical and culturally appropriate one. These conversations in the interpersonal communicative mode test students' ability to use set phrases and social formulae and to communicate opinions, attitudes, and intents.

Exam Procedures:

- Students hear each conversation only once and do not see any visual aids or clues.
- Students have 5 seconds to select their answer for each question.
- Students cannot go back to check or change their answers.

- **Listening Selections**

Students listen to several selections in Chinese. The selections include announcements, conversations, instructions, messages, reports, and so on. After each selection, students see a series of multiple-choice questions in English and must choose the most appropriate response for each one. These questions are created within the interpretive communicative mode to test students' comprehension and inference ability, as well as their ability to apply introductory cultural knowledge.

Exam Procedures:

- Students are allowed to take notes (the notes are not used in scoring).
- Students will be told whether they will hear each selection once or twice before they respond to the questions.
- The questions are in English.
- Students are allotted 12 seconds for each question.
- Students can move back and forth within the group of questions associated with a particular selection until the next selection begins playing.

Part B: Reading

- Students read several selections in Chinese. The selections include authentic or adapted advertisements, articles, e-mails, letters, notes, posters, signs, stories, and so on. After each selection, students see a series of multiple-choice questions in English and must choose the most appropriate response for each one. These questions are created within the interpretive communicative mode to test students' comprehension and inference ability, as well as the ability to apply introductory cultural knowledge.

Exam Procedures:

- Students read the selections in Chinese.
- Students can read the selection in either traditional or simplified characters.
- The questions are in English.
- Students have a total of 60 minutes to answer all the questions.
- Students can go back to questions that they have already worked on.

Section II: Free-Response Questions

Part A: Writing

- Students write for a specific purpose and to a specific person according to the following scenarios, in this sequence:
 - Story narration
Students see a series of pictures and narrate a story based on the pictures (presentational communicative mode).
 - Personal letter
Students write a letter on a given topic in response to a pen pal's request. They provide information, express preferences, and justify opinions (presentational communicative mode).
 - E-mail response
Students read an e-mail and respond (interpersonal communicative mode).
 - Relay telephone message
Students listen to a recorded voice message and summarize and convey important details to the intended recipient in an e-mail (interpersonal communicative mode).

Exam Procedure and Strategies:

- The input system accommodates Hanyu Pinyin and Bopomofo input. Students may choose either method to generate characters.
- For the story narration, students must narrate a coherent story that connects the details depicted in a series of pictures. It is inappropriate to simply describe the discrete picture panels without connecting each to the rest of the story.
- The entire writing section runs approximately one hour. Students spend 15 minutes on the story narration, 30 minutes on the personal letter, 15 minutes on the e-mail response, and 6 minutes on the relay telephone message task.
- Students cannot move back and forth among the questions in this part of the exam.
- For each question, students should keep in mind to whom they are writing and for what purpose they are writing.

Part B: Speaking

- **Conversation**

- Students participate in a simulated conversation in the interpersonal communicative mode. The conversation is about a particular topic and with a particular person. It includes six turns, and students should respond as fully and as culturally appropriately as possible in each case.

- **Presentations**

- Cultural presentation**
Students speak on a given cultural topic in a simulated presentation to their classmates (presentational communicative mode). They describe and explain the significance of a Chinese cultural practice or product. The presentation should be as complete as possible.
- Event plans**
Students speak on a plan for a specified event (presentational communicative mode). They are expected to compare different possibilities for the event, explain and justify their preferences, and apply appropriate introductory cultural knowledge.

Exam Procedures and Strategies:

- Students should start or stop speaking only when instructed.
- Students cannot go back to revise what they have recorded.
- When participating in the conversation, students have 20 seconds to record each time it is their turn to speak.
- When working on the cultural presentation or event plan, students see and hear the topic first. Then they have 4 minutes to prepare the presentation and 2 minutes to record it.
- During the preparation time, students can make notes that help them to draft their presentation.
- Students should keep in mind their audience and the purpose of their presentation.
- Students should use the appropriate level of formality for their presentations.

Taking the Computerized AP Chinese Exam

The AP Chinese Language and Culture Exam is done entirely on the computer. It is essential that your students know how to use the mouse and how to type Chinese. The exam offers two input methods—Hanyu Pinyin or Bopomofo (注音符號 *zhùyīn fúhào*). You need to teach your students how to type Chinese using one of these two methods. The Pinyin input method allows one to type either traditional or simplified characters; however, the computer screen will display only traditional characters if the Bopomofo input method is used. It is a good idea to ask your students to do homework on the computer so they can familiarize themselves with one of the two input methods before taking the AP Exam.

For multiple-choice questions, students will use the mouse to click on the correct answers on the screen. Inform them that, for some questions, they can go back and forth to check answers; for others, they cannot. They need to bear this in mind when taking the exam.

When answering questions in the speaking section, the student will be asked to talk into the microphone on the headset. Train your students how to speak into the microphone and record their answers on the computer. Listen to their answers to see if the digitized voice is clear enough. The proper positioning of the microphone makes a difference in the sound quality.

—Tao-chung Yao, University of Hawaii at Manoa,
Honolulu

Preparing Students for the Exam

In addition to presenting course content and engaging students in activities parallel to those on the exam, teachers should acquaint students with its format. It is crucial to remind them to follow the directions and to be familiar with the types of questions so that they will perform well. Constant practice in the three communication modes will help students feel more confident when they take the exam. Understanding what to expect on the computerized exam will also help them achieve a satisfactory score.

The directions for the questions will give students valuable insights into what they will be expected to know and do when taking the exam (see the sample questions in the *AP Chinese Language and Culture Course Description*, which can be purchased from the College Board Store or downloaded for free from the Chinese Language and Culture Home Page on AP Central). Guide students to take into account the following criteria and evaluate their own performance: precise and accurate use of vocabulary, intelligible pronunciation and intonation, appropriate application of cultural knowledge, fulfillment of a designated communicative function, clear and coherent organization of thoughts, addressing the purpose of a presentation and to whom the presentation is given, and so on.

Familiarize Students with Different Registers of Language

When preparing students for the AP Chinese Exam, make sure that they are familiar with the diversity of language styles that range from informal spoken style (as heard in modern Chinese movies and television shows) through formal written style. In many American schools with Chinese language classes, a classroom style of spoken Chinese prevails. Natural spoken language and written expressions are often forgotten. One may argue that standard spoken language should be the only emphasis in teaching a new language to beginners and intermediate learners. That may be true for some other languages, but in China, formal written expressions are used widely in everyday life. The warning signs in the streets, for example, are exclusively written in formal style. You cannot find 不许照相 but only 禁止摄影 in a museum; you cannot find 每天吃两次 but 日服二次 on the label of a drug. Similarly, in an airport you will hear boarding announcements in very formal style, and television weather forecasts are also given that way. In our teaching and testing, we should not change such announcements into something that doesn't really exist. AP Chinese students should be prepared for a great variety of contents and styles.

—Feng Yu, Harvard University,
Cambridge, Massachusetts

It is important to set a timeline to help students prepare for the exam throughout the school year. Plan to introduce the content and format of the exam while introducing the course. During the semester, immerse students in instructional activities using all three communication modes—activities that resemble what they are expected to do on the exam. This ongoing process not only will help students reinforce their language proficiencies, but it will aid them in developing test-taking strategies that are key to performing well.

It is helpful to administer a simulated exam in the computer lab several times before May. Thorough discussions about the simulated exam will prepare students to do well on the real exam, especially in the free-response section. Students should become aware of their weaknesses and what they need to improve each time they take a simulated exam. By May, they will be equipped with the required knowledge and skills as well as added confidence in their test-taking abilities.

Scoring the Exam

The questions in the multiple-choice section of the AP Chinese Language and Culture Exam are machine scored. Each correct answer earns a point, and one-third of a point is subtracted from the total score for each incorrect answer.

Chapter 4

The free-response questions are scored online at the AP Reading in June by a group of college professors and high school teachers who teach courses comparable to AP Chinese. Prior to the Reading, scoring guidelines are drafted for rating student responses. Final grading standards are established in accordance with the results of periodic college comparability studies to ensure that high school students' performance is comparable to that of college students in a corresponding course.

The primary goal of the scoring process is to ensure fairness and reliability. Careful implementation of the scoring guidelines is essential to ensuring scoring accuracy. In the pre-Reading period, the Chief Reader—a college professor who meets with the Development Committee and coordinates the scoring—uses the preliminary scoring guidelines created by the committee to produce a draft of the scoring guideline for each free-response question. The Chief Reader and other scoring leaders then use the guidelines to score actual student responses. The guidelines are revised and adjusted if necessary. Once the Reading begins, the leadership continues to supervise the process to ensure that all Readers score consistently and reliably. Good practices are adopted to prevent possible biases—for example, Readers do not know the names, schools, or linguistic backgrounds of the students whose responses they are scoring.

The two sections of the AP Chinese Language and Culture Exam are weighted equally: 50 percent of the final score is for the multiple-choice section and 50 percent for the free-response section. A composite score is derived for each student first and later converted to the following 5-point scale on which AP grades are reported:

5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Cut-off points for the composite scores are derived from statistical information obtained from the administration of a comparable exam to college students prior to the administration of the AP Exam. This process ensures that AP scores not only objectively reflect the performance of high school students but also are comparable to scores received by college students who took a similar exam after completing their second year of Chinese language study. (See the Course Description Essentials section of chapter 1 for information about an article on validating AP language exams.)

AP Grade Report

In July, an AP Grade Report is mailed to each individual student, the high school that the student attends, and the colleges the student designated on the AP Answer Sheet. Each college determines its own credit and placement policy for AP Exam grades. Information on these policies is available on AP Central.

High schools also receive:

- An AP cumulative roster for all students
- An AP Scholar roster identifying qualifying students
- The AP Instructional Planning Report

Using the AP Instructional Planning Report

Schools receive the AP Instructional Planning Report for each of their AP classes in September. The report compares students' performance on specific topics or skills in the AP Exam to the performance of students worldwide on those same topics or skills, helping teachers target areas for increased attention and focus in the curriculum. To get the most out of the report, please read the interpretive information on the document. It explains how the data, when used correctly, can provide valuable information for instructional and curricular assessment as well as for planning and development.

Classroom Activities After the Exam

After taking the AP Chinese Language and Culture Exam, most students will welcome activities that differ from the nature of intensive study required for exam preparation. Although you should continue to strive to meet your overall goals for the course, cultural activities and interesting cooperative group projects are highly recommended to maintain student interest and reward them for their hard work. Be sure to comply with the mandates of your school, and match your activities to the needs of your students.

Although the following suggested activities are intended to be fun, assessment is still necessary to encourage active participation and full attendance. Students could:

- Watch Chinese movies and write critiques
- Take part in group projects on music, food, games, riddles, jokes, tongue twisters, and so on
- Go on field trips to Chinese art exhibits or operas
- Participate in a Chinese cultural event in the community
- Listen to guest speakers from the Chinese community sharing various aspects of Chinese life and culture; interview the speakers (Students will also enjoy hearing about your own experiences, be they growing up in a Chinese town or Chinese-speaking household, studying in a Chinese school, visiting China, or other topics.)
- Create portfolios with a wide assortment of Chinese-related materials
- Help host an AP Chinese night for your school
- Do a critical analysis of a favorite piece of Chinese writing
- Compile a notebook of learning tips for future AP Chinese students
- Surf the Web and download the most current news reports on the Chinese-speaking environment for discussion in class
- Participate in a discussion panel on topics of interest
- Visit the local Chinese community school and participate in activities in addition to language classes; report back to the class
- Write a play or skit and present it to the class

Chapter 5

Resources for Teachers

Teaching Resources

The list below is not intended to be comprehensive but rather just some of the materials that might be of help to those preparing to teach AP Chinese. Consider the needs and backgrounds of your students, goals of the course, classroom activities, students' proficiency, and their strengths and weaknesses in different linguistic and cultural areas when making your selections. No one resource below is better than any other, and in any case you will have to adjust your approach, and your teaching materials, based on the progress of your students.

Note that the inclusion of any publication, film, video, CD-ROM, Web site, organization, or other listing in this chapter or elsewhere in this Teacher's Guide does not constitute an endorsement by the College Board, ETS, or the AP Chinese Language and Culture Development Committee.

Basic Instructional Materials

The following publications are selected from those that are frequently used in a fourth-semester college Chinese language course or an equivalent course at the high school level. Although the AP Chinese curriculum is based on the *Standards for Foreign Language Learning* discussed in chapter 1, none of the following instructional materials was created based on such a scenario, so you will need to integrate the standards into your curriculum. Refer to the sample syllabi and activities that meet targeted standards in chapter 3. Like the teachers who contributed those syllabi, you should select materials from a wide variety of sources for your course package, rather than simply using a textbook. To view updated reviews of instructional materials, visit the Teachers' Resources section on AP Central.

Bai, Jianhua, Juyu Sung, and Janet Z. Xing. 1996. *Beyond the Basics: Communicative Chinese for Intermediate/Advanced Learners*. Boston: Cheng & Tsui.

Chang, Peter, Alyce Mackerras, and Hsiu-Ching Yu. 1999. *Hanyu for Senior Students (Stage 4)*. Boston: Cheng & Tsui.

Chen, Stella, Carrie E. Reed, and Yuqing Cao. 2003. *Xiàoyuán Hànyǔ 校园汉语: Speaking Chinese on Campus*. Seattle: University of Washington Press.

Chou, Zhih-p'ing, Joanne Chiang, and Jianna Eagar. 1999. *A New China*. Princeton, N.J.: Princeton University Press.

Fredlein, Shumang and Paul. 2000. *Ni Hao 4 (Chinese Language Course: Advanced Level)*. Boston: Cheng & Tsui.

Jin, Hong Gang et al. 2003. *Crossing Paths: Living and Learning in China*. Boston: Cheng & Tsui.

Jin, Hong Gang et al. 2003. *Shifting Tides: Culture in Contemporary China* (中国之路 *Zhōngguó zhi lù*). Boston: Cheng & Tsui.

Liu, Irene, and Xiaoqi Li. 1999. *A New Text for a Modern China*. Boston: Cheng & Tsui.

Liu, Xun et al. 2004. *New Practical Chinese Reader (Vol. 4)*. Beijing: Beijing Language and Culture University Press.

Ma, Jianfei et al. Forthcoming. *Great Wall Chinese (Part II): Progression in Communication*. Beijing: Beijing Language and Culture University Press.

Ning, Cynthia. Forthcoming. *Exploring in Chinese: A Video-based Course in Intermediate Chinese*. New Haven, Conn.: Yale University Press.

Teng, Shou-hsin, and Lo Sun Perry. 1999. *Taiwan Today: An Intermediate Course*, 2nd ed. Boston: Cheng & Tsui.

Wu, Sue-mei, Yueming Yu, and Yanhui Zhang. 2006. *Chinese Link (Intermediate Chinese)*. Upper Saddle River, N.J.: Prentice Hall.

Yao, Tao-Chung, and Yuehua Liu, et al. 2006. *Integrated Chinese, Level 2*, 2nd ed. Boston: Cheng & Tsui.

Supplementary Instructional Materials

Some of the following publications are targeted for the intermediate level, while others are more advanced. Be aware that there is no clear line between these two levels, since a textbook considered “intermediate” might have selections with a higher degree of difficulty and complexity. Conversely, a textbook labeled “advanced” might have some materials that you could use to widen and deepen the content of an intermediate course. Be flexible and consider items from both levels in order to best serve your students’ learning backgrounds and language proficiency. Since most of these publications are not adapted from authentic resources, be sure to also collect (or exchange with other teachers) authentic materials from other sources such as magazines, newspapers, flyers, posters, ads, realia, and Web sites.

Anderson, Qin-Hong, ed. 2005. *Masterworks Chinese Companion: Expressive Literacy Through Reading and Composition*. Boston: Cheng & Tsui.

Bai, Jianhua, Juyu Sung, and Hesheng Zhang. 1999. *Across the Straits: 22 Miniscripts for Developing Advanced Listening Skills in Chinese*. Boston: Cheng & Tsui.

Chang, Chang Ho. 1998. *Chinese Customs and Traditions*. Boston: Cheng & Tsui.

Chi, T. Richard. *Intermediate Mandarin Chinese Textbook and Workbook*. Boston: Cheng & Tsui, forthcoming.

Chou, Chih-p’ing, Yan Xia, and Meow Hui Goh. 2001. *All Things Considered: Advanced Reader of Modern Chinese*. Princeton, N.J.: Princeton University Press.

Li, Zhenjie, and Wang Shixun, eds. 1999. *Newspaper Chinese ABC: An Introductory Reader*. Boston: Cheng & Tsui.

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- Liu, Jennifer Li-Chia, and Yan Li. 2006. *Encounters: A Cognitive Approach to Advanced Chinese*. Bloomington, Ind.: Indiana University Press.
- Jin, Hong Gang, De Bao Xu, and James Hargett. 2000. *China Scene: An Advanced Chinese Multimedia Course*. Boston: Cheng & Tsui.
- Jin, Hong Gang, De Bao Xu, and John Berninghausen. 1995. *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*. Boston: Cheng & Tsui.
- Kubler, Cornelius, and Hsiaojung Sharon Chi. 1993. *Read Chinese Signs*. Boston: Cheng & Tsui.
- Ma, Jingheng. 2001. 聽故事學成語 *Tīng gùshi xué chéngyǔ*. Boston: Cheng & Tsui.
- Mandarin Training Center, National Taiwan Normal University. 2000. *Practical Audio-Visual Chinese*. Boston: Cheng & Tsui.
- Shepherd, Eric T. 2005. *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture*. Columbus, Ohio: National East Asian Languages Resource Center, Ohio State University.
- Spring, Madeline K. 2002. *Making Connections: Enhancing Your Listening Comprehension in Chinese*. Boston: Cheng & Tsui.
- Teng, Shou-hsin, and Yuehua Liu. 1992. *Short Chinese TV Plays*. Boston: Cheng & Tsui.
- Wang, Xueying, Li-chuang Chi, and Liping Feng. 2005. *Chinese Odyssey: Innovative Language Courseware: Textbook*. Boston: Cheng & Tsui.
- Wu, Zhongwei, ed. 2003. *Contemporary Chinese (Vol. 4)*. Beijing: Sinolingua Press.

Reference Works

The importance of familiarizing yourself with the most current trends in world language instruction in general and teaching Chinese in particular cannot be overstated. The following references contain useful information on national standards for language learning, Chinese language, dictionaries, teaching approaches and strategies, curriculum design, lesson planning, cooperative and communicative activities, performance-based assessments, and other topics. The titles are usually self-explanatory and reflect the content delivered—you can browse or read them thoroughly for reference. If your budget allows, it would be a great idea to make a small library of reference materials.

Pedagogy: Language Learning in General

- ACTFL. *ACTFL Performance Guidelines for K–12 Learners*. 1999. Alexandria, Va.: American Council on the Teaching of Foreign Languages.
- Blaz, Deborah. 2001. *A Collection of Performance Tasks and Rubrics: Foreign Languages*. Larchmont, N.Y.: Eye on Education.
- Blaz, Deborah. 1999. *Foreign Language Teacher's Guide to Active Learning*. Larchmont, N.Y.: Eye on Education.

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. New York: Longman.
- Christensen, Matthew B., and Mari Noda. 2002. *A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for East Asian Languages*. Columbus, Ohio: National East Asian Language Resources Center, Ohio State University.
- Cook, Vivian. 2001. *Second Language Learning and Language Teaching*. 3rd ed. New York: Oxford University Press.
- Curtain, Helena, and Carol Ann Dahlberg. 2004. *Languages and Children: Making the Match: Foreign Language Instruction for an Early Start Grades K–8*, 3rd ed. Boston: Allyn & Bacon.
- Ellis, Rod. 2003. *Task-based Learning and Teaching*. New York: Oxford University Press.
- Gilzow, Douglas F., and Lucinda E. Branaman. 2000. *Lessons Learned: Model Early Foreign Language Programs*. Washington, D.C., and McHenry, Ill.: Center for Applied Linguistics and Delta Systems Co.
- Guntermann, Gail, ed. 2000. *Teaching Spanish with the 5 C's: A Blueprint for Success— AATSP Professional Development Series Handbook for Teachers K–16, Vol. II*. Boston: Heinle.
Although this resource is for teachers of Spanish (AATSP is the American Association of Teachers of Spanish and Portuguese), its discussion of implementing a standards-based curriculum will be helpful for teachers of Chinese.
- Hadley, Alice Omaggio. 2000. *Teaching Language in Context*, 3rd ed. Boston: Heinle.
- Kasper, Gabriele, and Eric Kellerman, eds. 1997. *Communication Strategies: Psycholinguistic and Sociolinguistic Perspective*. New York: Longman.
- Lee, James F, and Bill VanPatten. 2003. *Making Communicative Language Teaching Happen*, 2nd ed. New York: McGraw-Hill.
- National Standards in Foreign Language Education Project. 1999. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kan.: Allen Press.
- Nunan, David. 1988. *Syllabus Design*. Oxford: Oxford University Press.
- Oxford, Rebecca L. 1989. *Language Learning Strategies: What Every Teacher Should Know*. Belmont, Calif.: Wadsworth.
- Phillips, June, and Jamie B. Draper. 1999. *The Five C's: The Standards for Foreign Language Learning WorkText (including Poster and Video)*. Boston: Heinle.
- Shrum, Judith L., and Eileen W. Gilsan. 2000. *Teacher's Handbook: Contextualized Language Instruction*, 2nd ed. Boston: Heinle.

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Pedagogy: Chinese Language Learning

ACTFL. "ACTFL Chinese Proficiency Guidelines," *Foreign Language Annals* 20 (1987): 471–87.

ACTFL Integrated Performance Project. 1999. *ACTFL Integrated Performance Assessment Manual*. Alexandria, Va.: American Council on the Teaching of Foreign Languages.

Jiang, Song. 2004. *Chinese Buildercards: The Lightning Path to Mastering Vocabulary*. Boston: Cheng & Tsui.

Jin, Hong Gang. "Form-focused Instruction and Second Language Acquisition: Some Pedagogical Considerations and Teaching Techniques" (第二语言习得与语言形式为中心的结构教学探讨 *Dì-èr yǔyán xíde yǔ yǔyán xíngshì wéi zhōngxīn de jiégòu jiàoxué tàntǎo*). *Journal of Chinese Language Teachers Association* vol. 40, no. 2 (2005): 43–66.

Jin, Hong Gang. "The Importance of CFL Teacher Training on Elicitation Techniques" (中文教师提问能力的培训 *Zhōngwén jiàoshī tíwèn nénglì de péixùn*). *Journal of Chinese Language Teachers Association* vol. 39, no. 3 (2004): 29–50.

Jin, Hong Gang. "The Role of Formulaic Speech in Teaching and Learning Patterned Chinese Structures" (语言定式教学法在中文习得和中文教学中的作用 *Yǔyán dìngshì jiàoxué fǎ zài zhōngwén xíde hé zhōngwén jiàoxué zhōng de zuòyòng*). *Journal of Chinese Language Teachers Association* vol. 39, no. 1 (2004): 45–62.

Jin, Hong Gang, and Hsin-hsin Liang. "A Thematic Approach to Teaching Language Forms and Functions" (主题导入法: 利用篇章模式进行语言形式与语言功能教学的尝试 *Zhǔtí dǎorù fǎ: liyòng piānzhāng móshì jìnxíng yǔyán xíngshì yǔ yǔyán gōngnéng jiàoxué de chángshì*). *Journal of Chinese Language Teachers Association* vol. 39, no. 2 (2004): 85–110.

Liang, Hsin-hsin. "How to Implement the Enhancement of Classroom Interaction Using the Thematic Approach" (利用主题导入法提升课堂师生互动的教学实践 *Liyòng zhǔtí dǎorù fǎ tíshēng kètáng shīshēng hùdòng de jiàoxué shíjiàn*). *Journal of Chinese Language Teachers Association* vol. 40, no. 1 (2005): 25–46.

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Yao, Tao-chung, and Scott McGinnis. 2002. *Let's Play Games in Chinese*. Boston: Cheng & Tsui.

Tseng, Miao-fen. *Promoting Professionalism in Teaching AP Chinese: An Introduction to a Successful Model in Teaching Second Year Chinese at the College Level* (推动专业化的 AP 中文教学: 大学二年级中文教学成功模式之探讨与应用 *Tuīdòng zhuānyèhuà de AP zhōngwén jiàoxué: dàxué èr niánjí zhōngwén jiàoxué chénggōng móshì zhī tàntǎo yǔ yìngyòng*). Beijing: Beijing Language and Culture University Press, forthcoming.

Chinese Grammar and Vocabulary

Cheung, Hung-nin Samuel, Sze-yun Liu, and Li-lin Shih. 2002. *Practical Chinese Grammar*. Boston: Cheng & Tsui.

Defrancis, John. 1986. *The Chinese Language: Fact and Fantasy*. Honolulu: University of Hawaii Press.

- Li, Charles N., and Sandra A. Thompson. 1989. *Mandarin Chinese: A Functional Reference Grammar*. Berkeley: University of California Press.
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- Wang, Huidi, ed. 1999. *Cheng & Tsui Chinese Character Dictionary: A Guide to the 2000 Most Frequently Used Characters*. Boston: Cheng & Tsui.
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- 卢福波 Lú Fúpō. 2003. 对外汉语常用词语对比例释 *Duìwài hànyǔ chángyòng cíyǔ duìbǐ lìshì*. 北京语言大学出版社 *Běijīng yǔyán dàxué chūbǎnshè*.
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- 刘月华等著 Liú Yuèhuá et al. 2004. 实用现代汉语语法 *Shíyòng xiàndài hànyǔ yǔfǎ* (增订本 *zēngdìng běn*). *Practical Modern Chinese Grammar* (revised edition). 商务印书馆 (*Shāngwù yìnshūguǎn*). The Commercial Press.
- 鄧守信 Teng, Shou-Hsin. 1996. 實用現代漢語語法 (*Shíyòng xiàndài hànyǔ yǔfǎ*) *Practical Modern Chinese Grammar*. 師大書苑 (*Shīdà shūyuàn*) National Taiwan Normal University Press.
- 吕叔湘主编 Lǚ Shúxiāng, ed. 2004. 现代汉语八百词 *Xiàndài hànyǔ bābǎi cí* (增订本 *zēngdìng běn*).
- 中国社会科学院语言所词典编辑室编 *Zhōngguó shèhuì kēxuéyuàn yǔyánsuǒ cídiǎn biānjíshì biān*. 2005. 现代汉语词典 *Xiàndài hànyǔ cídiǎn*. 商务印书馆 *Shāngwù yìnshūguǎn*.
- 语言文字规范手册 *Yǔyán wénzì guīfàn shǒucè* (增订本 *zēngdìng běn*). 1993. 语文出版社 *Yǔwén chūbǎnshè*.
- 鄧守信 Teng, Shou-Hsin. 2002. 遠東漢字三千字典 (*Yuǎndōng hànzì sānqiān zìdiǎn*) *Far East Dictionary of 3000 Characters*. 遠東出版社 (*Yuǎndōng chūbǎnshè*) Far East Book Co. Ltd.

Chapter 5

Bookstores/Publishers

Asia for Kids
4480 Lake Forest Drive, #302
Cincinnati, OH 45242
www.asiaforkids.com/
sales@afk.com
Tel: 800 888-9681 or 800 765-5885
Fax: 513 563-3105

Cheng & Tsui Co.
25 West Street
Boston, MA 02111-1213
www.cheng-tsui.com
orders@cheng-tsui.com
Tel: 800 554-1963, 617 988-2401
Fax: 617 426-3669

China Books & Periodicals, Inc.
360 Swift Avenue, Suite 48
South San Francisco, CA 94080
www.chinabooks.com
info@chinabooks.com
Tel: 800 818-2017, 650 872-7076
Fax: 650 872-7808

ChinaSprout, Inc.
110 West 32nd Street, 6th Floor
New York, NY 10001
www.chinasprout.com
Tel: 212 868-8488
Fax: 212 658-9185

Cypress Book (U.S.) Company
3450 3rd Street, Unit 4B
San Francisco, CA 94124
www.cypressbook.com
info@cypressbook.com
Tel: 800 383-1688, 415 821-3582
Fax: 415 821-3523

Multimedia Resources

Computer-assisted language learning materials are developed to supplement teaching in class and maximize the efficacy of instruction. The following Web sites offer a variety of teaching and learning resources that include software and tools for learning Chinese, CD-ROMs, online texts, online newspapers and magazines, and links to other helpful sites. This is not a comprehensive list but a good beginning: since the Internet evolves rapidly, you are encouraged to use search engines such as Google or Yahoo! to discover newly created sites on Chinese language and culture teaching and learning.

Newly developed or revised versions of textbooks usually have Web sites and accompanying CD-ROMs. Do consult bookstores before you order your textbooks. Also remember to exchange ideas with experienced teachers. The sample syllabi in chapter 3 also offer numerous technology resources.

Web Sites: Tools for Chinese Learning

Active Chinese, Winvue Software

<http://winvue.com>

A database with 8,000 Chinese characters: the learner enters a word in Pinyin and sees a pronunciation guide and English translation.

Chengo Chinese (乘风汉语), E-Language Learning Systems

<http://elanguage.cn/whychengo/whychengo.php>

This site—a joint project of the U.S. Department of Education and the Chinese Ministry of Education—provides online learning software based on animated videos displaying various aspects of Chinese culture, including the upcoming Olympics in Beijing.

Chinese Annotation Tool, San Diego State University

www.rohan.sdsu.edu/~chinese/annotate.html

This tool makes learning to read Chinese easier by automatically marking up words in a simplified Chinese text to show their pronunciations and online dictionary definitions.

Chinese Character Genealogy: An Etymological Chinese-English Dictionary

www.zhongwen.com

This is a very useful site that contains a comprehensive and easy-to-use Chinese dictionary searchable by pronunciation, stroke count, radical, or English word. The site defaults to traditional characters but also provides simplified versions.

Chinese-English Dictionary

www.chinaw.com/chinese/c-edict.htm

This dictionary permits users to search on Pinyin, English, or characters.

Chinese TA™, Silicon Valley Language Technologies, Inc.

www.svlanguage.com

This versatile software helps teachers save time editing and compiling materials.

Chinese-Tools.com, Lazar Ltd.

www.chinese-tools.com

This multifunctional learning tool teaches Chinese and how to build Chinese Web sites. It has annotation tools, dictionaries, and converters for Pinyin, Unicode, and traditional and simplified Chinese.

ChiNews, University of Hawaii

<http://chinews.hawaii.edu>

This is a self-study and self-evaluation program that helps intermediate and advanced Chinese language learners polish comprehension skills by listening to and viewing audio and video segments from authentic news broadcasts in Chinese.

Chapter 5

Clavis Sinica (“Key to the Chinese Language”), created by David Porter, University of Michigan
www.clavisinica.com/index.html

This software includes a Chinese Text Reader with a comprehensive and cross-referenced Chinese dictionary.

On-line Chinese Tools, created by Eric Peterson, Carnegie Mellon University
www.mandarintools.com

The site provides helpful learning tools including character flashcards, a Chinese-English dictionary, Chinese names, and a Western/Chinese calendar converter.

Wenlin Software
www.wenlin.com

This is a powerful text reader/editor in all formats linked to a large database of vocabulary; the site also has advanced level texts.

Word Lists and Online Glossaries/Dictionaries
(Marjorie Chan’s China Links site, Ohio State University)
<http://chinalinks.osu.edu/cdict.htm>

This site includes a long list of online Chinese dictionaries, word lists, and other aids for learning the written language.

Web Sites: Texts

Archive of Chinese Teaching Materials, Harvard University
www.fas.harvard.edu/~clp/China/teach1.htm

The archive contains drama, essays, novels, and prose.

Chinese Love Poetry and Folklore, created by Kylie Hsu at California State University, Los Angeles
www.calstatela.edu/faculty/khsu2/poetrygallery.html

This site has readings from poetry, novels, classics, and other sources.

Chinese Reading World, the University of Iowa Chinese Program
www.uiowa.edu/~chnsrng

This site has readings from elementary to advanced levels with accompanying audio.

Chinese Text Initiative, created by Anne Kinney, University of Virginia library
<http://etext.lib.virginia.edu/chinese>

The site offers 300 Tang Dynasty poems, traditional Chinese ballads and proverbs, *Book of Odes*, *Dream of the Red Chamber*, the complete poems of Yu Xuan Ji, and other selections from Chinese literature. Each text is shown in both Chinese and English.

Online Reading
www.mypcera.com

A magazine-style format offers topics of current interest from the fields of Chinese literature, politics, history, technology, etc.

Web Sites: Links for Teaching and Learning Chinese

China Links by Marjorie Chan, Ohio State University
<http://chinalinks.osu.edu>

This site has extensive links to Chinese language and culture content online.

China Site

<http://chinasite.com>

This has links to China- and Chinese-related sites.

China the Beautiful

www.chinapage.com/china.html

This colorful site has a lot of introductory information on all aspects of Chinese language, culture, history, and geography, as well as many links to other sites on China.

China National Office for Teaching Chinese as a Foreign Language

<http://english.hanban.edu.cn/market/HanBanE/414777.htm>

This site, offered by the People's Republic of China, has many resources for teaching and learning Chinese.

Chinese Language Information Page

www.webcom.com/bamboo/chinese/chinese.html

This page has links to many Chinese language-related resources, including text files and radio broadcasts.

Chinese Language Resources

<http://newton.uor.edu/Departments&Programs/AsianStudiesDept/china-language.html>

This site offers an annotated list of links useful to learning Chinese, including instructional sites, dictionaries, and general information.

Chinese Language Resources at the University of Southern California

www.usc.edu/dept/ealc/chinese/newweb/recourse_page.htm

A helpful site that has various resources and links for learning Chinese pronunciation, calligraphy, idioms, humorous stories, myths, and more.

Chinese Language Teachers Association

<http://clta.osu.edu/CLTALinks/links.htm>

This comprehensive site includes sources for Chinese teaching and learning, Chinese computing, links to sites with Chinese-related topics, and online reviews of Computer-Assisted Language Learning (CALL) Software for Chinese.

Chinese Links by Jim Becker, University of Northern Iowa

www.uni.edu/becker/chinese2.html

This eclectic site presents a huge number of links to pages with instructional material as well as information about the culture, history, and geography of Mainland China and Taiwan.

Chinese National Minorities and Their Populations

www.paulnoll.com/China/Minorities/index.html

This page has interesting statistics and information about Chinese minority populations.

City College of San Francisco Language Center Chinese Links

www.ccsf.edu/Departments/Language_Lab/chlinks.htm

This site complements the *Integrated Chinese* curriculum and offers many other links to information useful in the study of China and the Chinese language.

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Global Chinese Language and Culture Center

<http://edu.ocac.gov.tw>

This site from Taiwan has a variety of resources on teaching and learning Chinese.

Integrated Chinese Home Page, University of Hawaii

<http://eastasia.hawaii.edu/yao/icusers/Default.htm>

This page has links to supplementary learning materials and teaching activities to complement the curriculum *Integrated Chinese*.

Languages Online—Chinese, by Eva L. Easton

<http://eleaston.com/chinese.html>

The site has a collection of links to different topics on Chinese language and culture, including pronunciation, grammar, reading and writing, distance education, sample exercises and quizzes, teacher blogs, and more.

Learning Chinese at New Trier

www.newtrier.k12.il.us/academics/faculty/kessel/default.htm

At Julia Kessel's New Trier High School Chinese Language Web page, you can find information on class projects, exercises, and other learning resources.

Learning Chinese Online, created and maintained by Tianwei Xie, California State University at Long Beach

www.csulb.edu/~txie/online2.htm

This frequently visited instructional site has an extensive list of links to facilitate learning Chinese.

National Foreign Language Center, University of Maryland

www.nflc.org

NFLC has publications, software, and other information for language teachers.

The Public Face of 汉字

www.signese.com

A Beijing photographer posts photos showing Chinese characters; visitors to the site offer definitions and comments.

Teaching and Learning Chinese at Kenyon College in Ohio

www2.kenyon.edu/Depts/Mll/Chinese

Site content includes resources for learning characters from beginning to advanced level.

Teaching Foreign Languages K–12, Annenberg Media

www.learner.org/resources/series185.html

This is a video library for K–12 world language educators. Offerings include a model lesson from a multilevel high school Chinese class taught by Haiyan Fu (see his advice box in chapter 3 of this Teacher's Guide).

UCLA Language Teaching Materials Project

www.imp.ucla.edu

Click on “Mandarin,” and you will see many sources of information for teaching and learning Chinese.

Web Sites: Newspapers, Magazines, and Other News Media

Although most of the following resources are created for native speakers of Mandarin Chinese, you can adapt authentic materials to suit your students' needs. These sites will connect students to the real Chinese world with its rich language and culture.

CCTV—Online News
www.cctv.com

China Beijing Daily Newspaper
www.peopledaily.com.cn

China News
www.chinanews.com.cn

China News Digest
www.cnd.org
This site has Chinese readings from novels, poems, and other sources in addition to daily news.

China Press
www.chinapressusa.com

China Times News
<http://news.chinatimes.com>
The site has news on politics, the world of finance and the stock market, technology, lifestyles, sports, travel, etc.

Chinese Studies Internet Resources, Richard C. Rudolph, East Asian Library, UCLA
www.library.ucla.edu/libraries/eastasian/china.htm#COM
This site has links to other sites on business, economics, electronic journals, history, medicine, news, and other topics.

List of Chinese Media Sites
www.creaders.net/navigator/newspaper.html

Online Chinese News
www.mlcool.com
This site provides current national and international news.

Radio Television Hong Kong
www.rthk.org.hk/
Listen to live radio and TV programs in Cantonese, Mandarin, and English. Programs include news, music, and other entertainment, generally with a focus on Hong Kong.

Sina.com
<http://home.sina.com>
The latest news from China, Taiwan, and Hong Kong is available in traditional and simplified characters as well as English.

Sing Tao Daily (U.S. edition)
www.singtaousa.com

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Taiwan Panorama

www.taiwan-panorama.com/ch

This online version of a magazine from Taiwan has interesting articles about life in the Chinese community.

United News

<http://udn.com/NEWS/mainpage.shtml>

Click on the “latest news” tab for updated information on Taiwan and China, the financial world, technology, and more.

Voice of America News

www.voanews.com/chinese

This site offers daily categorized news stories in Chinese.

World Journal

www.worldjournal.com

The World of Chinese Magazines

www.cathay.net/chn-mag.shtml

Xinhuanet.com

www.xinhuanet.com

YuWenBao North American Monthly

www.yuwenbao.us/ywb_na.php

Movies/Television Shows

There are no Chinese films primarily targeted at learners of Mandarin Chinese—all the Chinese movies produced so far are aimed at a native-speaking audience. Still, certain segments of these films are useful for students of Chinese language and culture. The wide range of themes in the following movies include marriage, social life and customs, family values and structures, status of the elderly, gender roles in the Chinese-speaking world, educational and social issues, cultural comparisons between Chinese and American communities, and the Cultural Revolution and political reform in recent Chinese history. The syllabi in chapter 3 also have lists of suggested movies and television programs. **Note:** Be sure to view the films before you show them in class, to ensure that they are age- and theme-appropriate and comply with your school's policies.

Movies

铁与丝 (*Tiě yǔ Sī*) *Iron and Silk*. 1993. Shirley Sun, director. DVD: Santa Monica, Calif.: Lions Gate Home Entertainment, 2005.

Martial arts, social interactive patterns in Chinese culture, cultural contrasts

推手 (*Tuī Shǒu*) *Pushing Hands*. 1992, Taiwan. Ang Lee, director. DVD: Chatsworth, Calif.: Image Entertainment, 1999.

Family values, status of older people, marriage

喜宴 (*Xǐ Yàn*) *The Wedding Banquet*. 1993, Taiwan. Ang Lee, director. DVD: Culver City, Calif.: MGM/UA, 2004.

Family, marriage, wedding customs

- 活着 (*Huózhe*) *To Live*. 1994, China. Zhang Yimou, director. DVD: Century City, Calif.: MGM, 2003.
Cultural Revolution, family values, social structures
- Mulan* (木兰) *Mù Lán*. 1998, U.S.A., Walt Disney Pictures. DVD: Burbank, Calif.: Buena Vista Home Entertainment, 2004.
Animated film about the heroine of a famous Chinese poem
- 洗澡 (*Xǐzǎo*) *Shower*. 1999, China. Zhang Yang, director. DVD: Culver City, Calif.: Columbia/Tristar Studios, 2000.
Older people, family values
- 饮食男女 (*Yǐn Shí Nán Nǚ*) *Eat Drink Man Woman*. 1994, Taiwan. Ang Lee, director. DVD: Culver City, Calif.: MGM, 2002.
Chinese cuisine, marriage, family values, status of the elderly
- The Joy Luck Club* (喜福會) *Xǐ Fú Huì*. 1993, U.S.A. Wayne Wang, director. DVD: Burbank, Calif.: Buena Vista Home Entertainment, 2002.
Family values, marriage, Cultural Revolution, social structures
- 霸王别姬 (*Bà Wáng Bié Jī*) *Farewell My Concubine*. 1993, Hong Kong. Kaige Chen, director. DVD: New York, Miramax Home Entertainment, 1999.
Chinese opera, love, Cultural Revolution
- 一个都不能少 (*Yí Gè Dōu Bù Néng Shǎo*) *Not One Less*. 1999, China. Zhang Yimou, director. DVD: Culver City, Calif.: Sony Pictures, 2000.
Role of teachers, education
- 我的父亲母亲 (*Wǒ de Fùqīn Mǔqīn*) *The Road Home*. 2000, China. Zhang Yimou, director. DVD: Culver City, Calif.: Sony Pictures, 2001.
Love, teacher's role, family
- 大红灯笼高高挂 (*Dà Hóng Dēnglóng Gāogāo Guà*) *Raise the Red Lantern*. 1991, China. Zhang Yimou, director. DVD: Century City, Calif.: MGM, 2000.
Family, marriage, the role of women, social values
- 和你在一起 (*Hé Nǐ Zài Yìqǐ*) *Together*. 2002, China. Chen Kaige, director. DVD: Century City, Calif.: MGM, 2003.
Family, parental love, music education
- 变脸王 (*Biàn Liǎn Wáng*) *The King of Masks*. 1999, China. Tian-Ming Wu, director. DVD: Culver City, Calif.: Sony Pictures, 2000.
Chinese art, the role of women
- 刮痧 (*Guā Shā*) *The Gua Sha Treatment*. 2000, China. Xiaolong Zheng, director. DVD: N.p.: Shi Ma Ltd., 2002.
Traditions of Chinese medicine, family, status of older people
- A Great Wall* (北京故事) *Běijīng Gùshi*. 1986, China/U.S.A. Peter Wang, director. DVD: Century City, Calif.: MGM, 2002.
Cultural divide between Chinese Americans and their relatives in China.

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Television Series

别了，温哥华 (*Biéle, Wēngēhuá*) *Farewell, Vancouver*. 2002, Taiwan. EETV series. Yang Buting and Ding Xin, producers. DVD: Taiwan, distributor not known, 2005.

Use Chinese Movies to Teach Culture

American students studying Chinese need not only language skills but also ethnic and cultural experiences that enhance language learning. Comparison and contrast of American and Chinese cultures is a component of the AP Chinese curriculum. Movie discussions are one of the ways to explore the rich culture of China. The instructor can start discussions that require students to dig deeper, researching many interesting topics. Chinese movies such as *To Live*, *The Road Home*, and *King of Masks* can give students a better understanding of Chinese history, marriage customs, and gender issues. The teacher can ask questions in Chinese such as, “What was the Great Leap Forward?” “What was the Cultural Revolution?” “What is the cultural shock in the movie?” “What are the differences and similarities between women’s roles in the 1930s and nowadays?” Students will learn a lot through their research, which can be posted on a school Web site or presented to the whole class. Students will also benefit from practice using the language, and the class discussions will be instructive for everyone.

—Julia Kessel, New Trier High School,
Winnetka, Illinois

Professional Journals

The Journal of the Chinese Language Teachers Association (JCLTA)

<http://clta.osu.edu/jclta.htm>

Journal of Chinese Language Teaching and Research

Published by the Chinese Language Teachers Association of Greater New York

<http://clta-gny.org>

Journal of Modern Language Association (PMLA)

<http://mla.org/publications.pmla>

Foreign Language Annals

Journal of the American Council on the Teaching of Foreign Languages

www.actfl.org

Modern Chinese Literature and Culture

<http://mclc.osu.edu/jou/mclc.htm>

Development Opportunities for Teachers

College Board AP Chinese Workshops and Summer Institutes

apcentral.collegeboard.com/chinese

Visit the Chinese Language and Culture Home Page for a link to upcoming professional development opportunities.

Concordia Language Villages at Concordia College, Moorhead, Minnesota

www.cord.edu

The Chinese summer program includes a teaching seminar for Chinese educators.

National Capital Language Resource Center

www.nclrc.org/

NCLRC offers teaching materials and professional development opportunities.

National East Asian Languages Resource Center (NEALRC) at Ohio State University

<http://nealrc.osu.edu>

NEALRC offers publications, professional development opportunities, and other resources.

National K–12 Foreign Language Resource Center, Iowa State University

www.nflrc.iastate.edu/

Offerings include publications, newsletters, and summer institutes.

PENN Chinese Language Teachers' Institute, Graduate School of Education, University of Pennsylvania, Philadelphia

www.gse.upenn.edu

Intensive, one-week summer programs designed to prepare teachers for language teacher certification.

Summer Programs East Asian Concentration (SPEAC), University of Ohio

<http://deall.osu.edu/SPEAC>

SPEAC offers training programs for teachers of Chinese and Japanese.

Embassies and Consulates

Education Office

Embassy of the People's Republic of China in the U.S.A.

2300 Connecticut Avenue, N.W.

Washington, DC 20008

www.sino-education.org

Tel: 202 328-2557, 202 328-2535

Education Office

The Consulate General of the People's Republic of China in New York

520 12th Avenue

New York, NY 10036

www.nyconsulate.prchina.org/chn/

Tel: 212 244-9392, 212 244-9456

Education Office

Consulate General of the People's Republic of China in Chicago

4747 West Peterson Avenue

Chicago, IL 60646

www.chinaconsulatechicago.org/chn/jy

Tel: 773 202-9231

Education Office

Consulate General of the People's Republic of China in San Francisco

1450 Laguna Street

San Francisco, CA 94115

www.chinaconsulatesf.org/chn/

Tel: 415 674-2957

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Education Office
Consulate General of the People's Republic of China in Houston
811 Holman Street
Houston, TX 77002
<http://houston.china-consulate.org/education.htm>

Education Office
Consulate General of the People's Republic of China in Los Angeles
443 Shatto Place, 3rd floor
Los Angeles, CA 90020
<http://losangeles.china-consulate.org/chn/edu/default.htm>
Tel: 213 807-8088

Cultural Division
Taipei Economic and Cultural Office in the U.S.A.
4201 Wisconsin Avenue, N.W. #20
Washington, DC 20016-2137
www.moetwdc.org
moeusa@erols.com
Tel: 202 895-1800

Cultural Division
Taipei Economic and Cultural Office in Boston
99 Summer Street, Suite 801
Boston, MA 02110
www.tecoboston.org/Culture_Eng.html
tecoboston@aol.com
Tel: 617 737-2055

Cultural Division
Taipei Economic and Cultural Office in San Francisco
555 Montgomery Street, Suite 503
San Francisco, CA 94111
www.sfmoe.org
sfmoe@sfmoe.org
Tel: 415 398-4979

Cultural Division
Taipei Economic and Cultural Office in Houston
11 Greenway Plaza, Suite 2910
Houston, TX 77046
www.houstoncul.org
hocul@houstoncul.org
Tel: 713 871-0851

Cultural Division
Taipei Economic and Cultural Office in Los Angeles
3731 Wilshire Blvd., Suite 770
Los Angeles, CA 90010
www.tw.org
info@tw.org
Tel: 213 385-0512

Cultural Division
Taipei Economic and Cultural Office in Chicago
Two Prudential Plaza, 180 N. Stetson Avenue, Suite #5803
Chicago, IL 60601-6710
www.edutw.org
info@edutw.org
Tel: 312 616-0805

Cultural Division
Taipei Economic and Cultural Office in New York
1 East 42nd Street, Sixth Floor
New York, NY 10010-4102
www.edutwny.org
newyork@edutwny.org
Tel: 212 317-7388

Professional Associations

There are many advantages to joining a professional association. Doing so will give you the opportunity to exchange ideas with other professionals and leading experts in the latest methodology and pedagogical research. You will be part of a network of colleagues at the local and national levels who share similar interests and concerns. Benefits also may include subscriptions to journals, discounted admission to conventions, and opportunities to participate in professional development workshops and other activities. While it is beneficial to establish professional connections through Chinese-specific organizations, it is also essential to participate in world language associations so that you are acquainted with educational practices and issues around the teaching of other languages. All these involvements will help you prepare your students to successfully participate in today's multilingual and multicultural community.

AAS (Association for Asian Studies)
www.aasianst.org

ACTFL (American Council on the Teaching of Foreign Languages)
www.actfl.org
(Site has links for world language associations at the state level.)

CEG (Calligraphy Education Group)
www.unc.edu/~wli/CEG/index.html

CLASS (Chinese Language Association of Secondary-Elementary Schools)
www.classk12.org

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CLTA (Chinese Language Teachers Association)

<http://clta.osu.edu/>

CLTAC (Chinese Language Teachers Association of California)

www.geocities.com/bjia/cltac.html

CLTA-GNY (Chinese Language Teachers Association of Greater New York)

<http://clta-gny.org>

CSAUS (Chinese School Association in the United States)

<http://csaus.org>

CSC (Central States Conference on the Teaching of Foreign Languages)

www.centralstates.cc/

IACL (International Association of Chinese Linguistics)

www.usc.edu/dept/LAS/ealc/IACL

JNCL–NCLIS (Joint National Committee for Languages and National Council for Languages and International Studies)

www.languagepolicy.org

MCTA (Midwest Chinese Teachers' Alliance)

www.tmcta.org/

NCACLS (National Council of Associations of Chinese Language Schools)

www.ncacsls.org (also view local organizations from this site)

NCOLTCL (National Council of Organizations of Less Commonly Taught Languages)

www.councilnet.org

NECTFL (Northeast Conference on the Teaching of Foreign Languages)

www.nectfl.org

PNCFL (Pacific Northwest Council for Languages)

<http://babel.uoregon.edu/pncfl>

SCOLT (Southern Conference on Language Teaching)

www.valdosta.edu/scolt

SWCOLT (Southwest Conference on Language Teaching)

www.swcolt.org

Other Organizations of Interest

American Council on Education

This advocacy group seeks to influence public policy on issues concerning higher education.

www.acenet.edu

American Association of State Colleges and Universities

This organization’s mission is to make higher education opportunities available to all people.

www.aascu.org

AFS Intercultural Programs

AFS provides learning experiences such as student exchange programs and volunteer opportunities for adults and young people worldwide.

www.afs.org

Center for Applied Linguistics (CAL)

CAL provides information and resources for language learning.

www.cal.org

National Committee on United States–China Relations

The committee seeks to promote understanding among citizens of the United States and those of Mainland China, Taiwan, and Hong Kong.

www.ncuscr.org/

NEC Foundation of America

NEC provides technological resources for persons with disabilities.

www.necfoundation.org

How to Address Limited Resources

Many well-established AP programs have grown and thrived despite having begun with limited resources. Energy, creativity, and continued collaborative efforts from all parties involved will help ensure the success of your AP Chinese Language and Culture course.

If you teach in a school with a small Chinese program, you have several options in developing the AP course despite limited budgets, resources, and enrollment. Contact your College Board Regional Office for resources and help (see the inside back cover for contact information). Explore sources for grants and other financial support, such as the College Board Fellows, Pre-AP Fellows, the Advanced Placement Incentive Program (AP/IP), and the Federal AP Incentive Program. If your school is in a rural area, read the College Board publication *Building Strong AP Programs at Small Rural Schools*, which has helpful information on starting an AP course.

Also remember to fully explore AP Central and take advantage of opportunities for professional development. Fee waivers or grants are available to subsidize your participation in one-day workshops or AP Summer Institutes. If you are in a small school, consider joining the Small School Electronic Discussion Group (EDG); be sure to join the AP Chinese EDG as well, for advice and support from other AP Chinese teachers (see the Preparing to Teach AP Chinese section of chapter 2 for instructions on joining an EDG).

This chapter and the syllabi in chapter 3 include lists of helpful Web sites where you can download learning materials, often for free. Many publishers will give teachers a free sample of particular texts.

Remember, it is not simply financial support that makes an AP Chinese program successful—dedicated teachers and administrators, committed to high-quality education and rigorous academic standards, also make the program possible. All schools—regardless of size or financial status—should strive for excellence and make the best educational opportunities accessible to all students. Offering AP Chinese courses and encouraging students to take the AP Exam that affirms their learning is a mission that should be endorsed, even in schools where resources are limited.

Professional Development

In the following section, the College Board outlines its professional development opportunities in support of AP educators.

The teachers, administrators, and AP Coordinators involved in the AP Program compose a dedicated, engaged, vibrant community of educational professionals. Welcome!

We invite you to become an active participant in the community. The College Board offers a variety of professional development opportunities designed to educate, support, and invigorate both new and experienced AP teachers and educational professionals. These year-round offerings range from half-day workshops to intensive weeklong summer institutes, from the AP Annual Conference to AP Central, and from participation in an AP Reading to Development Committee membership.

Workshops and Summer Institutes

At the heart of the College Board's professional development offerings are workshops and summer institutes. Participating in an AP workshop is generally one of the first steps to becoming a successful AP teacher. Workshops range in length from half-day to weeklong events and are focused on all 37 AP courses and a range of supplemental topics. Workshop consultants are innovative, successful, and experienced AP teachers; teachers trained in developmental skills and strategies; college faculty members; and other qualified educational professionals who have been trained and endorsed by the College Board. For new and experienced teachers, these course-specific training opportunities encompass all aspects of AP course content, organization, evaluation, and methodology. For administrators, counselors, and AP Coordinators, workshops address critical issues faced in introducing, developing, supporting, and expanding AP programs in secondary schools. They also serve as a forum for exchanging ideas about AP.

While the AP Program does not have a set of formal requirements that teachers must satisfy prior to teaching an AP course, the College Board suggests that AP teachers have considerable experience and an advanced degree in the discipline before undertaking an AP course.

AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of training led by College Board-endorsed consultants and receive printed materials, including excerpts from AP Course Descriptions, AP Exam information, and other course-specific teaching resources. Many locations offer guest speakers, field trips, and other hands-on activities. Each institute is managed individually by staff at the sponsoring institution under the guidelines provided by the College Board.

Participants in College Board professional development workshops and summer institutes are eligible for continuing education units (CEUs). The College Board is authorized by the International Association for Continuing Education and Training (IACET) to offer CEUs. IACET is an internationally recognized organization that provides standards and authorization for continuing education and training.

Workshop and institute offerings for the AP Chinese Language and Culture teacher (or potential teacher) range from introductory to topic-specific events and include offerings tailored to teachers in the middle and early high school years. To learn more about scheduled workshops and summer institutes near you, visit the Institutes & Workshops area on AP Central: apcentral.collegeboard.com/events.

Online Events

The College Board offers a wide variety of online events, which are presented by College Board-endorsed consultants and recognized subject-matter experts to participants via a Web-based, real-time interface. Online events range from one hour to several days and are interactive, allowing for exchanges between the presenter and participants and between participants. Like face-to-face workshops, online events vary in focus from introductory themes to specific topics, and many offer CEUs for participants. For a complete list of upcoming and archived online events, visit apcentral.collegeboard.com/onlineevents.

Archives of many past online events are also available for free or for a small fee. Archived events can be viewed on your computer at your convenience.

AP Central

AP Central is the College Board's online home for AP professionals. The site offers a wealth of resources, including Course Descriptions, sample syllabi, exam questions, a vast database of teaching resource reviews, lesson plans, course-specific feature articles, and much more. Bookmark the information on AP Central about AP Chinese Language and Culture: apcentral.collegeboard.com/chinese.

AP Program information is also available on the site, including exam calendars, fee and fee reduction policies, student performance data, participation forms, research reports, college and university AP grade acceptance policies, and more.

AP professionals are encouraged to contribute to the resources on AP Central by submitting articles or lesson plans for publication and by adding comments to Teacher's Resources reviews.

Electronic Discussion Groups

The AP electronic discussion groups (EDGs) were created to provide a moderated forum for the exchange of ideas, insights, and practices among AP teachers, AP Coordinators, consultants, AP Exam Readers, administrators, and college faculty. EDGs are Web-based threaded discussion groups focused on specific AP courses or roles, giving participants the ability to post and respond to questions online to be viewed by other members of the EDG. To join an EDG, visit apcentral.collegeboard.com/community/edg.

AP Annual Conference

The AP Annual Conference (APAC) is a gathering of the AP community, including teachers, secondary school administrators, and college faculty. The APAC is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. The 2007 conference will be held July 11 to 15 in Las Vegas, Nevada. Conference events include presentations by each course's Development Committee, course- and topic-specific sessions, guest speakers, and pre- and postconference workshops for new and experienced teachers. To learn more about this year's event, please visit www.collegeboard.com/apac.

AP professionals are encouraged to lead workshops and presentations at the conference. Proposals are due in the fall of each year prior to the event (visit AP Central for specific deadlines and requirements).

Professional Opportunities

College Board Consultants and Contributors

Experienced AP teachers and educational professionals share their techniques, best practices, materials, and expertise with other educators by serving as College Board consultants and contributors. They may lead workshops and summer institutes, sharing their proven techniques and best practices with new and experienced AP teachers, AP Coordinators, and administrators. They may also contribute to AP course and exam development (writing exam questions or serving on a Development Committee) or evaluate AP Exams at the annual AP Reading. Consultants and contributors may be teachers, postsecondary faculty, counselors, administrators, and retired educators. They receive an honorarium for their work and are reimbursed for expenses.

To learn more about becoming a workshop consultant, visit apcentral.collegeboard.com/consultant.

AP Exam Readers

High school and college faculty members from around the world gather in the United States each June to evaluate and score the free-response sections of the AP Exams at the annual AP Reading. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as providing unparalleled insight into the exam evaluation process and as an opportunity for intensive collegial exchange between high school and college faculty. (More than 8,500 Readers participated in the 2006 Reading.) High school Readers receive certificates awarding professional development hours and CEUs for their participation in the AP Reading. To apply to become an AP Reader, go to apcentral.collegeboard.com/readers.

Development Committee Members

The dedicated members of each course's Development Committee play a critical role in the preparation of the Course Description and exam. They represent a diverse spectrum of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators.

AP Grants

The College Board offers a suite of competitive grants that provide financial and technical assistance to schools and teachers interested in expanding access to AP. The suite consists of three grant programs: College Board AP Fellows, College Board Pre-AP Fellows, and the AP Start-Up Grant, totaling over \$600,000 in annual support for professional development and classroom resources. The programs provide stipends for teachers and schools that want to start an AP program or expand their current program. Schools and teachers that serve minority and/or low income students who have been traditionally underrepresented in AP courses are given preference. To learn more, visit apcentral.collegeboard.com/apgrants.

Our Commitment to Professional Development

The College Board is committed to supporting and educating AP teachers, AP Coordinators, and administrators. We encourage you to attend professional development events and workshops to expand your knowledge of and familiarity with the AP course(s) you teach or that your school offers, and then

to share that knowledge with other members of the AP community. In addition, we recommend that you join professional associations, attend meetings, and read journals to help support your involvement in the community of educational professionals in your discipline. By working with other educational professionals, you will strengthen that community and increase the variety of teaching resources you use.

Your work in the classroom and your contributions to professional development help the AP Program continue to grow, providing students worldwide with the opportunity to engage in college-level learning while still in high school.