

Orange Unified School District
Chinese III
Year Course

Grade Level: 11-12

Prerequisites: Chinese II with a grade of C or better

Introduction to the subject:

Chinese III is designed to continue developing vocabulary, deepening the understanding of word formation and sentence structure of the Chinese language. It also further develops the student's control of the language through listening, speaking, and writing activities to build proficiency in using the Chinese language in a variety of real-life situations. Commensurate with the ACTFL Performance Guidelines and the Language Learning Continuum Categories as stated in the Foreign Language Framework for California Public Schools. Culture topics will be further presented also.

Course Objectives:

By the end of the course the student will be able to:

- Listening-Listening to a dialogue and /or oral presentation by the classroom teacher, native speakers, and/or a wider variety of pieces of modern Chinese movies, dramas, or talk shows, the student will demonstrate comprehension by giving the correct response to questions/statements based upon the oral presentation.
- Speaking-Given a cue, he will respond with correct pronunciation and intonation in a variety of sentence structures as he answers questions, repeats dialogues, observe pictures and participates in discussions related to the dialogues, or make conversation to suit different real life situations.
- Reading- Recognizing more Chinese characters. Given a reading passage (narrative, dialogue, cultural and /or historical selection), he will read the Chinese passage orally at a normal speed on with correct pronunciation, intonation, and rhythm. He will demonstrate comprehension by giving appropriate responses to questions based upon the content by giving a short resume of the major ideas expressed in the passage, and by forming questions based upon the content of the reading passage.
- Writing-Given a topic, the student will demonstrate his ability to use the variety of sentence structures and vocabulary as he writes a controlled composition. Selecting an original topic, the student will demonstrate his/her ability to use a variety of sentence structures and a wide vocabulary to write paragraph, dialogue, or he/she will write a controlled composition according to the predetermined teacher criteria. Demonstrate control of the vocabulary by using the necessary vocabulary to complete the language skills activities.
- Demonstrate knowledge of Chinese history, geography, people, literature, music and art, within the limits of materials studied, by participating in teacher-directed activities. He will perform according to the predetermined teacher criteria.

Recommended text(s):

1. Integrated Chinese, Level 2 Part 1 Textbook, 3rd Edition (Simplified & Traditional) Hardcover by CHENG & TSUI COMPANY (Boston)
2. Integrated Chinese, Level 2 Part 1 Workbook, 3rd Edition (Simplified & Traditional)
3. Integrated Chinese, Level 2 Part 1 Character Workbook, 3rd Edition

Course overview and approximate unit time allotments:

First Semester	<u>WEEKS</u>
Review	1
I. Sports	4
A. Gaining Weight	
B. Watching American Football	
In this lesson, students will learn to use Chinese to	
• Name some popular sports;	
• Talk about your exercise habits;	
• Discuss your feelings about various sports;	
• Make a simple comparison between how soccer and American football are played.	
C. Culture Highlights	
• The “football” game in China	
• Tai chi boxing	
• Television system in China	
• Supplemental folk stores about Tai Chi and sports news clips	
D. Literature Reading	
• Mid-Autumn Festival	
• Moon Lady	
II. Travel	4
A. Taiwan	
B. Beijing	
In this lesson, students will learn to use Chinese to	
• Talk about your plans for summer vacation;	
• Describe what kind of city Beijing is;	
• Describe your travel itinerary;	
• Ask for discounts, compare airfares and routes, and book an airplane ticket;	
• Ask about seat assignments and request meals accommodations based on your dietary restrictions or preferences.	
C. Culture Highlights	
• Three travel agency groups in China	
• Railroad service in China	
• The busiest travel season news clips	
D. Literature Reading	
• The Great Wall—The Story of Menjiangnu	
• Terra-Cotta Warriors and Horses	

III. At the Airport	4
A. Checking In at the Airport	
B. Arriving in Beijing	
In this lesson, students will learn to use Chinese to	
• Check in at the airport;	
• Wish departing friends a safe journey and remind them to keep in touch;	
• Greet guests at the airport;	
• Compliment someone on his or her language ability;	
• Ask about someone's health;	
• Remind people to move on to the next event.	
C. Culture Highlights	
• Service of domestic flights in China	
• The history of Beijing roast duck	
• Supplemental folk stories about Beijing duck and news clips	
D. Literature Reading	
• The Panda Brothers	
IV. Starting School	4
In this lesson, students will learn to use Chinese to	
• Explain how to write your Chinese name;	
• Say where you were born and grew up;	
• Discuss the pros and cons of living on and off campus;	
• Express politely a dissenting opinion.	
A. Culture Highlights	
• Way of people talking about the origins of their names	
• Housing of college students in China	
• Services for first-year college students	
• Housing advertisements on street	
B. Literature Reading	
• The Four Chinese Treasures of the Study	
• Traditional Chinese Seal	
Semester Review and Examination	1
Second Semester	WEEKS
Review	1
V. Dormitories	2
In this lesson, students will learn to use Chinese to	
• Name basic pieces of furniture in a house;	
• Describe your living quarters;	
• Comment on someone's living quarters;	
• Disagree tactfully	
A. Culture Highlights	

- Housing for undergraduate and graduate students in China
- Disambiguating homophones
- Housing for international students in China
- Flyers for furniture sale

B. Literature Reading to celebrate Chinese New Year

- Spring Festival
- Lantern Festival
- Zodiac Animals

VI. At a Restaurant

4

In this lesson, students will learn to use Chinese to

- Name four principal regional Chinese cuisines;
- Order food and drinks;
- Talk about what flavors you like or dislike;
- Make your dietary restrictions or preferences known.

A. Culture Highlights

- Settling a bill and tipping in Chinese restaurants
- Private banquet rooms in restaurants in China
- Basic Chinese cooking techniques
- Major culinary styles in China

B. Literature Reading

- Peaches offered as a Birthday Present
- Traditional Chinese Seal

VII. Shopping

4

In this lesson, students will learn to use Chinese to

- Name basic clothing, bedding, and bath items;
- Describe your shopping preferences and criteria;
- Disagree with others tactfully;
- Present your arguments with rhetorical questions.

A. Culture Highlights

- Knowing when to bargain
- Cash, credit card, personal check

B. Literature Reading

- Silk

VIII. Choosing Courses

4

In this lesson, students will learn to use Chinese to

- State your major area of study /academic department and some required general courses you have taken;
- Talk about what you plan to do after graduating;
- Explore what will enhance your future job opportunities;
- Explain whether your family members have an influence on your choice of major and career path;
- Share tips on how to save money for your education.

- A. Culture Highlights
 - Compartmentalized educational system in China
 - Graduate school or research institute
 - Supplemental campus news clips
- B. Literature Reading
 - Confucius

IX. Boyfriends and Girlfriends

2

In this lesson, students will learn to use Chinese to

- Say if you have an upbeat personality;
 - State if you share the same interests or hobbies with others;
 - Inquire if everything is OK and find out what has happened;
 - Describe typical behaviors of a forgetful person;
 - Give a simple description of what you look for in a boyfriend/girlfriend.
 - Tell what makes you anxious or angry.
- A. Culture Highlights
 - Dating and marriage in China
 - Chinese Valentine's Day
 - Supplemental folk stories and news clips
 - B. Literature Reading
 - Double Seventh Night

Semester Review and Examination

1

X. Grammar

- A. Words & Phrases
- B. Sentences' patterns(Syntax)
- C. The Dynamic Particle “*le*”
- D. The *shi...de* Construction
- E. Connecting Sentences (I)
- F. Existential Sentences
- G. The adverb “*zhen*”
- H. Conjunctions
- I. Topic-Comment Sentence Structure
- J. “*yi*” + V.
- K. “*you*” Adj/Verb, “*you*” Adj/Verb,
- L. The Emphatic “*shi*”
- M. Conjunction words
- N. Adj/V.+ “*shi*” + Adj/V.
- O. Regulative Complements
- P. “*zai*”, “*you*”, and “*hai*” Compared

INSTRUCTIONAL METHODS AND/OR STRATEGIES:

1. Daily warm-up listening/speaking and writing exercises
2. Paired/group activities/cooperative learning/communicative activities such as: Venn Diagram, information gaps, puzzles, games, projects, interviews.
3. Role playing in skits and dialogues
4. Journal entries
5. Grammar and vocabulary drills
6. Reading for understanding
7. Listening for understanding: CD's, DVD's and video
8. Lectures
9. Movies – in Chinese about Chinese lives and cultures
10. Music and song
11. Technology to enrich the study of the target language such as PPTs.

ASSESSMENT METHODS AND/OR TOOLS:

1. Oral/written quizzes
2. Chapter tests
3. Homework
4. Oral participation
5. Projects
6. Semester exams

DATE OF LAST CONTENT REVISION: March 2010

DATE OF CURRENT CONTENT REVISION: August 2010

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