**Mandarin 2 Chinese**

**Course Description:** Mandarin Chinese Level 2 class fosters the further study of Chinese language and Chinese culture. At this level, students will master the intermediate level of listening, speaking, reading, and writing skills of Chinese language; can use more complex grammatical structures and sentence patterns to communicate on familiar topics through interaction and description; can compose brief passages; will develop reading comprehension skills through more complex materials. Students are also expect to gain a deeper understanding of Chinese culture, acquire preliminary cross-cultural awareness, and international perspectives.

**Instructional Strategies:**
- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Cooperative learning groups
- Providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & summative assessments

**Level 2 Topics:**
1. Discussing one’s performance on examinations
2. Preparing for a Chinese class
3. A typical school day in a diary
4. Talking about Chinese learning in a letter
5. Shopping for clothes
6. Exchanging items shopped
7. Going home for the winter vacation
8. Thanking someone for a ride in an email
9. Talking about the weather
10. Dining out
11. Asking directions
12. Sports

**Verbal structures:**
- Series of verbs
- Past tense indicator: le (了)
- Continuous tense indicator: zhengzai (正在)
- Modal verbs: yao (要) and hui (会)

**Adverbial structures:**
- Descriptive comments: tai (太); jiu (就); zhen (真)
- Question adverb: zenmo (怎么)
- Simultaneousness expression: yibian...yibian (一边...一边)
- Time sequence expressions: first, then, and finally: shouxian (首先), ranhou (然后), zuihou (最后)
- Resultative comments: hao (好); xing (行); bucuo (不错)

**ACTFL Standards:**
1. Students will communicate in the Chinese language in addition to English.
   1.1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
   1.2. Students understand and interpret written and spoken language on a variety of topics.
   1.3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Students will gain knowledge and understanding of other cultures.
   2.1. Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
   2.2. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3. Students will connect with other disciplines and acquire information.
   3.1. Students reinforce and further their knowledge of other disciplines through the foreign language.
   3.2. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
4. Students will develop insight into the nature of language and culture.
   4.1. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
   4.2. Students demonstrate understanding of the concept of culture through the comparisons of the cultures studied and their own.
5. Students will participate in multilingual communities at home and around the world.
   5.1. Students use the language both within and beyond the school setting.
   5.2. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Course Beliefs:**
- All students can learn and experience success in a world language.
- Students present information, concepts, and ideas to an audience of going home for the winter vacation.
- World languages must be part of the core curriculum in 21st Century schools.
- Students engage in conversations, provide and obtain information, sports.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.

**Key Concepts & Structures**

**Pronouns:**
- Demonstrative
- Direct / Indirect
- Possessive: de (的)
- Reflexive: zijide (自己的)
- Pronouns in continuous discourse

**Adjectives:**
- Comparative
- Superlative

**Nouns**
- Nouns in continuous discourse
- Position of time-when expressions
- Topic-comment structure
Culture:
Students are able to...
- observe and identify everyday cultural practices.
- distinguish similarities and differences among culture.
- use culturally appropriate gestures and oral expressions.
- listen to or read materials in the language from the culture being studied.

Description of one’s performance on examination:
Comment on such an examination: 考试考得怎么样？考得不错，考得好...
Experience sharing in learning a language: 写字写得太慢了，写字写得真快...
Study habit: 来得很早，功课做得好，一起练习写字...
Related topics: preparing for an examination; remarks on the performance; daily routines; typical scenes in a language class;
Culture: different educational systems; objectives in education; result and purpose; similarities and differences

Sports:
Names and equipment: 篮球，排球，足球，乒乓球，网球场，跑步，游泳，体育场，运动场，体育器材，运动服...
Preferences: 喜欢看球赛，喜欢跑步，喜欢运动...
Abilities: 跑得快，跳得高，游泳游得快，网球打得好...
Sports clothing: 网球鞋，球衣，球裤，球鞋...
Related Topics: Body parts; health & fitness; daily routines; description of people; personalities & nationalities; leisure time; school schedule; shopping; travel & transportation
Culture: Popularity of sports; game rules

Mandarin 2 Chinese
Learning Experiences & Performance Indicators
Using the four skills of listening, speaking, reading, and writing, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the culture.

Shopping:
Variety of stores and merchandise: 衣服，食物，饮料，文具，电器，蔬菜，水果...
Clothing, food, beverages: 外套，衬衫，鞋，土豆，豆腐，可乐，雪碧，矿泉水...
Preferences: 喜欢黑色的裤子，喜欢喝可乐，不喜欢美国菜...
Quantities and size: 公斤，千克，英镑，八号的鞋，四十码的鞋...
Related Topics: Body parts; health & fitness; daily routines; description of people, personalities & nationalities; directions; leisure time; sports; travel & transportation
Culture: Fashion; seasonal availability; metric & English systems; electrical and electronic system

Student Self-Assessment:
Based on the Standards, Topics and Key Concepts & Structures listed here, students should ask themselves...
Listening: Am I able to understand Chinese better when I hear it?
Speaking: Am I able to speak Chinese with a variety of people?
Reading: Am I able to read more complex materials in Chinese?
Writing: Am I able to write Chinese (both pinyin and some characters) for a few specified subjects?
Culture: Am I able to use my knowledge of Chinese culture?

School life
A typical school day: 七点半起床，洗澡以后吃早饭，九点到教室上课，中午到餐厅吃饭，下午到图书馆上网，五点三刻吃晚饭，晚上做功课，八点半回家...
Talking about studying a language like Chinese: 老师教我们发音、生词和语法，也教我们写字。一起练习说中文，练习写汉字...
Related topics: practical writing like a diary or an email; modesty expressions; inviting a friend to an activity
Culture: modesty expressions in the context of Chinese culture; culturally different formats in practical writing

Seasons & Weather:
Names of seasons: 春天，夏天，秋天，冬天
Basic terms for weather patterns and phenomena: 天气好，天气不好，下雨，下雪，刮风，天晴，多云，有雾
Description of simple weather changes: 昨天多云，小雨转中雨，中雪转大雪，小到中雨，大到暴雨...
Comparison of the weather in two different places: 这儿的天气很好，那里的天气很糟糕。这里下雪，但那里...
Related Topics: Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
Culture: Similarities and Differences of Chinese cities and Montana; Holidays
**Directions:**
Directions to a place: 东 西 北 南, 前后, 左右, 东北, 西南, 西北, 东南, 正北, 正南, 正前方...
Directions on how to do something: 一直往前走, 过三个红绿灯, 右拐就到了...
Metric and English system vocabularies: 公里, 英里, 千米, 米, 英尺, 英寸...
Numbers 101 - 1000
*Related Topics:* Daily routines; leisure time; shopping; travel & transportation
*Culture:* Metric system for travel and cooking; transportation alternatives

**Dining Out:**
Table settings: 摆桌子, 摆凳子, 摆筷子, 圆桌, 方桌, 餐具, 碗...
Table conversation: 再来一碗米饭？一共多少钱？一份糖醋鱼，红烧豆腐...
Toasting: 祝你身体健康！祝您工作愉快！祝你生日快乐！祝你青春永驻！...
*Related Topics:* Body parts; health & fitness; leisure time; travel & transportation
*Culture:* Polite nuances of ordering; currencies; timing and duration of meals; tipping; courses; meal times; meal-time expressions; toasting

**Leisure Time:**
School clubs: 篮球俱乐部, 乒乓球俱乐部, 台球俱乐部, 网球俱乐部...
Vacations: 寒假, 暑假, 国庆节, 五一节, 春节...
Free time activities: 爬山, 散步, 骑车, 看电视, 看电影, 远足...
Family and community events: 郊游, 钓鱼, 下棋, 篮球赛, 排球赛...
*Related Topics:* All Topics
*Culture:* Similarities and differences between the hobbies of Chinese students and American students

**Travel & Transportation**
Local travel: 骑车, 开车, 出租车, 公共汽车, 地铁, 飞机...
Geographic names: 城市, 乡村, 首都, 省会, 长江, 黄河, 长城...
Cardinal directions: 东西南北中, 前后, 上下, 正北, 正南...
Trip preparation, itinerary, tickets and reservations: 旅行包, 旅行箱, 机票, 车票, 预订旅馆, 预定机票, 行程表, 旅程, 旅行日程, 线路...
Modes of transportation: 乘公交, 乘地铁, 乘出租车, 开私家车...
*Related Topics:* Dining out; directions; leisure time; school schedule; shopping; sports
*Culture:* Similarities and differences
<table>
<thead>
<tr>
<th>Topic</th>
<th>Communication</th>
<th>Culture</th>
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<tbody>
<tr>
<td>Discussing one’s performance on</td>
<td>Identify and present information on related performance.</td>
<td>Compare and contrast cultural ideas in such an area as admission to a university</td>
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<td>examination</td>
<td>Interpret and present information about the would-be result of an examination using certain expressions.</td>
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<td>Exchange, interpret, and present information on study habit and related activities.</td>
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<td>School life</td>
<td>Exchange, interpret, and present information about routines and personal activities on campus</td>
<td>Describe cultural similarities and differences in personal routines.</td>
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<td>Seasons &amp; Weather</td>
<td>Identify, exchange, and present information on weather changes.</td>
<td>Describe similarities and difference in different places; Explain the influence of culture on clothing despite the same weather patterns.</td>
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<td>Exchange information and advise on what should be paid attention to in terms of wearing clothing</td>
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<td>Sports</td>
<td>Exchange, interpret, and present information about names, clothing and equipment used for sport activities.</td>
<td>Describe the organization of team sports including game rules in a Chinese–speaking region. Compare the popularity of sports in Chinese-speaking regions and the U.S. A.</td>
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<td>Present information on personal preferences for sporting activities.</td>
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<td>Describe the personal abilities required for a sport activity.</td>
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<td>Shopping</td>
<td>Describe types of stores and merchandise available in China.</td>
<td>Describe the influence of culture on fashion. Describe seasonal availability of merchandise. Compare sizing, currency, and measurements in the U.S. with those used in Chinese–speaking regions</td>
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<td>Present personal preferences for style and design of clothing, food, and beverages.</td>
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<td>Interpret and present information about size, price and quantity of items using authentic items.</td>
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<td>Directions</td>
<td>Ask for or give simple directions to specified locations.</td>
<td>Exchange, interpret, and present information using numbers 101 – 1000. Identify transportation alternative in Chinese–speaking cultures. Describe travel and cooking with the metric system.</td>
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<td>Follows oral and written directions to a specified location or on how to carry out a procedure.</td>
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<td>Describes similarities and differences between metric and English Systems and applies the vocabularies of both.</td>
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<td>Dining Out</td>
<td>Exchange, interpret, and describe table settings and table conversations.</td>
<td>Explain eating customs including ordering, payment, timing, and duration of meals, tipping, courses, meal times, meal time expressions, and toasting in Chinese-speaking regions.</td>
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<td>Describe a toast in the context of celebrations and appropriateness.</td>
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<td>Leisure Time</td>
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<td>Exchange information and interprets questions about leisure activities including school clubs, vacations, free time activities, family events, and community events.</td>
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<td>Compare and contrast leisure time activities in Chinese–speaking cultures to ones’ own.</td>
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<td>Describe local travel. Describe locations using geographic names. Ask for or gives simple directions to specified locations using cardinal directions. Follow oral and written directions to a specified location. Ask and answer questions on past or future travel plans and destinations including trip preparation, itinerary, tickets and reservations. Exchange, interpret, and present information about modes of transportation.</td>
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<td>Compare similarities and differences in both cultures including attractions, vacation practices and transportation modes.</td>
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