STARTALK Student Program Curriculum
Beloit College
Center for Language Studies
First-year Chinese

Theme: The Olympics and Beyond

Target Proficiency Level:
- Speaking: Novice High to Intermediate Low
- Listening: Novice High to Intermediate Low
- Writing: Novice High
- Reading: Intermediate Low

Number of Hours
200 hours (a classroom hour is equal to 50 minutes of instruction with a 10 minute break)

Designed by: Shin Yong Robson, Robert André LaFleur, Patricia Zody

Brief Description of Program
First-year Chinese: To provide talented high school students the opportunity to complete a year’s worth of college-level, Chinese language training in eight weeks. To bring students to higher levels of proficiency in all “five” skills—speaking, listening, writing, reading, culture—in a short period of time, to help them to continue to develop and maintain these skills after the summer program concludes, and to teach them to value the study of language as a way not only to open up new worlds, but also to learn about themselves.

The STARTALK participants will be studying Chinese with a broad array of students—undergraduates, graduate students, and professionals—and will be expected to perform at the college level of language training. Students who complete this program should be able to enroll in second-year Chinese at institutions across the nation.

What Enduring Understandings are Desired:
Students will understand that Chinese is a complex, tonal language which has features that play out in all aspects of Chinese life—in sayings, greetings, and conversation. Students will also understand that overlaying the spoken language is an elaborate writing system that is related to it in fascinating ways. These aspects figure prominently in Chinese culture, from family gatherings to social and business life.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
Why am I studying Chinese? What does one have to do to study a language successfully? How will I achieve my goals and integrate the five aspects of language study? How do I cover a great deal of material in a short period of time without losing my initial excitement and interest in Chinese? How do I balance my learning strengths (e.g., visual learning) with areas that might be weaker (e.g., aural comprehension)?
National Foreign Language Standards:
Communication: 1.1, 1.2, 1.3 (at the Novice High to Intermediate Low level)
Cultures: 2.1, 2.2
Connections: 3.1, 3.2
Comparisons: 4.1, 4.2
Communities: 5.1, 5.2

Content: Integrated Chinese, Level 1, Parts 1 & 2, Workbook, Level 1, Parts 1 & 2, Character Workbook, Level 1, Parts 1 & 2. Topics to be covered in chapters 1 – 19: greetings, family, dates and times, hobbies, visiting friends, making appointments, studying Chinese, school life, shopping, talking about the weather, transportation, dining, at the library, asking directions, birthday party, seeing a doctor, dating, renting an apartment, at the post office.

Key Vocabulary: 550+ traditional characters (not to mention words formed through combination of the characters learned throughout the course) based on the topics listed above

Skills: Students should be able to have basic conversations about a wide variety of topics including family, hobbies, friends, school life, shopping, the weather, transportation, and other aspects of daily life. Students should also be able to read straightforward texts and dialogues about the themes listed above in Chinese.

Please see attached curriculum for detailed information.

Connections to Other Disciplines:
• Literature: the evening of international poetry and song
• Performance: the Peking Opera Troupe
• Film: weekly movie afternoons
• Art: Beloit College’s two major museums
• Popular Culture: Dragon Boat Festival in Chicago’s Chinatown

Technology Integration: Moodle, Beloit College’s course management system: multi-media capabilities--Power point, Internet access, audio-visual materials--in the classroom; and access to computers, printing, videos, music, and language CDs/DVDs in the College’s library.

Assessments:

Performance tasks
• Official ACTFL oral proficiency interviews at the end of the program for all STARTALK students (official ACTFL oral proficiency interviews will be given to all STARTALK students who are placed in second- or third-year Chinese at the beginning of the program)
• Recitation of poetry or singing of songs at the evening of international poetry and song
• Creation of flyers and posters (electronic and paper) to advertise the Chinese international dinner; creation of a menu and small cookbook for the dishes served in both Chinese and English

Quizzes, Tests, Prompts, Work Samples
• Daily quizzes on vocabulary, grammar, and characters
• Weekly written and oral tests based on the chapters covered
- Homework assignments of four to five hours per day
- Final projects associated with the 2008 Olympics in Beijing (posters, brochures, video production, Power point presentations) and based on the topics covered in class
- Official grades given by the senior instructor of the course at the end of each four-week session
- Official credit from Beloit College for each four-week session

Unprompted Evidence
- Classroom participation
- Participation outside of the classroom during tutorial sessions and in the residential halls with fellow students and instructors
- Participation at the Chinese language tables at lunch and dinner
- Participation at the weekly movie afternoons
- Participation in the visit and presentation by the Peking Opera troupe
- Participation on the trip to the Dragon Boat Festival in Chinatown in Chicago, Illinois

Can Do Statements From Linguafolio
- Interpersonal Speaking (Novice High to Intermediate Low)
- Interpretive Listening (Novice High to Intermediate Low)
- Interpretive Reading (Novice Mid to Novice High)
- Presentational Writing (Novice Mid to Novice High)
- Presentational Speaking (Novice High)

Required Resources:
- *Integrated Chinese*, Level 1, Parts 1 & 2
- *Workbook*, Level 1, Parts 1 & 2
- *Character Workbook*, Level 1, Parts 1 & 2
- Moodle, Beloit College’s course management system
- Computers with internet access (available in the library)

Differentiation of Instruction:
- Two highly skilled instructors assigned to a course, each with different teaching strategies and expectations (e.g., grammar versus conversation)
- Variety of classroom instruction – Power point, group work, Web sites, videos, museums
- Variety of classroom activities emphasizing all five skills sets

Instructional Strategies:
- Teaching of grammar and vocabulary
- Questions and answers with instructors and peers
- Drill sessions on pronunciation and recognition of characters
- Conversation in pairs and groups
- Performance of skits in the classroom
- Sessions specifically devoted to the writing of characters and the history and culture behind them
- Tutorial sessions outside of class (individual or group activities)
- Conversation practice at lunch and dinner at the Chinese language table
What do they already know that will help them learn new information?

- Previous background studying foreign languages (e.g., Spanish)
- Knowledge of the topics covered in the text within their own cultural background
- Knowledge of Olympic sports

Links to relevant web sites:
http://www.beloit.edu/~libhome/
http://www.beloit.edu/~libhome/AV/Collections_by_Language.html
http://www.beloit.edu/~mll/lab/radio_chinese.htm
(Various newspaper and radio links)
http://www.chicago-chinatown.com/
http://peking-opera.org/index.html
http://www.beloit.edu/~museum/
Based on student needs, materials to be covered during the summer weeks. They are subject to change. The SI and the TA will inevitably make adjustments.

7. **Adjustments:** The weekly schedule below, as well as the attached homework list and quiz dictionaries, provide a guide for the

6. **Character with Sessions:** As noted in the schedule, the TA needs to spend one afternoon session helping students practice

Students' homework. The SI decides how the TA will read the tests and quizzes.

respective sessions. While the SI is responsible for writing the weekly exams and quizzes, the TA is responsible for correcting

tests and selecting the grammaratical patterns explaines. whereas the TA's main duty is to "drill" students on the material covered in the

5. **Respective responsibilities:** The SI is responsible for teaching grammar, explaining the

Homework and inaugural sessions. The SI decides the daily homework outside of classes that students need to finish. Each student

sessions generaly there are three short quizzes each week, at the beginning of morning classes on Tue, Wed, and Thu. There is one

4. **Homework and inaugural sessions:** The SI decides the daily homework outside of classes that students need to finish. Each student

3. Tests. Generally there are three short quizzes each week, at the beginning of morning classes on Tue, Wed, and Thu. There is one

2. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and the

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.

1. **The weekly schedule:** Monday through Thursday there are five 20-minute sessions and one 25-minute session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

session. On Friday there are four 20-minute sessions and one 25-minute session. Due to the 3rd week (date to be determined)

L. The weekly schedule. Monday through Thursday there are five 20-minute sessions and—exclusive of Wednesdays—one 25-minute

K. **Respective teaching hours:** The Seminar Instructor (SI) teaches three sessions each day (8:30-9:20; 10:30-11:20; 11:30-12:20) and

the TA handles the test sessions on Fridays.

the TA handles the test sessions on Fridays.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:20</td>
<td>Review (SI)</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Write (SI)</td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>Write: Characters 1-10</td>
</tr>
<tr>
<td>12:30-1:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>2:30-2:55</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>3:00-3:55</td>
<td>Quiz 1 (10 min.)</td>
</tr>
<tr>
<td>3:40-4:20</td>
<td>Quiz 2 (10 min.)</td>
</tr>
<tr>
<td>4:30-5:20</td>
<td>Quiz 3 (10 min.)</td>
</tr>
<tr>
<td>5:30-6:20</td>
<td>Write (6/18)</td>
</tr>
<tr>
<td>6:30-7:20</td>
<td>Write (6/19)</td>
</tr>
<tr>
<td>7:00-7:50</td>
<td>Write (6/20)</td>
</tr>
<tr>
<td>7:30-8:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>8:30-9:20</td>
<td>Quiz 1 (10 min.)</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Quiz 2 (10 min.)</td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>Quiz 3 (10 min.)</td>
</tr>
<tr>
<td>12:30-1:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Quiz 1 (10 min.)</td>
</tr>
<tr>
<td>2:30-2:55</td>
<td>Quiz 2 (10 min.)</td>
</tr>
<tr>
<td>3:00-3:55</td>
<td>Quiz 3 (10 min.)</td>
</tr>
<tr>
<td>3:40-4:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>4:30-5:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>5:30-6:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>6:30-7:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>7:00-7:50</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>7:30-8:20</td>
<td>Write (TA)</td>
</tr>
<tr>
<td>8:30-9:20</td>
<td>Write (TA)</td>
</tr>
</tbody>
</table>

Schedule: Week 1 (June 16-20)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>Morning Review (TA)</td>
<td>TA (6/24)</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Including Possession:</td>
<td>TA (6/24)</td>
</tr>
<tr>
<td></td>
<td>Sentences</td>
<td></td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>TA pp. 69-69 (SI)</td>
<td>TA pp. 69-69 (SI)</td>
</tr>
<tr>
<td></td>
<td>Dialogue 1 (SI)</td>
<td>Dialogue 1 (SI)</td>
</tr>
<tr>
<td></td>
<td>L.3, [23] Chinese</td>
<td></td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>TA pp. 66-70 (SI)</td>
<td>TA pp. 66-70 (SI)</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exercises continue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(writing)</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>TA</td>
<td>TA (6/24)</td>
</tr>
<tr>
<td></td>
<td>Dialogue 2 (SI)</td>
<td>Dialogue 2 (SI)</td>
</tr>
<tr>
<td></td>
<td>L.4, [38] Chinese</td>
<td></td>
</tr>
<tr>
<td>2:30-3:25</td>
<td>TA</td>
<td>TA (6/24)</td>
</tr>
<tr>
<td></td>
<td>Dialogue 1 (SI)</td>
<td>Dialogue 1 (SI)</td>
</tr>
<tr>
<td></td>
<td>L.4, 111-15 (SI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exercise continue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(writing)</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30-4:20</td>
<td>TA</td>
<td>TA (6/24)</td>
</tr>
<tr>
<td></td>
<td>Dialogue 1 (SI)</td>
<td>Dialogue 1 (SI)</td>
</tr>
<tr>
<td></td>
<td>L.4, 106-9 (SI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue 2 (SI)</td>
<td>Dialogue 2 (SI)</td>
</tr>
<tr>
<td></td>
<td>L.5, [43] Chinese</td>
<td></td>
</tr>
<tr>
<td>4:30-5:20</td>
<td>TA</td>
<td>TA (6/24)</td>
</tr>
<tr>
<td></td>
<td>Dialogue 1 (SI)</td>
<td>Dialogue 1 (SI)</td>
</tr>
<tr>
<td></td>
<td>L.5, [43] Chinese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue 2 (SI)</td>
<td>Dialogue 2 (SI)</td>
</tr>
<tr>
<td></td>
<td>L.5, [43] Chinese</td>
<td></td>
</tr>
</tbody>
</table>

Schedule: Week-II (June 23-27)
<table>
<thead>
<tr>
<th>Mon (6/30)</th>
<th>Tue (7/1)</th>
<th>Wed (7/2)</th>
<th>Thu (7/3)</th>
<th>Fri (7/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:20</td>
<td>L.5 [34簡易字]</td>
<td>L.6 [33簡易字]</td>
<td>L.7 [27簡易字]</td>
<td></td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Extra Practice</td>
<td>Extra Practice</td>
<td>Extra Practice</td>
<td></td>
</tr>
</tbody>
</table>

| Test-III (written) | Dinner | Test-III (written) | Dinner | Test-III (written) | Dinner |

<table>
<thead>
<tr>
<th>Mon (6/30)</th>
<th>Tue (7/1)</th>
<th>Wed (7/2)</th>
<th>Thu (7/3)</th>
<th>Fri (7/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30-3:35</td>
<td>Writing exercises</td>
<td>Drills (TA)</td>
<td>Writing exercises</td>
<td></td>
</tr>
<tr>
<td>4:20-5:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon (6/30)</th>
<th>Tue (7/1)</th>
<th>Wed (7/2)</th>
<th>Thu (7/3)</th>
<th>Fri (7/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30-2:20</td>
<td>L.5 Continues</td>
<td>L.6 continues</td>
<td>L.7 continues</td>
<td></td>
</tr>
<tr>
<td>2:20-3:00</td>
<td>Narrative</td>
<td>Dialogue 2</td>
<td>Dialogue 2</td>
<td></td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>TB pp. 129-32 (SI)</td>
<td>TB pp. 146-8 (SI)</td>
<td>TB pp. 176-83 (SI)</td>
<td></td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>TB pp. 132-32 (SI)</td>
<td>TB pp. 152-8 (SI)</td>
<td>TB pp. 176-83 (SI)</td>
<td></td>
</tr>
<tr>
<td>4:30-5:00</td>
<td>Drills (TA)</td>
<td>Drills (TA)</td>
<td>Drills (TA)</td>
<td></td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon (6/30)</th>
<th>Tue (7/1)</th>
<th>Wed (7/2)</th>
<th>Thu (7/3)</th>
<th>Fri (7/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00-3:30</td>
<td>Dialogue 2</td>
<td>Dialogue 2</td>
<td>Dialogue 2</td>
<td></td>
</tr>
<tr>
<td>4:30-5:00</td>
<td>TB pp. 176-83 (SI)</td>
<td>TB pp. 176-83 (SI)</td>
<td>TB pp. 176-83 (SI)</td>
<td></td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Drills (TA)</td>
<td>Drills (TA)</td>
<td>Drills (TA)</td>
<td></td>
</tr>
<tr>
<td>5:30-6:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon (6/30)</th>
<th>Tue (7/1)</th>
<th>Wed (7/2)</th>
<th>Thu (7/3)</th>
<th>Fri (7/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30-3:35</td>
<td>Writing exercises</td>
<td>Drills (TA)</td>
<td>Writing exercises</td>
<td></td>
</tr>
<tr>
<td>4:20-5:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon (6/30)</th>
<th>Tue (7/1)</th>
<th>Wed (7/2)</th>
<th>Thu (7/3)</th>
<th>Fri (7/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30-2:20</td>
<td>L.5 Continues</td>
<td>L.6 continues</td>
<td>L.7 continues</td>
<td></td>
</tr>
<tr>
<td>2:20-3:00</td>
<td>Narrative</td>
<td>Dialogue 2</td>
<td>Dialogue 2</td>
<td></td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>TB pp. 129-32 (SI)</td>
<td>TB pp. 146-8 (SI)</td>
<td>TB pp. 176-83 (SI)</td>
<td></td>
</tr>
<tr>
<td>4:00-4:30</td>
<td>TB pp. 132-32 (SI)</td>
<td>TB pp. 152-8 (SI)</td>
<td>TB pp. 176-83 (SI)</td>
<td></td>
</tr>
<tr>
<td>4:30-5:00</td>
<td>Drills (TA)</td>
<td>Drills (TA)</td>
<td>Drills (TA)</td>
<td></td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Drill (TA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Drill (TA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Drill (TA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>Drill (TA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30-4:30</td>
<td>Drill (TA)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Review (TA) (9:30-10:20):**
- Drill (TA)

**Test I-V (Written):**
- TA pp. 232-3 (SI)
- L.9, Cont. (TA)

**Session One:**
- Closing Ceremonies (TA)

**Writing Exercises:**
- Drill (TA)
- Drill (TA)
- Drill (TA)

**ORAL TEST:**
- Lunch
- Drill (TA)
- Drill (TA)
- Drill (TA)

**Monday (7/8):**
- Wed (7/9)
- Lue (7/10)
- Thu (7/11)

Schedule: Week I-V (July 7-11)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:20</td>
<td><strong>Mon (7/14)</strong></td>
</tr>
<tr>
<td></td>
<td>L.11: [50個新字]</td>
</tr>
<tr>
<td></td>
<td>Quiz-vr (15 min)</td>
</tr>
<tr>
<td></td>
<td><strong>Tue (7/15)</strong></td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Review (TA)</td>
</tr>
<tr>
<td></td>
<td>Drills (TA)</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>L.11: continues</td>
</tr>
<tr>
<td></td>
<td>Dialogue 1 (SI)</td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>L.12: continues</td>
</tr>
<tr>
<td></td>
<td>Dialogue 2 (SI)</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Writing exercises (characters) (TA)</td>
</tr>
<tr>
<td></td>
<td>Drills (TA)</td>
</tr>
<tr>
<td></td>
<td>Writing exercises (numbers) (TA)</td>
</tr>
<tr>
<td>2:30-3:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>3:30-4:20</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Test-vr (written)</td>
</tr>
<tr>
<td></td>
<td>Review (TA)</td>
</tr>
<tr>
<td></td>
<td>Drills (TA)</td>
</tr>
<tr>
<td></td>
<td>Drills (TA)</td>
</tr>
<tr>
<td>4:30-5:20</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Drills (TA)</td>
</tr>
<tr>
<td>5:30-6:20</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Test-vr (oral)</td>
</tr>
<tr>
<td></td>
<td>Review (TA)</td>
</tr>
<tr>
<td></td>
<td>Drills (TA)</td>
</tr>
<tr>
<td>6:30-7:20</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Test-vr (oral)</td>
</tr>
<tr>
<td></td>
<td>Review (TA)</td>
</tr>
<tr>
<td></td>
<td>Drills (TA)</td>
</tr>
</tbody>
</table>

**Schedule:** Week V (July 14-18)
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday (7/22)</th>
<th>Tuesday (7/23)</th>
<th>Wednesday (7/24)</th>
<th>Thursday (7/25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:20</td>
<td>Mon (7/22)</td>
<td>Thu (7/25)</td>
<td></td>
<td>TUE (7/25)</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
</tr>
<tr>
<td>12:30-2:35</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:30-3:25</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
</tr>
<tr>
<td>3:30-4:25</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
<td>Drill (T.A)</td>
</tr>
</tbody>
</table>

Schedule: WEEK VI (July 21-25)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:30-2:55</td>
<td>Drills (TA)</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Drill (TA)</td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>Drill (TA)</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Drill (TA)</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Drill (TA)</td>
</tr>
<tr>
<td>8:30-9:20</td>
<td>Drill (TA)</td>
</tr>
</tbody>
</table>

**Monday (7/29)**
- Review (SS, 16-17)
- Drill (TA)
- Drill (TA)
- Drill (TA)

**Tuesday (7/30)**
- Quiz (15 min)
- Drill (TA)
- Drill (TA)
- Drill (TA)

**Wednesday (7/31)**
- Quiz (15 min)
- Drill (TA)
- Drill (TA)
- Drill (TA)

**Thursday (8/1)**
- Quiz (15 min)
- Drill (TA)
- Drill (TA)
- Drill (TA)

**Friday (8/1)**
- Quiz (15 min)
- Drill (TA)
- Drill (TA)
- Drill (TA)

Schedule: Week VII (July 28-Aug 1)
<table>
<thead>
<tr>
<th>Time</th>
<th>Session One</th>
<th>Session Two</th>
<th>Session Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30-4:30</td>
<td>Closing Ceremonies</td>
<td>Writing (TA)</td>
<td>Closing Ceremonies</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>(TA)</td>
<td>Writing (TA)</td>
<td>(TA)</td>
</tr>
<tr>
<td>1:30-2:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30-12:20</td>
<td>TA Test</td>
<td>TA Test</td>
<td>TA Test</td>
</tr>
<tr>
<td>10:30-11:20</td>
<td>Review (TA)</td>
<td>TA Review</td>
<td>TA Review</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>(TA)</td>
<td>(TA)</td>
<td>(TA)</td>
</tr>
<tr>
<td>8:30-9:20</td>
<td>Move out by noon.</td>
<td>TA Review</td>
<td>TA Review</td>
</tr>
</tbody>
</table>

**Schedule:**

- **Aug 8** (6)
- **Mon (8/4)**
- **Wed (8/6)**
- **Thu (8/7)**
- **Fri (8/8)**
Homework (subject to change): WB-Workbook; CW-Character Workbook

Introduction (pronunciation/writing system)

**WB** pp.1-5, Part One, I:A-F; II: A; pp.6-9, Part Two, I-VI; **CW** pp.11-12

L.1 Greetings 開好

**WB**
- Listening Comprehension: p.11, I (A-C); p.15, I (A-C)
- Reading Comprehension: p.13, III; pp.16-18, III (A-C)
- Writing & Grammar Exercises: p.13, IV (A-C); pp.18-21, IV (B-E)
- Translation: p.14 (1-2); pp.21-22, (1-5)

**CW**
- pp.13-17; pp.19-21

L.2 Family 家庭

**WB**
- Listening Comprehension: p.23, I (A-B); pp.27-28, I (A-D)
- Reading Comprehension: p.24, III (A-B); pp.29-32, III (B-E)
- Writing & Grammar Exercises: p.25, IV (A); pp.32-34, IV (A, C)
- Translation: p.26 (1-6); pp.34-35, (1, 4-6, 8)

**CW**
- pp.25-29; pp.31-33

L.3 Dates and Time 時間

**WB**
- Listening Comprehension: p.37, I (A-C); p.43, I (A-C)
- Reading Comprehension: pp.38-39, III (A-D); pp.44-46, III (A-D)
- Writing & Grammar Exercises: pp.40-41, IV (A-C); pp.46-48, IV (A-D)
- Translation: pp.41-42 (1-7); pp.48-49, (1-6)

**CW**
- pp.37-43; pp.45-47

L.4 Hobbies 愛好

**WB**
- Listening Comprehension: pp.50-51, I (A-C); pp.56-57, I (A-D)
- Reading Comprehension: pp.52-54, III (A-D); pp.58-60, III (A-D)
- Writing & Grammar Exercises: p.54, IV (1-4); pp.60-61, IV (B-C)
- Translation: p.55, (1-6); pp.61-62, (1-4, 6, 8)

**CW**
- pp.51-59

L.5 Visiting Friends 看朋友

**WB**
- Listening Comprehension: pp.63-64, I (A-D); pp.69-70, I (A-C)
- Reading Comprehension: pp.65-66, III (A-B); pp.71-73, III (A-C)
- Writing & Grammar Exercises: p.66, IV (A); pp.73-74, IV (A-B)
- Translation: pp.68-69, (1-8); pp.75-76, (1-8)

**CW**
- pp.63-70

L.6 Making Appointments 約時間

**WB**
- Listening Comprehension: pp.77-78, I (A-C); pp.86-87, I (A-D)
- Reading Comprehension: pp.79-82, III (A-D); pp.88-92, III (A-D)
- Writing & Grammar Exercises: p.83, IV (A-B); pp.92-94, IV (A-D)
- Translation: pp.84-85, (1-10); pp.94-95, (1-2, 4-5)

**CW**
- pp.73-80
L.7 Studying Chinese 學中文

**WB**  Listening Comprehension: pp.97-98, I (A-C); p.105, I (A-B)
Reading Comprehension: pp.99-100, III (A-B); pp.106-107, III (A-B)
Writing & Grammar Exercises: pp.101-103, IV (A-D); p.108, IV (A-B)
Translation: pp.103-104, (1-5, 8); p.109, (1-5, 7-9)

**CW**  pp.83-87; pp.89-90

L.8 School Life 學校生活

**WB**  Listening Comprehension: pp.111-112, I (A-C); p.120, I (A-B)
Reading Comprehension: pp.113-116, III (A-C); pp.121-123, III (A-C)
Writing & Grammar Exercises: pp.116-117, IV (A-B); pp.123-124, IV (A-B)
Translation: pp.117-118, (1-8); pp.124-125, (1-3, 5, 7-12)

**CW**  pp.93-97; pp.99-102

L.9 Shopping 買東西

**WB**  Listening Comprehension: p.127, I (A-B); p.133, I (A-B)
Reading Comprehension: pp.128-129, III (A-B); pp.134-135, III (A-C)
Writing & Grammar Exercises: p.130, IV (1-5); pp.136-137, IV (A-C)
Translation: pp.130-131, (1-9); p.139, (1-6)

**CW**  pp.105-111; pp.113-114

L.10 Talking about the Weather 談天氣

**WB**  Listening Comprehension: p.141, I (A-B); p.147, I (A-B)
Reading Comprehension: pp.142-143, III (A-B); pp.148-150, III (A-D)
Writing & Grammar Exercises: p.144, IV (A); pp.151-154, IV (A-C)
Translation: pp.145-146 (1-7); pp.154-155, (1-10)

**CW**  pp.117-119; pp.121-124

L.11 Transportation 交通

**WB**  Listening Comprehension: p.157, I (A-B); p.165, I (A-C)
Reading Comprehension: pp.158-160, III (A-B); pp.166-170, III (A-E)
Writing & Grammar Exercises: pp.160-162, IV (A, C-D); pp.170-171, IV (A)
Translation: pp.162-164 (1-10); p.171, (1-4)

**CW**  pp.127-131; pp.133-135

L.12 Dining 吃飯

**WB**  Listening Comprehension: p.1, I (A-B); pp.7-8, I (A-C)
Reading Comprehension: pp.2-5, III (A-D); pp.8-11, III (A-D)
Writing & Grammar Exercises: pp.5-6, IV (A-C); pp.11-13, IV (A, C)

**CW**  pp.1-5; pp.7-9

L.13 At the Library 在圖書館

**WB**  Listening Comprehension: p.15, I (A-B); p.22, I (A-B)
Reading Comprehension: pp.16-18, III (A-C); 23-25, III (A-C)
Writing & Grammar Exercises: pp.19-21, IV (A, C-D); pp.25-26, IV (A-D)
L.14 Asking Directions 问路
WB  Listening Comprehension: p.29, I (A); pp.36-37, I (A-C)
    Reading Comprehension: pp.30-32, III (A-C); pp.37-40, III (A-D)
    Writing & Grammar Exercises: pp.32-35, IV (A-D); pp.40-43, IV (A-E)
CW  pp.23-25; pp.27-30

L.15 Birthday Party 生日晚会
WB  Listening Comprehension: pp.45-46, I (A-B); p.51, I (A-B)
    Reading Comprehension: pp.46-48, III (A-C); pp.52-55, III (A-C)
    Writing & Grammar Exercises: pp.48-50, IV (A-C); pp.55-60, IV (A-B, D, E:1-8)
CW  p.33; pp.35-39

L.16 Seeing a Doctor 看病
WB  Listening Comprehension: p.61, I (A); p.66, I (A-D)
    Reading Comprehension: pp.62-64, III (A-C); pp.67-70, III (A-C)
    Writing & Grammar Exercises: pp.64-65, IV (A-B); pp.70-74, IV (A-G)
CW  pp.43-45; pp.47-50

L.17 Dating 约会
WB  Listening Comprehension: p.77, I (A-B); p.84, I (A-B)
    Reading Comprehension: pp.78-80, III (A-C); pp.85-87, III (A-C)
    Writing & Grammar: pp.80-83, IV (A-E); pp.87-90, IV (A-B, D: 1-5, 7-10)
CW  pp.53-56

L.18 Renting an Apartment 租房子
WB  Listening Comprehension: p.91, I (A-B); p.96, I (A-B)
    Reading Comprehension: pp.92-93, III (A-B); pp.97-100, III (A-D)
    Writing & Grammar Exercises: pp.93-95, IV (A-C); pp.100-102, IV (A-C)
CW  pp.61-67

L.19 At the Post Office 邮局
WB  Listening Comprehension: p.105, I (A-B); pp.112-113, I (A-B)
    Reading Comprehension: pp.106-108, III (A-C); pp.113-114, III (A-B)
    Writing & Grammar Exercises: pp.108-111, IV (A-E); pp.114-116, IV (A-C)
CW  pp.71-75
Dictations (IC Level 1, Part 1 & Part 2)

L.1 喝好
D.1 我好您貴姓？你叫什麼名字？先生，小姐，朋友
D.2 中國人王先生是老師嗎？他不是美國學生。

L.2 家庭
D.1 那個男孩子是我弟弟。他爸爸媽媽有兒子，沒有女兒。這張照片是誰的？
D.2 你家有幾個人？我家有兩個大學生。她是做什麼的？哥哥，姐姐，妹妹
            律師和醫生 英文老師

L.3 時間
D.1 二零零八年四月五號 今天是星期五。你多大？我的同學十九歲。
            我明天請你吃飯，怎麼樣？謝謝！晚上八點一刻 再見！
D.2 我認識他，他是我的同學。你為什麼喜歡他？我們現在有事，很忙。

L.4 愛好
D.1 我週末常常打球。我有時候看電影。看書 看電視 唱歌 跳舞 聽音樂 睡覺
            去外國 昨天是他的生日，所以他請客。
D.2 好久不見！我想那個電影很有意思。我覺得不錯。算了，我去找別人。

L.5 看朋友
Dialogue 高興 漂亮 快請進來。請坐。我介紹一下。你在哪兒工作？
            對不起，你要一點兒什麼？請給我一杯水。茶 可樂
Narrative 學校圖書館 一起聊天兒，玩兒。他們喝了一瓶啤酒才回家。

L.6 約時間
D.1 給哥哥打電話；喂，小王在嗎？我就是，您是哪位？下午有一節課
            幾個問題 開會 一年級考試。要是方便，以後有空到我的辦公室去。
            行，沒問題。
D.2 你有時間嗎？別客氣。下個星期，我們練習說中文。
            但是，我得知道你回來不回來。

L.7 學中文
D.1 小王跟她說話，教她寫字。他懂得很多。預習，復習，快，慢
            生詞有一點兒難。漢字，語法很容易。哪裏哪裏，不謝！
D.2 你平常來得真早。你的男朋友怎麼這麼帥！大家開始上課。念課文。
            錄音，功課 半夜

L.8 學校生活
Diary 一篇日記 早上在宿舍洗澡。他正在餐廳吃午飯。在教室一邊看報一邊用新
            電腦。你起床的時候，我已經告訴你了。以前 發音
Letter 一封信 最近，後來祝你這個學期專業有進步。 希望你能來聽音樂會。
除了中文以外，我還會說英文。 習慣清楚

L.9 買東西
D.1 買東西付錢，找錢售貨員穿一件紅色的襯衫。一條便宜的褲子
那件衣服是黃顏色的。 一共多少錢？ 一百塊七毛五分。
D.2 一雙黑色的鞋 雖然大小一樣，可是不合適。 不用換

L.10 談天氣
D.1 天氣預報 今天比昨天暖和一點兒。 明天不但不下雨，而且更好。 紅葉
我會約朋友去公園。 怎麼辦？ 我們還是看錄像吧。
D.2 糟糕！他刚才出去了。 夏天又熱又悶。 冬天冷，秋天涼快。
春天最好，很舒服。 下次

L.11 交通
Dialogue 去機場，你最好坐出租車或者地鐵。 開車很麻煩。 寒假 飛機票
你先坐綠線，然後坐藍線。 我送你去公共汽車站。
Letter 讓你花錢，很不好意思。 這幾天我每天都很緊張。 他自己在高速公路上開車。
新年快樂！

L.12 吃飯
D.1 飯館兒好像沒有位子了。 服務員在上菜。 點一盤素餃子。 家常豆腐肉
不要放味精。 一碗酸辣湯 我很餓，這些不夠。 渴
D.2 糖醋魚很甜，好吃極了。 紅燒牛肉賣完了。 明兒再來吧。 西餐師傅
涼拌黃瓜 二兩米飯

L.13 在圖書館
D.1 還一盤錄音帶。 我忘了帶信用卡。 職員請你把證件留在樓下。
語言實驗室關門了。 還剩半個鐘頭。 可能來不及了。 其他的
D.2 圖書館員進去找到一本字典。 如果過期，罰五毛。 繼借必須有借書證。 多久？

L.14 同路
D.1 同路 書店離運動中心很近。 中間，旁邊 裏頭 你住什麼地方？ 遠
D.2 中國城的地圖 東西南北 從這兒往右拐 路口，紅綠燈，單行道 前面

L.15 生日晚會
D.1 表姐過生日。 中文班有舞會。 去接女朋友。 汽水，水果，果汁 走路
D.2 又聰明又用功 暑期學校 他屬狗，長得很可愛。 將來應該學彈鋼琴。
3 body parts

L.16 看病
D.1 病人肚子疼死了。 一些刺菜 打針，吃藥 躺下檢查一下 廁所 一種辦法
D.2 身體很癢。 流眼淚 他的過敏越來越重。 趕快去藥店。 花錢；拿來試試。
我猜你沒有健康保險。

L.17 約會
D.1 我對那個同學的印象很好。 我們倆去參加生日晚會。 別人早就去了。 費力氣
後天，一言為定！
D.2 你記得那個號碼嗎？ 最後想起來了。 好好兒慶祝一下。 打掃，整理房間
旅行，歌劇 沒關係

L.18 租房子
Narrative 這兒太吵，我準備搬出去。 連書架也只有放不下。 報紙上的廣告
附近的一套公寓帶傢俱。 臥房，廚房，洗澡間，客廳
Dialogue 那裏非常安靜。 房東什麼動物都不許養。 房租，水電費，還有押金。
4 pieces of furniture

L.19 郵局
D.1 留學生去郵局寄平信。 越快越好 重要的信得掛號，另外加錢。 貼郵票 明信片
D.2 首飾 老是送一束花。 新鮮的服務 在這裏存錢。 剛收到。
美元，人民幣，支票，銀行