

Chinese 3-4/31-41 CURRICULUM GUIDE

LA3C03 / LA3C05

Course Description

In this course, students will develop communicative competence in Mandarin Chinese in all language skills: listening, speaking, reading, and writing. Students will learn basic vocabulary and grammar structures for everyday situations. Students will learn both simplified Chinese characters and Pinyin. Students will also gain an understanding of the Chinese culture via class activities such as dialogues, partner work, and listening and written exercises to practice simplified Chinese characters and grammar structures. Cultural topics focus on the history of the Chinese language and culture, lifestyle in China, and current events. This course prepares students for Chinese 5/6-51/61.

District 219
Niles North and West High Schools
Skokie, Illinois

Prepared by:
Wileen Hsing
Yan Qian

Edmund Murphy, Director

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This guide may be changed at any time at the sole discretion of the Board of Education and/or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

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LEARNING TARGETS: Chinese 3/31

I. Over-arching Reading Target: can comprehend (at a literal level) a passage of fiction or non-fiction containing structures and vocabulary commensurate in difficulty with the Chinese 3/31 learning outcomes in Pinyin and simplified Chinese characters.

II. Overarching Vocabulary Target: I can recognize and use vocabulary (simplified characters and Pinyin) contained in *Integrated Chinese (中文听说读写)* L1P1, Lessons 7 through 9.

III. Over-arching Usage Target: In addition to grammar topics covered in Chinese 1-2, I can recognize and use a variety of structures commensurate in difficulty with the Chinese 3/31 learning outcomes.

Sub-targets:

- a. I can recognize and use pinyin appropriately.
- b. I can recognize and use 以后 and 以前 to indicate after and before.
- c. I can recognize and use 一边。。。一边。。。 to show simultaneous actions.
- d. I can recognize and use 正在 to show an action occurring right now.
- e. I can recognize and use 得/不用 to show a need/not need to do something.
- f. I can recognize and use 得 to describe a verb.
- g. I can recognize and use 的 as part of a noun.
- h. I can recognize and use 真 and 太。。。了 to describe an adjective.
- i. I can recognize and use 就 to show the earliness of an action.
- j. I can recognize and use 第 to create ordinal numbers.
- k. I can recognize and use the phrase 有一点儿 to describe adjectives.
- l. I can recognize and use 怎么 to ask about the manner of an action.
- m. I can use 除了...以外, to show alternatives.
- n. I can use 能 and 会 appropriately.
- o. I can recognize and use the adverb: 一共 (yígòng)
- p. I can recognize and use measure words appropriately.
- q. I can write a letter.
- r. I can describe the color, size, and price of a purchase.
- s. I can use 虽然。。。, 可是/但是。。。 to show contrary points.
- t. I can recognize and use the pattern 跟/和。。。 (不) 一样(gēn/hé...(bù)yíyàng)

IV. Overarching Culture Target: I can recognize specific cultural nuances and customs particular to the Chinese world (including, but not limited to those presented in *Integrated Chinese*, Level 1, Part 1, lessons 7 to 9.)

V. Overarching Listening Target: I can respond to comprehension questions based on a listening passage commensurate in difficulty with the Chinese 3/31 learning outcomes.

VI. Overarching Speaking Target: I can speak on a variety of topics commensurate in difficulty with the Chinese 3/31 learning outcomes.

KEY:

IC = Integrated Chinese (中文听说读写) textbook CL = Chinese Link (中文天地) textbook

work = Integrated Chinese workbook and Chinese Link workbook

web = All lessons included web-based activities, including, but not limited to, Voicethread, Quizlet, Photostory, and Moodle. Chinese Link companion website

(http://wps.prenhall.com/wl_wu_chineselink_1),

LEARNING TARGETS: Chinese 4/41

I. Over-arching Reading Target: can comprehend (at a literal level) a passage of fiction or non-fiction containing structures and vocabulary commensurate in difficulty with the Chinese 4/41 learning outcomes in pinyin and simplified Chinese characters.

II. Overarching Vocabulary Target: I can recognize and use vocabulary (simplified characters and Pinyin) contained in *Integrated Chinese (中文听说读写) L1P1*, Lesson10 and *Chinese Link (中文天地)*, Lessons 11, 12, and 15.

III. Over-arching Usage Target: In addition to grammar topics covered in Chinese 1-2, I can recognize and use a variety of structures commensurate in difficulty with the Chinese 4/41 learning outcomes.

Sub-targets

- a. I can recognize and use the superlative 最 (zui)
- b. I can recognize and use direction words: 上, 下, 左, 右, 前, 后, etc.
- c. I can recognize and use sentences expressing location and existence with 在 (zài), 有 (yǒu), and 是 (shì)
- d. I can recognize and use the following patterns:
 - i. 如果。。。的话, (rúguǒ...dehuà)
 - ii. 或者 (huòzhě) and 还是(háishì)
 - iii. 先。。。再。。。 (xiān...zài...)
 - iv. 每。。。都。。。 (měi...dōu...)
 - v. 要。。。了, (yào...le) or 快要。。。了(kuàiyào...le)
 - vi. 从(cóng)。。。去(qù) (到(dào))。。。)
 - vii. 多(duō) VP
- e. I can recognize and use optative verbs: 要, 想, 应该, 得, 能, 可以, 会
- f. I can recognize and use measure words appropriately.
- g. I can describe several means of transportation.
- h. I can order basic food in a restaurant.
- i. I can write an email.

IV. Overarching Culture Target: I can recognize specific cultural nuances and customs particular to the Chinese world (including, but not limited to those presented in *Integrated Chinese* Lesson 10 and *Chinese Link* lessons 11, 12, and 15.)

V. Overarching Listening Target: I can respond to comprehension questions based on a listening passage commensurate in difficulty with the Chinese 4/41 learning outcomes.

VI. Overarching Speaking Target: I can speak on a variety of topics commensurate in difficulty with the Chinese 4/41 learning outcomes.

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Vocabulary Themes and Benchmarks: Chinese 3/31

Theme	Benchmarks using Illinois Standards	Activities
a. Classroom expressions b. Basic Sentence Pattern S + time/place/manner + Verbs	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).	PPT and worksheets PPT and Handsouts Web activities Basic Classroom expressions
Lesson 7AB: Studying Chinese 学中文 a. Experience in learning Chinese b. Talk about earliness and lateness c. Ordinal numbers d. How something is done	All of the above benchmarks, plus: 28.A.1b Respond appropriately to simple commands in the target language. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.B.2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation and inflection. 28.D.1b Describe people, activities and objects from school and home.	
Lesson 8 AB School Life 学校生活 a. Describe school life b. Write a letter	All of the above benchmarks.	
Lesson 9 AB Shopping 买东西 a. Measure words of clothing b. Measure words of money c. Color, size, and price of merchandise d. Exchange merchandise	All of the above benchmarks.	

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Grammar Themes and Benchmarks: Chinese 3/31

Theme	Benchmarks using Illinois Standards	Activities
Review of Chinese 1-2 a. Chinese sentence structure (S+Adv+V+O) b. Classroom expressions	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	PPT Handouts
Lesson 7AB: Studying Chinese 学中文 a. 得 b. 怎么样 c. 有一点儿 d. 第 e. 就 vs. 才	All of the above benchmarks, plus: 28.A.1b Respond appropriately to simple commands in the target language. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.B.2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation and inflection. 28.D.1b Describe people, activities and objects from school and home.	
Lesson 8AB: School Life 学校生活 a. 一边...一边 b. 正在 c. 除了...以外 d. 能 vs. 会 e.	All of the above benchmarks.	
Lesson 9AB: Shopping 买东西 a. 双; 条; 件 b. 块; 毛; 分 c. 一样 d. 虽然...可是		

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Culture Themes and Benchmarks: Chinese 3/31

Theme	Benchmarks using Illinois Standards	Activities
Review of Chinese 1-2 a. Classroom expressions b. Basic Sentence patterns	28.B.1a Respond to and ask simple questions with prompts. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	PPT Handouts Word processing in Chinese Review Chinese names
Lesson 7 AB Studying Chinese 学中文 a. Four Treasure of the Studio 文房四宝 b. Routine bargaining in small shops in China	All of the above benchmarks, plus: 28.A.1b Respond appropriately to simple commands in the target language. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.B.2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation and inflection. 28.D.1b Describe people, activities and objects from school and home.	
Lesson 8 AB School Life 学校生活 a. College system in China b. Common form of closing a letter in Chinese	All of the above benchmarks.	
Lesson 9 AB Shopping 买东西 a. Chinese traditional clothing	All of the above benchmarks.	

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Vocabulary Themes and Benchmarks: Chinese 4/41

Theme	Benchmarks using Illinois Standards	Activities
Speech Assessment a. Describe objects in a room b. Describe feelings at school c. Describe my favorites	28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). 28.B.2a Pose questions spontaneously in structured situations. 28.D.1b Describe people, activities and objects from school and home. 28.B.2b Produce language using proper pronunciation, intonation and inflection.	CL: 255-258 Web: Chapter 15 Work: 75-78 VoiceThread PPT
Lesson 15: The Library Is in Front of the Dorm (图书馆在宿舍前边) a. Show people around b. Ask where something is located c. Explain where something is located	All of the above benchmarks.	CL: 244-254 Web: Chapter 15 Work:
Lesson 10 AB: Translation 交通(IC L1P1) a. Describe means of translation b. Describe a traffic route c. Express gratitude d. Write an email	All of the above benchmarks.	
Lesson 11: Do You Want Black Tea or Green Tea? (你要红茶还是绿茶?) a. Order food at a restaurant b. Present/choose from alternatives c. Ask what someone wants d. Tell someone what you want e. (Supplementary) Restaurant expressions, common foods and fruits	All of the above benchmarks.	CL: 169-181 Work: 47-52 Web: Section 11 Restaurant skit Using chopsticks Field trip to Chinatown in May
Lesson 12: May I Borrow Your Car? (我可以借你的车吗?) a. Make a request b. Express wishes, obligations, capabilities, possibilities, or permissions	All of the above benchmarks, plus: 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). 28.B.2a Pose questions spontaneously in structured situations.	CL: 188-197, 202 Web: Chapter 12 Work:

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Grammar Themes and Benchmarks: Chinese 4/41

Theme	Benchmarks using Illinois Standards	Activities
Speech Assessment d. Direction words: 前, 后, 左, 右, 上, 下 e. 喜欢 f. 最	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	CL: F-34-F-35; 1-186 Web: Chapters P, 1-11 Work: Word processing in Chinese
Lesson 15: The Library is in Front of the Dorm (图书馆在宿舍前边) a. Position words b. Sentences Expressing Location and Existence with 在, 有, and 是	All of the above benchmarks.	CL: 244-254 Web: Chapter 15 (under "Grammar Review") Work:
Lesson 10 AB: Translation 交通(IC L1P1) a. 如果。。。的话, (rúguǒ...dehuà) b. 或者 (huòzhě) and 还是(háishì) c. 先。。。再。。。 (xiān...zài...) d. 每。。。都。。。 (měi...dōu...) e. 要。。。了, or 快要。。。了(kuàiyào...le) f. 从 (cóng)。。。去 (去) (dào)。。。		
Lesson 11: Do You Want Black Tea or Green Tea? (你要红茶还是绿茶?) a. Or (还是) b. Measure words 杯, 瓶, 盘, 碗, 壶, 盒, 桶, 罐, 箱, 袋	All of the above benchmarks.	CL: 169-181 Work: 47-52 Web: Section 11 (under "Grammar review") Field trip to Chinatown
Lesson 12: May I Borrow Your Car?	All of the above benchmarks.	CL: 314-325, 354

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(我可以借你的车吗?) a. Make a request b. Express wishes, obligations, capabilities, possibilities, or permissions		Web: Chapter 19 Work: 85-88
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Culture Themes and Benchmarks: Chinese 4/41

Theme	Benchmarks using Illinois Standards	Activities
Speech Assessment Lesson 15: The Library is in Front of the Dorm (图书馆在宿舍前边) a. Chinese Art of Placement 风水 b. Scenic Spots in Beijing	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).	CL: 288-292
Lesson 10 AB: Translation 交通(IC L1P1) a. Taxi in China b. Railway system in China c. Chinese New Year (optional)	28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). 28.B.2a Pose questions spontaneously in structured situations. 28.D.1b Describe people, activities and objects from school and home. 28.B.2b Produce language using proper pronunciation, intonation and inflection	
Lesson 11: Do You Want Black Tea or Green Tea? (你要红茶还是绿茶?) a. Chinese food b. Chinese snacks	All of the above benchmarks.	CL: 182-186 Web: Section 11 (Under "Audio") Restaurant menus
Lesson 12: May I Borrow Your Car? (我可以借你的车吗?)	All of the above benchmarks.	CL: 326-330

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c. Make a request d. Express wishes, obligations, capabilities, possibilities, or permissions		Guest speaker? Chinese herbs
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Technology Standards and Activities: Chinese 3/4 31/41

NETS	web = Chinese Link companion website (with audio program); Int = internet activities
1. Basic operations and concepts: <ul style="list-style-type: none"> • Students demonstrate a sound understanding of the nature and operation of technology systems. • Students are proficient in the use of technology. 	Web, Int
2. Social, ethical, and human issues: <ul style="list-style-type: none"> • Students understand the ethical, cultural, and societal issues related to technology. • Students practice responsible use of technology systems, information, and software. • Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. 	Web, Int
3. Technology productivity tools: <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. • Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works. 	Web, Int, Student-created projects
4. Technology communication tools: <ul style="list-style-type: none"> • Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. • Students use a variety of media formats to communicate information and ideas effectively to multiple audiences. 	Int, Student-created projects
5. Technology research tools: <ul style="list-style-type: none"> • Students use technology to locate, evaluate, and collect information from a variety of sources. • Students use technology tools to process data and report results. • Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. 	Int, Student-created projects
6. Technology problem-solving and decision-making tools: <ul style="list-style-type: none"> • Students use technology resources for solving problems and making informed decisions. • Students employ technology in the development of strategies for solving problems in the real world. 	Web, Int

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Curriculum Summary: Chinese 3/31 Semester 1

1st Quarter: Review of Chinese 1-2, Lessons 7 AB – 8 A (IC L1P1)

Review of Chin 1-2					
Vocabulary	Topics	IC	Work	Web	Other Activities and Materials
Classroom expressions		notes			-Movie reports -Dates activity -Birthday activity -Writing assignment
Vocabulary		PPT		QuizLet	
	Chinese sentence structure (S+Adv+V+O)				
	Classroom expressions	notes			

Lesson 7 Studying Chinese (学中文) A: How Did You Do on the Exam?					
Vocabulary Themes	Topics	IC	Work	Web	Other Activities and Materials
I can use adverbs to describe how something is done.	得;怎么样	IC1.1, 176-187			
I can talk about my experience in learning Chinese.	有一点儿	IC1.1, 176-187			
I can use ordinal numbers.	第	IC1.1, 176-187			

Lesson 7 Studying Chinese (学中文) B: Preparing for a Chinese Class					
Vocabulary Themes	Topics	IC	Work	Web	Other Activities and Materials

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I can talk about my experience in learning Chinese.	有点儿; 这么; 真	IC1.1, 188-196			
I can describe the earliness or lateness of an action.	才; 就	IC1.1, 188-196			

Lesson 8 School Life (学校生活) A: A Typical School Day

Vocabulary Themes	Topics	IC	Work	Web	Other Activities and Materials
I can describe my day in a diary entry.	一边...一边; 正在	IC1.1, 202-214			

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2nd Quarter: Lessons 8B - 9AB (IC L1P1)

Lesson 8 School Life (学校生活) B: Talking about Studying Chinese					
Vocabulary Themes	Topics	IC	Work	Web	Other Activities and Materials
I can write a letter.		IC1.1, 215-222			
	除了...以外	IC1.1, 215-222			
	能 vs. 会	IC1.1, 215-222			

Lesson 9 Shopping (买东西) A: Shopping for Clothes					
Vocabulary Themes	Topics	IC	Work	Web	Other Activities and Materials
I can use measure words in regards to clothing.	双;条;件	IC1.1, 226-238			
I can use measure words with money.	块;毛;分	IC1.1, 226-238			

Lesson 9 Shopping (买东西) B: Exchanging Shoes					
Vocabulary Themes	Topics	IC	Work	Web	Other Activities and Materials
I can describe the color, size, and price of a purchase.	一样;虽然...可是;	IC1.1, 239-246			

Review for Final

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Curriculum Summary: Chinese 4/41 Semester 2

3rd Quarter: Lesson 15 (CL), Speaking Assessment, and Lessons 10 AB (IC L1P1),

Speaking Assessment				
Vocabulary Themes	Topics	Textbook	Web	Other Activities and Materials
I can describe objects in a room (directions).		CL15, 244-254.	VoiceThread	<ul style="list-style-type: none"> • Pictures for practice • VoiceThread
I can describe my feelings about school.		vocab lists & notes from PPT		
I can describe my favorites.	最	vocab lists & notes from PPT		

Lesson 15: The Library Is in Front of the Dorm (图书馆在宿舍前边)					
Vocabulary Themes	Topics	CL	Work	Web	Other Activities and Materials
Show people around		255-258	67-70	Chapter 15	<ul style="list-style-type: none"> - 家 description activity - Map activity - Classroom/School activity - Describe picture - Research 风水
Ask where something is located		255-258	67-70	Chapter 15	
Explain where something is located		255-258	67-70	Chapter 15	
	Position words	255-258	67-70	Chapter 15	
	Sentences Expressing Location and Existence with 在, 有, and 是	255-258	67-70	Chapter 15	
	Chinese Art of Placement	255-258	67-70	Chapter 15	
	Scenic Spots in Beijing	255-258	67-70	Chapter 15	

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Lesson 10A Transportation (交通): Going Home for the Winter Vacation					
Vocabulary Themes	Topics	IC	WB	Web	Other Activities and Materials
I can describe several means of transportation.		IC1.1, 252-263			
I can describe a traffic route.		IC1.1, 252-263			
	topic-comment sentences	IC1.1, 252-263			
	或者 (huòzhě) and 还是(háishi)	IC1.1, 252-263			
	先。 。 。 再。 。 。 (xiān...zài...)	IC1.1, 252-263			

Lesson 10B Transportation (交通): An Email: Thanks for Someone for a Ride					
Vocabulary Themes	Topics	IC	WB	Web	Other Activities and Materials
I can write an email.		IC 1.1, 264-269			<ul style="list-style-type: none"> Using chopsticks Skits
I can express gratitude.		IC1.1, 264-269			
	mei2..dou1... 每。 。 。 都。 。 。	IC1.1, 264-269			
	kuai4 yao4... le 快要。 。 。 了	IC1.1, 264-269			

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4th Quarter: Lessons 11 and 12 (Chinese Link) Review for CRT

(Chinese Link) Lesson 11: Do You Want Black Tea or Green Tea? (你要红茶还是绿茶?)					
Vocabulary Themes	Topics	CL	Work	Web	Other Activities and Materials
Order food at a restaurant		169-181	47-52	Section 11	<ul style="list-style-type: none"> • Using chopsticks • Skits
Present/choose from alternatives		169-181	47-52	Section 11	
Ask what someone wants		169-181	47-52	Section 11	
Tell someone what you want		169-181	47-52	Section 11	
Restaurant expressions, common foods		169-181	47-52	Section 11	
	Or (还是)	176	47-52	Section 11 ("Grammar review")	
	Measure words 杯, 瓶, 盘, 碗, 壶, 盒, 桶 , 罐, 箱, 袋	176	47-52	Section 11 ("Grammar review")	
	Culture: Chinese food	182-185		Section 11 ("Audio")	
	Culture: Chinese snacks	185-186		Section 11 ("Audio")	

Lesson 12: May I Borrow Your Car? (我可以借你的车吗?)					
Vocabulary Themes	Topics	CL	Work	Web	Other Activities and Materials

KEY:

IC = Integrated Chinese (中文听说读写) textbook **CL** = *Chinese Link* (中文天地) textbook

work = Integrated Chinese workbook and *Chinese Link* workbook

web = All lessons included web-based activities, including, but not limited to, Voicethread, Quizlet, Photostory, and Moodle. *Chinese Link* companion website

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Make a request		198-200	53-57	Chapter 12	-可以 / 不可以partner activity -要去partner activity -会不会 partner activity -Skits -Verb activity
Express wishes, obligations, capabilities, possibilities, or permissions		198-200	53-57	Chapter 12	
	Optative verbs (要, 想, 应该, 得, 能, 可以, 会)	198-200	53-57	Chapter 12	
	从。。。去(到)。。。。	198-200	53-57	Chapter 12	
	多VP (学习, 练习)	198-200	53-57	Chapter 12	
	Optional: China's Auto Industry	198-200	53-57	Chapter 12	

Review for Final

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