Dear CLTA-WPA Members:

Hope that you all had an enjoyable summer and a wonderful beginning of the 2016 fall semester. We are glad to announce the 2016 Summer issue of the newsletter of the Chinese Language Teachers Association of Western Pennsylvania (CLTA-WPA). The newsletter serves as a venue among members of CLTA-WPA to share news and resources. Example items include but not limited to (1) descriptions of events associated with your Chinese programs that already took place or are incoming; (2) information on achievements that you or your students have accomplished, such as publications, conference presentations, and awards; (3) conference/workshop announcements; reports on recent conferences, website or software recommendations, or other news related to our field, (4) job ads or other related advertisement. Pictures are welcome.

News items can be submitted to CLTA.WPA2014@gmail.com. Questions and suggestions can be addressed to Dr. Shijuan Liu at SLiu@iup.edu. We hope that you will find the newsletter helpful for you and your Chinese program. Thank you.

The Newsletter Committee:
Shijuan Liu (Chair), Indiana University of Pennsylvania
Sue-mei Wu, Carnegie Mellon University

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**Message from the Editors**

**CLTA-WPA Board of Directors**

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Yueming YU (于月明), Vice-president
Gang LIU (刘刚), Secretary-Treasurer
Shijuan LIU (刘士娟), Newsletter

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Yi XU (许怡), University of Pittsburgh
Yueming YU (于月明), Carnegie Mellon University
Jing ZHOU (周璟), Sewickley Academy

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2016 Autumn CLTA-WPA & Foreign Language Teaching Symposium

西宾州中文教师学会2016秋季研讨会

Time 时间：9AM-5PM, Sunday, October 16, 2016

Place 地点：Carnegie Mellon University, The Giant Eagle Auditorium (BH A51)

Host 主办单位：CLTA-WPA.

Symposium Organizing Committee: Sue-mei Wu 吴素美 (Chair, CLTA-WPA President), Yueming Yu 于月明 (CLTA-WPA Vice president) and Gang Liu 刘刚 (CLTA-WPA Treasurer), CMU

Special thanks to the following sponsors: Chinese Studies Program, CMU; Confucius Institute of Univ. of Pittsburgh, MA in Applied SLA, CMU; Dept. of Modern Languages, CMU; Chinese Program of Univ. of Pittsburgh

The symposium topics include (but are not limited to) the following:

- The K-12 Classroom and the Articulation of K-12 and K-16
- Content-based Instruction: Theory and Practice in CFL
- Chinese Grammar in Teaching and Learning
- Materials Design and Development
- Culture and Language Learning
- Testing and Assessment
- Heritage Learners
- Innovative Classroom Teaching and Learning
- Second Language Acquisition: Theories and Applications in CFL
- Computer-Assisted Language Learning
- Chinese Study Abroad
- Foreign Languages Teaching (FLT) demo showcase 外语教学演示

The Chinese Language Teachers Association of Western Pennsylvania (http://clta-wpa.org)
The Chinese Language Program of the Pennsylvania State University (PSU) successfully hosted the 2015 Autumn Symposium Chinese Language Teachers Association Western Pennsylvania on October 17. The symposium attracted 65 attendees from universities, colleges, and schools. Audience responded that the one-day event gave in- and pre-service Chinese language teachers an excellent opportunity to network and helped them gain professional knowledge and experience. The CLTA-WPA would like to thank Dr. Wen-hua Du and her PSU colleagues and students for their hard work of hosting such a successful event.
CLTA-WPA 2015 Fall Symposium

Time 時間: 10AM-3:30PM, Saturday, October 17, 2015

Place 地點: Pennsylvania State University, University Park Campus

Host 主辦單位: Chinese Language Program, Pennsylvania State University

CLTA-WPA 2015 Autumn Symposium Program Committee:

Dr. Wen-Hua Du 杜雯華 (PSU) & Dr. Sue-mei Wu 吳素美 (CMU)

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致謝 Acknowledgments:

We extend our thanks and appreciation to the Department of Asian Studies at the Pennsylvania State University for this CLTA-WPA 2015 Autumn Symposium秋季研討會。

Thank you! 謝謝！
IUP Chinese program, led by Dr. Shijuan Liu, celebrated the Chinese New Year (also known as Spring festival) on February 8 in the atrium of the new CHSS building. Hands-on cultural activities included paper cutting, calligraphy writing, Jianzi (Chinese shuttlecock) kicking. Participants were also able to learn about the Chinese zodiac and received hongbao (Chinese red package) with Chinese candies. There were also mini-performances during the celebration given by students from the Chinese program, including singing Chinese new year related songs, playing Chinese pieces by violin and trombone, and demonstrating Chinese Kungfu.

Students, faculty, staff, and other community members across campus including the IUP President Michael Driscoll (center in picture above), attended the event. More pictures can be found from https://iup.collegiatelink.net/organization/clcc/gallery/album/83787
Celebration of Chinese Lantern Festival at IUP

IUP Chinese program celebrated the Chinese lantern festival on February 20 in the food lab of the Food and Nutrition Department and the dining room of the Hospitality Management Department in the IUP Ackerman Hall. The event included cooking demonstration, tasting, performance, and games. Several authentic Chinese foods such as dumpling (Jiaozi), hotpot (Huoguo), Yuanxiao (a must food for Chinese lantern festival), spring rolls (Chunjuan), Mapo Tofu were made and tasted. Performances included playing Chinese pieces with the Sheng instrument, trombone, and singing songs related to the lantern festival and year of the Monkey. Interested participants also played the Chinese Mahjong game, and viewed documentary videos on Chinese cooking. Students taking Chinese language and culture classes displayed their boards on Chinese cuisine and festivals.

The event, coordinated by Dr. Shijuan Liu, was a collaborative endeavor among several programs across campus and assisted by Chinese community members at IUP. The University President Michael Driscoll and his wife, Mrs. Becky Driscoll, attended the event. Mrs. Driscoll also demonstrated how to make gingered yam based on her holiday recipe. The Chairpersons of the Department of Foreign Languages, Food and Nutrition Department, Asian Studies program also joined the event with approximately eighty community members.

More pictures can be found from https://iup.collegiatelink.net/organization/clcc/gallery/album/86043#.
Chinese Program at Indiana University of Pennsylvania

IUP Chinese Language and Culture Club

In addition to assisting Dr. Shijuan Liu in successfully organizing the events on celebrating the Chinese New Year and Chinese Lantern Festival in February, the Chinese Language and Culture Club also worked with Dr. Liu (first on the right in the picture) in organizing an event on working, traveling, and studying in China on April 7. Christine Barry (fourth on the right) and Linus Morales (fifth on the right) were the Co-Presidents of the Club during the 2015-16 academic year, and Dr. Liu is the Club faculty advisor.

The event featured Mr. Chad Buckwalter (first on the left in the pic), a staff member from the IUP’s Office of International Education, and Ms. Chelsea Grove (second on the left in the pic), a staff member from the College of Business. Both of them have rich experience of working, traveling, and studying in China. Student representatives who attended the 2015 Sichuan summer program also shared their experience at the event.

IUP Student Inducted into the National Collegiate Chinese Honors Society

Kylie Chiu, an IUP Senior with double majors in Asian Studies and International Business, was inducted into the National Collegiate Chinese Society. She was among the first group of the inductees nationwide to join it. The induction ceremony at IUP was held on May 4, 2016 in Wallwork G98. Dr. Shijuan Liu, the faculty advisor of the IUP Chapter, presented the certificate to Kylie. Members of the Chinese Language and Culture Club and students taking Chinese language and culture courses attended the ceremony. Dr. Alan Baumler, the Asian Studies program director, also attended the ceremony.
Linus Morales (right in the picture below), an IUP sophomore in the Chinese program, did an independent study with Dr. Shijuan Liu (left in the picture) in the fall of 2015, and presented his project at the 2015 CLTA-WPA Autumn Symposium under Dr. Liu’s guidance. His presentation was very well received by the audience including Dr. Yueming Yu and Dr. Gang Liu, the CLTA-WPA board members, who also served as editors of the Journal entitled Studies in Chinese Learning and Teaching (SCLT). Linus wrote a full paper based on his presentation with the suggestions from Dr. Liu as well as the Journal editors and paper reviewers. His paper was published in the 2016 spring issue of the SCLT journal. The title of his article was *Effects of Synesthesia on Learning Chinese: A Personal Reflection*.

An IUP Chinese Language Student Received the Competitive Fellowship from Middlebury College

Linus Morales (right in the picture above), an advanced student in the IUP Chinese program, who was also a CLTA-WPA member, attended the summer intensive Chinese program of the Middlebury College in 2016. He received the Kathryn Davis Fellowship for Peace, a competitive merit-based scholarship awarded through Middlebury College, which covered full tuition, room and board, at an estimated total amount of over $11,000. Linus, who is an Asian Studies major, also received the summer language study scholarship awarded by the IUP’s Asian Studies Program.
Chinese Program at Indiana University of Pennsylvania

IUP Students Visited China

Five IUP students participated in a 2-week summer program hosted by the Sichuan University at Chengdu, China, in July of 2016. Students took classes, ate and travel together with local Chinese students. Their tuition and the cost of boarding and cultural excursions were covered by the scholarship from the Sichuan University awarded through the Office of International Education of IUP. During and after the program, some of them also travelled in other places of China. For instance, Daniel Wethli, an IUP sophomore, visited Beijing, Xi’an, Chongqing, Shanghai, and other cities after the program. His family joined him in the trip and climbed the Great Wall together with Dr. Shijuan Liu, the IUP Chinese language professor, in the suburb of Beijing.

Picture on the left: Three IUP students with a local Chinese lady in her ethnic dress in Sichuan.

Pictures above and on the left: IUP student Daniel Wethli (left in the picture above) with Dr. Shijuan Liu (right in the picture above) on the Great Wall, on July 26, 2016.
Pitt in Shanghai offers a great study-abroad opportunity to students who are interested in China, Chinese language, history, and cultural studies. All students take two courses for a total of six credits during five weeks. One of the courses is language focused. Students study Chinese language in a one-on-one style with their Chinese language instructors on any topic that students would like to research. The students’ research is supplemented by site visits. For example, a student may visit Hangzhou’s Longjing (one well-known type of Chinese tea) Village if his research topic is Chinese tea and tea culture.

In addition to Chinese language class, students also attend a modern Chinese history course taught by a member of the University of Pittsburgh Study Abroad Office’s faculty in English. Students also attend several excursions to places like Wu Xi’s Great Lake, or take a walking tour of Shanghai’s historical former French Concession. This program allows students a chance to explore and learn about many aspects of Chinese culture and society. Students greatly enjoyed their Pitt in Shanghai experience and feel like their journey to China memorable as well as enriching.
Chinese Program in University of Pittsburgh

Pitt Chinese Language and Culture Club

A group of Chinese students at the University of Pittsburgh formed the Chinese Language and Culture Club under the supervision of Chinese language faculty members. The club holds Chinese conversation table events regularly on Fridays during the fall and spring semester of 2015-16. They have hosted events such as Chinese calligraphy writing and movie screening. Follow their latest event on the Facebook: https://www.facebook.com/UPittChineseClub/

Picture on the right: The club faculty adviser, Juchun Wei (second from left) with the founding student members.

Chinese New Year Celebration

The Chinese New Year’s celebrations were hosted in February, 2016 for Chinese language students at the University of Pittsburgh. Students made dumplings and everyone wore red clothes, sang songs, enjoyed the meal, and welcomed the coming of the spring.
The workshop was held from July 21 to July 29, 2016 at the University of Pittsburgh. CLTA-WPA Board members, Dr. Ying Xiao (萧映) and Haixia Wang (汪海霞) have successfully led the workshop. The new teachers actively participated in the sessions and discussions led by invited speakers. Several CLTA-WPA members were invited to give lectures on various topics. For example, Dr. Sue-mei Wu (吴素美), President of CLTA-WPA, talked on the Technology-enhanced Language Teaching to introduce how to integrate the new technology in teaching Chinese language and culture in the US classrooms. She has showcased her CMU OLI Chinese online project, some Chinese language and culture learning modules and her new creation of digital storytelling films; Dr. Gang Liu (刘刚), CLTA-WPA Treasure and a Board Member, talked about Cultural Misunderstanding and Chinese Teaching and Learning & showcase some Chinese classroom instruction; Ms. Jing Zhou (周璟), a CLTA-WPA Board Member, and Ms. Xiaoxia Xu (徐晓霞) provided strategies and skills for language teaching in K-12 settings. In addition to the speakers, CLTA-WPA members, Haixia Wang and Jiawei Xu (徐佳维), also actively participated in organizing the workshop and helping the new teachers to get settled.
The MA in Applied SLA Program at Carnegie Mellon University

- a one-year, intensive program
- prepares U.S. and international students for careers in second language teaching in Arabic, Chinese, French, German, Italian, Japanese, Spanish, and ESL.
- draws on strengths of the Department of Modern Languages at Carnegie Mellon in the areas of second-language acquisition, cultural studies, pedagogy, and technology-enhanced learning.
- MA graduates will be eligible for employment in institutions of higher learning, as well as in private schools or public secondary schools, and in a multitude of settings abroad (especially in ESL).
- The MA in Applied SLA may also lead to further graduate work in second language studies.

For additional information see the program website at:
http://www.cmu.edu/dietrich/modlang/graduate/ma/

Contact:

Sue-mei Wu 吴素美, Ph.D.
Teaching Professor of Chinese Studies
Director, MA in Applied SLA
Dept. of Modern Languages, Carnegie Mellon University
Baker Hall 160, Pittsburgh, PA 15213
Phone: 412-268-5949
E-mail: suemei@andrew.cmu.edu
Textbook Information

Textbook: Chinese Link 中文天地

CHINESE LINK: 中文天地 (Beginning Chinese)
By Sue-mei Wu 吴素美, Yueming Yu 于月明, Yanhui Zhang 张燕辉, Weizhong Tian 田维忠
Website: http://www.pearsonhighered.com/showcase/chineselink2e/http://www.pearsonhighered.com/chineselink

CHINESE LINK: 中文天地 (Intermediate Chinese)
By Sue-mei Wu 吴素美 & Yueming Yu 于月明
Website:
http://www.pearsonhighered.com/showcase/chineselink2e/
www.pearsonhighered.com/chineselink

Features of CHINESE LINK: Zhongwen Tiandi 中文天地 (Beginning Chinese) 特色

- The 5Cs (National Standards) are blended consistently throughout the content and exercises in the program.
- From the beginning of the text, we help students build from words and phrases to sentences and cohesive passages and then to application in communicative tasks.
- The textbook contains many drawings and authentic photographs, and utilizes a clear, attractive layout.
- Both Traditional and Simplified character forms are listed for every vocabulary item. When students see the two forms side by side it helps them to make an association between the two.
- Differences in usage between Mainland China and Taiwan are consistently identified.
- Interesting cultural notes are included in each lesson and supplemented with authentic photographs from Mainland China, Taiwan, and Hong Kong.
1. In General 总体特色
   Lessons have been revisited to provide greater balance among lessons, add more re-
view and recycling of materials, enhance consistency, and emphasize student out-
comes. More engaging and communicative exercises for learners have been added,
and several of the culture notes have been updated.

2. 4-color design 彩色设计
   The use of a 4-color design now provides clear delineation between various items,
and makes the text more appealing to today’s learner.

3. Chapter opening 每章开头
   - Opening photos have been updated and highlight the lesson theme.
   A “Connections and Communities Preview” section has been added to help learners
make connections to their daily life and build links among their communities. Ques-
tions focus on the lesson and Culture Link themes.

4. Sentence Patterns 句型
   Key grammar points in the sentence pattern section are highlighted in order to show
the grammar in context.

5. Language notes 语文注释
   Notes have been placed next to the Language in Use texts for ease of reference.

6. Grammar 语法
   - Pinyin has been added to the examples to provide a more effective illustration of
the key grammar notes.
   - Grammar explanations have been simplified and clarified.
   A new “Try It!” section has been added to provide guided communicative practice im-
mediately following and reinforcing grammar points.
What’s New to this Edition <<中文天地>> 第二版的崭新面貌

7. Supplementary Practice 补充课文
   Questions have been added for reading comprehension practice of the supplementary texts.

8. Activities 练习
   Activities have been updated and additional communicative activities have been added.

9. Culture Notes 文化点滴
   - Culture Notes have been updated with new information and some new topics of interest to today’s students. They are also more thematically linked to the content of the lesson.
   - A “Do You Know…” section of introductory questions has been added before the reading to arouse student motivation, attention, and interest before reading the culture notes.
   - Comparison questions after the reading help learners to compare and discuss their culture to Chinese culture. Questions also encourage discussion on issues related to the reading and lesson’s theme.
   - Photos have been updated to present scenes related to the reading. Captions encourage reflection of information learned in the reading.

10. Fun with Chinese 趣味中文
    Activity questions have been added to highlight familiar words in the idiom/slang and allow students to connect real-life situations with the sayings.

11. Let’s Go! 行动吧！
    Information and activities have been updated to strongly relate to the lesson’s theme.

12. Workbook 作业本
    - The Workbook incorporates listening, character, grammar and comprehensive exercises into each lesson homework.
    - More challenging and authentic materials have been added to the listening exercises.
    At the end of each Workbook chapter, a “Progress Checklist” has been added so that students can monitor their progress and the accomplishment of lesson goals and language competencies in each lesson.

13. Character Book 写字簿
    The Character exercises have been put into a separate volume for more efficiency and convenience.

14. MyChineseLab 我的中文实验室
    A new online resources has been developed to support the text.
Textbook: 古文入門 (Classical Chinese Primer)

By John C. Y. WANG 王靖宇 (Stanford Univ.), Sue-mei WU 吳素美 (Carnegie Mellon Univ.), Shaoyu JIANG 蔣紹愚 (Peking Univ.) and Frank F. S. HSUEH 薛鳳生 (The Ohio State Univ.) The Chinese University Press (CUP), The Chinese University of Hong Kong 香港中文大學出版社


Classical Chinese Primer (Reader + Workbook+ Free Audio CDs) may also be ordered from Columbia University Press.


About the Book: Designed for those who have studied Modern Chinese for one or two years, but who have had no exposure to Classical Chinese before, Classical Chinese Primer is in a set of two volumes: the reader itself and a workbook. This reader includes forty lessons in total, covering selected readings from ancient fables, philosophical texts, as well as historical and literary writings. Each selection is accompanied by annotations and clear and jargon-free grammar notes. Beginners of Classical Chinese will find this reader useful in building up their basic grammatical knowledge of the language.

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35. Selection from the Records of the Historian The Biography of General Li 三十五。柳宗元：《論語解》
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37. Selection from the Records of the Historian The Biography of General Li 三十七。范仲淹：《岳陽樓記》
38. Selection from the Records of the Historian The Biography of General Li 三十八。歐陽修：《醉翁亭記》
39. Selection from the Records of the Historian The Biography of General Li 三十九。王安石：《遊褒禪山記》
40. Selection from the Records of the Historian The Biography of General Li 四十。蘇軾：《留侯論》

Appendix I: Grammar Summary
Appendix II: Simplified Character Texts with Pinyin
Vocabulary Index
Textbook: A Changing China (Advanced Chinese) 中国新象（高级中文教材）

By Sue-mei WU (吴素美) & Yueming YU (于月明), Carnegie Mellon University

*A Changing China (Advanced Chinese)* program systematically emphasizes and integrates the “5Cs” principles of the National Standards for Foreign Language Education—Communication, Cultures, Comparisons, Connections, and Communities—throughout the program. It encompasses 8 Units (16 lessons). It is designed to be completed in one academic year of college-level study and mainly for learners of Chinese as a foreign language at the intermediate-high or advanced-low levels of proficiency, as designated by the ACTFL standards (typically, 5th to 6th semester or third-year Chinese language courses at most North American universities or colleges). Heritage students in intermediate-level courses can also make use of many features of this textbook to advance their proficiency and literacy skills. The program will advance their language competency in all four skills. Students will expand their explicit knowledge of socio-cultural influences on Chinese language use, and will be able to apply the knowledge to conduct culturally appropriate spoken and written communication across various social domains and genres. The advanced level program encompasses themes and topics carefully selected to be closely related to current and crucial issues related to social change in China, such as population growth, the single-child generation, lovers and marriage, housing, traffic, education, pop culture and healthy living. The topics, content, exercises, activities, and literacy training at this advanced level are well blended and linked with the theme-based Chinese societal phenomena presented throughout the curriculum. The program will help learners to gain a deeper understanding of the cultural background of Chinese language and society. Learners will also develop a repertoire of strategies and resources to assist their learning so that they will gradually become autonomous learners who are able to conduct independent learning on Chinese language, culture, history, and society.

**LEVEL 3, PART 1:**

<table>
<thead>
<tr>
<th>第一单元: 人口</th>
<th>UNIT 1: POPULATION (Lesson 1 &amp; Lesson 2)</th>
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<td>第二单元: 独生子女这一代</td>
<td>UNIT 2: THE SINGLE-CHILD GENERATION (Lesson 3 &amp; Lesson 4)</td>
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<td>UNIT 3: LOVERS AND MARRIAGE (Lesson 5 &amp; Lesson 6)</td>
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<td>第四单元: 住房</td>
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### Level 3, Part 1 范围和顺序 SCOPE AND SEQUENCE (SAMPLE)

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<tr>
<th>课程 &amp; 主题</th>
<th>教学目标 &amp; 交际活动</th>
<th>语法要点</th>
<th>补充阅读</th>
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</table>

<p>| 第一单元: 人口 UNIT ONE: POPULATION | - To learn the population situation in China&lt;br&gt;- To learn the pros and cons of China’s population policy&lt;br&gt;- To learn to express your own opinions on the population policy&lt;br&gt;- To review how to say numbers, percentages, and to learn how to say times&lt;br&gt;- To be able to use causative verbs | | |
| 第一课: 人口问题的新挑战 LESSON 1: The New Challenges of Population Issues | - To learn the traditional Chinese concept on men and women&lt;br&gt;- To learn how this old concept has influenced Chinese people’s thinking towards having children&lt;br&gt;- To learn to analyze and comment on the relationship between this old concept and China’s population policy&lt;br&gt;- To learn to use some special conjunctions&lt;br&gt;- To learn how to use zero-subject sentences for coherence | I. 连接词 Conjunctions&lt;br&gt;A. 本该……,&lt;br&gt;但是/可是……&lt;br&gt;B. 反而&lt;br&gt;C. 因此而&lt;br&gt;D. 递……, 也……&lt;br&gt;E. 于是&lt;br&gt;II. 主词省略 Zero-subject (Omission of subject) | (补)：港台重男轻女观念仍然严重&lt;br&gt;(媒)：民意调查：生两个孩子最合适 |
| 第二课: 生了女儿以后…… LESSON 2: After Having a Baby Girl…… | - To know the special characteristics of the generation of youth in China born in the 90s&lt;br&gt;- To know and understand the social background that has fostered this generation&lt;br&gt;- To know how this generation may influence the future of China&lt;br&gt;- To be able to describe people’s merits and shortcomings&lt;br&gt;- To be able to analyze and comments on the younger generation in China today&lt;br&gt;- To be able to make comparisons between young people in China and those in other countries | I. The use of 为&lt;br&gt;II. The use of 于&lt;br&gt;III. 令人+V.&lt;br&gt;IV. 不管 | (补)：我是一个“九零后”&lt;br&gt;(媒)：网络成为束缚，台湾年轻人被“绑架” |
| 第三课: 独生子女这一代 UNIT TWO: THE SINGLE-CHILD GENERATION | - To know the special characteristics of the generation of youth in China born in the 90s&lt;br&gt;- To know and understand the social background that has fostered this generation&lt;br&gt;- To know how this generation may influence the future of China&lt;br&gt;- To be able to describe people’s merits and shortcomings&lt;br&gt;- To be able to analyze and comments on the younger generation in China today&lt;br&gt;- To be able to make comparisons between young people in China and those in other countries | I. V + 上 （爱上）&lt;br&gt;II. 能 + V. + 即+ V.&lt;br&gt;III. 以前的重要语法点复习&lt;br&gt;A. 既 (又) ……, 又…… | (补)：香港的“八零后”&lt;br&gt;(媒)：年轻人在台湾 |
| 第四课: “八零后”的烦恼 LESSON 3: The Worries of the “Post-80s” | - To know the characteristics of the post-80s young generation in China&lt;br&gt;- To know some typical worries of the post-80s young generation&lt;br&gt;- To learn about the daily life of the post-80s young generation in China, Taiwan and Hongkong&lt;br&gt;- To be able to use the “V+ 上” &amp; “能 V. + 即 V. “ patterns in the expressions.&lt;br&gt;- To review the conjunction: “既 (又)…又…” | | |</p>
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<thead>
<tr>
<th>第三单元:恋爱, 婚姻</th>
<th>UNIT THREE: LOVERS AND MARRIAGE</th>
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<tr>
<td>l恋, 婚姻</td>
<td>LESSON 5: Changes in the Concept of Lovers and Marriage</td>
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<tr>
<td>- To get to know the traditional Chinese concept on love and marriage in feudal society</td>
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<tr>
<td>- To learn the fundamental changes that have taken place in the past several decades in the concept</td>
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<tr>
<td>- To learn the social background for the changes in the concept</td>
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<tr>
<td>- To learn to introduce the changes in Chinese</td>
<td></td>
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<tr>
<td>- To learn to express your own thoughts on the changes in the concept</td>
<td></td>
</tr>
<tr>
<td>I. “之”的用法 (补): 青年中的 “闪婚” 热潮</td>
<td></td>
</tr>
<tr>
<td>II. 由……V.</td>
<td></td>
</tr>
<tr>
<td>III. 直到……才</td>
<td></td>
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<tr>
<td>IV. The use of “给”</td>
<td></td>
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<tr>
<td>V. 之的用法</td>
<td></td>
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<tr>
<td>VI. 由 ……</td>
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<td>VII. 直到 ……才</td>
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<tr>
<th>第六课: 当代中国青年入婚姻</th>
<th>LESSON 6: Kaleidoscope of Contemporary Chinese Youth’s Marriage</th>
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<tr>
<td>当代中国青年入婚姻</td>
<td>LESSON 6: Kaleidoscope of Contemporary Chinese Youth’s Marriage</td>
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<tr>
<td>- To learn how Chinese youth view love and marriage today</td>
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<td>- To learn how Chinese parents handle their children’s marriage</td>
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<td>- To learn to comment on the social background for the youth’s attitude towards marriage</td>
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<tr>
<td>- To learn to compare the present-day Chinese youth’s attitude toward love and marriage and that of the young people in another country</td>
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<td>- To learn the use of some classical words in formal Chinese</td>
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<td>- To review the use of potential complement</td>
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<td>- To learn to describe people’s appearance</td>
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<tr>
<td>- To learn to describe people’s personality</td>
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<tr>
<td>I. “当”的用法 (补): 当我再次登上相亲节目时 ……</td>
<td></td>
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<tr>
<td>II. 为此; for this reason, because of this</td>
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<tr>
<td>III. Verb + 不上</td>
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<tr>
<td>IV. Verb + 不起</td>
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<tr>
<td>第七课: 婚房热</td>
<td>LESSON 7: House Fever of Newlywed Couples</td>
</tr>
<tr>
<td>- To learn why newlywed couples in China have house fever</td>
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<tr>
<td>- To learn about housing issues for Chinese couples in Chinese societies such as China, Taiwan, Hongkong and Singapore.</td>
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<tr>
<td>- To learn about housing conditions and how they have impacted Chinese people</td>
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<tr>
<td>- To learn to express your opinions and make comments</td>
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<tr>
<td>- To review directional complements and resultative complements construction</td>
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<tr>
<td>- To review disposal sentences: the 把BA construction</td>
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</tr>
<tr>
<td>I. 对…来说 (补): 台北居大不易</td>
<td></td>
</tr>
<tr>
<td>II. A. 具有</td>
<td></td>
</tr>
<tr>
<td>B. 有/拥有/具有</td>
<td></td>
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<tr>
<td>III. 至于</td>
<td></td>
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<tr>
<td>IV. 以前的重要语法点复习</td>
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<tr>
<td>A. 趋向补语和结果补语:</td>
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<tr>
<td>B. 把字句</td>
<td></td>
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<td>C. 或者 / 还是</td>
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<tr>
<td>D. 除了…(之) 以外</td>
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<tr>
<td>E. 先… 再… 然后</td>
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<tr>
<td>I. 基本上 basically</td>
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<td>II. 趋…,</td>
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<tr>
<td>III. Measure words for houses</td>
<td></td>
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<tr>
<td>IV. 即使…，还是…</td>
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<td>V. 以前的重要语法点复习</td>
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<tr>
<td>A. 被字句</td>
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<tr>
<td>B. 被字句和把字句的比较</td>
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<td>C. V. + 起来</td>
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<tr>
<th>第八课: 房奴</th>
<th>LESSON 8: A Slave to One’s House</th>
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<tr>
<td>- To learn about old and new housing policies in China</td>
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<tr>
<td>- To learn the causes and results of the new housing policies in China</td>
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<tr>
<td>- To learn how and why the phenomenon of being a slave to one’s house appeared in China</td>
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<tr>
<td>- To practice expressing general observations and providing your ideas on housing issues</td>
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<tr>
<td>- To review passive sense sentences: the 被Bei construction</td>
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<tr>
<td>I. 基本上 basically</td>
<td></td>
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<tr>
<td>II. 趋…,</td>
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<td>C. V. + 起来</td>
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附录 Appendix
(1) 课文简,繁体字)和拼音 Chinese Transcriptions (both simplified and traditional character versions) of Language in Use (Text) with Pinyin
(2) 课文英文翻译 English Translation of Language in Use (Text)
(3) 生词索引 Vocabulary Index
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