# A US-China Virtual Exchange Program In Beijing

# A US-CHINA VIRTUAL EXCHANGE PROGRAM IN BEIJING

MIAO-FEN TSENG

## A TECHNOLOGY-MEDIATED TASK-BASED CHINESE LANGUAGE COURSE

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## *A Technology-Mediated Task-Based Chinese Language Course*

Miao-Fen Tseng

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# Course Overview

**Technology-Mediated Task-Based Chinese Language Course**
**Moving Toward the Advanced Level**

An Innovative Course Funded by NEH (National Endowment for The Humanities) for Distinguished Teaching Professorship
Created by Professor Miao-fen Tseng (□□□)
University of Virginia (UVA)

### Course Description

This course is created for learners who have completed CHIN3010 at UVA or the equivalent. Following the World-Readiness Standards advocated by ACTFL (American Council on the Teaching of Foreign Languages), this course prepares students to develop competence in Chinese language and culture across three communicative modes (interpersonal, interpretive, and presentational) through a standards-based (Communication, Cultures, Connections, Comparisons, and Communities) curriculum in genuinely communicative and authentic settings.

According to ACTFL's Proficiency Guidelines, learners are expected to attain proficiency toward the pre-advanced level in four language skills upon the completion of the course. To attain the expected proficiency level, learners will build confidence through constant practice of formulaic and idiomatic expressions and key structures in a variety of meaningful, communicative, and authentic contexts. By being well equipped with appropriate use of language and communication strategies, learners will be able to develop communicative competence in "shumianyu" (written language) in addition to "kouyu" (oral language) through constant immersion experiences. Learners will make efforts to speak Chinese exclusively in the total immersion setting. Written assignments are to be completed with a combination of handwriting and word-processing skills.

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=4#oembed-1*

The sources of authentic materials are listed at the end of this video.

### Upon the completion of the course, learners will accomplish learning goals in the following four domains.

1. Communicative Functions: Develop communicative competence to describe, narrate, express, explain, persuade, compare, and contrast a variety of themes (predetermined and collaboratively chosen) at the paragraph and discourse levels.
2. Spontaneous and Impromptu Language Performance: Demonstrate ability to perform and participate in rehearsed and unrehearsed discussions with balanced use of informal and formal language in different genres, i.e., narrative, descriptive, expository, and argumentative.
3. Critical and Analytical Thinking: Present ideas and thoughts analytically, elaborately, and

intellectually with a high level of critical thinking skills and organizational devices based on well-integrated factual information and supporting evidence.

4. Cultural Understanding and Global Connection: Understand and critique cultural differences and values in the Chinese and US communities, and appreciate heritage and legacy that are unique to Chinese cultures and subcultures. This contributes to the awareness and development of global perspectives.

**Innovation in Authenticity and Task**

The course is made possible through funding by the Daniels Family NEH (National Endowment for the Humanities) Distinguished Teaching Professorship. It is a technology-mediated task-based language and culture course grounded in two central notions: authenticity and task. It centers on the continuing theme of a virtual US-China exchange program. Students embark on a journey, land at the Beijing airport, visit Chinese universities, and explore historical sites and relics, immersing themselves in different cities and areas. They observe, compare, and contrast cultural products, practices, and perspectives in China and the United States, focusing especially on educational systems, urban and suburban development, and environmental and climate change. Learners in the virtual program immerse in authentic settings, enabled by technologies including, but not limited to, online learning tools, mobile devices, and virtual reality applications with proven pedagogical value and effectiveness.

The technology-mediated task-based course is designed to create opportunities for learners to immerse in real-world and digital authenticity as they accomplish the following.

CHINA
中国
BEIJING
北京
CHIN3020:
Pre-Advanced Chinese
You are cordially invited to participate
in the UCEP Program
课程目标：
教材教法：
授课教师：

1) Interact with a wide array of authentic MATERIALS compiled by the instructor, based on a thematic approach. Materials encompass is

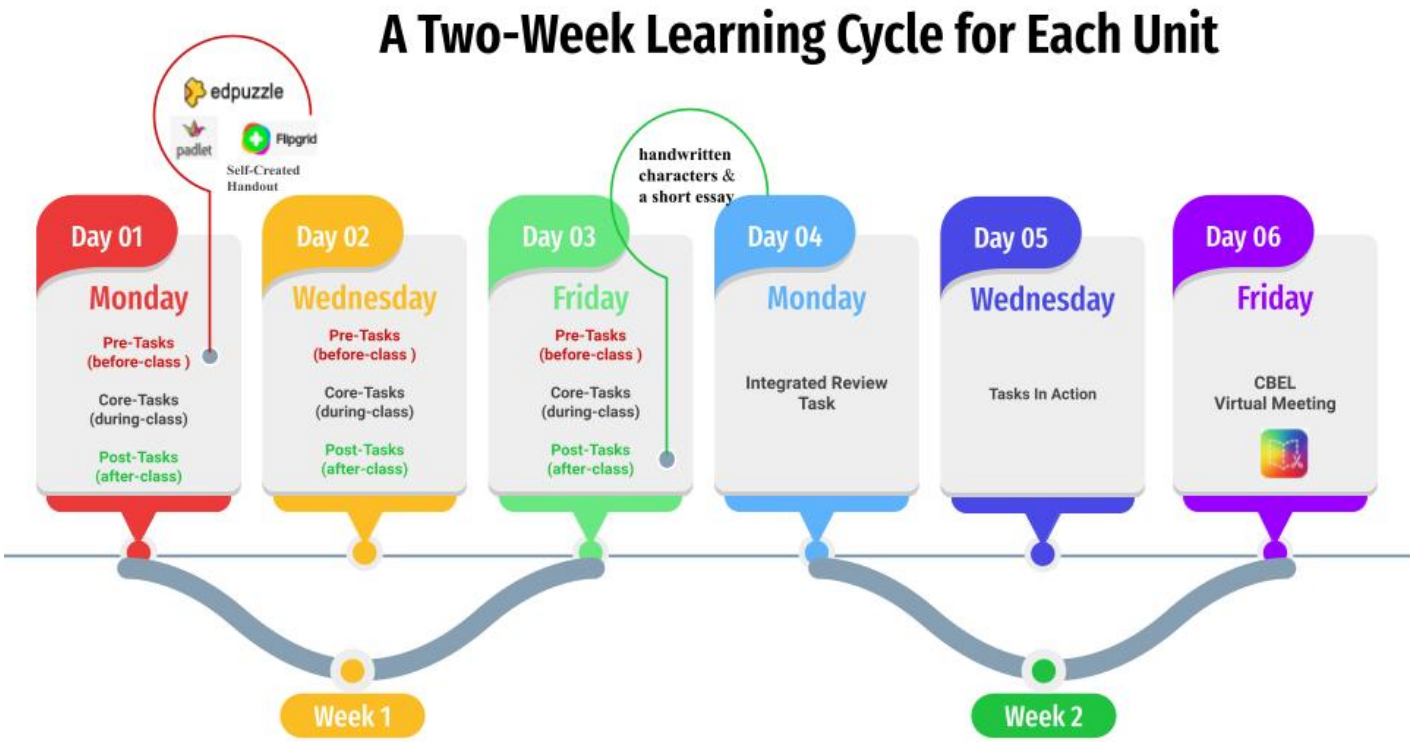
sues critical to societal, national, and international communities and global change.

2) Engage in authentic TASKS that place a synergized focus on the philosophy of student-centeredness and communicative methodology. Each thematic unit includes a series of well-sequenced pedagogic tasks that increase in authenticity as the semester proceeds.

3) Immerse in authentic SETTINGS through tasks that approximate real-life experiences, made possible by interactive and virtual reality technologies.

4) Participate in authentic COMMUNITY-BASED interaction in which students interact with native speakers, exchange different perspectives, and develop global awareness, competence, and citizenship.

Each thematic unit is organized by a series of tasks: pre-task, core task, and post-task. The tasks increase in difficulty and authenticity as each unit progresses, culminating in a summative authentic task in which learners work with native speakers in a community-based collaborative task. This concluding task is designed to develop learners' global awareness, critical thinking, and problem-solving abilities as they search for resolutions to global challenges, which are US-China specific but applicable more broadly to other geographic areas and other international issues.




**Virtual US-China Exchange Program (UCEP)**

Students enrolled in the course will embark on a virtual journey through participating in the US-China Language and Culture Exchange Program (□□UCEP□□□□□□□) situated in Beijing, China. In the linguistically and culturally rich journey, learners will experience the multifaceted modernity and traditions in China's capital, Beijing. The themes unfold in chronological order, as follows:

**Community-Based Experiential Learning (CBEL) □□□□□□**

In alignment with UVA's mission and community engagement initiatives, this course includes a Community-Based Experiential Learning (CBEL) component to enrich the existing course and reinvigorate learning experiences. The conceptualization of CBEL involves rendering service in the community and applying language skills and cultural understanding to engage in structured activities. The CBEL program is mutually beneficial for UVA learners and participating community members. UVA students will meet with Chinese speakers to engage in discussions of different topics, complete a diversity of communicative tasks, and summarize learning experiences and inspiring discussions with Chinese friends in a CBEL journal entry after the meeting. Participating community members can also develop different perspectives and better their understanding of targeted aspects of US culture and society. Focal topics include those required by the course as well as those identified by community members as emerging and critical needs. Students are required to participate in the CBEL program as part of the three-credit course.

At the end of each two-week cycle in the virtual program, learners have opportunities to interact with native speakers of Mandarin Chinese, one-on-one. The native speakers serve as language partners in the virtual CUEP. Each student will meet with their partner on a biweekly basis to exchange ideas and explore issues related to the content of each theme. This creates opportunities for learners to exert critical thinking and analytical and problem-solving abilities to discover and discuss critical societal issues and collaborate to find resolutions to societal and global challenges.

This OER site includes two thematic units that are of great interest for learners working toward the advanced level.

| | |
|---|---|
| **Opening Ceremony**<br>One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=4 | **Closing Ceremony**<br>One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=4 |
| **E-Book Created by A Student**<br>An interactive H5P element has been excluded from this version of the text. You can view it online here: https://pressbooks.library.virginia.edu/nehcourse/?p=4#h5p-36 | **E-Book Created by A Student**<br>An interactive H5P element has been excluded from this version of the text. You can view it online here: https://pressbooks.library.virginia.edu/nehcourse/?p=4#h5p-37 |

# Acknowledgment

The course is made possible through funding by the Daniels Family NEH (National Endowment for the Humanities) Distinguished Teaching Professorship in 2021-2024. Special thanks to the following teammates who have played different roles and tirelessly worked together to complete the experiment of the technology-mediated task-based Chinese language course at different stages in the three-year timeframe.

1. Dr. Yan Gao (□□)
   Technology Coordination
2. Dr. Ziyi Geng (□□□)
   Playposit interactive videos and material development
3. Assistants
   Graduate assistant: Yujia Sun (□□□)
   Undergraduate student assistant: Yulun Wu (□□□)
   Teaching Fellow: Chun-Yen Chang (□□□)
   Graduate assistant for internship: Yanan Shan (□□□); Chenlu Peng (□□□)
   Other graduate assistants for internship

I am also deeply grateful to students enrolled in CHIN3020 for their active participation in the exciting and inspirational virtual journey and for their valuable comments on possible improvements.

Finally, thanks to all Chinese language educators who attended the NEH Series in fall 2021 for their overwhelmingly positive feedback and support.

# UNIT 1 □□□□

## 1. □□□□□□□

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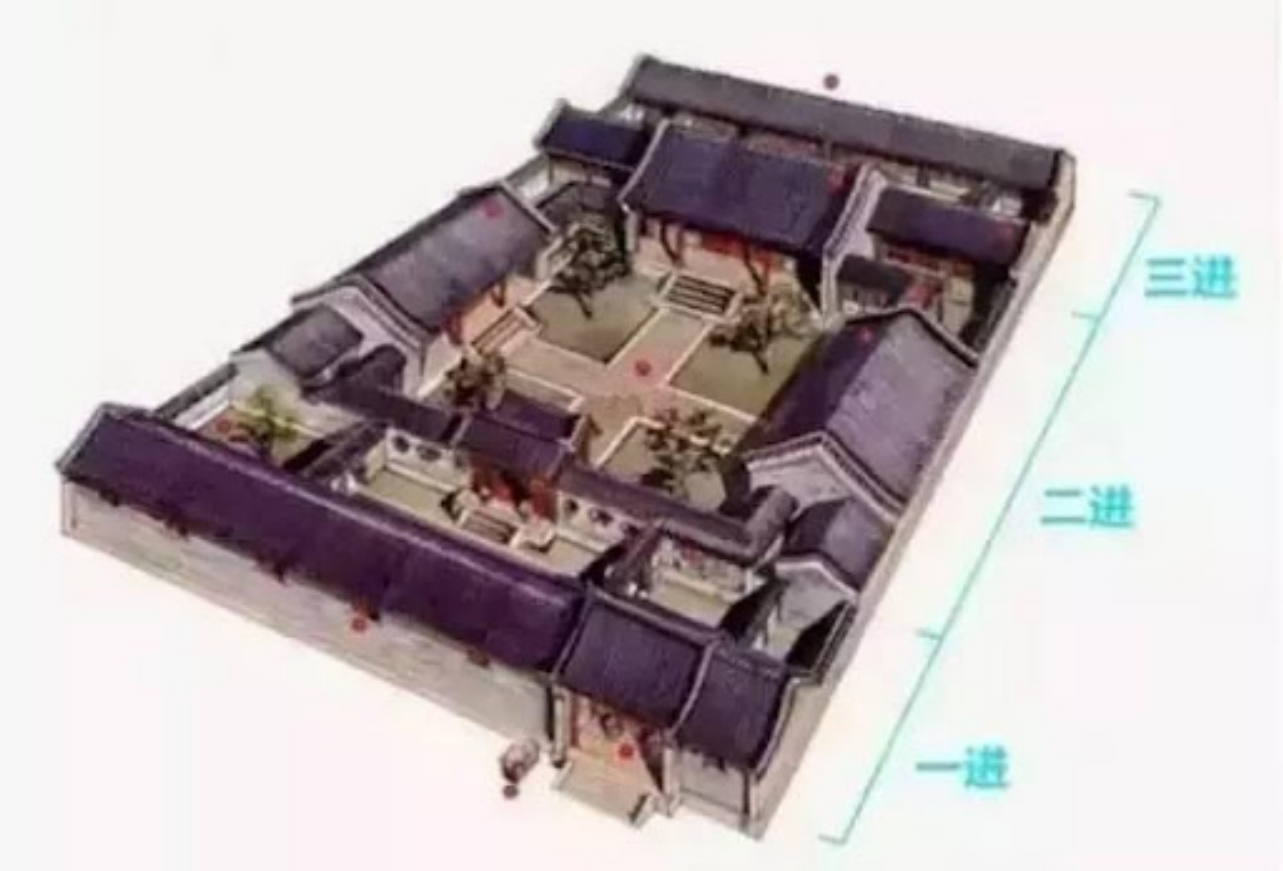


### □□□□□□ □□□ Vocabulary

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□ | cháng shí | common sense, general knowledge |
| □□□ | sì hé yuàn | courtyard house (a type of traditional Chinese residence in quadrangular style) |
| □□ | xiàng zhēng | to symbolize; to emblem |
| □□□□ | hé yuàn shì jiàn zhù | quadrangle building (architecture term-rectangular space enclosed by buildings) |
| □□ | tíng yuàn | courtyard |
| □□ | hú tòng | narrow street or alley (commonly associated with northern Chinese cities, especially Beijing) |
| □□□□ | zuò běi cháo nán | (a construction) situated on the north, facing the south |
| □□ | bā guà | Eight Trigrams (Bagua) (The Eight Trigrams are widely used in the practical applications of the Chinese art of geomancy, Feng Shui. The Bagua is a primary aspect of the theory of Feng Shui) |
| □□□□ | zǐ qì dōng lái | The purple air (a propitious omen in Chinese culture) comes from the East |
| □□ | yù yì | implied meaning, implication |
| □□□□ | jí xiáng píng ān | auspicious and safe |
| □□ | kuān chǎng | spacious |
| □□ | láo dòng | work, manual labor |
| □□ | chēng wéi | be known as; be called as |
| □□□□ | jìn | measure word for the number of yard(s) in a Chinese courtyard house |

### Grammar Structures

1. □□ v. to symbolize, to emblem
   structure 1: A (sth. concrete)□B (abstract concept)□□□
   e.g. □□□□□□□□□□□□□□□□□
   structure 2: A□□B
   e.g. □□□□□□□□□□□□□
2. □……□……  adj. phrase sitting +(direction), facing +(direction)
   e.g. □□□□
   □□□□□□□□□□□
3. □……□□□ v. phrase to have an implied meaning of ……
   e.g. □□□□□□□□□□□□□□□□□
4. ……□□…… v. to be known as
   e.g. “□”□□□□□□□□“□□□”□

**<u>Pre-task 1: EdPuzzle</u>**

**Pre-task 2:** □□□□□□□□□□□□

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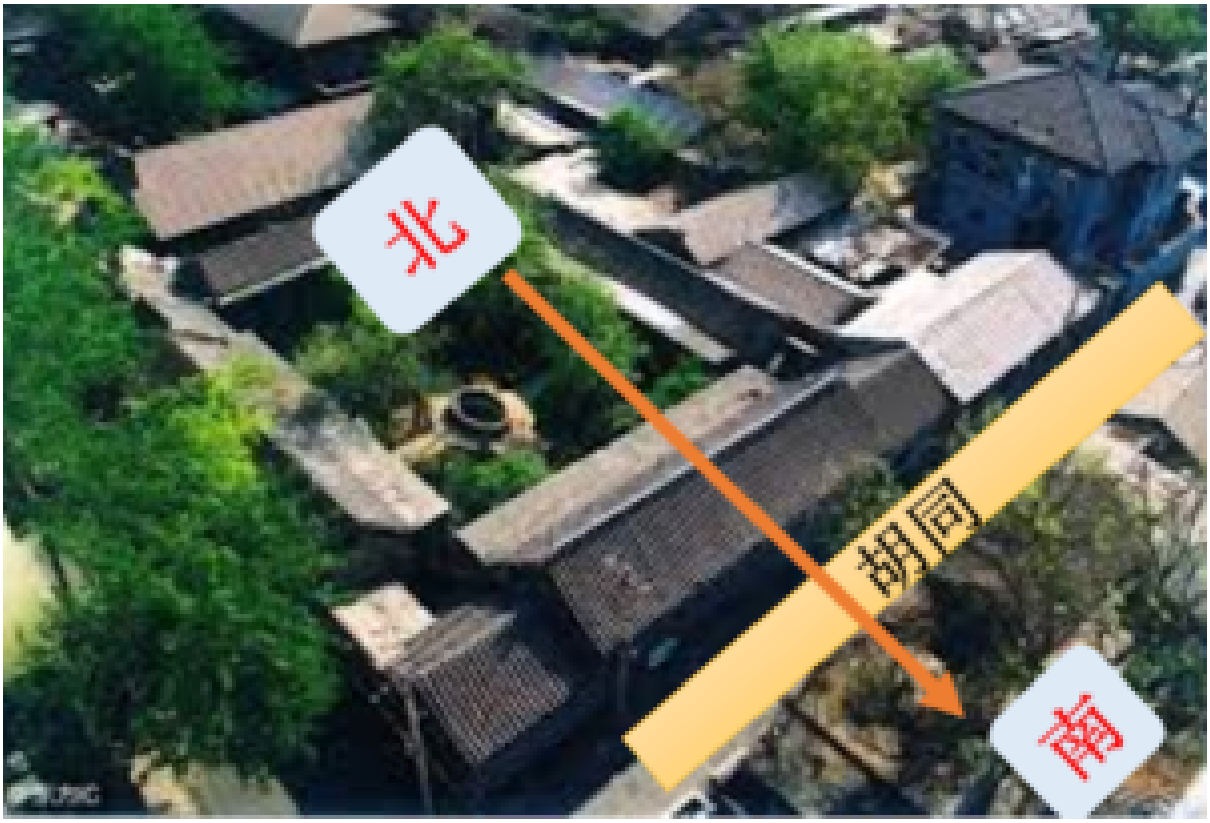


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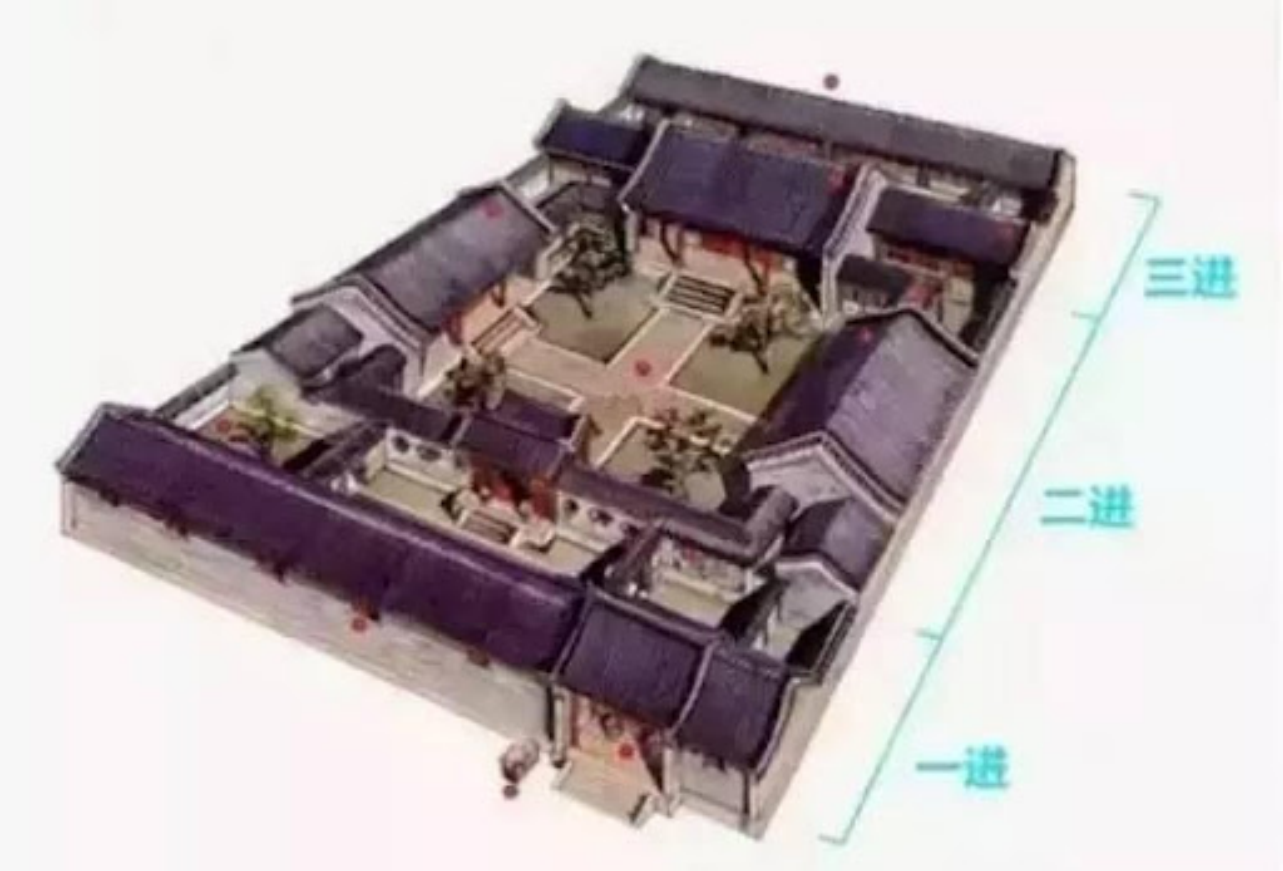


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**Core-task 1** □□□□□□□□□□□□

□□**Pre-Task** □□□□□□□□□

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**Core-task 2 □□□□□□□□□□□□□**

Instructions: complete the table with keywords or phrases. Don’t need to type complete sentences. Get ready to use key structures and organizational devices to present your ideas in class.
Key questions: □□□□□□□□□□□□□□□□□□□□□□=□□)?

| □□ | □□□ | □□ |
|---|---|---|
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| □□ | | |

*Organizational devices*

□□□□□/□□□□□□□□□□□□□□□□

*Comparison devices*

- A□B (□ )□□□□□=□□ or□□=□□□
- A□□B□□ adjective□ A□□B adjective
- □A□B□□/□□□ □……□□
- □□□□, a complete sentence

The phrase□□□□(by contract) should be followed by a complete sentence.

- □……□□, A □ B□(□□□)□□/□□

**<u>In-class Powerpoint</u>**

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□□□□□□□□□□□

**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□

**PART II: □□□□Handwritten Self-composed Short Essay**
TOPIC: □□□□□□□□□□□□□□□□□□=□□□
Use the above characters highlighted in yellow and the following grammatical structures to handwrite a short self-composed essay at a minimum of 120 characters.

1. □□ to symbolize, to emblem
structure 1: A (sth. concrete)□B (abstract concept)□□□
e.g. □□□□□□□□□□□□□□□□□
structure 2: A□□B
e.g. □□□□□□□□□□□□□□□

2.□……□……  adj. phrase sitting +(direction), facing +(direction)
e.g. □□□□
□□□□□□□□□□□

3.□……□□□ v. phrase  to have an implied meaning of ……
e.g. □□□□□□□□□□□□□□□□□

4. ……□□…… v. to be known as
e.g. “□”□□□□□□□□“□□□”□

5. Organizational devices□
□□□□□/□□□□□□□□□□□□□□□□6. Comparison devices□
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□……□□
A□B (□ )□□□□□□/□□□
A□□B□□ adjective
A□□B adjective

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Source from https://www.siwapu.com/junshi/27006.html
Source from https://www.easytourchina.com/scene-v10-hutongs (characters added by the instructor)
Source from https://www.weibo.com/ttarticle/p/show?id=2309404179005447241886
Source from https://m.gujianchina.cn/news/show-6207.html

# 2. □□□□□□

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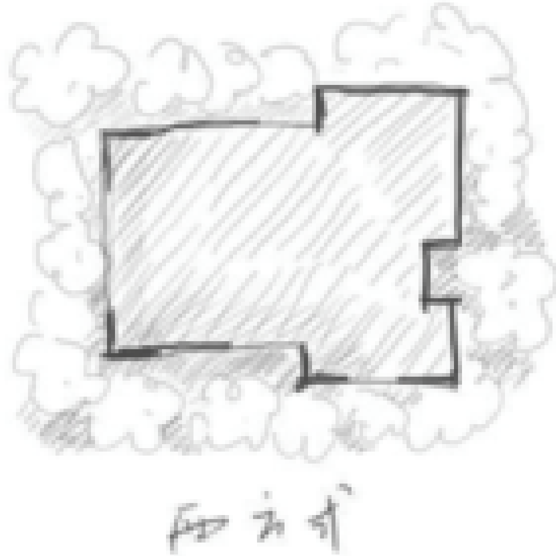
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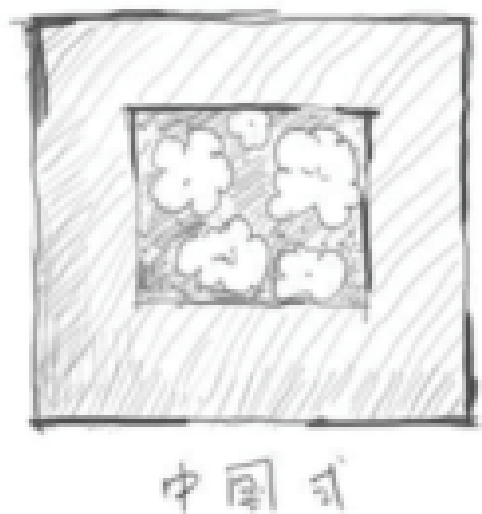
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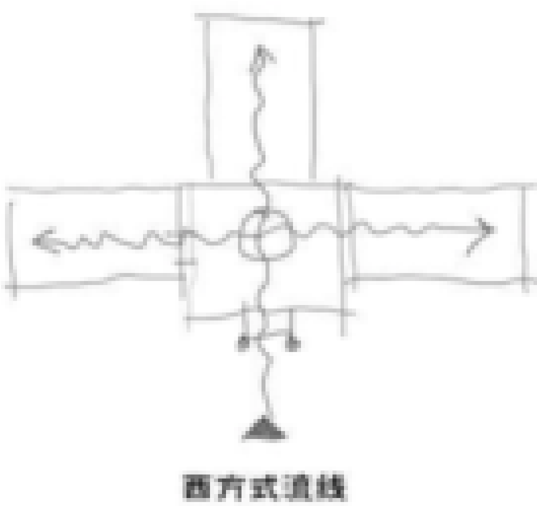
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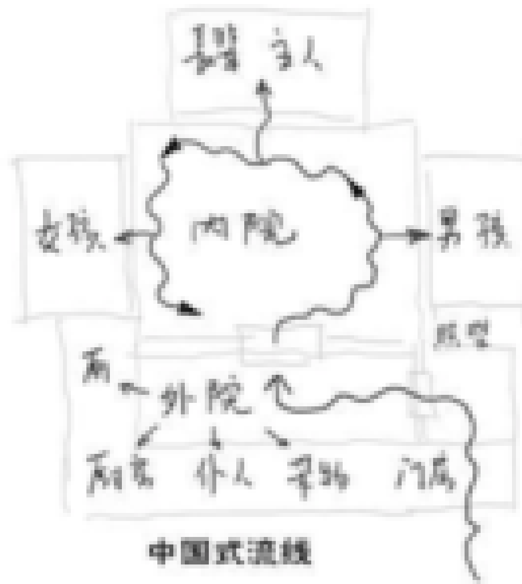
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内院
外院
门房
中国式流线

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**□□□□□□□□□□□□ Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□□ | jiē dì qì | literally means to be connected with the breath from the earth; now extended to indicate someone is “down to earth” |
| □□ | xiàn zhì | restriction, limit |
| □□□ | pō wū dǐng | sloped roof |
| □ | yán | along with |
| □□ | diǎn xíng | typical |
| □□□□ | sī wéi fāng shì | way of thinking |
| □□□□ | gè yǒu suǒ cháng | each has its own strength |
| □□□□ | yōu liè zhī fēn | difference between good and bad |
| □□ | děng jí | grade; social status |
| □□ | céng cì | level; stage; layer |
| □□ | zūn xún | to follow; to abide by; to adhere to |
| □□ | guī zé | rule, regulation |
| □□ | liú xiàn | streamlined |
| □□□□ | nán zūn nǚ bēi | to regard men as superior to women (lit. ‘men honored and women debased’) |
| □□□□ | zhǎng yòu yǒu xù | There are hierarchical orders between the younger and the elder (the elder are more respected) |
| □□ | zhǔ pú | master and servant |
| □□□□ | gǔ sè gǔ xiāng | quaint; having an antique vibe |
| □□ | bǎo guì | valuable, precious |
| □□□□ | wén huà yí chǎn | cultural heritage; cultural legacies |

**Grammar Structures**

1.□.....□□ v. phrase be beneficial to
e.g. □□□□□□□□□□□□□□□

2.□.....□.....□ v. phrase □sth. □+□□□□+□place□+□+□direction□+□
e.g. □□□□□□□□□□□□□□
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3. structure 1: □□..... v. to show; to indicate
e.g. □□□□□□□□□□□□□□□□□□
structure 2: □□□+(aspect) □ v. phrase to be indicated in a certain aspect
e.g. □□□□□□□□□□□□□□□□□□□□

**Pre-task 1: EdPuzzle**

**Pre-task 2**[illegible]

[illegible]Airbnb[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]Please type keywords or phases in each cell. NO need to come up with complete sentences.

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**Core-task 1 □□□□□□□□□**

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**Core-task 2 □□□□□□□□□□**

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**In-class Powerpoint**

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**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□ Feel free to write additional characters that you feel necessary and interesting.

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| 接地气 | jiē dì qì | literally means to be connected with the breath from the earth; now extended to indicate someone is "down to earth" |
| 限制 | xiàn zhì | restriction, limit |
| 坡屋顶 | pō wū dǐng | sloped roof |
| 沿 | yán | along with |
| 典型 | diǎn xíng | typical |
| 思维方式 | sī wéi fāng shì | way of thinking |
| 各有所长 | gè yǒu suǒ cháng | each has its own strength |
| 优劣之分 | yōu liè zhī fēn | difference between good and bad |
| 等级 | děng jí | grade; social status |
| 层次 | céng cì | level; stage; layer |
| 遵循 | zūn xún | to follow; to abide by; to adhere to |
| 规则 | guī zé | rule, regulation |
| 流线 | liú xiàn | Streamlined |
| 男尊女卑 | nán zūn nǚ bēi | to regard men as superior to women (lit. 'men honored and women debased') |
| 长幼有序 | zhǎng yòu yǒu xù | There are hierarchical orders between the younger and the elder (the elder are more respected) |
| 主仆 | zhǔ pú | master and servant |
| 古色古香 | gǔ sè gǔ xiāng | quaint; having an antique vibe |
| 宝贵 | bǎo guì | valuable, precious |
| 文化遗产 | wén huà yí chǎn | cultural heritage; cultural legacies |

**PART II: □□□□Handwritten Self-composed Short Essay**

TOPIC: □□□□□□□□□□□□

□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□, □□□□□□□□□□□□□□□□□□□□□□□□□□□! Use the above characters highlighted in yellow (as many as possible) and the following grammatical structures to handwrite a short self-composed essay at a minimum of 120 characters. Keep the following guided questions in mind to organize your thoughts.

**Grammar Structures**

1.□……□□ v. phrase be beneficial to
e.g. □□□□□□□□□□□□□□□□□□□□

2. structure 1: [illegible]…… v. to show; to indicate

e.g. [illegible]

structure 2: [illegible]+(aspect) [illegible] v. phrase to be indicated in a certain aspect

e.g. [illegible]

**Guided Questions**

1. [illegible]/[illegible]/[illegible](lǐ yóu=reason)[illegible]
2. [illegible] [illegible]3-4[illegible](lǐ yóu = reasons)[illegible]
3. [illegible](xíng róng = describe) [illegible]

| | [illegible] | [illegible] | [illegible] |
|---|---|---|---|
| [illegible] | | | |
| [illegible] | | | |
| [illegible] | | | |
| [illegible] | | | |
| [illegible]/[illegible] | | | |
| [illegible] | | | |
| [illegible] | | | |
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| [illegible] | | | |

Sources from https://kknews.cc/zh-cn/history/k8bq5rb.html
Sources from https://jingyan.baidu.com/article/6181c3e0b6f74b152ef15389.html
Source from https://tuzhizhijia.com/gaifangzhishi/5829.html

# 3. [illegible]

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[illegible] [illegible]

**0:00 – 0:15**

[illegible]

[illegible]

**0:55 – 1:43**

[illegible](It should be corrected as [illegible]) [illegible]

[illegible]5G[illegible]5G[illegible]

[illegible]5G[illegible]5G[illegible]5G[illegible]sign[[illegible]][illegible]

[illegible]900[illegible]900[illegible]1000[illegible]

[illegible]5G[illegible]5[illegible]6[illegible]7[illegible]

**1:58 – 2:08**

[illegible] [illegible] [illegible]modern[illegible]style[illegible]

**2:37 – 2:58**

[illegible]ceiling[illegible] [illegible]natural[[illegible]][illegible]all the waves and curves[[illegible]][illegible]Fibonacci[[illegible]][illegible]

[illegible]waterfall [illegible] [illegible]

[illegible]

**3:05 – 3:17**

[illegible]70[illegible]80[illegible]90[illegible]22[illegible]

**3:30 – 4:54**

[illegible]

[illegible]

**[illegible]-[illegible] [illegible] Vocabulary**

| **Vocabulary** | **Pinyin** | **English Meaning** |
|---|---|---|
| □□□□ | dà xīng jī chǎng | Daxing Airport |
| □ | yì | hundred million |
| □□ | chōng diàn | to charge |
| □□ | mó dēng | modern (loanword from English); fashionable |
| □□ | fēng gé | style |
| □□ | zhuāng xiū | interior decoration (n); to decorate (v) |
| □□□ | tiān huā bǎn | ceiling |
| □□ | pù bù | waterfall |
| □□□ | tiě guān yīn | a variety of oolong tea |

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**1:30 – 1:39**

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**3:27 – 3:40**

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**5:05 – 6:30**

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**6:30 – 7:47**

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[illegible]“[illegible]”[illegible]

[illegible]“[illegible]”[illegible]

[illegible]

[illegible]

[illegible]“□“[illegible]

**□□□□-□□ □□□ Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□ | wǎng hóng | Internet celebrity |
| □□ | dǎ kǎ | to check out (a must-go popular spot) |
| □□ | qí jì | miracle |
| □□ | chá xún | to make enquiries; to inquire |
| □□□ | zhí jī dǎo | checkin island |
| □□ | píng mù | screen |
| □□ | kào pǔ | reliable (informal; colloquial) |
| □□ | tòu lù | to reveal |
| □□□ | wú zhǐ huà | paperless |
| □□ | dēng jì | to board a flight |
| □□ | shuā liǎn | facial recognition |
| □□ | ān jiǎn | security check |
| □□□ | shè jì bù | department of design |
| □□□ | háng zhàn lóu | airport terminal |
| □□ | fù zá | complicated, complex |
| □□ | guī mó | scope, scale |
| □□ | méi tǐ | media |
| □□□□ | zhàn fàng de huā | blooming flower |
| □□□□□ | fú dòng de shuǐ mǔ | swimming jellyfish |

**Grammar Structures**

1.□□□…… v. phrase be known for

e.g. □□□□□□□“□□□□□□□”□□□

2.……□□ to be the first in ……

e.g. □□□□□“□□□□□□□□□”□

3. □□……□□□ v. phrase looking forward to seeing sb. again.

e.g. □□□□□□□□□□□□□□□□□

**Pre-task 1 EdPuzzle**

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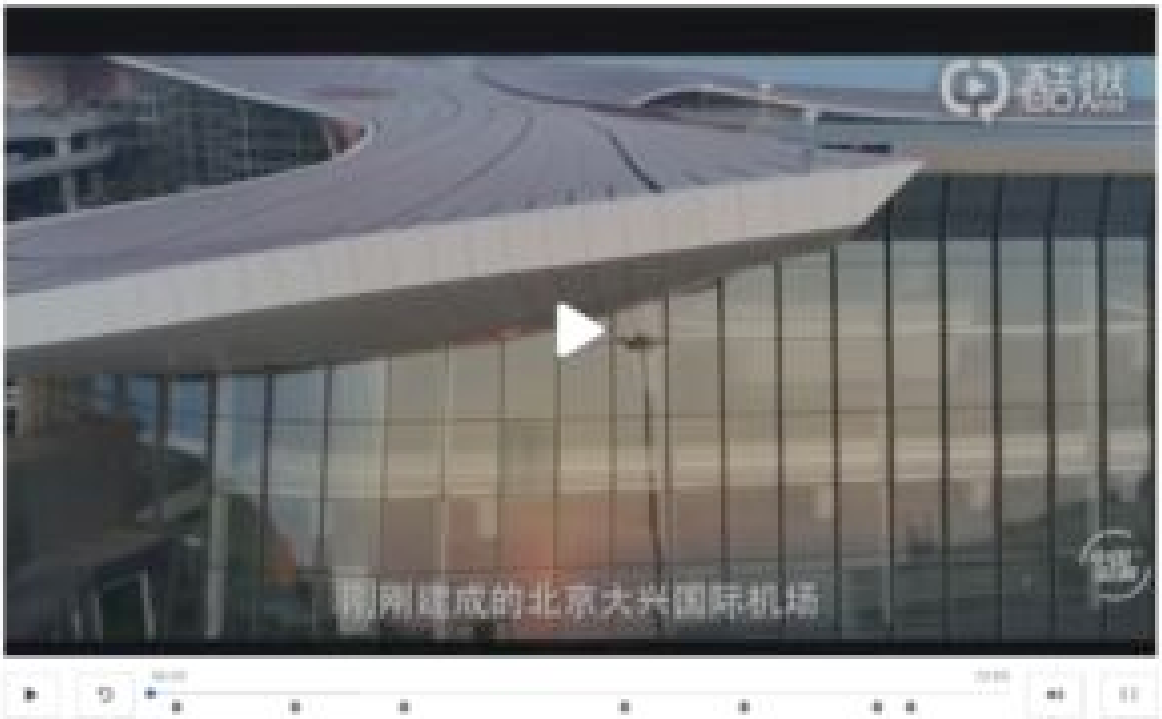


**Pre-task 2 □□□□□□□□**

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**class Powerpoint**

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**Core-Task 1** □□□□□□□□□

1. Students work in pairs/groups to compare answers (Step 1 matching) completed for Pre-Task 1 on □□□□□□□□□□
2. The teacher leads discussions and elicits responses from students to consolidate the learning of core vocabulary and structures.
3. Students work in pairs/groups to discuss the three things that they feel most impressed by based on □□□□□□□□ □□
4. The teacher elicits responses from students to engage in further discussions and share different perspectives.

**Core-Task 2** □□□□□□□□

1. Students work in pairs/groups to compare answers (Step 1 matching) completed for Pre-Task 2 on □□□□□□□□□
2. The teacher leads discussions and elicits responses from students to consolidate the learning of core vocabulary and structures.
3. Students work in pairs/groups to discuss the three things that they feel most impressed by based on □□□□□□□□□
4. The teacher elicits responses from students to engage in further discussions and share different perspectives.

**Core-Task 3 Padlet** □□□□□□□□

1. See each video screenshot and describe it by using key words.
2. Work in groups of 3 to complete a peer review, facilitated by your teacher. Revise and incorporate your peers' thoughts and teacher's suggestions.

3. The teacher invites students to take turns to give an oral report and engage in peer learning.

Made with Padlet

□□□□□□

**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□ Feel free to write additional characters that you feel necessary and interesting.

## 1. 第一个视频：郭杰瑞探访北京大兴机场

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| 大兴机场 | dà xīng jī chǎng | Daxing Airport |
| 亿 | yì | hundred million |
| 充电 | chōng diàn | to charge |
| 摩登 | mó dēng | modern (loanword from English); fashionable |
| 风格 | fēng gé | style |
| 装修 | zhuāng xiū | interior decoration (n); to decorate (v) |
| 天花板 | tiān huā bǎn | ceiling |
| 瀑布 | pù bù | waterfall |
| 铁观音 | tiě guān yīn | a variety of oolong tea |

## 2. 第二个视频：胡歌探访北京大兴机场

| Vocabulary | Pinyin | English Meaning |
| --- | --- | --- |
| 网红 | wǎng hóng | Internet celebrity |
| 打卡 | dǎ kǎ | to check out (a must-go popular spot) |
| 奇迹 | qí jì | miracle |
| 查询 | chá xún | to make enquiries; to inquire |
| 值机岛 | zhí jī dǎo | checkin island |
| 屏幕 | píng mù | screen |
| 靠谱 | kào pǔ | reliable (informal; colloquial) |
| 透露 | tòu lù | to reveal |
| 无纸化 | wú zhǐ huà | paperless |
| 登机 | dēng jì | to board a flight |
| 刷脸 | shuā liǎn | facial recognition |
| 安检 | ān jiǎn | security check |
| 设计部 | shè jì bù | department of design |
| 航站楼 | háng zhàn lóu | airport terminal |
| 复杂 | fù zá | complicated, complex |
| 规模 | guī mó | scope, scale |
| 媒体 | méi tǐ | media |
| 绽放的花 | zhàn fàng de huā | blooming flower |
| 浮动的水母 | fú dòng de shuǐ mǔ | swimming jellyfish |
| 评价 | píng jià | to appraise, to evaluate |

**PART II: □□□□Handwritten Self-composed Short Essay**

TOPIC: □□□□□□□□□□

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**Grammar Structures**

1.□□□...... v. phrase be known for

e.g. □□□□□□□“□□□□□□□”□□□

2.......□□ to be the first in ......

e.g. □□□□□“□□□□□□□□□□”□

Source from https://youtu.be/Obwfdn4zbso
Source from https://youtu.be/Dde_v2Nk5Zg
Source from http://www.qdaily.com/articles/60011.html

# 4. □□□□□□□

**Prepare For In-Class Integrated Review**

**<u>Integrated Review</u>**

***STEP 1: Identify organizational devices***

Please underline the organizational devices that connect a string of thoughts and ideas in the following two passages entitled “□□□□□□□□” and □□□□□For each passage, underline 2-3 points that you feel most impressed by and explain why.

□□□□□□□□□□□□□□(=□□)□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□(=□□)□□□□□□□□□□(□)□□□□□(□)□□□□□□□□□□□□□□□

[illegible], [illegible]

[illegible](=[illegible])[illegible],/[illegible],/[illegible]20[illegible],/[illegible]5G[illegible]7[illegible]

***STEP 2: Add more thoughts to compare***

The above passage about □□□ concludes with the sentence "[illegible]." Now it's your turn to add 2-3 aspects of differences between these two styles of house design. Refer to the following to demonstrate a diversity of accurate use of grammatical structures.

1. A□B + (□) adjective
2. A□B + adjective (□□/□□□□□)
3. A □□ (relatively is an adverb here) + adjective
4. A□□B□□adjective = A □□B +adjective
5. □A□B□□/□□, A/B…… (comparing A with B; □□and□□ are verbs here)
6. □□□□□A/B…… (By contrast; an independent phrase that occurs before a clause or a complete sentence)

Note: □□ in 3 is an adverb that occurs before an adjective, whereas □□ in 5 is a verb.

The above passage about □□□□ highlights what make visitors feel most impressed by. Please use the above structures to compare it with an airport that you visited in the US.

***STEP 3: Agree or Disagree?***

By now, you have arrived in Beijing and moved into □□□□□□. Do you agree with the following statements that are claimed as advantages of □□□ in the authentic text on Day 2 of Unit 1? Circle the degree of agreement or disagreement in the following table and provide supporting ideas.

| | |
|---|---|
| **1**[illegible] | (□)□□□□ □(□)□□ |
| **2**[illegible] | (□)□□ □(□)□□ |
| **3**[illegible] | (□)□□ □(□)□□ |
| **4**[illegible] | (□)□□ □(□)□□ |
| **5**[illegible] | (□)□□ □(□)□□ |

Adverb (e.g., □□□□) □□□thought/idea/statement□ □□(□□/□□/□□□/□□□)[illegible]

**STEP 4:** [illegible]

□□□□ *(zǐ qì dōng lái)* The purple air comes from the East. — a propitious omen

e.g. [illegible]

□□□□ *(zuò běi cháo nán)* sitting on the north, facing the south

e.g. □□□□□□□□□□□□□□

□□□□ *(jí xiáng píng ān)* auspicious and safe

e.g. □□□□□□□□□□□□□dēng long lantern□□□□□□□□□

□□□□ *(sī wéi fang shì)* way of thinking

e.g. □□□□□□□□□□□□□□□□□□□

□□□□ *(gè yǒu suǒ cháng)* each has its own strong points

e.g. □□□□□□□□□□□□□□□

□□□□ *(yōu liè zhī fēn)* discrimination between good and bad

e.g. □□□□□□□□□□□□□□□□□□□

□□□□ *(nán zūn nǚ bēi)* to regard men as superior to women (lit. ‘men honored and women debased’)

e.g. □□□□□□□□□□□□□□□□□□□□□

□□□□ *(zhǎng yòu yǒu xù)* showing respect from the younger to the elder

e.g. □□□□□□□□□□□□□□□□□□□

□□□□ *(gǔ sè gǔ xiāng)* quaint; having an antique air

e.g. □□□□□□□□□□□□□□□

□□□□ *(wén huà yí chǎn)* cultural heritage; cultural legacies

e.g. □□□□□□□(yìn dì ān rén American Indians)□□□□□□□□

□□□□□□□□□□□□□□□□□□□

Instructions: □□□□□□□□□□□□□□□□“□□□□□□□□□”□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□(docent)□□□□□□□□□□□□□Please choose ONE topic (□□□ or □□□□□to introduce it. Pay attention to the mode and style of your introduction like a real docent.

**TASK 1□□□□□□□(docent)**

STEP 1. Complete the following table by typing as many words, expressions, and structures as possible. Feel free to refer to ppt slides, handouts, your notes, etc. Remember to watch the video provided at the last row of the table and tell us what you have learned. Get ready to share your table and brainstorm at Wednesday’s review class.

*An interactive H5P element has been excluded from this version of the text. You can view it online here: https://pressbooks.library.virginia.edu/nehcourse/?p=56#h5p-24*

STEP 2. You have now organized the introduction content of □□□. Now Let’s try to introduce □□□ according to the template suggested below.

**Template**
**Opening & Greeting**
□□□□□□□□□□□□□□□□……□□□, □□□□□□□□□□□□□□
**Self-introduction**
□□□□□□□□□□□□□□□□□□□□□□□□□□□, □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□……□□□□□□□/□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□? □□□□□□□
What, when, where, how, why?□□
**Core Introduction**
1. □□□□□□□□□□
2. □□□□□□□□□□
3. □□□□□□□□□□□□□□
4. □□□□□□□□□□□□□□
5. □□(□□□□and more□
**Closing**
□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

*An interactive H5P element has been excluded from this version of the text. You can view it online here:*
*https://pressbooks.library.virginia.edu/nehcourse/?p=56#h5p-25*

总体来说，社会上对“门当户对”理解为，结亲的双方和家庭经济、社会地位对等。

**TASK 2□□□□□□□□**

STEP 1. Complete the following table by typing as many words, expressions, and structures as possible. Feel free to refer to ppt slides, handouts, your notes, etc. Remember to watch the video provided at the last row of the table and tell us what you have learned. Get ready to share your table and brainstorm at Wednesday’s review class.

*An interactive H5P element has been excluded from this version of the text. You can view it online here: https://pressbooks.library.virginia.edu/nehcourse/?p=56#h5p-26*

STEP 2. You have organized the introduction content of □□□□. Now Let’s try to introduce □□□□ according to the template suggested below.

**Template**
**Opening & Greeting**
[illegible]……[illegible], [illegible]
**Self-introduction**
[illegible], [illegible]……[illegible]/[illegible]? [illegible]（What, when, where, how, why?）[illegible]
**Core Introduction**
1. [illegible]
2. [illegible]（she4 shi1 facility）
3. [illegible]
4. [illegible]
**Closing**
[illegible], [illegible]

*An interactive H5P element has been excluded from this version of the text. You can view it online here:*
*https://pressbooks.library.virginia.edu/nehcourse/?p=56#h5p-27*

Discuss the pre-task that students have completed!

Source from https://www.sgss8.com/tpdq/2639580/

# 5. [illegible]

[illegible]

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=58#oembed-1*

**Task in Action Guidelines**

[illegible] [illegible]

[illegible]

1. [illegible]
   [illegible]
2. [illegible]
   [illegible]
3. [illegible]
   [illegible]“[illegible]”[illegible]
4. [illegible]
   [illegible]“[illegible]”
5. [illegible]
   [illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]=[illegible]
4. [illegible]
5. [illegible]
6. [illegible]“[illegible]”[illegible]

**Grading Criteria (20%)**

**A. Information & Content (5 pts.)**
**Demonstrate understanding of the content of learned materials**
5: Relevant and well-organized with a wealth of information and detailed descriptions
4: Relevant and organized with a good amount of information and descriptions
3: Relevant and organized with some information and descriptions
2: Somehow relevant with limited information and descriptions
0-1: Irrelevant with little information and descriptions

**B. Language Use (12 pts.)**
**Demonstrate ability to incorporate language use at the advanced level**
11-12: A string of well-connected sentences, a variety of structures, rich vocabulary and idiomatic expressions, excellent coherent and cohesive devices
9-10: A string of connected sentences, different structures, appropriate vocabulary and idiomatic expressions, good coherent and cohesive devices
7-8: A string of connected sentences, some structures, some vocabulary and idiomatic expressions, coherent and cohesive devices
5-6: A string of sentences, few structures, vocabulary, idiomatic expressions, and coherent and cohesive devices
3-4: A string of simple and discrete sentences, very limited use of vocabulary, idiomatic expressions, and coherent and cohesive devices
0-2: Several simple and discrete sentences and lack of appropriate vocabulary and expressions

**C. Fluency (3 pts.)**
**Demonstrate mastery of pronunciation and public speaking skills**
3: No pauses and hesitation, no reliance on written notes, direct eye contacts almost all the time, and comprehensible pronunciation
2: Several pauses and hesitation, occasional reliance on written notes, some direct eye contacts, and mostly comprehensible pronunciation
0-1: Some pauses, heavy reliance on written notes, limited direct eye contacts, and some incomprehensible pronunciation

**The Task In Action Video**

[illegible]

**Instructions:** [illegible]“[illegible]”[illegible](docent)[illegible]Please choose ONE topic ([illegible] or [illegible]to introduce it. Pay attention to the mode and style of your introduction like a real docent.

**TASK 1**[illegible](docent)

**Template**

**Opening & Greeting**
[illegible]……[illegible], [illegible]

**Self-introduction**
[illegible], [illegible]…….[illegible]/[illegible]? [illegible] What, when, where, how, why?[illegible]

**Core Introduction**
1.
[illegible]
2.
[illegible]
3.
[illegible]
4.
[illegible]
5.
[illegible]([illegible]and more[illegible]
**Closing**
[illegible]

*An interactive H5P element has been excluded from this version of the text. You can view it online here:*
*https://pressbooks.library.virginia.edu/nehcourse/?p=58#h5p-15*

**TASK 2□□□□□□□□**

**Template**

**Opening & Greeting**
□□□□□□□□□□□□□□□□……□□□, □□□□□□□□□□□□□□

**Self-introduction**
□□□□□□□□□□□□□□□□□□□□□□□, □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□……□□□□□□□/□□□□□□□□□□□□□□□□□□□□□□□□□□□□? □□□□□
□□What, when, where, how, why?□□

**Core Introduction**
1.
□□□□□□□
2.
□□□□□□□□she4 shi1 facility□
3.
□□□□□□□□□□□
4.
□□□□□□□□□□□□
**Closing**
□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□, □□□□□

*An interactive H5P element has been excluded from this version of the text. You can view it online here:*
*https://pressbooks.library.virginia.edu/nehcourse/?p=58#h5p-28*

**Rubric**

**A. Information & Content (5 pts.)**

**Demonstrate understanding of the content of learned materials**

5: Relevant and well-organized with a wealth of information and detailed descriptions
4: Relevant and organized with a good amount of information and descriptions
3: Relevant and organized with some information and descriptions
2: Somehow relevant with limited information and descriptions
0-1: Irrelevant with little information and descriptions

**B. Language Use (12 pts.)**

**Demonstrate ability to incorporate language use at the advanced level**

11-12: A string of well-connected sentences, a variety of structures, rich vocabulary and idiomatic expressions, excellent coherent and cohesive devices
9-10: A string of connected sentences, different structures, appropriate vocabulary and idiomatic expressions, good coherent and cohesive devices
7-8: A string of connected sentences, some structures, some vocabulary and idiomatic expressions, coherent and cohesive devices
5-6: A string of sentences, few structures, vocabulary, idiomatic expressions, and coherent and cohesive devices
3-4: A string of simple and discrete sentences, very limited use of vocabulary, idiomatic expressions, and coherent and cohesive devices
0-2: Several simple and discrete sentences and lack of appropriate vocabulary and expressions

**C. Fluency (3 pts.)**

**Demonstrate mastery of pronunciation and public speaking skills**

3: No pauses and hesitation, no reliance on written notes, direct eye contacts almost all the time, and comprehensible pronunciation
2: Several pauses and hesitation, occasional reliance on written notes, some direct eye contacts, and mostly comprehensible pronunciation
0-1: Some pauses, heavy reliance on written notes, limited direct eye contacts, and some incomprehensible pronunciation

# 6. □□□□□□-□□□□□□□□□

**1st CBEL Interactive Task**

□□□□□□
**1st CBEL meeting** □□□□□□□□□□□□
1st English Reflections
□□: □□□□□□□□□□
□□: ZOOM (UVA student access)

**HOW TO & GRADE**

BEFORE the ZOOM meeting
Email your Chinese friend to set up a meeting time.

DURING the ZOOM meeting
The meeting is 1 hour. Feel free to extend it further if you see fit.

AFTER the ZOOM meeting
Complete the following tasks by the Due Date

1. A. 12 pts.
Submit a typed Essay and a self-reflection in English(150-200 words) to your Google folder
Version 1 (due by Due Date): comments received for revision; no score.
Version 2 on Ebook (due by Due Date): a score to be given to your resubmitted essay.

2. 2 pt. (completion grade)
Post the recorded ZOOM video to the designated Google sheet.
Write your self-reflection after completing the first version of the CBEL-typed essay in the same file.

**TIPS FOR A SUCCESSFUL CBEL MEETING**

**TIP 1:** Before the CBEL meeting, go through the handwritten post-task essays with important content to complete each CBEL meeting with your Chinese friend.

**WHY?** The content of the post-tasks you have written is a solid foundation based on which you can express ideas more fluently, expand further with additional questions relevant to the content, and gather interesting and different perspectives at the meeting.

**TIP 2**: Before the meeting, go through the following discussion questions, prepare your oral answers to each question, and draft additional questions that you would like to ask your Chinese friend.

**WHY?** Pre-meeting preparation is key to frequent and quality interaction between you and your Chinese friend at the CBEL meeting.

**TIP 3:** During the meeting, ask your Chinese friend to provide feedback and assistance in helping you use the language accurately.

**WHY?** Your CBEL Chinese friend is a graduate student in a top-ranking MA program in teaching Chinese as a foreign language in China. She is eager to help you and learn to be a prospective Chinese language teacher. She is your Chinese friend and tutor. □□□□□□□□□□□□□□□□□□□□□□

**DISCUSSION QUESTIONS □□□□**

**PART 1:** □□□□□□□□□□□□□□□□

**PART 2:** □□□□□□□□□□(fen1xiang3 =share)□□□□□□□□□□□□□□□□□□□□□□□□□□□□

1. □□□□□□□□□□□□□□□□□□□□□□□□□

2. □□□□□□□□□□□□□□□□□□□□□□□□□

□□□□ □□□ □□ □□ = □□□□□□□□ □□ □□ □□□□

3. □□□□□□□□□□□□□□□□□□□□□□□□□□□□□

(Remember to show the □□□photos on the screen, so your Beijing Chinese friend knows exactly where you live)

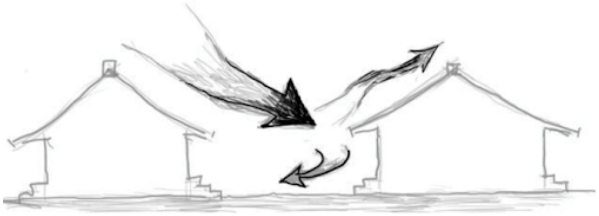
4. □□□□□□□□□□□□□□□□□□□□□□□□□□□□□/□□□=□□=□□□□:□□□□□□□□□□□□□zan4cheng2=□□□□□□□□□□□□□□□□□□□□

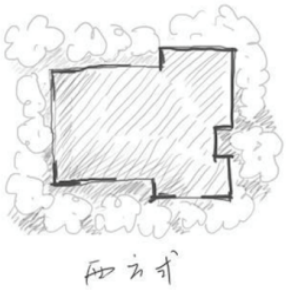
a. □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□si1wei2□□□□□/□□□□□□□□□□□□□□□□

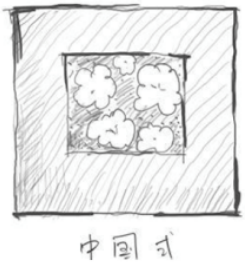
b. □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

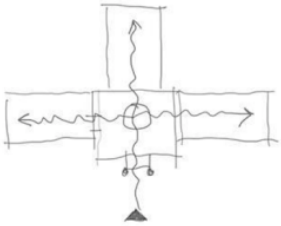
c. □□□□

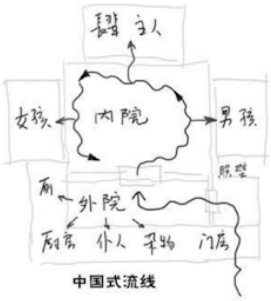
*□□□□□□□□□□□□□□□□□□□□□□□:





5.□□□□□□□□□□“□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

**PART II: 1st English Self-reflection (about 100-150words)**

Congratulations! Cannot believe that we have come such a long way after launching a per-class social hour!

□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

Before departure, we discussed the traditional and modern architectural design of □□□and decided to live in □□□□□□□□ Besides, we explored many aspects of Daxing Airport. In the 2-week virtual journey, what are the highlights? Which parts did you enjoy the most? Do you feel that discussions in core-tasks enhance peer interaction and engagement? Write down all that you feel interested in and impressed for the outset of the journey in Beijing. This will be the first self-reflection of your E-book.

**CBEL Essay Grading Criteria**

On Day 1, Day 2, and Day 3, you will have handwritten short essays to capture your fresh memory right after the virtual journey. The Task-In-Action integrates the 3 post-handwritten essays in a creative way to immerse you in an authentic learning setting. These will prepare you to converse with your Chinese friend to discuss more deeply and gather their interesting and perhaps different perspectives for comparison. All these steps will prepare you to successfully complete the extended typed journey that is expected to be well-organized, coherent, and elaborated with detailed information and satisfactory language use.

**Organization (3 paragraphs required)**

The first Paragraph: Beginning with a brief intro.
This week, I……, topic sentence

The second paragraph: Middle Core with a detailed description
See 1 & 2 in “Content”

The third paragraph: Closing with concluding remarks
See 3 in “Content”

**Content & Information**

Each CEL essay has a set of discussion questions in alignment with the content of each unit.

The 6 CBEL meetings and essays have different foci on specific language functions and topics.  Please refer to the specific task and discussion questions of each unit.

## Length & Number of Characters

**Submission & Resubmission**

*First submission*
You will receive comments to fine tune and enrich your first submission– NOT graded.

*Second submission (required)*
Revise the first submission and resubmit to get a final grade that makes you feel a sense of achievement – SMILE! 

The resubmission process is to honor your extra effort and give you well-deserved credit.

Failure to submit on time results in 1 point deduction to a final grade of the resubmitted journal entry.

## Grading Criteria (12%)

**1 Organization, Length, and Format (2 pt.)**
Three Paragraphs required: beginning, middle, and conclusion
A minimum of 500 typed characters
Number of characters indicated at the end of the journal entry

**2 Content & Information (2 pts.)**
A wealth of information
Detailed description
Elaborate ideas and thoughts
Comments, feelings, and reflections

**3 Language Use (8 pts.)**
Rich vocabulary and idiomatic expressions (learned inside the class)
A variety of structures (learned inside the class)
Take risks to incorporate self-acquired vocabulary (new outside of class)

**4 Timely submission (point deduction)**
Due by a due day in the Google folder.
1-point deduction for late submission applicable to 1st and 2nd submission respectively

Sources from https://kknews.cc/zh-cn/history/k8bq5rb.html

# UNIT 2 □□□□

## 1. □□□□□□□□□□

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□□

**0 – 0:36**

□□□□□□□□□□□□

□□□□□□□□□□□□□□□□□

□□□□□ “something that you do”, □□□ “something that you are”□

□□□□□□□□□□□□□□□□

**0:50 – 0:58**

□□1□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

□□2□□□□□□□□□□□□□□□□□□□□□□□□□□□

□□□□

**1:47 – 2:09**

□□□□□□□□□□□□□□□□

□□3□□□□□□□□□□□□□□□□□□□□□

□□4□□□□□□”Abandon”, “abash”, “abate”…

**2:15 – 2:42**

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**3:13 – 3:32 □□□ □□ □□□□□**

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**3:32 – 3:59 □□**

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**4:40 – 5:18**

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**5:18 – 5:28**

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**5□40-5□54 □□**

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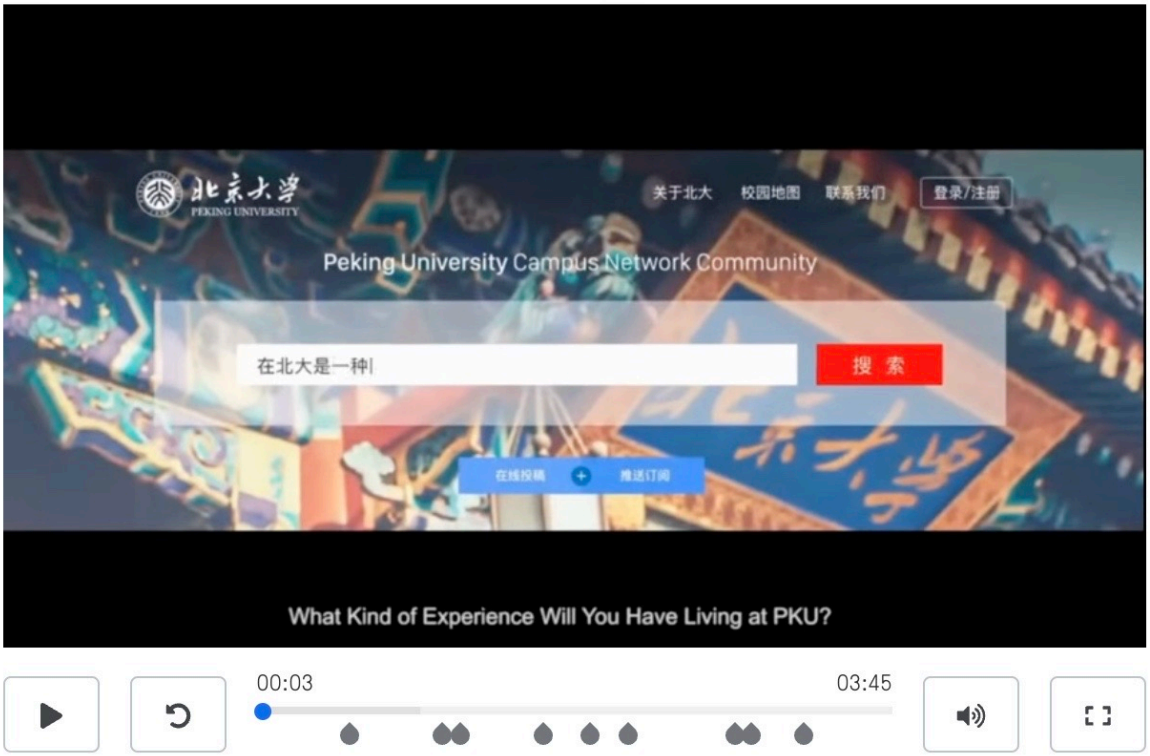
**□□□□ □□□ Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□ | tǐ yàn | to experience (v.); experience (n.) |
| □□ | bān zhuān | literally means “to move bricks”; now extended as “to work very hard with little pay” |
| □□ | xué shù | academic |
| □□ | dài mǎ | code (computer science term); to code (□□□) |
| □□ | kū zào | not interesting; boring |
| □□ | xī dēng | literally means “to turn off the light”; extended as a system of cutting off electricity after midnight in university dorms |
| □□ | shuā yè | to spend the whole night outside (usually after the midnight) |
| □□□□ | jīng shén shí liáng | nourishment for the mind |
| □□□□ | shēn yè shí táng | midnight diner |
| □□ | wù mái | smog haze |
| □□ | dǐng jiān | top-level |
| □□ | dà kā | big name; a prestigious person in a social group □=□□□ |
| □□□□□ | mó nǐ lián hé guó | model united nations |
| □□ | zòng lùn | to have a wide-ranging discussion |
| □□□□ | guó jì jú shì | global situation |
| □□ | zhī jiào | to volunteer to teach |
| □□ | kǎo chá | to investigate; to make an on-the-spot investigation or field experiment |
| □□ | dà lǎo | a prestigious person in a social group (=□□□ |
| □□□ | wài jiāo guān | diplomat |
| □□ | tàn tǎo | to probe into |
| □□ | néng yuán | energy; energy source |
| □□□□□ | shēng tài bǎo hù qū | nature reserve |
| □□□□ | bīn lín miè jué | on the verge of extinction |

**Grammar Structures**

1. sth.□+Adj.+□□□ v. phrase to have a … experience of …
   e.g. □□□□□□□□□□□□□□□□
2. □…□□ v. phrase to have a conversation with …
   e.g. □□□□□□□□□□□□□□□□□□□□□□□□□□□□
3. sb□□some place v. phrase to come from
   e.g. □□□□□□□□□□□□□□□□□□□□□□□□

**Pre-task 1 EdPuzzle**




**Pre-task 2 □□□□□□□**

*An interactive H5P element has been excluded from this version of the text. You can view it online here: https://pressbooks.library.virginia.edu/nehcourse/?p=61#h5p-29*

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**Core-task 1** □□□□□□□□

*An interactive H5P element has been excluded from this version of the text. You can view it online here:*
*https://pressbooks.library.virginia.edu/nehcourse/?p=61#h5p-29*

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In-class Powerpoint

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=61*

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**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□ Feel free to

write additional characters that you feel necessary and interesting.

| | | |
|---|---|---|
| 体验 | tǐ yàn | to experience (v.); experience (n.) |
| 搬砖 | bān zhuān | literally means "to move bricks"; now extended as "to work very hard with little pay" |
| 学术 | xué shù | academic |
| 代码 | dài mǎ | code (computer science term); to code (写代码) |
| 枯燥 | kū zào | not interesting; boring |
| 熄灯 | xī dēng | literally means "to turn off the light"; extended as a system of cutting off electricity after midnight in university dorms |
| 刷夜 | shuā yè | to spend the whole night outside (usually after the midnight) |
| 精神食粮 | jīng shén shí liáng | nourishment for the mind |
| 深夜食堂 | shēn yè shí táng | midnight diner |
| 雾霾 | wù mái | smog haze |
| 顶尖 | dǐng jiān | top-level |
| 大咖 | dà kā | big name; a prestigious person in a social group（=大佬） |
| 模拟联合国 | mó nǐ lián hé guó | model united nations |
| 纵论 | zòng lùn | to have a wide-ranging discussion |
| 国际局势 | guó jì jú shì | global situation |
| 支教 | zhī jiào | to volunteer to teach in underdeveloped areas |
| 考察 | kǎo chá | to investigate; to make an on-the-spot investigation or field experiment |
| 大佬 | dà lǎo | a prestigious person in a social group (=大咖） |
| 外交官 | wài jiāo guān | diplomat |
| 探讨 | tàn tǎo | to probe into |
| 能源 | néng yuán | energy; energy source |
| 生态保护区 | shēng tài bǎo hù qū | nature reserve |
| 濒临灭绝 | bīn lín miè jué | on the verge of extinction |

**PART II: □□□□Handwritten Self-composed Short Essay**

TOPIC: □□□□□□

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**Guided Questions**

□□□□□□□□□□□□□□□□□□□□□□□□Describe the most interesting or special experiences that students may have at Beijing University.

**Grammar Structures**

1. sth.□+Adj.+□□□ v. phrase to have a … experience of …
   e.g. □□□□□□□□□□□□□□□□
2. □…□□ v. phrase to have a conversation with …
   e.g. □□□□□□□□□□□□□□□□□□□□□□□□□□□□
3. sb□□some place v. phrase  to come from
   e.g. □□□□□□□□□□□□□□□□□□□□□□□□

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Source from http://www.mafengwo.cn/poi/3745.html
Source from https://unsplash.com/photos/LETdkk7wHQk
Source from http://www.mafengwo.cn/poi/3745.html

# 2. [illegible](I)

[illegible]

**0 – 0:34**

[illegible]

[illegible]

[illegible]

**1:15 – 1:20**

[illegible]

**1:30 – 3:30**

[illegible]

[illegible]24[illegible]24[illegible]3.3[illegible]0.5[illegible]1[illegible]

[illegible]

[illegible]4[illegible]

**[illegible] Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□ | shāo mài | steamed dumplings (Shumai) |
| □□ | běi piāo | Beijing drifter (domestic immigrants in Beijing) |
| □□ | huó miàn | to make dough; to mix the dough |
| □ | xǐng | put the dough to rest for a while |
| □□ | jì zi | small pieces of dough |
| □ | gǎn | to roll |
| □□ | hé xīn | core |
| □□ | huā zhě | flower-shaped folds |
| □□ | jié qì | time points marking the 24 divisions of the solar year in the traditional Chinese calendar |
| □ | zhēng | to steam |
| □□□□ | jīng yíng tī tòu | crystal clear and translucent |
| □□ | huó xiàn | to mix stuffing for dumplings |
| □□ | jiǎo bàn | to stir, to mix |
| □□□ | bào yú lì | a dice of abalone |
| □□ | yǎn gài | to cover |
| □□ | shuǎng kǒu | tasty and refreshing |
| □□ | mǎ tí | water chestnut |
| □ | áo | to stew |
| □ | piě | to remove (the oily foam) from the soup |
| □□□□ | féi ér bú nì | fat but not greasy |

**Grammar Structures**

1.□□ v. to pay particular attention to; to carefully select for quality; to tastefully choose
e.g. □□□□□□□□□□□□□

2.□/□□v□+□□ used to describe the texture or the color/shape of the food.
e.g. □□□□□□□□□

3. □□adj□□□v. phrase to have a function of …
e.g. □□□□□□□□□□□□□□□□□□□□□

**Idiomatic expression:**

□□□□□: Green leaves bring out the shine of red flowers.

□□□□□

**0-1:35**

[illegible]

[illegible]500[illegible]5[illegible]300[illegible]

**1:50 – 2:08**

[illegible]5[illegible]30[illegible]

**3:42 – 4:59**

[illegible]

[illegible]

**0 – 1:16**

[illegible]“[illegible]”[illegible]

[illegible]

[illegible]+[illegible]

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□ | jìn pào | to soak |
| □□ | suàn miáo | garlic sprouts |
| □□ | xiāng cài | cilantro |
| □□ | xiāng liào | spice |
| □□ | shēng jiāng | ginger |
| □□□□ | piě qù fú mò | to remove the floating foam |
| □□ | diào tāng | to simmer the soup for a relatively long time |
| □ | mǒ | to spread |
| □□□□ | shǔ yī shǔ èr | one of the best; outstanding |
| □□ | lā miàn | stretched noodles |
| □□□□ | xié tiáo yǒu xù | orderly arranged and coordinated |
| □□ | yóu rú | like; seemingly, as if |
| □□ | yuè xián | musical chord |
| □□ | qīng rào | to lightly wrap around |
| □□□□ | huí huán wǎng fù | to stretch the noodles back and forth |
| □□□□ | xíng yún liú shuǐ | literally means “moving clouds and flowing water”; extended as “very natural and smooth style of doing sth.” |
| □□…□□ | wǎn rú …yī bān | as if … |
| □□ | lā chēn | to stretch |
| □□□□ | mó shù biǎo yǎn | magic performance |
| □□ | yóu sī | a thin thread resembling silk |
| □□ | huǒ yàn | flame |
| □□□□ | tàn wéi guān zhǐ | to acclaim as the peak of perfection |

**Grammar Structures**

1. [illegible]…[illegible]…[illegible]…[illegible]…
   e.g. [illegible]
2. [illegible]…[illegible]… In addition to…,…
   e.g. [illegible]
3. [illegible]…[illegible]…
   e.g. [illegible]
4. sth. [illegible]/[illegible]…
   e.g. [illegible]

[illegible]

**1:18 – 2:04**

[illegible]mini[illegible]

[illegible]

[illegible]mini[illegible]

[illegible]mini[illegible]

[illegible]

[illegible]mini[illegible]

[illegible]

[illegible]mini[illegible]

**2:08 – 2:18**

[illegible]10[illegible]80[illegible]

**4:07 – 4:42**

[illegible]“[illegible]”[illegible]

**[illegible] [illegible] Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| [illegible] | shuàn yáng ròu | to boil thin slices of mutton in water |
| [illegible] | dà bái cài | Chinese cabbage |
| [illegible] | chán | to crave for; to hunger for |
| [illegible] | fēngshèng | rich and sumptuous (meal) |
| [illegible] | xué tú | apprentice |
| [illegible] | zì cháo | to mock oneself |
| [illegible] | cì | inferior quality |
| [illegible] | jiǎng jiu | to pay particular attention to; to carefully select for quality; to tastefully choose |
| [illegible] | tóng guō zi | copper pot |
| [illegible] | tàn huǒ | charcoal fire |
| [illegible] | tòu míng qīng liàng | transparent and clear |
| [illegible] | zhàn liào | dipping sauce |
| [illegible] | líng hún | soul |
| [illegible] | dú dào zhī chù | original and unique qualities |
| [illegible] | é wài | extra |
| [illegible] | kǒu gǎn | texture of food |
| [illegible] | duō yuán | diverse |
| [illegible] | fēng fù | abundant, rich, plentiful |
| [illegible] | nóng yù | strong and rich (in flavor and smell) |
| [illegible] | chún chǐ liú xiāng | the scent and flavor of food lingers on one's lip and teeth |
| [illegible] | huí wèi wú qióng | leaving a rich aftertaste |

**Grammar Structures**

1. sth. [illegible] sth.[illegible]líng hún[illegible]v. phrase

   e.g. [illegible]

2. sth. [illegible]…

   e.g. [illegible]

[illegible]

**0 – 1:45**

[illegible]

[illegible]1848[illegible]171[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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□□□□□ □□□ **Vocabulary**

| **Vocabulary** | **Pinyin** | **English Meaning** |
|---|---|---|
| □□ | kǎo ròu | barbecue |
| □□ | zhì zi | a round grill pan made with steel strips |
| □ | cǎi | to step on |
| □□ | bǎn dèng | bench |
| □ | dā | to hang over |
| □□ | máo jīn | towel |
| □□ | jià shì | posture |
| □□ | pīn còu | to piece together |
| □□ | guǒ mù | fruit tree wood |
| □□ | rán shāo | to burn |
| □□ | fèng xì | crack; gap |
| □ | qìn | to seep into |
| □□ | kǒu gǎn | food texture |
| □ | léng | edge |
| □ | cōng | green onion |
| □□ | xiāng cài | cilantro |
| □ | jiāo | lightly burnt |
| □ | hú | burnt |
| □□□ | gē zi dàn | pigeon egg |

**Grammar Structures**

1. sth. □□+□year□ phrase to start from

   e.g. □□□□□□□□1848□□

2. □+noun phrase+□□□ v. phrase to have a style of …

   e.g. □□□□□□□□□□□□□□□□□□□□□□□□□□□□

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# 老北京菜馆

## 老北京火锅

| | |
|---|---|
| 清汤锅底 | 10元 |
| 麻辣锅底 | 28元 |
| 羊肉片 | 38元 |
| 牛肉片 | 38元 |
| 大白菜 | 16元 |
| 粉丝 | 8元 |
| 特色蘸料(芝麻酱) | 6元 |

## 北京烤鸭

| | |
|---|---|
| 北京烤鸭 | 188元/一只 |
| | 98/半只 |
| 鸭架汤 | 12元 |
| 荷叶饼(6 | 8元 |
| 小料(黄瓜、甜面酱、葱丝、蒜泥) | 5元 |

## 老北京烤肉

| | |
|---|---|
| 羊肉 | 28元 |
| 牛肉 | 28元 |
| 鸡翅 | 20元 |
| 鲜虾 | 28元 |
| 香菇 | 20元 |

## 烧麦

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|---|---|
| 炫彩烧麦 | 36元 |
| 玫瑰情人烧麦 | 26元 |
| 虾仁烧麦 | 26元 |
| 羊肉烧麦 | 26元 |
| 牛肉烧麦 | 26元 |

## 兰州拉面

| | |
|---|---|
| 羊肉拉面 | 18元 |
| 牛肉拉面 | 18元 |
| 火腿拉面 | 16元 |
| 鸡蛋拉面 | 12元 |
| 清汤拉面 | 10元 |

## 驴打滚

| | |
|---|---|
| 小份(4个) | 8元 |
| 中份(6个) | 12元 |
| 大份(8个) | 16元 |

吉祥

地址:东城区王府井大街99号
宵夜营业至凌晨两点
订餐电话:12406514895

老北京菜馆

**Pre-task 1 EdPuzzle**

□□□□□

□□□□□

00:32 02:40

□□□□

00:04 01:43

**Pre-task 2 [illegible]**

[illegible](connectors) [illegible]

[illegible]

[illegible] [illegible] ([illegible] [illegible])

| 1 [illegible] | [illegible] |
|---|---|
| | [illegible]<br>[illegible] |

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*https://pressbooks.library.virginia.edu/nehcourse/?p=63#h5p-30*

| **2** □□□□□□□□ | □□□□□□ |
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| **3** □□□□□□□ | □□□□□□ |
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**Core-task 1**

**Core-task 2**

**In-class Powerpoint**

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E-Book Video Instructions

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=63#oembed-1*

**E-Book PPT instructions**

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Source from https://sunnews.cc/baijiahao/447010.html
Source from http://food.qianggen.net/2016/0814/55127.html
Sources from https://zhuanlan.zhihu.com/p/72893932

# 3. □□□□□□□□(II)

[illegible]

**5:23 – 5:51**

[illegible] 5 [illegible] 6 [illegible] 108 [illegible]

**6:36 – 7:30**

[illegible]

**[illegible] Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□ | chuán chéng | to inherit (v.); inheritance (n.) |
| □□ | yǎn biàn | to develop; to evolve |
| □□□□ | lì jiǔ mí xiāng | The quality of sth remains without aging and becomes even better as time goes by |
| □□ | zhú jiàn | gradually |
| □□□□ | páo dīng jiě yā | dismember a duck (originally an ox) as skillful as the great butcher named Pao Ding (idiom) |
| □□ | kě wèi | one may well say |
| □□□□ | dà bǎo yǎn fú | to feast one’s eyes |
| □□□□ | jì yì gāo chāo | highly skilled |
| □ | piàn | to slice (v.)-□□; a slice of (measure word) |
| □□ | shí kè | restaurant customer |
| □□□□ | báo rú chán yì | be as thin as a cicada’s wings |
| □□□ | hé yè bǐng | lotus leaf shaped pancake |
| □ | mǒ | to spread |
| □□□ | tiān miàn jiàng | sweet sauce made of fermented flour |
| □□□□ | qīng dàn yì kǒu | the food is light seasoned and has an enjoyable taste |
| □□□□ | pí sū ròu nèn | the skin is flaky and crispy and the meat is tender |
| □□□□ | xiāng ér bú nì | delicious and not greasy or fatty |
| □□□□ | huí wèi wú qióng | leaving a rich aftertaste |
| □□□□ | bié jù fēng wèi | having unique and original flavors |
| □□ | suàn ní | mashed garlic |
| □ | zhàn | to dip sth. in sth. |
| □□ | kōng xīn | hollow; empty |
| □□□□ | zhī ma shāo bǐng | baked Chinese sesame scones |
| □ | jiā | to fill with |

**Grammar Structures**

1. sth+□□+adj adverb gradually
   e.g. □□□□□□□□□□□□
2. □□ one may well say □=□□□□□□□□□□□
   Structure: clause/phrase + □□ + adj./idiomatic expression
   e.g. □□□□□□□□□□□□□□□□□□□□□□□□□□□□
   □□□□□□□□□□□□□□□□□□

□□□□□

**0-1:35**

[illegible]

[illegible]500[illegible]5[illegible]300[illegible]

**1:50 – 2:08**

[illegible]5[illegible]30[illegible]

**3:42 – 4:59**

[illegible]

[illegible]

**0 – 1:16**

[illegible]“[illegible]”[illegible]

[illegible]

□□□□□□□□ □□□ **Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□ | jìn pào | to soak |
| □□ | suàn miáo | garlic sprouts |
| □□ | xiāng cài | cilantro |
| □□ | xiāng liào | spice |
| □□ | shēng jiāng | ginger |
| □□□□ | piě qù fú mò | to remove the floating foam |
| □□ | diào tāng | to simmer the soup for a relatively long time |
| □ | mǒ | to spread |
| □□□□ | shǔ yī shǔ èr | one of the best; outstanding |
| □□ | lā miàn | stretched noodles |
| □□□□ | xié tiáo yǒu xù | orderly arranged and coordinated |
| □□ | yóu rú | like; seemingly, as if |
| □□ | yuè xián | musical chord |
| □□ | qīng rào | to lightly wrap around |
| □□□□ | huí huán wǎng fù | to stretch the noodles back and forth |
| □□□□ | xíng yún liú shuǐ | literally means “moving clouds and flowing water”; extended as “very natural and smooth style of doing sth.” |
| □□…□□ | wǎn rú …yī bān | as if … |
| □□ | lā chēn | to stretch |
| □□□□ | mó shù biǎo yǎn | magic performance |
| □□ | yóu sī | a thin thread resembling silk |
| □□ | huǒ yàn | flame |
| □□□□ | tàn wéi guān zhǐ | to acclaim as the peak of perfection |

**Grammar Structures**

1. [illegible]…[illegible]…[illegible]…[illegible]…
   e.g. [illegible]
2. [illegible]…[illegible]… In addition to…,…
   e.g. [illegible]
3. [illegible]…[illegible]…
   e.g. [illegible]
4. sth. [illegible]/[illegible]…
   e.g. [illegible]

**[illegible] -1**

**0 – 0:30**

60[illegible]

**[illegible] – 2**

**0 – 0:08**

[illegible]100[illegible]

**1:28 – 1:54**

[illegible][[illegible]][illegible]

**2:09 – 2:51**

[illegible]

**[illegible] [illegible] Vocabulary**

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□□ | hù guó sì | proper noun (a traditional Beijing restaurant specializing in northern street food and dishes) |
| □□ | tí gōng | to provide, to supply |
| □□□□ | lì jīng shí rì | with time goes by |
| □□ | yī rán | still; be the same as before |
| □□□□ | luò yì bù jué | continuously; in an endless stream (idiom) |
| □□ | jīng diǎn | classic |
| □□□ | wān dòu huáng | Beijing sweet pease pudding |
| □□□ | lǚ dǎ gǔn | glutinous rice rolls with sweet bean flour |
| □ | lǘ | donkey |
| □ | yáng | to kick up (a cloud of dust) |
| □□ | dòu miàn’r | bean powder |
| □ | sǎ | to scatter; to spill |
| □□□ | nuò mǐ miàn’r | sticky rice powder |
| □ | zhēng | to steam |
| □□□□ | dòu shā xiàn’r | red bean paste |
| □ | gǎn | to roll |
| □□ | mǒ shàng | to spread |
| □ | guā | to daub sth. over sth. |
| □ | mǒ | to spread |
| □ | èn | to press |
| □ | lòu | to leak |

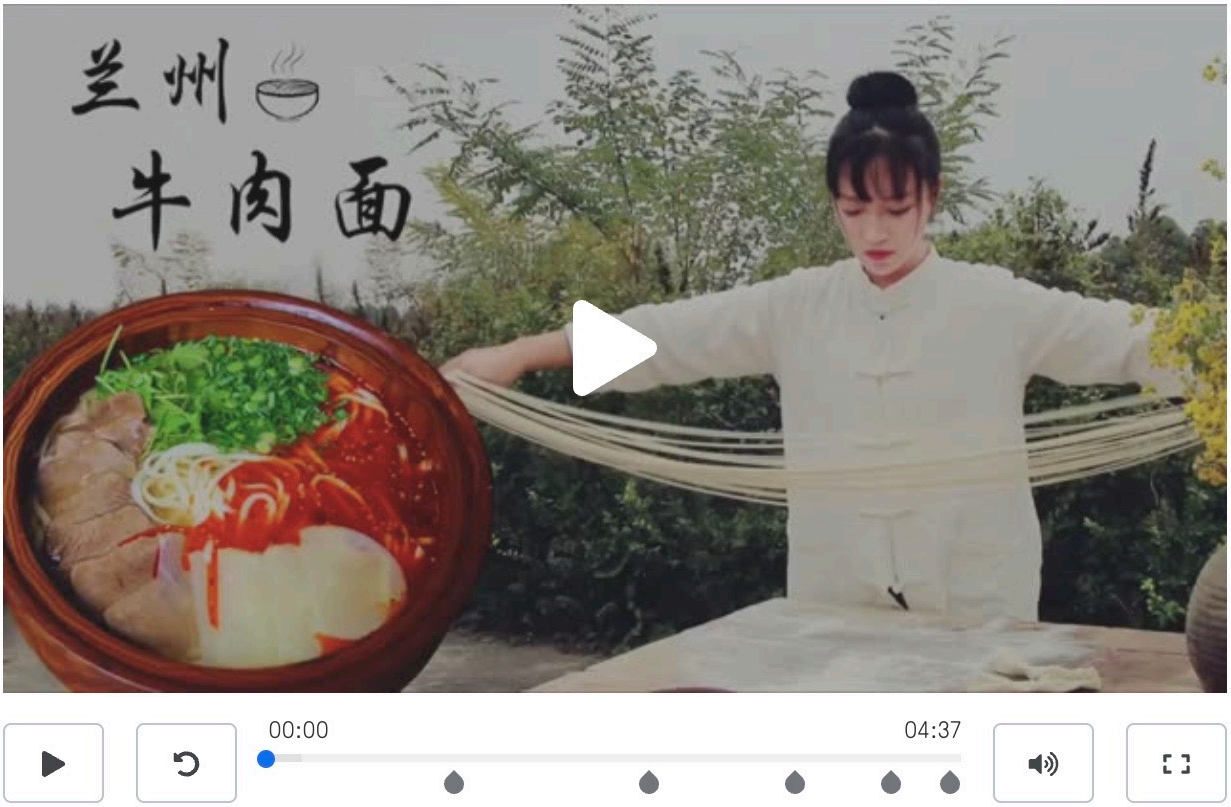
**Grammar Structures**

1. sth. □□□□□...
   e.g. □□□□□□□□□□□□□□□□□□□□□
2. □□+ (to do sth.) back and forth
   e.g. □□□□□□□□□□□□□□□□□□□

**Pre-task 1 EdPuzzle**

**□□□□ □required□**

□□□□□



[illegible]

**Pre-task 2 [illegible] [illegible]**

[illegible](connectors) [illegible]

[illegible]

[illegible] [illegible] ([illegible] [illegible])

| **1** [illegible] | [illegible] |
| --- | --- |
| | [illegible]<br>[illegible] |

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| **2** □□□□□□ | □□□□□□ |
| --- | --- |
| | □□□□□□□□□□□□□□□<br><br>□□□□□□□□□□□□□□□□ |

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| **3** □□□□□□□ | □□□□□□ |
| --- | --- |
| | □□□□□□□□□□□□□□<br><br>□□□□□□□□□□□□□□□□ |

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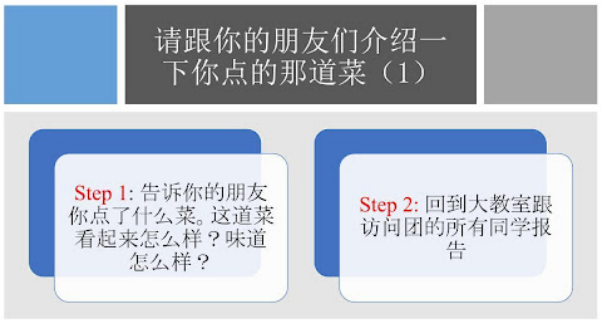
**Core-task 1**



**Core-task 2**

**In-class Powerpoint**

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□□□□□□□□□□□

**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□ Feel free to write additional characters that you feel necessary and interesting.

## Volabulary List

### 北京烤鸭

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| 传承 | chuán chéng | to inherit (v.); inheritance (n.) |
| 演变 | yǎn biàn | to develop; to evolve |
| 历久弥香 | lì jiǔ mí xiāng | The quality of something remains without aging and becomes even better as time goes by |
| 逐渐 | zhú jiàn | Gradually |
| 庖丁解鸭 | páo dīng jiě yā | dismember a duck (originally an ox) as skillful as the great butcher named Pao Ding (idiom) |
| 可谓 | kě wèi | one may well say |
| 大饱眼福 | dà bǎo yǎn fú | to feast one's eyes |
| 技艺高超 | jì yì gāo chāo | highly skilled |
| 片 | piàn | to slice (v.)-片出; a slice of (measure word) |
| 食客 | shí kè | restaurant customer |
| 薄如蝉翼 | báo rú chán yì | be as thin as a cicada's wings |
| 荷叶饼 | hé yè bǐng | lotus leaf shaped pancake |
| 抹 | mǒ | to spread |
| 甜面酱 | tiān miàn jiàng | sweet sauce made of fermented flour |
| 清淡益口 | qīng dàn yì kǒu | the food is light seasoned and has an enjoyable taste |
| 皮酥肉嫩 | pí sū ròu nèn | the skin is flaky and crispy and the meat is tender |
| 香而不腻 | xiāng ér bú nì | delicious and not greasy or fatty |
| 回味无穷 | huí wèi wú qióng | leaving a rich aftertaste |
| 别具风味 | bié jù fēng wèi | having unique and original flavors |
| 蒜泥 | suàn ní | mashed garlic |
| 蘸 | zhàn | to dip sth. in sth. |
| 空心 | kōng xīn | hollow; empty |
| 芝麻烧饼 | zhī ma shāo bǐng | baked Chinese sesame scones |
| 夹 | jiā | to fill with |

**PART II: □□□□Handwritten Self-composed Short Essay**

TOPIC: □□□□□□□□□□□□□□

□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□(optional for extra credit□□□□□□□□□□□□□□□□□□□□□□□□□□Use the above characters highlighted in yellow (as many as possible) and the following grammatical structures to handwrite a short self-composed essay at a minimum of 120 characters. Remember to use 4-word expressions to the best of your ability to

describe this most famous dish in Beijing □□□□□

**Grammar Structures:**

1. sth+□□+adj adverb gradually
   e.g. □□□□□□□□□□□□□
2. □□ one may well say □=□□□□□□□□□□□
   Structure: clause/phrase + □□ + adj./idiomatic expression
   e.g. □□□□□□□□□□□□□□□□□□□□□□□□□□□
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Source from https://www.dealmoon.com/guide/930587
Source from https://www.xinshipu.com/zuofa/599213
Source from http://www.lzydnrm.com/yyxw/661983.html

# 4. □□□□□□□□

**Prepare For In-Class Integrated Review □□□□□□□□**

To help you do well for Wednesday’s (DAY 5) Task in Action, please complete the following two forms. Refer to the □□□□ PlayPosit video and Day 1’s text & glossary, your observation and experiences at UVA, and your own research of □□ and □□online. Once completed, upload it to Google Drive for grading. This creative task falls within the third category of Pre-Tasks. You will share, present, and discuss your responses with peers in class on Monday (DAY 4).

1. □□□□□□□□□□□□

| □□ | □□ |
|---|---|
| □□□□□□ | |
| □□□□□□□□ | |
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| □□□□□□<br>□□□□□□“□□□□”□□□ | |
| □□ | |

2. □□□□□□□□□□□□□□□□□□

| □□□□□□□□ | □□ | □□ |
|---|---|---|
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| □□□□□□□□□<br>□□□□□□ | | |
| □□ | | |

**Additional notes □□**

□□□□□□□□□□□

**PPT Integrated review**

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Source from https://zhuanlan.zhihu.com/p/77580478

# 5. [illegible]

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**Read task-in-action guidelines**

**The task in Action** [illegible]

1. [illegible]
   [illegible]
2. [illegible]
   [illegible]\[illegible]
3. [illegible]
   [illegible]
   ([illegible]: fēihǎohàn = [illegible]; [illegible]=[illegible]=[illegible])

4. [illegible]
   [illegible]

**TASK: ROLE PLAY [illegible]**

ROLE [illegible]1: [illegible]

ROLE [illegible]2: [illegible]

**Requirement 1**

[illegible](draw lots) [illegible]

**Requirement 2**

[illegible]

For either role, you should NOT simply ask or respond to questions. The dialogue is interactive and responsive in nature. Namely, the person who asks questions should also state his/her experience or/and opinions and comment on what his/her partner says.

**CONTENT**

**PART I: [illegible] (DAY 1)**

[illegible]
[illegible]/[illegible]
[illegible]……[illegible]/[illegible]

[illegible]/[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

**PART II: [illegible] (Days 2-3)**

1. [illegible]
2. [illegible]1) [illegible], 2) [illegible], 3) [illegible], [illegible]4) [illegible]
3. [illegible]1) [illegible], 2) [illegible], 3) [illegible], [illegible]4) [illegible]

4-Word Expressions for commenting on the uniqueness of dishes

[illegible]

□□/□□ or □□□□ + □□□□□□□□□
Additional 4-word expressions: □□□□□ □□□□/□□

Adverbial connectors for describing order or procedure

1.□□□□□□□□□□□□□□□
2.□□□□□□□□□□□
3.□□□□□□□□□□□□□□□

Note 1: The three connectors□□□□□□□□occur and alternate in the middle of oral narration.

Note 2: You will introduce the 2nd dish that you ordered at □□□□□ when you take Mid-Term 1. This allows more time for you to prepare and practice. We will recycle and review this part when we start reviewing Mid-term 1.

**PART III: □□□□□□□□□□□□□□□□□□□□ (Day 4)**

See details in Day 4 Integrated Review Task Handout

**Grading Criteria (20%)**

**A. Information & Content (5 pts.)**
**Demonstrate understanding of the content of learned materials**
5: Relevant and well-organized with a wealth of information and detailed descriptions, great effort in providing comments and opinions in response to what the partner says
4: Relevant and organized with a good amount of information and descriptions, effort in providing comments and opinions in response to what the partner says
3: Relevant and organized with some information and descriptions, some effort in providing comments and opinions in response to what the partner says
2: Somehow relevant with limited information and descriptions, limited effort in providing comments and opinions in response to what the partner says
0-1: Irrelevant with little information and descriptions, little effort in responding to and commenting on what the partner says

**B. Language Use (12 pts.)**
**Demonstrate ability to incorporate language use at the advanced level**
11-12: A string of well-connected sentences, a variety of structures and comparison devices, rich vocabulary and idiomatic expressions, excellent coherent and cohesive devices,
9-10: A string of connected sentences, different structures and comparison devices, appropriate vocabulary and idiomatic expressions, good coherent and cohesive devices
7-8: A string of connected sentences, some structures and comparison devices, some vocabulary and idiomatic expressions, coherent and cohesive devices
5-6: A string of sentences, few structures and comparison devices, vocabulary, idiomatic expressions, and coherent and cohesive devices
3-4: A string of simple and discrete sentences, very limited use of vocabulary, idiomatic expressions, comparison devices, and coherent and cohesive devices
0-2: Several simple and discrete sentences and lack of appropriate vocabulary and expressions
□A□B□□/□□
□□□□
□……□□
□□□/□□
□……□□
A□B □□□/□□□□□□/□□□
A□□B□□ adjective
A□□B adjective

**C. Fluency & Effort (3 pts.)**
**Demonstrate mastery of pronunciation and confidence in speaking**
3: No pauses and hesitation, no reliance on written notes, direct eye contacts almost all the time, and comprehensible pronunciation, great effort for sustaining the dialogue
2: Several pauses and hesitation, occasional reliance on written notes, some direct eye contacts, and mostly comprehensible pronunciation, some effort for sustaining the dialogue
0-1: Some pauses, heavy reliance on written notes, limited direct eye contacts, and some incomprehensible pronunciation, little effort for sustaining the dialogue

**D. Time length: 7- 8 minutes**
(1 pt. deduction for a shorter length)

□□□

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=69*

# 6. □□□□□□□-□□□□□□□□□

**2nd CBEL Interactive Task**

□□□□□□
**2nd CBEL meeting** □□□□□□□□□□□□□
2nd English Reflections
□□: □□□□□□□□□□□
□□: ZOOM

**HOW TO & GRADE**

BEFORE the ZOOM meeting
Email your Chinese friend to set up a meeting time.

DURING the ZOOM meeting
The meeting is 1 hour. Feel free to extend it further if you see fit.

AFTER the ZOOM meeting
Complete the following tasks by the Due Date

1. A. 12 pts.
Submit a typed Essay and a self-reflection in English(150-200 words) to your Google folder
Version 1 (due by Due Date): comments received for revision; no score.
Version 2 on Ebook (due by Due Date): a score to be given to your resubmitted essay.

2. 2 pt. (completion grade)
Post the recorded ZOOM video to the designated Google sheet.
Write your self-reflection after completing the first version of the CBEL-typed essay in the same file.

**TIPS FOR A SUCCESSFUL CBEL MEETING**

**TIP 1:** Before the CBEL meeting, go through the handwritten post-task essays with important content to complete each CBEL meeting with your Chinese friend.

**WHY?** The content of the post-tasks you have written is a solid foundation based on which you can express ideas more fluently, expand further with additional questions relevant to the content, and gather interesting and different perspectives at the meeting.

**TIP 2**: Before the meeting, go through the following discussion questions, prepare your oral answers to each question, and draft additional questions that you would like to ask your Chinese friend.

**WHY?** Pre-meeting preparation is key to frequent and quality interaction between you and your Chinese friend at the CBEL meeting.

**TIP 3:** During the meeting, ask your Chinese friend to provide feedback and assistance in helping you use the language accurately.

**WHY?** Your CBEL Chinese friend is a graduate student in a top-ranking MA program in teaching Chinese as a foreign language in China. She is eager to help you and learn to be a prospective Chinese language teacher. She is your Chinese friend and tutor. □□□□□□□□□□□□□□□□□□□□□□

**DISCUSSION QUESTIONS □□□□**

The following is what you said and performed for Task in Action on Day 5. In the 2nd CBEL meeting, do the following.

1. □□□□□□□□□□□□□□□□□.
2. □□□□□□□□□□□□□□□□□□□□□□.
3. □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

**PART 1: □□□□□□□□ (DAY 1)**

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**PART II: □□□□□□□□□□□□□□□□ (Days 2-3)**

1. □□□□□□□□□□□□□□□□
2. □□□□□□□□□□□□1) □□, 2) □□, 3) □□□□4) □□□□□□□□□□
3. □□□□□□□□□□□□□1) □□, 2) □□, 3) □□, □4) □□□□□□□□□□

4-Word Expressions for commenting on the uniqueness of dishes

□□□/□□ + □□□□□□□□□□□□□□□

□□□+ □□□□□

□□/□□ or □□□□ + □□□□□□□□□

Additional 4-word expressions: □□□□□ □□□□

Adverbial connectors for describing order or procedure

1. □□□□□□□□□□□□□□□
2. □□□□□□□□□□□
3. □□□□□□□□□□□□□□□

Note 1: The three connectors□□□□□□□□□occur and alternate in the middle of oral narration.

Note 2: You will introduce the 3rd dish that you ordered at □□□□□when you take Mid-Term 1. This allows more time for you to prepare and practice. We will recycle and review this part when we start reviewing Mid-term 1.

**PART IV: □□□□□□□□□□□□□□□□□□□ (Day 4)**

See details in Day 4 Integrated Review Task Handout

**English Reflection □150-200 words or more□**

□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□Please record and reflection on the highlight of your experience. After visiting Peking University, any eye-opening and memorable experience that differs from your experience and student life at UVA? Any scenic spots that most impressed you? What is your impression of ordering and tasting famous authentic dishes at □□□□□□ What inspired you the most during your dialogue and interaction with □□□□ at Chinese restaurants, in the area of □□□□□ and on the top of the Great Wall? At the end, please use 1-2 sentences to conclude this virtual program (Weeks 3-4).

**CBEL Essay Grading Criteria**

On Day 1, Day 2, and Day 3, you will have handwritten short essays to capture your fresh memory right after the virtual journey. The Task-In-Action integrates the 3 post-handwritten essays in a creative way to immerse you in an authentic learning setting. These will prepare you to converse with your Chinese friend to discuss more deeply and gather their interesting and perhaps different perspectives for comparison. All these steps will prepare you to successfully complete the extended typed journey that is expected to be well-organized, coherent, and elaborated with detailed information and satisfactory language use.

**Organization (3 paragraphs required)**

The first Paragraph: Beginning with a brief intro.
This week, I……, topic sentence

The second paragraph: Middle Core with a detailed description

See 1 & 2 in “Content”

The third paragraph: Closing with concluding remarks
See 3 in “Content”

## Content & Information

Each CEL essay has a set of discussion questions in alignment with the content of each unit.

The 6 CBEL meetings and essays have different foci on specific language functions and topics. Please refer to the specific task and discussion questions of each unit.

## Length & Number of Characters

**Submission & Resubmission**

*First submission*
You will receive comments to fine tune and enrich your first submission– NOT graded.

*Second submission (required)*
Revise the first submission and resubmit to get a final grade that makes you feel a sense of achievement – SMILE! 

The resubmission process is to honor your extra effort and give you well-deserved credit.

Failure to submit on time results in 1 point deduction to a final grade of the resubmitted journal entry.

## Grading Criteria (12%)

**1 Organization, Length, and Format (2 pt.)**
Three Paragraphs required: beginning, middle, and conclusion
A minimum of 500 typed characters
Number of characters indicated at the end of the journal entry

**2 Content & Information (2 pts.)**
A wealth of information
Detailed description
Elaborate ideas and thoughts
Comments, feelings, and reflections

**3 Language Use (8 pts.)**
Rich vocabulary and idiomatic expressions (learned inside the class)
A variety of structures (learned inside the class)
Take risks to incorporate self-acquired vocabulary (new outside of class)

**4 Timely submission (point deduction)**
Due by a due day in the Google folder.
1-point deduction for late submission applicable to 1st and 2nd submission respectively

# UNIT 3

## DAY 1

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知乎 @四九城

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@北京人不知道的北京事儿
知乎 @四九城

知乎@四九城

知乎@四九城

[illegible]

**□□□ Vocabulary**

| **Vocabulary** | **Pinyin** | **English Meaning** |
|---|---|---|
| □□ | jiǔ wéi | to have not seen for a long time |
| □□□ | shā chén bào | sandstorm |
| □□□□□□ | shun shí zuì dà fēng lì | instantaneous maximum wind speed |
| □□ | wēi lì | power |
| □□□ | huī méng méng | dusky |
| □□□ | fēn jiè xiàn | dividing line |
| □□□□ | qīng xī kě jiàn | clear and distinct |
| □□ | zhú jiàn | gradually |
| □□ | bāo wéi | to surround; to encircle |
| □□ | xī qí | rare/uncommon |
| □□□□□□ | qiáng dù míng xiǎn jiǎn ruò | the intensity has become obviously weaker |
| □□□□ | zhē tiān bì rì | [said of a dense forest or a sandstorm] blot out the sky and the sun |
| □□…□□ | rú tóng …yì bān | as if …; to seem like… |
| □□□ | hēi yā yā | a dense or dark mass of sth. (i.e. clouds) |
| □□□□□ | chāo háo huá tào cān | super deluxe bundle or meal |
| □□ | zhì lǐ | to bring under control; to manage |
| □□ | jiàn xiào | to have the desired effect |
| □□ | jí duān | extreme |
| □□□□ | nóng dù jiàng dī | viscosity (consistency; thickness) has decreased |
| □□ | chí xù | to continue |

**Grammar:**

1. □□ v. to bring sth. (to somewhere)
   e.g. □□□□□□□□□□□
2. □□…□□ v. phrase to seem like…; as if…
   e.g. □□□□□□□□□□□□□□□□□□□□□

# PRE-TASKS

**Pre-task 1 EdPuzzle**

Pre-task 2 □□□□□ □□□□□□□□□

□□□□□□□□□□□□□□□□2-3□□□□□□□□□

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## CORE-TASKS

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**Core-task 1 □□□□□□□□□□□□**

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**Core-task 2 □□□□□ □□□□□□□□**

**STEP 1: □□□□□□□□□□□□2-3□□□□□□□**

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**STEP 2: □□□□□□□□□□□**

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3. □□□□□□□□□□□□□□□□□□□
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4. □□□□□□□□□□□
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**Core task 3 □□□□□□□□□□□□**

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Noun: □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□

Verb: □□□□□□□□□□□□□□□□□□□□□□□□□□□□

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Adj.: □□□□□

**<u>In-class Powerpoint</u>**

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=23*

□□□□□□□□□□

**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□ Feel free to write additional characters that you feel necessary and interesting.

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| 久违 | jiǔ wéi | to have not seen for a long time |
| 沙尘暴 | shā chén bào | sandstorm |
| 瞬时最大风速 | shun shí zuì dà fēng sù | instantaneous maximum wind speed |
| 威力 | wēi lì | power |
| 灰蒙蒙 | huī méng méng | dusky |
| 分界线 | fēn jiè xiàn | dividing line |
| 清晰可见 | qīng xī kě jiàn | clear and distinct |
| 逐渐 | zhú jiàn | gradually |
| 包围 | bāo wéi | to surround; to encircle |
| 稀奇 | xī qí | rare/uncommon |
| 强度明显减弱 | qiáng dù míng xiǎn jiǎn ruò | the intensity has become obviously weaker |
| 遮天蔽日 | zhē tiān bì rì | [said of a dense forest or a sandstorm] blot out the sky and the sun |
| 如同…一般 | rú tóng …yī bān | as if …; to seem like… |
| 黑压压 | hēi yā yā | a dense or dark mass of sth. (i.e. clouds) |
| 超豪华套餐 | chāo háo huá tào cān | super deluxe bundle or meal |
| 治理 | zhì lǐ | to bring under control; to manage |
| 见效 | jiàn xiào | to have the desired effect |
| 极端 | jí duān | extreme |
| 浓度降低 | nóng dù jiàng dī | viscosity (consistency; thickness) has decreased |
| 持续 | chí xù | to continue |

**PART II: □□□□Handwritten Self-composed Short Essay**

TOPIC: □□□□□□Use the above characters highlighted in yellow (as many as possible) and the following grammatical structures to handwrite a short self-composed essay at a minimum of 120 characters. Keep the following guided questions in mind to organize your thoughts.

Use the following required vocabulary and grammar to compose your short essay.

Vocabulary

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Grammar

1. □□ v. to bring sth. (to somewhere)
   e.g. □□□□□□□□□□□□

2. [illegible]…[illegible] v. phrase to seem like…; as if…

   e.g. [illegible]

Google Doc Version:https://docs.google.com/document/d/1bU2iAp6-RG22kPk1ZrNkfBCGDwhX9Cf4/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true
Sources from https://zhuanlan.zhihu.com/p/114465432
Google Doc Version:https://docs.google.com/document/d/1PNJ4_bvPZNAYku0CtPdLLmuH6Sr5GPRn/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true
Source from https://www.youtube.com/watch?v=2i0QysbvPN0
Google Doc Version:https://docs.google.com/document/d/1jhZb2qJwK1Ob-sxq4OV2NZFVOX2X1BXH/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true
Source from https://www.youtube.com/watch?v=2i0QysbvPN0
Google Doc Version:https://docs.google.com/document/d/1uwcM9twwS7ap7k4agVO-nXmzsx4_oNM3/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true

# DAY 2

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

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| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| □□□□ | rén kǒu chóu mì | densely populated |
| □ | chēng | to say; to state |
| □ | xī | to inhale; to suck in |
| □ | wèi | stomach |
| □□ | yī liáo | medical care; medical treatment |
| □□ | guān zhù | to pay close attention to |
| □□□□ | hù wài huó dòng | outdoor activities |
| □□ | sàn bù | to take a walk |
| □□ | jiào tíng | to call off; to cancel |
| □□ | sǎng zǐ | throat |
| □□ | shāo wēi | slightly; a little bit |
| □□ | jiā zhòng | to aggravate; to increase; to become heavier/severe |
| □□□□□□ | guān fāng shù jù xiǎn shì | official data (from the government or an authority) shows/illustrates |
| □□□□□□□□ | xiǎo xíng kě xī rù kē lì wù | small (inhalable) particulate matter (pm 2.5) |
| □□□□ | píng jūn dú shù | average reading (of some measurement) |
| □□□ | lì fāng mǐ | cubic meter |
| □□ | wēi kè | microgram |
| □□□□□□ | shì jiè wèi shēng zǔ zhī | World Health Organization |

**Grammar**

1. □□...□□ v. phrase to suffer from the attack of sth.
   e.g. □□□□□□□□□□□□□□□□□□□□
2. □ suffix department of a certain type; used to refer to a system of ...
   e.g. □□□□□□□□□□□□□□□□□□□□□□
3. □□□ the tendency of sth.
   e.g. □□□□□□□□□□□/□/□□ □□□□□□

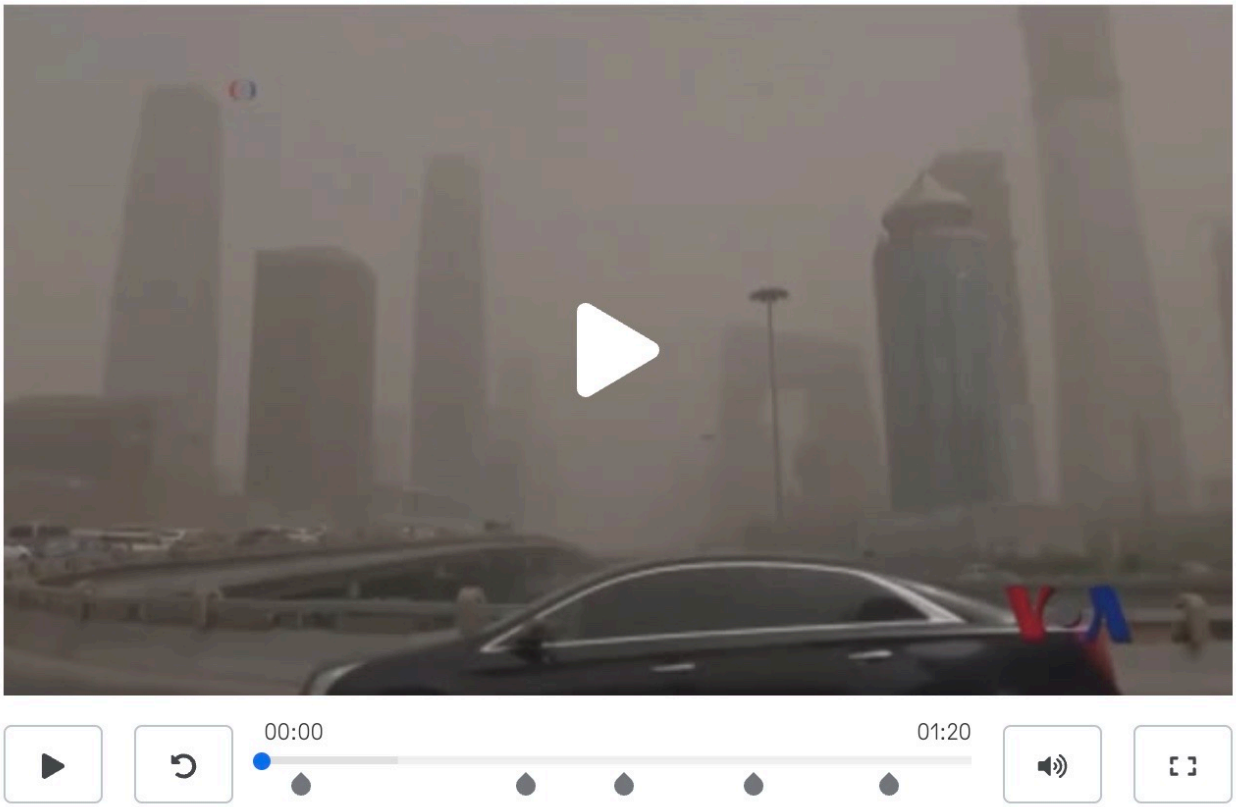
   □: show

   □□□appear

   □/□□ are more formal than □

# PRE-TASKS

**Pre-task 1 EdPuzzle**




**Pre-task 3**

□□□□:□□□□□□□□

□□□□□ □□□□□□□□

Instructions: In preparation for Wednesday’s TV interview, please complete the following tasks and upload to Google drive before Wednesday’s class. This pre-task helps you draft what you may say for the role that you will play in class. On Wednesday, you will work in groups of 2-3 to act it out. The roles are to be determined within each group.

1.The following are opinions, comments, or expressions that Beijing residents, medical workers, and journalists may say during a TV interview. Please drag the following sentences/structures that each role may say to the box under each role.

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2. What else does each role may say during a TV interview? In the box under each role, please add as much as you want and as much as you could, so that you can be fully prepared for the TV interview on Wednesday!

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What will the Beijing resident may complain and react to □□□□
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What else the medical worker may recommend?
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What the journalist may ask during the interview?
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# CORE-TASKS

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**Core-task 1** □□□□□□□□

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*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=206#oembed-1*

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**Core-task 2** □□□□□□□□□□

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**In-class Powerpoint**

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=206*

## POST-TASK

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**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□ Feel free to write additional characters that you feel necessary and interesting.

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| 人口稠密 | rén kǒu chóu mì | densely populated |
| 称 | chēng | to say; to state |
| 吸 | xī | to inhale; to suck in |
| 胃 | wèi | stomach |
| 医疗 | yī liáo | medical care; medical treatment |
| 关注 | guān zhù | to pay close attention to |
| 户外活动 | hù wài huó dòng | outdoor activities |
| 散步 | sàn bù | to take a walk |
| 叫停 | jiào tíng | to call off; to cancel |
| 嗓子 | sǎng zǐ | throat |
| 稍微 | shāo wēi | slightly; a little bit |
| 加重 | jiā zhòng | to aggravate; to increase; to become heavier/severe |
| 官方数据显示 | guān fāng shù jù xiǎn shì | official data (from the government or an authority) shows/illustrates |
| 小型可吸入颗粒物 | xiǎo xíng kě xī rù kē lì wù | small (inhalable) particulate matter (pm 2.5) |
| 平均读数 | píng jūn dú shù | average reading (of some measurement) |
| 立方米 | lì fāng mǐ | cubic meter |
| 微克 | wēi kè | microgram |
| 世界卫生组织 | shì jiè wèi shēng zǔ zhī | World Health Organization |

**PART II: □□□□Handwritten Self-composed Short Essay**

TOPIC: □□□□□□Use the above characters highlighted in yellow (as many as possible) and the following grammatical structures to hand write a short self-composed essay at a minimum of 120 characters. Keep the following guided questions in mind to organize your thoughts.

**Use the following required vocabulary and grammar to compose your short essay.**

**Vocabulary**

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**Grammar**

1. □□…□□ v. phrase to suffer from the attack of sth.
   e.g. □□□□□□□□□□□□□□□□□□□

Note: □□=□□=□□□□ it is used in a single character □ as a formal expression in the news report

2. □ suffix department of a certain type; used to refer to a system of …

   e.g. □□□□□□□□□□□□□□□□□□□□□□

3. □/□/□□……□□□ the tendency of sth.

   e.g. □□□□□□□□□□□□□□□□□

   □ (reveal, show) & □□(appear) is more formal than □

Google Doc Version:https://docs.google.com/document/d/11dIwB85OgCCWy7w98O3Qm_Gs0ETcLB_O/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true
Google Doc Version:https://docs.google.com/document/d/1deMjedEQagAdZxNoiYDWq0lrtUYReR4C/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true
Source from https://www.youtube.com/watch?v=PqZ32OwpySI
Source from https://www.youtube.com/watch?v=PqZ32OwpySI
Source from https://zhuanlan.zhihu.com/p/75694896
Source from https://www.youtube.com/watch?v=qTVK9nn5Vok
Google Doc Version:https://docs.google.com/document/d/1rCcR9B7yyg9EG-Ql0LV3ZknCfLGhKfiA/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true

# DAY 3

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=216#oembed-1*

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[illegible]2013[illegible]176[illegible]2017[illegible]226[illegible]

[illegible]

[illegible]

[illegible]

**[illegible] Vocabulary**

| **Vocabulary** | **Pinyin** | **English Meaning** |
| --- | --- | --- |
| [illegible] | jīng hū | to exclaim; to cry out in alarm; to scream |
| [illegible] | Zhíjué | intuition |
| [illegible] | dá biāo | to achieve a target; to meet a bar/standard |
| [illegible] | kǔ zhàn | arduous struggle; difficult battle (n); to struggle hard (v.) |
| [illegible] | zhōu biān qū yù | surrounding areas; areas nearby |
| [illegible] | hé lì fèng xiàn | Contribution made by everyone involved; a unified effort |
| [illegible] | dài gōng chǎng | original equipment manufacturer |
| [illegible] | huán bǎo zhuāng zhì | environmental-friendly device |
| [illegible] | diānfù | Subvert; subvert traditions: [illegible] |
| [illegible] | yī chén bú rǎn | spotless; not spoiled by even a speck of dust |
| [illegible] | huī chén | dust |
| [illegible] | mí màn | (for smoke, water vapor, smell etc) to fill the air; to diffuse; to saturate (the air with fog, smoke etc) |
| [illegible] | jiāoméi jiārè | coking coal heating |
| [illegible] | diànlì ránshāo | electricity burning |
| [illegible] | huáng sè jǐng bào | yellow alarm (under Chinese law, the intensity goes up from blue, yellow, orange, to red, the most serious situation) |
| [illegible] | tíng gōng | cessation of work |
| [illegible] | kōng qì wū rǎn | air pollution |

**Grammar:**

1. [illegible]+time period/season v. entering +season/time period
   e.g. [illegible]
2. [illegible]…+percentage v. phrase
   e.g. 2021[illegible]3[illegible]
3. [illegible]…[illegible] v. phrase to go beyond one’s imagination
   e.g. 2020[illegible]

# PRE-TASKS

**Pre-task 1 EdPuzzle**

**Pre-task 3 □□□□□□□**

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# CORE-TASKS

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Core-task 1 □□□□□□□□□□

**In-class Powerpoint**

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**Part I: □□□□ Handwritten Characters**

Please handwrite the characters that are highlighted in yellow at least 5 times. □□□□□□□5□ Feel free to write additional characters that you feel necessary and interesting.

| Vocabulary | Pinyin | English Meaning |
|---|---|---|
| 惊呼 | jīng hū | to exclaim; to cry out in alarm; to scream |
| 直觉 | Zhíjué | intuition |
| 达标 | dá biāo | to achieve a target; to meet a bar/standard |
| 苦战 | kǔ zhàn | auduous struggle; difficult battle (n); to struggle hard (v.) |
| 周边区域 | zhōu biān qū yù | surrounding areas; areas nearby |
| 合力奉献 | hé lì fèng xiàn | Contribution made by everyone involved; a unified effort |
| 代工厂 | dài gōng chǎng | original equipment manufacturer |
| 环保装置 | huán bǎo zhuāng zhì | environmental-friendly device |
| 颠覆 | diānfù | Subvert; subvert traditions: 颠覆传统 |
| 一尘不染 | yī chén bú rǎn | spotless; not spoiled by even a speck of dust |
| 灰尘 | huī chén | dust |
| 弥漫 | mí màn | (for smoke, warter vapor, smell etc) to fill the air; to diffuse; to saturate (the air with fog, smoke etc) |
| 焦煤加热 | jiāoméi jiārè | coking coal heating |
| 电力燃烧 | diànlì ránshāo | electricity burning |
| 黄色警报 | huáng sè jǐng bào | yellow alarm (under Chinese law, the intensity goes up from blue, yellow, orange, to red, the most serious situation) |
| 停工 | tíng gōng | cessation of work |
| 空气污染 | kōng qì wū rǎn | air pollution |

**PART II:** □□□□

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Use the following 5 guided questions and responses as prompts to organize your thoughts.

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Source from https://www.youtube.com/watch?v=dWYyeWp8m4k
Google Doc Version:https://docs.google.com/document/d/1uGUkPMI_xvlFNNzmcYY2QoTGy9mwT2Ey/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true

# DAY 4

## PRE-TASKS

**Prepare For In-Class Integrated Review**

**PART I: Padlet (creative Pre-Task)**

**PADLET: □□□□□□□□□□□ + □□□2-3□□□**

OPTIONAL: □□□ (English captions provided), □□□□□□

Take it as a leisure activity, NOT required!

*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://pressbooks.library.virginia.edu/nehcourse/?p=218#oembed-1*

REQUIRED: □□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□

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2. Choose one item and post your response on Padlet—individual work.
3. Type 2-3 sentences.
4. For new words, add Pinyin and English in parentheses.

Padlet Link: https://padlet.com/uvachin3020/avoe6k52cuibjplq

The following assignment was determined in Friday's class.

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□□caiqǔ: take/adopt

□□cuòshī: measures

□□jiějué: resolve

□□gǎishàn: improve

**PART II: □□□□□□□□□□: □□□□□□ (creative Pre-Task)**

Instructions: Fill in the Blank by Typing, submit and get ready to discuss in Day 4's class. (from now on, you will receive a completion grade for all "creative" pre-tasks. Do your very best!

PEER LEARNING

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**CORE-TASKS**

PPT Integrated review

**NO POST-TASKS**
Google Doc Version https://docs.google.com/document/d/1C-EBJ2wKtY4Zo-vZ6G1p4LIvUFQO7IaT/edit?usp=sharing&ouid=117978449219076489826&rtpof=true&sd=true

# DAY 5

**TASKS- IN-ACTION**

PPT (E-book/CBEL

# DAY 6

**3rd CBEL**

# UNIT 4

## DAY 2

**AUTHENTIC MATERIALS**

**PRE-TASKS**

Pre-task 1 Quizlet

Pre-task 2 EdPuzzle

Pre-task 3 –self-created

**CORE-TASKS**

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Core-task 1-3

In-class Powerpoint

**POST-TASK □□□□□□□□□□**

## DAY 3

## DAY 4

## DAY 5

## DAY 6

# UNIT 5

## DAY 1

**AUTHENTIC MATERIALS**

**PRE-TASKS**

Pre-task 1 Quizlet

Pre-task 2 EdPuzzle

Pre-task 3 –self-created

**CORE-TASKS**

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Core-task 1 □□□□□□□□

Core-task 1 □□□□□□□□□□□□□□□□□□

In-class Powerpoint

**POST-TASK** □□□□□□□□□□

## DAY 2

**AUTHENTIC MATERIALS**

**PRE-TASKS**

Pre-task 1 Quizlet

Pre-task 2 EdPuzzle

Pre-task 3 –self-created

**CORE-TASKS**

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Core-task 1 □□□□□□

Core-task 1 □□□□□□□□□□□□

In-class Powerpoint

**POST-TASK** □□□□□□□□□□

# DAY 3

**AUTHENTIC MATERIALS**

**PRE-TASKS**

Pre-task 1 Quizlet

Pre-task 2 EdPuzzle

Pre-task 3 –self-created

**CORE-TASKS**

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Core-task 1 □□□□

Core-task 1 □□□□□□□□□□

In-class Powerpoint

**POST-TASK** □□□□□□□□□□

## DAY 4

## DAY 5

## DAY 6