



# The Fundamental Business Chinese

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**Languages:** Chinese

**Level:** Intermediate-University

**Proficiency Target:** Intermediate-High

**Performance Level:** Intermediate-High to Advanced Low

## Introduction/Summary Statements for this Curriculum

This is a Chinese business course designed for the students who have finished three years of Chinese language courses. The course content, materials and its curriculum cover basic contemporary Chinese business language within relevant social-cultural contexts. Upon completion of the course, the students will achieve approximately ACTFL Intermediate High to Advanced Low proficiency levels.

The primary objective of this course is to provide a practical learning experience that aims to furnish the learners with basic language skills tuning in with the contemporary Chinese business language and culture. It also aims to help prepare the learners to live in Chinese speaking countries/regions successfully both as a consumer in daily life and a professional in fundamental business settings and transactions.

The course will be conducted in Chinese only. The majority of the class time will be dedicated to engaging the students in practicing verbal communication. The reading and writing tasks will be assigned regularly to solidify both language skills.

## Student Profile

Below is a description of a student who exemplifies Intermediate-High speaking proficiency (from the ACTFL Proficiency Guidelines (2012) :

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time.

Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

### **Themes Covered for the Curriculum:**

The curriculum will cover a number of themes including the following 5 themes:

1. China's Mobile Payment Revolution – the Use of Mobile Apps, such as *WeChat*, for Business Transactions on the Street, in the Stores, and Online
2. Basic Banking
3. The Love of the Name Brands and Trendy Styles – the Young Consumer Behaviors in China
4. The Urban Housing in the Major Cities
5. Let's Get Job Done – the Fundamental of Language & Culture in the Chinese Import and Export Business

**Theme (Big Idea): The Urban Housing in the Major Cities in Contemporary China**  
- **Buying a property in China as a foreigner for the first time**

**Enduring Understandings:**

Living condition is one of the most important aspects of a social culture. And the understanding of the social culture is important to successful business. To choose where to live and to make successful investment on real estate are important financial decisions to be made based on educated judgement which can be accomplished through the acquisition of accurate information and careful research.

To live in China is a dream for many people who are interested in experiencing the language and culture. However, like all other places, it is a tough decision to make whether one should pick dynamic, cosmopolitan, first tier-cities, such as Beijing, Shanghai, where living expenses are substantially higher or smaller cities where one can experience unique, more local life style and be more immersed because there are fewer people speaking foreign languages.

**Essential questions:**

- How can a foreigner legally purchase a property in China?
- What are the steps to take for the foreigners to purchase a property in China?
- Where are the ideal places to live in China?
- What factors to consider when choosing to live in a city/town in China?
- What is the average list pricing for the ideal housing or property in the city/town where you want to live in China?

**Stage One:****GOALS:**

What will students know and be able to do at the end of this Unit?

**Communication:*****Learners will be able to:***

- Use the necessary vocab, grammar to read and process simple information about urban housing online.
- convert the Chinese metric system to the U.S. system.
- identify important key words in simple advertising authentic materials and create vocab lists for active learning.
- research and find a city/town where they would like to purchase a property (for cultural, professional, or economic interests).
- describe their preference about the climate of a place where they want to live.
- describe their preference about the environment of a place they want to live in terms of population density, air quality, noise level, social/housing amenities.
- describe their expectation of the employment opportunities in a city/town where they want to live.
- describe their preference about the types of property in a chosen city/town where they would like to purchase.
- describe their need for cultural activities when living in a place.
- ask relevant questions for basic information about the real estate condition in a chosen city/town.
- transcribe a recorded conversation into a written narration.
- recount a conversation with a realty professional verbally in simple paragraphs.

**Culture:*****Learners will be able to:***

- know the basic facts about the 22 provinces, the major cities, the geographical features of different regions in China.
- know the income tax breakdown, the contemporary property tax regulations in China, especially Shanghai as an example.
- attain basic knowledge about the urban housing conditions in China.
- understand the Chinese urban living condition by creating a fact sheet about a selected city/town/district. The fact sheet should contain information, such as the location's climate, living cost, employment opportunities, public transportation options, infrastructures (for more remote areas/regions), culture activities and more.
- understand the important history of the selected cities/towns in China.
- know what the prevailing local dialect is spoken in the city/town of their interest in China.
- understand the cultural characteristics of the city/town of their interest in China.

**Comparisons:*****Learners will be able to:***

- know where to look up for the current RMB, NTD foreign currency exchange rates information.
- know the metric system used in China, Taiwan. And the conversion of metric to the U.S. system.
- compare the residential housing/property types in China and the U.S. (or their own native countries).
- compare the steps to take to purchase a property in China and the U.S. (or their native countries).
- compare the living costs of the major cities between China and the U.S. (or their native countries).
- compare the Chinese online realtor websites to the American online realtor websites (or their native countries).

### **Communities:**

#### ***Learners will be able to:***

- interact with the Chinese native speakers in Chinese in the school, at work, and in the community.
- interact with Chinese real estate professionals in an American-Chinese community.

### **Connection:**

#### ***Learners will be able to:***

- interact with an assigned Chinese real estate agent for consultation and simple information acquisition and clarification.
- present their final product of their project to the class and to a real audience composed of the local Chinese realty professionals and the local Chinese community centers.
- interact with Chinese realty professionals in China remotely through social media.

### **Stage 2:** What will be acceptable evidence of the student's knowledge and ability?

In addition to classroom activities which consists of a variety of tasks such as, playing games, role plays, watching videos..., etc. to learn the instructional materials (vocab, sentence patterns, cultural notes), students will form groups to take the initiatives of their learning by working on “task based learning” concurrently.

### **Integrative Performance Assessment (IPA)**

For assessment, the TBL has the following components:

1. Use the online websites to find a property (have three in the short list, and finally choose one.) (designated budget: \$400,000)
2. Work with the group to create a fact sheet about the chosen city/town/district. Examples such as,
  - 人口                    population
  - 气候                    climate

- 消费水平 living cost
  - 工作机会 employment opportunities
  - 基础设施建设 infrastructures (for more remote areas/regions)
  - 公共交通 public transportation options
  - 文化底蕴 culture
3. A group presentation on the final product. Use visual aids/images (LESCANT) that demonstrate the city/town's characteristics. Further explain the reasons of the group's property choice with visual aids /photos of the property (provided by the websites).

### Task Based Learning (TBL)

#### **Interpretive Tasks:**

TBL information gathering phase for the authentic materials:

For this project, with a designated budget, \$400,000 ( ¥ 2800,000), students are asked to find three different properties located in three different cities/towns for a shortlist and finally choose one to purchase. To accomplish the task, they will look up online resources to find the facts to support their choices.

The main resource for this interpretative task is the online realtor websites suggested by the instructor. To read the authentic materials online, they will be shown how to install an online popup Chinese English dictionary app first.

To begin the task, the instructor will first go over the webpage of a realtor website with the students step by step and explain to them the major features of the website: what to look at, where to find the information they need. In this phase, they will exercise their interpretive language skill to read, listen and identify the authentic materials they need to gather.

Weblinks of three suggested sites:

- <https://www.esf.fang.com>
- <https://www.fang.com>
- <https://bj.lianjia.com>

#### **Interpersonal Task:**

*TBL information processing phase on the authentic materials:*

Once the information is gathered, they will work with their group members to process the authentic materials.

Aside from working with the authentic materials, students are also required to interact with an assigned real estate agent. With the information they will have gathered, they will complete three

follow up interviews with the Chinese real estate agent for the questions they have and seek for their advice. The interviews will be recorded and submitted as the assignments on the due dates.

### **Presentational Tasks:**

*TBL information presenting phase about the final product:*

To conclude this task based learning, a group presentation will be scheduled to present the conclusive choice for their property hunt. They will use visual aids/images that demonstrate the characteristics of the city/town where the property locates while explaining the advantages of living in this city/town. And they will further expound the detailed reasons of their property choice with visual aids/photos of the property provided by the website.

**Stage 3:** What classroom activities will students participate in to prepare them to demonstrate what they know and can do?

### **Learning Target #1:**

*What classroom activities will students participate in to prepare them to demonstrate what they know and can do?*

### **Learning Scenarios:**

#### **The first step:**

This activity will be done first as a learning exercise, and then the exercise will be accelerated to a competition among the students.

- First the students will be guided to a Chinese geographical puzzle game website. (Weblink of a suggested site: <http://www.yourchildlearns.com/mappuzzle/China-puzzle.html>)
- An instruction will be given to show them how to play the China map puzzle game.
- And then they will be given some time to learn the geographical positions of the 22 provinces and the major cities by playing the learning game. *(interpretive)*
- After they are done with the learning game, they will be asked to get ready for a real contest among them. The reward is that whoever finishes the puzzle the fastest will receive extra bonus for the activity.

#### **The second step:**

- A three - minute introductory documentary goulish video on the Chinese geography will be shown to the class. When watching the video, students will be furnished with a list of true/false questions on the facts about the Chinese geography mentioned in the video. The video will be played twice and after the viewing, students are asked to answer the true/false questions listed in the sheet. *(interpretative)*
- After finishing with the true/false questions, they will be paired up to compare and discuss their answers. *(interpretive, interpersonal)*

- Once they are done with the fact check (the answer key will be provided), they will be guided to talk about the region they think is interesting to them. They will have to provide at least three reasons for their choice. *(interpersonal)*
- Afterward, they will move on to talk about their favored city/town and their impression of the city/town to provide reasons for their liking. *(interpersonal)*
- When the pair work is done, the class will come together again. And the students will take turn to report to the class what their partner's choices of region and city/town were. *(presentational)*

### **Learning target #2:**

*I can read, process the information on the Chinese realtor websites to identify the property I am interested in purchasing. And then describe the information I will have gathered.*

### **Learning scenarios:**

#### **The first step**

- Students will be directed to a realtor website.
- An introductory instruction will be given to show students the major features of the website and what type of information they could find.
- While learning each tab for its function, students will note down the Chinese characters of the tab to compile a vocab list for a homework assignment to turn in. *(interpretative)*

#### **The second step**

- In the next class meeting, the students are asked to visit the same realtor website. This time they will be divided into groups.
- The groups will be formed voluntarily by their choice with a limit of 3 to 4 persons a group.
- After the groups are formed, students will receive a message from the instructor either on classroom projector prompter or on their devices. The instructional message announces that each group will find a property by using the search functions on the site.
- The message will list specific search criteria for each group, such as the name of the city, a region of the city, the price range of the property, the unit type, the characteristics of the property, the choice of a realtor...etc.
- Each group will be given 7 minutes to find a property listing that corresponds to the criteria. *(interpretative, interpersonal)*
- During their search, each group will discuss out of the listing shown on the website (there will be multiple properties that correspond to the designated criteria) which property will be an ideal dwelling for them with reasons *(interpersonal)*.

### **Learning target #3:**

*I can interact with the native speakers to ask questions and articulate my preferences relating with real estate purchases.*

**Learning scenarios:****The first step:**

- A 45 - minute field trip will be made to visit a realtor office in a local Chinese real estate office.
- The first encounter: the purpose of this field trip is to establish a personal connection with students' assigned Chinese real estate agents for the future communication for their TBL.
- Students are formed in groups (the groups formed in learning target #2).
- Before the scheduled field trip, an agent is already assigned to the groups. And some personal information was exchanged through social media prior to the office visit between the potential buyers (the students) and an agent. (*interpersonal*)
- Students come with the prepared questions to ask. The questions are general topics geared toward the recent market performance of the real estate in China.
- Since they have a designated purchasing budget, they are instructed to inquire the buying power of that amount of money in the cities of different sizes, such as large sized cities, medium sized cities, and small towns. (*interpersonal*)

**The second step:**

- For homework assignment, the students are required to submit a written report about their field trip. The report will contain a simple description of their assigned real estate agent partner; the key points of the information acquired from the agent about their designated budget and what it could buy in different sizes of cities. (*presentational*)

**Resources suggested in the plan:****YouTube video:****Website:****Books:**