

Unit 1: 爱情是什么？

教学环境: High School Chinese 4 class. 10 students, all native or native-like English speakers. Each class lasts 57 minutes. (Yes, I know my minutes don't add up that way – but I find that planning around 45 minutes ends up taking me around 55). Class meets 6 times out of every 7 days.

Objectives:

Students will know:

- how ideas of love and marriage differ in different areas of the world
 - ❖ Lesson 6: Discussion – comparing different ideas of love (Interpersonal)
- How the Chinese celebrate Valentine's Day
 - Presentation: Cultural Comparisons (Presentational)
- How Buddhism has impacted the Chinese world
 - ❖ Lesson 5: Buddhism Presentations (Presentational)

Students will be able to:

- ❖ use Chinese to express abstract ideas (What is love?)
 - Essay: What is love? (Presentational)
- ❖ correctly use (speaking/writing) the “Words for Production”
 - Lesson 1: Can students retell the story of Mr. Wu? (Interpersonal/Presentational)
 - Lesson 2: “Dear Abby” letter and response (Presentational)
 - Lesson 2: What is love? Written response (sentence) (Presentational)
 - Lesson 8: One sentence description of today’s story (Presentational)
 - Lesson 7: Class Discussion (Interpersonal)
- ❖ recognize (listening/writing) the “Words for Comprehension”
 - Reading Comprehension Questions, non-participatory listening exercises (Interpretive)
- ❖ use Chinese to compare ideas about love in different cultures
- ❖ Correctly use the grammatical structures in the text
 - Lesson 3: The person I love must have...(sentences) (Presentational)
 - Lesson 10: Skit Presentation (Presentational)

Homework:(to be completed before the first class) Preview of Reading/Skimming/Scanning

Lesson 1		
Time	Strategies	Materials/ Standards/ Modes
10 min	<p>Warm up: Distribute copies of the lyrics to “Ai Wo Haishi Ta” by David Tao. (http://www.chinese-tools.com/songs/song/178/aiwohaishita.html). <u>Play the song. Students should follow along with the lyrics. After listening to the song, ask students to summarize orally what the song is about. Students will probably only be able to give a few short sentences about this song, because it's content is mostly unfamiliar. However, they should be able to identify that this is a love song, perhaps that it is a song about unrequited love. Use these responses to transition to the topic of this unit: Love!</u></p> <p><u>Ask students to list any words or phrases they know in Chinese that pertain to LOVE.</u></p>	<p>Lyrics sheets, song file</p> <p>1.1, 1.2, 2.2</p> <p>Interpretive</p>
10 min	<p>Introduce Vocabulary: Part 1</p> <p>Each PPT slide has the word in Chinese, and a picture that helps describe it (and sometimes an example sentence). Teacher uses each slide to explain the meaning of the words. Students write in English meanings on their vocabulary charts. (words for production only)</p> <p>When applicable, point out characters students have learned before and ask them to brainstorm other words containing the same character.</p>	<p>PPT vocabulary charts</p> <p>Interpretive</p>
15 min	<p>Guide students in a retelling of the story using the vocabulary just introduced, sentence by sentence.</p> <p>If time permits, have a few students tell the whole story, from start to finish.</p>	<p>Interpersonal</p>
5 min	<p>Closure: What is Mr. Wu's problem? Why do you think he might have this problem?</p>	<p>Interpersonal</p>
	<p>Homework for tonight/tomorrow night (TO BE DONE AT HOME)</p> <p>Characters: 1, 3, 5, 10, 12, 13 (prepare for quiz)</p> <p>Preview part 2 of text</p> <p>Classwork for tomorrow: Fill in the blanks below with ONE of the following words: 成功, 吃败仗, 竟然, 恋爱, 苦恼, 痛苦, 无法, 周围, 灾难, 心理医生, 算命, 似乎, 效果, 法师</p> <p>王朋和李友是大学同学, 他们三年前成了男女朋友。可是这个星期, 李友, _____ 跟王朋分手 (to break up) 了。对王朋来说, 这是一个_____, 没有李友 生活就很_____, _____ 活下去。</p> <p>因为跟李友_____ 了, 所以他想 说服(to convince) 李友回来, 可是他没有_____ 而_____.</p>	<p>Presentational</p>

他的朋友让他去看_____, 他也去_____,
可是都没友_____. 他_____ 无法
自拔_____ 的_____.

Tomorrow, we will play a game called “Password” using the words above. Each team will take turns to guess a phrase described by the other team. The team that is providing the description may either explain the meaning of the phrase, or describe a situation in which the phrase is used without giving the actual phrase away.

Example: 不好意思: 你来学校, 发现你忘了穿裤子....

Write a description for each of the words above. Your description should be a sentence, written in Chinese.

Lesson 2		
Time	Activities	Materials/ Standards
5 min	听写	
10 min	Vocabulary Practice Game: Password In this game, students practice vocabulary AND the linguistic strategy of circumlocution by using familiar words to define unfamiliar ones	PPT Interpersonal
10 min	In the next section of the text, we will learn what the monk believes love is. So first, let's discuss: What do you think love is? 1) Silent brainstorm, use dictionary if necessary (3 min) 2) Share with the person next to you (2 min) 3) Class discussion (5 min)	1.1 Interpersonal
10 min	Introduce Vocabulary: Part 2 Each PPT slide has the word in Chinese, and a picture that helps describe it (and sometimes an example sentence). Teacher uses each slide to explain the meaning of the words. Students write in English meanings on their vocabulary charts. (words for production only) When applicable, point out characters students have learned before and ask them to brainstorm other words containing the same character.	PPT Interpretive
10 min	Listen to Part 2 of the dialogue twice. As a class, use the text to answer the following questions: 1. How does Mr. Wu look these days? 2. What was his last relationship like? 3. Why can't the monk explain what love is? 4. What does the monk think about love?	Interpretive
	Exit ticket: Write one sentence describing love. Use at least one vocabulary	Presentatio

	word in your description. Hand it to the teacher on your way out the door.	nal
	<p>Homework for tonight/tomorrow night (TO BE DONE AT HOME) Characters: 14, 16, 17, 18, 19, 20(prepare for quiz)</p> <p>Classwork for tomorrow: Imagine that you are having relationship problems, and you need advice. Write a letter to a “Dear Abby”-style column asking for advice. Use all of the following words in your letter: 成功, 吃败仗, 竟然, 恋爱, 苦恼, 痛苦, 无法, 周围, 灾难, 心理医生, 算命, 似乎, 效果, 法师. Your letter should be at least ten sentences long.</p>	1.3 Presentational

Lesson 3		
Time	Activities	Materials/Standards
5 min	<p>Warm up: Read each student's “What is love” description from yesterday. Each student should indicate whether they agree or disagree by marking their response on a chart.</p>	Interpretive
10 min	<p>Grammar Introduction: The three grammar structures for today's lesson will be projected on a powerpoint., including a concise English explanation (as seen below). The teacher will guide the students in a brief conversation roughly following the guidelines outlined below, to get students to use each grammar structure in a controlled way. This allows students to focus on the FORM of the utterance under controlled circumstances before they begin to use it automatically.</p> <ul style="list-style-type: none"> •有了。。。就有了。。。 (if one has...then he/she has) •有了。。。才能。。。 (only when one has ...can he/she...) •只要。。。就。。。 (as long as...) <p>你觉得有了钱, 就有了一切吗? (some S will agree, some will disagree. To those who disagree...) 你应该有什么才能有一切? Response: 你有了_____, 才能有一切。 (possible responses: 钱, 爱情, 家人, 朋友, 等等) 所以, 只要有钱, 就很高兴吗? (Some S will agree, some will disagree) 你有什么就很高兴? 你有什么就很有钱? 你有什么就很成功?</p>	Interpretive
15 min	<p>Now, to practice this grammatical structure. Let's introduce some new vocabulary: What might be important to you in choosing someone to be in a relationship with? 外表</p>	1.1 Interpersonal/Presentational

	名利 财富 性格 What else might you care about? (sense of humor, intelligence, elicit student suggestions and put the vocabulary on the board) Now, write a sentence to share with the class ●一个人有了。。。就有了我的爱。 ●一个人应该有。。。才能爱她。 ●一个人只要。。。我就会爱她。 Each student shares their 3 sentences. Choose one student to record...which attributes are most important to our class? Let's describe that person as a group.	
10 min	Vocabulary Practice Game: Password	1.1
	Homework: Characters 21, 23, 28, 30, 32, 33 (prepare for quiz) Assignment for class tomorrow: During your last “off” day, you each wrote a letter to “Dear Abby” asking for relationship advice. Swap letters with someone else in the class. Read their letter, and write a response giving advice on how they should solve their problem. Be sure to use the following vocabulary words in your response: 差点, 满, 疑惑, 怀疑, 定义, 玄, 摸, 究竟, 相反, 包括, 悲观, 岂不是, 年龄, 困扰 and the following grammatical structures: ●有了。。。就有了。。。 (if one has...then he/she has) ●有了。。。才能。。。 (only when one has ...can he/she...) ●只要。。。就。。。 (as long as...) Your response should be at least ten sentences long.	1.3 Presentational

Lesson 4		
Time	Activities	Materials/ Standards
5 min	Warm up: Listen to the song “Ai Wo Haishi Ta” by David Tao. (http://www.chinese-tools.com/songs/song/178/aiwohaishita.html). On the first day, when listening to this song for the first time, students were probably only able to describe its content in very vague ways. Ask students to describe in more detail, using the new words they have learned, what the song is about.	1.1, 1.2, 2.2 Interpretive/Interpersonal
10 min	Introduce Vocabulary: Part 3 Each PPT slide has the word in Chinese, and a picture that helps describe it (and sometimes an example sentence). Teacher uses each slide to explain the meaning of the words. Students write in English meanings on their vocabulary charts. (words for production only) When applicable, point out characters students have learned before and ask	PPT, vocabulary charts Interpretive

	them to brainstorm other words containing the same character.	
10 min	<p>Developing Reading Skills: Scanning</p> <p>Scanning involves looking quickly through a text to find a specific detail such as a key word, date, name, or time, the same as when you are trying to find a specific departure time in a train timetable, or a particular name in a phone book.</p> <p>First, read the questions, then go over the text quickly, with a pen in hand and the questions in mind. Write down the information as soon as you find it.</p> <ol style="list-style-type: none"> 1. 年轻人的爱想什么? 2. 中年人的爱像什么? 3. 老年人的爱像什么? 4. 按照法师, 真正的“爱”是什么? 	<p>Reading, part 3</p> <p>1.2</p> <p>Interpretive</p>
10 min	Listen to the entire dialogue, from start to finish, three times. As they listen, students should follow along with the text.	Interpretive
10 min	Oral Practice: As a class, work with students to construct an oral summary of the whole text. What happened? What did they talk about? Did Mr. Wu get what he wanted?	<p>1.1, 1.2</p> <p>Interpersonal</p>
	<p>Homework: Study for a quiz on all Part 1 (Production and Comprehension Words) on our next class day.</p> <p>Classwork for tomorrow: Use the internet to research Buddhism. Prepare a ONE-MINUTE oral presentation in English on one of the following topics:</p> <ol style="list-style-type: none"> 1. Historical Background of Buddhism 2. Buddhism in China 3. The Four Noble Truths 4. Karma and Dharma 5. The Middle Way and Nirvana 6. Branches of Buddhism 7. Tibetan Buddhism 8. Ahimsa 9. Life of the Buddha 10. Buddhism Today <p>Writing: Summarize the monk's view of love. Do you agree or disagree? Why? Write at least 5 sentences.</p>	<p>3.1, 2.1</p> <p>Presentational</p>

Lesson 5		
Time	Activities	Materials/Standards
15 min	Quiz: Part 1 Vocabulary	
10 min	Presentations on Buddhism	2.1, 3.1 Presentational
15 min	Grammar Introduction: The three grammar structures for today's lesson will be projected on a powerpoint., including a concise English explanation (as seen below). The teacher will guide the students in a brief conversation	PPT Interpretive/Interpers

<p>roughly following the guidelines outlined below, to get students to use each grammar structure in a controlled way. This allows students to focus on the FORM of the utterance under controlled circumstances before they begin to use it automatically.</p> <ul style="list-style-type: none"> • 凡是。。。都。。。 (any...all...) • 什么, 哪里, 谁, 怎么, 。。。都 (不/没有)。。。。 <p>T: 中国人都会用筷子吗? S: 对! T: 阿, (pointing to the structure on the PPT) 凡是中国人都会用筷子。(guide students in repeating the sentence, first altogether 2x, then individually until each student has said it). 这是什么意思? 意思是中国人都会用筷子。(guide students in one more choral repetition). 我们班有没有同学吃素? S: 我吃素。 T: (pointing to the structure on the board) 应该怎么说? S: 凡是有肉的菜我都不吃。 T: 他说什么? (guide students in repeating this student's response) T: 你喜欢看什么样的电影? (on PPT, give students some pictures to guide how they might respond. For example, movies with pretty girls, movies with good-looking guys, action movies, love stories, scary movies, etc) S: 我喜欢看_____的电影。 T: 应该怎么说? S: 凡是_____的电影, 我都喜欢看。 T: 他说什么? (guide students in choral repetition) (can repeat this process with several students, each choosing a different characteristic of movies they like.)</p> <p>Continuing on this topic of movies, move to the next grammar topic. T: 我们也可以说, 我什么电影都喜欢看。(Indicating the grammar structure on the PPT) 意思是, 每个电影我都喜欢。 你喜欢看什么书? S: 我什么书都喜欢看。 T: 他说什么? (Ss repeat) 我们都喜欢学中文, 对吧? S: 谁都喜欢学中文。 T: 我们都喜欢生日晚会, 对吧? S: 谁都喜欢生日晚会。 T: 你有车吗? S: 我有车。 T: 开车很方便。如果你没有车, 怎么样? S: 要是没有车, 哪里都不能去。</p>	<p>onal</p>
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	<p>Closure: Vocabulary Review, Part 2 (Describe the Picture) PPT – Students use relevant vocabulary words to describe the picture</p> <p>杯子满了吗?</p> <p>疑惑 怀疑 等等</p>	PPT 1.1 Interpersonal
	Homework: Characters 35, 36, 37, 39, 44, 45, 46 Classwork for tomorrow: Read the passage about Socrates and Plato (Reading into a New China, pg. 216) . Answer the questions on pg. 217-218.	Socrates and Plato Reading and questions 1.2 Interpretive

Lesson 6		
Time	Activities	Materials/Standards
5 min	听写	
15 min	Practice/Drills <p>Wang Peng is taking Li You out on a date. Li You is very agreeable - whatever Wang Peng suggests, Li You responds by using 什么/哪里/谁。。。都。。。 to indicate that she likes anything. Imagine that you are Li You, and respond to Wang Peng's questions using 什么/哪里/谁。。。都。。。.</p> <p>For example: 王朋：你想看什么电影? 李友：什么电影我都喜欢。</p> <ol style="list-style-type: none"> 1. 你想去哪儿吃饭? (I like every restaurant) 2. 你想跟谁去看电影? (I like everyone) 3. 你想吃什么? (I like every kind of food) 4. 你想看什么电影? (I like every kind of movie) 5. 你想什么时候回家? (It's fine for me to go home at any time) <p>Annoyed with Li You's indecisiveness, Wang Peng decides to ask Gao Xiaoyin out on a date instead. He finds that she is a lot easier to get along with! She responds to every one of his questions by saying 凡是。。。都。。。 Imagine that you are Gao Xiaoyin and respond to</p>	handout 1.1 Interpersonal

	<p>Wang Peng's questions. For example: 王朋：你想看什么电影？ 高小音：凡是爱情的电影我都喜欢。</p> <p>1。 你想去哪儿吃饭？ (I like every restaurant with _____ food) 2。 你想跟谁去看电影？ (I like _____ people.) 3。 你想吃什么？ (I like _____ kind of food). 4。 你想看什么电影？ (I like _____ kind of movie)</p>	
5 min	<p>Warm Up: Translate into English 每个人都是凡人。 苏格拉底是人。 苏格拉底毕竟是凡人。</p> <p>Extra Credit: What is the significance of this quotation?</p>	3.1
10 min	<p>Grammar: 毕竟 (after all) Project today's grammar structure with English translation on PPT.</p> <p>T: 王朋有一个女朋友，叫李友。 他很爱李友， 对吗？ S: 对。 T: 要是他不好看， 还会喜欢他吗？ S: 他还会喜欢他， 他毕竟是他的男朋友。 Continue with other characteristics: what if she was poor, stupid, boring, etc.</p>	PPT Interpersonal
10 min	<p>Discussion of Socrates Reading Compare the Buddhist monk's definition of love with Socrates' definition.</p>	1.1, 1.2 Interpersonal
	Closure: Vocabulary Practice, similar to activity in lesson 5 (Describe the Picture)	PPT
	<p>Homework: Characters 46, 47, 49. Prepare for a quiz on Part 2 Vocabulary (Production and Comprehension).</p> <p>Classwork for tomorrow: Small Group Activity: Read each definition of love on pgs. 204-206 (activity 6 from "Beyond the Basics"). Considering these definitions, the definition we have considered by Socrates, and the definition given by the Buddhist monk in our reading, develop your own SPECIFIC definition of love. Be prepared to present your definition to the class.</p>	1.3 Presentational

Lesson 7		
Time	Activities	Materials/ Standards
15 min	Quiz: Part 2 Vocabulary	

10 min	Small Group Work from yesterday: Each group presents their definition of what love is. Students vote on the best definition.	1.1 Presentational
20 min	<p>Speaking Practice: Class Discussion</p> <p>Arrange the chairs in a circle around the room. For each discussion question below, (selected from Beyond the Basics pg. 192), follow the following pattern:</p> <ol style="list-style-type: none"> 1. Students silently brainstorm a response to the question. 2. Students share their response with the person next to them. 3. Open up for whole class discussion, making sure everyone has a chance to contribute. <p>Discussion Questions:</p> <ol style="list-style-type: none"> 4. 1. 爱情对我们的生活有什么意义? 5. 2. 如果你必须在亲情, 友情, 和爱情中做出选择, 你会选哪个? 为什么? 6. 3. 我们爱一个人的时候, 在乎不在乎他的外表, 名利, 财富, 不在乎才是真爱吗? 7. 4. 好朋友失爱了, 你会用什么方法帮他脱离苦海? 	1.1 Interpersonal
	<p>Homework: Characters: 50, 51, 52, 56, 58, 59</p> <p>Classwork for tomorrow: Essay Writing Assignment</p>	1.2 Presentational

Lesson 8		
Time	Activities	Materials/ Standards
5 min	听写	
10 min	<p>Cultural comparisons: Valentine's Day</p> <p>Warm up: Video: Chinese Views on Valentine's Day (4 min) http://www.youtube.com/watch?v=3Ds8ABsLaS0</p> <p>Think/Pair/Share: According to this video, what do Chinese people think about Valentine's Day? Are their responses similar to or different from responses you might hear if you interviewed Americans?</p>	Interpretive
15 min	<p>Listening Practice (non-participatory listening): 七夕节</p> <ol style="list-style-type: none"> 1. Distribute vocabulary list and true/false listening questions. Give students a few minutes to silently read the vocabulary words and the questions. 2. Students listen to the story three times. 3. Students silently respond to the listening questions. 4. Discuss responses to listening questions as a class. 	<p>Handout: vocabulary words and true/false questions</p> <p>Interpretive</p>
10 min	<p>Display PPT with vocabulary words from this selection.</p> <p>Guide students in a retelling of this story using the appropriate vocabulary.</p> <p>For example:</p>	<p>PPT</p> <p>Interpersonal</p>

T: 2月14号是什么节日?

S: 是**情人节**。

T: 情人节是什么样第一天?

S: 是一个很**浪漫**的日子。

T: 情人节, 你要给你男 / 女朋友送什么礼物?

S: 送**玫瑰花**和**巧克力**。

T: 玫瑰花和巧克力是最普遍的礼物吗?

S: 对, 玫瑰花和巧克力是最普遍的礼物。

T: 要是你的男 / 女朋友给你送这样的礼物, 你会觉得怎么样?

S: 我会喜欢。

T: 也可以说我会很**惊喜**的, 这是一个惊喜。

T: 中国人情人节的时候常常做什么?

S: 常常**选择**那一天**求婚**。

T: 中国也有一个节日跟情人节很象。 叫什么?

S: **七夕节**。

T: 对, 七夕节。 七夕节是一个很浪漫的节日。

你知道什么别的节日呢?

S: 圣诞节, 感恩节, 新年。。。

T: 七夕节有什么来源?

S: 一个**古代**的**故事**。

T: 古代是什么意思?

S: 很老 / 很早以前

T: 好。这个故事里有谁?

S: 织女和牛郎。

T: 对。他们怎么样?

S: 他们的爱情很**深**。

T: 织女的爸爸喜欢牛郎吗?

S: 不喜欢。

T: 不喜欢, 也可以说不**赞成**他们的爱。为什么不赞成他们的爱?

S: 因为他们是**自由**恋爱的。

T: 所以她的爸爸做什么?

S: 他**分隔**织女和牛郎。

T: 织女还爱牛郎吗?

S: 对他们的爱没**改变**。

T: 所以中国人觉得这是一个很**理想**的爱情。为什么很理想?

S: 因为虽然不在一起, 但是他们的爱没改变。

T: 对。 在中国, 七夕节的**影响力**很大吗?

S: 不太大。

T: 是因为**商界**不赞成这个节日吗?

S: 不是。

T: 这个故事, 织女和牛郎的故事, 推出什么样的爱情概念?

S: **含蓄**而**持**的爱情。

T: 现在的中国年轻人赞成这个爱情概念吗?

	<p>S: 不。 他们觉得你应该追求爱情， 不应该等。</p> <p>T: 可是， 最近有的地方， 七夕节很多年轻人一起见面。 是什么样的年轻人？ 已经有男 / 女朋友吗？</p> <p>S: 不， 是单身年轻人。</p> <p>T: 他们要做什么？</p> <p>S:要交友， 吸引男 / 女朋友。</p>	
5 min	<p>Closure: Exit ticket (hand it to the teacher on your way out)</p> <p>Write a sentence in Chinese about the story we discussed today in class.</p>	Presentational
	<p>Homework: Characters: 63, 64, 65, 66, 67, 68</p> <p>Classwork for tomorrow: Continue working on essay assignment.</p>	

Lesson 9		
Time	Activities	Materials/Standards
	.Collect rough drafts of essay assignment.	
	<p>Skit writing: In small groups, write a dialogue that has to do with love. Be sure to use as much vocabulary from this unit as possible, and include the following grammar points:</p> <ul style="list-style-type: none"> •有了。。。就有了。。。 (if one has...then he/she has) •有了。。。才能。。。 (only when one has ...can he/she...) •只要。。。就。。。 (as long as...) •凡是。。。都。。。 (any...all...) •什么， 哪里， 谁， 怎么， 。。。都 (不/没有) 。。。 •毕竟 <p>Each group member should have at least five lines. Skits will be performed (memorized) at our next class meeting.</p>	Presentational/Interpersonal
	<p>Homework: Characters: 69, 70, 71, 73, 75, 81</p> <p>Classwork for tomorrow: Practice and memorize your skits to perform in class. Begin studying for a test on this unit.</p>	

Lesson 10		
Time	Activities	Materials/Standards
10 min	Skit Performances	
40 min	Test Review Game	
	<p>Homework: Characters: 86, 87, 88, 89</p> <p>Classwork for tomorrow: Study for tomorrow's test./or Test in the lab, depending on circumstances</p>	

	<p>Homework for after test: Reading Practice: 七夕节 In the previous lesson, students HEARD the story. Now they will read it in more detail and respond to the questions below:</p> <ol style="list-style-type: none"> 1. 现在的中国人喜欢情人节吗? 2. 天帝为什么把牛郎和织女分割在银河的两岸? 3. 牛郎和织女为什么代表理想的爱情? 4. 在中国, 七夕节现在很流行吗? 5. 七夕节的是后中国人喜欢做什么? 	
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Lesson 11		
Time	Activities	Materials/ Standards
5 min	Warm up: 中国的七夕节是什么? Write at least one complete sentence.	
10 min	Vocabulary Review: 七夕节 (Password)	
10 min	Homework Review: Reading Comprehension Questions, 七夕节	
10 min	Grammar Review: Comparisons A 比 B adj A 比B adj 得多 A 比 B adj 一点 A 没有B 那么adj A 跟B 一样 (adj)	PPT
10 min	AP Question Types: Cultural Presentation Tests presentational skills and cultural knowledge Four minutes to prepare, 2 to record. Suggestions: 1. Stay on topic. Answer the whole question to the best of your ability. 2. Create an outline. 3. Be accurate and detailed 4. Avoid repetition. Speak confidently and clearly. Watch the recording timer to see how much time is remaining. Closure: Explanation of following day's assignment.	
	Assignment for class tomorrow: Prepare a 2 minute presentation in Chinese comparing Valentine's Day and 七夕节。(2 minutes is the length of the Cultural Presentation on the AP exam). (because this is their first attempt, I will not limit them to 4 minutes preparation).	