MODERN LANGUAGES: Spanish, French and Chinese

Spanish

The study of Spanish encourages disciplined thinking; introduces students to a fascinating language, culture and history; and promotes awareness of their own cultural heritage. It also gives them the tools to communicate with hundreds of millions of Spanish speakers within the United States and abroad. Our immediate goal is to assist the students in achieving a high level of proficiency in the four basic communication skills (listening, speaking, reading and writing). We present themes that foster cultural understanding and sensitivity and that have some personal significance to the students. We do so through the comprehensive selection of textbooks, readers and authentic literature by celebrated authors. The traditional approach is complemented and enhanced with the use of technology. Films, software, music and newspaper articles from the Internet are brought into the classroom, and in doing so we open a door to the Spanish-speaking world. We offer courses ranging from beginning Spanish through Advanced Placement Spanish Language and Culture, and Spanish Literature and Culture and Spanish 6 Honors. We are, however, prepared to take students as far as they wish to go through independent study tutorials, allowing them to pursue their own interests. In each of these levels, we establish a student-centered classroom in which there is lively interaction and the opportunity to achieve one’s personal best.

Spanish 1: Spanish 100

Open to all forms

Spanish I is an introductory level year-long course offered to students with limited or no prior experience with the Spanish language. Spanish I is also designed for students who may benefit from a thorough review of the concepts they acquired during their middle school Spanish study. In this class, students learn vocabulary related to greetings, expressions of courtesy, academic life, family, pastimes, vacations, and shopping. Grammar concepts introduced include regular and irregular verbs in the present tense, descriptive and possessive adjectives, direct and indirect objects and pronouns, the present progressive, and the preterite tense. In Spanish I, students develop reading, writing, and conversational skills through the use of texts, selected readings, workbooks, and audiovisual materials. Students practice and demonstrate their language proficiency through individual and partner work, group discussions, journals, voice recordings, projects, and formal presentations. Students are required to use the target language at all times in order to provide and partake in an immersion experience in the classroom.

Spanish II: Spanish 200

Open to all forms: Prerequisite Spanish 100

This yearlong course is a continuation of the program and materials presented in Spanish I or its equivalent. It continues to build on the established foundation as it further develops the students’ reading, writing, and conversational skills. The class not only reviews the material from Spanish I but also introduces students to more complex sentence structures as well as the use of commands, the future, the perfect and the present subjunctive tenses. The new vocabulary presented relates to cultural events, celebrations, daily routines, shopping, food, technology, the home, etc. As in Spanish I, communication is a critical component of the Spanish II classroom. Students are required to use Spanish at all times in order to communicate with each other as well as with the teacher in an effort to provide an immersion experience in the classroom. In addition to our study of grammar and vocabulary, we will also explore various cultures and the history of the Spanish-speaking world through selected readings, films and the Internet. A Spanish II Honors section is also offered.
Spanish II Honors: Spanish 220/H

Open by invitation to all forms: Prerequisite Spanish 100

This yearlong course continues to build on the foundation of Spanish I, introducing students to more complex sentence structures as well as the use of commands, the future, the perfect and the present subjunctive tenses. Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, Spanish II Honors requires communication as a critical component of the classroom and will cover grammar and vocabulary at a deeper level than Spanish II. Students are required to use Spanish at all times in order to communicate with each other as well as with the teacher in an effort to provide an immersion experience in the classroom. In addition to our study of grammar and vocabulary, we will also explore various cultures and the history of the Spanish-speaking world through selected readings, films and the Internet.

Spanish III Conversation: Spanish 300: III, Spanish 300/C

Open to all forms: Prerequisite Spanish 200 or 220/H

Spanish III is the continuation of the program and materials presented in Spanish II or its equivalent. In this course, students build on their grammar foundation as they practice the use of previously acquired structures and learn advanced concepts such as the imperfect subjunctive, relative and reciprocal pronouns, and “if” clauses. Students are required to participate actively and use Spanish at all times in order to provide and partake in an immersion experience in the classroom. To develop and build upon their cultural awareness of the different Spanish speaking countries, students in Spanish III will study short stories and poems from Spanish and Latin American authors, including an adapted version of El ingenioso hidalgo don Quijote de la Mancha. This course is divided into two sections: Spanish III and Spanish III Conversation (with an emphasis on oral communication).

Spanish III Honors: Spanish 320/H

Open by invitation to all forms: Prerequisite Spanish 200 or 220/H

This yearlong course continues to build on the foundation of Spanish II, as students learn advanced grammatical concepts such as the imperfect subjunctive, relative and reciprocal pronouns and conditional constructions. Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, Spanish III Honors requires active participation and use of Spanish at all times for an immersion experience in the classroom. The Honors section will cover grammar and vocabulary at a deeper level than Spanish III. To develop and build upon their cultural awareness of the different Spanish speaking countries, students in Spanish III Honors will study short stories and poems from Spanish and Latin American authors, including among others an adapted version of El ingenioso hidalgo don Quijote de la Mancha.

Spanish IV: Spanish 400

Open to fourth-, fifth- and sixth-formers: Prerequisite Spanish 300 or 320/H

This yearlong course takes a communicative approach to teaching intermediate Spanish students. We review and expand upon grammar concepts previously studied while focusing more on application of those skills to listening, speaking, reading and writing. We will also continue to expand and reinforce each student’s vocabulary. Daily discussion topics, role-plays, presentations and interviews provide students with opportunities to express their opinions and to synthesize both grammar and vocabulary. Students will write responses to and summaries of audio, video and readings as well as compositions relating to topics studied in the text. The use of films by Hispanic filmmakers strengthens students’ listening comprehension skills, expands students’ cultural knowledge and provides the opportunity to make comparisons and connections between cultures as well as a platform for analysis.
and discussion. Students’ cultural competency and communicative skills are also strengthened through the study of art, literature, current events, country profiles and cultural readings. Students are required to participate actively using the target language at all times in order to provide and partake in an immersion experience in the classroom. The goal of this course is for students to feel confident in their use of the Spanish language and to spark an interest in further study at or beyond St. George’s.

**Spanish IV Honors: Spanish 420/H**

*Open by invitation to fourth-, fifth- and sixth-formers: Prerequisite Spanish 300 or 320/H*

The goal of Spanish Honors IV is for students to leave the course well prepared for further study of Spanish at the AP and/or college level. Like Spanish IV, this yearlong course takes a communicative approach to teaching intermediate Spanish students. We continue to expand and reinforce each student’s vocabulary. Daily discussion topics, role-plays, presentations and interviews provide students with opportunities to express their opinions and to synthesize both grammar and vocabulary. Students will write responses to and summaries of audio, video, readings and film as well as compositions relating to topics studied in the text. Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, Spanish Honors IV requires active participation and use of Spanish at all times for an immersion experience in the classroom. The Honors section will cover grammar and vocabulary at a deeper level than Spanish IV. Students’ cultural competency and communicative skills are also strengthened through the study of art, literature, current events, country profiles and cultural readings.

**Spanish V: Spanish 501: V, Spanish 502: V, Spanish 503**

*Open to fifth- and sixth-formers: Prerequisite Spanish 400, 420/H, 320/H or teacher recommendation*

Spanish V is an intermediate course offered in successive trimesters to students in their final year of Spanish study at St. George’s and to students who would benefit from further practice prior to enrolling in an advanced course. In this class, students review previously acquired language structures as they discuss the geography, history, culture, and current events of the countries in the Spanish-speaking world. Other topics of study include the Hispanic identity, immigration, biculturalism and the diversity among the customs and beliefs of the peoples of Hispanic descent. In Spanish V, students develop reading and writing proficiency through the use of texts and authentic materials. They refine their conversational skills through interviews and interactions with native Spanish speakers, as well as through continuous participation in discussions, debates, research projects, and formal presentations. Students are required to participate actively using the target language at all times in order to provide and partake in an immersion experience in the classroom. Offered fall (501), winter (502) and spring (503) and may be taken singly or in any combination. Note: Spanish students who aspire to the Advanced Placement level must complete at least two consecutive trimesters of this course (501 & 502, or, (502 & 503).

**Advanced Placement Spanish Language and Culture: Spanish 510/A**

*Open by invitation to fifth- and sixth-formers; Prerequisite B+ or above in Spanish 420/H; or, any two trimesters of Spanish 501, 502 or 503; or, A- or above in Spanish 320/H with teacher recommendation*

This yearlong college-level course prepares the student for the AP Spanish Language and Culture Examination in May. It is designed to improve the students’ listening, speaking, reading and writing skills as well as their cultural competency. In addition to a comprehensive review of the grammar studied in previous courses, students will read short works by a variety of literary masters, including but not limited to Cortázar, Borges, García Lorca, and Guillén. Furthermore, presentations on current events in Latin America and Spain promote cultural understanding and serve as subject matter for both discussion and essay writing. Authentic recorded materials and films are used to complement this course, so as to further develop listening comprehension. Students will also record their own
short presentations, which will ultimately be a key component to the exam in May. This course reflects the changes to the Advanced Placement curriculum, which places added emphasis on the interpersonal, presentational, and interpretive modes of communication. Candidates for this class are expected to demonstrate a high level of proficiency in the language, as well as a general knowledge of the history, literature, customs and values of the Hispanic world. The class is taught exclusively in Spanish.

**Advanced Placement Spanish Literature and Culture: Spanish 610/A**

*Open by invitation to fifth- and sixth-formers; Prerequisite B+ or above in Spanish 510/A or teacher recommendation*

This yearlong course is designed for advanced students who have successfully completed Spanish 510/A AP Language and Culture or who have been recommended by the teachers of the Spanish department. Our purpose is to instill a passion and love for the literature and culture of Spain and Latin America in our students and to help them communicate with fluidity and composure. Additionally, we prepare our students to take the AP Spanish Literature and Culture exam, and, for this reason, we have chosen to study the texts selected by the College Board. We also continue to develop the students’ grammar and vocabulary skills as they are necessary for verbal and written communication and literary analysis. The class is taught exclusively in Spanish, and all readings are in their original, unabridged form.

**Spanish VI Honors: Spanish 611/H: VI Honors, Spanish 612/H: VI Honors, Spanish 613/H**

*Open by invitation to sixth-formers; Prerequisite Spanish 501, 502 or 503; or Spanish 510/A; or Spanish 610/A with teacher recommendation*

The main goal of this course is to promote a global understanding of the social, cultural, and historical aspects of the Spanish-speaking world as students continue to develop their reading, writing and conversational skills. The course will be divided into distinct units that include the study of history and culture of a variety of regions in the Spanish-speaking world. Overarching course themes may include ancient civilizations, discovery and conquest, independence and dictatorships, immigration, and other contemporary issues. Course materials include readings, selected short stories, and historical films. The class is taught exclusively in Spanish. Pre-requisite: Spanish 501, 502, 503 or 510/A AP Spanish Language and Culture, or Spanish 610/A AP Spanish Literature and Culture with teacher recommendation. Offered fall (611), winter (612) and spring (613), and may be taken singly or in any combination.
French

The French Department offers five levels of language study, from French I for beginners to Advanced Placement French Language. In addition, French II, French III and French IV offer honor sections for the highest-achieving students, and students who successfully complete the AP program may apply for an independent study. First and foremost, the choice of materials and the approach are designed to help our students communicate effectively while providing cultural insights into the diverse francophone world. We believe that by studying another language and the cultures in which it is spoken, students develop a better understanding of their own language and of the rich, complex world around them. French films are used at all levels as a means to strengthen listening comprehension, build vocabulary and current idiomatic expressions as well as to expose students to different cultural perspectives.

French I: French 100
Open to all forms

We believe that students should study French as it is used in real-life situations and authentic cultural contexts. In French I, therefore, we use a multimedia series to give students a solid foundation in both the language and the culture of contemporary France and the broader francophone world. Classes are conducted primarily in French. A wide range of technology further enhances the classroom experience and provides additional language resources. Students create projects using video and PowerPoint to enhance their cultural knowledge and build communication and presentational skills.

French II: French 200
Open to all forms

As in French I, French II uses a broad range of media, from text to film, to encourage students to deepen their knowledge of language and culture. Classes are conducted almost entirely in French. In addition to textbooks, a technology is incorporated into our curriculum in order to create an immersion environment and to expose students to the diversity of the francophone world. This approach helps students develop and strengthen their verbal, listening and writing skills and also supports a variety of learning styles. Students regularly use on-line resources, thereby gaining immediate access to a wide variety of francophone resources, from magazines and newspapers to cultural and grammar sites.

French II Honors: French 220/H
Open by invitation to third- and fourth-formers; Prerequisite French 100

As in French I, French II uses a broad range of media from text to film in order to deepen students' knowledge of language and culture. Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, French II Honors requires communication as a critical component of the classroom, and will cover grammar and vocabulary at a deeper level than French II. Classes are conducted entirely in French. Students regularly use on-line resources, thereby gaining immediate access to a wide variety of francophone resources from magazines and newspapers to cultural and grammar sites.

French III: French 300
Open to all forms; Prerequisite French 200 or 220/H

The goals of French III are to complete the formal study of grammar and to introduce students to serious French literature. Le Petit Prince and a variety of short stories are studied, both as a means of enhancing language skills and
building analytical skills. Classes are conducted entirely in French. Through the use of online resources and films, aspects of modern France and francophone culture are examined. Students are asked to do presentations on French figures, events and/or places. Other texts include: Reprise, Le Petit Nicolas and select short stories.

**French III Honors: French 320/H**

*Open by invitation to all forms; Prerequisite French 200 or 220/H*

As in French 300, the goals of French 320/H are to complete the formal study of grammar and to introduce students to serious French literature. Le Petit Prince and a variety of short stories are studied, both as a means of enhancing language skills and building analytical skills. Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, French III Honors requires communication as a critical component of the classroom, and will cover grammar and vocabulary at a deeper level than French III. Classes are conducted entirely in French. Through the use of online resources and films, aspects of modern France and francophone culture are examined. Students are asked to do presentations on French figures, events and/or places. Other texts include: Reprise, Le Petit Nicolas and select short stories.

**French IV: French 401-2: IV, French 403**

*Open to fourth-, fifth- and sixth-formers; Prerequisite French 300 or 320/H; 401-2 is a prerequisite for 403*

French IV includes an intensive grammar review, further exploration of the broader francophone culture through literature and film, and an overview of French history. This course is designed to enable students to achieve a high level of proficiency in the language and to give solid preparation for the SAT II French subject test. Students look beyond France and explore literature by francophone authors Aimé Césaire, Joseph Zobel and Emmanuel Roblès, followed by the film La Rue Cases-Nègres. Additional authors studied include Sartre, Camus, Colette and Baudelaire, exposing students to a rich selection of fiction, drama and poetry. Texts include Une Fois Pour Toutes, Panaché Littéraire, Huis Clos Civilisation Progressive de France. Films include “La Rue Cases-Nègres,” “Les Choristes,” “Oscar et la dame rose,” and “Monsieur Ibrahim et les fleurs du coran.” This course requires a minimum commitment of two trimesters (401-2, fall and winter) for those students who will not continue to the Advanced Placement level. Students who aspire to complete the Advanced Placement level must commit to 401-2 & 403 (spring) as a yearlong course.

**Advanced Placement French Language and Culture: French 510/A**

*Open by invitation to fourth-, fifth- and sixth-formers; Prerequisite teacher recommendation*

The AP French Language and Culture course builds language and communication skills in addition to expanding students’ knowledge of the broader francophone world. Students continue their exploration of francophone culture in both contemporary and historical contexts as they study the major themes of the AP curriculum: World Challenges, Contemporary Life, Families and Communities, Public and Self-identities, Science and Technology and Aesthetics and Beauty. All the while, students build essential skills in a second language: critical thinking and analytical skills, communication, collaboration and information/media/technology. Students conduct research and give frequent presentations on a variety of topics related to the different themes that reflect their knowledge of the francophone culture and to further hone their communication skills. Extensive use is made of online resources: French-language newspapers, magazines and newscasts such as TV5, Journal Télévisé and 7 Jours sur la Planète. Texts used include Allons au-delà, AP French: Preparing for the French Language and Culture Examination, ApPrenons and Panaché Littéraire. A full-year course.
Chinese

As China asserts strength in the world, the study of Mandarin Chinese prepares students to embrace this new world order. The St. George’s Chinese Program meets this challenge through a comprehensive program that aims to build a strong foundation upon which future study can be based. Upon completion of the St. George’s Chinese curriculum, a student should be able to travel or live in China with relative ease.

St. George’s currently offers five levels of Mandarin Chinese. Early study focuses on the basic building blocks of Chinese, including pronunciation, tones, stroke order and radical recognition. Advanced levels of the language balance written and spoken Chinese. Although advanced classes are conducted entirely in Chinese, the pace of the class is commensurate with the ability of students.

Understanding Chinese culture is also very important in the study of Mandarin Chinese. Accordingly, the department uses a variety of materials, including software, music, movies and plays to teach students about the Chinese people and civilization.

Chinese I: Chinese 100

Open to all forms

The first year of Chinese introduces the student to radicals, tones and characters. These aspects of Mandarin Chinese make the language unique in the world. In addition, the course provides an introduction to basic Chinese grammar and sentence structure. The primary text used is Ni Hao, which is supplemented by short stories and traditional poetry. Students are expected to work on their pronunciation with the use of multimedia to perfect Chinese speech. Progress is monitored closely by means of quizzes and exams to gauge the pace of the class. Upon completion of first-year Chinese, students should be able to carry out basic conversations with residents while traveling in China. A full-year course.

Chinese Honors I: Chinese 120/H

Open by invitation to all forms

This course is designed for students with previous knowledge of Chinese who wish to advance their proficiency in the target language and deepen their understanding of Chinese culture at a much faster and deeper pace than Chinese 100 allows. The aim of this first year advanced course is to continue building upon the foundation laid in prior Chinese classes and quickly increase the level of sophistication in the students’ written and spoken Chinese, with the potential to be placed in either Chinese 300 or 320/H in the subsequent year. Basic skills such as tones, stroke order and pronunciation are repeatedly stressed to reinforce good habits and students will be encouraged to speak and write exclusively in Chinese so that they will begin thinking in Chinese. Upon completion of this course, students will be able both to write 200- to 300-character essays and to travel to China and carry out conversations with ease.

Chinese II: Chinese 200

Open to all forms; Prerequisite Chinese 100 or 120/H

The second year of Chinese continues to build upon the foundation laid in Chinese I. Tones, stroke order and pronunciation are repeatedly stressed to reinforce good habits developed in the first year of study. Increasingly, however, students are encouraged to create sentences and dialogue on their own. The basic text used is Ni Hao. Students continue to use various forms of multimedia, but these are supplemented with Chinese software and Chinese-language movies to help students perfect pronunciation and tone. Upon completion of second-year
Chinese, students should be able to write 200- to 250-character essays as well as to give oral presentations based on memory.

**Chinese II Honors: Chinese 220/H**

*Open by invitation to all forms; Prerequisite Chinese 100 or 120/H*

Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, Chinese II Honors builds upon the foundation laid in Chinese I, at a faster and deeper pace than Chinese 200. Classes are conducted largely in Chinese; students are expected to create sentences and dialogue on their own, and will cover grammar and vocabulary at a deeper level than Chinese II. The basic text used is *Ni Hao*. Students continue to use various forms of multimedia, but these are supplemented with Chinese software and Chinese-language movies to help students perfect pronunciation and tone. Upon completion of second-year Chinese, students should be able to write 250- to 300-character essays as well as to give oral presentations based on memory. A full-year course.

**Chinese III: Chinese 300**

*Open to fourth-, fifth- and sixth-formers; Prerequisite Chinese 120/H, 200 or 220/H*

The third year of Chinese focuses on the foundations of the language; however, increasing emphasis is placed on improving reading and writing skills. Students begin to analyze and creatively comment on stories and essays. In spoken Chinese, students make presentations and create skits that are simultaneously sophisticated and practical in nature. The basic text used for this course is *Ni Hao*. Software and other forms of multimedia complement the oral and written materials. Students use PowerPoint presentations to give oral reports. Upon completion of the third year of Chinese, students should be able to achieve a high level of proficiency in the target language, which can be evident in the following areas: reading Chinese newspapers, writing rudimentary research papers, engaging in more complex conversations and spontaneously speaking for minutes at a time. A yearlong course.

**Chinese III Honors: Chinese 320/H**

*Open by invitation to all forms; Prerequisite Chinese 120/H or 220/H*

Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, Chinese III Honors builds upon the foundation laid in Chinese II, at a faster and deeper pace than Chinese 300. Classes are conducted primarily in Chinese; software and other forms of multimedia complement the oral and written materials. Students use PowerPoint presentations to give oral reports, and will cover grammar and vocabulary at a deeper level than Chinese III. Upon completion of the third year of Chinese, students should be able to achieve a high level of proficiency in the target language, which can be evident in the following areas: reading Chinese newspapers, writing rudimentary research papers, engaging in more complex conversations and spontaneously speaking for minutes at a time. A yearlong course.

**Chinese History and Culture*: Chinese 322, 323 (English medium)**

*Open to fourth-, fifth- and sixth-formers*

As one of the most ancient civilizations, China is full of history. As one of the most rapidly developing countries, China is full of miracles. As one of the few self-claimed Communist regimes, China is full of surprises. This striking combination of old and new characterizes China's current political and economic stature: an ancient-modern nation-state full of challenges, ambiguities, and ambitions. In order to understand China, one has to understand both its past and present so as to be able to anticipate its future tendencies. This course will serve such a purpose: it will touch on Chinese history, delve into China’s present reform movements, and study its international relations.
Throughout the course, students will be encouraged to raise questions and research the issues that have interested them the most. Native speakers and students of the Chinese language are encouraged to enroll, but a knowledge of Chinese is not required. Offered winter (322) and spring (323).

* an interdisciplinary course

**Chinese IV: Chinese 401-2, Chinese 403**

*Open to all forms; Prerequisite Chinese 300 or 320/H; 401-2 is a prerequisite for 403*

This course is designed to help students gain greater fluency in the target language in the areas of listening, speaking, reading, and writing. Students continue to use the *Ni Hao* series and begin to use an increasingly large number of supplemental materials, including excerpts from books on Chinese history, philosophy, and literature, and Chinese websites on news and current affairs. In addition to accumulating vocabulary, perfecting pronunciation and working with grammar, students begin to read authentic Chinese articles and write essays with Chinese word-processing programs to advance fluency and competency. Student interest also dictates materials used and direction of the specific class discussions. Opportunity for individual research in the Chinese language is provided. This course requires a minimum commitment of two trimesters (401-2, fall and winter) for those students who will not continue to the Advanced Placement level. Students who aspire to complete the Advanced Placement level must commit to 401-2 & 403 (spring) as a yearlong course.

**Chinese IV Honors: Chinese 420/H**

*Open by invitation to all forms; Prerequisite 320/H*

Designed for students who are particularly motivated to build command of the language, and are willing to devote additional time and effort on a regular basis, Chinese IV Honors builds upon the foundation laid in Chinese III at a faster and deeper pace than Chinese 400. In addition to accumulating vocabulary, perfecting pronunciation and working with grammar at a deeper level than Chinese IV, students read Chinese newspapers and magazines and write essays with Chinese word-processing programs to advance fluency and competency. Student interest also dictates materials used and direction of the specific class discussions. Opportunity for individual research in the Chinese language is provided. This course requires a minimum commitment of two trimesters (421-2/H, fall and winter) for those students who will not continue to the Advanced Placement level. Students who aspire to complete the Advanced Placement Level must commit to 421-2 & 423 (spring) as a yearlong course.

**Advanced Placement Chinese Language and Culture: Chinese 510/A**

*Open by invitation to all forms; Prerequisite Chinese 400, 420/H*

The yearlong AP Chinese Language and Culture course is designed for qualified students who are interested in completing Chinese studies comparable and equivalent in content to fourth-semester college/university courses in Mandarin Chinese. The goal of this course is to further develop students’ proficiency in the target language and to enhance their understanding of the Chinese culture through discussions of topics reflecting multiple areas of Chinese society and culture and the use of various authentic multimedia and literary materials in different linguistic registers. While the course engages students in an exploration of both historical and contemporary Chinese culture, it also prepares students to demonstrate on the AP Chinese Language and Culture exam their level of Chinese proficiency across the three communicative modes: interpersonal, interpretive, and presentational. This course is conducted entirely in Chinese.