## DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
### CURRICULUM MAP – INTERMEDIATE 2

<table>
<thead>
<tr>
<th>Duration</th>
<th>20–25 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong>Unit 1: 成都游学团</strong> Chengdu Study Tour</td>
</tr>
</tbody>
</table>
| **Title** | Unit 1: 1 失散 Separated  
Unit 1: 2 充满期待 Full of Anticipation  
Unit 1: 3 新朋友 New Friends |
| **Key Characters** | 办, 参, 附, 路, 散, 奇, 怪, 紧, 张, 团, 表, 程, 背, 像, 发, 介, 组, 杂, 志 |
| **Oral Language** | Students should be able to orally use all grey pinyin words in the story.  
**Oral Discussion:** What would you do if you got lost in an unfamiliar place? |
| **Grammar Patterns & Language Features** | Usage of 刚刚, 可是…… and connectives ……跟……, 一边……一边 |
| **Suggested Common Core Language Arts Standard** | **CCSS.ELA-LITERACY.RL.5.2**  
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| **Suggested ACTFL Can Do Statements** | **Intermediate Mid ACTFL Can Do:** Interpretive (Reading/Listening)  
I can understand the main idea and key information in short straightforward informational texts. |
| **Intermediate Mid ACTFL Can Do:** Interpersonal (Listening, Speaking, Reading, Writing)  
I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions. |
| **Intermediate Mid ACTFL Can Do:** Presentational (Speaking/Writing)  
I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. |
# Curriculum Map - Intermediate 2

**Duration** | **20–25 days**
---|---
**Unit** | **Unit 2: 公园奇遇记 Adventures In the Park**
**Title** | **Unit 2:1 成都人民公园 Chengdu People's Park**  
**Unit 2:2 成都的辣 The Spiciness of Chengdu**  
**Unit 2:3 公园过夜 A Night at the Park**
**Key Characters** | 嘴, 叔, 阿, 姨, 经, 扇, 带, 已, 虽, 趣, 流, 汗, 辣, 定, 极, 啊, 纸, 元
**Oral Language** | Students should be able to orally use all grey pinyin words in the story.  
**Oral Discussion:** Share with your classmates some of your most memorable or funny experience in a park.
**Usage of 极 and 马上** | Usage of 是……还是
**Usage Discussion:** Have you tried any spicy food before? Do you like that taste?
**Usage of 越来越……**

## Suggested Common Core Language Arts Standard

The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

**CCSS ELA-LITERACY.RL.5.3**  
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS ELA-LITERACY.RL.5.4**  
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**CCSS ELA-LITERACY.RL.5.5**  
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

## Suggested ACTFL Can Do Statements

The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

**Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)**  
I can identify the main idea and key information in short straightforward conversations.

**Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)**  
I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

**Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)**  
I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
## DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
### CURRICULUM MAP – INTERMEDIATE 2

<table>
<thead>
<tr>
<th>Duration</th>
<th>20–25 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Unit 3: 难忘的夏天 An Unforgettable Summer</td>
</tr>
</tbody>
</table>
| **Title** | Unit 3: 1 联系上了 Connected  
Unit 3: 2 团聚 United  
Unit 3: 3 成都名小吃 Chengdu's Famous Snacks |
| **Key Characters** | 突, 赶, 担, 离, 宽, 窄, 算, 信, 联, 脸, 难, 食, 错, 试, 袋, 尝, 仅, 原 |
| **Oral Language** | Students should be able to orally use all grey pinyin words in the story.  
**Oral Discussion:** Talk about your journey to school, do you have to catch the bus?  
Students should be able to orally use all grey pinyin words in the story.  
**Oral Discussion:** Have you ever watched any amazing street performance? How amazing was it?  
Students should be able to orally use all grey pinyin words in the story.  
**Oral Discussion:** Do you like to try local street food when traveling? Any street food that impressed you the most? |
| **Grammar Patterns & Language Features** | Usage of 原来 and 别  
Usage of 的话 and 终于  
Usage of verb — verb, e.g. 试一试 |
| **Suggested Common Core Language Arts Standards** | CCSS.ELA-LITERACY.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
CCSS.ELA-LITERACY.RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
CCSS.ELA-LITERACY.RL.5.6
Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **Suggested ACTFL Can Do Statements** | Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)  
I can identify the main idea and key information in short straightforward conversations.  
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)  
I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.  
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)  
I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. |
## DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
### CURRICULUM MAP – INTERMEDIATE 2

<table>
<thead>
<tr>
<th>Duration</th>
<th>20–25 days</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 4 学校生活体验</th>
<th>School Experience</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Unit 4:1 杜甫草堂</th>
<th>Du Fu Thatched Cottage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 4:2 课间运动</td>
<td>Exercise Break</td>
</tr>
<tr>
<td></td>
<td>Unit 4:3 午休时间</td>
<td>Lunch Break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Characters</th>
<th>位, 代, 解, 排, 安, 被, 法, 作, 场, 其, 正, 主, 操, 除, 静, 继, 续, 相</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language</td>
<td>Students should be able to orally use all grey pinyin words in the story.</td>
</tr>
<tr>
<td>Oral Discussion:</td>
<td>Talk about 范文四宝: Have you ever seen or used these 4 traditional Chinese stationary?</td>
</tr>
<tr>
<td></td>
<td>Oral Discussion: Do you think extra activities are needed apart from normal sessions? Why?</td>
</tr>
<tr>
<td></td>
<td>Oral Discussion: What do you usually do during lunch break after finishing your lunch?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar Patterns &amp; Language Features</th>
<th>Meaning and usage of the four word idiom 一清二楚</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Usage of dash (——)</td>
</tr>
<tr>
<td></td>
<td>The usage of reduplicated words, e.g. 安安静静</td>
</tr>
</tbody>
</table>

### Suggested Common Core Language Arts Standards

The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency.

These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

<table>
<thead>
<tr>
<th>CCSS.ELA-LITERACY.RI.5.6</th>
<th>CCSS.ELA-LITERACY.RL.5.1</th>
<th>CCSS.ELA-LITERACY.RL.5.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</td>
</tr>
</tbody>
</table>

### Suggested ACTFL Can Do Statements

The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency.

They should not be seen as a limitation of what to learn or teach but rather as an indicator of what can be achieved using the Mandarin Matrix books and units.

<table>
<thead>
<tr>
<th>Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)</th>
<th>I can understand the main idea and key information in short straightforward fictional texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</td>
<td>I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</td>
</tr>
<tr>
<td>Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)</td>
<td>I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.</td>
</tr>
</tbody>
</table>
DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – INTERMEDIATE 2

Duration
20–25 days

Unit
Unit 5 大开眼界 Eye-opening

Title
Unit 5:1 静夜思
Thoughts on a Quiet Night

Unit 5:2 朗诵比赛
Recitation Competition

Unit 5:3 初尝西安菜
First Taste of Xi'an Cuisine

Key Characters
首, 诗, 句, 实, 读, 词, 特, 朗, 碗, 筷, 名, 直, 厅, 准, 备, 夜, 全, 满, 组

Oral Language
Students should be able to orally use all grey pinyin words in the story.

Oral Discussion:

Unit 5:1
Have you learned some Chinese poems? Which ones? Can you share with your classmates?

Unit 5:2
Have you ever performed at school? How did you feel before and after the performance?

Unit 5:3
Talk about your most epic or enjoyable eating experience.

Grammar Patterns & Language Features

Suggested Common Core Language Arts Standards
The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students’ continued Mandarin progress.

Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency.

These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Suggested Common Core Language Arts Standards

<table>
<thead>
<tr>
<th>Standard Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.3</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.5</td>
<td>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
</tr>
</tbody>
</table>

Suggested ACTFL Can Do Statements
The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students’ continued Mandarin progress.

Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they “can do” consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency.

They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)
I can understand the main idea and key information in short straightforward informational texts.

Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)
I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)
I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
## DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

## CURRICULUM MAP – INTERMEDIATE 2

<table>
<thead>
<tr>
<th>Duration</th>
<th>20–25 days</th>
</tr>
</thead>
</table>
| **Unit**          | **Unit 6: 兵马俑**  
The Terracotta Army |

| **Title**          | **Unit 6:1 秦始皇帝陵**  
Mausoleum of the First Qin Emperor |
|--------------------|-----------------------------|
|                    | **Unit 6:2 秦始皇帝陵与金字塔**  
Mausoleum of the First Qin Emperor and the Pyramid |
|                    | **Unit 6:3 唐三彩**  
Tri-colour Glazed Pottery |

| **Key Characters** | 世界, 古, 历, 历, 历, 死, 建, 告, 告, 越, 千, 馆, 活, 之, 而, 且 |

<table>
<thead>
<tr>
<th><strong>Oral Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to orally use all grey pinyin words in the story.</td>
</tr>
<tr>
<td><strong>Oral Discussion:</strong> Talk about the idiom 独一无二 Is there anything or anyone that you think is 独一无二?</td>
</tr>
<tr>
<td>Students should be able to orally use all grey pinyin words in the story.</td>
</tr>
<tr>
<td><strong>Oral Discussion:</strong> Have you ever been to or would you like to visit the Terracotta or the Pyramid some day? Why?</td>
</tr>
<tr>
<td>Students should be able to orally use all grey pinyin words in the story.</td>
</tr>
<tr>
<td><strong>Oral Discussion:</strong> Do you think it’s good to visit museums? Why? Share your opinion with your friends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Grammar Patterns &amp; Language Features</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation of 乐 in different context</td>
</tr>
<tr>
<td>Pronunciation of 长 in different context</td>
</tr>
<tr>
<td>Usage of 一定会</td>
</tr>
</tbody>
</table>

---

### Suggested Common Core Language Arts Standards

The performance indicators and standards provided below should serve as a guide to help teachers set goals for their students’ continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These indicators and standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

<table>
<thead>
<tr>
<th>CCSS.ELA-LITERACY.RI.5.3</th>
<th>CCSS.ELA-LITERACY.RI.5.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
</tr>
</tbody>
</table>

### Suggested ACTFL Can Do Statements

The ACTFL performance indicators and Can-Do statements provided below should serve as a guide to help teachers set goals for their students’ continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they “can do” consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

<table>
<thead>
<tr>
<th>Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand the main idea and key information in short straightforward fictional texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.</td>
</tr>
<tr>
<td>Duration</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Key Characters</strong></td>
</tr>
<tr>
<td><strong>Oral Language</strong></td>
</tr>
<tr>
<td><strong>Grammar Patterns &amp; Language Features</strong></td>
</tr>
<tr>
<td><strong>Suggested Common Core Language Arts Standards</strong></td>
</tr>
<tr>
<td><strong>Suggested ACTFL Can Do Statements</strong></td>
</tr>
<tr>
<td><strong>Suggested ACTFL Can Do Statements</strong></td>
</tr>
<tr>
<td><strong>Suggested ACTFL Can Do Statements</strong></td>
</tr>
</tbody>
</table>
## Dual Language Immersion Proficiency Builders

### Curriculum Map - Intermediate 2

<table>
<thead>
<tr>
<th>Duration</th>
<th>20–25 days</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 8:1</strong></td>
<td>故宮尋寶 (Treasure Hunt in the Forbidden City)</td>
</tr>
<tr>
<td><strong>Unit 8:2</strong></td>
<td>向卷調查 (Survey)</td>
</tr>
<tr>
<td><strong>Unit 8:3</strong></td>
<td>变化 (Transformation)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 8:1</strong></td>
</tr>
<tr>
<td><strong>Unit 8:2</strong></td>
</tr>
<tr>
<td><strong>Unit 8:3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>故, 另, 希, 化, 掉, 卷, 调, 查, 份, 料, 较, 旧, 宫, 禁, 餐, 肉, 观, 差, 记</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Discussion:</strong> What do you think s the criteria to be a good emperor?</td>
</tr>
<tr>
<td><strong>Oral Discussion:</strong> Do you prefer Chinese food or Western food?</td>
</tr>
<tr>
<td><strong>Oral Discussion:</strong> Try to compare Western and Chinese table manners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar Patterns &amp; Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Usage of 为了……, ……比……</strong></td>
</tr>
<tr>
<td><strong>Usage of 让, 被</strong></td>
</tr>
<tr>
<td><strong>Usage of 不过, 从今天起</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Common Core Language Arts Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested ACTFL Can Do Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening) I can identify the main idea and key information in short straightforward conversations.</td>
</tr>
<tr>
<td>Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing) I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</td>
</tr>
<tr>
<td>Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing) I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.1</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.2</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.3</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.4</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.5</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.6</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.7</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.2</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.3</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.6</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.8</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.5.9</td>
</tr>
</tbody>
</table>
## AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) CAN-DO STATEMENTS

### INTERMEDIATE INTERPRETIVE PROFICIENCY BENCHMARK (READING/LISTENING)
I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

<table>
<thead>
<tr>
<th>Intermediate Mid: Interpretive Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can understand the main idea and key information in short straightforward informational texts.</td>
</tr>
<tr>
<td>I can understand the main idea and key information in short straightforward fictional texts.</td>
</tr>
<tr>
<td>I can identify the main idea and key information in short straightforward conversations.</td>
</tr>
</tbody>
</table>

### INTERMEDIATE: INTERPERSONAL PROFICIENCY BENCHMARK (LISTENING, SPEAKING, READING, WRITING)
I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

<table>
<thead>
<tr>
<th>Intermediate Mid: Interpersonal Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</td>
</tr>
<tr>
<td>I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</td>
</tr>
<tr>
<td>I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</td>
</tr>
</tbody>
</table>

### INTERMEDIATE: PRESENTATIONAL PROFICIENCY BENCHMARK (SPEAKING/Writing)
I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

<table>
<thead>
<tr>
<th>Intermediate Mid: Presentational Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</td>
</tr>
<tr>
<td>I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</td>
</tr>
<tr>
<td>I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.</td>
</tr>
</tbody>
</table>
Proficiency Builders
Teacher’s Guide—Intermediate 2
<table>
<thead>
<tr>
<th>第一单元  UNIT 1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>成都游学团  Chengdu Study Tour</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>第二单元  UNIT 2</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>公园奇遇记  Adventures in the Park</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>第三单元  UNIT 3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>难忘的夏天  An Unforgettable Summer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>第四单元  UNIT 4</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>学校生活体验  School Experience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>第五单元  UNIT 5</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>大开眼界  Eye-opening</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>第六单元  UNIT 6</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>兵马俑  The Terracotta Army</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>第七单元  UNIT 7</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>精彩的北京  Splendid Beijing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>第八单元  UNIT 8</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>新旧北京  New and Old Beijing</td>
<td></td>
</tr>
</tbody>
</table>
成都游学团 Chengdu Study Tour

新词汇 New Vocabulary

故事大纲

第一单元 UNIT 1
新词汇 New Vocabulary

第 一 单 元

第一单元 UNIT 1
新词汇 New Vocabulary

第一单元 UNIT 1
新词汇 New Vocabulary

故事大纲

第一章：失散

麦可和美思参加游学团时跟团员失散了。就在苦恼想办法去找回游学团的时候，他们发现两样最重要的东西不见了！

第二章：充满期待

故事使用插叙手法把麦可和美思从“现在”带到数小时前坐在飞机和地铁的时候。这部分交代了他们两样重要的东西是怎么不见的。

第三章：新朋友

故事回到“现在”。麦可和美思在路上遇见一个本地男孩，他叫小田。小田帮助两人到达他们想去的目的地，途中还发生了一点小插曲。

学习重点

・ 核心语法或句式
  - 如果⋯⋯，就⋯⋯
  - 于是⋯⋯
  - 虽然⋯⋯，但⋯⋯
  - 从⋯⋯

- 补充语法或句式（老师可以根据学生的程度决定是否教授）
  - 以“左右”表示约数
  - 同样地
  - 一遍又一遍
  - 非得(fēi děi)⋯⋯不可
  - 本来⋯⋯，可是⋯⋯

- 特别字词
  - 落：在第一单元中出现了“我新买的手机一定是落在纪念品店了!” 这句话中的“落”有丢掉、留下、掉落的意思。读音为là。

中国文化

第一章：大熊猫

大熊猫是中国的国宝。大熊猫在世界上至少生存了八百万年。大熊猫原来是肉食动物，经过多年的演化后，它们现在主要的食物是竹子。大熊猫是中国特有的动物，现在主要的栖息地位于中国四川、陕西和甘肃地区。

Synopsis

Chapter 1: Separated

The story talks about Michael and Macy getting separated from their study tour. While they are trying hard to look for ways to get back to the tour, they discovered that two of their very important things are gone!

Chapter 2: Full of Anticipation

The story uses flashback to bring Michael and Macy from “now” to a few hours before when they were still on the plane and on the metro. This part of the story tells how the two very important things were gone.

Chapter 3: New Friends

The story goes back to “now”, Michael and Macy meet a local boy calls Xiaotian. Xiaotian helps the two to go to their designated destination, and something interesting happened in the middle of their way.

Learning Outcome

- Core grammar pattern or sentence structure
  - 如果⋯⋯，就⋯⋯
  - 于是⋯⋯
  - 虽然⋯⋯，但⋯⋯
  - 从⋯⋯

- Extra grammar pattern or sentence structure (Teachers can decide to teach these sentence structures or not based on students’ ability)
  - 以“左右”表示约数
  - 同样地
  - 一遍又一遍
  - 非得⋯⋯不可
  - 本来⋯⋯，可是⋯⋯

- Special term
  - The sentence “我新买的手机一定是落在纪念品店了!” appeared in this unit. The word 落 here has the meaning of left behind, lost. The pronunciation of the word is là.

Chinese Culture

Chapter 1

The big pandas are China’s national treasure. The big pandas have already lived in this world for at least 8 million years. The big pandas are originally carnivorous animals, after years of evolution, they mostly eat bamboo now. The big pandas are unique to China. Their main habitats are now located at the Sichuan, Shanxi and Gansu areas in China.
Chapter 2

- **Sichuan cuisine**: Sichuan cuisine is one of the 4 Great Cuisines of China. The most famous characteristics of Sichuan cuisine are the numbing spiciness, the heat and the fragrance. Most people's impression to Sichuan cuisine is the redness of the dishes, full of chillies and Sichuan pepper corns.
- **Twice-cooked pork**: Twice-cooked pork is a traditional Sichuan dish. The main ingredients of this dish are pork belly, green pepper, garlic sprout and all sorts of spices. The word “回锅” in the dish’s name means cook the ingredients in the pot twice.
- **Renminbi**: Renminbi is the fiat money of China. The paper bills include 1 cent, 5 cents, 1 dollar, 5 dollars, 10 dollars, 20 dollars, 50 dollars and 100 dollars. Coins include 1 cent, 5 cents and 1 dollar. 1 cent and 5 cents are small denominations, people seldom use them now.

Extended Knowledge (Teachers can decide to teach these sentence structures or not based on students’ ability)

Chapter 1

- **Chengdu is the provincial capital of Sichuan. Sichuan has the name of the “Country of Heaven” (Tianfu zhi guo).**
  - **Tianfu** in ancient Chinese is a title of an official who manages treasures and valuable items. Sichuan is called “Tianfu zhi guo” because of the rich soil and their plentiful crops.

Chapter 2

- **Narrative device**: flashback, add a related and important memory or story while narrating an event.
- **Li-Du (李杜)**: Li Bai and Du Fu are famous Chinese poets from the Tang dynasty, they are both from Sichuan, and they are friends. We will have a more detailed introduction about the two in the later units.
- **Travelling through metro in China**: As technology advances, electronic wallet is very popular in China. Besides buying tickets in the conventional way with coins and using pre-paid cards, most passengers now scans the QR codes on their phone before they enter the gate, their transport fee will be deducted from their electronic wallet. This saves the steps of look for money and queuing up.

Chapter 3

- **Time zone**: China is massive, geographically. It originally has 5 time zones. When the People’s Republic of China established in 1949, China picked Beijing time as the only official time.
故事大纲

第一章：成都人民公园
麦可和美思到达成都人民公园。他们知道游学团今天一定会去那里。两人本应在公园门口等着，但麦可看见公园里各式各样新奇的事物后，忍不住和美思走进公园里了。这一章还交代了麦可和美思在公园的所见所闻。

第二章：成都的辣
麦可和美思在离开公园的时候遇到了一位大妈。大妈叫两人帮忙一起把跳舞的扇子拿回家。麦可和美思急着想走，但又拒绝不了大妈的请求。最终两人到了大妈的家，还发生了让美思很尴尬的事情。

第三章：公园过夜
天色已晚，麦可和美思错过了找回游学团的机会，于是他们只好找个地方过一晚。麦可建议回到公园里。

学习重点

• 核心语法或句式
  - 好像是/好像不是⋯⋯
  - 虽然⋯⋯，但是⋯⋯
  - 只⋯⋯就⋯⋯
  - 要不 (要不然，强调和 “不要” 的不同)
  - 越来越⋯⋯
• 补充语法或句式 (老师可以根据学生的程度决定是否教授)
  - 还好
  - 还是
  - 极了
  - 来来回回
  - 还不到⋯⋯就⋯⋯

中国文化

第一章
- 中国的公园：公园是一个男女老幼娱乐放松的地方。人们一般会在公园跳舞、打太极拳、下棋，写书法、喝茶等。
- 相亲：相亲是指男或女透过别人介绍去认识另一个有机会一起谈恋爱，甚至结婚的人的活动。

Synopsis

Chapter 1: Chengdu People's Park
Michael and Macy arrive at Chengdu People's Park. They knew that the tour group is going to be there. The two are supposed to wait at the entrance of the park, but after Michael sees all the new and exciting things happening in the park, he couldn’t help but get into the park with Macy. This chapter also talks about what Michael and Macy saw in the park.

Chapter 2: The Spiciness of Chengdu
Michael and Macy meet a “Dama” as they leave the park. That Dama asks the two to help her carry her dancing fans home. Michael and Macy want to leave, but they can’t refuse Dama’s request. They finally arrive at Dama’s home, and something very embarrassing happened to Macy.

Chapter 3: A Night at the Park
The sky has darkened, Michael and Macy missed the chance to look for their tour group. So, they have to find a place to spend their night. Michael suggests to go back to the park.

Learning Outcome

• Core grammar pattern or sentence structure
  - 好像是/好像不是⋯⋯
  - 虽然⋯⋯，但是⋯⋯
  - 只⋯⋯就⋯⋯
  - 要不 (要不然，强调和“不要”的不同)
  - 越来越⋯⋯
• Extra grammar pattern or sentence structure (Teachers can decide to teach these sentence structures or not based on students’ ability)
  - 还好
  - 还是
  - 极了
  - 来来回回
  - 还不到⋯⋯就⋯⋯

Chinese Culture

Chapter 1
- Chinese park: the park is a place where everyone entertain and relax. People often go to the park to dance, do Tai Chi, play chess, write calligraphy, drink tea etc.
- Match making: it refers to a man or woman meeting another person who has the potential to develop a relationship or even a marriage through someone else’s introduction.
Ear picking service started in China a long time ago. We can now still see ear picking service provider cleaning customer’s ear while they are drinking tea in the tea house of Chengdu People’s park.

Extended Knowledge (Teachers can decide to teach these sentence structures or not based on students’ ability)

Chapter 2

Zhong Shui Jiao is a traditional Chengdu snack. This kind of dumpling has only pork inside, chilli oil is drizzled onto the dumplings.

Chapter 3

The measure word of a bowl of noodles. If you have a chance to visit Chengdu, pay attention to the menu. Sometime people do not use “large” or “small” to refer to the size the noodles. On the menu, you might see “2 taels” or “3 taels”, tael is a unit that uses to measure weight. 2 taels equals to approximately 3.5 ounces or 100 gram. A bowl of 2 taels noodles is made with 2 taels of flour.
### An Unforgettable Summer

#### New Vocabulary

- 突 (tū) - 赶 (gǎn) - 担 (dān) - 离 (lí) - 宽 (kuān)
- 窄 (zhǎi) - 算 (suàn) - 信 (xìn) - 联 (lián) - 脸 (liǎn)
- 难 (nán) - 食 (shí) - 错 (cuò) - 试 (shì) - 袋 (dài)
- 尝 (cháng) - 仅 (jǐn) - 原 (yuán)

#### Synopsis

**Chapter 1: Connected**

Michael and Macy spent a night at the park. After they got up, Michael noticed that half of the itinerary which stated the destination of that day dropped on the ground from his back pack. So they rushed to get there at once. They went to an internet cafe on their way and finally got connected with the group.

**Chapter 2: United**

Michael and Macy did not find the group leader at the next destination. But they bumped into Xiaotian and his mother. They walked along and saw a lot of interested food and things. They got united with the group finally.

**Chapter 3: Chengdu's Famous Snack**

Xiaotian's mother would like to take the group to taste Chengdu's famous snack. The group leader Bai did not dare to try at the beginning. But later he found that it was the most delicious snack that he has ever had.

#### Learning Outcome

- **Core grammar pattern or sentence structure**
  - 原来
  - 然后⋯⋯
  - 终于
  - 不仅⋯⋯而且⋯⋯
  - 一边⋯⋯一边

- **Extra grammar pattern or sentence structure**
  (Teachers can decide to teach these sentence structures or not based on students' ability)
  - 别
  - ⋯⋯的时候
  - 有的人⋯⋯有的人⋯⋯
  - 除了⋯⋯外

#### Chinese Culture

**Chapter 1**

- Wide and Narrow Alley, located in Chengdu, Sichuan, China, is a place where many tourists like to visit. Wide and Narrow Alley is formed with Wide Alley, Narrow Alley and Well Alley. The buildings in the alley are mainly built with black bricks.
**Intermediate 2**

**第三单元 UNIT 3**

### 难忘的夏天 An Unforgettable Summer

- Internet cafe is not popular anymore in China, because surfing the net has become easy and common among people. Up till 2018, there are 56% Chinese people using the internet (829 million people). People getting access to the internet through mobile phones reached 71.4%.

**Chapter 2**

- Sichuan’s face-changing show (Bian lian)

<table>
<thead>
<tr>
<th>Color</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>loyal and courageous</td>
<td>Guan Yu</td>
</tr>
<tr>
<td>Yellow</td>
<td>People who look weak but are actually brave</td>
<td>Gan Ning</td>
</tr>
<tr>
<td>Blue or green</td>
<td>Fierce, cruel. Sometimes refers to people who rob the rich and give to the poor</td>
<td>Shaxiongxin, Lu Ji, gods and evils from myths</td>
</tr>
<tr>
<td>White</td>
<td>deceitful and insidious</td>
<td>Cao Cao, Dong Zhuo</td>
</tr>
<tr>
<td>Black</td>
<td>Straightforward and being resolute</td>
<td>Zhang Fei, Li Da</td>
</tr>
<tr>
<td>Gold or silver</td>
<td>Represent ghost or spirit</td>
<td>The buddha, the god of wind</td>
</tr>
</tbody>
</table>

- 蜀锦: 蜀是对四川地区的另一个称呼。锦是一种用丝做的布料。蜀锦是一种颜色和花纹都十分丰富的布，产自四川地区。

**Chapter 3**

- 敬语: 中国人对尊敬的人或长辈会用“您”字去表示尊重。
- 家人的称谓: 有一点要注意的是，中国人叫阿姨、叔叔、老爷爷、老奶奶不一定会是在说自己的家人。中年的女人会叫阿姨；中年男人会叫叔叔；上了年纪的男和女会叫老爷爷和老奶奶。

- 色彩 意思 例子
  
<table>
<thead>
<tr>
<th>颜色</th>
<th>意思</th>
<th>例子</th>
</tr>
</thead>
<tbody>
<tr>
<td>红色</td>
<td>忠烈刚 勇</td>
<td>关羽</td>
</tr>
<tr>
<td>黄色</td>
<td>体壮，实则勇武过人的人物</td>
<td>甘宁</td>
</tr>
<tr>
<td>蓝色、绿色</td>
<td>色彩不同，常和其他颜色在一起</td>
<td>高阳、卢杞、传说中的天宫煞神、地府恶鬼</td>
</tr>
<tr>
<td>白色</td>
<td>诈眼 阴险</td>
<td>曹操、董卓</td>
</tr>
<tr>
<td>黑色</td>
<td>刚直坦率</td>
<td>张飞、李逵</td>
</tr>
<tr>
<td>金、银</td>
<td>神佛妖怪，代表佛祖、风神</td>
<td></td>
</tr>
</tbody>
</table>
School Experience

Synopsis

Chapter 1: Du Fu Thatched Cottage
Michael and Macy together with the study group were on the plane heading Xian. Their classmates Sun Yun and Mia were sharing their experience of visiting a school in Chengdu and in Du Fu Thatched Cottage. These are what they missed after separating from the group.

Chapter 2: Exercise Break
The study group was experiencing a school day in a local middle school in Xi’an. They learned that the school life of Chinese students was very different from that of the USA. They also experienced the school’s exercise break and the flag-raising ceremony. They were impressed by all these.

Chapter 3: Lunch Break
The study group experienced a longer lunch break in Xi’an. They even have a nap time after lunch! However, there were more classes than in the USA. So the school ended a little later.

Learning Outcome

- Core grammar pattern or sentence structure
  - 十分
  - 一直
  - 先⋯⋯然后⋯⋯
- Extra grammar pattern or sentence structure
  (Teachers can decide to teach these sentence structures or not based on students’ ability)
  - 除了⋯⋯外
  - 虽然⋯⋯但是⋯⋯
  - 虽然⋯⋯可是⋯⋯

Chinese Culture

Chapter 1

- Tang dynasty: 618–907 A.D., Tang dynasty is one the richest and the most peaceful time in China, therefore the word “太平盛世” appeared. People in the Tang dynasty did not have to worry about food and places to live, many of them had the mood and time to write poems. Some of the most famous poems from the Tang dynasty are: Li Bai, Du Fu, Wang Wei, Bai Juyi etc. Bai Juyi’s most famous poem is A Song of Immortal Regret. The following is a very famous and simple poem of Wang Wei:

《画》 王维

远看山有色，近听水无声。
春去花还在，人来鸟不惊。
学校生活体验  School Experience

第二章
• 中华人民共和国国旗又称五星红旗，红色代表革命，最大的五角心代表共产党，在大星右边的四颗星代表工人阶级、农民阶级、城市小资产阶级和民族资产阶级。
• 中国学校在早上会做升旗集会、做早操。
• “有朋自远方来，不亦乐乎！”意思是非常喜欢从很远的地方来的朋友。这句话出自孔子的《论语》。

第三章
• 补习班：在中国，学生们下课后去补习班是十分普遍的事。学生们上补习班的原因有很多，比如为了应付考试而要多学习，在课堂上还有不明白的地方而要去请教补习班的老师，学习考试策略等。
• 中国学生有午休时午睡的习惯，学生午睡后下午上课更有精神，学习效率会更高。

延伸知识（老师可以根据学生的程度决定是否教授）
• 打饭：“打”字有买的意思。

Chapter 2
• The national flag of the People’s Republic of China is also called the Five-starred Red Flag. The red color resembles revolution, the largest star resembles Communist party, on the right hand side of the largest star are four stars which resemble the working class, the peasantry, the petite bourgeoisie and the national bourgeoisie.
• Schools in China raise the national flag and have their exercise routines in the morning.
• “有朋自远方来，不亦乐乎！” comes from the Analects, it means it is always a pleasure to greet a friend from afar.

Chapter 3
• Tutorial class: In China, it is very common for students to go to tutorial classes after school. There are lots of reasons why students go to these classes, such as to prepare themselves for exams, there are things that they do not understand in class that need to look for answers from tutorial class teachers, to learn about exam strategies etc.
• Chinese students have a habit of taking a nap during lunch break, students will feel more energetic during the afternoon classes after their nap, and they will also be able to learn more efficiently.

Extended Knowledge (Teachers can decide to teach these sentence structures or not based on students’ ability)
• The word 打 in 打饭 has the meaning of buy.
故事大纲
第一章: 静夜思
游学团在西安体验当地的学校生活。这天，老师说有一个朗诵比赛，全部同学都可以参加。米亚想选一首杜甫的诗，但是老师觉得有点难，于是替她选了李白的“静夜思”，米亚非常喜欢这首诗。

第二章: 朗诵比赛
麦可为了朗诵比赛非常担心，后来得到米亚和孙云的指导和鼓励，他开始有了信心。虽然米亚和麦可在比赛以前都非常紧张，但是最后两人都获得了奖项。

第三章: 初尝西安菜
团长带了游学团去尝一尝地道的西安菜。同学们都非常兴奋，对菜式、包着的碗筷和桌上的转盘等都很感兴趣。他们还认识到，在中国吃的鱼是带骨头的！当大家把鱼吃得乱成一片的时候，孙云却淡定地吃着。

学习重点
- 核心语法或句式
  - ⋯⋯地⋯⋯(形容词+地+动词)
  - 最后⋯⋯
  - 于是
- 补充语法或句式（老师可以根据学生的程度决定是否教授）
  - 分别
  - 忍不住
  - 又⋯⋯又

中国文化
第一章
- 古代诗句多用文言文书写。文言文是中国古代一种书写方式，人们书写时会用文言文，但说话时却会用另一种表达方式。我们现在使用的是白话，白话其实是浅白的话语，常用于日常口语上的沟通。两者比较，白话比文言文直接、容易明白。
- 李杜: 李白和杜甫是中国历史上其中两个位最有名的诗人。他们同样是唐代人，后人把李白称为诗仙，把杜甫称为诗圣。

Synopsis
Chapter 1: Thoughts on a Quiet Night
The study group was experiencing the local school life. That day, the teacher said that there was a recital competition and everyone can join. Mia would like to choose a poem by Du Fu. But the teacher chose the poem “Thoughts on a Quiet Night” by Li Bai for her instead as it was easier. Mia loves this poem very much.

Chapter 2: Recitation Competition
Michael was very worried about the recital competition. He started to gain confidence after being encouraged by Mia and Sun Yun. Although Mia and Michael were very nervous before the competition, they both got awards at the end.

Chapter 3: First Taste of Xi’an Cuisine
The leader of the study group took the group to taste the local authentic cuisine. All students were impressed by the dishes, the wrapped utensils and the spin on the round table, etc. They have also learned that Chinese will not remove the bones on the fish. And they made a mess when eating the fish.

Learning Outcome
- Core grammar pattern or sentence structure
  - ⋯⋯地⋯⋯(adj+地+verb)
  - 最后⋯⋯
  - 于是
- Extra grammar pattern or sentence structure (Teachers can decide to teach these sentence structures or not based on students’ ability)
  - 分别
  - 忍不住
  - 又⋯⋯又

Chinese Culture
Chapter 1
- Ancient Chinese poems were mostly written in classical Chinese. Classical Chinese is a written form used in the ancient time, people back then had a different set of spoken language to use when they speak. We now use vernacular Chinese (白话), 白话 literally means simpler language, usually used in daily conversations. When comparing the two, vernacular Chinese is more direct and easier to understand.
- Li and Du: Li Bai and Du Fu are two of the most famous poets in Chinese history. They are both from the Tang dynasty. People call Li Bai the Fairy Poet and Du Fu the Sage of Poetry.
大开眼界  Eye-opening

第三章

• 公筷：现代人注重卫生，所以很多人吃饭的时候都会使用公筷夹菜到自己的碗里。这样可以避免细菌由口水传播。筷子的筷字部首为竹，说明一开始的时候筷子是用竹子做的。

• 饮食禁忌：中国人觉得把筷子竖着插在碗里跟拜祭先人时上香的动作很相似。人们拜祭先人时会点燃三支线香，然后把它们插在放了沙的盆子里。所以很多人都会觉得把筷子竖着插在碗里是不吉利还有没礼貌的做法。

• 飞象过河：此词来自中国象棋。象不能再棋盘上过河，飞象过河意思就是不守规矩。此词用在餐桌礼仪上意思就是不夹自己面前的菜，而把筷子伸到远处夹食物的动作，十分不合礼仪。

Chapter 3

• Serving chopsticks: People nowadays care more about hygiene, many people use serving chopsticks to take food into their own bowls while eating. This prevents bacterial transmission via saliva. The word 筷 has the bamboo radical, meaning that chopsticks are made from bamboo at the beginning.

• Dining taboos: Chinese people think that putting chopsticks vertically on the bowl looks very similar to worshping ancestors with incense sticks. People light three incense sticks and then put them into a bowl filled with sand. Many people think that it is ominous and rude to do so.

• “Fly an elephant across the river”: The phrase comes from chess. Elephants can’t cross the river on the board, to fly an elephant across the river means to break rules. When using this phrase on table manners, it means getting food far away, instead of food in front of you, which is very inappropriate.
故事大纲

第一章：秦始皇陵
游学团这天去参观秦始皇兵马俑。同学们在车上喋喋不休地讨论秦始皇的建设和暴政。他们对秦始皇是否一位好君王，是英雄还是暴君，都有不同的见解和观点。

第二章：秦始皇陵与金字塔
游学团的同学在参观秦始皇陵的同时，想起了另一个世界奇观，埃及的金字塔。他们发觉埃及的金字塔里有木乃伊，但是在秦始皇陵里就没有秦始皇的木乃衣。但两个地方同样都有很多机关。同学们都对这些建筑叹为观止。

第三章：唐三彩
游学团到另一个博物馆参观唐代特有的陶器“唐三彩”。同学们觉得唐三彩比兵马俑更色彩缤纷。还认识到唐代比秦代繁荣和富有。

学习重点
- 核心语法或句式
  - 本来
  - 要不是
  - 不仅⋯⋯而且⋯⋯
  - 正在⋯⋯
- 补充语法或句式（老师可以根据学生的程度决定是否教授）
  - 被
  - 首先⋯⋯其次⋯⋯然后⋯⋯最后
  - 突然
  - 前人栽树，后人乘凉：成语。意思是以前的人造福后世的人
  - 独一无二：成语。形容非常稀少或只有一个，没有能与之相比的人事物

Synopsis

Chapter 1: Mausoleum of the First Qin Emperor
On the way going to the Mausoleum of the First Emperor, the students kept judging about the contribution and the tyranny of first emperor. They have different opinions on was he a good emperor, was he a hero, or was he an hash ruler.

Chapter 2: Mausoleum of the First Qin Emperor and the Pyramid
While visiting the Mausoleum of Qin Shihuang, the students of the study group thought of another world's famous attraction, the pyramids of Egypt. They discovered that there were mummies in the pyramids of Egypt, but there was no mummies of Qin Shihuang in the Mausoleum of Qin Shihuang. But there were also many mechanisms in both places. The students were amazed by these buildings.

Chapter 3: Tri-colour Glazed Pottery
The study tour group went to another museum to visit the Tri-colour Glazed Pottery which unique in Tang dynasty. The students felt that Tri-colour Glazed Pottery was more colorful than the terracotta warriors. They also realized that the Tang Dynasty was prosperous and richer than the Qin Dynasty.

Learning Outcome
- Core grammar pattern or sentence structure
  - 本来
  - 要不是
  - 不仅⋯⋯而且⋯⋯
  - 正在⋯⋯
- Extra grammar pattern or sentence structure (Teachers can decide to teach these sentence structures or not based on students' ability)
  - 被
  - 首先⋯⋯其次⋯⋯然后⋯⋯最后
  - 突然
  - 前人栽树，后人乘凉：成语。意思是以前的人造福后世的人
  - 独一无二：成语。形容非常稀少或只有一个，没有能与之相比的人事物.
Chinese Culture
Chapter 1
- The Tang dynasty has the strongest impact on culture and foreign trade in China’s ancient history, for example, the Japanese wafuku was evolved from clothing people wore during the Tang dynasty. The Tang dynasty started in 618 and ended in 907: The Middle Ages in Europe started in 476 and ended in 1453, which means China’s Tang dynasty appeared in a similar time as the Middle Ages in Europe.

- The Silk Road: There are different sayings about the route of the Silk Road. The most well-known route starts at Xi’an, pass through some of the Central Asian countries such as Afghanistan, Iran; and then to some European countries such as turkey, Russia and Italy.

- The Qin dynasty appeared in 221–201 A.D., it is the first dynasty to unite China. The equivalent time in Europe is the Roman Empire. Qinshihuang’s name is Ying Zheng, he was the emperor who established the Qin dynasty. He has done a lot of things the previous kings didn’t do, please read the stories to find out more.

- The Mausoleum of the First Qin Emperor: There are different words to name graves of people with different social status. The Mausoleum of the First Qin Emperor has its famous terra-cotta army, and also myths about the traps inside the mausoleum. Some say that there’s fire in the mausoleum, some say that there’s a pool of mercury, and others say that people who go into the mausoleum will be shot with arrows.

Chapter 3
- Yang Yuhuan (known as Yang Guifei as well; literally, Imperial Consort Yang) is a consort from the Tang dynasty, she is one of the four beauties in ancient China. Her life is legendary, poets like Li Bai and Bai Juyi have wrote poems about her.

- Tri-coloured glazed pottery: This kind of pottery was very popular during the Tang dynasty, they have different colors but mainly in yellow, green and brown, which is why they’re names as Tri-coloured glazed pottery. This kind of Tang potteries were usually made into human, animals and objects. Since the communication between the Han and Hu people were very frequent, we can always see Tri-coloured glazed pottery with Xiyou style (western regions), such as camels and Hu musical instruments. We can also know what was popular in Tang dynasty and to know that it was a very wealthy and strong dynasty through looking at those potteries.

Extended Knowledge (Teachers can decide to teach these sentence structures or not based on students’ ability)
- The word 乐 pronounces differently in music,乐器 and快乐. In most of the times, we pronounce this word as lè, for example happy kuài lè. Sometimes we pronounce it as yuè, for example musical instrument yuè qì and music yīn yuè.
**Synopsis**

**Chapter 1: Siheyuan**
The study group took the high speed train from Chengdu to Beijing. Mia likes to take the high speed train as it was fast and be able to enjoy the view from the windows. Mia and Sun Yun were very interested in the Hutong and Siheyuan. Although Sun Yun was a bit worried about staying in the Siheyuan at the beginning, she was very pleased to stay there once she saw the Siheyuan’s decoration was a combination of Chinese and Western style, just like herself.

**Chapter 2: “Bu dao Changcheng fei hao han”**
The study group has arrived the Great Wall. They have experienced the majestic of the Great Wall and the role of the beacon tower. They also understand that in addition to the time spent building the Great Wall, it also took the sweat of countless people. They also realized the meaning of “Bu dao Changcheng fei hao han”.

**Chapter 3: Lively Wangfujin**
After visiting the Great Wall, the study tour group went to the teahouse in Wangfuqin for tea and watched local Beijing opera. Mia and Sun Yun learned the special Chinese tea etiquette and enjoyed the wonderful Beijing opera. Mia even thought the male on stage was female! On Wangfujing Street, Miya and Sun Yun saw many strange snacks, such as grilled insects. Miya also thought tofu nao was the naohua noodle they had in Chengdu.

**Learning Outcome**

- Core grammar pattern or sentence structure
  - 其实
  - 对⋯⋯来说
  - 就算⋯⋯也
  - 虽然⋯⋯也⋯⋯但
  - 因为⋯⋯而且⋯⋯所以
  - 要不
  - 原来
  - 不是不知道：双重否定句
  - 万万/千万：有绝对、一定、无论如何的意思
  - 古色古香：成语。形容物件、建筑或城市有古雅的色彩
  - 迷，如铁路迷。“迷”字本来有醉心于或是十分喜爱某样事物的意思。在名词后加上“迷”字，如历史迷、铁路迷等可以表示对历史或铁路相关的事物十分狂热的人
精彩的北京  Splendid Beijing

中国文化

第一章
· 四合院是中国的传统建筑，整个房子像一个长方形。通常家里最年长的人会住在正中间的房子。左右两边的房子是给子女和他们的家人住的。靠近大门的房子是给仆人住的。

第二章
· 长城：其实长城早在秦朝以前就已经出现了，只是当时的长城分段一段一段。到了秦始皇统治的时候，把以前的长城修建和连接起来，形成一条非常长的城墙。
· “不到长城非好汉”来自毛泽东一首诗。毛泽东是成立中华人民共和国后第一位国家主席。诗句的意思是不登长城就不是英雄，比喻不能克服困难的人就不是英雄豪杰。
· 长城关口和慕田峪：长城有很多位于不同地方的关口。当中最有名的关口是在河北的“天下第一关”——山海关。其他的有名的关口还包括居庸关、嘉峪关等。故事中提及的一段长城是位于北京的慕田峪，那里是一个很受欢迎的旅游景点。

第三章
· 北京小吃：北京其中一种最有名的小吃是冰糖葫芦，冰糖葫芦是在山楂或水果外面包一层糖的小吃。传统的冰糖葫芦在冬天才有得买的，因为制作时是冬天，所以糖浆会被冻得非常硬和脆，吃起来像咬冰一样，所以叫“冰糖”。串在竹子上的山楂看起来很像葫芦，所以这种小吃叫做冰糖葫芦。

延伸知识（老师可以根据学生的程度决定是否教授）
· 北京：是中国最后一个朝代—清朝的首都。老师可以复习西安、成都和北京的相对位置。也可以叫学生看看和自己居住城市的相对位置。

Chinese Culture

Chapter 1
• Siheyuan is a kind of traditional Chinese architecture, the whole building is a rectangle. The eldest person usually lives in the center of the house. On the left and right live the children and their families. The rooms next to the entrance are for servants to live in.

Chapter 2
• The Great Wall: The Great Wall actually appeared before the Qin dynasty, and the walls were separated into sections. Qinshihuang renovated and linked the walls during his regime and made it a very long wall.
• “不到长城非好汉” came from a poem of Mao Zedong. Mao Zedong is the first chairman of the People’s Republic of China. The sentence means you’re not a hero if you don’t climb the Great Wall, metaphorically it means someone isn’t outstanding if s/he doesn’t try to conquer difficulties.
• Great Wall passes and Mutianyu: There are many passes located at different locations on the Great Wall. Among them, the most famous pass is located at Hebei—the “First Pass Under Heaven”, Shanhai pass. Other famous passes includes Juyong pass and Jiayu pass etc. The story mentioned the Great Wall’s Mutianyu, it’s a popular tourist attraction.

Chapter 3
• Beijing snacks: One of the most famous snacks from Beijing is Bingtanghulu, it’s sugar coated hawthorns or fruits on a stick. Traditionally, Bingtanghulu were sold only in winter, because it was made in winter, the sugar coat becomes very hard and crunchy due to the cold weather, and it feels like biting ice, therefore was given the name “Bingtang” (iced, sugar). The hawthorns look like gourd (hulu) on sticks, that’s how this snack got its name.

Extended Knowledge (Teachers can decide to teach these sentence structures or not based on students’ ability)
• Beijing: Beijing is the capital of the final dynasty of China, the Qing dynasty. Teachers can revise the location of Xi’an, Chengdu and Beijing. Or maybe compare these cities to the place where students are living in.
### 第八单元 UNIT 8

#### 新旧北京 New and Old Beijing

### 新词汇 New Vocabulary

<table>
<thead>
<tr>
<th>故</th>
<th>另</th>
<th>希</th>
<th>化</th>
<th>掉</th>
</tr>
</thead>
<tbody>
<tr>
<td>卷</td>
<td>调</td>
<td>查</td>
<td>份</td>
<td>料</td>
</tr>
<tr>
<td>较</td>
<td>旧</td>
<td>宫</td>
<td>禁</td>
<td>餐</td>
</tr>
<tr>
<td>肉</td>
<td>观</td>
<td>差</td>
<td>纪</td>
<td></td>
</tr>
</tbody>
</table>

### 故事大纲

#### 第一章：故宫寻宝

游学团参观过长城后，来到了世界闻名的故宫。陈导游要团员在故宫内找一些东西，然后画在纸上。米亚找到的东西最多，有龙、花、云、象等图案，所以她得到了一份小奖品。米亚发觉孙云在参观故宫后，对中国文化越来越感兴趣，她为孙云感到高兴。

#### 第二章：问卷调查

游学团在北京的最后一天，团长要团员在大街上做一个问卷调查，询问北京人对新旧北京的不同看法。经过了十天的旅程，孙云对中国文化有了更多的了解，她开始接受自己是一半中国人的身份。

#### 第三章：变化

游学团回到美国后，要根据在北京的问卷调查结果，写一篇文章。孙云在做这作业的时候，发觉原来自己喜欢中式的包点和爸爸的老火汤，吃过中药也喜欢中国的建筑。孙云很高兴参加了这个中国游学团，让她领会到自己一半美国人，一半中国的身份是那么的幸运。

### 学习重点

- 核心语法或句式
  - ⋯⋯ (动词) 过⋯⋯
  - ⋯⋯比⋯⋯
  - ⋯⋯ (动词) 完后⋯⋯
  - 越⋯⋯越

### 中国文化

#### 第一章

- 故宫：在故宫里，有些门上的牌匾有满文和汉文，有些只有汉文。故宫是中国明清两朝皇帝居住的宫殿。两个朝代都由汉族人统治，一开始的时候紫禁城里的牌匾都只有满文，但随着朝代的更替和历史事件的影响，有的牌匾在满文旁加了汉字，也有些新的牌匾只写了汉字。有机会到故宫的话可以留意一下。

### Synopsis

**Chapter 1: Treasure Hunt in the Forbidden City**

After visiting the Great Wall, the study group came to the world-famous Forbidden City. Tour guide Chen asked the group to look for things on the list in the Forbidden City and draw them on paper. Mia found the most things, with dragons, flowers, clouds, elephants and other patterns. And she won a prize. Mia found that Sun Yun became more and more interested in Chinese culture after visiting the Forbidden City, and was happy for her.

**Chapter 2: Survey**

On the last day of the study tour, the group leader asked the group to do a survey on the street, asking people about their opinions on the old and new Beijing. After a 10-day journey in China, Sun Yun has gained a better understanding of Chinese culture and began to accept the fact that she is half Chinese.

**Chapter 3: Transformation**

After the study group returned to the USA, they had to write an article based on the results of the survey in Beijing. When Sun Yun was doing this homework, she realized that she likes Chinese buns and her father’s Chinese soup. She also likes Chinese architecture. Sun Yun was very happy that she joined the study tour in China, let her understand that she was lucky to be half American and half Chinese.

### Language Outcome

- Core grammar pattern or sentence structure
  - ⋯⋯ (动词) 过⋯⋯
  - ⋯⋯比⋯⋯
  - ⋯⋯ (动词) 完后⋯⋯
  - 越⋯⋯越

### Chinese Culture

**Chapter 1**

- The Forbidden City: In the Forbidden City, some of the plaques hanging on the door frame have both Man and Han characters, while some only have Han characters. The Forbidden City was the palace to the Qing and Ming emperors. Both dynasties were ruled by Man people. At first there was only Man characters on the plaques, but as time evolves and due to historically events, some of the plaques included Han characters, and some new plaques have only Han characters. Look out for them if you have the chance to visit there.
新旧北京  New and Old Beijing

中国瑞兽和图案: 龙代表帝皇，高贵、吉祥；祥云代表吉祥；蝙蝠代表福气；花，各种不同的花都有不同吉祥和好运的意思；狮子代表财运；象的发音跟“祥”字相似，有吉祥的意思；貔貅能招财；乌鸦是满族人的神鸟，但是汉人却不喜欢乌鸦；凤凰代表吉祥和谐。

延伸知识（老师可以根据学生的程度决定是否教授）
- 羊肉火锅: 又叫涮羊肉。是著名的北京菜之一。涮羊肉跟中国其他地区的火锅并不一样。与四川、重庆的麻辣火锅不同的是，北京的羊肉火锅主要吃羊肉，汤底比较清，而且不辣。
- 老火汤: 故事中谈及孙云喜欢爸爸煮的老火汤，这说明了孙云爸爸那一方的家人是中国南方的广东人，因为老火汤属于粤菜。

Beasts and patterns: Dragon represents the emperor, prestige and auspiciousness. The auspicious cloud represents auspiciousness. Bat represents good fortune. Flowers, different kinds of flowers represent different kinds of auspiciousness and good luck. Tiger represents fortune. Elephant in Chinese has a similar pronunciation as auspiciousness. Pixiu can bring fortune. Man people worship crows but Han people don’t like them. Phoenix represents auspiciousness and peace.

Extended Knowledge (Teachers can decide to teach these sentence structures or not based on students’ ability)
- Lamb hot pot, or Shuan yang rou, is one of the famous Beijing dishes. Shuan yang rou is different from other district’s hot pot. Different from Sichuan or Chungching’s hot pot, Beijing’s lamb hot pot mainly focus on the lamb meat, the soup is lighter and not spicy.
- Guangdong soup: The story mentioned Sunyun likes the soup her dad makes, it shows that the family on Sunyun’s dad side was from southern China, they are people from Guangdong, because Guangdong soups are one of the dishes in Yue cuisine.