

## How To Use This Curriculum Framework

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The project team designed a K-16 articulated curriculum framework that is proficiency-based, theme-based, and age-appropriate using the STARTALK Curriculum Template. The user-friendly design of the curriculum framework makes it applicable for instructors to teach non-Chinese students, as well as students with Chinese heritage, in all educational settings such as public schools, private schools, and heritage schools.

The purpose of the curriculum framework is to provide teachers with activity examples so that they can devise instructional and assessment activities on their own. The framework is user-friendly and has both English and Chinese versions.

Teachers can follow the steps found below to locate a particular activity in the framework:

### Step 1:

Determine the target proficiency levels for your course.

Based on your students' background (ex. heritage or non-heritage), first set target proficiency levels, also please keep in mind that it is completely possible to set different target proficiency levels for different modalities. In other words, depending on your students' respective levels of proficiency you may find yourself working from the Novice section for reading and listening, while working off the Intermediate section's framework for speaking and writing.

### Step 2:

Determine your preferred theme.

In this curriculum framework, there are three themes chosen for each proficiency level. Each theme covers multiple topics, which are common topics provided by most textbooks.

Intermediate Level

Theme 1: Come visit my home and my community

Theme 2: Let's travel around the world!

Theme 3: Let's celebrate (holiday name)!

Advanced Level

Theme 1: How should we protect our world?

Theme 2: Is our education system perfect?

Theme 3: How has technology changed our lives?

### Step 3:

Identify age appropriate activities.

This curriculum framework follows the STARTALK approach of the backward design process. Following this process, the first section lists the desired outcomes and their corresponding program can-do statements. The sample activities can be found in the second section. The Novice level contains sample activities for Grades K-2, 3-5, 6-8 and 9-12. The Intermediate level contains sample activities for Grades 3-5, 6-8, and 9-12. Because students in Grades K-2 are not cognitively ready for Intermediate level tasks, this framework provides no Intermediate sample activities for K-2 students. The sample activities provided for

advanced level can be used for both Grades 9-12 and 13-16.

**Step 4:**

Design your own proficiency- and theme-based curriculum.

The ultimate goal of this curriculum framework is to help you design your own curriculum based on the topics and themes that you will choose for your students. Specific steps are clearly listed on the [STARTALK website](#). We hope that our themes and the variety of formative assessment activity samples will serve as a beneficial starting point for you!

# Curriculum Framework Applicable for Grades K-16

## Basic Program Information:

1. Institution: Chinese public schools or heritage schools
2. Language(s): Mandarin Chinese
3. Grade(s) of Learners: Grade K-16
4. Target Proficiency Level (by end of program): from Novice to Advanced

## Curriculum Framework for K16 at Novice Level

### Theme One: Let Me Introduce Myself!

#### Topics: Myself, Family and Friends

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - NM</b> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.</p>	<p><b>Listening</b> I can understand when someone asks a person’s name, age, birth date, nationality, where they live, family or related questions.</p>
<p><b>INTERPRETIVE - NM</b> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.</p>	<p><b>Reading</b> I can identify some phrases describing a person in terms of his or her simple personal information in a story.</p>
<p><b>INTERPERSONAL - NM</b> I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p><b>Speaking</b> I can ask and answer questions about someone’s name, age, birth date, nationality, where they live, family or related questions.</p>
<p><b>INTERPERSONAL - NM</b> I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</p>	<p><b>Writing</b> I can exchange preferences with my friends about our likes and dislikes.</p>

**PRESENTATIONAL - NM**

I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

**Speaking**

I can name my family members, their ages, their relationships to me, and what they like or dislike to do.

**Writing**

I can provide captions to a photo of my family members, their names, ages, relationship to me, and what they like or dislike to do.

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b> I can understand when someone asks a person's name, age, birth date, nationality, where they live, family or related questions.</p>	<p><b>K-2:</b> It is the first day of school. There are many new students enrolled in grades K-2. The teacher will introduce how to say their name, age, birthdate, nationality, where they live and who do they live with. The teacher will make some vocabulary flashcards containing numbers, birthdates, nationalities, names of cities, etc. The kids can pick out cards while the teacher is talking. A culture aspect of class routines in China can be taught such as, the teacher will say "下课" (class dismissed) and students will stand up say "Thank you, teacher!"</p> <p><b>3-5:</b> A new student has moved into town from China! S/he is introducing herself/himself to the class. Our Chinese teacher is asking many questions to get to know her/him. Listen to the conversation between the new classmate and the teacher, then introduce the new student to a friend who is not in your Chinese class.</p> <p><b>6-8:</b> You and your friend are traveling in China and you lost each other at the train station. You go to the police station and ask for help. In order to confirm your information and find your friend, the police will ask you the questions about you and your friend's name, age, birth date, nationality, where you live and or related questions.</p> <p><b>9-12:</b> While traveling in China, you visited a local school for a field trip. While in the school, you meet students around your age and they are eager to get to know you. Now listen to their own self introductions as well as questions they have about you so you can provide your answers.</p>	<p><b>K-2:</b> Hello. My name is X. I am X years old. My birthday is X. I am American/Chinese. I live in New York/X. Thank you, teacher. Is your name.....? What is your name? I am not (name).</p> <p><b>3-5:</b> Meet new friends in my Chinese class and introduce to each other (self, family) to meet new classmates; welcome; new; classmate What is your name? How old are you? When is your birthday? What is your nationality? Where are you from? Where do you live? How many people are there in your family? Who are they in your family? "Also," "and," and "but" statement forms (affirmative, negative) "Not only..., but also..."</p> <p><b>6-8:</b> Gathering personal information: What is your friend's last name? What is your friend's name? When is your friend's birthday? Which nationality is your friend? Where does your friend live? How many people are there in your friend's family? My friend's last name is/is not X. My friend's name is/is not X. My friend's birthday is/is not X. My friend is/is not X years old. My friend's nationality is/is not X. My friend lives/does not live in X.</p> <p><i>Note: numbers, dates, family members, nationalities, country names, some famous or popular city names in China and the U.S</i></p> <p><b>9-12:</b> Greetings and asking for personal information: Hello. What is your last name? What is your name? How old are you? (numbers) What is your nationality? Are you American/Chinese (countries)? When is your birthday? Where do you live? How many people are there in your family? Hello. My last name is/is not X. My name is/is not X. I am/am not X years old/ I am/am not X (nationality). My birthday is/is not X. I live/do not live in X. There are/are not X people in my family. I have/don't have siblings. Adjectives to describe a person: tall, pretty, friendly, etc.</p>

<p><b>Interpretive Reading</b> I can identify some phrases describing a person in terms of his or her simple personal information in a story.</p>	<p><b>K-2:</b> After a week of learning about their classmates, teacher post different signs with students' Chinese names on the wall, and leaves different birth dates on the floor. Students first need to read, find their name and birth date, and stand next to it. Then, students will take turns to read the information out loud in Chinese.</p> <p><b>3-5:</b> While visiting a local Chinese weekend school, you want to make friends with students from that school. There are some posters with personal stories made by students in the hallway with their personal information on them. Please read the information and pick a person who shares the same hobby with you.</p> <p><b>6-8:</b> This is your last week visiting a Chinese middle school that your pen-pal attends. The Chinese students prepared their personal stories (without their names disclosed) for you to read. Identify personal information in the story including name, age, birth date, and hobbies, to identify which personal story was written by your penpal.</p> <p><b>9-12:</b> Your school is going to welcome a delegation from your sister school in China that consists of 2 teachers and 5 students. The delegation sent over everyone's biography that contains personal information such as name, age, birthday, and hobbies. You need to read everyone's biography to help you decide on the following:</p> <ul style="list-style-type: none"> <li>• assign student visitors to a class, their grade level should be determined according to student's age</li> <li>• determine if there's a need to celebrate any's students' or teachers' birthdays during the visit</li> <li>• prepare a gift for each visitor that matches their hobby</li> </ul>	<p><b>K-2:</b> Chinese numbers, I, you, he, she, name, good, months, dates, United States, China, person/people</p> <p><b>3-5:</b> I live/do not live in the state of New York. town, road I like/dislike X (colors). I like/dislike to eat X (fruits). I am/am not able to speak X (English, Chinese). I like/dislike to play X (sports).</p> <p><b>6-8:</b> My name is... I am # years old. My birthday is on... I attend... school, grade #. I live in... I like to..., also like to... I do not like to..., also do not like to...</p> <p><b>9-12:</b> My last name is... my full name is... I am # years old. My birthday is on... I am/am not X (nationality). I attend... school, grade #. I live in... I like to..., also like to... I do not like to..., also do not like to...</p>
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**Interpersonal Speaking**

I can ask and answer questions about someone's name, age, birth date, nationality, where to live, family or related questions.

**K-2:**

Come to school in your favorite character's outfit. You can decide the age, birth date, nationality of your character. Introduce your character to others in the class, and also find out other student's favorite characters.

**3-5:**

It's your first time going to a Chinese language and culture summer camp in Taiwan! You would like to make new friends and find out who else is coming from New York. Now go introduce yourself to others and find out their information too.

**6-8:**

You are working on creating a social event for the upcoming Chinese club meeting. Now you must acquire the information regarding who will come, their personal information, like what they like to do in order to come up with activities.

**9-12:**

You are studying abroad in China. Today is the first social club meeting. You and your club members are excited to exchange personal information and get to know each other.

**K-2:**

Hello. My name is X. I am X years old. What is your name? How old are you? When is your birthday? I am American/Chinese, are you American/Chinese?

**3-5:**

My name is X. What is your name? I am X year old. How old are you? My birthday is X. When is your birthday? There are X people in my family. How many people are there in your family? I am American. What is your nationality? I come from New York. Where do you come from?

**6-8:**

What is your first name, last name?  
What show do you want to see?  
At what time do you want to see the show?  
On which day do you want to see the show?  
Will your family members come with you?  
How many people are coming with you?  
What is your family member's name?

**9-12:**

What is your last name?  
What is your name?  
How old are you?  
What is your nationality (countries)?  
When is your birthday (month, date, year)?  
Where do you live?  
Do you like X (colors)?  
Do you like to do X (activities)?  
My last name is X.  
My name is X.  
I am X years old/  
I am X (nationality).  
My birthday is X.  
I live in X.  
I like/dislike X (colors) because..  
I like/dislike to do X (activities); I also like/dislike (activities); I like ...because..  
I dislike...because..  
All

<p><b>Interpersonal Writing</b> I can exchange preferences with my friends about our likes and dislikes.</p>	<p><b>K-2:</b> Not applicable.</p> <p><b>3-5:</b> There are other heritage Chinese schools in the region! Write to your pen pal at a sister school in Boston. Share with your pen pal what you like and dislike. Mail your letter out after writing it.</p> <p><b>6-8:</b> You and your friend's birthday is coming up. You two decide to exchange birthday gifts. To help choose a gift, you each write down your likes and dislikes on a note and exchange it.</p> <p><b>9-12:</b> This is your first time writing a letter to your pen pal. In order to get to know more about each other, besides your personal information, you also want to discuss your preferences with your pen pal, for example, your likes and dislikes.</p>	<p><b>K-2:</b> Not applicable.</p> <p><b>3-5:</b> I like (color name) I like (activity name) What color do you like? What do you like to do?</p> <p><b>6-8:</b> I like A and B. I like C, also like D. I dislike E, also dislike F. What do you like? Do you like...? Vocab: family members, colors, foods, leisure activities</p> <p><b>9-12:</b> name, age, nationality, birthday, where they live, family members. colors and activities I like....., I also like..... I like.....the most. I do not like..... Do you like..... also because... all</p>
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<p><b>Presentational Speaking</b> I can name my family members, their ages, their relationship to me, and what they like or dislike to do.</p>	<p><b>K-2:</b> We are going to make a class family tree. The class family tree will be formed by the family photo of each student, and it will be posted on the wall. Each student brings in one family photo. Introduce the people on your photo by remarking on their age, and likes and dislikes. Afterwards you can paste your family photo to the class family tree.</p> <p><b>3-5:</b> Thanksgiving Day is coming. The spirit of Thanksgiving is about showing gratitude and expressing your thanks to your friends and family members. First introduce who they are, what they like/dislike and then say why you want to thank them..</p> <p><b>6-8:</b> Your friend is Chinese and has recently come to the US and has not yet learned English.. He or she visits your house for the first time. You take out your family photo to introduce your family members to your friend including, their age, relationships and what they like and dislike.</p> <p><b>9-12:</b> Your classmate is an exchange student from China. During Chinese New Year they are not able to go back to China to celebrate the New Year with their family. Thus, you invite them to have dinner with your family. After dinner, your classmate is sharing family photos with you on their phone, so you also take out an album to show your family photos to them. Information can include their relationship to you, age, birthday, likes and dislikes.</p>	<p><b>K-2:</b> This is my father/mother/younger brother/older brother/younger sister/older sister. Expressing one's age He/she likes (fruit names).</p> <p><b>3-5:</b> This is my (family member) Describe the person: Ex. age, favorite color, favorite food I want to thank him/her because he/she likes to help others.</p> <p><b>6-8:</b> family members, colors, foods, leisure activities He/she is called (name). He/she is my (relation). He/she is X years old. He/she likes/dislikes.....</p> <p><b>9-12:</b> This is my (family member) Introduce one's relationship to you, age if appropriate, birth date, likes and dislikes regarding colors, activities, animals I love them. also, because, all</p>
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<p><b>Presentational Writing</b> I can caption a photo with my family members' names, ages, relationship to me, and what they like or dislike to do.</p>	<p><b>K-2:</b> Students make a family book to share with their classmates. Students can draw family pictures or bring in real pictures to paste on to the book, then label the pictures with word such as "father, mother, brother, sister."</p> <p><b>3-5:</b> You are creating a Thanksgiving card for your host family. On the card, you will express gratitude to each family member using memorized phrases.</p> <p><b>6-8:</b> It's almost Christmas! You want to prepare a gift for everyone in your Chinese host family. In order to help you remember everyone's preferences, you've decided to make notes using a family photo. You write out your family member's personal information including their relationship to you, age, their likes and dislikes regarding color, food, etc. Please keep in mind what colors or things should be avoided when giving gifts in Chinese culture.</p> <p><b>9-12:</b> Your class is creating a yearbook. You want to write a short essay about your family to be published in the yearbook. The word limit is 150 characters.</p>	<p><b>K-2</b> Family members: father/mother/younger brother/older brother/younger sister/older sister. *students can write characters with 5 strokes or less; students can also write in pinyin.</p> <p><b>3-5:</b> Family members: father/mother/younger brother/older brother/younger sister/older sister. I would like to thank (family member).</p> <p><b>6-8:</b> family member, colors, foods, leisure activities He/she is called (name). He/she is my (relation). He/she is X years old. He/she likes/dislikes.....</p> <p><b>9-12:</b> They are my family. This is my..... (introduce name, age, likes/dislikes regarding activities, colors, and animals). also, because, all</p>
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**Theme Two: What Do You Do Everyday?**

**Topics: School, Class, Leisure Time & Clothing**

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - NM</b> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.</p>	<p><b>Listening</b> I can understand some key information when someone explains his/her preferences regarding different activities, the type of clothes he/she likes to wear, and share his/her daily routines.</p>

<p><b>INTERPRETIVE - NM</b> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts or in conversations.</p>	<p><b>Reading</b> I can identify key information on a daily schedule that my parents/school designed for me, listing out when I need to do what.</p>
<p><b>INTERPERSONAL - NM</b> I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p><b>Speaking</b> I can ask and answer questions about my preferences regarding different activities, the type of clothes that I like to wear, and about my daily routines.</p>
<p><b>INTERPERSONAL - NM</b> I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</p>	<p><b>Writing</b> I can exchange a note with a friend about his/her preferences regarding different activities, favorite outfit and daily routines, and also write a short response.</p>
<p><b>PRESENTATIONAL - NM</b> I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p><b>Speaking</b> I can give some simple information about the activities that I like/dislike to do, my favorite and least favorite outfit, and my daily routine.</p>
	<p><b>Writing</b> I can create my daily schedule by filling in the time information for each major activity that I have to do.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b> I can understand some key information when someone explains his/her preferences regarding different activities, the type of clothes he/she likes to wear, and share his/her daily routines.</p>	<p><b>K-2:</b> Teacher describes the class mascot’s daily routine which includes 3-4 activities. Students receive a stack of cards that included 4-5 activities. Students listen to teacher’s description and then pick out the activities that they hear.</p> <p><b>3-5:</b> Your Chinese friend sent you an audio message talk about his/her daily schedule next semester, now check your daily schedule and highlight the classes you will both attend at what time.</p> <p><b>6-8:</b> You are preparing to study abroad in China next semester. You are doing research on a Chinese video website (Youku/Douyin) about Chinese students daily life including their activities, the uniform they wear to school, the type of clothes they like to wear, and routines. Then determine how will you change your daily routine accordingly and what to bring with you.</p> <p><b>9-12:</b> You are going to China as an exchange student. Even though you are really excited, you are also worried about the unknown. You found a video clip about Chinese students’ lives in China, including what they wear and their daily routines. Watch the video and then share with your classmates how your daily schedule is different from the Chinese student’s.</p>	<p><b>K-2:</b> Colors (red, yellow, blue, green, purple, orange) Verbs: run, jump, swim, eat (fruits, breakfast, lunch, dinner), sleep Clothing</p> <p><b>3-5:</b> Numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words (everyday/often).</p> <p><b>6-8:</b> numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words (everyday/often). I do (activity) everyday at (specific time). I like to wear (clothes). I do not like to wear (clothes). I have (subject) on (day of the week).</p> <p><b>9-12:</b> Times, daily activities, types of clothes, frequency words, subjects, attend+subjects, like and dislike also, because all</p>

<p><b>Interpretive Reading</b> I can identify key information on a daily schedule that my parents/school designed for me, listing out when I need to do what.</p>	<p><b>K-2:</b> Students review the class schedule together. Students identify when they will have activities such as “snack time” and “story time.”</p> <p><b>3-5:</b> The schedules for the summer Chinese language and culture camp are out. You are very excited to learn all the activities and classes you will be taking part in this summer in Taiwan. Now you need to look at your schedule and add in your daily routine activities, like your sleep and meal schedule accordingly.</p> <p><b>6-8:</b> You have just come to China to study abroad. The school has sent you a daily schedule. You need to read the daily schedule to find out the classes you must attend every day, these classes’ room #, along with when breakfast, lunch, and dinner times are. The school also provides some after school activities. You have add 2-3 activities to your schedule in order to fill up your free time.</p> <p><b>9-12:</b> You are going to join the summer study abroad in Beijing. Upon your arrival, your school sends you the daily schedule. You need to look over your schedule to find out the times of your class, each classes’ classroom number, as well as other related activities that are on your schedule. You also need to jot them down in your planner and plan out other extracurricular activities you hope to participate in.</p>	<p><b>K-2:</b> Days of the week (Monday, Tuesday... Sunday) Activities (eat snack, listen to stories, do physical activities)</p> <p><b>3-5:</b> Monday to Friday Morning, Noon, Afternoon Chinese Class, paper cutting class, origami class, calligraphy class, lunch</p> <p>6-8: numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words(everyday / often) breakfast, lunch, dinner</p> <p><b>9-12:</b> Times, Monday to Friday, classroom numbers, class titles, activities, Breakfast, lunch and dinner</p>
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<p><b>Interpersonal Speaking</b> I can ask and answer questions about my preferences regarding different activities, the types of clothes that I like to wear, and information about my daily routines.</p>	<p><b>K-2:</b> Students help to design the weekly class schedule. Students can decide on which days of the week, and at what time, they would like to have activities like story time, snack time, and computer time. Teachers can decide whether student’s request will be met.</p> <p><b>3-5:</b> Talk to your partner about your weekly camp schedule this summer in Taiwan. Share what clothes you would like to wear according to the specific classes and activities.</p> <p><b>6-8:</b> Now that you know your daily school activities in China, you're trying to make friends with your Chinese classmates. While talking to your Chinese classmates you find out they have the same courses and daily routines as you! Do not forget to ask their preferences, such as the type of clothes that they like and dislike along with what preferences they have about different activities.</p> <p><b>9-12:</b> You are studying abroad in China. On your way to class, you meet another student who is studying abroad in China. They ask you to help them figure out which classroom they are supposed to go to. It turns out that you and the new student are going to the same classroom. You and the new student become friends and start to exchange preferences regarding different activities, the type of clothes that you like to wear, as well as daily routines.</p>	<p><b>K-2:</b> Days of the week (Monday, Tuesday... Sunday) Activities (eat snack, listen to stories, do physical activities) Can we do (activity name) + on (day of the week)?</p> <p><b>3-5:</b> On (day of the week) I attend...(class). When I (play ball/swim/make food/write calligraphy) I wear...(a jacket/shorts/trousers/a swimsuit/skirt/apron).</p> <p><b>6-8:</b> On (day of the week) what subject do you attend? When do you attend (subject)? (Every day) what time do you do (activity)? What kind of clothes do you like to wear? What do you like to do? What kind of exercise do you like to do?</p> <p><b>9-12:</b> Colors, long and short, time, subjects , activities What do you like to wear? What do you like to do? When do you attend (subject)? What time do you attend (subject)? Every day what time do you do (activity)?</p> <p>I like to wear (type of clothes). I like (activities). (not only, but also) On (day of the week) I attend (subject). At (time) I attend (subject). Every day at (time) I do (activity).</p>
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**Interpersonal Writing**

I can exchange a note with a friend about his/her preferences regarding different activities, favorite outfit and daily routines.

**K-2:**

Our class is going to prepare for a Halloween party, and your teacher is having a hard time deciding on what outfit to wear for the party so you get to vote on your favorite one! Write out the costume you would like to wear on your vote sheet and cast your vote!

**3-5:**

Your pen pal wrote you an email asking what you think about some outfits. S/he mentions her favorite clothes and shares their daily routines and activities with you in the email. In your reply give them some advice about what to wear.

**6-8:**

Now that you know your daily school activities while in China, you're trying to make friends with your Chinese classmates. A classmate has sent you a copy of his/her schedule, you need to reply to them and write out what you will do each day. Include different activities, and find out which of your courses and activities are the same.

**9-12:**

You just received a letter from your pen pal in China. In the letter, your pen pal told you about his/her daily routines as a student in China and their preferences. Now, it is your turn to reply back to your pen pal and tell them your daily routines as an American student, as well as your preferences regarding different activities.

**K-2:**

Students will fill in characters for the sentence: I like number # outfit the most. Students will be asked to trace over characters, but must write the number out strictly from memory.

**3-5:**

On (day of the week) when you attend swimming class, you can wear a swimsuit.

On (day of the week) when you...(play ball/swim/make food/write calligraphy), you can wear... (a jacket/shorts/trousers/a swimsuit/skirt/apron).

**6-8:**

On (day of the week) I also attend (subject).

On (day of the week) we all attend (class).

On (date/time) I do (activity).

On (date/time) we all do (activity).  
numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words (every day/frequently) breakfast, lunch, dinner  
(also, all)

**9-12:**

Greetings

I like to wear(types of clothes). (not only, but also) (also, all)

I don't like to wear (types of clothes), (because, therefore)

On (day of the week) I have (#) of classes.

Every day on (day of the week) at (time) I attend (subject) and (subject).

Every day on (day of the week) I (do activity).

Types of clothes, activities, time, subjects.

<p><b>Presentational Speaking</b> I can give some simple information about the activities that I like/dislike to do, my favorite and least favorite outfit, and my daily routine.</p>	<p><b>K-2:</b> Students share their weekly class schedule with students from other classes. Students present information such as, “we will ‘read a story,’ ‘eat snack,’ ‘play basketball’ on Monday/Tuesday/Wednesday/Thursday/Friday.”</p> <p><b>3-5:</b> You will present about your summer Chinese language and culture camp schedules. Based on your interests and preferences, talk about what you would like to wear for each activity and class.</p> <p><b>6-8:</b> The principal of your sister school in China is going to visit your school. You are chosen to welcome the visitor and share: - typical daily schedule of an American middle school student - what middle school students normally wear to school - activities that American middle school students like to do</p> <p><b>9-12:</b> The principal of your sister school in China is going to visit your school. You are chosen to welcome the visitor and share: - typical daily schedule of an American high school student - what students normally wear to school - activities that American high school students like to do</p>	<p><b>K-2:</b> Greeting (da4jia1hao3) Days of week we will “activity” on Monday-Sunday Thank the audience (xie4xie da4jia1)</p> <p><b>3-5:</b> On (day of the week) when I attend swimming class, I have to wear a swimsuit. On (day of the week) when I (play ball/swim/make food/write calligraphy), I want to wear (a jacket/shorts/trousers/a swimsuit/skirt/apron). When I do (activity) I like to wear (type of clothes) because wearing (type of clothes) is very comfortable/good-looking/convenient.</p> <p><b>6-8:</b> -Greeting -Simple self introduction (my name is...; I attend grade #) -Daily schedule (we come to school at...; we eat lunch at...; we get off school at...; we have # of classes everyday; we wear... to school; we cannot wear...; we like to do...) -Thank the audience</p> <p><b>9-12:</b> -Greeting -Simple Self Intro (my name is...; I attend # grade) -Daily schedule (we come to school at...; we eat lunch at...; we get off school at...; we have # of classes everyday; we wear... to school; we cannot wear...; we like to do...) -Thank the audience</p>
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<p><b>Presentational Writing</b> I can create my daily schedule by filling in the time information for each major activity that I do.</p>	<p><b>K-2:</b> Students are given the opportunity to make their own schedule for the weekend by pasting the activity cards on the weekend schedule sheet, they will then write out the corresponding time of each activity using numeral characters.</p> <p><b>3-5:</b> You have the opportunity to put together your own camp schedule. On a planner, write down the time slots and label the corresponding activities using character you have memorized.</p> <p><b>6-8:</b> This is your second semester studying in China. The school no longer makes the schedule for you. You are free to arrange your daily courses and activities. The schedule should include times, dates, different activities, clothes that you have to wear on that day, class schedule, and room #.</p> <p><b>9-12:</b> It is your second week of study-abroad in China. You got your class schedule and joined a club. It seems everything has settled down. You are really fascinated with Chinese calligraphy and would like to attend the calligraphy class outside of the school with your friend. However, you are not sure about your availability. Thus, you create your daily schedule by filling in the time information for your classes and major activities you have to attend every day.</p>	<p><b>K-2:</b> Monday- Sunday, attend school, draw, play, read, breakfast/lunch/dinner</p> <p><b>3-5:</b> -Early morning, morning, noon, afternoon, night -o'clock, half, minute (time expressions) -First class, second class, third class...., lunch time -Classes (Chinese Class/ Swimming Class/ Calligraphy Class/ Cooking Class/ Music Class/ Dance Class)</p> <p><b>6-8:</b> Times, classes, activities On (day of the week), I have (#) class/ classes: class, class and class. In the/at morning/afternoon/evening/ night I have class from (time) to (time) . After (class), I want to go to (activity).</p> <p><b>9-12:</b> Times, classes, activities On (day of the week), I have (#) class/ classes: class, class and class. In the/at morning/afternoon/evening/ night I have class from (time) to (time) . After (class), I want to go to (activity).</p>
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**Theme Three: Let's Design a Healthy Dietary Plan!**

**Topics: Fruits, Colors, Shapes, Sizes, Drink, Food Items, Flavors & Healthy or Unhealthy**

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - NM</b> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.</p>	<p><b>Listening</b> I can understand some key information when someone explains what he/she eats and drinks everyday, and what food, fruits and drinks he/she likes and dislikes to have.</p>
<p><b>INTERPRETIVE - NM</b> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts or in conversations.</p>	<p><b>Reading</b> I can identify key information such as drinks or foods a store/restaurant offers and the corresponding price. ◦</p>
<p><b>INTERPERSONAL - NM</b> I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p><b>Speaking</b> I can ask and answer questions about my preferences regarding what food, fruits and drinks that I like and dislike to have.</p>
<p><b>INTERPERSONAL - NM</b> I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</p>	<p><b>Writing</b> I can respond with note to a friend about my preferences of favorite and least favorite foods.</p>
<p><b>PRESENTATIONAL - NM</b> I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p><b>Speaking</b> I can give some simple information about the kinds of foods and drinks that I normally eat everyday.</p>
	<p><b>Writing</b> I can create a food log to document what I eat everyday.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b> I can understand some key information when someone explains what he/she eats and drinks everyday, and what food, fruits and drinks he/she likes and dislikes to have.</p>	<p><b>K-2:</b> Teacher announces to the class what kind snacks they will have each day. Students listen to the teacher, pick out the corresponding pictures, and then paste them on the class schedule.</p> <p><b>3-5:</b> You are planning an October-birthday party in your Chinese class. In order to ensure a great celebration, you interview your classmates to find out what they like and dislike to eat. The class is divided into groups depending on the number of classmates with October birthdays. Listen to the birthday girl/boy in your group and take notes about his/her preferences.</p> <p><b>6-8:</b> Tomorrow you want to go out for dinner with your Chinese classmate at a Chinese restaurant. Your Chinese classmate tells you about what they eat and drink everyday, and what food, fruits and drinks they like and dislike. Use this information to determine which is the most appropriate Chinese restaurant to go to.</p> <p><b>9-12:</b> You are hosting a party for all your classmates. To determine the food that will be served, you asked each classmate to leave a message on WeChat to indicate their food preferences, as well as what they can not eat. Listen to your classmate's response and choose the most popular food for the party.</p>	<p><b>K-2:</b> Drinks: milk, orange juice, apple juice, water Fruits: apple, orange, banana</p> <p><b>3-5:</b> all/often/sometimes I like to eat/drink..... I don't like to eat/drink..... Everyday I eat X for breakfast. Everyday/Often eat I (type of food) for lunch. Everyday/Sometimes I eat X for dinner.</p> <p><b>6-8:</b> Everyday I eat..... I like to eat/drink..... I don't like to eat/drink..... Verb(to eat, to drink). food names, drinks names, currency units.</p> <p><b>9-12:</b> I would like to have..... I would prefer.....over..... I am allergic to..... I can not eat..... I am on a diet. I am a vegetarian.</p>

<p><b>Interpretive Reading</b> I can identify key information such as drinks or foods that a store/restaurant offers and the corresponding price.</p>	<p><b>K-2:</b> Teacher shows students what snacks are available for the day. Students check off what drink and fruit they would like to have for each day.</p> <p><b>3-5:</b> You and your family are planning to eat at a real, authentic Chinese restaurant and the menus they provide are all in Chinese. To help your family make their pick, view the menu and label the categories of food such as chicken, fish, vegetable and so on.</p> <p><b>6-8:</b> You are taking your family to a food court in Chinatown full of authentic Chinese food. In order to help your family, you read the menus of each place and identify what kind of food they offer and the price range.</p> <p><b>9-12:</b> You and your American friends are going to a new Chinese bubble tea shop in Chinatown. Because it is new, there is currently no English menu and your friends cannot read the Chinese menu. You need to read the menu and let them know what are some of the choices to help them make decisions.</p>	<p><b>K-2:</b> Drinks: milk, orange juice, apple juice, water Fruits: apple, orange, banana</p> <p><b>3-5:</b> Fried rice, stir-fry noodles, spring roll, stir-fry rice noodles, noodle soup, dumplings, potsticker. Bubble tea, cola, soda, water, lemon juice. a dish, a serving, a cup, a bottle How much money is it? In total it is (#) dollars.</p> <p><b>6-8:</b> Everyday I eat... I like to eat (drink) I don't like to eat (drink)....  Verb (to eat, to drink). food names, drinks names, currency units.</p> <p><b>9-12:</b> Dishes, food, fruits and drinks' name, price</p>
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<p><b>Interpersonal Speaking</b> I can ask and answer questions about my preferences regarding different activities, the type of clothes that I like to wear, and about my daily routines.</p>	<p><b>K-2:</b> Teachers learn about students' preferences about what they like to eat during snack time and what activities students like or dislike. Students can respond by answering yes or no.</p> <p><b>3-5:</b> You are voting between the uniform sets designed by the school committee. Compare all of the uniform sets and select what you would like to wear for the school spirit day.</p> <p><b>6-8:</b> You are choosing a Chinese restaurant to have dinner at with your friend tomorrow. Have a conversation with your friend about what foods, fruits and drinks you both like and dislike.</p> <p><b>9-12:</b> You and your new friend are going to a picnic tomorrow. Over the phone, you are asking each other's preferences regarding what food, fruits and drinks you both like and dislike.</p>	<p><b>K-2:</b> Food and drink names: Ex. milk, water, orange juice, apple juice, cookies, chips, Activity names: Ex. play basketball, play baseball, read books Like or dislike</p> <p><b>3-5:</b> A jacket, blouse, trousers, shorts, skirt, Dress (western-style), socks/stockings, hat What would like to wear? I want to wear ..(color and type of clothes).</p> <p><b>6-8:</b> Everyday I eat.... I like to eat (drink).... I don't like to eat (drink) ... Verb(to eat, to drink). food names, drinks names</p> <p><b>9-12:</b> What do/don't you like to eat/drink... (type of food or drink) I (don't) like to eat/drink... What is your (least) favorite thing to eat/drink? My least) favorite thing to eat/drink is...</p>
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**Interpersonal Writing**

I can respond a note to a friend about my preferences regarding my favorite and least favorite foods.

**K-2:**

Not applicable

**3-5:**

Exchange texts/messages with your classmates and find out what they would like to have for an upcoming birthday celebration in class. Then tally the most popular and unpopular food/drink so you can order accordingly later.

**6-8:**

You are a nutritionist. Your client has sent you their daily menu, which includes the foods they eat every day, as well as their favourite and least favourite foods. As a nutritionist, please help your client revise the food choices for each meal to make their meals healthier.

**9-12:**

You and your nutritionist friend are messaging through WeChat. In order to change your diet accordingly, you really want to know what kinds of food and drinks they eat to keep fit, as well as preferences regarding their favorite and least favorite foods.

**K-2:**

Not applicable

**3-5:**

most, to compare/prefer  
My favorite thing to eat/drink is...  
I prefer to eat/drink...  
My least favorite thing to eat/drink is...  
I don't like to eat/drink...

**6-8:**

Everyday I eat...  
My favorite thing to eat/drink is...  
My least favorite thing to eat/drink is...

Verb (to eat, to drink). food names, drinks names, 最 (most)

**9-12:**

What do you eat/drink everyday?  
Everyday I eat/drink...(type of food).  
What do you like to eat/drink?  
What do you prefer to eat/drink?  
Why do you like to eat/drink..(type of food)?

<p><b>Presentational Speaking</b> I can give some simple information about the kinds of foods and drinks that I normally eat everyday.</p>	<p><b>K-2:</b> Teacher presents a list of food and drinks (in photos) on the board. Each student tells the class whether or not they like the food/drink in the photo. Teacher can tell the students that their responses will help to determine what they will have for snack time next week.</p> <p><b>3-5:</b> During the upcoming field trip, your class is going to Chinatown to visit and eat food. Leave your teacher a voicemail to give her simple information about the kinds of food and drinks that you would like.</p> <p><b>6-8:</b> You are going to a Chinese classmate's Grandmother's house for dinner. His grandma is going to cook a big meal for you. His grandma asked you what you want to eat for dinner. You have to tell his grandma the kinds of foods and drinks you eat everyday, as well as the foods and drinks you would like to have for dinner with her.</p> <p><b>9-12:</b> While hanging out, you and your friend go to a dim sum place for dinner. Your friend thinks you have a really healthy diet and thinks you should share what kind of foods and drinks you normally eat everyday. Now make a video talking about your dietary routine and upload to a social media platform such as wechat or YouTube.</p>	<p><b>K-2:</b> Food and drink names: Ex. milk, water, orange juice, apple juice, cookies, chips, Activity names: Ex. play basketball, play baseball, read books I like (food name) I dislike (food name)</p> <p><b>3-5:</b> most, to compare/prefer My favorite thing to eat/drink is... I prefer to eat/drink... My least favorite thing to eat/drink is... I don't like to eat/drink...</p> <p><b>6-8:</b> Everyday I eat... I like to eat/drink... I don't like to eat/drink ...</p> <p>Verb(to eat, to drink). food names, drinks names.</p> <p><b>9-12:</b> Everyday I like to eat/drink ...(type of food/drink) In the morning at (time) I eat breakfast. For breakfast I eat X, X, and X. Since (food) is very (un)healthy, I (won't/will) eat (food). In the afternoon at (time) I eat lunch. For lunch I eat... At this (time) at night I eat dinner. For dinner I eat...</p>
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<p><b>Presentational Writing</b> I can create a food log to document what I eat everyday.</p>	<p><b>K-2:</b> Students will be making a food bank poster in which they will have pictures of different food items. Students will organize all the pictures under groups such as fruits and vegetables, and underneath each item, they will label it as “healthy” or “unhealthy”.</p> <p><b>3-5:</b> You have hives all over your body. In order to find out what has triggered your allergic reaction, your doctor ordered you to keep a food log to document what you eat every day.</p> <p><b>6-8:</b> You're working out and getting ready to build some muscle. Your coach asks you to create daily meals based on your nutrition-needs including vegetables, meats, staples, and the drinks you eat with each meal. You can also tell your coach what foods you like to eat and add these to your list to help your coach revise your meal.</p> <p><b>9-12:</b> You are taking a nutrition class. Your teacher is asking you to create a food log to document what you eat every day and label the amount calories and nutrients.</p>	<p><b>K-2:</b> (Everyday/often) I eat (fruit or any food they have learned). (Everyday/often) I drink milk/juice. I don't eat (type of food), I don't drink (type of drink).  <i>*students write characters or components that have 5 strokes or fewer.</i></p> <p><b>3-5:</b> Time expressions Days of the week I ate... I drank... Food names</p> <p><b>6-8:</b> Everyday I eat... I like to eat/drink... I don't like to eat/drink ...  Verb (to eat, to drink). food names, drinks names.</p> <p><b>9-12:</b> On (date/day of the week) I ate/drank ... Measure words 份(for magazines, newspaper, etc) cup, bowl</p>
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## Curriculum Framework for K16 at Intermediate Level

### Theme One: Come Visit my Home and my Community!

#### Topics: Household, Chores & Directions

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - IM</b> I can understand the main idea and key information in short straightforward conversations, informational, or fictional texts.</p>	<p><b>Listening</b> I can understand live or recorded introductions and descriptions by students from a partner school in China, about his/her home, and the community he/she lives in.</p>
	<p><b>Reading</b> I can understand what is asked for on a simple questionnaire in a popular magazine about my home and the community that I live in.</p>
<p><b>INTERPERSONAL - IM</b> I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences, along with being able to ask a variety of follow-up questions.</p>	<p><b>Speaking</b> I can exchange information with a student in the partner school in China to help the student prepare for his/her short exchange visit to my home and my community.</p>
	<p><b>Writing</b> I can respond to other people’s posts about how to prepare for a short stay to the community that I live in.</p>
<p><b>PRESENTATIONAL - IM</b> I can give straightforward presentations on a variety of familiar topics and some concrete topics which I have researched, using sentences and series of connected sentences.</p>	<p><b>Speaking</b> I can create an online video about my community: simple descriptions of the environment, the demographics, and special events that we hold each year.</p>
	<p><b>Writing</b> I can write a short report about the community that I live in for peers in my Chinese partner school.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b> I can understand live or recorded introductions and descriptions by students from a partner school in China about his/her home and the community he/she lives in.</p>	<p><b>3-5:</b> Your friend from China just sent you a video showing you the city he/she lives in. After watching the video, you decide to share the information with your class and see if this is a city you want to visit in the future.</p> <p><b>6-8:</b> You are planning to study abroad in China (travel). Before you go to China, you can watch some videos on a Chinese website to learn about the population, location, climate, environment, public facilities, famous sites, food and related information of the city you are going to, then make a list of things to pay attention to or bring.</p> <p><b>9-12:</b> You are planning to study abroad in China. However, you parents are really worried about you and keep asking what it is like there. However, you also don't know much about it. Thus, you search through the internet to find any related information about the city you are studying in. Finally, you find some tourist and promotional videos online about the city you are going to live in. You are going to take some notes while you are watching the video clip in order to inform your parents about the place you are going.</p>	<p><b>3-5:</b> We live in Beijing/Shanghai/Hong Kong. Beijing/Shanghai/Hong Kong is located in the north/south/east/west of China. Beijing/Shanghai/Hong Kong's winter is very warm/cold, summer is very hot/warm. The specialty food of Beijing/Shanghai/Hong Kong is tea/fruit/dimsum.</p> <p><b>6-8:</b> My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/ famous sites) The specialty food of (City name) is...</p> <p>City name, numbers, weather, adjective for describing environment, food names, famous Chinese site, direction word (both...and...) (not only...,but also...)</p> <p><b>9-12:</b> I live in (city name). It is located in the (directional word) part of China. (city name) is (not only..., but also.../both..., and ...). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). The city has (public facilities names).. The specialty food/scenic spots of (city name) is/are....</p>

<p><b>Interpretive Reading</b> I can understand what is asked for on a simple questionnaire in a popular magazine about my home and the community that I live in.</p>	<p><b>3-5</b> You're planning to introduce your home city to your Chinese friends. In order to find out more information about your hometown's city, you visit Chinese Wikipedia or Baidu article page and acquire basic information about the city such as location, area, population and so on.</p> <p><b>6-8:</b> To promote tourism, your hometown has published a series of brochures and paper advertisements in Chinese. Read those materials and jot down key points/main attractions that you think your Chinese friends will be interested in.</p> <p><b>9-12:</b> You are going to travel to China. Before your departure, you are trying to book a place on Airbnb. In order to book the perfect Airbnb for your trip, you are checking reviews and reading what other people say about the place and the community to help you make your decision.</p>	<p><b>3-5:</b> New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot.</p> <p><b>6-8:</b> My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/ famous sites) The specialty food of (City name) is...</p> <p><b>9-12:</b> The house is next to/near ..(public facilities). The house is...(not only..., but also..)/ (both....and..).. The house is far/near to ..(public facilities). The house has ...(house/rooms descriptors)</p>
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<p><b>Interpersonal Speaking</b> I can exchange information with a student in the Chinese partner school to help the student prepare for his/her short exchange visit to my home and my community.</p>	<p><b>3-5:</b> A new exchange students from China has arrived in your school. You were named the student ambassador who will help him/her to get to know the city and your community. You plan to have an orientation session for the student to answer all the questions he/she may have. At the same time, you plan to make the orientation more interactive by asking the student about his/her city and community as well.</p> <p><b>6-8:</b> You are going to China as an exchange student next semester, and there is also a Chinese exchange student coming to your school. In order to prepare for the life of an exchange student, you two are contacting each other by phone. You both ask each other questions about the city, including the population, location, climate, environment, public facilities, famous sites, food and related questions.</p> <p><b>9-12:</b> You and your friends are volunteering to be tour guides for a group of study-abroad students from China. They want to get to know more about your school as well as the community. During the tour, while your friends are introducing the school to the students, you are also trying to answer questions about the school and the community.</p>	<p><b>3-5:</b> New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot. Our school has all kinds of interesting subjects. We have ...(subjects).</p> <p><b>6-8:</b> Where is (City name) located in (country name)? What is the population of (city)? What is the climate of (city)? How is (city)? What is a famous scenic spot of (city)? What is the specialty food of (city)? Do you like (city)? My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/famous sites) The specialty food of (City name) is...</p> <p>City name, numbers, weather, adjective for describing environment, food names, famous Chinese sites, direction words (both...and...) (not only...,but also...)</p> <p><b>9-12:</b> How is (school name)? What is near/next to (school's name)? What classes does (school's name) have? Is (school's name) close/far from public facilities? How far is (school's name) from public facilities? How is the climate of (city that the school located in)? What is their specialty food? What are some scenic spots? School name (not only+adj, but also+adj/ (even though+adj, but+adj)/(both+adj, and+adj) The school has ...(facilities). The school has ...(subjects). Nearby/next to the school is...(stores, public facilities).</p>
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<p><b>Interpersonal Writing</b> I can respond to other people's posts about how to prepare for a short stay to the community that I live in.</p>	<p><b>3-5:</b> Your teacher has created a blog for you to post suggestions for exchange students from China who are preparing for their upcoming trip to your community. Read your classmates' posts and leave your comments.</p> <p><b>6-8:</b> You're visiting popular travel websites (蚂蜂窝/携程/穷游) and there are some travelers asking questions about your hometown, including population, location, climate, environment, public facilities, famous sites, food and related questions. Answer their questions in order to help travelers prepare for their visit to your hometown.</p> <p><b>9-12:</b> You are a very popular Weibo travel blogger. After posting today, some of your followers asked you how to prepare for a short stay in the city that you live in. Write a response for your followers.</p>	<p><b>3-5:</b> I agree that New York City is...because .... I think that New York City... I don't agree that New York City is....because.... I think that New York City...</p> <p><b>6-8:</b> My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/ famous sites) The specialty food of (City name) is... City name, numbers, weather, adjective for describing environment, food names, famous Chinese sites, direction words (both...and...) (not only...,but also...)</p> <p><b>9-12:</b> Greetings city(not only+adj, but also+adj/ (even though+adj, but+adj)/(both+adj, and+adj)/ (very). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). This city has (name of public facilities/ famous sites) The specialty food of (City name) is... I suggest you go to (place) to eat/to walk around/take pictures. Degree modifiers: very, extremely, exceedingly</p>
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<p><b>Presentational Speaking</b> I can create an online video about my community: simple descriptions of the environment, the demographics, and special events we hold each year.</p>	<p><b>3-5:</b> You will be working with a group of three classmates to produce an introductory video about your school and community for exchange students who will visit the U.S. in the Spring. This video will provide information about the environment, demographics, and special events held each year.</p> <p><b>6-8:</b> Congratulations! You've been named the travel ambassador for your hometown. Now you must record a promotional video to introduce your hometown. Please include the population, location, climate, environment, public facilities, famous sites, special foods and special events held each year.</p> <p><b>9-12:</b> You are a very popular YouTuber. This week you decide to make a weekly Vlog about the city and community that you live in. You plan to not only introduce the city but will also encourage people to come and visit by talking about things they can do, places they can visit, and food they can taste.</p>	<p><b>3-5:</b> New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot. Our school has all kinds of interesting subjects. We have ...(subjects). Every year our school will host "world day". During World Day, you can eat food from all different countries. You can also see different kinds of performances from different countries.</p> <p><b>6-8:</b> My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (city name) is (#). The climate of (city name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/famous sites) The specialty food of (city name) is... Every year on (date/time), we will do ... (activity). City name, numbers, weather, adjective for describing environment, food names, famous Chinese sites, direction words, (both...and...) (not only...,but also...), holidays, celebration activities.</p> <p><b>9-12:</b> Greeting This place is (city name). It is located in the (directional word) part of China. (city name) is (not only..., but also.../both..., and ...). The population of (city) is (#). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). (City) has a lot of fun places and good food. The city has (public facilities names). The specialty food/scenic spots of (city name) is/are.... Every year during (season/date/time), we will host/celebrate (event name). We invite you all to come and visit!</p>
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<p><b>Presentation Writing</b> I can write a short report about the community that I live in for peers in my Chinese partner school.</p>	<p><b>3-5:</b> There will be a group of student ambassadors from China visiting your school in the Spring. Before their arrival, you are in charge of making a written presentation about your city for them to view so they can plan their activities accordingly. Make sure to include the local environment, demographics, and special events held each year.</p> <p><b>6-8:</b> You recently found a Chinese pen pal who is interested in visiting the U.S. later. In this letter, introduce your hometown to your penpal. Please include the population, location, climate, environment, public facilities, famous sites, special foods and special events held each year.</p> <p><b>9-12:</b> A friend you met when you studied abroad in China has asked you to write a short report about the community that you live in. This will be used as a reference and resource for the research paper that they are currently working on in China. They would appreciate if you could be as detailed as possible.</p>	<p><b>3-5:</b> New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot. Our school has all kinds of interesting subjects. We have ...(subjects). Every year our school will host "world day". During World Day, you can eat food from all different countries. You can also see different kinds of performances from different countries.</p> <p><b>6-8:</b> My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/famous sites) The specialty food of (City name) is... Every year on (date/time), we will do ... (activity).</p> <p><b>9-12:</b> (City) is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The main language of (city name) is... (city name) is (not only..., but also.../both..., and ...). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). The city has ...(public facilities). (City) has a lot of fun places and good food. The famous specialty food/scenic spot of (city) is...</p>
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**Theme Two: Let’s travel around the world!**

**Topics: Weather and seasons, geography & I don’t feel well**

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - IM</b> I can understand the main idea and key information in short straightforward conversations, informational or fictional texts.</p>	<p><b>Listening</b> I can understand conversations with peers, talk about planning for an upcoming family trip, like when it is a good time to take the trip, how many days the trip will last, what activities the family plans to do.</p>
	<p><b>Reading</b> I can understand basic questions or statements exchanged in a text conversation between a Chinese classmate and his/her relatives in China regarding his/her upcoming visit to China.</p>
<p><b>INTERPERSONAL - IM</b> 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.</p>	<p><b>Speaking</b> I can interact with a doctor when I get sick during my trip in China.</p>
	<p><b>Writing</b> I can exchange messages with a travel agent to switch my flight date/time.</p>
<p><b>PRESENTATIONAL - IM</b> I can tell a story about my life, activities, events, and other social experiences, using sequences and series of connected sentences.</p>	<p><b>Speaking</b> I can describe my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, and what activities will be fun to do.</p>
	<p><b>Writing</b> I can write my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, and what activities will be fun to do.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b> I can understand conversations when peers talk about planning for an upcoming family trip, like when it is a good time to take the trip, how many days the trip will last, and what activities the family plans to do.</p>	<p><b>3-5:</b> Summer vacation is approaching. Your classmates are planning family trips all over the world! Listen to each classmate’s presentation and vote on one city that your family will consider going to next summer. State the reasons for your choice.</p> <p><b>6-8:</b> Summer vacation is approaching. Your friend is planning to travel to some different places. You want to go to the same place for your next vacation. Listen to your friend’s travel experience to decide when it would be a good time to take a trip, how to get there, how many days the trip will last, what to eat while there, where to visit, what to buy, and what activities to do.</p> <p><b>9-12:</b> Spring break is coming soon. You and two friends are planning an upcoming trip over the phone. Your friend already started the itinerary and is ready to share the plan with you. However, the other friend was not able to connect through the phone at this time. You are responsible for telling them the basic information about the upcoming trip after the chat.</p>	<p><b>3-5:</b> During summer break I want to go to ...(city name). (City) is located on ..(continent). The city’s summer climate is... Me and my family want to do..(activities), want to eat ..(food), ...and also want to buy...(items).</p> <p><b>6-8:</b> I plan to/want to go to (place). I plan to/want to go at (time). I plan to/want to take (type of transportation) to go to (place). I plan to/want to stay at (place) for (#) days. On the first day I plan to/want to eat/drink (food/drink name) On the second day I plan to/want to go to (place name) to walk around/visit. I plant to/want to buy...(item) Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p><b>9-12:</b> On (date) we want to travel to (place). On (date) we would like to leave/depart from (place). The Spring Festival in (place) is ... (adjectives). We can take ..(types of clothes). We want to go for (#) days. We want to go to visit/eat/drink... because..., therefore... First, after, again, lastly <u>or</u> first day, second day, X day On (date) they want to return from (place).</p>

<p><b>Interpretive Reading</b> I can understand basic questions or statements exchanged in a text conversation between a Chinese classmate and his/her relatives in China regarding his/her upcoming visit to China.</p>	<p><b>3-5:</b> Your Chinese classmate is going to China to visit their relative. They are trying to decide on which city to visit during the upcoming Spring Break vacation in April. Read the two advertisement packages provided by the travel agent to determine which city they would be most interested in visiting. Don't forget to consider the weather, season and geography of the city!</p> <p><b>6-8:</b> You are planning a trip to China for your family. Read the three advertisement packages from the local Chinese travel agent, then determine which package to choose given that you will only spend one week in China and your trip's budget is \$1000 per person, excluding airfare. The advertisement includes information about when it would be a good time to take the trip, its provided transportation, how many days the trip will last, food, where to visit, what you can buy during the trip, and other activities.</p> <p><b>9-12:</b> You and your friend are planning a trip to Beijing but neither of you have ever been to China before. You know that one of your classmates has been to Beijing and you ask them for their itinerary. After reading their itinerary, you will need to tell your friend about your classmates trip, how many days they stayed in Beijing and what sort of activities they did.</p>	<p><b>3-5:</b> Beijing/Shanghai is located in the north/south of China. Beijing has.... Shanghai has.... In Beijing/Shanghai you can...(verb + object, the activities). In Beijing/Shanghai you can try ...(food); In Beijing/Shanghai you can also buy ...(items).</p> <p><b>6-8:</b> We plan to/want to go to (place). We plan to/want to go at (time). We plan to/want to take (type of transportation) to go to (place). We plan to/want to stay at (place) for (#) days. On the first day we plan to/want to eat/drink (food/drink name) On the second day we plan to/want to go to (place name) to walk around/visit. You can buy...(item)</p> <p>Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p><b>9-12:</b> On (date) we will leave/set off from (place). On the morning of the first day, we plan to take (mode transportation) to (place). We plan to take (mode of transportation) for (#) minutes/hours. In the afternoon we will eat food at (place). At night we will go to (place) to walk around. On the second day, we plan to visit/eat.... On the (#) day, we plan to visit/eat.... On (date) we will return from (place).</p>
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**Interpersonal Speaking**

I can interact with a doctor when I get sick during my trip in China.

**3-5:**  
You do not feel well while in China. You go to a doctor's office and describe your symptoms of a cold or diarrhea. You provide the doctor with information about how you feel to help with their diagnosis.

**6-8:**  
You get sick during your trip in China. You go to a hospital and need to talk to the doctors in order to diagnose your illness. Express your symptoms and learn how to take the medicine.

**9-12:**  
While you are traveling in China, you get a little sick but do not know whether you should go to the hospital or not. Talk to your teachers and classmates first, describe your symptoms and ask them how they usually treat this kind of discomfort.

**3-5:**  
I don't feel well/my stomach is uncomfortable. My head hurts/stomach aches/ I have a fever/my throat hurts. I think it's very cold/hot. I have not been feeling well since last night.

**6-8:**  
Adjective(uncomfortable, not feeling well, pain/hurt), frequency word 次(# times), sickness name.

**9-12:**  
Greetings  
I don't feel well. My stomach/head/throat hurts. 。  
When did (symptoms) start?  
My (symptoms) started on (time).  
What did you eat/drink?  
Symptoms, frequency words(continuously)

<p><b>Interpersonal Writing</b> I can exchange messages with a travel agent to switch my flight date/ time.</p>	<p><b>3-5:</b> In order to attend your cousin’s wedding,you have to go home earlier than originally planned. Exchange emails with your travel agent to change your flight date and time.</p> <p><b>6-8:</b> After reading advertisements given to you by a friend regarding tours in China, you decide to book a tour on a Chinese travel website (蚂蜂窝/携程/穷游). You are consulting online customer services about your trip and asking questions about when it would be a good time to take the trip, provided transportation, how many days the trip will last, what there will be available to eat, where to visit, what you can buy during the trip, and other activities.</p> <p><b>9-12:</b> You booked a flight to go visit your friends in China. However, a super typhoon is taking aim at China. You are worrying about your flight and texting your travel agent, asking if you can switch your flight date and time.</p>	<p><b>3-5:</b> We would like to change our flight date and time. I would like to reach New York on (date). Please help me change my flight time to night time. Thank you for your help.</p> <p><b>6-8:</b> When can we go to (place)? How can we go to (place)? When does the plane take off/land? How many days do we want to stay in (place)? What can we eat at (place)? What can we buy at (place)? On the first day where do we plan to/want to go? On the second day, where do we plan to/ want to visit? On the third day, what do we plan to/want to do? On the fourth day, what do we plan to/want to eat? We plan to/want to go to (place). We plan to/want to go at (time). We plan to/want to take (type of transportation) to go to (place). We plan to/ want to stay at (place) for (#) days. On the first day we plant to/want to eat/ drink (food/drink name) On the second day we plan to/want to go to (place name) to walk around/visit. You can buy....(item). Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word. date, time.</p> <p><b>9-12:</b> Hello, I would like to change my flight date and time. Where are you departing from and where are you bound for? I am departing from (place) and bound for (place). When would you like to change your departure date to? I would like to change my departure date to (date). When would you like to change your return date to? I would like to change my return date to (date). Thank you for your help.</p>
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<p><b>Presentational Speaking</b> I can describe my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, along with what activities will be fun to do while traveling.</p>	<p><b>3-5:</b> Your family plans to take a summer trip to China. Describe details about when the trip will take place, how many days the trip will last, and what activities will be fun to do. Give some reasons about your choices.</p> <p><b>6-8:</b> You just finished planning your upcoming trip to China. You tell your friend about your trip and ask him to give you some advice regarding when it would be a good time to take the trip, the available transportation, how many days the trip will last, what to eat, where to visit, what you can buy during the trip, and other activities.</p> <p><b>9-12:</b> Winter recess is approaching. Your friend is still deciding whether or not to go with you and your friends on an upcoming trip. They want to hear about the plan first. You need to tell them when the trip will take place, why, how many days the trip will last, and what activities will be fun to do.</p>	<p><b>3-5:</b> This summer me and my family want to go to ...We would like to travel in China for two weeks. Beijing/Shanghai is located in the north/south of China. Beijing has....Shanghai has... In Beijing/Shanghai you can ...(verb + object, the activities). In Beijing/Shanghai you can try ...(food); In Beijing/Shanghai you can also buy ...(items). We want to go to Beijing/Shanghai because Beijing/Shanghai has a lot of historical sites and scenic spots.</p> <p><b>6-8:</b> I plan to/want to go to (place). I plan to/want to go at (time). I plan to/want to take (type of transportation) to go to (place). I plan to/want to stay at (place) for (#) days. On the first day I plant to/want to eat/drink (food/drink name) On the second day I plan to/want to go to (place name) to walk around/visit. On the third day, I plan to/want to buy... (item) Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p><b>9-12:</b> On (date) we plan to go to leave from (place) to go to the airport. After we get to (place), on the first day we plan to take (mode of transportation) to (place). On the first day we plan to leave at (time) to go to visit (place). Afterwards we plan to go to eat (snack/breakfast, lunch, dinner). Finally, we plan to return back to the hotel from (place). On the second day.. On the (#) day... On the last day, we plan to leave from (place) to go to the airport. Do you want to go out with us?</p>
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<p><b>Presentational Writing</b> I can write my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, what activities will be fun to do.</p>	<p><b>3-5:</b> Write an email to your pen-pal to give some information about your family’s summer trip to China. Describe in detail about the trip: when the trip will take place, how many days the trip will last, and what activities will be fun to do. Give some reasons about your choices.</p> <p><b>6-8:</b> After you complete your plan to travel to China, you want to share your plans with more people and receive their advice. You publish your plan on a China travel website asking for advice on when good times to take the trip are, the available types of transportation, how many days the trip should last, what to eat, where to visit, what you can buy during the trip, and other activities.</p> <p><b>9-12:</b> You have scheduled a trip to China with your friends. Now you will need to convince your parents and inform them that you know you have planned everything out well. Write a detailed itinerary and let them know about your upcoming trip.</p>	<p><b>3-5:</b> This summer me and my family want to go to ...We would like to travel in China for two weeks. Beijing/Shanghai is located in the north/south of China. Beijing has....Shanghai has.. .In Beijing/Shanghai you can ...(verb + object, the activities). In Beijing/Shanghai you can try ...(food); In Beijing/Shanghai you can also buy ...(items). We want to go to Beijing/Shanghai because Beijing/Shanghai has a lot of historical sites and scenic spots.</p> <p><b>6-8:</b> I plan to/want to go to (place). I plan to/want to go at (time). I plan to/want to take (type of transportation) to go to (place). I plan to/want to stay at (place) for (#) days. On the first day I plant to/want to eat/drink (food/drink name) On the second day I plan to/want to go to (place name) to walk around/visit. Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p><b>9-12:</b> On (date) I plan to leave from (place) to go to the airport. I plan to go to (place), (place) and (place). On the second day: I plan to leave at (time) to go to visit (place). Afterwards I will got to eat (snack/ breakfast,lunch, dinner). Finally, we plan to return back to the hotel from (place). On the second day.. On the (#) day... On the last day, we plan to leave from (place) to go to the airport. Do you want to go out with us?</p>
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**Theme Three: Let's Celebrate!**

**Topics: Traditional Chinese Holidays & Traditional American Holidays**

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - IM</b> I can understand the main ideas and key information from short straightforward conversations, informational, or fictional texts.</p>	<p><b>Listening</b> I can understand a speaker's description of how his/her family celebrates a holiday.</p>
	<p><b>Reading</b> I can understand essential information in a community newspaper post regarding activities that the community is going to have for the upcoming Chinese New Year.</p>
<p><b>INTERPERSONAL - IM</b> I can exchange information in conversations on familiar topics and some researched topics, creating sentences, series of sentences, and asking a variety of follow-up questions.</p>	<p><b>Speaking</b> I can participate in a conversation with someone about ways that families celebrate a certain holiday.</p>
	<p><b>Writing</b> I can exchange information in a Wechat group about how my family celebrates a holiday.</p>
<p><b>PRESENTATIONAL - IM</b> 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.</p>	<p><b>Speaking</b> I can create an online video to describe how a Chinese holiday is celebrated in the U.S. for peers in the Chinese partner school.</p>
	<p><b>Writing</b> I can compose a simple article to compare and contrast a Chinese holiday and an American holiday.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b> I can understand a speaker’s description of how his/her family celebrates a holiday.</p>	<p><b>3-5:</b> During a club event, students from different countries are sharing what they do and eat during major holidays. Listen to their speeches and try to find that which food/activities you also eat/ do during holidays.</p> <p><b>6-8:</b> After Thanksgiving holiday, your classmates are sharing how their families celebrate Thanksgiving, including what activities and what kind of food they will eat for the celebration. Listen to their speech and compare them with your family’s thanksgiving celebration.</p> <p><b>9-12:</b> The Mid-Autumn Festival is approaching. This is your first time celebrating the Mid-Autumn Festival in China with your friend. You are really excited to listen to your friend describe what Chinese people normally do to celebrate the holiday. You will take notes so you can tell your family about the upcoming holiday on skype.</p>	<p><b>3-5:</b> (Holiday) is on (date). (Holiday) is an (country name) holiday. During (holiday), we will do...(activity). During (holiday), we will eat...(food).</p> <p><b>6-8:</b> (Holiday) is on (date). (Holiday) is an American/Chinese holiday. During (holiday), we will do...(activity). During (holiday), we will eat...(food). Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs.</p> <p><b>9-12:</b> (Holiday) is on (date). It is a very important holiday in (country name). On (holiday) , we will ...(celebrate; trave;, we will eat/drink; first; after; again; finally).</p>

<p><b>Interpretive Reading</b> I can understand essential information in a community newspaper post regarding the activities that the community is going to have for the upcoming Chinese New Year.</p>	<p><b>3-5:</b> Chinese New Year is approaching. There are celebrations in New York City. Read the World Journal (《世界日报》) to find out when and where these events will be and what activities will be held.</p> <p><b>6-8:</b> Chinese New Year is coming. You plan to celebrate the Chinese New Year in Chinatown. You pick up a newspaper in Chinatown about the Chinese New Year which describes its celebrations, customs, time, what people do and eat and some cultural knowledge.</p> <p><b>9-12:</b> There is a club meeting next week that everyone has to attend. They must talk about what they can do as a club to celebrate the upcoming Chinese New Year. In order to get to know more about Chinese New Year, you are looking over information in a community newspaper post regarding the activities that the community will host. While you are reading the post, you are also jotting down basic information about Chinese New Year and the activities that people usually take part in, so that you can bring these ideas to the club meeting.</p>	<p><b>3-5:</b> In 2019, New York City will get together to have a party for the Spring Festival, date (yyyy/mm/dd), it will be located at, a dragon dance and lion dance will be held, those who come can eat dumplings, exchange red envelopes. May you have a prosperous New Year, Happy New Year</p> <p><b>6-8:</b> Spring Festival is on the first day of the lunar calendar. The Spring Festival is a Chinese holiday. During Spring Festival, people will ... (activities). During Spring Festival, people will eat .. (food)..</p> <p>Activities for celebrating Chinese New Year, some Chinese customs. Chinese traditional foods name.</p> <p><b>9-12:</b> The Chinese New Year is also called Spring Festival. Spring Festival is one of China's most important holidays. Spring Festival is on the first day of the lunar month. The day before Spring Festival is Lunar New Years Eve. During Lunar New Years Eve, Chinese people will ...(activities). Chinese people will also eat/drink...(food/drink). Aside from (activities), Chinese people will also watch the Chinese New Years Special (New Years Gala).</p>
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<p><b>Interpersonal Speaking</b> I can participate in a conversation with someone about ways that families celebrate holidays.</p>	<p><b>3-5:</b> Thanksgiving is coming. Your relatives will come over to celebrate with your family. Some relatives will come by train, some by airplane, and some by car. Your dad and you will go pick them up. Find out from your dad how each relative will arrive and when you will have to pick them up.</p> <p><b>6-8:</b> This year your family plans to celebrate Christmas together with your friend's family. To prepare for the upcoming Christmas party, you and your friend ask each other how your families celebrate holidays. What do they do, what kind of food do they eat and what gifts do they buy for family?</p> <p><b>9-12:</b> It is Chinese New Year. You received a phone call from your friend who just returned to New York from a study abroad program in China. They would like to wish you happy Chinese New Year. Over the phone, you and your friend are exchanging information about how your families celebrate the new year.</p>	<p><b>3-5:</b> Family member terms Transportation tools How will (family member) come? What time/when are we going to pick them up? Where are we going to pick them up?</p> <p><b>6-8:</b> Who do you celebrate Christmas with? What do you do for Christmas? What do you eat for Christmas? What kind of gifts do you give for Christmas? I celebrate Christmas with.. (people). On Christmas we will... (activities). We eat...(foods) for Christmas We give ...(gifts) for Christmas Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs, gifts</p> <p><b>9-12:</b> Happy New Year! When is New Years? Who do you celebrate the New Years with? How do you celebrate the New Years? What do you eat? What do you do? Our New Year's is on the first day of the year. Me and (family members) celebrate the New Years together. We will do ...(activities). We will eat ...(food). We will also do ...(activities).</p>
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<p><b>Interpersonal Writing</b> I can exchange information in a Wechat group about how my family celebrates a holiday.</p>	<p><b>3-5:</b> To help plan an inclusive multicultural New Year celebration, you are exchanging texts with your classmate to determine how they celebrate the New Year include what food they eat and what activities they do.</p> <p><b>6-8:</b> This year your family plans to celebrate Christmas together with your friend's family. To prepare for the upcoming Christmas party, your family and your friend's family have created a Wechat group. In the group your family and your friend's family ask each other how each family celebrates the holiday, with whom, what do they do, what kind of food they eat and what gifts they buy for family members.</p> <p><b>9-12:</b> On Christmas day, right after you posted your pictures on WeChat, you got a ton of likes from your friends. Your friends and you are excited to exchange information in a WeChat group about how your families celebrate Christmas.</p>	<p><b>3-5:</b> Every year me and my family celebrate Spring Festival. Spring Festival is also called Chinese New Year. This year, Spring Festival is on (date).</p> <p><b>6-8:</b> Who do you celebrate Christmas with? What do you do for Christmas? What do you eat for Christmas? What kind of gifts do you give for Christmas?</p> <p>I celebrate Christmas with.. (people). On Christmas we will... (activities). We eat...(foods) for Christmas We give ...(gifts) for Christmas</p> <p>Chinese and American holiday names, celebration activities, food names, date, some Chinese customs, gifts</p> <p><b>9-12:</b> Merry Christmas! Your picture is very (adj)! Who do you celebrate Christmas with? What do you do for Christmas? What do you eat for Christmas? What kind of gifts do you give for Christmas? I celebrate Christmas with.. (people). On Christmas we will... (activities). We eat...(foods) for Christmas We give ...(gifts) for Christmas We also do...(activities).</p>
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<p><b>Presentational Speaking</b> I can create an online video to describe how a Chinese holiday is celebrated in the U.S. for peers in the partner school in China.</p>	<p><b>3-5:</b> On the evening of Moon Festival, the moon is at its fullest and brightness. Families get together to look at the full moon, eat moon cakes, and listen to stories about the special day. Does your family celebrate the Moon Festival? What does your family do? If not, is there a holiday that your family members celebrate together? What do you and your relatives do? What kind of food does your family prepare for the holiday? How does the food look, smell, and taste? Have your parents video record your presentation so it can be shared with the students from our sister school in China.</p> <p><b>6-8:</b> New Years just passed in the U.S and the Chinese Lunar New Year is coming up. You are going to send a New Years video to your classmates in the partner school in China to tell them how you celebrate the New Year, that you really miss the Chinese New Year and its celebrations. When the New Year is celebrated the U.S as opposed to China, what people will do on New Year and what they will eat.</p> <p><b>9-12:</b> Your peers in the Chinese partner school sent you an online video to describe how Chinese people celebrate the Dragon Boat festival. In return, you also create an online video to describe how the mid-autumn festival is celebrated in the U.S..</p>	<p><b>3-5:</b> To celebrate, Mid-Autumn Festival, eat moon cakes, together, tradition. During the Mid-Autumn Festival, the Chinese tradition is to eat mooncakes, and for the entire family to eat dinner together and to look at the moon.</p> <p><b>6-8:</b> (Holiday) is on (date). (Holiday) is an American/Chinese holiday. During (holiday), we will do...(activity). During (holiday), we will eat...(food). Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs.</p> <p><b>9-12:</b> Today is the Mid-Autumn Festival. The Mid-Autumn Festival, is also called the Moon Festival. The Mid-Autumn festival is one of China's most important holidays. The Mid-Autumn festival is held on the 15th of the 8th month of the lunar calendar. On this day, Chinese people will do (activities). Chinese people will also eat/drink (food/drink names). Aside from (activities), Chinese people will also...(activities). The Mid-Autumn Festival also has a lot of legends, for example: HouYi's shooting of the sun, Chang'e flying to the moon, etc. Many Chinese Americans will also celebrate the Mid-Autumn Festival. They will ... (activities). They will also...(activities). Aside from (activities), they will also...(activities). Activities: Eat mooncakes, admiring the full moon, telling stories, eating food together</p>
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<p><b>Presentational Writing</b> I can compose a simple article to compare and contrast a Chinese holiday and an American holiday.</p>	<p><b>3-5:</b> You are the school newspaper reporter. Write an article to compare and contrast the Chinese Spring Festival and Christmas Day. Include time of the year, activities, food, and customs.</p> <p><b>6-8:</b> New Year just passed in the U.S and the Chinese lunar New Year is coming up. You are going to send a New Year's card to your classmates at the Chinese partner school to tell them how you celebrate the New Year, and how you really miss the Chinese New Year celebrations. You will also explain when the New Year is celebrated in the U.S as opposed to China, and what people will do on the New Year and what they eat.</p> <p><b>9-12:</b> You are invited to be a guest at your school's radio station to talk about the similarities and differences between a Chinese holiday and an American holiday. Before that, you need to compose a simple draft to compare and contrast the holidays between the two nations and have your teacher look at it.</p>	<p><b>3-5:</b> Spring Festival, Lunar New Years Eve, Christmas, Silent Night, to eat a reunion dinner, to watch the New Years Special, to give/receive red envelopes, to give/receive gifts, to have a party, Happy New Year, Merry Christmas Not only..., but also... Although..., but...</p> <p><b>6-8:</b> (Holiday) is on (mm/yy). (Holiday) is an American/Chinese holiday. During (holiday), we will do (activity). During (holiday), we will eat (food).</p> <p>Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs.</p> <p><b>9-12:</b> (Holiday) is on (mm/yy). (Holiday) is one of the most important holidays in United States/China. During (Holiday) we will do (activity). Apart from this, we will also do (activity). During (holiday), we will also do (activity), but we will not do (activity).</p>
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## Curriculum Framework for K16 at Advanced Level

### Theme One: How Should We Protect our World?

#### Topics: Environmental Issues & Environmental Protection

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - AM</b> I can understand the main message and most supporting details across major time frames in conversations and discussions.</p>	<p><b>Listening</b> I can understand the main message and supporting details of a discussion about environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>
<p><b>INTERPRETIVE - AM</b> I can understand the main message and most supporting details in descriptive informational texts and fictional texts.</p>	<p><b>Reading</b> I can understand the main idea and supporting details of news stories about environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>
<p><b>INTERPERSONAL - AM</b> I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, as well as interact and negotiate to resolve an unexpected complication.</p>	<p><b>Speaking</b> I can discuss the causes, effect, and potential solutions of environmental issues as well as the importance of environmental protection.</p>
<p><b>INTERPERSONAL - AM</b> I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions through exchanges in writing.</p>	<p><b>Writing</b> I can respond to others opinions and ideas regarding environmental protection and environmental issues in writing.</p>
<p><b>PRESENTATIONAL - AM</b> I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs</p>	<p><b>Speaking</b> I can deliver a presentation in which I talk about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>

<p><b>PRESENTATIONAL - AM</b></p> <p>I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, as well as write stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.</p>	<p><b>Writing</b></p> <p>I can write about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>
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Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b></p> <p>I can understand the main message and supporting details of a discussion regarding environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>	<p>As an environmentalist you hope to increase people’s awareness in regards to the use of reusable bags and straws to reduce plastic pollution. To learn more about this issue, you need to listen to newscasts and find out about their issues in regards to plastic waste, along with their efforts to reduce plastic waste so you can take notes and summarize the story for others.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· white pollution</li> <li>· recycle, re-use sustainable</li> <li>· development</li> <li>· biodegradable</li> <li>· disposable tableware</li> <li>· plastic products</li> <li>· soil</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· create pollution</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· A is crucial for B</li> <li>· A is a problem that cannot be ignored.</li> </ul>
<p><b>Interpretive Reading</b></p> <p>I can understand the main idea and supporting details of news stories about environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>	<p>As the new intern of an environmental protection agency in China, your first tasks is to read news articles regarding China’s smog issue and compile a list of causes, effects, and solutions described to create a database for future reference.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· smog</li> <li>· suspend</li> <li>· visibility</li> <li>· closed</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· stop operation</li> <li>· issue warning signal</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· A is one of the causes of B</li> <li>· A poses a threat to B</li> <li>· Less than, (greater than / higher than / lower than)</li> </ul>

<p><b>Interpersonal Speaking</b> I can discuss the causes, effects, and potential solutions of environmental issues as well as the importance of environmental protection.</p>	<p>You are a reporter interviewing the chief of the environmental protection agency of China. In addition to asking questions about the government plans to reduce air pollution in the near future, you will also need to comment on the issue by expressing your own opinion and experience as a resident of a major city like Beijing so that your concerns can be better addressed.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· quality of life</li> <li>· sickness</li> <li>· respiratory disease</li> <li>· lung cancer</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· environmental protection</li> <li>· exhaust emissions</li> <li>· energy conservation</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· A is duty-bound to the issue</li> <li>· A and B work together</li> </ul>
<p><b>Interpersonal Writing</b> I can respond to others opinions and ideas regarding environmental protection and environmental issues in writing.</p>	<p>To increase awareness of environmental issues, you've decided to write to the office of your congressman/policy maker who represents you. Exchange email with the person, express your concerns about the environmental issue faced by your community, suggest potential solutions and comment on his/her response.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· to urge someone do something</li> <li>· report</li> <li>· supervision</li> <li>· public comment collection</li> <li>· participate</li> <li>· regulation</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· harmful to health</li> <li>· dial number</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· (Subject) plays an important role in the issue</li> </ul>
<p><b>Presentational Speaking</b> I can deliver a presentation talking about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>	<p>You are the student ambassador to an international environmental protection summit hosted in China. Make a presentation where you discuss and compare the environmental issues faced by China and the U.S. Also make suggestions on who these two countries can cooperate with when finding solutions to these issues in the future.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· economic development</li> <li>· exhaust emissions</li> <li>· responsibility</li> <li>· obligation</li> <li>· global warming</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· reach an agreement</li> <li>· sign a contract</li> <li>· approval agreement</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· higher to the point that...</li> <li>· (Subject) consists of A, B, C</li> <li>· outcome is... caused by...</li> <li>· ... is the cause of the outcome</li> </ul>

<p><b>Presentational Writing</b> I can write about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>	<p>As a vocal member of your community, you feel the need to write an open letter to all the students on campus to address the dire need of environmental protection and the different ways students can contribute to this effort. You will need to talk about the effects of pollutions, the causes of this pollution, how to deal with them as individuals, and what can be done at the policy-making level.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· natural disaster</li> <li>· ecosystem</li> <li>· sit back and relax (idiom)</li> <li>· bystander</li> <li>· participant</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· threatening life</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· harmful to...</li> <li>· protecting the environment, everyone is responsible (common saying)</li> </ul>
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**Theme Two: Is our Education System Perfect?**

**Topics: Academic Life & Standardized Tests**

<b>NCSSFL-ACTFL Can-Do Statements</b>	<b>Program Can-Do Statements</b>
<p><b>INTERPRETIVE - AM</b> I can understand the main message and most supporting details across major time frames in conversations and discussions.</p>	<p><b>Listening</b> I can understand the main message and supporting details of a discussion about education, especially regarding students’ academic life, workload, tuition and standardized tests.</p>
<p><b>INTERPRETIVE - AM</b> I can understand the main message and most supporting details in descriptive informational texts and fictional texts.</p>	<p><b>Reading</b> I can understand the main idea and supporting details of news stories about education, especially regarding students’ academic life, workload, tuition and standardized tests.</p>
<p><b>INTERPERSONAL - AM</b> I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, as well as interact and negotiate to resolve an unexpected complication.</p>	<p><b>Speaking</b> I can discuss education related issues such as students’ workload, tuition, and standardized tests with others.</p>
<p><b>INTERPERSONAL - AM</b> I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in writing.</p>	<p><b>Writing</b> I can exchange opinions regarding education related issues, include students’ workload, tuition, and standardized tests and respond to others’ comments in writing.</p>

<p><b>PRESENTATIONAL - AM</b> I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs</p>	<p><b>Speaking</b> I can deliver a presentation about one of the education issues faced by China or America such as students' workload, tuition, and standardized tests using organized paragraphs.</p>
<p><b>PRESENTATIONAL - AM</b> I can present an argument with supporting evidence, based on a variety of concrete academic, social, and professional topics of interest, as well as write stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.</p>	<p><b>Writing</b> I can write about important education-related issues in China or the U.S. I can include aspects about students' workload, tuition, and standardized tests using organized paragraphs.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p><b>Interpretive Listening</b> I can understand the main message and supporting details of a discussion about education, especially regarding students' academic life, workload, tuition, and standardized tests.</p>	<p>In order to prepare yourself for a lengthy study abroad experience in China, you want to hear about Chinese students' take on their academic life and about the difficulties they might be facing. Now, conduct interviews with Chinese students on campus who have had experiences studying at various grade levels in China and summarize their stories along with the issues they have faced.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· bachelor degree</li> <li>· major / professional</li> <li>· private/public</li> <li>· expensive/low cost</li> <li>· certification</li> <li>· academic</li> <li>· work-study</li> <li>· entrance examination</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· provided by the...</li> <li>· as a component of...</li> </ul>
<p><b>Interpretive Reading</b> I can understand the main idea and supporting details of news stories about education, especially in regards to students' academic life, workload, tuition, and standardized tests.</p>	<p>As an intern of the Bureau of Education in China, you were tasked to collect feedback from students and families on regards to their opinion on the College Entrance Exam. After reading the online forums, you will need to identify the issues stated and compile them along with their offered suggestions into a database.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· college entrance examination</li> <li>· entrance examination</li> <li>· examination-oriented education</li> <li>· quality education</li> <li>· score line</li> <li>· admission criteria</li> <li>· controversial</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· talent selection</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· time duration is...</li> <li>· based on...</li> <li>· A and B run counter to one another</li> </ul>
<p><b>Interpersonal Speaking</b> I can discuss education related issues such as students' workload, tuition, and standardized tests with others.</p>	<p>You were invited to a culture exchange program co-hosted by Universities in China and the U.S. In addition to answering questions regarding academic life in the U.S. you will also ask student representatives from Chinese universities questions about the same topic to promote further comparison.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· school system</li> <li>· teaching</li> <li>· counseling</li> <li>· extracurricular activities</li> <li>· practice</li> <li>· community service</li> <li>· various (idiom)</li> <li>· course pressure</li> <li>· the rhythm of life</li> <li>· balanced workload</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· make a foundation for...</li> <li>· with the purpose of...</li> <li>· A brings heavy pressure to B</li> </ul>

<p><b>Interpersonal Writing</b> I can exchange opinions about education related issues, including students' workload, tuition, and standardized tests, and also respond to others' comments in writing.</p>	<p>While browsing the internet, you find a thread on 知乎 arguing that the college life in China is more stressful than in the U.S. Craft a response to this argument. In addition to formulating your own argument which discusses students' workload, tuition, and internship, make sure to also respond to people's comments and counter arguments within the thread.</p>	<p>Content related words: e.g. popular</p> <ul style="list-style-type: none"> <li>· educational resources</li> <li>· investment</li> <li>· to cultivate</li> <li>· eliminate</li> <li>· academic environment</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· intense competition</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· A and B have a big gap</li> <li>· A is very different from B</li> <li>· A and B are similar</li> </ul>
<p><b>Presentational Speaking</b> I can deliver a presentation regarding one of the education issues faced by China or America such as students' workload, tuition, and standardized tests using organized paragraphs.</p>	<p>You are being invited to talk to Chinese students who plan to study abroad in an U.S. university. Now give a detailed presentation comparing two countries education system and difficulties students will face when making the transition.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· critical thinking</li> <li>· collective consciousness</li> <li>· self-awareness</li> <li>· independent thinking</li> <li>· responsibility / mission</li> <li>· opportunity / competition / challenge</li> <li>· expectation / hope for children's success (idiom)</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· in contrast</li> <li>· in comparison</li> </ul>
<p><b>Presentational Writing</b> I can write about important education-related issues in China or the U.S. and include information about students' workload, tuition, and standardized tests using organized paragraphs.</p>	<p>As a parent of a high school student who chose to repeat senior year because of a less-than-ideal college entrance exam score, write to the Bureau of Education in China to discuss the issues of China's college entrance exam and college admission process in general. Talk about the issues it creates and offer some suggestions for improvements.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· repeat</li> <li>· attention</li> <li>· high score repeat</li> <li>· employment</li> <li>· tuition</li> <li>· blindly</li> <li>· famous university / ideal university</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· seize the opportunity</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· want nothing but...</li> <li>· ...growing more severer</li> </ul>

**Theme Three: How Has Technology Changed our Lives?**

**Topics: Smartphone, Space Exploration & Internet Addiction**

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p><b>INTERPRETIVE - AM</b> I can understand the main message and most supporting details across major time frames in conversations and discussions.</p>	<p><b>Listening</b> I can understand the main message and most supporting details of news stories concerning major technology advancement, and the benefits it will bring.</p>
<p><b>INTERPRETIVE - AM</b> I can understand the main message and most supporting details in descriptive informational texts and fictional texts.</p>	<p><b>Reading</b> I can understand the main message and most supporting details of articles and editorials about the pros and cons which consider the use of technologies.</p>
<p><b>INTERPERSONAL - AM</b> I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social, or professional topics, as well as interact and negotiate to resolve unexpected complications.</p>	<p><b>Speaking</b> I can discuss the pros and cons of technology-reliance and support my opinion when engaging in conversation with others.</p>
<p><b>INTERPERSONAL - AM</b> I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in writing.</p>	<p><b>Writing</b> I can write about the pros and cons of technology-reliance and respond to other people’s comments and questions.</p>
<p><b>PRESENTATIONAL - AM</b> I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs</p>	<p><b>Speaking</b> I can discuss technology’s recent advancement and its importance to mankind’s development, while also talking about the dangers of over-reliance on technology.</p>

<p><b>PRESENTATIONAL - AM</b> I can present an argument, with supporting evidence, based on a variety of concrete academic, social, and professional topics of interest, as well as write stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.</p>	<p><b>Writing</b> I can write about the importance of technological advancements to societies and evaluate the issues such advancement may bring.</p>
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<b>Program Can-Do Statements</b>	<b>Performance Assessment Tasks</b>	<b>Vocabulary and Sentence Patterns</b>
<p><b>Interpretive Listening</b> I can understand the main message and most supporting details of news stories concerning major technology advancements, and the benefits they bring.</p>	<p>To promote the studies in science and technology, you decide to give a presentation to showcase recent advancements in technology. Before you can do so, you will need to listen to a number of newscasts and summarize the content describing the advancement and the benefits it will bring.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· features</li> <li>· findings</li> <li>· change with each passing day (idiom)</li> <li>· endless (idiom)</li> <li>· Indispensable (idiom)</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· get a breakthrough</li> <li>· make a progress</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· A brings great convenience to B</li> <li>· Become an indispensable part of..</li> </ul>
<p><b>Interpretive Reading</b> I can understand the main message and most supporting details of articles and editorials about the pros and cons which consider the use of technologies.</p>	<p>As a research assistant of a public health institution, you are given the task to read about recent researches regarding the reliance on smartphones. After reading the research, you will need to compile a graph to display the pros and cons of smartphone. The report should be completed by using the data acquired from reading the research.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· new type</li> <li>· communication tools</li> <li>· convenient</li> <li>· mental illness</li> <li>· popularity rate</li> <li>· mobile phone dependence</li> <li>· apathetic</li> <li>· frequently</li> <li>· only increased (idiom)</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· favored by</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· A becomes part of B</li> </ul>

<p><b>Interpersonal Speaking</b> I can discuss the pros and cons of technology-reliance and support my opinion when engaging in conversation with others.</p>	<p>Assuming the role of a psychologist who is being invited to a TV show, engage in conversation with concerned parents about the issue of internet addiction. Answer their questions and convince them that internet addiction is a serious issue which needs to be addressed.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· Addiction</li> <li>· real world/virtual world</li> <li>· crux</li> <li>· contrast</li> <li>· tend to avoid</li> <li>· disadvantages (idiom)</li> <li>· urgent task (idiom)</li> <li>· speak freely (idiom)</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· bear the consequences</li> <li>· express yourself</li> <li>· acquire self-fulfillment</li> <li>· smoking opium</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· A brings great harm to B</li> <li>· A hates B deeply</li> </ul>
<p><b>Interpersonal Writing</b> I can write about the pros and cons of technology-reliance and respond to other people's comments and questions.</p>	<p>You recently came across a thread on a Chinese social forum which argues that space exploration is not as important as citizens living standards. Furthermore, the government should instead direct all funding to improving people's living standards, and especially provide citizens with better public service. Make your contribution by adding to the discussion thread. Argue on the side of supporting space exploration and respond to others' comments and critiques.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· reward</li> <li>· by-product</li> <li>· short-sighted</li> <li>· priority treatment</li> <li>· strategic layout</li> <li>· hard to estimate</li> <li>· long-term (idiom)</li> <li>· strong financial resources (idiom)</li> <li>· Intriguing (idiom)</li> <li>· Unexpected (idiom)</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· invest funds</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· ...not a small amount</li> <li>· A is an important basis for B</li> </ul>
<p><b>Presentational Speaking</b> I can discuss recent technological advancements and their importance to mankind's development, while also talking about the dangers of over-reliance on technology.</p>	<p>As the spokesperson of a local health organization in China, you are invited to give a speech about internet-use to students at a local high school. In your speech you need to talk about the benefits of using internet as well as the dangers of internet addiction, offer helpful suggestions to promote the healthy use of the internet.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· Communication</li> <li>· psychological needs</li> <li>· self-esteem</li> <li>· satisfaction</li> <li>· far apart (idiom)</li> </ul> <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> <li>· play a role grasp own destiny</li> <li>· realize the value of life</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· there is a huge contrast between A and B.</li> <li>· A becomes a substitute for B</li> </ul>

<p><b>Presentational Writing</b> I can write about the importance of technological advancements to a society and evaluate the issues this advancement might bring.</p>	<p>Witnessing the recent trend of accidents caused by people who were glued to their smartphone, you feel the need to address this. Address the students of your school by writing an open letter to the students. Talk about the healthy ways to use a smartphone and how to avoid using them recklessly.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> <li>· smartphone addicts</li> <li>· together all the time (idiom)</li> <li>· terribly upset (idiom)</li> <li>· unstable (idiom)</li> <li>· restless (idiom)</li> <li>· unconsciously (idiom)</li> </ul> <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> <li>· inadvertently...</li> <li>· A has a great relationship with B</li> </ul>
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