

Indian Hill High School
Mandarin Chinese II Curriculum

Grade Level(s): 9-12

ACTFL Standards for Foreign Language Learning – 5 C's

COMMUNICATION: *Communicate in Languages Other Than English*

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: *Gain Knowledge and Understanding of Other Cultures*

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS: *Connect with Other Disciplines and Acquire Information*

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS: *Develop Insight into the Nature of Language and Culture*

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: *Participate in Multilingual Communities at Home & Around the World*

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

General Objectives:

Learners functioning within Level II will understand and master basic language material related to common daily settings. Can produce simple sentence structures, provide simple descriptions, and exchange some basic information. Begin to develop confidence and interest in learning the Chinese language. Have some preliminary knowledge of learning strategies, communicative strategies and interdisciplinary strategies. Gain introductory Chinese culture knowledge, and acquire preliminary cross-cultural awareness and international perspectives.

Essential Understanding & Skills	Content/ Topic	Observable Proficiencies/Skills	ACTFL National Standard	Assessments 9-12
<p>1. Students are able to initiate, sustain and conclude conversations on such a topic they're interested and familiar with;</p> <p>2. Students can analyze, discuss and report how this practice and perspective differ or overlap with their own culture;</p> <p>3. Students can compare and contrast education systems in U.S. and China; Chinese families attitude towards higher education, as well as Chinese students</p>	<p>My Daily Routine</p>	<p>Listening: Understand basic material closely related to personal and daily activities and seek relevant information, including: 1. Brief expression related to personal daily life 2. Brief questions, replies, demands or requests related to personal and daily life 3. Numbers, time or place mentioned in conversation</p> <p>Speaking: Can reproduce sentences in appropriate tones and give simple answers to questions. Can communicate with others on topics closely related to personal and daily activities, ask simple questions or respond with clear answers.</p> <p>Writing: Can write from memory basic characters. Form new sentences, including: 1. Create and narrate schedule of activities for a typical Saturday. 2. Create a dialogue asking what someone is doing and respond. 3. Write down short answers to questions closely related to personal life.</p> <p>Grammar: present continuous tense, verb phrases, the use of "le", etc.</p>	<p>1.2</p> <p>2.1</p> <p>3.1</p> <p>3.2</p> <p>4.1.</p> <p>4.2</p>	<p>Student create their schedule</p> <p>Students write their daily routine and present it to the class.</p> <p>Students create a conversation with partners asking each other what they are doing and then present it to the class.</p> <p>Given a picture of a family busy doing things and a list of activities, students draw lines connecting the person to the activity he/she is doing, and then rewrite them in complete sentences.</p> <p>Students can describe the picture using appropriate vocabulary.</p> <p>Examine commonalities and differences between Chinese culture and their own culture.</p> <p>Use the Chinese input tools online to complete the writing tasks.</p> <p>Class activities</p> <p>Vocabulary quiz</p> <p>Homework</p>

<p>opportunities for higher education.</p>		<p>Vocabulary: ask and say the times of day, describe weekly and daily routine and activities, do homework, listen to music, drink tea, read books, watch TV, movies, have breakfast, lunch, dinner, etc.</p> <p>Culture Understanding:</p> <ol style="list-style-type: none"> 1. Understand that culture is not only acquired, it is also learned via language. 2. Know the relationship between culture and language learning, the latter being one important component of the former. 3. Chinese tea, Traditional Chinese leisure activities and daily routine of Chinese Students 4. Legends of Ten Chinese Traditional Festivals: Mid Autumn Festival 		
<ol style="list-style-type: none"> 1. Students can use extended oral or written communication skills to provide or obtain information on such a topic; 2. Students can follow basic oral, signed or written directions and requests. 3. Students can locate things and people; 4. Students can compare and contrast how the housing situation differs than their 	<p>My Home</p>	<p>Listening: Can understand basic material closely related to personal and daily activities and seek relevant information, including:</p> <ol style="list-style-type: none"> 1. Brief expression related to the description of the location of an object. 2. Understand and identify the items in the house. <p>Speaking: Reproduce sentences in appropriate tones and give simple answers to questions. Can communicate with others on topics closely related to personal and daily activities, including:</p> <ol style="list-style-type: none"> 1. Describe the lay-out of houses. 2. Describe what is in the room. 3. Ask and describe the location of the objects. 4. Ask what someone is doing somewhere. 5. Ask where someone is doing something. 6. Ask what happened. 7. Find out where someone is. <p>Writing: Write from memory basic characters. Can create sentences, including:</p>	<ol style="list-style-type: none"> 1.1 1.2 2.1 2.2 3.1 3.2 4.1 4.2 	<p>Show Students a picture and ask them to describe the lay- out of the house they see.</p> <p>Given a picture, Students can tell and write the location of the objects.</p> <p>Students draw their house /unit plan or create their dream house and write its description and share in the class.</p> <p>Translation</p> <p>Match the Chinese with the English</p> <p>Use the Chinese input tools online to complete the writing tasks.</p> <p>Class activities</p> <p>Vocabulary quiz</p>

own in the U.S.		<p>1. Write the description of the house. 2. Write the description of the conditions of objects.</p> <p>Grammar: 1. adverbials of place 2. the use of “you有” 3. general questions</p> <p>Vocabulary: furniture, rooms in the house, family, type of housing, directional words, compound directional words, directional phrases, words describing the house, rooms, etc.</p> <p>Culture: 1. Housing in China 2. Legends of Ten Chinese Traditional Festivals: Lantern Festival</p>		<p>Homework</p> <p>Cross-cultural awareness: Students discuss in groups, comparing and contrasting the housing in China and in their own country or in America</p>
<p>1. Students can identify significance of various colors in China;</p> <p>2. Students can compare & contrast the clothing styles from different decades; urban vs. rural community;</p> <p>3. Compare fashions from different parts of China ethnic group and their significant meanings</p>	My Clothes	<p>Listening: Can understand basic material closely related to personal and daily activities and seek relevant information. Understand classroom interactions and respond to instructions accordingly, including:</p> <ol style="list-style-type: none"> 1. Brief expression related to personal and daily life, such as, the description of clothing 2. Understand and identify different types of clothing. 3. classroom directions <p>Speaking: Can reproduce sentences in appropriate tones and give simple answers to questions. Communicate with others on topics closely related to personal and daily activities: Including:</p> <ol style="list-style-type: none"> 1. Ask for and give opinions on clothing. 2. Describe articles of clothing. 3. Compare articles of clothing. 4. Discuss what to wear. 5. Look for clothing. 	<p>1.1 1.2 2.1 2.2 3.1 3.2 4.1 4.2</p>	<p>Given a list of multiple choices, STUDENTS listen to each description and choose the appropriate answer.</p> <p>Listen to the description of the clothes worn by members of Meiyi’s family, draw lines connecting the person to the clothes he / she is wearing. Then write a sentence, including measure words, to describe the clothes each person is wearing.</p> <p>Listen to a conversation and write, on the drawing, the name of each person, and then write a full description of each person.</p> <p>Given the descriptions and pictures, STUDENTS draw a line from each Chinese description to appropriate picture. Write a full sentence in Chinese describing the fit of the clothes for each person.</p>

<p>behind;</p> <p>4. Students can present their own fashion design in target language and culturally authentic material;</p>		<p>Writing:</p> <ol style="list-style-type: none"> 1. Write from memory basic characters. 2. Form new sentences and create questions. 3. Create a dialogue asking for and giving opinions on clothing. 4. Write the description of what someone is wearing. <p>Grammar:</p> <ul style="list-style-type: none"> . use of 有没有 before a verb . use of 起来 after the verb . ask for opinion, verb + 什么 . measure words <p>Vocabulary: recognize and describe colors, recognize and describe various types of clothing and accessories, casual, formal, pricing, size, adjectives and antonyms to describe the clothing, measure words, etc.</p> <p>Culture:</p> <ul style="list-style-type: none"> . Chinese color . Chinese silk . Traditional clothes today . Legends of Ten Chinese Traditional Festivals: <p>Dragon Boat Festival</p>		<p>Given a list of questions, STUDENTS answer the questions, using as many characters as possible.</p> <p>STUDENTS match description of fit, fashion with picture of clothing.</p> <p>Match descriptions to clothing Using costs, material, fashion /style, fit, Students will choose a preferred garment.</p> <p>Create a dialogue in pairs, asking for and giving opinions on clothing.</p> <p>Use the Chinese input tools online to complete the writing tasks.</p> <p>Vocabulary quiz</p> <p>Homework</p>
<p>1. Students can identify information about price, size & color, select items of interest base on the authentic learning source;</p> <p>2. Students can discuss and report how the</p>	<p>Shopping</p>	<p>Understand brief expressions related to personal and daily life, such as, the currency, price, unit and size, quantity, etc. Can understand and identify different types of merchandise.</p> <p>Speaking: Can reproduce sentences in appropriate tones and give simple answers to questions. Communicate with others on topics closely related to personal and daily activities, including:</p> <ol style="list-style-type: none"> 1. Ask and bargain on prices. 2. Ask whether something is for sale. Express opinion on goods or ask for choice. 	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p>	<p>Listen to conversations and choose correctly the item which is mentioned in each conversation.</p> <p>Dictation: listen to the price labels in Chinese and write down the correct answers.</p> <p>Make a shopping list</p> <p>Identify and name commonly seen goods. Show price tags to Students and ask them to answer questions about prices.</p> <p>Imagine that you are buying things in a Chinese</p>

<p>shopping habits differs and overlaps in China and the U.S.</p> <p>3. Students can convert Chinese Yuan to U.S. dollars.</p>		<ol style="list-style-type: none"> 3. Ask for color or size of clothing. 4. Ask whether the fruit is sweet or sour. 5. Discuss various kinds of stores and items offered. 6. Ask for and offer help in a store. 7. Say where you went and what you did (shopping). <p>Reading: Read and understand a shopping list.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Write from memory basic characters. 2. Form new sentences and create questions. 3. Rewrite the price labels in Chinese. 4. Label the items given and its price in Chinese. 5. Make a shopping list. <p>Grammar: State degree, such as extremely, very, not very, not and not at all</p> <p>Vocabulary: names of the food and merchandise, Chinese currency, etc.</p> <p>Culture:</p> <ul style="list-style-type: none"> The currency in China and Taiwan Department stores and markets in China Legends of Ten Chinese Traditional Festivals 	<p>4.1</p> <p>4.2</p> <p>5.1</p>	<p>department store. What do you say in the following situations? (Students are given a list of situations.) Write down the answers using as many characters as possible.</p> <p>Compare and contrast monetary units, and measurement</p> <p>You and your partner are to be a shopkeeper and a customer. Describe the items you want to buy and write your conversation. Check the correctness and then present to the class.</p> <p>Use the Chinese input tools online to complete the writing tasks.</p> <p>Translation</p> <p>Vocabulary quiz by dictation</p>
<p>1. Students can use extended oral or written communication skills to identify the differences and similarities about social networking style in the target culture;</p>	<p>Visiting Friends</p>	<p>Listening:</p> <p>Can understand basic material closely related to personal and daily activities, or short stories. Understand classroom interactions and respond to instructions accordingly, including inviting someone to do something, visiting someone, introducing someone, etc.</p> <p>Speaking:</p> <p>Can reproduce sentences in appropriate tones and give simple answers to questions. Can communicate with others on topics closely related to personal and daily activities, including:</p> <ol style="list-style-type: none"> 1. Ask whether someone is available to do something. 	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p>	<p>STUDENTS create and present a dialogue in pairs asking for information of someone.</p> <p>Students write a schedule for the holiday week, and then work with the partners. Answer the questions whether they are free according to their schedule. Give reasons if they are not free.</p> <p>STUDENTS demonstrate writing skills by creating a short paragraph about their friend using the appropriate words and expressions.</p>

<p>2. Student can use culturally appropriate term of address to exchange greetings and initiate conversations.</p> <p>3. Students can discuss and report on the importance and difference of the gift giving and receiving associated with visiting friends.</p>		<p>2. Introduce your friends to your parents or other people.</p> <p>3. Ask where someone lives, someone’s telephone number, where someone works and if someone is home and respond to the questions.</p> <p>4. Ask for and give address.</p> <p>Reading: Can read and understand simple sentences, short stories, articles, etc.</p> <p>Writing: Can write from memory basic characters. Can form sentences correctly, and write an invitation to your friend who is living in another state to come to visit you.</p> <p>Grammar:</p> <ul style="list-style-type: none"> . the use of “yi xia 一下” . adverbials of place (subject + zai在 + place + verb) . basic expressions of place, location <p>Vocabulary: hobbies, occupations, address, polite expressions used when visiting, names of the countries, cities, etc.</p> <p>Culture:</p> <ul style="list-style-type: none"> . Address friends’ parents . Open your gift . Would you like a cup of tea? 	<p>4.1</p> <p>4.2</p> <p>5.1</p>	<p>STUDENTS write an invitation to his/her friend who is living in another state to come for a visit and present to the class.</p> <p>Role-play: Students work in a group of 4 to 5 people. You invite your friend who comes from another state to your family gathering and have dinner with you.</p> <p>Use the Chinese input tools online to complete the writing tasks.</p> <p>Vocabulary quiz by dictation</p> <p>Mid-term exam</p> <p>Class activities</p> <p>Homework</p>
<p>1. Students can interact using extended spoken or written communication by providing and obtaining information;</p> <p>2. Students can analyze, discuss</p>	<p>Making Phone Calls</p>	<p>Listening: Can understand basic telephone conversations related to personal and daily activities.</p> <p>Speaking: Can reproduce sentences in appropriate tone and give simple answers to questions. Can communicate with others on topics closely related to personal and daily activities, including:</p> <ol style="list-style-type: none"> 1. Ask who is speaking on the phone. 2. Ask someone who he/she is looking for. 	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>3.1</p>	<p>Listen to the conversations and answer the questions.</p> <p>Students role-play with partners in telephone conversations.</p> <p>Given a list of information, STUDENTS answer the questions.</p> <p>Match each question and answer in a conversation.</p>

<p>and report on a development of the cell phone usage and different practices on making the phone calls in the target culture;</p> <p>3. Student can identify and discuss the role of the bicycles, and the changes in the primary mean of transportation in the past two decades;</p>		<p>1. Ask to talk to someone on the phone. 2. Ask if someone has come back and when someone is coming back.</p> <p>Writing: Can create simple sentences, questions. Can write from memory basic characters, and write a telephone conversation with a partner. Reading: Can read and understand simple sentences and short stories. Grammar: use of “qu去”+ verb + “shenme什么”, meaning to ask someone the purpose of going somewhere Vocabulary: make phone calls; invite someone to do something, etc. Culture: 1. Transportation: <ul style="list-style-type: none"> To be familiar with the common means of transportation in China, i.e. bicycles, cars, buses, trolleybuses, subways, taxis, trains and planes To understand the role of bicycles as an important means of transportation in China; to learn something about the situation in which more and more people are owning cars in this country and be aware of the problems arising from this situation 2. Legends of Ten Chinese Traditional Festivals: Chinese New Year</p>	<p>3.2 4.1 4.2 5.1</p>	<p>Rearrange the characters in each question to make a sentence.</p> <p>Vocabulary quiz by dictation</p> <p>Students compare and contrast the common means of transportation in their own country.</p> <p>Discussion in groups on how the bicycle stands in your transportation system</p> <p>Use the Chinese input tools online to complete the writing tasks.</p> <p>Homework</p>
<p>1. Students can identify cultural preferences and practices related to food;</p> <p>2. Student can demonstrate the appropriate table manners in the target culture;</p> <p>3. Students can</p>	<p>Food and Beverage</p>	<p>Listening: Can understand and respond to the basic questions, conversations, related to the food and beverage. Speaking: Can talk and ask about food others like or dislike and other topics, including:</p> <ul style="list-style-type: none"> Categorize food into appropriate food groups and express preferences. Comment on food & table setting: preferences, tradition. Give and take an order and make polite requests. 	<p>1.1 1.2 1.3 2.1 2.2 3.1 3.2</p>	<p>Utilize appropriate vocabulary through varied requests and responses</p> <p>Spontaneous, situational</p> <p>dialogue between waiter and customer</p> <p>Create a restaurant menu</p> <p>Create a Chinese food pyramid (2 variations: ideal, reality)</p>

<p>compare and contrast typical diet for people in different parts of China and the U.S;</p> <p>4. Students can identify typical food products of China, especially traditional food and their significant meaning from various regions during the Chinese holidays;</p> <p>5. Students can identify similarities and differences in attitude towards food in China and the U.S.</p>		<ul style="list-style-type: none"> • Talk about meals (tradition, nutrition). • Offer help and give instructions. • Can comment on the taste of food and drinks. • Invite friends for dinner. <p>Writing: Can form new sentences. Can write from memory basic characters; write a note to your friend for dinner.</p> <p>Reading: Can read the menu and make an order from it.</p> <p>Grammar: Know and master the following:</p> <ul style="list-style-type: none"> • To state a cause and its consequence 因为...所以... • Expressing usually or often 平常, 常常 • Offering a choice, 还是 <p>Vocabulary: what to eat and when, food, drinks in main meals (breakfast, lunch, dinner) table settings, expressing preferences, expressing courtesy, ordering food, etc.</p> <p>Culture:</p> <ul style="list-style-type: none"> • Food balance • Bean curd in Chinese diet • Family meal • Formal feast • Legends of Ten Chinese Traditional Festivals: Double Seven Night 	<p>4.1</p> <p>4.2</p>	<p>Create a dialogue inviting your friend for dinner, utilizing appropriate words and expressions</p> <p>Write a note to your friend that you stop by today to invite her/him for dinner, but he/she is not at home, using 因为...所以...</p> <p>Given a list of different situations, STUDENTS state a cause and its consequence by using 因为...所以...</p> <p>You and your family are going to a Chinese restaurant for dinner. You are to choose the menu. Write your order below and tell the class about your decision.</p> <p>Role-Play: You and your partner come to the Chinese restaurant for lunch. You ask questions and order the food.</p> <p>Create a dialogue between you, your partner and the waiter, and then present it to the class.</p> <p>You are invited by a Chinese friend to have dinner at home. You are given parts of a conversation with your friend's family. Write your responses using as many characters as possible.</p> <p>Vocabulary quiz by dictation</p> <p>Homework</p>
<p>1. Student can present orally and in written about the climate difference across China;</p> <p>2. Students can</p>	<p>Weather</p>	<p>Listening: Demonstrate an understanding of the description of weather, the climate and the weather report.</p> <p>Speaking: Can reproduce sentences in appropriate tones and give simple answers to questions. Can communicate with others on topics closely related to the weather, seasons, climate including:</p> <p>1. Inquire and describe the weather.</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p>	<p>Listening to the description of the weather, students choose correctly from the work sheet the weather which is mentioned in each statement.</p> <p>Given pictures of different weather conditions, students describe the conditions.</p> <p>Students answer the questions according to the</p>

<p>interpret the weather forecast on line in the target language;</p> <p>3. students can identify & report geography and regional characteristics associated with weather differences in the target culture;</p>		<ol style="list-style-type: none"> 2. Describe the weather in your own country. 3. Describe the four seasons. 4. Do weather reports. 5. Can tell the differences in climate between different places. <p>Writing: Can write from memory basic characters. Form new sentences, create questions, and write the duration of the seasons and the climate of each season in their own city.</p> <p>Reading: Can read and understand the description of weather, identify the four seasons, etc.</p> <p>Grammar: Know and master: the use of “hui会” to indicate the future, the use of “dao到” to indicate length of time, the use of “si死” to describe an extreme condition</p> <p>Vocabulary: Temperature (in Fahrenheit and Celsius) distinguish weather patterns with respect to each season in China, describing the four seasons, etc.</p>	<p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.1</p> <p>4.2</p>	<p>forecast from the weather bureau given.</p> <p>Students tell the difference between the climate of their hometown and that of the major cities in China, such as Beijing, Shanghai, etc.</p> <p>Zhang Ming lives in North East of China, Dongbei, where the weather is cold and the summer is short. Listen and take notes of his description on the four seasons there. Check your notes and write your full description in Mandarin Chinese using as many characters as possible.</p> <p>Describe, using as many characters as possible, the duration of the seasons and the climate of each season in your city.</p> <p>Listen to the weather report for various cities and draw lines from each city to the appropriate descriptions. Check your answers and then write your own report in Chinese.</p> <p>Wang Meiyi and Li dazhong are talking about the weather. Listen to their conversation and answer the questions.</p> <p>Vocabulary quiz by dictation</p> <p>Homework</p>
<p>1. Students discuss and evaluate how understanding another language and culture enhances job skills and career</p>	<p>How to Write a Resume</p>	<p>Listening: Can identify various occupations from visual prompts.</p> <p>Speaking: Can reproduce sentences in appropriate tones and give simple answers to questions. Can communicate with others on topics closely related to personal and daily activities, including:</p> <ol style="list-style-type: none"> 1. Describe their personal experience, educational background, hobbies, and their preference in choosing the 	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p>	<p>STUDENTS present orally their job aspirations and reasons for their choice of work.</p> <p>Students work in pairs asking each other their preferences in choosing a job and explaining why.</p> <p>STUDENTS to read and understand the job advertisements and job descriptions, and complete the reading comprehension questions.</p>

options.		<p>jobs. 2. Explain why they choose that position.</p> <p>Reading: Can read and understand advertisements from the newspaper.</p> <p>Writing: Can write from memory basic characters. Can form new sentences, create questions, and write a resume.</p> <p>Grammar: the use of “yao要” and “xiang想” to express wishes</p> <p>Vocabulary: personal experience, occupation, education background, hobbies, nationality, personal data, etc.</p>	<p>3.1 3.2 4.1 4.2 5.1</p>	<p>Role play job interview</p> <p>Write a resume and present to the class</p> <p>Vocabulary quiz by dictation</p> <p>Homework</p>
Final Review – base on 5“C” standards, how well students can their four areas language skills to perform authentic real life-like tasks in the target language.	Diary / Journal Review	<p>Writing: Can write a diary of any topics utilizing the words and expressions learned.</p> <p>Reading: Can read and understand short and simple articles, stories, diaries, etc.</p> <p>Review: understand and master the Language Functions as the following:</p> <ol style="list-style-type: none"> 1. Asking the date 2. Finding out what someone is doing 3. Asking the location of something 4. Asking what someone is wearing 5. Asking the price 6. Asking who is speaking on the phone 7. Explaining cause 8. Enquiring about the weather <p>STUDENTS have the following linguistic skills:</p> <p>Listening: Can understand basic material closely related to personal daily activities and seek relevant information. Can understand classroom interactions and respond to instructions accordingly.</p> <p>Speaking: Can reproduce sentences in an appropriate tone and give simple answers to questions. Can communicate with others on topics closely related to personal and daily activities. Can express personal needs and wants. Can appropriately express attitudes and emotions on different occasions. Can use simple vocabulary to exchange basic</p>	<p>1.1 1.2 2.1 2.2 3.1 3.2 4.1 4.2 5.1</p>	<p>Given a list of questions, students answer the questions.</p> <p>Read a story and answer the questions</p> <p>Create a diary and present in the class</p> <p>Vocabulary quiz by dictation</p> <p>Reading comprehension quiz</p> <p>revision</p> <p>Homework</p> <p>Final exam</p>

		<p>information about themselves and others.</p> <p>Reading: Can recognize basic characters, words, sentences and short textual materials. Can recognize the general idea of simple informational materials related to personal and daily activities. Can recognize and understand greetings, thanks, or invitations in routine social interactions.</p> <p>Writing: Can write from the memory basic characters, with correct strokes. Can form new sentences, including:</p> <ol style="list-style-type: none">1. Use simple vocabulary to give information relevant to their own lives;2. Use simple vocabulary or sentences to express thanks, apologies, congratulations and farewells;3. Write down basic information closely related to family or personal life;4. Write down short answers to questions.		
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