<table>
<thead>
<tr>
<th>Unit</th>
<th>Focus</th>
<th>Listening/ Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Writing Characters</th>
<th>Culture</th>
</tr>
</thead>
</table>
| **Introductory Unit**  
“You’ll pick it up fast”  
一學就會  
Yì xué jiù huì | • Introduction to the Chinese language | • Practicing the four tones of Mandarin Chinese  
• Saying the numbers 0 to 10  
• Recognizing phone numbers  
• Becoming familiar with the pronunciation of Chinese  
• Linking pinyin spelling with the sounds of Chinese | • Recognizing radicals  
• Recognizing numbers written in Chinese characters  
• Recognizing some prices  
• Learning about traditional and simplified characters | • Writing phone numbers in Chinese characters | • Pinyin system of spelling Chinese syllables  
• Tonal shifts (sandhi)  
• Sandhi on yì | • Numbers 0 to 10 | | | • Introduction to Chinese culture |
| **Unit 1**  
“We’re all one family”  
四海一家  
Sìhâiyìjiā | • Self-introduction by name, place of origin, and telephone number | • Greeting someone  
• Introducing yourself  
• Understanding formal and informal speech  
• Saying where you come from  
• Asking for and giving phone numbers  
• Asking for repetition and clarification  
• Expressing your thanks  
• Apologizing to someone  
• Saying good-bye | • Recognizing traditional vs. simplified characters  
• Recognizing radicals  
• Recognizing common phrases related to introductions  
• Recognizing common courtesy phrases | • Writing a brief introductory note to a classmate | • Use of stative (hǎo, gāoxìng) and equative (xìng, jiào, shì) verbs  
• Use of question particles ma and ne  
• Use of question words shéi, nàr, and shénme  
• Negation with bù  
• Plurals  
• Adverbs  
• Possessive marker de | • Pronouns  
• Place names  
• Titles  
• Greetings and good-byes  
• Thanks, apologies, and responses  
• Idiomatic or combinational usages | • Introductions, greetings, and good-byes in Chinese culture  
• Uses of formal vs. informal speech | |
| **Unit 2**  
“Friends from the start”  
一見如故  
Yìjiàn rúgù | • Introductions by age, birth date, contact information, and relationship to others  
• Saying the numbers 11–100  
• Finding out someone’s age and stating your own  
• Finding out someone’s birth date and stating your own  
• Stating your Chinese “astrological” sign based on the year of your birth  
• Finding out someone’s e-mail address and street address and providing your own  
• Identifying a third party’s relationship to yourself | • Understanding key information on business cards  
• Recognizing printed dates  
• Reading simple self-introduction statements | • Writing simple self-introduction statements, including name, age, birth date, e-mail and street address, and name of teacher | • Sentence-ending particle le  
• Specifiers  
• Formulating questions  
• The shì...de construction  
• Time words | • Chinese zodiac  
• Relationships  
• Time words  
• Numbers 11–100  
• Common verbs  
• Question words and associated vocabulary | • Making an accurate statement about differences in the way Westerns and Chinese count birthdays  
• Saying under which “animal sign” you were born and stating the personal characteristics related to your sign | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Focus</th>
<th>Listening/Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Writing Characters</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3</td>
<td>“Don’t leave before I arrive” 不見不散</td>
<td>Making an appointment to get together by specifying date and time</td>
<td>Reading dates and times on calendars and schedules</td>
<td>Writing a simple question asking for someone’s availability</td>
<td>Days of the week</td>
<td>现/现,在,点/点,分/分,时,上/下,午,早,晚,今,天,星/星期,時/时,候,有,事,等</td>
<td>• Explaining the concept of noting time “backward” and “downward” in Chinese • Explaining what Beijing Standard Time means to the Chinese mainland • Understanding the Chinese concept of punctuality</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td>“If only we had met sooner” 相見恨晚</td>
<td>Talking about nationality and background</td>
<td>Recognizing the names of 10–15 countries on postcards and in telephone directories</td>
<td>Writing simple self-introductory statements including nationality, place of birth, places lived, and language(s) spoken</td>
<td>Continents</td>
<td>國/国,中,英,美,中國,美國,英國</td>
<td>• Understanding how modesty is reflected in Chinese expressions • Knowing what the standard national language of China is called and naming a few Chinese “dialects”</td>
<td></td>
</tr>
<tr>
<td>Unit 5</td>
<td>“Family and friends” 親朋好友</td>
<td>Introductions to family members</td>
<td>Reading photo captions and simple statements describing family members</td>
<td>Writing simple statements introducing members of your family</td>
<td>Immediate family members</td>
<td>裏/里,個/个,和,爸/爸爸,媽/妈妈,哥/哥,姐/姐,弟/弟,妹/妹</td>
<td>• Understanding how China’s patrilineal family structure is manifested in the Chinese language • Finding out how Chinese people address immediate family members and people in the community</td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td>“Happy at home and work” 安居樂業</td>
<td>Discussing school, professions, and careers</td>
<td>Reading and understanding information on want ads and help wanted signs</td>
<td>Writing simple self-introductory statements about professions for yourself, your family, and your friends</td>
<td>Schools</td>
<td>做,將/将,來/来,想,要,念,級/级,為/为,因,當/当,也,意,思,賺/赚,錢/钱,幫/帮,別,或,者,還/还,知,道,他</td>
<td>• Understanding the Chinese educational system • Commenting on the difference between traditional social classes in China and modern job realities • Explaining the impact of globalization on the career choices of modern Chinese youth</td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Focus</td>
<td>Listening/Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td>Grammar</td>
<td>Vocabulary</td>
<td>Writing Characters</td>
<td>Culture</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>-----------</td>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Unit 7</td>
<td>“Meeting our needs”</td>
<td>Discussing personal needs</td>
<td>Interpreting signs for food, drink, sanitary facilities, etc.</td>
<td>Writing simple declarative statements about physical needs and responses to those needs</td>
<td>Sentence-ending particles: review</td>
<td>Physical and mental states</td>
<td>热／热，冷／冷，饿／饿，饱和／饱，忙／忙，怎／怎</td>
<td>Explaining why one might wish to demonstrate restraint in expressing personal feelings</td>
</tr>
<tr>
<td>Unit 8</td>
<td>“Early to bed, early to rise”</td>
<td>Discussing weekday and weekend activities</td>
<td>Reading key items on signs advertising services around town</td>
<td>Writing a simple note describing your own daily routines</td>
<td>Commenting on how an action is performed</td>
<td>Daily routines</td>
<td>每／每，手／手，电／电，视／视，网／网，玩／玩，睡觉／睡，觉／觉，周／周，末／末，门／门，班／班，影／影，前／前，后／后</td>
<td>Naming some similarities and differences between your daily routines and those of many young people in China</td>
</tr>
<tr>
<td>Unit 9</td>
<td>“You get what you pay for”</td>
<td>Shopping and bargaining</td>
<td>Handling simple money transactions involved in shopping</td>
<td>Understanding key information on signs and promotional material related to products for sale</td>
<td>Writing simple statements about purchases made or planned</td>
<td>Money measure words</td>
<td>购／购，卖／卖，买／买，卖／卖，银／银，少／少，元／元，黄／黄，钱／钱，够／够，能／能，比／比，给／给</td>
<td>Understanding where and how to bargain</td>
</tr>
<tr>
<td>Unit 10</td>
<td>“Good quality at a low price”</td>
<td>Shopping around town for specific items</td>
<td>Stating where you go to shop for certain things</td>
<td>Understanding key directional signs around town</td>
<td>Writing simple statements regarding past and potential purchases</td>
<td>Measures words: review and expansion</td>
<td>到／到，用／用，百／百，货／货，市场／市，场／场，店／店，街／街，边／边，路／路，左／左，右／右，北／北，面／面，边／边，门／门，开／开，车／车</td>
<td>Demonstrating an understanding of the different sources of goods and products available for sale in China, from roadside vendors to upscale shopping centers</td>
</tr>
<tr>
<td>Unit 11</td>
<td>Focus</td>
<td>Listening/Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td>Grammar</td>
<td>Vocabulary</td>
<td>Writing Characters</td>
<td>Culture</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>“Haven’t we met before?”</td>
<td>• Getting to know people better and providing personal histories</td>
<td>• Greeting people in a variety of ways</td>
<td>• Deciphering key information from a Chinese website</td>
<td>• Writing personal details about yourself that would be required on an online form</td>
<td>• Lex: Review and extension</td>
<td>• Skills</td>
<td>• Greetings and good-byes in Chinese culture</td>
<td>• Demonstrating your understanding of the Chinese custom of asking personal questions of a new friend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Making and responding to compliments politely</td>
<td></td>
<td>• The many faces of de: 的, 得, 地</td>
<td>• Interjections, greetings, and introductions</td>
<td>• Interjections, greetings, and introductions</td>
<td>• Idiomatic or combinational usages</td>
<td>• Demonstrating your understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asking for and providing some personal details</td>
<td></td>
<td>• Ways to take leave</td>
<td>• Pronouns</td>
<td>• Pronouns</td>
<td>• Thanks, apologies, and good-byes</td>
<td>• Demonstrating an understanding of some of the major differences between Chinese cuisine and the cuisine common in your own country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying the characters in your Chinese name</td>
<td></td>
<td>• Titles</td>
<td>• Place names</td>
<td>• Place names</td>
<td>• Titles</td>
<td>• Expressing a basic understanding of the role of food in Chinese culture and how concern about food is reflected in the language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Delivering a narrative to introduce yourself</td>
<td></td>
<td>• Using de 得 to comment on the performance of an action</td>
<td>• Greetings and good-byes</td>
<td>• Greetings and good-byes</td>
<td>• Titles</td>
<td>• Expressing a basic understanding of the value of balance and harmony (yin and yang, hot and cool, flavors, ingredients) in Chinese meals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asking follow-up questions about someone else’s self-introduction</td>
<td></td>
<td>• Using de 的 to modify nouns</td>
<td>• Thanks, apologies, and good-byes</td>
<td>• Thanks, apologies, and good-byes</td>
<td>• Ways to take leave</td>
<td>• Demonstrating an understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asking for information about a third party and then recounting what you know</td>
<td></td>
<td>• Coverbs gel, duì, yòng, bā</td>
<td>• Idiomatic or combinational usages</td>
<td>• Idiomatic or combinational usages</td>
<td>• Ways to take leave</td>
<td>• Demonstrating an understanding of the Chinese custom of asking personal questions of a new friend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clarifying the nature of relationships between people</td>
<td></td>
<td>• Interpreting key descriptive terms in a food ad</td>
<td>• Sports</td>
<td>• Sports</td>
<td>• Ways to take leave</td>
<td>• Demonstrating your understanding of the Chinese custom of asking personal questions of a new friend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Taking your leave in a variety of ways</td>
<td></td>
<td>• Reading prices of certain items in a food ad</td>
<td>• Compliments</td>
<td>• Compliments</td>
<td>• captions</td>
<td>• Demonstrating a basic understanding of Chinese mealtime conventions</td>
</tr>
<tr>
<td>Unit 12</td>
<td>“Food is fundamental”</td>
<td>• Shopping for food</td>
<td>• Reading simple sentences about shopping for food, characteristics of Chinese food, and methods of food preparation</td>
<td>• Writing out a shopping list in Chinese characters</td>
<td>• Uses of formal vs. informal speech</td>
<td>• Uses of formal vs. informal speech</td>
<td>• Titles</td>
<td>• Expressing a basic understanding of the role of food in Chinese culture and how concern about food is reflected in the language</td>
</tr>
<tr>
<td></td>
<td>民以食为天</td>
<td>• Arranging to go shopping for food with a friend</td>
<td></td>
<td>• Viewing key descriptive terms in a food ad</td>
<td>• Introductions, greetings, and introductions</td>
<td>• Introductions, greetings, and introductions</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the value of balance and harmony (yin and yang, hot and cool, flavors, ingredients) in Chinese meals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Naming your favorite types of fruit</td>
<td></td>
<td>• Reading prices of certain items in a food ad</td>
<td>• Personal questions of a new friend</td>
<td>• Personal questions of a new friend</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the value of balance and harmony (yin and yang, hot and cool, flavors, ingredients) in Chinese meals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying qualities of different types of fruit</td>
<td></td>
<td>• Understanding personal questions of a new friend</td>
<td>• Place names</td>
<td>• Place names</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the role of food in Chinese culture and how concern about food is reflected in the language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Naming types of meat and vegetables</td>
<td></td>
<td>• Personal questions of a new friend</td>
<td>• Place names</td>
<td>• Place names</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the value of balance and harmony (yin and yang, hot and cool, flavors, ingredients) in Chinese meals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying qualities of different meats and vegetables</td>
<td></td>
<td>• Personal questions of a new friend</td>
<td>• Place names</td>
<td>• Place names</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the role of food in Chinese culture and how concern about food is reflected in the language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifying the characteristics of a Chinese meal</td>
<td></td>
<td>• Personal questions of a new friend</td>
<td>• Place names</td>
<td>• Place names</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the value of balance and harmony (yin and yang, hot and cool, flavors, ingredients) in Chinese meals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shopping for food with a friend in a supermarket</td>
<td></td>
<td>• Personal questions of a new friend</td>
<td>• Place names</td>
<td>• Place names</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the role of food in Chinese culture and how concern about food is reflected in the language</td>
</tr>
<tr>
<td>Unit 13</td>
<td>“A simple, home-cooked meal”</td>
<td>• Eating at the home of a friend</td>
<td>• Deciphering the key information in an e-mailed invitation to dinner</td>
<td>• Responding to a dinner invitation</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td>家常便饭</td>
<td>• Offering and accepting an invitation to someone’s home for dinner</td>
<td>• Writing in writing to a dinner invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Politey declining an invitation</td>
<td>• Writing a simple invitation to dinner</td>
<td>• Adding “flavor” to verbs</td>
<td>• Adding “flavor” to verbs</td>
<td>• Adding “flavor” to verbs</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reacting when you arrive at someone’s home and are offered a drink</td>
<td>• Deciphering the key information in an e-mailed invitation to dinner</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Taking a seat at the table and beginning a meal</td>
<td>• Writing in writing to a dinner invitation</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responding to encouragement to eat more</td>
<td>• Writing a simple invitation to dinner</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Offering and responding to toasts</td>
<td>• Deciphering the key information in an e-mailed invitation to dinner</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complimenting the food</td>
<td>• Writing in writing to a dinner invitation</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understanding when hosts deflect compliments on dishes served</td>
<td>• Writing a simple invitation to dinner</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expressing that you are full</td>
<td>• Deciphering the key information in an e-mailed invitation to dinner</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Writing a simple invitation to dinner</td>
<td>• Ways to accept and decline an invitation</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Giving and responding to compliments on dishes served</td>
<td>• Thank you</td>
<td>• Expressing a basic understanding of the “hows” and “whys” of giving</td>
</tr>
<tr>
<td>Unit</td>
<td>Focus</td>
<td>Listening/ Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td>Grammar</td>
<td>Vocabulary</td>
<td>Writing</td>
<td>Characters</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------------------</td>
<td>---------</td>
<td>---------</td>
<td>----------</td>
<td>------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Unit 14</strong></td>
<td>“A tasty meal at a good price”</td>
<td>• Eating out</td>
<td>• Deciphering key information on a Chinese menu and picking some favorite dishes</td>
<td>• Writing a note describing your taste in and experiences with eating Chinese food</td>
<td>• Adverbs and their various forms</td>
<td>• Various cuisines</td>
<td>• Demonstrating a knowledge of at least two of China’s regional cuisines and what constitutes a balanced meal order</td>
<td></td>
</tr>
</tbody>
</table>

**Chinese Language and Culture:**

- **Listening/Speaking**
  - Deciding on a place to eat
  - Naming some different types of Chinese restaurants
  - Ordering something to drink
  - Ordering some Chinese dishes
  - Expressing preferences and commenting on the taste of various dishes
  - Ordering additional food if necessary

- **Reading**
  - “A tasty meal at a good price”
    - 味美價廉
    - Wèimêi jiàlián

- **Writing**
  - Various cuisines
  - A few Chinese dishes
  - Drinks
  - Desserts

- **Grammar**
  - Various cuisines
  - A few Chinese dishes
  - Drinks
  - Desserts

- **Vocabulary**
  - Various cuisines
  - A few Chinese dishes
  - Drinks
  - Desserts

- **Writing**
  - Writing a note describing your taste in and experiences with eating Chinese food

- **Characters**
  - Various cuisines
  - A few Chinese dishes
  - Drinks
  - Desserts

- **Culture**
  - Demonstrating a knowledge of at least two of China’s regional cuisines and what constitutes a balanced meal order
  - Understanding the typical behavior of the host at a Chinese meal
  - Understanding the major differences between eating in a Chinese restaurant and one in your own culture

| Unit 15 | “Recreation and entertainment” | • Discussing leisure activities | • Identifying some of your favorite sport and leisure activities | • Saying what you do to keep fit | • Talking about extracurricular work and study | • Talking about how you prefer to socialize | • Extracting main ideas from some journal entries | • Writing a summary of a diary entry | • Writing a note describing your favorite leisure or weekend activities | • Verb complements | • The many faces of 在 vs. 再 |

- **Reading**
  - Various cuisines
  - A few Chinese dishes
  - Drinks
  - Desserts

- **Writing**
  - Various cuisines
  - A few Chinese dishes
  - Drinks
  - Desserts

- **Characters**
  - Various cuisines
  - A few Chinese dishes
  - Drinks
  - Desserts

- **Culture**
  - Demonstrating an understanding of some major differences between Chinese leisure activities and those you most enjoy

| Unit 16 | “Study hard and improve day by day” | • Discussing school and your studies | • Talking about different levels of schooling | • Talking about different subjects and majors | • Talking about a school schedule | • Saying a few things about your school’s campus | • Reading familiar sentences about school, subjects, and school campuses | • Extracting some meaning from a Chinese school curriculum | • Writing a note about your school schedule and courses | • The verb 畢業 / 毕业 |

- **Reading**
  - Levels of schooling
  - Subjects on the campus
  - Subjects and majors
  - School-related terms

- **Writing**
  - Levels of schooling
  - Subjects on the campus
  - Subjects and majors
  - School-related terms

- **Characters**
  - Levels of schooling
  - Subjects on the campus
  - Subjects and majors
  - School-related terms

- **Culture**
  - Commenting on major differences between the study habits of Chinese and Western students

| Unit 17 | “East, west, home is best” | • Discussing your home | • Talking about the room in which you live | • Complimenting someone else’s room | • Saying something about the home in which you grew up | • Understanding when Chinese people talk about their homes | • Making simple comparative statements about modern and old-fashioned homes | • Reading simple statements about homes and housing | • Deciphering some facts in a rental advertisement | • Writing simple statements about your preferred housing | • More on adverbs |

- **Reading**
  - Modern and old-fashioned homes
  - Adverbs

- **Writing**
  - Modern and old-fashioned homes
  - Adverbs

- **Characters**
  - Modern and old-fashioned homes
  - Adverbs

- **Culture**
  - Demonstrating an understanding of the major differences between homes typical to past and present China
<table>
<thead>
<tr>
<th>Unit 18</th>
<th>“Modes of transportation”  車水馬龍 Chēshuǐmālóng</th>
<th>• Getting around  Getting around  • Naming some modes of transportation  • Commenting on advantages and disadvantages of different modes of transportation  • Asking and telling how to buy tickets  • Saying something about how to use different modes of transportation  • Explaining what to be careful about when using different modes of transportation</th>
<th>• Deciphering “capital” numbers on banknotes, tickets, and so on  • Deciphering some facts on transit tickets, maps, and subway signs  • Reading simple statements about transportation</th>
<th>• Writing some simple statements about your preferred mode of transportation</th>
<th>• Expressing <em>then and now</em>  • Another look at verbs  • Linking your thoughts</th>
<th>• Modes of transportation  • Transit-related terms</th>
<th>[• Chinese language and culture: Student Book 2]</th>
<th>[• Demonstrating an understanding of some of the unique features of transportation in China]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 19</td>
<td>“Boundless as the sea and sky”  海闊天空 Hâikuòtiānkōng</td>
<td>• Planning outings  • Discussing the seasons and weather  • Planning some fun in the sun and on the water  • Discussing a trip to another country</td>
<td>• Deciphering key information in tour agency ads  • Reading simple statements about travel plans, travel arrangements, or past travel</td>
<td>• Writing a brief proposal about an excursion for the coming weekend that includes some details about who will go, where you will go, how you will travel, and so on</td>
<td>• <em>Qíng 請</em> vs. <em>jiào 叫</em>  • Showing your “attitude” with modal verbs  • Expressing two actions at the same time</td>
<td>• Seasons  • Weather-related terms  • Water-related terms and activities</td>
<td>[• Chinese language and culture: Student Book 2]</td>
<td>[• Discussing the major differences between Chinese preferences for traveling and your own]</td>
</tr>
<tr>
<td>Unit 20</td>
<td>“Live to old age; learn to old age”  活到老，學到老 Huó dào lâo, xué dào lâo</td>
<td>• Learning Chinese: Past experiences and advice for the future  • Making some statements about what is easy or difficult about learning Chinese  • Making some statements about how Chinese people learn their own language  • Describing how you will continue to learn and practice Chinese</td>
<td>• Reading simple statements about the study of Chinese  • Reading radical charts and indexes in a Chinese-English dictionary and looking up a character you don’t know</td>
<td>• Writing simple statements about your experience with and your plans for learning Chinese</td>
<td>• The passive voice in Chinese  • The imperative in Chinese  • More on Chinese sentences types</td>
<td>• Ways to learn Chinese  • Ways to practice Chinese  • Words and expressions related to learning Chinese</td>
<td>[• Chinese language and culture: Student Book 2]</td>
<td>[• Demonstrating an appreciation of why it is important to learn a foreign language]</td>
</tr>
</tbody>
</table>