## Scope & Sequence Sequence

Lesson	Communicative Goals	Vocabulary	Language Usage	Cultural Information
我的學校 My School	Be able to talk about my school and its surroundings     Be able to describe the location of buildings and classrooms in relation to one another	Description of my school  教室,辦公室,校長室,體育館,運動場,餐廳, 廁所,樓上,樓下,樓, 校長, 知道,旁邊,大樓,校長,上樓,下樓	Sentence pattern "知道······嗎?" 你知道誰在家嗎?  Usage of "······邊" and "······面" to indicate the position of an entity 辦公室在教室旁邊。 圖書館在體育館後面。  Difference in meaning when characters are transposed in a phrase (樓上/樓下,上樓/下樓) 校長室在樓上,老師辦公室在樓下。 你和我一起上樓。	Levels of a building may be numbered differently in different countries.
我的學科 My Subjects 名	<ul> <li>Be able to talk about my subjects and my learning progress</li> <li>Be able to use "什麼都" to sum up a group of similar items</li> <li>Be able to use negative tags 沒 and 不 appropriately</li> <li>Be able to use "Adj + 地 + verb" to describe an action</li> </ul>	Academic subjects and learning  數學, 科學, 歷史, 地理, 體育, 美勞, 美術, 音樂, 史地, 科, 認真, 學科, 新, 錯, 來錯, 練習, 地 (de), 認識, 難, 容易, 開始	Sentence pattern ", 什麼都" 今天有電影、卡通和球賽,什麼節目我都想看。 Usage of 錯 / 不錯 / 還不錯你走錯點了。你的中文寫得不錯。 A: 這家飯館的菜好吃嗎? B: 還不錯,下次我們一起去吃。 Usage of 的 / 得 / 地這是我的教室。 我的數學小考考得不錯。妹妹和我一起開心地跳舞。 Usage of negative tag 不and 沒 A: 我做錯了嗎? B: 你沒錯。 他的成績還不錯。	Differences in the emphasis of school subjects between schools in America and Europe and in Asia
過生日 Celebrating Birthdays	<ul> <li>Be able to offer my friends birthday wishes</li> <li>use 更 to express adjectives in varying degrees</li> </ul>	Birthday celebrations and well wishes 祝, 生日, 快樂, 身體, 健康, 長*(zhóng), 過生 日, 禮物, 祝福, 希望, 更, 慶祝, 幫, 幫忙	Usage of adverb 更他很高。 他哥哥更高。 Usage of 慶祝 今年你會在哪裡慶祝生日? Usage of 希望 in a sentence 希望明天會更好。 Usage of 遵 今年你會在哪裡過生日? 今年你會去外婆家過年嗎? Words that function as nouns as well as verbs 祝福你天天快樂。 謝謝大家的祝福。	Proper etiquette of handling birthday gifts in the Chinese culture Birthday celebration for elderly relatives in the Chinese culture



- Integrates a variety of communicative activities such as role play, interview, and games to allow students to practice using the language in meaningful contexts;
- A separate, optional companion CD-ROM which features rhythmic chants, word games, quizzes, and Chinese typing exercises to improve students' listening skills, pronunciation, and word recognition is also available;
- Introduces approximately 500 Chinese characters and 1,000 common phrases.



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