

# Scope & Sequence: Levels 1A & 1B

1A

## PRELIMINARY UNIT Getting Started

- A. Understanding Chinese
- B. Understanding Pinyin
- C. Characters, Words, and Sentences
- D. Useful Expressions

	Lesson	Lesson Goals	Grammar	Culture
UNIT 1 Getting Acquainted 2-57	1.1	<ul style="list-style-type: none"> <li>• Say hello and goodbye</li> <li>• Recognize common Chinese names</li> <li>• Address people with titles</li> <li>• Tell someone who you are</li> </ul>	<ul style="list-style-type: none"> <li>A. Understand Chinese names</li> <li>B. Address people respectfully with titles</li> <li>C. Say hello</li> <li>D. Identify who someone is with 是</li> </ul>	<b>Geography Focus:</b> Beijing
	1.2	<ul style="list-style-type: none"> <li>• Introduce people</li> <li>• Ask and answer <i>yes</i> or <i>no</i> questions</li> </ul>	<ul style="list-style-type: none"> <li>A. Recognize personal pronouns</li> <li>B. Negate a statement with 不</li> <li>C. Form <i>yes</i> or <i>no</i> questions with 吗</li> </ul>	<b>Culture in Context:</b> Greetings in China
	1.3	<ul style="list-style-type: none"> <li>• Ask for and say family and given names</li> <li>• Ask for and say Chinese and English names</li> <li>• Ask for and say phone numbers</li> </ul>	<ul style="list-style-type: none"> <li>A. Ask someone's name and give yours</li> <li>B. Indicate possession with 的</li> <li>C. Ask <i>what</i> with 什么</li> </ul>	<b>Authentic Video:</b> Chinese Names
	1.4	<ul style="list-style-type: none"> <li>• Ask how someone is and say how you are</li> <li>• Describe what someone looks like</li> </ul>	<ul style="list-style-type: none"> <li>A. Describe someone or something</li> <li>B. Ask how someone is with 怎么样</li> <li>C. Understand basic sentence structure</li> <li>D. Ask follow-up questions with 呢</li> </ul>	<b>Culture in Context:</b> Chinese Names
UNIT 2 Me and My Family 58-113	2.1	<ul style="list-style-type: none"> <li>• Introduce family members</li> <li>• Ask who someone is</li> <li>• Ask whether someone has siblings</li> </ul>	<ul style="list-style-type: none"> <li>A. Indicate possession without 的</li> <li>B. Ask <i>who</i> questions with 谁</li> <li>C. Express possession with 有</li> </ul>	<b>Geography Focus:</b> Shanghai
	2.2	<ul style="list-style-type: none"> <li>• Ask about the number of people in a family</li> <li>• Ask how many siblings someone has</li> <li>• Talk about pets</li> </ul>	<ul style="list-style-type: none"> <li>A. Discuss quantities using measure words</li> <li>B. Express existence with 有</li> <li>C. Ask about quantity with 几</li> <li>D. Link two nouns with 和</li> </ul>	<b>Culture in Context:</b> Families in China
	2.3	<ul style="list-style-type: none"> <li>• Ask and tell someone's nationality</li> <li>• Discuss where someone is from</li> <li>• Discuss where someone lives</li> <li>• Describe similarities between two or more people</li> </ul>	<ul style="list-style-type: none"> <li>A. Ask about nationality and hometown</li> <li>B. Indicate location with 在</li> <li>C. Ask about location with 哪儿/哪里</li> <li>D. Say <i>also</i> and <i>all</i> with 也 and 都</li> </ul>	<b>Authentic Video:</b> The Taste of Home
	2.4	<ul style="list-style-type: none"> <li>• Ask and tell someone's age</li> <li>• Talk about someone's school level and grade</li> </ul>	<ul style="list-style-type: none"> <li>A. Use numbers 10-100</li> <li>B. Ask and tell someone's age</li> <li>C. Talk about school level and grade</li> </ul>	<b>Culture in Context:</b> The School System in China

## 1B

## PRELIMINARY UNIT

## Review

A review of Level 1A

	Lesson	Lesson Goals	Grammar	Culture
UNIT 3 My Schedule 12–69	3.1	<ul style="list-style-type: none"> <li>• Talk about dates</li> <li>• Say when an activity takes place</li> <li>• Discuss your school schedule</li> </ul>	<p>A. Talk about dates</p> <p>B. Indicate when actions take place</p> <p>C. Ask for the date</p>	<b>Geography Focus:</b> Xi'an
	3.2	<ul style="list-style-type: none"> <li>• Ask and tell the time</li> <li>• Say when activities take place</li> <li>• Describe your class schedule</li> </ul>	<p>A. Ask and tell the time</p> <p>B. Indicate time of day</p> <p>C. Express ordinal numbers with 第</p>	<b>Culture in Context:</b> The Chinese Calendar
	3.3	<ul style="list-style-type: none"> <li>• Ask when people do things</li> <li>• Indicate the order of events</li> <li>• Talk about daily routines</li> </ul>	<p>A. Express <i>before, after, and from... to...</i></p> <p>B. Ask <i>when</i> using 什么时候</p> <p>C. Ask what people do using 做什么</p>	<b>Authentic Video:</b> A Day at Tsinghua University
	3.4	<ul style="list-style-type: none"> <li>• Indicate where an activity takes place</li> <li>• Say where you are going</li> </ul>	<p>A. Indicate where something happens</p> <p>B. Indicate the destination for an activity</p>	<b>Culture in Context:</b> School Schedules in China
UNIT 4 Leisure Activities 70–125	4.1	<ul style="list-style-type: none"> <li>• Talk about athletic activities</li> <li>• Talk about your hobbies</li> </ul>	<p>A. Talk about what you like with 喜欢</p> <p>B. Ask <b>verb + not verb</b> questions</p> <p>C. Add information using 还</p> <p>D. Discuss activities using separable verbs</p>	<b>Geography Focus:</b> Chengdu
	4.2	<ul style="list-style-type: none"> <li>• Talk about the languages you speak</li> <li>• Talk about skills</li> <li>• Describe how well someone does something</li> </ul>	<p>A. Talk about skills with 会</p> <p>B. Use more degree words</p> <p>C. Describe an action with 得</p>	<b>Culture in Context:</b> Leisure Activities in China
	4.3	<ul style="list-style-type: none"> <li>• Discuss what someone wants to do</li> <li>• Discuss what someone is going to do</li> <li>• Say what someone has to do</li> </ul>	<p>A. Say what someone wants to do with 想</p> <p>B. Say what someone is going to do with 要</p> <p>C. Say what someone has to do with 得</p> <p>D. Talk about sequences of time</p>	<b>Authentic Video:</b> The Chinese Pop Star Factory
	4.4	<ul style="list-style-type: none"> <li>• Suggest an activity to others</li> <li>• Accept or reject a suggested activity</li> <li>• Talk about a sequence of events</li> </ul>	<p>A. Talk about a change of location</p> <p>B. Indicate the intensity of likes and wants</p> <p>C. Suggest an activity</p> <p>D. Talk about a sequence of events</p>	<b>Culture in Context:</b> School-Life Balance

# Scope & Sequence: Level 1

1

## PRELIMINARY UNIT Getting Started

- A. Understanding Chinese
- B. Understanding Pinyin
- C. Characters, Words, and Sentences
- D. Useful Expressions

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UNIT 1 Getting Acquainted 2-57	1.1	<ul style="list-style-type: none"> <li>• Say hello and goodbye</li> <li>• Recognize common Chinese names</li> <li>• Address people with titles</li> <li>• Tell someone who you are</li> </ul>	<ul style="list-style-type: none"> <li>A. Understand Chinese names</li> <li>B. Address people respectfully with titles</li> <li>C. Say hello</li> <li>D. Identify who someone is with 是</li> </ul>	<b>Geography Focus:</b> Beijing
	1.2	<ul style="list-style-type: none"> <li>• Introduce people</li> <li>• Ask and answer <i>yes</i> or <i>no</i> questions</li> </ul>	<ul style="list-style-type: none"> <li>A. Recognize personal pronouns</li> <li>B. Negate a statement with 不</li> <li>C. Form <i>yes</i> or <i>no</i> questions with 吗</li> </ul>	<b>Culture in Context:</b> Greetings in China
	1.3	<ul style="list-style-type: none"> <li>• Ask for and say family and given names</li> <li>• Ask for and say Chinese and English names</li> <li>• Ask for and say phone numbers</li> </ul>	<ul style="list-style-type: none"> <li>A. Ask someone's name and give yours</li> <li>B. Indicate possession with 的</li> <li>C. Ask <i>what</i> with 什么</li> </ul>	<b>Culture in Context:</b> Chinese Names
	1.4	<ul style="list-style-type: none"> <li>• Ask how someone is and say how you are</li> <li>• Describe what someone looks like</li> </ul>	<ul style="list-style-type: none"> <li>A. Describe someone or something</li> <li>B. Ask how someone is with 怎么样</li> <li>C. Understand basic sentence structure</li> <li>D. Ask follow-up questions with 呢</li> </ul>	<b>Culture in Context:</b> Chinese Names
UNIT 2 Me and My Family 58-113	2.1	<ul style="list-style-type: none"> <li>• Introduce family members</li> <li>• Ask who someone is</li> <li>• Ask whether someone has siblings</li> </ul>	<ul style="list-style-type: none"> <li>A. Indicate possession without 的</li> <li>B. Ask <i>who</i> questions with 谁</li> <li>C. Express possession with 有</li> </ul>	<b>Geography Focus:</b> Shanghai
	2.2	<ul style="list-style-type: none"> <li>• Ask about the number of people in a family</li> <li>• Ask how many siblings someone has</li> <li>• Talk about pets</li> </ul>	<ul style="list-style-type: none"> <li>A. Discuss quantities using measure words</li> <li>B. Express existence with 有</li> <li>C. Ask about quantity with 几</li> <li>D. Link two nouns with 和</li> </ul>	<b>Culture in Context:</b> Families in China
	2.3	<ul style="list-style-type: none"> <li>• Ask and tell someone's nationality</li> <li>• Discuss where someone is from</li> <li>• Discuss where someone lives</li> <li>• Describe similarities between two or more people</li> </ul>	<ul style="list-style-type: none"> <li>A. Ask about nationality and hometown</li> <li>B. Indicate location with 在</li> <li>C. Ask about location with 哪儿/哪里</li> <li>D. Say <i>also</i> and <i>all</i> with 也 and 都</li> </ul>	<b>Authentic Video:</b> The Taste of Home
	2.4	<ul style="list-style-type: none"> <li>• Ask and tell someone's age</li> <li>• Talk about someone's school level and grade</li> </ul>	<ul style="list-style-type: none"> <li>A. Use numbers 10-100</li> <li>B. Ask and tell someone's age</li> <li>C. Talk about school level and grade</li> </ul>	<b>Culture in Context:</b> The School System in China

	Lesson	Lesson Goals	Grammar	Culture
UNIT 3 My Schedule 114–171	3.1	<ul style="list-style-type: none"> <li>Talk about dates</li> <li>Say when an activity takes place</li> <li>Discuss your school schedule</li> </ul>	<p>A. Talk about dates</p> <p>B. Indicate when actions take place</p> <p>C. Ask for the date</p>	<b>Geography Focus:</b> Xi'an
	3.2	<ul style="list-style-type: none"> <li>Ask and tell the time</li> <li>Say when activities take place</li> <li>Describe your class schedule</li> </ul>	<p>A. Ask and tell the time</p> <p>B. Indicate time of day</p> <p>C. Express ordinal numbers with 第</p>	<b>Culture in Context:</b> The Chinese Calendar
	3.3	<ul style="list-style-type: none"> <li>Ask when people do things</li> <li>Indicate the order of events</li> <li>Talk about daily routines</li> </ul>	<p>A. Express <i>before</i>, <i>after</i>, and <i>from... to...</i></p> <p>B. Ask <i>when</i> using 什么时候</p> <p>C. Ask what people do using 做什么</p>	<b>Authentic Video:</b> A Day at Tsinghua University
	3.4	<ul style="list-style-type: none"> <li>Indicate where an activity takes place</li> <li>Say where you are going</li> </ul>	<p>A. Indicate location with 在</p> <p>B. Indicate the destination for an activity</p>	<b>Culture in Context:</b> School Schedules in China
UNIT 4 Leisure Activities 172–227	4.1	<ul style="list-style-type: none"> <li>Talk about athletic activities</li> <li>Talk about your hobbies</li> </ul>	<p>A. Talk about what you like with 喜欢</p> <p>B. Ask <b>verb + not verb</b> questions</p> <p>C. Add information using 还</p> <p>D. Discuss activities using separable verbs</p>	<b>Geography Focus:</b> Chengdu
	4.2	<ul style="list-style-type: none"> <li>Talk about the languages you speak</li> <li>Talk about skills</li> <li>Describe how well someone does something</li> </ul>	<p>A. Talk about skills with 会</p> <p>B. Use more degree words</p> <p>C. Describe an action with 得</p>	<b>Culture in Context:</b> Leisure Activities in China
	4.3	<ul style="list-style-type: none"> <li>Discuss what someone wants to do</li> <li>Discuss what someone is going to do</li> <li>Say what someone has to do</li> </ul>	<p>A. Say what someone wants to do with 想</p> <p>B. Say what someone is going to do with 要</p> <p>C. Say what someone has to do with 得</p> <p>D. Talk about sequences of time</p>	<b>Authentic Video:</b> The Chinese Pop Star Factory
	4.4	<ul style="list-style-type: none"> <li>Suggest an activity to others</li> <li>Accept or reject a suggested activity</li> <li>Talk about a sequence of events</li> </ul>	<p>A. Talk about a change of location</p> <p>B. Indicate the intensity of likes and wants</p> <p>C. Suggest an activity</p> <p>D. Talk about a sequence of events</p>	<b>Culture in Context:</b> School-Life Balance

# Scope & Sequence: Level 2

2

## PRELIMINARY UNIT

### Review

A review of Level 1

	Lesson	Lesson Goals	Grammar	Culture
<b>UNIT 1</b> Going Shopping 20–75	<b>1.1</b>	<ul style="list-style-type: none"> <li>Talk about buying clothes</li> <li>Describe the color of clothes</li> </ul>	A. Talk about colors B. Use measure words for clothing C. Ask for something you want with 要	<b>Geography Focus:</b> Harbin
	<b>1.2</b>	<ul style="list-style-type: none"> <li>Talk about clothing sizes</li> <li>Discuss what things cost</li> <li>Talk about discounts</li> </ul>	A. Count from 100 to 999 B. Talk about prices and discounts C. Talk about clothing sizes	<b>Culture in Context:</b> Chinese Currency
	<b>1.3</b>	<ul style="list-style-type: none"> <li>Talk about what someone has bought</li> <li>Talk about the number of items purchased</li> <li>Express opinions</li> </ul>	A. Express an opinion with 觉得 B. Talk about a completed action or event	<b>Authentic Video:</b> A Day in the Life of a Live Streamer
	<b>1.4</b>	<ul style="list-style-type: none"> <li>Ask whether an action or event has occurred</li> <li>Ask about quantities</li> <li>Talk about unspecified quantities</li> </ul>	A. Ask whether an action or event occurred B. Count above 1,000 C. Talk about unspecified quantities	<b>Culture in Context:</b> Let's go shopping!
<b>UNIT 2</b> Hosting Guests 76–131	<b>2.1</b>	<ul style="list-style-type: none"> <li>Talk about furniture and household items</li> <li>Describe where things are</li> </ul>	A. Talk about relative locations B. Express existence with 有 or 是	<b>Geography Focus:</b> Lhasa
	<b>2.2</b>	<ul style="list-style-type: none"> <li>Talk about household chores</li> <li>Give commands</li> </ul>	A. Give commands B. Give commands with 把	<b>Culture in Context:</b> Courtyard Houses
	<b>2.3</b>	<ul style="list-style-type: none"> <li>Make polite requests</li> <li>Ask for permission</li> <li>Offer food and drinks to guests</li> </ul>	A. Form compound words B. Offer choices with 还是 C. Make a polite request	<b>Authentic Video:</b> An Apartment in Kuala Lumpur
	<b>2.4</b>	<ul style="list-style-type: none"> <li>Express hunger, thirst, and other changes of state</li> <li>Ask someone's opinion of food</li> <li>Use exclamations</li> </ul>	A. Ask <b>adjective + not adjective</b> questions B. Make exclamations using degree words C. Express changes of state with 了	<b>Culture in Context:</b> Hosting Guests

	Lesson	Lesson Goals	Grammar	Culture
<b>UNIT 3</b> Student Life 132–191	<b>3.1</b>	<ul style="list-style-type: none"> <li>Use different greetings and leave-takings</li> <li>Specify the characters in a person's name</li> <li>Provide details about past events</li> </ul>	<p><b>A.</b> Address someone using 小 + surname</p> <p><b>B.</b> Greet people and say goodbye</p> <p><b>C.</b> Indicate the characters in a name</p> <p><b>D.</b> Discuss details of past events</p>	<p><b>Geography Focus:</b> Hong Kong</p>
	<b>3.2</b>	<ul style="list-style-type: none"> <li>Talk about jobs and career choices</li> <li>Ask <i>why</i> and provide explanations</li> <li>Ask <i>which</i> questions</li> </ul>	<p><b>A.</b> Talk about professions</p> <p><b>B.</b> Ask and tell the reason for something</p> <p><b>C.</b> Ask <i>which</i> questions</p>	<p><b>Culture in Context:</b> Jobs in China</p>
	<b>3.3</b>	<ul style="list-style-type: none"> <li>Talk about assignments</li> <li>Say how many times something happened</li> </ul>	<p><b>A.</b> Indicate the result of an action</p> <p><b>B.</b> Use quantitative complements</p> <p><b>C.</b> Use 把 with complements</p>	<p><b>Authentic Video:</b> Yaya's Graduation Vlog</p>
	<b>3.4</b>	<ul style="list-style-type: none"> <li>Comment on your classes</li> <li>Say what someone is doing</li> <li>Describe activities that are in progress</li> </ul>	<p><b>A.</b> Make comments using transition words</p> <p><b>B.</b> Indicate the recipient of an action with 给</p> <p><b>C.</b> Describe an action in progress</p> <p><b>D.</b> Use topic-comment sentences</p>	<p><b>Culture in Context:</b> China's Educational System</p>
<b>UNIT 4</b> My Neighborhood 192–249	<b>4.1</b>	<ul style="list-style-type: none"> <li>Describe neighborhood locations</li> <li>Indicate the distance between two places</li> <li>Indicate cardinal directions</li> </ul>	<p><b>A.</b> Talk about distances</p> <p><b>B.</b> Talk about cardinal directions</p>	<p><b>Geography Focus:</b> Taipei</p>
	<b>4.2</b>	<ul style="list-style-type: none"> <li>Talk about different means of transportation</li> <li>Say how long it takes to get somewhere</li> </ul>	<p><b>A.</b> Describe how you get around</p> <p><b>B.</b> Discuss travel time</p> <p><b>C.</b> Express <i>or</i> in a statement</p>	<p><b>Culture in Context:</b> Getting Around Chinese Cities</p>
	<b>4.3</b>	<ul style="list-style-type: none"> <li>Say how long an action lasts</li> <li>Describe how often you do an activity</li> <li>Ask for and give directions</li> </ul>	<p><b>A.</b> Indicate how many times or for how long</p> <p><b>B.</b> Describe how often something happens</p> <p><b>C.</b> Ask for and give directions</p>	<p><b>Authentic Video:</b> Bike Sharing in Beijing</p>
	<b>4.4</b>	<ul style="list-style-type: none"> <li>Discuss what has and hasn't happened yet</li> <li>Say that something happened earlier or later than expected</li> <li>Ask <i>how come</i></li> </ul>	<p><b>A.</b> Say what has and hasn't yet happened</p> <p><b>B.</b> Express <i>when</i> or <i>while</i></p> <p><b>C.</b> Talk about the timing of an action</p> <p><b>D.</b> Ask <i>how come</i> with 怎么</p>	<p><b>Culture in Context:</b> Chinese Neighborhoods</p>

# Scope & Sequence: Level 3

## 3

### PRELIMINARY UNIT

#### Review

A review of Level 2

	Lesson	Lesson Goals	Grammar	Culture
<b>UNIT 1</b> Nature and Culture 20–75	<b>1.1</b>	<ul style="list-style-type: none"> <li>Talk about scenery</li> <li>Talk about outdoor activities</li> <li>Describe what you see or hear</li> </ul>	<b>A.</b> Use <b>noun + position word for locations</b> <b>B.</b> Use adjective phrases for descriptions <b>C.</b> Describe a scene	<b>Geography Focus:</b> Singapore
	<b>1.2</b>	<ul style="list-style-type: none"> <li>Give simple directions</li> <li>Ask for permission</li> <li>Describe how people are positioned</li> </ul>	<b>A.</b> Say what is possible or permitted <b>B.</b> Indicate the direction of an action <b>C.</b> Indicate location using <b>verb + 在 + place</b>	<b>Culture in Context:</b> Scenic Attractions
	<b>1.3</b>	<ul style="list-style-type: none"> <li>Recommend an event to attend</li> <li>Talk about an experience</li> </ul>	<b>A.</b> Talk about past experiences with <b>过</b> <b>B.</b> Give advice <b>C.</b> Express <i>if-then</i> statements	<b>Authentic Video:</b> Beijing Travel Vlog
	<b>1.4</b>	<ul style="list-style-type: none"> <li>Identify people based on physical appearance or actions</li> <li>Describe the way an action is performed</li> </ul>	<b>A.</b> Describe a continuous state with <b>着</b> <b>B.</b> Identify people using <b>的</b> phrases <b>C.</b> Use a verb or verb phrase as a subject	<b>Culture in Context:</b> A Day Out in Beijing
<b>UNIT 2</b> Weather and Health 76–131	<b>2.1</b>	<ul style="list-style-type: none"> <li>Describe weather conditions</li> <li>Say the temperature</li> <li>Make simple comparisons</li> </ul>	<b>A.</b> Talk about the weather <b>B.</b> Discuss what will happen with <b>会</b> <b>C.</b> Make comparisons	<b>Geography Focus:</b> Japan
	<b>2.2</b>	<ul style="list-style-type: none"> <li>Talk about the weather in different seasons</li> <li>Indicate degrees of comparison</li> </ul>	<b>A.</b> Indicate the degree of comparison <b>B.</b> Describe multiple traits with <b>又</b> <b>C.</b> Talk about frequency	<b>Culture in Context:</b> Weather in China
	<b>2.3</b>	<ul style="list-style-type: none"> <li>Ask what's wrong</li> <li>Talk about medical issues and describe symptoms</li> <li>Indicate body temperature</li> </ul>	<b>A.</b> Discuss medical issues <b>B.</b> Provide additional information	<b>Authentic Video:</b> Mohe Weather News
	<b>2.4</b>	<ul style="list-style-type: none"> <li>Talk about illnesses</li> <li>Say how long something has lasted</li> <li>Say if something is still going on</li> <li>Verify an assumption</li> </ul>	<b>A.</b> Talk about illnesses with <b>了</b> <b>B.</b> Indicate how long you have been sick <b>C.</b> Indicate whether you are still sick <b>D.</b> Verify an assumption with <b>是</b>	<b>Culture in Context:</b> Traditional Chinese Medicine

	Lesson	Lesson Goals	Grammar	Culture	
<b>UNIT 3</b>	<b>Nutrition and Exercise</b> 132–187	<b>3.1</b>	<ul style="list-style-type: none"> <li>Order food and indicate special requirements</li> <li>Say if something is achievable</li> <li>Tell someone to stop doing something</li> </ul>	<ul style="list-style-type: none"> <li>A. Order food</li> <li>B. Indicate if something is achievable</li> <li>C. Tell someone to stop doing something</li> </ul>	<b>Geography Focus:</b> Canada
		<b>3.2</b>	<ul style="list-style-type: none"> <li>Make suggestions</li> <li>Give examples</li> <li>Talk about necessary and sufficient conditions</li> </ul>	<ul style="list-style-type: none"> <li>A. Make suggestions</li> <li>B. Give examples using 比如</li> <li>C. Express <i>more and more</i> with 越来越</li> <li>D. Indicate conditions</li> </ul>	<b>Culture in Context:</b> Chinese Cuisine
		<b>3.3</b>	<ul style="list-style-type: none"> <li>Talk about weight and height</li> <li>Say how long it has been since you did something</li> <li>Give suggestions for staying active</li> </ul>	<ul style="list-style-type: none"> <li>A. Talk about weight and height</li> <li>B. Talk about requests and instructions</li> <li>C. Discuss when something last happened</li> </ul>	<b>Authentic Video:</b> Nighttime Runners
		<b>3.4</b>	<ul style="list-style-type: none"> <li>Describe the direction of a movement</li> <li>Talk about injuries</li> </ul>	<ul style="list-style-type: none"> <li>A. Use compound directional complements</li> <li>B. Indicate who or what caused an action</li> </ul>	<b>Culture in Context:</b> Sports and Physical Education
<b>UNIT 4</b>	<b>Let's Go!</b> 188–245	<b>4.1</b>	<ul style="list-style-type: none"> <li>Compare tourist destinations</li> <li>Talk about what you know</li> <li>Describe two aspects of something</li> </ul>	<ul style="list-style-type: none"> <li>A. Discuss what you know</li> <li>B. Make comparisons using 更</li> <li>C. Talk about two related situations or traits</li> </ul>	<b>Geography Focus:</b> The United States
		<b>4.2</b>	<ul style="list-style-type: none"> <li>Talk about using technology</li> <li>Discuss travel methods</li> <li>Talk about repeated actions</li> </ul>	<ul style="list-style-type: none"> <li>A. Discuss technology using complements</li> <li>B. Provide an alternative perspective</li> <li>C. Talk about repeated actions</li> </ul>	<b>Culture in Context:</b> Discover Taiwan
		<b>4.3</b>	<ul style="list-style-type: none"> <li>Talk about what to bring on a trip</li> <li>Ask where something is</li> <li>Say that you forgot something</li> <li>Remind someone not to forget something</li> </ul>	<ul style="list-style-type: none"> <li>A. Ask <i>where</i> using 呢</li> <li>B. Talk about forgetting</li> <li>C. Discuss travel preparations</li> </ul>	<b>Authentic Video:</b> YouTubers in Chongqing
		<b>4.4</b>	<ul style="list-style-type: none"> <li>Give your address</li> <li>Write a letter or postcard</li> <li>Report what someone else said</li> </ul>	<ul style="list-style-type: none"> <li>A. Write letters and emails</li> <li>B. Report what someone else said</li> </ul>	<b>Culture in Context:</b> Regional Products