

请你们介绍你的一段友谊,  
然后再写一写你们之间的回忆

huí yì, memory

I can create a presentation describing a person who is my friend. (presentational writing)

## 我和我最好的朋友

( guided sentences )

...的时候, 我们**成了**好朋友。

我们是在\_\_\_\_\_认识的。

我们认识**快**\_\_\_\_\_年了。

我**对他/她的****印象**非常好。

他/她是一个很\_\_\_\_\_的人。

...比...

我没有他/他那么\_\_\_\_\_

我们**俩**喜欢一起\_\_\_\_\_。

我们**俩**还常常\_\_\_\_\_。

你的朋友是什么样的人？

内向, 外向、开心、上进、细心, 自信、活泼、乐观

Supplementary vocabularies:

yǒu shàn

友善, kind; nice

yǒu cái

有才, talented

yōu mò

幽默, humorous

rè xīn

热心, kind-hearted

yǒu ài xīn

有爱心, caring

## 我和我最好的朋友（例文）

20 多年以前，我和她成了好朋友。我们是上初中的时候认识的。我们认识已经快25年了。她是一个很爱运动而且非常有爱心的人。我对她的印象一直都很好！上学的时候，我们俩常常一起聊天，吃东西。虽然我们  
现在在不同的国家生活，但是我们还保持着联系。

bǎo chí zhe lián xì, keep in touch

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# 我们的回忆 huí yì, memory

## 1996

我们是在1996年认识的。上初中的第一天，我们俩就认识了。**所以**我们很快就成了好朋友。

## 1999

1999年我们初中毕业了。我们又上了同一个高中。在高中三年里，我们还是最好的朋友。

## 2002

2002年我们高中毕业了。我们俩上了不同的大学。**但是**我们还常常保持着联系 bǎo chí zhe lián xì, keep in touch。暑假**的时候**，我们还是常常一起出去玩儿。

## 2006

....

# ( Presentational ) Writing Rubric

|   | <b>Strong Performance<br/>5</b>  | <b>Meets Expectations<br/>4</b>   | <b>Approaching Expectations<br/>3</b>  | <b>Not Yet<br/>2</b>   |
|---|--|---|--|--|
| <b>How well am I understood?</b>        | <p>My writing is clearly understood.</p> <p>There are sporadic errors which do not interfere with the message.</p>   | <p>My writing is generally understood; readers may have to occasionally reread a phrase or sentence to understand.</p> <p>Errors do not interfere with the message.</p> | <p>My writing is generally understood, but readers may have to be willing to make a guess or reread to understand.</p> <p>Errors occur and do cause some confusion for the reader.</p> | <p>My writing is extremely difficult to understand;</p> <p>Errors interfere with communication.</p>                          |
| <b>How rich is my language?</b>         | <p>I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit .<br/><i>I also include personal vocabulary.</i></p> <p>My sentences are varied.</p> | <p>I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit.</p> <p>I use some varied sentences.</p> | <p>I use simple, familiar vocabulary; and I incorrectly use a few new expressions from the current unit.</p> <p>My sentences follow a repetitive pattern.</p>                          | <p>I rely on simple and very familiar vocabulary.</p> <p>I struggle to produce sentences.</p>                                |
| <b>How well do I complete the task?</b> | <p>I complete all of the tasks with thoroughness and details.</p>  | <p>I complete each part of the task.</p>  | <p>I complete most of the tasks.</p>   | <p>I complete some of the tasks, but key components are missing.</p>   |
| <b>How organized is my writing?</b>     | <p>My ideas are presented in an organized and coherent manner.</p> <p>I use transitional words to connect my thoughts. (see highlighted words)</p>   | <p>My ideas are presented in a somewhat logical manner.</p> <p>I use some transitional words to connect my thoughts.</p>  | <p>My ideas are not presented in a logical manner.</p> <p>I infrequently use transitional words to connect my thoughts.</p>  | <p>My ideas are not presented in a logical manner.</p> <p>I use minimal or no transitional words to connect my thoughts.</p> |